



ANNUAL REPORT 2017-18

**CONSEIL SCOLAIRE FRANCOPHONE PROVINCIAL
de
TERRE-NEUVE-ET-LABRADOR**



MESSAGE FROM THE CHAIR

The Honourable Brian Warr
Minister of Education and Early Childhood Development
Department of Education and Early Childhood Development
P.O. Box 8700
St. John's, NL A1B 4J6

Dear Minister:

In compliance with the **Transparency and Accountability Act** requirements for Category 1 entities, please accept the 2017-18 Annual Performance Report of the Conseil scolaire francophone provincial de Terre-Neuve-et-Labrador (CSFP, or "the board").

The Strategic Plan 2017-20 describes the board's commitment to improved French first-language education, safe and caring schools and improved learning through 21st-century skills. This report covers the goals outlined in the 2017-20 Strategic Plan as well as the objectives for 2017-18.

My signature below is on behalf of the CSFP school board, and indicates accountability for the results reported in 2017-18.

Thank you for your cooperation in the development of Francophone education in Newfoundland and Labrador.

Sincerely,

Brian Lee, Chair

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PROFILE OF THE CONSEIL SCOLAIRE FRANCOPHONE PROVINCIAL

CSFP's administrative offices are located in the Centre scolaire et communautaire des Grands-Vents at 65 Ridge Road, St. John's, NL.

As of September 30, 2017, CSFP had an enrolment of 351 students, from Kindergarten to Level IV. Enrolments were as follows.

Schools	Grades	Enrolment
Centre éducatif l'ENVOL (Labrador City)	K-12	29
École Boréale (Happy Valley–Goose Bay)	K-12	39
École Notre-Dame-du-Cap (Cape St. George)	K-8	37
École Sainte-Anne (Mainland)	K-12	71
École des Grands-Vents (St. John's)	K-6	142
École Rocher-du-Nord (St. John's)	7-12	33

In addition, a continuing agreement with Quebec's Commission scolaire du Littoral provides for French first-language education for children from L'Anse-au-Clair.

CSFP had a total budget of \$9,814,850 in 2017-18. Additional information can be found in the Audited Financial Statements, which are located in Annex C.

For the 2017-18 school year, the breakdown of CSFP staff (including supply teachers) was as follows:

If supply teachers are included with regular teachers:

CSFP STAFF			
Category	Female	Male	Total
CSFP Office	7	6	13
Teachers	46 (12 supply)	11 (6 supply)	57 (18 supply)
Principals	6	0	6
Other	21	11	32
Total	80	28	108

LINES OF BUSINESS OF CSFP

The Conseil scolaire francophone provincial has two lines of business:

1. Programs and Services, Pre-School (i.e., *Bon Départ*) and Kindergarten to Grade 12

The year before they begin kindergarten, French first-language schools provide children the opportunity to do the *Bon Départ* program, which prepares them for kindergarten. French first-language schools offer programs and courses prescribed or approved by the Department of Education and Early Childhood Development.

2. Transportation

CSFP is responsible for providing return transportation for students between their home and the school in accordance with Department of Education and Early Childhood Development (EECD) policies and guidelines.

HIGHLIGHTS AND PARTNERSHIPS

Enrolment

Enrolment at CSFP remained fairly stable in 2017-18, albeit with a decrease of nine students, to 351. École Sainte-Anne and École Rocher-du-Nord offered high-school programming. There was a decrease in high-school cohorts. It is of note that École Saint-Anne also offered programming to Level IV students in 2017-18, thereby allowing them the opportunity to earn their high-school diploma.

Program delivery and professional learning

In 2017-2018, all teachers delivering new programs benefited from professional learning as per the current professional learning (PL) model of EECD. This included professional learning for the delivery of play-based learning in Grade 1, for Sciences 3 and 5, and for Carrière et vie 2232 (myBlueprint module).

CSFP continued its practice of a two-day closing for teachers (October 2017).

All teachers took part in two days of training and assembly at the École intermédiaire et secondaire francophone de Saint-Jean on October 19th and 20th. The workshops were defined based on the schools' development plans and programming needs. Themes included technology, French (reading and writing), primary-level mathematics, physical education, common exams, PowerSchool, LGBTQ and student services. Feedback from teachers was very positive, as all indicated that they benefited greatly from this cooperation.

The school secretaries had two days of PowerSchool training on October 17th and 18th, 2017. Grade 3 and 5 science teachers received professional learning in the delivery of the new science programs on October 18th, 2017.

Administration

In 2017-2018, CSFP hired a principal for École Notre-Dame-du-Cap and a principal for the new intermediate and secondary school, École Rocher-du-Nord. An accounting and human resources manager was hired at the head office.

Infrastructure

CSFP was delighted to open the École intermédiaire et secondaire Rocher-du-Nord in September 2017, for a temporary period of five years. Minor renovations totalled about \$350,000. The province has since announced \$400,000 in the 2017-2018, provincial budget for planning the new K-12 school and community centre in the St. John's area. A business plan for the funding application to build the new school is in the preliminary stage.

After a number of applications, École Notre-Dame-du-Cap received funding for renovations to the gymnasium, windows, paint and storage. This project is now underway. An expansion project application was identified for a cafeteria, staff room and washroom; this proposal was subsequently submitted to EECD.

A project to repair bricks on the outer walls of École des Grands-Vents was approved. A project to install a security system at the entrance will also be implemented, for the safety of students and school staff.

CSFP submitted an application for \$11,950,000 in funding to expand École Boréale in Happy Valley-Goose Bay, to include a gym, a stage, washrooms, dressing rooms, library, staff room, cafeteria and community area, as well as a day-care centre and preschool space.

Activities encured throughout the 2017-18 school year are presented in Annex A, 2017-18 HIGHLIGHTS, BY SCHOOL.

Partnerships

To achieve the objectives and goals in its strategic plan, CSFP works with the following partners:

1. Department of Education and Early Childhood Development

EECD is responsible for ensuring compliance with the *Schools Act, 1997*, which defines the roles and duties of school boards. It determines the learning programs and develops the administrative and educational policies that apply to school boards. The boards are accountable to EECD for management of their programs and services, as well as for management and administration of their human and financial resources. Approximately 89.8per cent of total CSFP budget comes from EECD.

2. Canadian Heritage

Canadian Heritage is the federal department responsible for negotiating the federal/provincial cost-shared agreement for Official Languages in Education (OLE) programs with the Government of Newfoundland and Labrador. This agreement ensures funding for the additional services and programs needed for minority-language education and the promotion of the French language and Francophone cultures. CSFP receives \$850,000 annually from OLE programs, but that is insufficient to cover additional expenses. Approximately 8.7per cent of CSFP's total budget comes from this agreement. The remainder of its budget (1.5per cent) comes from rental of space in the Centre scolaire et communautaire des Grands-Vents and the Centre scolaire et communautaire Sainte-Anne.

3. Francophone organizations

At the provincial level, FFPNL remains a major source of support for CSFP. Under the supervision of FFTNL, Franco Jeunes remains an important group among CSFP students, especially at the secondary level.

The Fédération des parents francophones de Terre-Neuve et du Labrador offers community “francisation” programs and manages preschool programs in regions served by CSFP schools. Discussions have begun with the aim of studying the integration of day-care centres in all schools. Agreements remain in place with the Association communautaire francophone de Saint-Jean for the operation of the Centre scolaire et communautaire des Grands-Vents and with the Association régionale de la côte Ouest for the management of the Centre scolaire et communautaire Sainte-Anne.

4. Other partners

The agreement with Newfoundland and Labrador English School District to share school transportation in Happy Valley–Goose Bay and Labrador City remained in effect in 2017-

18. In addition, the agreement with Quebec's Commission scolaire du Littoral continued, so that Francophone students from the L'Anse-au-Clair area could attend the Mgr-Scheffer school in Lourdes-de-Blanc-Sablon in Quebec.

REPORT ON PERFORMANCE

Four issues have served as guidelines for CSFP activities from July 1, 2017 to June 30, 2020 as follows:

1. Success of francophone minority students;
2. Well-being of students and staff;
3. Growth, outreach and community engagement; and
4. Board Governance.

This section will report on the objectives and indicators for 2017-20 and the annual objectives and indicators for 2017-18.

ISSUE 1: SUCCESS OF FRANCHOPHONE MINORITY STUDENTS

CSFP is always committed to fulfil its threefold mandate in a linguistic minority community: to educate youth from the Francophone community, increase their understanding and knowledge of Francophone cultures, and foster development of the community dimension. From this perspective, language learning is a major issue, since it is fundamental to everything that students learn. CSFP must therefore ensure that all steps are taken to facilitate every student's learning in school. Hence it is essential that CSFP examine its educational approach in connection with its programs, which are at the heart of students' learning and learning outcomes. Enhancing the success of students from Francophone minority communities will have positive impacts for the entire CSFP. Students will be well equipped to pursue postsecondary studies or to work in English and French.

Goal One:

By June 30, 2020, the Conseil scolaire francophone provincial will have enhanced opportunities for student success.

2017-2018 objective: By June 30, 2018, the Conseil scolaire francophone provincial will have developed and implemented initiatives to support student achievement.

Indicators:

- Developed a literacy plan
- Developed a numeracy plan for grades 7 to 12
- Implemented professional learning communities (PLCs) in schools

Indicator: Developed a literacy plan

A literacy plan has been developed, covering four areas of focus: teaching and learning; evaluation and achievement; professional learning; and promotion of reading. Through 2017-2018, work on the literacy plan was designed to create the framework for evaluation and learning and to provide for uniform measurement of student performance.

