



ANNUAL REPORT 2018-19

CONSEIL SCOLAIRE FRANCOPHONE PROVINCIAL DE TERRE-NEUVE-ET-LABRADOR



MESSAGE FROM THE CHAIR

The Honourable Tom Osborne
Minister of Education
Department of Education
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 2018-19 Annual Performance Report of the Conseil scolaire francophone provincial de Terre-Neuve-et-Labrador (CSFP).

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 Strategic Plan 2017-20 as well as the objectives for 2018-19.

My signature below is on behalf of the CSFP school board, and indicates accountability for the results reported in 2018-19.

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

Vision

“SUCCESS, PERSONAL FULFILLMENT
AND EXPANDED HORIZONS FOR EVERY STUDENT, WITHIN THE FRAMEWORK OF A
FRENCH-LANGUAGE EDUCATION”

Values

EXCELLENCE AND INNOVATION
TRANSPARENCY AND ACCOUNTABILITY
INTEGRITY AND RESPECT

Mandate

The mandate of the Conseil scolaire francophone provincial de Terre-Neuve-et-Labrador (CSFP) is to provide prescribed and approved programs for kindergarten to Grade 12 students in the French-first-language school system. Annex A provides a complete list of the duties and powers of CSFP as cited in the **Schools Act, 1997**.



PROFILE OF THE CONSEIL SCOLAIRE FRANCOPHONE PROVINCIAL

The 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, 2018, the CSFP had an enrolment of 331 students, from kindergarten to Grade 12. Enrolments were as follows.

School	Enrolment
Centre éducatif l'ENVOL (Labrador City)	19
École Boréale (Happy Valley–Goose Bay)	31
École Notre-Dame-du-Cap (Cape St. George)	36
École Sainte-Anne (Mainland)	59
École des Grands-Vents (St. John's)	148
École Rocher-du-Nord (St. John's)	38

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.

The CSFP had a total budget of \$10,011,950 in 2018-19. Additional information can be found in the Audited Financial Statements, in Annex B.

BOARD OF TRUSTEES

The CSFP is governed by a Board of Trustees. The Board currently consists of nine trustees. They are elected or appointed in accordance with the **Schools Act, 1997** and related election regulations. The Board sets the broad objectives for the organization through policy development and infrastructure planning as well as oversight of financial and human resources.

At the end of the 2018-2019 school year, the Board had nine trustees.

CSFP TRUSTEES (as at June 30, 2019)	
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
Denis Michaud	Labrador

For the 2018-19 school year, the breakdown of CSFP staff was as follows:

Based on the census done for the Department on March 31, 2019 (Workforce Data):

Without substitute teachers:

CSFP STAFF			
Category	Female	Male	Total
CSFP Office	8	6	14
Teachers	31	11	42
Principals	5	1	6
Other	23	12	35
Total	67	30	97

If substitute teachers are included with regular teachers:

CSFP STAFF			
Category	Female	Male	Total
CSFP Office	8	6	14
Teachers	39	15	54
Principals	5	1	6
Other	23	12	35
Total	75	34	109



LINES OF BUSINESS OF CSFP

The CSFP has two lines of business:

1. Programs and Services – Pre-school (i.e. *Bon Départ [KinderStart]*) and Kindergarten to Grade 12

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

2. Transportation

The CSFP is responsible for providing transportation for students to and from school, in compliance with EDU policies.



HIGHLIGHTS AND PARTNERSHIPS

Enrolment

Enrolment at the CSFP changed in every school; though the total student population remained the same from September 2017 to September 2018. There was a significant increase at École des Grands-Vents (elementary) and the number remained stable at École Rocher-du-Nord (intermediate and secondary school) and École Notre-Dame-du-Cap. A drop in enrolment was reported at École Boréale, Centre éducatif l'ENVOL and École Sainte-Anne.

SCHOOL	September 2017	September 2018
École des Grands-Vents	138	148
École Rocher-du-Nord	26	38
École Notre-Dame-du-Cap	35	36
École Sainte-Anne	70	59
École Boréale	33	31
Centre éducatif l'ENVOL	29	19
TOTAL	331	331

Program delivery and professional learning

In 2018-2019, all teachers delivering new programs benefited from professional learning as per EDU's professional learning model.

The CSFP continued its practice of a two-day closeout for teachers (October 2018).

All teachers took part in two days of training and assembly at the École intermédiaire et secondaire francophone de Saint-Jean on October 18 and 19, 2018. The workshops were defined based on the schools' development plans and programming needs.

School secretaries and principals received PowerSchool training at the beginning of the school year in 2018.

Administration

In 2018-2019, the CSFP hired new principals at École Sainte-Anne and École Boréale, and a principal was transferred from École Sainte-Anne to École des Grands-Vents.

Infrastructure

In 2017-18, infrastructure projects progressed. In St. John's, CSFP opened École Rocher-du-Nord in September 2017 under a five-year agreement between the Roman Catholic Episcopal Corporation (RCEC), the Newfoundland English District School Board (NLESD) and the CSFP. The construction of a new kindergarten to grade 12 (K-12) school and community centre is the next step. In the 2018 provincial budget, \$400,000 was allocated for planning this new school. A number of public consultations and meetings with ministers have been held on this matter. The provincial budget announced \$250,000 in addition to the \$300,000 carried forward in the 2018-



2019 provincial budget to continue with planning for the new K-12 school and community centre scheduled to open in September 2022.

The feasibility study for adding an extension to École Boréale and creating a community centre was completed by SNC-Lavalin following Canadian Heritage funding obtained by the Fédération des francophones de Terre-Neuve et du Labrador (FFTNL). This study provided a preliminary assessment of the École Boréale extension project. The needs described in the study are based on consultations with the school community by the FFTNL, the CSFP and the Fédération des Parents francophones de Terre-Neuve-et-Labrador (FPFTNL). An application for \$11,950,000 in funding was submitted to the EDU for this project.