Following the full introduction of the *Intervention model for student achievement: primary reading and writing* in 2016-2017, CSFP has extended the principles of the intervention model to the elementary level. Consequently, as of 2017-2018, all K-6 literacy teachers now develop the reading profile of each primary and elementary student, in order to identify the student's needs and respond through effective teaching strategies. It is important to note that, as a fundamental aspect of the whole curriculum and a basis for planning and future initiatives, K-6 literacy is a major objective. That is why CSFP deploys so many resources to support literacy at the primary and elementary levels.

Teacher participation in various professional learning initiatives has made it possible to introduce new strategies and resources. Since measurement of students' reading level is so important, teachers (especially at the elementary level) and instructional resource teachers have taken training in use of the *GB+* evaluation instrument to measure students' reading skills. This training has equipped teachers to make use of the *GB+* evaluation resource and thus better intervene with students to ensure they are progressing in their reading.

Other professional learning opportunities have enabled teachers to develop to the benefit of their students. Elementary French teachers received training in writing performance standards during the general CSFP training in October 2017. Other professional learning activities included Reading Recovery (Ontario), Sommet du numérique (Montréal), Association québécoise d'utilisateurs d'outils technologiques à des fins pédagogiques et sociales (Québec) and Réussite éducative (Québec). The participants subsequently assumed their leadership in literacy by sharing what they learned with CSFP colleagues.

In 2017-2018, members of the teaching staff at the CSFP head office and the staff of École des Grands-Vents took part in the training offered by EECD for the first cohort of schools in the primary-elementary initiative, one being École des Grands-Vents. The principles of student-adapted teaching and learning and the three-tiered model as a student support protocol were presented, and were the subject of this group's professional learning in spring 2018 so they could be fully implemented when classes reopened in 2018.

The establishment of tools to standardize reading evaluation until the end of elementary and the provision of professional learning for teachers ensures a framework in which the reading performance of students can improve.

To promote student reading, CSFP made it easier for students to obtain a library card so they could access digital books and journals and magazines. This proved to be a very beneficial project, especially for students in remote areas with no easy access to a local library. The project has complemented the purchase of reading material for classroom and school libraries. Access to reading material of different types and on different media is clearly motivating for students, and supports development of their reading skills.

The literacy interventions were varied and timely, which certainly had an impact on optimized student support, improvement of the level of high-school graduation, and thus improved student performance.

Indicator: Developed a numeracy plan for grades 7 to 12

A numeracy plan for grades 7 to 12 was developed in 2017-18, covering four areas of focus: teaching and learning; evaluation and achievement; professional learning; and promotion of mathematics. CSFP has implemented certain initiatives flowing from the numeracy plan. CSFP is continuing with a bank of evaluations and evaluation criteria in order to guide teachers in creating appropriate evaluations. Development of exams for math courses in grades 7 to 12 was standardized. Working together, teachers created common exams according to a defined format. This initiative ensures quality examinations that accurately reflect learning outcomes and levels of questioning.

Teachers also integrated more technology in 2017-2018. They incorporated coding in courses, which also facilitated a transdisciplinary approach. Furthermore, they had the opportunity to integrate robotics in their courses, which facilitated the transdisciplinary inclusion of mathematics.

One project that proved very useful for K-2 teachers was the development of a table of specific learning outcomes for math/health/sciences courses. This provided teachers with support in organizing their programs and meeting students' needs in a context of play-based learning. One initiative that evolved in 2017-2018, was course descriptions. All the course descriptions were updated, and for secondary courses, the specifications tables were reviewed and validated. One new project was the preparation of a mock exam for Math 3231. This was a useful exercise to prepare students for the EECD exam.

During the 2017-2018 school year, CSFP continued to improve access to teacher development, and facilitated opportunities for teachers to participate in professional learning activities. Primary teachers took a math course as part of CSFP's general educational development in October 2017, which covered mental calculation strategies, game playing and multiplication tables. Staff members also attended the congress of the Association québécoise d'utilisateurs d'outils technologiques à des fins pédagogiques et sociales and the Sommet du numérique, which deals with making use of the digital world in the classroom. The teachers' participation in various development courses allowed for the introduction of new strategies and resources which they share what they learn with their colleagues to make teaching more effective.

Other conferences attended from CSFP staff are as follows:

- National Physical Education and Health Conference (Whistler, BC): A physical education teacher. Various strategies and activities for physical education and health classes.
- Reading Recovery National Conference (Mississauga, ON): Two teachers and the French Coordinator. Reading strategies and interventions, such as literacy and play-based learning, reading profiles, guided and shared reading, integration of computer and communication technologies.
- 7th World Violence in School Conference and Quebec Committee for Youth in Behavioral Difficulty (Quebec City, QC): Student Services Coordinator, two LES and one teacher.

Strategies and interventions to promote the well-being of young people who have social, emotional and behavioral difficulties in order to improve the quality of educational services available to them.

- Digital Summit: Eight participants (Director of Educational Services, Math / Science / Technology Coordinator, Computer Manager, two principals, three teachers). Participants attended various workshops on programming, robotics, children's literature, iPad, collaboration and digital and social media / digital citizenship.

Indicator: Implemented professional learning communities (PLCs) in schools

Training of and/or meetings between principals (in the 2017-18 school year) to share practices and training (e.g. management and administration) provided the necessary support to form a functional and effective school administration, and represented the beginning of a professional learning community. Given the geographic reality of CSFP, the focus was on technology for the establishment of professional learning communities. In 2017-18, the professional learning community for play-based learning was expanded to include Grade 2 teachers. Teachers had the opportunity to interchange through technology using Google applications. Development of common exams for grades 7 through 12 also allowed teachers to work together as a virtual learning community.

2018-2019 objective:

By June 30, 2019, the Conseil scolaire francophone provincial will have continued to implement initiatives to support student success.

Indicators:

- Continued establishment of K-6 literacy plan
- Established professional learning communities and continued professional development focusing in literacy and numeracy
- Implemented the numeracy plan for grades 7 to 12
- Continued integration of coding and technology in programming

ISSUE 2: WELL-BEING OF STUDENTS AND STAFF

In support of the Safe and Caring Schools initiative, the Conseil scolaire francophone provincial continues to promote safe and caring learning environments and to be proactive and preventive in the ways it deals with problems of violence.

In 2017-18, CSFP used its policy to provide guidelines for the development and maintenance of a safe, welcoming and inclusive learning environment. Furthermore, this policy will assist the board in defining a structure for the collection and analysis of data to be used in developing and implementing school development plans and assigning accountability for them.

Goal Two:

By June 30, 2020, the Conseil scolaire francophone provincial will have enhanced school environments for students and staff.

2017-2018 objective:

By June 30, 2018, the Conseil scolaire francophone provincial will have developed and

implemented initiatives to ensure safe, healthy and caring school environments.

Indicators:

- Continued to implement a Positive Behavior Supports and bullying procedures
- Developed a Memorandum of Understanding and Emergency Action Plan in Schools
- Developed wellness programs

Indicator: Continued to implement a Positive Behavior Supports and bullying procedures

CSFP has continued to implement and enhance positive behaviour and anti-bullying supports and procedures to ensure that its schools are safe and caring. The code of conduct for all schools has been revised throughout the school year. At the end of the 2017-18 school year, we can now say that behaviour management through positive behaviour support is considered to be fully established within the school board.

School principals have taken training in restorative justice, an approach to behaviour modification through positive interrelations which ensures that students have an active-listening audience regarding prejudice they have personally experienced or behaviour of their own that has prejudiced their peers. This approach is to be integrated in the schools' code of conduct.

A cybersecurity kit that includes turnkey activities has been prepared by the educational technology teacher. Teachers have received training in digital citizenship and how to protect student security and protect against cyberbullying. In 2017-18, teachers at every school organized kit activities to make students aware of the importance of online security and digital citizenship. CSFP continues to implement initiatives related to the Safe and Caring Schools Policy of EECD.

Indicator: Developed a Memorandum of Understanding and Emergency Action Plan in Schools

Every school has developed an Emergency Action Plan

Indicator: Developed wellness programs

The wellness programs are continuous from previous years. New programs will be considered in the coming years.

2018-2019 objective:

By June 30, 2019, the Conseil scolaire francophone provincial will continue to implement initiatives in support of safe, healthy and accepting school environments.

Indicators

- Continued implementation of initiatives to support the mental well-being of students and staff
- Continued implementation of initiatives to support the security of students and staff
- Continued implementation of initiatives to support digital citizenship and online security
- Continued implementation of anti-bullying initiatives

ISSUE 3: GROWTH, OUTREACH AND COMMUNITY ENGAGEMENT

CSFP will encourage growth in order to increase the student population at all levels and develop mechanisms such as a transition plan for the retention of secondary students so as to raise the graduation rate. CSFP will also encourage solid community ties so that our students can balance what they learn in class with its application in everyday life.

Goal Three:

By June 30, 2020, the Conseil scolaire francophone provincial will have enhanced outreach and community engagement to increase the student population.

2017-2018 objective:

By June 30, 2018, the Conseil scolaire francophone provincial will have initiated activities to promote growth and community engagement.

Indicators:

- Explored and identified potential clients such as rights holders
- Developed marketing strategies across the province to increase visibility
- Initiated activities with partners in various communities
- Advocated for new infrastructures to establish or improve learning and working facilities

Indicator: Explored and identified potential clients such as rights holders

Under the heading "Minority Language Educational Rights," the section reads,

Section 23.

(1) Citizens of Canada

- (a) whose first language learned and still understood is that of the English or French linguistic minority population of the province in which they reside, or
- (b) who have received their primary school instruction in Canada in English or French and reside in a province where the language in which they received that instruction is the language of the English or French linguistic minority population of the province, have the right to have their children receive primary and secondary school instruction in that language in that province.

(2) Citizens of Canada of whom any child has received or is receiving primary or secondary school instruction in English or French in Canada, have the right to have all their children receive primary and secondary school instruction in the same language.

(3) The right of citizens of Canada under subsections (1) and (2) to have their children receive primary and secondary school instruction in the language of the English or French linguistic minority population of a province

- (a) applies wherever in the province the number of children of citizens who have such a right is sufficient to warrant the provision to them out of public funds of minority language instruction; and
- (b) includes, where the number of those children so warrants, the right to have them receive that instruction in minority language educational facilities provided out of public funds.

In 2017-18, CSFP carried out preliminary exploration and identification of potential clients. The 2016 census was designed to capture data such as rights holders, but its questions do not allow for complete data identification. Fortunately, with the effort of the Fédération nationale des conseils scolaires francophones, legal support and some Francophone school boards in Canada outside Quebec, two questions will be added to the next census which will allow rights holders to identify themselves.

An analysis of potential CSFP enrolment in Greater St. John's was carried out. Preliminary data from Statistics Canada's 2016 census were obtained. The 2016 census data are the best data currently available to estimate the number of students eligible to enrol in CSFP schools. The census data have their limits, however, because they cover the student population with at least one parent holding rights under section 23 of the *Canadian Charter of Rights and Freedoms* (the Charter), and so do not allow for exact analysis of this potential population.

Indicator: Developed marketing strategies across the province to increase visibility

In 2017-18, the communications and marketing officer was working part-time on communications and promotion files; this is a hybrid position, with additional tasks in cultural facilitation and administrative support (for the director and the board of trustees). Despite the constraints imposed by the number of files for which the officer is responsible, the field of communications receives more sustained attention. This officer handled the drafting and distribution of communications regarding CSFP activities and the board's different programs, and supported promotion of CSFP's six schools.

A CSFP column was published in every edition of **Le Gaboteur**. "**Bons coups**" and success stories of students and schools were publicized, to enhance the image of CSFP's schools. The use of tools (website, Facebook, Twitter) was maintained, without being increased. Greater use of social media and the Internet serves to communicate and disseminate CSFP messages. To support the communication activities of the schools, they were offered advice on communications and marketing (e.g. promotional items). The CSFP and schools sites were maintained and supplied with news and information. At least one person in each school uploaded content the school's site and its Facebook page. The communications officer uploaded content to the CSFP website for meetings and communications of the board of trustees. The Facebook page and Twitter account of CSFP, as well as the schools, were active and well supplied with information. Communication and advertising tools were produced. New information brochures for certain schools were created and distributed. Note that a celebration of the 20th anniversary of CSFP is planned for fall 2018.

Indicator: Initiated activities with partners in various communities

The communications and marketing officer has contacted the City of St. John's and surrounding

communities such as Mount Pearl, Paradise and Conception Bay South to raise visibility on municipal websites. All of them indicated an interest in creating a link to the CSFP site and increasing the amount of French on their sites.

In spring 2017, an initial meeting was held between CSFP and the mayors from the communities of Corner Brook and Stephenville, which have Francophone population. As the chair and the education director were well received in both cities, CSFP decided to proceed by exploring the idea of a Francophone school in Stephenville first of all. Meetings will be continuing in Stephenville in the next school year.

CSFP has established positive relations with EECD. Good relations have also been established with NLESD. CSFP has also increased its communications at various levels with Francophone organizations, such as FFTNL, the Fédération des parents francophones de Terre-Neuve et du Labrador, the Association communautaire francophone de Saint-Jean, the Réseau de développement économique et d'employabilité de Terre-Neuve-et-Labrador, and Le Gaboteur.

Indicator: Advocated for new infrastructure to establish or improve learning and working facilities

2017-18 was the launch year for the new intermediate and secondary school in St. John's, Rocher-du-Nord. Managing a school is never simple, and is even more difficult in its first year of operation. To compound the challenge, this school was opened very quickly. The team gave its all to the task, and made a great success of it. Since the Rocher-du-Nord building is being loaned to us by the Roman Catholic Episcopal Corporation (RCEC) for a period of five years, a solution is absolutely necessary by the year 2022. CSFP is currently working with the provincial government to determine a solution. In March 2018, the province announced funding of \$400,000 for planning.

During the year we held a public consultation on sharing a building proposed for the students of École Notre-Dame-du-Cap, and more specifically, a public meeting with the Anglophone board of trustees, NLESD, in November 2017. The proposal was to share the building with an Anglophone school. The result of this public consultation was that sharing the Anglophone school was not acceptable to the local community. CSFP repairs will be done to the current school in Cape St. George instead, and successfully received funding for the repairs.

CSFP applied to EECD for funding to expand École Boréale in Happy Valley–Goose Bay. This expansion project will create a positive place of learning in an environment where a student's Francophone culture can be openly lived. The addition of classrooms and a gymnasium is just one example. As the only Francophone school board in the province, it is essential that we fully collaborate with our Francophone organizations in Newfoundland and Labrador to ensure quality services for our French-speaking minority communities. The feasibility study demonstrated the importance of creating a community centre paired with a day-care centre for the Francophone community.

CSFP considered it best to inform EECD about the coming application for funding for the expansion of the Centre éducatif l'ENVOL. The objective of the feasibility study for the expansion of the Centre éducatif l'ENVOL is to assess the option of adding a community infrastructure on the site of the Centre éducatif l'ENVOL in Labrador City. Based on the community needs identified by the FFTNL, the possibility of adding a gymnasium and some

community and child day-care areas, including an outdoor playground, is being evaluated as part of this study. The projections show that the surface area available will be a major limiting factor. The area where the school is located is limited because it is surrounded by a municipal road and adjacent lots where construction is going on. This study will evaluate the consequences of the property restrictions for the feasibility of the expansion project. It will also help to identify a direction that the Francophone school community can take to build, at the regional and community level, the new infrastructure to develop the strategic framework of the Plan de développement global. In particular, it will serve to develop one of the strategic themes of the *PDG*, namely “[translation:] Our spaces, our communities: a caring Francophone community united in diversity and fostering the expansion of the province’s Francophonie.”

At the board of trustees’ regular meeting in October 2017, in response to a need to expand some administrative offices, the board supported the CSFP on producing a study on the project to relocate the head office. Certain premises were studied, but nothing has yet been decided.

2018-2019 objective:

By June 30, 2019, the Conseil scolaire francophone provincial will have continued to implement activities to promote growth and community engagement.

Indicators

- Adopted new brand
- Continued to advocate for infrastructure improvements

ISSUE 4: BOARD GOVERNANCE

At the conclusion of the 2017-18 school year, the board had nine trustees. In 2018, the CSFP has a relatively stable board, meaning that all the seats are filled, all the regions equally represented, and all the trustees understand the issues.

CSFP TRUSTEES (as of June 30, 2018)	
Name	Region
Carole (Maillet) Gillingham	At large
Edna Hall	At large
Steevens Proulx	At large
Charly Mini	Avalon
Michael Clair	Avalon
Dillon Jesso	Central-West
Jenna Skinner	Central-West
Brian Lee	Labrador

Goal Four:

By June 30, 2020, the Conseil scolaire francophone provincial will have enhanced its board governance.

2017-2018 objective:

By June 30, 2018, the Conseil scolaire francophone provincial will have initiated activities to enhance its governance structure.

Indicators:

- Provided training on governance to trustees and management employees
- Established Subcommittees
- Developed a governance model

Indicator: Provided training on governance to trustees and management employees

Training in governance was provided by Mr. Paul Marshall and his assistant Mr. Joël Rocque of the law firm Emond Harnden LLP of Ottawa. They led an intense two-day weekend session at the annual general meeting of the CSFP in St. John's, from November 17 to 19, 2017. The following subjects were addressed:

- Overview of the **Schools Act, 1997**
- Governance
- Constitutional rights (s. 23 of the Charter)
- Employment, duties and dismissal of school staff
- Human rights
- Disciplining, suspension and expulsion of students

Although very busy, this session was both useful and necessary to make the school trustees comfortable in their elected roles. Technological professional development in the effective use of communications tools and in online connection to board meetings was offered individually and upon request by the information technology director.

Indicator: Established Subcommittees

As stipulated in the **Schools Act, 1997**, CSFP is obliged to establish an executive subcommittee of the board of trustees in November 2016. This executive committee is comprised of the chairperson, first vice-chairperson, second vice-chairperson and the director of education. This committee convenes as required to study major issues, often policies, so as to then better support the other board members in making the best decision.

A construction committee was established in October 2017 to better study decisions related to infrastructure. It is mandated to support the director on construction projects, understand projects before submitting them to the board of trustees, and prepare resolutions for the board of

trustees. During meetings they study the highlights of discussions, key activities, issues and challenges, and conclude with an update followed by next steps. Three board members and the director sit on this active committee, as required to provide information that may assist the trustees in understanding the context and issues before making a decision that could have a major impact on CSFP.

Indicator: Develop a governance model

The CSFP held a board of trustees retreat August 25th and 26th, 2018 to establish a governance model and be able to rework the vision, mission and values of the board. This event went very well: they developed a governance model, modernized the vision, mission and values, and had sessions with the president and director of the Fédération nationale des conseils scolaires francophones to better understand how the national federation can help CSFP carry out its mandates and highlight certain subjects at the national level.