Again in collaboration with the FFTNL, a feasibility study for the Centre éducatif l'ENVOL was funded by Canadian Heritage. The needs described in the study are based on consultations with the school community by the FFTNL, the CSFP and the FPFTNL. This study provides a preliminary assessment of the Centre éducatif l'ENVOL extension project. This study was submitted to the EDU for information purposes to make them aware that a funding application for this project will eventually be submitted. The assessed cost of the project to expand the school and create a community centre is \$12,230,000. The CSFP's Board of Trustees will decide when to submit the application to EDU.

Partnerships

To achieve the objectives and goals in 2017-20 Strategic Plan, the CSFP works with the following partners:

Department of Education (EDU)

EDU is responsible for ensuring compliance with the **Schools Act, 1997**, which defines the duties and responsibilities of school boards. It determines the learning programs and develops the administrative and educational policies that apply to school boards. In addition, EDU provides funding for infrastructure projects, staff and learning resources to help the CSFP carry out its mandate. The boards are accountable to the EDU for managing their programs and services, as well as for the management and administration of their human and financial resources. Approximately 89.5% of CSFP's total budget comes from the provincial government.

Canadian Heritage

The CSFP is continuing to meet with federal Canadian Heritage Department officials to obtain federal funding (infrastructure and Official Languages in Education Program [OLEP] projects). The CSFP is grateful for the efforts made by the FNCSF and NL school boards to assert the rights of the Francophone minority in education. Federal funding allows the EDU and the CSFP to go beyond operational funding that promotes cultural activities and the French language.

Canadian Heritage recognizes that there is a serious shortage of teachers in French-language school boards across the country. As a result, a \$62.6-million envelope over



four years was announced by the Honourable Mélanie Joly in order to fund projects for a national strategy for recruiting and retaining teachers in these schools. The CSFP has submitted a \$539,000 funding request for assistance. CSFP is grateful that Canadian Heritage has allocated \$189,000 to the CSFP to hire a human resources manager and conduct a study and identify possible short- and long-term solutions.

School council

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

Centre for Distance Learning and Innovation (CDLI)

The CSFP continues to benefit from secondary school courses offered online. The Centre for Distance Learning and Innovation (CDLI), which is operated through the Newfoundland and Labrador English School District (NLESD), offers courses in French, allowing students a wider variety of course offerings.

Other partners

The agreement with NLESD to share school transportation in Happy Valley–Goose Bay and Labrador City remained in effect in 2018-19. 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. The CSFP is also very grateful that the NLESD provided Notre-Dame-du-Cape students with a floor at Our Lady of the Cape School in Cape St. George. In March 2019, École Notre-Dame-du-Cape school had to close down as a result of an infrastructure problem. NLESD and CSFP trustees met for a social gathering for the first time. It was a networking opportunity for elected officials from each region of the province to discuss the same topic: education.



REPORT ON PERFORMANCE

The following four issues served as guidelines for determining CSFP activities from July 1, 2018 to June 30, 2019:

1. Success of Francophone Minority Students;
2. Well-being of students and staff;
3. Growth, outreach and community engagement;
4. Board governance.

This section provides a report on the objectives and indicators for 2017-20 and the annual objectives and indicators for 2018-19.

ISSUE 1: SUCCESS OF FRANCOPHONE MINORITY STUDENTS

The CSFP is always committed to fulfilling its three-part mandate in a linguistic minority community: to educate young people from the French-speaking community, to increase their understanding and knowledge of French cultures, and to foster the development of the community dimension. From this perspective, language learning is a major issue since it is fundamental to everything students learn. The 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 relation to its programs, which are a central part 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 go on to post-secondary 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.

Objective 2:

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

Indicator: Continued establishment of the K-6 literacy plan

In 2018-19, CSFP continued establishment of the K-6 literacy plan. Examples of activities that were done are workshops around learning through play in elementary school. Workshops for K-3 and 4-6 to develop literacy skills and the love of reading. The school hired two new positions



as a result of participating in this initiative: a Reading Specialist/Teacher Librarian and a Teaching and Learning Assistant. Resources were purchased to assure that the K-6 literacy plan in schools meet the changing needs as mandated by EDU. Training of staff was offered by EDU or coordinators at the school district either formally through professional development group sessions or on an individual basis as required or requested by teaching staff. Training in myBlueprint, PowerSchool and integrating coding and robotics activities were provided to teaching staff. PowerSchool training was also offered to principals, secretaries and Board staff.

Indicator: Established professional learning communities and continued professional development focusing in literacy and numeracy

Another feature of student-friendly teaching and learning is the collaborative work of educational staff and the setting up of planning committees and teams (e.g., professional learning communities) to foster discussions about individual student achievement and progress. Professional learning communities have begun to be established.

Training in literacy and numeracy

CSFP training: Training was given at École Rocher-du-Nord on October 18 and 19, 2018. Teachers were able to choose from the following workshops:

Full-day workshops

- i. Learning through play (Facilitators: Patrick Bourdeau [CSFP] and Flavie Pilotte-Ménard [École des Grands-Vents]: The workshop was intended for kindergarten to grade 3 (K-to-3) teachers and educational resources and focused on the pedagogy of learning through play in elementary school, including activities, role-playing and discussions about learning through play and multi-level learning.
- ii. K-to-3 literacy (Facilitators: Anne-Marie Fortin and Hugo Thivierge [Communication-Jeunesse]): The workshop focused on activities to develop literacy skills and a love of reading among primary students.
- iii. Grades 4 to 6 literacy (Facilitators: Anne-Marie Fortin and Hugo Thivierge, [Communication-Jeunesse]): The workshop focused on activities to develop literacy skills and a love of reading among elementary students.

Half-day workshops

- iv. myBlueprint (Facilitator: myBlueprint): A hands-on workshop that introduced participants to this resource, which supports student exploration, planning, and decision-making using a comprehensive educational and career planner tailored to students' needs, interests and aspirations.
- v. PowerSchool (Facilitator: consultant): Practical workshop for teachers and principals of grades 7 to 12 on setting up students' notebooks.
- vi. Technology (Facilitator: visiting teacher, Brilliant Labs): Hands-on workshop for teachers on integrating coding and robotics activities.



- vii. COMMUNICO (Facilitator: Pedagogical Advisor [EDU]): In this workshop, participants learned about COMMUNICO.CLUB, a professional training site on oral communication in French-language schools in minority contexts.
- viii. Grades 7 to 12 math (Facilitator: CSFP): In this workshop, teachers had an opportunity to share successful practices and discuss evaluation.
- ix. Physical education (facilitators: CSFP; École des Grands-Vents and École Rocher-du-Nord): During this workshop, teachers had an opportunity to share activities and discuss evaluation.
- x. School administration (Director of Educational Services, CSFP): Discussions dealt with follow-ups to the meeting held in August as well as specific questions/needs of principals.

Intensive intervention
Targeted intervention
Universal instruction



Universal instruction: Instruction is provided to all students with access to the prescribed or modified prescribed curriculum employing Universal Design for Learning (UDL) and Differentiated Instruction (DI).

Targeted intervention: Instruction is provided to students with access to the prescribed or modified prescribed curriculum. These students need more time to master basic skills or higher levels of difficulty. This intervention occurs in addition to universal instruction. It consists of work in small groups.

Intensive intervention: Instruction is provided to students with access to the prescribed or modified prescribed curriculum. These students need more time to master basic skills or higher levels of difficulty. This intervention is added if students do not make the progress expected through targeted intervention. Groups are even smaller. Individualized support is also possible.

Indicator: Implemented the numeracy plan for grades 7 to 12.

Along with its coordinators and the leadership of the Director of Educational Services and board coordinators, the CSFP continued to implement the Grades 7–12 Numeracy Plan in 2018-19. Training was provided by EDU, and purchasing resources provides support so that teachers can transfer information to students.



Professional Learning Community: The rollout of PLCs continued, with an online PLC with Grade 7 math teachers. Core activities - analyzing results to identify areas for improvement, including problem solving and developing assessment questions and activities that reflect cognitive questioning levels.

Created a sharing place (Google Drive) to facilitate collaboration and sharing of practices, documents and activities for math teachers.

Transdisciplinary skills development: training with teachers / principals about math in other subjects. Include math in other subjects / courses (e.g. science, humanities, and home economics) Integrate more technology: Training on coding. Provide computer / robotics equipment (e.g., Sphero and Ozobot for elementary, intermediate and secondary, Beebot for primary) to facilitate the integration of coding at various levels.

Indicator: Continued integration of coding and technology into programming

The CSFP has continued to provide teachers with support to incorporate coding and technology into classroom programming in 2018-19. The coordinators at head office continued to provide support services to interactive boards as required in CSFP schools. Training was offered to staff to increase knowledge and skills. Examples are using Google Classroom to integrate technology in the classroom setting.

Objective 3:

By June 30, 2020, the Conseil scolaire francophone provincial will have further implemented initiatives to support student success.

Indicators:

- Implemented professional training and development
- Continued to support and promote major events and activities in literacy and numeracy
- Continued to implement initiatives to support educational programs

ISSUE 2: WELL-BEING OF STUDENTS AND STAFF

In support of the Safe and Caring Schools initiative, the CSFP continues to promote safe and caring learning environments and to be proactive and preventive in the ways it deals with problems of violence. In 2018-19, the CSFP used its policy to provide guidelines for the development and maintenance of a safe, caring and inclusive learning environment. This policy will help the Board define a data-gathering and analysis structure 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.



Objective 2:

By June 30, 2019, the Conseil scolaire francophone provincial will have continued 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

Indicator: Continued implementation of initiatives to support the mental well-being of students and staff

Primary/elementary initiative: responsive teaching and learning (École des Grands-Vents)

École des Grands-Vents is part of the first group of schools in the province to implement the pedagogical approach to responsive teaching and learning. It is a proactive approach based on the social, emotional and academic development of each student in a safe and inclusive school environment. A multi-level approach within the classroom is used to meet all students' needs. Students benefit from individualized and specific support in the classroom (targeted and intensive intervention).

The success of CSFP graduates has strengthened staff's efforts, and the success rate can be an indicator of well-being. We are proud to report that out of 16 potential graduates, 16 graduated, providing a 100% success rate in 2018-19. There were three graduates from École Rocher-du-Nord and 13 from École Sainte-Anne. Of these 16 graduates, six graduated with honours diplomas, five with academic diplomas and five with general diplomas.

Indicator: Continued implementation of initiatives to support the security of students and staff

The CSFP continued to follow the provincial curriculum and to implement departmental changes. In June 2018, EDU released the Education Action Plan. Following several consultations, the Premier's Task Force on Improving Educational Outcomes made 82 recommendations in nine targeted areas. This reform aims to ensure that all children in the province have access to a safe, caring, inclusive learning environment and an education system that meets the needs of every student. In addition, the CSFP has implemented security systems in all schools so that school doors are locked during school hours to assure a control of those entering the schools. Not all schools had a security systems installed in schools prior to this year. Outdoor lights in school parking lots have also been installed and have been programmed to light up in the evening to provide a safe environment for staff such as custodian working in the evenings or early morning.