CSFP had adopted a strategic plan to govern its activities until 2017. Development of the 2017-20 strategic plan and its issues will serve to lay out the path from the current situation to the desired situation. Over the year, CSFP was able to start implementing its 2017-20 strategic plan.

2018-2019 objective:

By June 30, 2019, the Conseil scolaire francophone provincial will have continued to implement activities to enhanced its governance structure.

Indicators:

- Reviewed governance policies
- Developed guidelines and policies such as in conflict of interest
- Adopted policy resolutions

OPPORTUNITIES AND CHALLENGES

One major challenge is that we are suffering the effects of a national shortage of Francophone educators. The reopening of classes for our 2018-19 year posed some human resources challenges. The shortage of Francophone teachers is affecting us considerably, especially in the regions. This staff shortage promises to be the challenge of the year. Our funding is another substantial challenge. We have more projects and objectives than resources to accomplish them. Every employee must assume multiple tasks and responsibilities. There continues to be a substantial gap in supply at all levels compared with the Anglophone side. Recruitment and student retention remain our biggest challenges. We are going to develop strategies to address these challenges. The education director is pursuing different initiatives to limit the impact on CSFP. This shortage is affecting the entire country, so we are going to have to work in a very innovative way to meet current and future needs. These are not insurmountable problems, but there is no doubt that we still have much work to do at this level. In 2017-18, the teachers' positions that were filled were staffed by qualified personnel. CSFP participated in career fairs (Université de Moncton, Memorial University of Newfoundland and Labrador, Montréal). It advertised with online recruitment agencies, universities and newspapers. The secondary courses in math, science, French and English are taught by specialists, so to the extent possible we aim to increase the number of specialists. Fortunately, staff retention was better in 2017-18 (fewer departures without cause, departures for leave only).

ANNEX A 2017-18 HIGHLIGHTS, BY SCHOOL

École Boréale

Halloween: construction of a giant monster and creation of stories about it; writing and illustration of a collection of horror stories;

Gumboot workshop proposed by the *Réseau immigration francophone de Terre-Neuve-et-Labrador* and *Projet Ose* to mark National Francophone Immigration Week 2017 and celebrate cultural diversity;

42nd edition of the Creative Arts Festival Labrador: creation of a play (grade 3 to 6 students) staged at the O'Brien Centre, and participation in arts workshops for all school students (music, storytelling, etc.);

New school mascot, used to reinforce positive behaviour;

Feast day of Chandeleur: pancakes cooked by students in the grade 6-7 class and shared with the smaller children;

Valentine's Day: exchange of valentines between different Francophone schools across Canada (Quebec, British Columbia, Manitoba and Newfoundland);

Rendez-vous de la Francophonie: making by students of their Franco-Newfoundlander and Labradorian flag, participation in the activity *Slam tes mots* (rhythmical poetry); participation in the national photo competition *Franco portraits*, offered by the ACELF;

Speak-off: students from grades 4 to 10 took part in CSFP's speech competition and hosted the provincial final on April 26 and 27, 2018;

Raising awareness against bullying: Grades 6 to 10 presented the other school students with a shock video produced by the group, explaining what bullying is, its negative impact and the forms it can take.

Outdoor recreation at Birch Brook Nordic Ski Club (skiing, snowshoeing, tobogganing)

Mitten collection contest by the COMPAS immigration group.

École Notre-Dame-du-Cap

Gumboot workshop;

Movember: participation in the global movement to raise public awareness as well as funds for research on male diseases such as prostate cancer;

Christmas show;

Monthly swimming sessions as part of the physical education course;

Le Marché: sporadic event organized to reward students who are making efforts to improve in French and mathematics;

Feastday of Chandeleur: In February, a community meal served at Chandeleur (an old Franco-Newfoundlander tradition) was a success;

Dart Outdoors NL and Carnaval d'hiver de l'Association des Terre-neuviens français: In February, an afternoon in the outdoors was organized for these two events;

Anti-bullying day (February 22): all students wearing pink t-shirts;

Speak-off: local final in March;

Rendez-vous de la francophonie 2018: Participation in an introductory workshop on theatrical improvisation, a reading marathon, storytelling hour, and a school spirit day;

Participation Nation: Students explore and practise various sports, and participate in friendly tournaments;

Energy cube challenge of the Réseau santé de la FFTNL: the students collect energy cubes for one month. Each cube represents 15 minutes of exercise;

Heritage Fair: Students share their discoveries about the history of Newfoundland and other places;

Mitten collection contest by the COMPAS immigration group;

Accordion courses for the whole school from November to May, led by a local artist.

École Sainte-Anne

Music club;

Breakfast program;

Election of student council (September);

Terry Fox walk (October);

Jamarama (October): raises funds for the Janeway Children's Hospital;

Gumboot workshop for K-9 students;

70th congress of the ACELF (Canadian French-language education association), September: three representatives of École Sainte-Anne travelled to Calgary;
Christmas show (December);
Curling and movie outing in Stephenville (December);
Stand Up Against Bullying Day (February): wearing of pink t-shirts;
Education week (February): career day;
Franco-Newfoundland and Labrador Flag day: participation in the “show your colours” event by dressing in blue, white, red and yellow and having one’s photo taken with the flag;
School Speak-off (March);
Parlons Sciences/Let’s Talk Science conference: Five students in grades 9 and 10 attended the conference in St. John’s on April 26;
Heritage Fair (Ambassador Award Program): One student from the school received this award from the Ambassador Program, allowing her to go to France to better understand the role that Canadians played in the two world wars;
Participation in the energy cube challenge contest;
Screening of the documentary *Indianoak, dans les sillages de l’histoire*, recounting a Basque boat expedition to the waters off Newfoundland, screened simultaneously in the Rocher-du-Nord and Boréale schools;
12 graduates in 2018.

École des Grands-Vents

Visit from the Véhicube of the Grand défi Pierre Lavoie (September): Activity offered and organized by the Réseau santé en français de TNL, designed to provide students with an interactive health and sports experience;
Kindergarten outing to Lester’s Farm Chalet in St. John’s (October);
School participation in Jamarama to raise funds for Janeway Children’s Hospital;
Remembrance Day (November): Staging of a play on World War I written and performed by Grade 6 students;
Skating lessons (January to March) for K-3 students;
Swimming lessons for students in grades 4 to 6;
Training of basketball teams and participation in several tournaments;
Olympics day for all school students;
Speak-off: a Grade 6 student won the regional elementary final;
Semaine de la francophonie 2018 (March 19 to 21): Story reading for all, games to explore French expressions and Francophone writers-composers-performers;
Kindergarten outing to the Manuels River Interpretation Centre in Conception Bay South;
Presentation of the exhibition Musée des traditions by the Grade 3 students, about traditions from different countries and different time periods;
Ultimate Frisbee tournament (May) for students in grades 4 to 6;
Participation in TrackFest 2018 (June), an annual provincial event organized by the Newfoundland and Labrador Athletics Association, for students from grades 3 to 6.

Centre éducatif l'ENVOL:

Grand défi Pierre-Lavoie (October), offered by the *Réseau Santé en français de Terre-Neuve-et-Labrador* and *Kids Eat Smart*, allowed the children from preschool to Grade 2 to get together to engage in group movement;

Terry Fox walk (October);

Visit to the Fermont book fair;

Docudanse troupe (November): Two artists led workshops on dance and storytelling. Presentation of a show for grades 3 to 10 (Arts NL and Arts and Culture Centres Newfoundland and Labrador);

Monthly ice-skating sessions;

Scholastic book fair (February): Event allowing students access to a variety of Francophone books while raising funds to purchase new books for the school library;

Speak-off (March);

Participation in the rhythmical poetry competition Slam tes mots (March);

Porte ouverte à l'ENVOL (March) to allow the Labrador City community to explore the school at an open house;

Cultural excursion to Québec (May), for grade 6 to 10 students;

Mitten collection contest by the COMPAS immigration group;

Energy cube challenge of the Réseau santé de la FFTNL: the students collect energy cubes for one month. Each cube represents 15 minutes of exercise;

Screening of the documentary *Indianoak, dans les sillages de l'histoire* (May), recounting a Basque boat expedition to the waters off Newfoundland, screened simultaneously in the Rocher-du-Nord and Sainte-Anne schools;

The school received a \$600 scholarship from the Safe and Caring Schools Special Project Awards for its safe and caring school project encouraging positive behaviour support (PBS) and promotion;

Piano lessons (February to June) for students in grades 4 to 9.

École Rocher-du-Nord (St. John's intermediate and secondary Francophone school):

Opening of school in September 2017, the sixth Francophone school in NL;

Open house (September), 125 visitors;

Formal announcement of the new name of the school, Rocher-du-Nord (March);

Official opening of the school (November), 175 persons in attendance;

Outing to the indoor climbing centre in St. John's;

Memorial University visit;

Lunch-hour activities: knitting club, *Les Pop-Rocks* musical group, noon sports, etc.;

Election of student council (February)

Creation of a volleyball team and badminton club

Cooking workshop in collaboration with the Association communautaire francophone de Saint-Jean and the Réseau immigration en français

Ski excursion to White Hills (March) with Grade 6 students from École des Grands-Vents;

Expo-Sciences: local final in March, regional final in April;

Heritage Fair: local final in March, regional final in April;

Speak-off;

Drama workshop, *L'Acteur Nindja – introduction au théâtre physique*, offered by the Satellite Théâtre company in collaboration with the Association communautaire francophone de Saint-Jean;

Ultimate Frisbee workshops;

Participation in the Parlons sciences/Let's Talk Science event with students from École Sainte-Anne (April);

Canadian Parents for French speak-off;

Participation in the Duke of Edinburgh's Award.

ANNEX B

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;
- (c.1) promote a safe and caring learning environment for 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, associate 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.
- 1997, c S-12.2, s 75; 2013, c 25, s 7

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.
- 1997, c S-12.2, s 76

Composition of the conseil scolaire

95. (1) The conseil scolaire shall be elected in the same manner and at the same time as board elections are held under section 53 or at the time the minister directs on the recommendation of the conseil scolaire.
- (2) Notwithstanding paragraph (1),
- (a) employees of the conseil scolaire;
 - (b) a person who has a contract with, or an interest in a contract with, the conseil scolaire; and
 - (c) unless prior written approval is given by the minister, employees of the department of the government responsible for education are not eligible for election to the conseil scolaire.
- (3) The number of trustees to be elected, not exceeding 12, shall be set and may be changed by order of the minister on the recommendation of the conseil scolaire.
- (4) Notwithstanding subsection (3), the first elected conseil scolaire shall comprise 10 trustees elected as follows:
- (a) 4 from the conseil d'école de Port au Port;
 - (b) 2 from the conseil d'école de l'ouest du Labrador ;
 - (c) 2 from the conseil d'école de l'est du Labrador; and
 - (d) 2 from the conseil d'école de St. John's.
- (5) [Rep. by 2016 c 35 s 2]
- 1997, c S-12.2, s 95; 2016, c 35, s 2

Building funds

100. The minister shall pay out money voted by the Legislature for the construction, extension and equipment of French first language schools in accordance with the recommendations of the conseil scolaire.

1997, c S-12.2, s 100

Conseil d'école – voting members

102. (1) There shall be a conseil d'école responsible for each French first language school.

(2) The number of elected members comprising a conseil d'école, not exceeding 9, and each school for which the conseil d'école is responsible, shall be set and may be changed by order of the minister on the recommendation of the conseil scolaire.

(3) Notwithstanding subsection (2), the first elected

(a) conseil d'école de Port au Port shall be responsible for each French first language school located in Mainland and Cape St. George;

(b) conseil d'école de l'ouest du Labrador shall be responsible for each French first language school located in Labrador City or Wabush;

(c) conseil d'école de l'est du Labrador shall be responsible for each French first language school located in Happy Valley–Goose Bay; and

(d) conseil d'école de St. John's shall be responsible for each French first language school located in St. John's.

(4) A parent of

(a) a student enrolled in a French first language school;

(b) a child registered to attend a French first language school; and

(c) a child who is eligible under this Act to be registered to attend a French first language school and who is not registered in another school

may vote in an election of members to a conseil d'école responsible for that school.

(5) A candidate for election to a conseil d'école shall be

(a) at least 18 years of age;

(b) a citizen of Canada or a lawful resident of Canada;

(c) a resident of the province; and

(d) nominated by a person eligible to vote in an election of members to that conseil d'école.

(6) The principal of or a teacher in a French first language school is not eligible to be a candidate for election under this section to the conseil d'école responsible for that school.

(7) The director of the conseil scolaire is not eligible to be a candidate for election to a conseil d'école.

(8) Where fewer members are elected to a conseil d'école than the number set by order of the minister, the minister shall on the recommendation of the conseil scolaire or the interim conseil scolaire established under section 114 appoint the number necessary to satisfy the order.

(9) A member elected or appointed to a conseil d'école under this section shall be a voting member of the conseil d'école.

(10) The election of members to a conseil d'école shall be held at the same time as elections of the conseil scolaire are held under section 95 or at the time the minister directs on the recommendation of the conseil scolaire and the term of office of a member elected to a conseil d'école shall be the same as that of a trustee.

1997, c S-12.2, s 102; 2016, c 35, s 6

ANNEX C
FINANCIAL STATEMENTS

**CONSEIL SCOLAIRE FRANCOPHONE PROVINCIAL DE TERRE-NEUVE-ET-LABRADOR
NON-CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2018**

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Management Report

Management's Responsibility for the Financial Statements

The financial statements of School District have been prepared by management in accordance with Canadian Public Sector Accounting Standards and provincial reporting legislation and the integrity and objectivity of these statements are management's responsibility. Management is also responsible for all of the notes to the financial statements and schedules, and for ensuring that this information is consistent, where appropriate, with the information contained in the financial statements.

Management is also responsible for implementing and maintaining a system of internal controls to provide reasonable assurance that reliable financial information is produced.

The Board of Directors of the Conseil scolaire francophone provincial (called the "Board") is responsible for ensuring that management fulfills its responsibilities for financial reporting and internal control and exercises these responsibilities through the Board. The Board reviews internal financial statements on a periodic basis and external audited financial statements yearly.

The external auditors, Winsor Coombs, conduct an independent examination, in accordance with Canadian generally accepted auditing standards, and express their opinion on the financial statements. The external auditors have full and free access to financial management of the School District and meet when required.

The accompanying independent Auditor's Report outlines their responsibilities, the scope of their examination and their opinion on the School Board's financial statements.

On behalf of the Conseil scolaire francophone provincial de Terre-Neuve-et-Labrador:



Signature of the Chairperson of the Board - Mr. Brian Lee

6 Dec 2018

Date Signed



Signature of the Director of Education - Ms. Kim Christianson

le 10 décembre 2018

Date Signed

Conseil scolaire francophone provincial de Terre-Neuve-et-Labrador

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INDEPENDENT AUDITORS' REPORT

To the Board of Directors of the Conseil scolaire francophone provincial de Terre-Neuve-et-Labrador

We have audited the accompanying non-consolidated financial statements of Conseil scolaire francophone provincial de Terre-Neuve-et-Labrador, which comprise the statement of financial position as at June 30, 2018 and the non-consolidated statements of operations, and accumulated surplus, change in net debt and cash flows for the year then ended, and a summary of significant accounting policies and other explanatory information.

Management's Responsibility for the Non-consolidated Financial Statements

Management is responsible for the preparation and fair presentation of these non-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 financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

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

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

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

Opinion

In our opinion, the non-consolidated financial statements present fairly, in all material respects, the financial position of the Conseil scolaire francophone provincial de Terre-Neuve-et-Labrador as at June 30, 2018, and the results of its operations, the change in its net debt and its cash flows for the year then ended in accordance with Canadian Public Sector Accounting Standards.

Mount Pearl, Newfoundland and Labrador

November 3, 2018



Chartered Professional Accountants

**CONSEIL SCOLAIRE FRANCOPHONE PROVINCIAL
DE TERRE-NEUVE-ET-LABRADOR
NON-CONSOLIDATED STATEMENT OF FINANCIAL POSITION
JUNE 30, 2018**

FINANCIAL ASSETS

	<u>2018</u>	<u>2017</u>
Bank	\$ 16,401	\$ 228,370
Short term investments	5,030	5,030
Accounts receivable (Note 8)	828,359	678,063
Harmonized sales tax receivable	<u>54,362</u>	<u>34,512</u>
	<u>904,152</u>	<u>945,975</u>

FINANCIAL LIABILITIES

Due to the Government of Newfoundland and Labrador	303,594	284,279
Accounts payable and accruals (Note 9)	134,547	213,250
Summer pay liability (Note 4)	593,239	563,388
Deferred revenue	90,172	82,142
Repayable deposits (Note 6)	18,322	5,030
Employee future benefits		
Accrued severance pay (Note 12)	956,253	847,157
Accrued sick leave (Note 7)	596,478	566,801
Other (Note 13)	<u>185,121</u>	<u>151,274</u>
	<u>2,877,726</u>	<u>2,713,321</u>
Net Debt	<u>(1,973,574)</u>	<u>(1,767,346)</u>

NON-FINANCIAL ASSETS

Capital assets (Schedule 7)	8,151,664	8,089,392
Prepaid expenses (Supp. info 1)	<u>22,006</u>	<u>16,511</u>
	<u>8,173,670</u>	<u>8,105,903</u>
Accumulated surplus (Note 11)	<u>\$ 6,200,096</u>	<u>\$ 6,338,557</u>

Approved:  Chair

 Director of Education

See accompanying notes to the financial statements

**CONSEIL SCOLAIRE FRANCOPHONE PROVINCIAL
DE TERRE-NEUVE-ET-LABRADOR
NON-CONSOLIDATED STATEMENT OF OPERATIONS AND ACCUMULATED SURPLUS
JUNE 30, 2018**

	<u>Budget 2018</u>	<u>Actual 2018</u>	<u>Actual 2017</u>
Revenue (Schedule 1)			
Provincial Government Grants	\$ 8,831,850	\$ 9,095,544	\$ 8,185,642
Grants - Official Languages in Education Projects	850,000	850,000	850,000
Ancillary Services	127,500	130,923	128,000
Miscellaneous	<u>5,500</u>	<u>726</u>	<u>2,618</u>
Total revenue	<u>9,814,850</u>	<u>10,077,193</u>	<u>9,166,260</u>
Expenditures			
Administration (Schedule 2)	620,100	674,257	680,090
Instruction (Schedule 3)	4,915,250	5,412,680	5,064,412
Operations and Maintenance (Schedule 4)	1,849,000	1,645,468	2,036,888
Pupil Transportation (Schedule 5)	1,403,000	1,460,555	794,563
Ancillary Services (Schedule 6)	177,500	172,694	159,521
Pupil Services - Official Languages in Education Projects (Schedule 8)	<u>850,000</u>	<u>850,000</u>	<u>850,000</u>
Total expenditure	<u>9,814,850</u>	<u>10,215,654</u>	<u>9,585,474</u>
Excess (deficit) expenditures over revenue	-	(138,461)	(419,214)
Accumulated surplus, beginning of year	<u>6,338,557</u>	<u>6,338,557</u>	<u>6,757,771</u>
Accumulated surplus, end of year (Note 11)	<u>\$ 6,338,557</u>	<u>\$ 6,200,096</u>	<u>\$ 6,338,557</u>