Indicator: Continued implementation of initiatives to support digital citizenship and online security

The incorporation of technological tools is unavoidable so that students can move forward with 21st-century developments. Increased professional development in technology was provided for staff to enhance our educators' skills in 2018-19. Individual training to use Microsoft Teams, Google Classroom, Google Meet and other apps related to the software were offered. Collaboration and knowledge-sharing among colleagues is greatly encouraged to increase the quality of services provided for students.

Indicator: Continued implementation of anti-bullying initiatives

Because identity-building is unique to French-language school boards, activities related to identity-building must be incorporated into day-to-day classroom life without being an additional task. Work done for identity-building are considered as anti-bullying initiatives that create a sense of belonging among students and staff and build self-respect for the French Community in 2018-19. Examples of this initiative are celebrating Pink Day and providing LGBTQ resources to staff.

Objective 3:

By June 30, 2020, the Conseil scolaire francophone provincial will have further implemented initiatives in support of safe, healthy and accepting school environments.

Indicators:

- Further implemented initiatives to support the mental well-being of students and staff
- Further implemented initiatives to support the security of students and staff
- Further implemented anti-bullying initiatives

ISSUE 3: GROWTH, OUTREACH AND COMMUNITY ENGAGEMENT

The 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. The 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.

Objective 2:

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



Indicator: Adopted new brand

The mission, vision and values of CSFP were reviewed as well as the logo in 2018-19. The CSFP logo was modernized in 2018. A committee carried out this process to enhance and promote the CSFP's image. The CSFP adopted a new, simplified logo, but has retained the same concepts from its former logo. Consultations were held to determine the preferred option.

Indicator: Continued to advocate for infrastructure improvements

In 2018-19, CSFP continued to have good relations with the government (EDU, Department of Transportation and Infrastructure, Department of Justice and Public Safety); Francophone organizations (FFTNL, FPTNL, Association communautaire francophone de Saint-Jean [ACFSJ]); the Réseau de développement économique et d'employabilité (RDÉE) and the provincial Francophone newspaper, *Le Gaboteur*; the Newfoundland and Labrador Teachers' Association (NLTA), NLESD and Memorial University (MUN). These good relations are essential for the survival of the Francophone minority. In addition, the relationships forged with municipalities across the province increase the CSFP's visibility. At the federal level, the CSFP continued to meet with federal Canadian Heritage officials to advocate for funding for the new school in St. John's, for École Boréale and the Centre éducatif l'ENVOL, as well as for funding for OLEP.

Objective 3:

By June 30, 2020, the Conseil scolaire francophone provincial will have further implemented activities to promote growth and community engagement.

Indicators:

- Increased CSFP visibility
- Implemented initiatives to increase school enrolment

ISSUE 4: BOARD GOVERNANCE

The CSFP's Board of Trustees now has a full complement with the arrival of a new trustee. Since the governance training was delivered to the trustees, they have a better understanding on their role with the parents who elected them. In 2018-19, there has been very little change of the turnover of trustees on the Board. Some Board members participated in a few conferences, such as those of the Fédération nationale des conseils scolaires francophones (FNCSF) and the Association des conseils scolaires des écoles publiques de l'Ontario (ACÉPO).

Goal Four

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

Objective 2:

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

**Indicators:**

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

Indicator: Reviewed governance policies

In 2018-19, CSFP reviewed its governance policies. A study identified the need to review all CSFP policies and guidelines. The following were some of the governance policies that emerged: admission; trustees' conflict of interest; policy review; governance; and committee structure. The Director of Education has identified policies and procedures in various areas such as administration, governance, academic, finances, human resources and school installations. Given the extent of the project, a suggestion to hire an external consultant to undertake the project was made to EDU.

Indicator: Developed guidelines and policies such as in conflict of interest**ADMINISTRATIVE POLICIES AND GUIDELINES**

The CSFP recognizes the need to review its administrative policies and guidelines as well as create new ones to address school board development. A few policies were submitted to the Board of Trustees for approval and several will follow, with the most important ones being prioritized in 2018-19.

Policies, administrative guidelines and forms will be made available on the CSFP website as they become available. The creation and/or review of several policies will follow in the activities of the next Strategic Plan (2020-23).

Indicator: Adopted policy resolutions

Policies will be adopted by the Board of Trustees and only administrative guidelines will be adopted by the Board of Trustees. The violence policy was adopted along with the admission policy in 2018-19. The next policies will be trustees' conflicts of interest; staff's conflicts of interest; employee rewards and recognition; and harassment.

Objective 3:

By June 30, 2020, the Conseil scolaire francophone provincial will have further implemented activities to enhance its governance structure.

Indicators:

- Continued to develop, review and revise governance policies
- Explore new options and management processes to improve governance structure



OPPORTUNITIES AND CHALLENGES

INFRASTRUCTURE

Many renovation projects have been approved and are underway or have been completed in the six schools. Funding for the new K-12 school in St. John's has been requested. Funding for the expansion of école Boréale has been submitted to EDU and the feasibility study report for the expansion of école l'ENVOL was submitted. Other communities such as Corner Brook and Stephenville are being explored as rights holders have requested French language education.

TEACHER SHORTAGE

Teacher shortages are being felt in all provinces, including Newfoundland and Labrador. Recruitment is challenging and many activities have been undertaken such as participating in jobs fairs out of province and working closely with the Registrar to look at certification recognition criteria.

SUMMARY

The Annual Report 2018-19 provides an opportunity for the CSFP to communicate its achievements and challenges over the past year and to plan for the next school year. This past year was the second year of implementing the Strategic Plan 2017-2020. We are satisfied with the results over the past year and with the progress made in achieving Strategic Plan objectives.

We will continue to make progress in achieving our goals in the coming 2019-20 school year by focusing on the following: academic achievement of students in a minority setting; student and staff well-being; outreach, promotion and community engagement; and board governance.



ANNEX A - SCHOOL HIGHLIGHTS

ALL SCHOOLS

Terry Fox Run (October 2018): cancer fundraiser;
Jamarama (September 2018): Fundraiser for the Janeway Children's Hospital;
Improvisation workshops (November 2018): An artist from Cirque du Soleil toured schools and gave improvisation workshops to all students from grades 6 to 12;
CSFP 20th anniversary celebration (December): Simultaneously, all schools participated in the ceremony and each presented a video in which students explained why it is important for them to go to school in French.

CENTRE ÉDUCATIF L'ENVOL

- Change of principal. A teacher from the school has taken the helm;
- Monthly ice-skating sessions;
- Public speaking competition (April): The school hosted the provincial finals of the competition on April 11, 2019. A Grade 11 student won the final in her category;
- Open house at l'ENVOL (March) to allow the Labrador City community to discover the school;
- Ball hockey tournament (February 2019);
- Thrift shop organized to raise funds for the school.

ÉCOLE BORÉALE

- Meeting with the Governor General, Her Excellency the Right Honourable Julie Payette (October 2018);
- Videoconference improvisation workshops with 10 grades 2 and 3 students every Friday in May and June;
- Cultural twinning with a school in Gatineau (videoconference), proposed by the Association canadienne d'éducation de langue française (ACELF);
- Students from the school participated in the Caribou International Math Contest;
- Swimming lessons.

ÉCOLE NOTRE-DAME-DU-CAP

- New principal;
- Participation in Newfoundland's cross-country final;
- Monthly swimming sessions as part of the physical education course;
- Public speaking contest: two students from the school participated in the provincial finals;
- The school choir participated in the Stephenville Rotary Music Festival and won first place in their category.



ÉCOLE SAINTE-ANNE

- New courses (intermediary and secondary level): Clothing, Textiles, Skilled Trades, Home Economics and Technologies;
- The senior girls' volleyball team won the silver medal at regionals (November 2018);
- A choir was assembled (April–May) to put on a concert for the Provincial Day of the Francophonie on May 30;
- Accordion courses for the entire school from November to May, led by a local artist;
- The student council set up gender-neutral bathrooms;
- Reading marathon (March 2019);
- Nine graduates.

ÉCOLE DES GRANDS-VENTS

- Cross-country races;
- Grade 6 visit to Newfoundland and Labrador's House of Assembly to meet former astronaut and Governor General, Her Excellency the Right Honourable Julie Payette during her first visit to Newfoundland and Labrador (October 2018);
- The Grade 6 class wrote and performed a play (February 2019);
- The basketball team (Les Glaciers) won a silver medal at the provincial tournament (February 2019);
- Impro-Midi (lunchtime improve) workshops for Grade 6 students (February to June);
- Provincial Day of the Francophonie:
 - Improvisation show by the Grade 6 students presented to the school;
 - Visit and talk by Governor General Julie Payette;
 - École Rocher-du-Nord students joined the celebrations;
- Public speaking competition: A Grade 6 student won first place in his/her category;
- Participation in the Prêts, pas prêts, créez! ACELF contest. The Grade 1 class won the national competition in its category.

ÉCOLE ROCHER-DU-NORD

- New school logo;
- New courses (intermediary and secondary level): Clothing, Textiles, Skilled Trades, Home Economics and Technologies;
- Meeting between the Collège Saint-Christophe students from Saint-Pierre-et-Miquelon and École Rocher-du-Nord students. Participation in a improvisation workshop;
- Visit from speaker/dancer/ choreographer Luca "Lazylegz" Patuelli;
- Impro-Midi (lunchtime improv) workshops;
- Heritage Fair: Two students won the provincial final and thus won a historic trip to France and Belgium with other provincial winners (July 2019);
- Public speaking competition: A Grade 7 student won the final in his/her category;
- Participation in the Duke of Edinburgh's Award program for the second year: students make their own backpack for a two-day hike on the East Coast trail;
- School trip to Placentia;
- Two graduates.



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, 2019**

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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:

9 Novembre 2019

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

Date Signed

le 9 novembre 2019

Signature of the Director of Education - Ms. Kim Christianson

Date Signed

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

INDEPENDENT AUDITORS' REPORT

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

Opinion

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, 2019 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.

In our opinion, the accompanying non-consolidated financial statements present fairly, in all material respects, the non-consolidated financial position of Conseil scolaire francophone provincial de Terre-Neuve-et-Labrador as at June 30, 2019, and the non-consolidated results of its operations and non-consolidated cash flows for the year then ended in accordance with Canadian Public Sector Accounting Standards (PSAS).

Basis for Opinion

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Non-consolidated Financial Statements section of our report. We are independent of Conseil scolaire francophone provincial de Terre-Neuve-et-Labrador in accordance with ethical requirements that are relevant to our audit of the non-consolidated financial statements in Canada, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Responsibilities of Management and Those Charged with Governance for the 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.

In preparing the non-consolidated financial statements, management is responsible for assessing Conseil scolaire francophone provincial de Terre-Neuve-et-Labrador's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate Conseil scolaire francophone provincial de Terre-Neuve-et-Labrador or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing Conseil scolaire francophone provincial de Terre-Neuve-et-Labrador's financial reporting process.