See accompanying notes to the financial statements

**CONSEIL SCOLAIRE FRANCOPHONE PROVINCIAL
DE TERRE-NEUVE-ET-LABRADOR
NON-CONSOLIDATED STATEMENT OF CHANGE IN NET DEBT
JUNE 30, 2018**

	<u>Budget 2018</u>	<u>Actual 2018</u>	<u>Actual 2017</u>
Excess (deficit) of expenses over revenue	\$ -	\$ (138,461)	\$ (419,214)
Acquisition of tangible capital assets	-	(507,745)	(262,413)
Amortization of tangible capital assets	-	445,474	440,442
Net change in prepaid expenses	<u>-</u>	<u>(5,496)</u>	<u>(1,666)</u>
Change in net debt	-	(206,228)	(242,851)
Net debt, beginning of year	<u>(1,767,346)</u>	<u>(1,767,346)</u>	<u>(1,524,495)</u>
Net debt, end of year	<u>\$ (1,767,346)</u>	<u>\$ (1,973,574)</u>	<u>\$ (1,767,346)</u>

See accompanying notes to the financial statements

**CONSEIL SCOLAIRE FRANCOPHONE PROVINCIAL
DE TERRE-NEUVE-ET-LABRADOR
NON-CONSOLIDATED STATEMENT OF CASH FLOWS
YEAR ENDED JUNE 30, 2018**

Cash from (used for)	<u>2018</u>	<u>2017</u>
Operating Transactions		
Excess (deficit) of expenditures over revenue	\$ (138,461)	\$ (419,214)
Items not affecting cash		
Amortization	445,474	440,442
Accounts receivable	(150,296)	139,893
Harmonized sales tax receivable	(19,850)	36,022
Prepaid expenses	(5,495)	(1,665)
Due to Government of Newfoundland and Labrador	19,315	70,750
Accounts payable and accruals	(78,703)	140,645
Repayable deposits	13,292	(5,152)
Summer pay liability	29,851	8,011
Accrued severance pay	109,096	60,820
Accrued sick leave	29,677	27,845
Other employee future benefits	33,847	(47,210)
Deferred revenue	<u>8,029</u>	<u>(242,053)</u>
	<u>295,776</u>	<u>209,134</u>
Capital asset transactions		
Government purchase	(589,741)	(119,387)
Additions to capital assets	<u>81,996</u>	<u>(143,026)</u>
	<u>(507,745)</u>	<u>(262,413)</u>
Investing activities		
Short term investments	<u>-</u>	<u>5,152</u>
Increase (decrease) in cash	(211,969)	(48,127)
Cash, beginning of year	<u>228,370</u>	<u>276,497</u>
Cash, end of year	<u>\$ 16,401</u>	<u>\$ 228,370</u>

See accompanying notes to the financial statements

**CONSEIL SCOLAIRE FRANCOPHONE PROVINCIAL
DE TERRE-NEUVE-ET-LABRADOR
NOTES TO THE NON-CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2018**

1. Nature of Operations

The Conseil scolaire francophone provincial de Terre-Neuve-et-Labrador (CSFP or "the Board") is the sole public Francophone school board in Newfoundland and Labrador. According to Article 23 of the Canadian Charter of Rights and Freedoms, the Board provides French-first-language education to the children of eligible right-holders. The Board services the entire province of Newfoundland and Labrador and it possesses the same authority as the English public school board of the province, but with an extra mandate to promote the French language and culture.

2. Significant Accounting Policies

The accompanying financial statements have been prepared in accordance with Canadian generally accepted accounting principles for the public sector which are represented by standards issued by the Public Sector Accounting Board (PSAB) of the Chartered Professional Accountants of Canada (CPA Canada).

A summary of significant accounting policies adopted by the Board is as follows:

- a) These financial statements are prepared on a non-consolidated basis. These financial statements do not include school-based financial activities which would consist of revenues, expenses and net assets controlled by school administrations.
- b) The Board's main source of funding is derived from Government of Newfoundland and Labrador, Department of Education and Early Childhood Development ("the Department"). The Department provides funding for operations, transportation, capital expenditures and teacher salaries and severance pay. Funding is included in revenue on the accrual basis and when the related expenditures have been incurred with the exception of funding for severance pay, sick leave and executive paid leave. In these three cases, funding is recorded when the severance is paid to employees (see Note 12), when sick leave is taken (Note 7) or when paid leave is taken by executives or staff (see Note 13). Funding designated for specific purposes, for which criteria has not been met, is deferred and included in revenue when the related expenditures have been incurred.
- c) Capital asset additions are recorded at full cost and are amortized over their useful lives.
- d) Capital assets are amortized using the straight line method based on the following number of years:

School Buildings	40 years
Furniture	10 years
Equipment	10 years
Computers	4 years
Leasehold improvements	5 years
- e) The School Board has acquired, in certain cases, land for its buildings without cost. In other cases, the Board obtained authorization to use the land without ownership, as long as the properties are used for educational purposes. Finally, in cases where the land is Board property and value determinations were not possible, fair market values were not recorded.

**CONSEIL SCOLAIRE FRANCOPHONE PROVINCIAL
DE TERRE-NEUVE-ET-LABRADOR
NOTES TO THE NON-CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2018**

- f) The Government of Newfoundland and Labrador processes the payrolls and remits the source deductions directly to the appropriate agencies for all principals, teachers, student assistants, board management and program coordinators. The amounts recorded in the financial statements represent gross salaries and employee benefits as reported by the Department for the year.
- g) All permanent employees of the Board are covered by pension plans administered by the Government of Newfoundland and Labrador. Contributions to these plans are required from both the employee and the Board. Post retirement obligations to employees are the responsibility of the Government of Newfoundland and Labrador. For pensions, employer contributions are recognized in the accounts on a current basis.
- h) Employees are entitled to severance benefits as stipulated in their conditions of employment. Subsequent to negotiations with unions, Government has begun paying out earned severance benefits to the Board's unionized support staff in the schools. Similarly, subsequent to policy changes for the Province of Newfoundland and Labrador, the Board's executive, management and non-union non-management staff will also receive payouts of severance pay in fiscal 2018-19. The entitlement to severance will end for these classes of employees. As of June 30, 2018, the Board's teacher employees' severance entitlement remains unchanged. In their case, severance pay vests after nine years of continual service with the CSFP or another public sector employer. Severance is payable when the employee ceases employment with the CSFP and the public sector. The severance benefit obligation has been actuarially determined using assumptions based on management's best estimates of future salary and wage changes, employee age, years of service, the probability of voluntary departure due to resignation or retirement, the discount rate and other factors. Discount rates are based on the Province's long-term borrowing rate. Actuarial gains and losses are recognized over time, per the actuarial calculation, through the non-consolidated statement of operations.
- i) Employees of the CSFP are entitled to sick pay benefits which accumulate but do not vest. In accordance with Public Sector Accounting Standards for post-employment benefits and compensated balances, the CSFP recognizes the liability in the period in which the employee renders service. The obligation is actuarially determined using assumptions based on management's best estimates of the probability of use of accrued sick leave, future salary and wage changes, employee age, the probability of departure, retirement age, the discount rate and other factors. Discount rates are based on the Province's long-term borrowing rate. Actuarial gains and losses are recognized over time, per the actuarial calculation, through the non-consolidated statement of operations.
- j) In preparing the financial statements for the Conseil scolaire francophone provincial de Terre-Neuve-et-Labrador, management is required to make estimates and assumptions that affect the reported amount of assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the period. Actual results could differ from these estimates.

Examples of significant estimates include:

- the liability for employee future benefits
- providing for amortization of tangible capital assets
- the estimated useful lives of assets

**CONSEIL SCOLAIRE FRANCOPHONE PROVINCIAL
DE TERRE-NEUVE-ET-LABRADOR
NOTES TO THE NON-CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2018**

3. Financial Instruments

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

The carrying value of the Board's financial instruments approximate fair values.

4. Summer Pay Liability

The Board records a vacation (summer) pay liability for teachers in the District. This liability relates to teacher's salaries earned during the school year but not fully paid to teachers until subsequent to June 30. Accordingly, the Board has recorded teachers' vacation pay receivable of \$593,239 in Accounts Receivable (2017 - \$563,388).