Auditor's Responsibilities for the Audit of the Non-consolidated Financial Statements

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

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

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

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

Mount Pearl, Newfoundland and Labrador

November 9, 2019


Chartered Professional Accountants

**CONSEIL SCOLAIRE FRANCOPHONE PROVINCIAL
DE TERRE-NEUVE-ET-LABRADOR
NON-CONSOLIDATED STATEMENT OF FINANCIAL POSITION
JUNE 30, 2019**

FINANCIAL ASSETS

	<u>2019</u>	<u>2018</u>
Bank	\$ 52,363	\$ 16,401
Short term investments	5,030	5,030
Accounts receivable (Note 8)	747,422	828,359
Harmonized sales tax receivable	<u>51,802</u>	<u>54,362</u>
	<u>856,617</u>	<u>904,152</u>


FINANCIAL LIABILITIES

Due to the Government of Newfoundland and Labrador	137,401	303,594
Accounts payable and accruals (Note 9)	328,944	134,547
Summer pay liability (Note 4)	591,234	593,239
Deferred revenue	44,440	90,172
Repayable deposits (Note 6)	12,822	18,322
Employee future benefits		
Accrued severance pay	593,718	956,253
Accrued sick leave (Note 7)	594,419	596,478
Other (Note 12)	<u>213,235</u>	<u>185,121</u>
	<u>2,516,213</u>	<u>2,877,726</u>
Net Debt	<u>(1,659,596)</u>	<u>(1,973,574)</u>

NON-FINANCIAL ASSETS

Capital assets (Schedule 7)	8,314,833	8,151,664
Prepaid expenses (Supp. info 1)	<u>19,583</u>	<u>22,006</u>
	<u>8,334,416</u>	<u>8,173,670</u>
Accumulated surplus (Note 11)	<u>\$ 6,674,820</u>	<u>\$ 6,200,096</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, 2019**

	<u>Budget 2019</u>	<u>Actual 2019</u>	<u>Actual 2018</u>
Revenue (Schedule 1)			
Provincial Government Grants	\$ 8,980,950	\$ 9,422,550	\$ 9,095,544
Grants - Official Languages in Education Projects	900,000	900,000	850,000
Ancillary Services	130,000	128,355	130,923
Miscellaneous	<u>1,000</u>	<u>739</u>	<u>726</u>
Total revenue	<u>10,011,950</u>	<u>10,451,644</u>	<u>10,077,193</u>
Expenditures			
Administration (Schedule 2)	592,250	796,011	674,257
Instruction (Schedule 3)	5,398,250	5,332,985	5,412,680
Operations and Maintenance (Schedule 4)	1,921,800	1,763,793	1,645,468
Pupil Transportation (Schedule 5)	1,031,000	1,021,450	1,460,555
Ancillary Services (Schedule 6)	168,650	162,681	172,694
Pupil Services - Official Languages in Education Projects (Schedule 8)	<u>900,000</u>	<u>900,000</u>	<u>850,000</u>
Total expenditure	<u>10,011,950</u>	<u>9,976,920</u>	<u>10,215,654</u>
Excess (deficit) expenditures over revenue	-	474,724	(138,461)
Accumulated surplus, beginning of year	<u>6,200,096</u>	<u>6,200,096</u>	<u>6,338,557</u>
Accumulated surplus, end of year (Note 11)	<u>\$ 6,200,096</u>	<u>\$ 6,674,820</u>	<u>\$ 6,200,096</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, 2019**

	<u>Budget 2019</u>	<u>Actual 2019</u>	<u>Actual 2018</u>
Excess (deficit) of expenses over revenue	\$ -	\$ 474,724	\$ (138,461)
Acquisition of tangible capital assets	-	(598,100)	(507,745)
Amortization of tangible capital assets	-	434,931	445,474
Net change in prepaid expenses	<u>-</u>	<u>2,423</u>	<u>(5,496)</u>
Change in net debt	-	313,978	(206,228)
Net debt, beginning of year	<u>(1,973,574)</u>	<u>(1,973,574)</u>	<u>(1,767,346)</u>
Net debt, end of year	<u>\$ (1,973,574)</u>	<u>\$ (1,659,596)</u>	<u>\$ (1,973,574)</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, 2019**

Cash from (used for)	<u>2019</u>	<u>2018</u>
Operating Transactions		
Excess (deficit) of expenditures over revenue	\$ 474,724	\$ (138,461)
Items not affecting cash		
Amortization	434,931	445,474
Accounts receivable	80,937	(150,296)
Harmonized sales tax receivable	2,560	(19,850)
Prepaid expenses	2,423	(5,495)
Due to Government of Newfoundland and Labrador	(166,193)	19,315
Accounts payable and accruals	194,397	(78,703)
Repayable deposits	(5,500)	13,292
Summer pay liability	(2,005)	29,851
Accrued severance pay	(362,535)	109,096
Accrued sick leave	(2,059)	29,677
Other employee future benefits	28,114	33,847
Deferred revenue	<u>(45,732)</u>	<u>8,029</u>
	<u>634,062</u>	<u>295,776</u>
Capital asset transactions		
Government purchase	(598,100)	(589,741)
Additions to capital assets	<u>-</u>	<u>81,996</u>
	<u>(598,100)</u>	<u>(507,745)</u>
Investing activities		
Short term investments	<u>-</u>	<u>-</u>
Increase (decrease) in cash	35,962	(211,969)
Cash, beginning of year	<u>16,401</u>	<u>228,370</u>
Cash, end of year	<u>\$ 52,363</u>	<u>\$ 16,401</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, 2019**

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, 2019**

- 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 received payouts of severance pay in fiscal 2018-19. The entitlement to severance has ended for these classes of employees. As of March 31 2018, the Board's teacher employees' severance entitlement was also frozen. Past practice was that severance pay vested after nine years of continual service with the CSFP or another public sector employer. Severance was payable when the employee ceased employment with the CSFP and the public sector. The severance benefit obligation had 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 were based on the Province's long-term borrowing rate. Actuarial gains and losses were recognized over time, per the actuarial calculation, through the non-consolidated statement of operations. The severance liability now represents the amount of severance that is payable to teachers since it was frozen at March 31, 2018. No further severance will accrue and a severance benefit is not available to new employees going forward.
- 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, 2019**

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 \$591,234 in Accounts Receivable (2018 - \$593,239).