5. Insurance Subsidy

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

6. Repayable Deposits

The School Board collects performance bonds from suppliers for the provision of multi-year heating, ventilation and air conditioning maintenance contracts as well as for multi-year electrical, mechanical and snow clearing contracts. These deposits earn interest at market rates. The balance as at June 30, 2018 is payable as follows:

2018	2,441
2019	5,599
2020	2,141
2021	<u>8,141</u>
Total:	<u>\$ 18,322</u>

**CONSEIL SCOLAIRE FRANCOPHONE PROVINCIAL
DE TERRE-NEUVE-ET-LABRADOR
NOTES TO THE NON-CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2018**

7. Employee Future Benefits - Accrued Sick Leave

	<u>2018</u>	<u>2017</u>
Accrued benefit liability, beginning of year	\$ 566,801	\$ 538,956
Benefits expense		
Current service cost	70,121	67,213
Interest expense	18,702	18,418
Amortization of loss in period	1,334	933
Benefits paid	<u>(60,480)</u>	<u>(58,719)</u>
Total accrued benefit liability, end of year	596,478	566,801
Unamortized actuarial experience loss (gain)	<u>(64,081)</u>	<u>3,795</u>
Total accrued benefit obligation	<u>532,397</u>	<u>570,596</u>
Accrued benefit liability according to employee groups		
Teachers	529,032	501,946
Board employees	47,204	45,513
Student assistants	<u>20,242</u>	<u>19,342</u>
Total accrued benefit liability, end of year	<u>\$ 596,478</u>	<u>\$ 566,801</u>

The significant actuarial assumptions used in measuring the accrued sick leave and benefits expenses are as follows:

	<u>2018</u>	<u>2017</u>	<u>2016</u>
Discount rate - benefit cost (%)	3.20	3.25	3.40
Rate of compensation increase			
Teachers - less than 10 yrs service		4.00%	
Teachers - more than 10 yrs service		0.75%	
Student assistants		0.75%	
Board employees		0.75%	

**CONSEIL SCOLAIRE FRANCOPHONE PROVINCIAL
DE TERRE-NEUVE-ET-LABRADOR
NOTES TO THE NON-CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2018**

8. Accounts Receivable	<u>2018</u>	<u>2017</u>
Provincial government	\$ 205,052	\$ 26,087
Provincial government - Summer pay - teachers	593,239	563,388
Provincial government - Transportation	-	-
Federal government	1,133	37,478
Rent	25,512	41,398
Travel advances and miscellaneous	3,423	-
Provincial government construction grants	-	9,712
	<u>\$ 828,359</u>	<u>\$ 678,063</u>
9. Accounts Payable and Accrued Liabilities	<u>2018</u>	<u>2017</u>
Trade payables	\$ 29,946	\$ 174,855
Accrued liabilities	<u>104,601</u>	<u>38,395</u>
	<u>\$ 134,547</u>	<u>\$ 213,250</u>
10. Expenses by Object	<u>2018</u>	<u>2017</u>
Salaries	\$ 5,509,291	\$ 5,284,063
Employee benefits	1,128,357	922,872
Supplies and services	2,815,769	2,554,221
Contract services and fees	200,069	254,454
Training	99,735	112,023
Rentals	15,019	14,213
Amortization	445,473	440,443
Interest	<u>1,941</u>	<u>3,185</u>
	<u>\$ 10,215,654</u>	<u>\$ 9,585,474</u>

**CONSEIL SCOLAIRE FRANCOPHONE PROVINCIAL
DE TERRE-NEUVE-ET-LABRADOR
NOTES TO THE NON-CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2018**

11. Breakdown of Accumulated Surplus

	<u>2018</u>	<u>2017</u>
Year end composition		
Restricted reserve - Centre des Grands-Vents (Note 14)	\$ 42,554	\$ 42,554
Net investment in capital assets	8,151,664	8,089,392
Unfunded accrued sick leave (Note 7)	(596,478)	(566,801)
Unfunded accrued employee severance pay	(931,307)	(818,297)
Unfunded paid leave - executive (Note 13)	(155,370)	(130,035)
Operating accumulated surplus (deficit)	<u>(310,967)</u>	<u>(278,256)</u>
Total accumulated surplus	\$ <u>6,200,096</u>	\$ <u>6,338,557</u>

12. Employee Future Benefits - Accrued Severance Pay

	<u>2018</u>	<u>2017</u>
Accrued benefit liability, beginning of year	\$ 847,157	\$ 786,337
Benefits expense		
Current service cost	84,991	82,499
Interest expense	25,035	22,740
Amortization of gain in period	(6,314)	(7,146)
Settlement loss	30,525	-
Settlement adjustment on unamortized loss	1,287	-
Benefits paid	<u>(26,428)</u>	<u>(37,273)</u>
Accrued benefit liability, end of year	956,253	847,157
Unamortized actuarial loss (gain)	<u>(197,101)</u>	<u>(120,161)</u>
Accrued benefit obligation, end of year	<u>759,152</u>	<u>726,996</u>
Accrued benefit liability according to employee groups		
Teachers	820,898	734,778
Board employees	130,355	101,637
Student assistants	<u>5,000</u>	<u>10,742</u>
Total accrued benefit liability, end of year	\$ <u>956,253</u>	\$ <u>847,157</u>

The significant actuarial assumptions used in measuring the accrued sick leave and benefits expenses are as follows:

	<u>2018</u>	<u>2017</u>	<u>2016</u>
Discount rate - benefit cost (%)	3.20	3.25	3.40
Rate of compensation increase			
Teachers - less than 10 yrs service	4.00%		
Teachers - more than 10 yrs service	0.75%		
Student assistants	0.75%		
Board employees	0.75%		

**CONSEIL SCOLAIRE FRANCOPHONE PROVINCIAL
DE TERRE-NEUVE-ET-LABRADOR
NOTES TO THE NON-CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2018**

13. Employee Future Benefits - Other

Paid leave for executive staff and vacation pay benefits payable for Board office administration staff, school secretaries and janitorial staff are recorded in accordance with the benefit rates applicable to these groups.

Other employee future benefits is comprised of the following:

	<u>2018</u>	<u>2017</u>
Executive staff paid leave	\$ 155,370	\$ 130,035
Employee vacation pay	<u>29,751</u>	<u>21,239</u>
	<u>\$ 185,121</u>	<u>\$ 151,274</u>

14. Reserve

In accordance with leases with the tenants of the Centre scolaire et communautaire des Grand-Vents in St. John's, the CSFP maintains a reserve constituted of funds that management has designated as restricted for the future purchase of computer equipment and major renovations to this building.

**CONSEIL SCOLAIRE FRANCOPHONE PROVINCIAL
DE TERRE-NEUVE-ET-LABRADOR
SCHEDULE 1 - REVENUES
YEAR ENDED JUNE 30, 2018**

	<u>Budget 2018</u>	<u>Actual 2018</u>	<u>Actual 2017</u>
Revenues			
Grants - Official Languages in Education			
Regular projects	\$ <u>850,000</u>	\$ <u>850,000</u>	\$ <u>850,000</u>
	<u>850,000</u>	<u>850,000</u>	<u>850,000</u>
Provincial government grants			
Regular operating grants	1,954,600	2,002,180	1,432,379
Acquisition of capital assets - buildings and land	435,000	250,737	119,387
Major renovations to buildings	300,000	1,174	899,384
Special grants			
Official language monitor	9,000	3,133	51,640
Communication tech (Powerschool)	-	21,520	1,568
Other	147,250	391,857	342,790
Salaries and benefits			
Director and Assistant Director	325,000	309,656	239,599
Regular teachers	3,835,000	4,219,891	3,837,081
Substitute teachers	200,000	224,012	206,477
Student assistants	100,000	87,217	139,412
Senior Education Officer	126,000	127,418	129,157
Pupil transportation			
Contracted	<u>1,400,000</u>	<u>1,456,749</u>	<u>786,768</u>
	<u>8,831,850</u>	<u>9,095,544</u>	<u>8,185,642</u>
Ancillary Services			
Revenues from rental of residences	-	-	629
Revenues from rental of schools and facilities - Grand-Vents	102,500	105,923	102,371
Other rental - ARCO - West Coast	<u>25,000</u>	<u>25,000</u>	<u>25,000</u>
	<u>127,500</u>	<u>130,923</u>	<u>128,000</u>
Miscellaneous			
Interest on investments	250	-	13
Other - sundry	<u>5,250</u>	<u>726</u>	<u>2,605</u>
	<u>5,500</u>	<u>726</u>	<u>2,618</u>
Total revenues	<u>\$ <u>9,814,850</u></u>	<u>\$ <u>10,077,193</u></u>	<u>\$ <u>9,166,260</u></u>

**CONSEIL SCOLAIRE FRANCOPHONE PROVINCIAL
DE TERRE-NEUVE-ET-LABRADOR
SCHEDULE 2 - ADMINISTRATION EXPENDITURES
YEAR ENDED JUNE 30, 2018**

	<u>Budget 2018</u>	<u>Actual 2018</u>	<u>Actual 2017</u>
Salaries and benefits			
Director and Assistant Director	\$ 325,000	\$ 328,016	\$ 263,509
Board office personnel	97,500	64,359	98,576
Office supplies	3,500	2,696	1,085
Replacement furniture and equipment	3,500	5,945	4,919
Postage	3,500	2,843	3,147
Telephone/internet	12,500	11,992	11,406
Office equipment rentals and repairs	8,000	5,760	6,797
Bank charges	6,000	7,835	7,032
Repairs and maintenance - office buildings	2,000	-	3,397
Travel	35,000	43,108	30,683
Board meeting expenses	22,500	16,423	25,675
Professional fees	67,850	137,652	169,178
Advertising - recruitment	9,500	10,271	11,501
Membership dues	5,000	17,007	7,414
Municipal service fees	-	330	-
Relocation expenses	7,000	10,233	19,555
Miscellaneous	1,000	1,683	780
Amortization	5,000	1,211	4,685
Training	5,000	5,968	9,647
Insurance	<u>750</u>	<u>925</u>	<u>1,104</u>
Total administrative expenditures	<u>\$ 620,100</u>	<u>\$ 674,257</u>	<u>\$ 680,090</u>

**CONSEIL SCOLAIRE FRANCOPHONE PROVINCIAL
DE TERRE-NEUVE-ET-LABRADOR
SCHEDULE 3 - INSTRUCTIONAL EXPENDITURES
YEAR ENDED JUNE 30, 2018**

	<u>Budget 2018</u>	<u>Actual 2018</u>	<u>Actual 2017</u>
Instructional salaries			
Teachers' salaries			
Regular	\$ 3,200,000	\$ 3,450,743	\$ 3,197,163
Substitutes	200,000	219,809	202,525
Senior Education Officer	126,000	133,763	135,016
Board pay	4,500	8,047	4,579
Employee benefits - general	550,000	685,400	548,442
Employee benefits - sick leave and severance	-	138,773	125,938
School secretaries - salaries and benefits	222,000	218,504	156,094
Payroll tax	85,000	89,510	85,950
Other - salaries and benefits			
- program co-ordinators	169,000	120,843	160,154
Other - salaries and benefits - student assistants	<u>100,000</u>	<u>86,288</u>	<u>139,792</u>
	<u>4,656,500</u>	<u>5,151,680</u>	<u>4,755,653</u>
Instructional materials			
General supplies	21,500	31,453	20,361
Resource center materials - reimbursable	-	8,582	-
Teaching aids - reimbursable	-	6,411	-
Teaching aids	<u>30,000</u>	<u>34,987</u>	<u>38,204</u>
	<u>51,500</u>	<u>81,433</u>	<u>58,565</u>
Instructional furniture and equipment			
Replacement	45,000	32,725	26,015
Rentals and repairs	<u>10,000</u>	<u>9,628</u>	<u>7,650</u>
	<u>55,000</u>	<u>42,353</u>	<u>33,665</u>
Instructional staff travel			
Program co-coordinators	18,000	6,854	6,614
Teachers' travel	25,000	30,086	64,942
In-service and conferences	<u>2,000</u>	<u>2,805</u>	<u>2,311</u>
	<u>45,000</u>	<u>39,745</u>	<u>73,867</u>
Other instructional costs			
French monitor program	10,000	3,396	56,233
Commission scolaire du Littoral services	51,500	32,476	53,410
Secretaries - training	4,000	5,860	-
Secretaries - travel	1,000	496	582
Secretaries - equipment	2,500	-	2,742
Kinderstart	750	726	320
PowerSchool	-	25,869	1,568
Art workshop	<u>10,000</u>	<u>951</u>	<u>1,060</u>
	<u>79,750</u>	<u>69,774</u>	<u>115,915</u>
Amortization	<u>27,500</u>	<u>27,695</u>	<u>26,747</u>
Total instruction expenditures	<u>\$ 4,915,250</u>	<u>\$ 5,412,680</u>	<u>\$ 5,064,412</u>

**CONSEIL SCOLAIRE FRANCOPHONE PROVINCIAL
DE TERRE-NEUVE-ET-LABRADOR
SCHEDULE 4 - OPERATIONS AND MAINTENANCE EXPENDITURES (SCHOOLS)
YEAR ENDED JUNE 30, 2018**

	<u>Budget 2018</u>	<u>Actual 2018</u>	<u>Actual 2017</u>
Salaries - janitorial	\$ 340,000	\$ 369,624	\$ 294,206
Salaries - maintenance	95,000	70,811	57,985
Electricity	175,000	168,887	116,160
Heating oil	50,000	74,099	-
Municipal service fees/garbage removal	22,000	45,457	22,255
Telephone	97,500	97,325	86,762
Vehicle operating and travel	21,500	11,100	14,748
Janitorial supplies	27,500	35,286	22,967
Janitorial equipment	6,000	8,412	1,585
Major renovations to buildings - refundable	300,000	27,132	703,849
Minor refundable repairs and maintenance - buildings	40,000	-	41,917
Minor repairs and maintenance - buildings	70,000	108,954	114,730
Computer equipment replacement	32,500	35,318	18,079
Snow clearing	165,000	174,122	132,217
Other - training	4,000	300	271
Other - security systems	3,000	4,714	2,787
Amortization	<u>400,000</u>	<u>413,927</u>	<u>406,370</u>
Total operations and maintenance	<u>\$ 1,849,000</u>	<u>\$ 1,645,468</u>	<u>\$ 2,036,888</u>

**CONSEIL SCOLAIRE FRANCOPHONE PROVINCIAL
DE TERRE-NEUVE-ET-LABRADOR
SCHEDULE 5 - PUPIL TRANSPORTATION EXPENDITURES
YEAR ENDED JUNE 30, 2018**

	<u>Budget 2018</u>	<u>Actual 2018</u>	<u>Actual 2017</u>
Contracted services			
Regular transportation	\$ 1,400,000	\$ 1,456,749	\$ 786,768
Extracurricular busing	<u>3,000</u>	<u>3,806</u>	<u>7,795</u>
Pupil transportation expenditures	<u>\$ 1,403,000</u>	<u>\$ 1,460,555</u>	<u>\$ 794,563</u>

**CONSEIL SCOLAIRE FRANCOPHONE PROVINCIAL
DE TERRE-NEUVE-ET-LABRADOR
SCHEDULE 6 - ANCILLARY SERVICE EXPENDITURES
YEAR ENDED JUNE 30, 2018**

	<u>Budget 2018</u>	<u>Actual 2018</u>	<u>Actual 2017</u>
Ancillary Service Expenditures			
Community Centre operations- Centre des Grands-Vents			
Salaries - janitorial	\$ 46,000	\$ 45,463	\$ 52,510
Communications	21,000	12,585	10,702
Operations	99,900	101,796	87,083
Equipment and supplies	<u>8,100</u>	<u>10,209</u>	<u>6,585</u>
	<u>175,000</u>	<u>170,053</u>	<u>156,880</u>
Amortization	<u>2,500</u>	<u>2,641</u>	<u>2,641</u>
Total ancillary services	<u>177,500</u>	<u>172,694</u>	<u>159,521</u>
 Total ancillary service expenses	 <u>\$ 177,500</u>	 <u>\$ 172,694</u>	 <u>\$ 159,521</u>

**CONSEIL SCOLAIRE FRANCOPHONE PROVINCIAL
DE TERRE-NEUVE-ET-LABRADOR
SCHEDULE 7 - DETAILS OF CAPITAL ASSETS
YEAR ENDED JUNE 30, 2018**

	Cost 2017	Additions 2018	Cost 2018	Accumulated Amortization 2018	Net Book Value 2018	Net Book Value 2017
Land and Sites						
Land and Sites	\$ 125,000	\$ -	\$ 125,000	\$ -	\$ 125,000	\$ 125,000
Buildings						
Schools	14,523,191	250,737	14,773,928	7,012,906	7,761,022	7,864,999
Leasehold improvements	-	75,159	75,159	15,032	60,127	-
	<u>14,523,191</u>	<u>325,896</u>	<u>14,849,087</u>	<u>7,027,938</u>	<u>7,821,149</u>	<u>7,864,999</u>
Furniture and Equipment						
Schools	690,038	121,928	811,966	669,874	142,092	47,859
Administration	118,956	-	118,956	118,956	-	387
Other - Centre des Grands-Vents	67,036	-	67,036	57,724	9,312	11,952
	<u>876,030</u>	<u>121,928</u>	<u>997,958</u>	<u>846,554</u>	<u>151,404</u>	<u>60,198</u>
Computers						
Schools	636,446	59,921	696,367	642,256	54,111	38,371
Administration	257,304	-	257,304	257,304	-	824
	<u>893,750</u>	<u>59,921</u>	<u>953,671</u>	<u>899,560</u>	<u>54,111</u>	<u>39,195</u>
Total Capital Assets	<u>\$16,417,971</u>	<u>\$ 507,745</u>	<u>\$16,925,716</u>	<u>\$ 8,774,052</u>	<u>\$ 8,151,664</u>	<u>\$ 8,089,392</u>

**CONSEIL SCOLAIRE FRANCOPHONE PROVINCIAL
DE TERRE-NEUVE-ET-LABRADOR**
SCHEDULE 8 - PUPIL SERVICES - OFFICIAL LANGUAGES IN EDUCATION PROJECTS
YEAR ENDED JUNE 30, 2018

	<u>Budget 2018</u>	<u>Actual 2018</u>	<u>Actual 2017</u>
Language recovery	\$ 320,000	\$ 241,686	\$ 308,558
School programs co-ordination	116,500	103,378	137,498
Teacher aides	110,500	126,759	107,187
Art and cultural programming	59,000	63,736	46,523
Principal and teacher training	63,500	71,609	84,021
Promotion and communications services	60,000	104,373	40,319
Federal project administration	45,000	59,223	50,640
Technology support services	45,000	53,760	55,000
Teacher recruitment and retention	24,500	12,130	10,806
Educational resource centre	<u>6,000</u>	<u>13,346</u>	<u>9,448</u>
Total pupil services - Official Languages in Education Projects	\$ <u>850,000</u>	\$ <u>850,000</u>	\$ <u>850,000</u>

**CONSEIL SCOLAIRE FRANCOPHONE PROVINCIAL
DE TERRE-NEUVE-ET-LABRADOR
SUPPLEMENTARY INFORMATION
YEAR ENDED JUNE 30, 2018**

	<u>2018</u>	<u>2017</u>
1. Prepaid Expenses		
Workers' compensation - WorkplaceNL	\$ 11,723	\$ 9,094
Prepaid meeting expenses	3,997	-
Other	<u>6,286</u>	<u>7,417</u>
Total prepaid expenses	<u>\$ 22,006</u>	<u>\$ 16,511</u>