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. The balance as at June 30, 2019 is payable as follows:

2019	2,000
2020	2,000
2021	<u>8,822</u>
Total:	<u>\$ 12,822</u>

**CONSEIL SCOLAIRE FRANCOPHONE PROVINCIAL
DE TERRE-NEUVE-ET-LABRADOR
NOTES TO THE NON-CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2019**

7. Employee Future Benefits - Accrued Sick Leave

	<u>2019</u>	<u>2018</u>
Accrued benefit liability, beginning of year	\$ 596,478	\$ 566,801
Benefits expense		
Current service cost	53,108	70,121
Interest expense	15,822	18,702
Amortization of loss (gain) in period	(5,058)	1,334
Benefits paid	<u>(65,931)</u>	<u>(60,480)</u>
Total accrued benefit liability, end of year	594,419	596,478
Unamortized actuarial experience loss (gain)	<u>(77,981)</u>	<u>(64,081)</u>
Total accrued benefit obligation	<u>516,438</u>	<u>532,397</u>
Accrued benefit liability according to employee groups		
Teachers	527,274	529,032
Board employees	47,448	47,204
Student assistants	<u>19,697</u>	<u>20,242</u>
Total accrued benefit liability, end of year	\$ <u>594,419</u>	\$ <u>596,478</u>

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

	<u>2019</u>	<u>2018</u>	<u>2017</u>
Discount rate - benefit cost (%)	2.85	3.20	3.25
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, 2019**

8. Accounts Receivable	<u>2019</u>	<u>2018</u>
Provincial government	\$ 153,503	\$ 215,347
Provincial government - Summer pay - teachers	591,234	593,239
Rent	2,104	-
Federal government	-	3,996
Travel advances and miscellaneous	<u>581</u>	<u>15,777</u>
	<u>\$ 747,422</u>	<u>\$ 828,359</u>
9. Accounts Payable and Accrued Liabilities	<u>2019</u>	<u>2018</u>
Trade payables	\$ 162,775	\$ 29,946
Accrued liabilities	148,775	91,717
Accrued salaries and benefits payable	<u>17,394</u>	<u>12,884</u>
	<u>\$ 328,944</u>	<u>\$ 134,547</u>
10. Expenses by Object	<u>2019</u>	<u>2018</u>
Salaries	\$ 5,919,444	\$ 5,509,291
Employee benefits	650,529	1,128,357
Supplies and services	2,586,091	2,815,769
Contract services and fees	243,051	200,069
Training	126,563	99,735
Rentals	13,007	15,019
Amortization	434,931	445,473
Interest	<u>3,304</u>	<u>1,941</u>
	<u>\$ 9,976,920</u>	<u>\$ 10,215,654</u>
11. Breakdown of Accumulated Surplus	<u>2019</u>	<u>2018</u>
Year end composition		
Restricted reserve - Centre des Grands-Vents (Note 14)	\$ 42,554	\$ 42,554
Net investment in capital assets	8,314,833	8,151,664
Unfunded accrued sick leave (Note 7)	(594,419)	(596,478)
Unfunded accrued employee severance pay	(593,718)	(931,307)
Unfunded paid leave - executive (Note 12)	(182,269)	(155,370)
Operating accumulated deficit	<u>(312,161)</u>	<u>(310,967)</u>
Total accumulated surplus	<u>\$ 6,674,820</u>	<u>\$ 6,200,096</u>

**CONSEIL SCOLAIRE FRANCOPHONE PROVINCIAL
DE TERRE-NEUVE-ET-LABRADOR
SCHEDULE 1 - REVENUES
YEAR ENDED JUNE 30, 2019**

12. Employee Future Benefits - Other

Paid leave for executive staff and vacation pay benefits payable for Board office administration staff 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>2019</u>	<u>2018</u>
Executive staff paid leave	\$ 182,269	\$ 155,370
Employee vacation pay	<u>30,966</u>	<u>29,751</u>
	<u>\$ 213,235</u>	<u>\$ 185,121</u>

13. 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.

14. Comparative Figures

Some of the comparative figures have been reclassified to conform to the current year's presentation.

**CONSEIL SCOLAIRE FRANCOPHONE PROVINCIAL
DE TERRE-NEUVE-ET-LABRADOR
SCHEDULE 1 - REVENUES
YEAR ENDED JUNE 30, 2019**

	<u>Budget 2019</u>	<u>Actual 2019</u>	<u>Actual 2018</u>
Revenues			
Grants - Official Languages in Education			
Regular projects	\$ 900,000	\$ 900,000	\$ 850,000
	<u>900,000</u>	<u>900,000</u>	<u>850,000</u>
Provincial government grants			
Regular operating grants	1,885,800	1,941,577	2,002,180
Acquisition of capital assets - buildings and land	516,400	598,100	250,737
Major renovations to buildings	300,000	110,848	297,228
Special grants			
Official language monitor	41,500	38,470	3,133
Communication tech (Powerschool)	16,500	9,848	21,520
Other	105,750	280,515	95,803
Salaries and benefits			
Director and Assistant Director	325,000	358,673	309,656
Regular teachers	4,290,000	4,529,202	4,219,891
Substitute teachers	225,000	267,869	224,012
Student assistants	120,000	104,760	87,217
Senior Education Officer	126,000	167,012	127,418
Pupil transportation			
Contracted	<u>1,029,000</u>	<u>1,015,676</u>	<u>1,456,749</u>
	<u>8,980,950</u>	<u>9,422,550</u>	<u>9,095,544</u>
Ancillary Services			
Revenues from rental of schools and facilities - Grand-Vents	105,000	103,355	105,923
Other rental - ARCO - West Coast	<u>25,000</u>	<u>25,000</u>	<u>25,000</u>
	<u>130,000</u>	<u>128,355</u>	<u>130,923</u>
Miscellaneous			
Interest on investments	500	739	-
Other - sundry	<u>500</u>	<u>-</u>	<u>726</u>
	<u>1,000</u>	<u>739</u>	<u>726</u>
Total revenues	<u>\$ 10,011,950</u>	<u>\$ 10,451,644</u>	<u>\$ 10,077,193</u>

**CONSEIL SCOLAIRE FRANCOPHONE PROVINCIAL
DE TERRE-NEUVE-ET-LABRADOR
SCHEDULE 2 - ADMINISTRATION EXPENDITURES
YEAR ENDED JUNE 30, 2019**

	<u>Budget 2019</u>	<u>Actual 2019</u>	<u>Actual 2018</u>
Salaries and benefits			
Director and Assistant Director	\$ 330,000	\$ 382,937	\$ 328,016
Board office personnel	85,100	86,476	64,359
Office supplies	2,500	2,219	2,696
Replacement furniture and equipment	4,500	8,618	5,945
Postage	2,500	1,960	2,843
Telephone/internet	12,000	8,639	11,992
Office equipment rentals and repairs	5,500	6,449	5,760
Bank charges	8,000	8,280	7,835
Repairs and maintenance - office buildings	1,000	-	-
Travel	35,000	38,480	43,108
Board meeting expenses	20,000	36,190	16,423
Professional fees	62,400	190,758	137,652
Advertising - recruitment	6,000	136	10,271
Membership dues	5,000	8,840	17,007
Municipal service fees	-	-	330
Relocation expenses	5,000	7,715	10,233
Miscellaneous	2,000	7,464	1,733
Amortization	1,250	-	1,211
Training	3,500	-	5,918
Insurance	<u>1,000</u>	<u>850</u>	<u>925</u>
Total administrative expenditures	<u>\$ 592,250</u>	<u>\$ 796,011</u>	<u>\$ 674,257</u>

**CONSEIL SCOLAIRE FRANCOPHONE PROVINCIAL
DE TERRE-NEUVE-ET-LABRADOR
SCHEDULE 3 - INSTRUCTIONAL EXPENDITURES
YEAR ENDED JUNE 30, 2019**

	<u>Budget 2019</u>	<u>Actual 2019</u>	<u>Actual 2018</u>
Instructional salaries			
Teachers' salaries			
Regular	\$ 3,500,000	\$ 3,755,347	\$ 3,450,743
Substitutes	225,000	263,072	219,809
Senior Education Officer	126,000	169,647	133,763
Board pay	1,500	3,057	8,047
Employee benefits - general	700,000	318,841	824,173
School secretaries - salaries and benefits	225,000	237,357	218,504
Payroll tax	90,000	95,318	89,510
Other - salaries and benefits			
- program co-ordinators	165,000	73,245	120,843
Other - salaries and benefits - student assistants	<u>120,000</u>	<u>104,915</u>	<u>86,288</u>
	<u>5,152,500</u>	<u>5,020,799</u>	<u>5,151,680</u>
Instructional materials			
General supplies	21,000	22,574	31,453
Resource center materials and teaching aids - reimbursable	-	49,648	14,993
Teaching aids	<u>30,000</u>	<u>35,564</u>	<u>38,201</u>
	<u>51,000</u>	<u>107,786</u>	<u>84,647</u>
Instructional furniture and equipment			
Replacement	23,000	53,530	32,725
Rentals and repairs	<u>10,000</u>	<u>9,087</u>	<u>9,628</u>
	<u>33,000</u>	<u>62,617</u>	<u>42,353</u>
Instructional staff travel			
Program co-coordinators	6,500	-	6,854
Teachers' travel	28,000	22,344	26,872
In-service and conferences	<u>2,000</u>	<u>-</u>	<u>2,805</u>
	<u>36,500</u>	<u>22,344</u>	<u>36,531</u>
Other instructional costs			
French monitor program	45,000	38,757	3,396
Commission scolaire du Littoral services	36,500	39,301	32,476
Secretaries - training	500	-	5,860
Secretaries - travel	4,000	4,818	496
Secretaries - equipment	1,500	-	-
Kinderstart	750	526	726
PowerSchool	6,500	1,547	25,869
Art and cultural programming	<u>3,000</u>	<u>8,185</u>	<u>951</u>
	<u>97,750</u>	<u>93,134</u>	<u>69,774</u>
Amortization	<u>27,500</u>	<u>26,305</u>	<u>27,695</u>
Total instruction expenditures	<u>\$ 5,398,250</u>	<u>\$ 5,332,985</u>	<u>\$ 5,412,680</u>

**CONSEIL SCOLAIRE FRANCOPHONE PROVINCIAL
DE TERRE-NEUVE-ET-LABRADOR
SCHEDULE 4 - OPERATIONS AND MAINTENANCE EXPENDITURES (SCHOOLS)
YEAR ENDED JUNE 30, 2019**

	<u>Budget 2019</u>	<u>Actual 2019</u>	<u>Actual 2018</u>
Salaries - janitorial	\$ 376,000	\$ 405,760	\$ 369,624
Salaries - maintenance	64,000	48,173	70,811
Electricity	170,000	190,187	168,887
Heating oil	75,000	98,346	74,099
Municipal service fees/garbage removal	30,000	34,617	45,457
Telephone - internet	97,500	100,067	97,325
Vehicle operating and travel	16,000	13,861	11,100
Janitorial supplies	27,500	23,452	35,286
Janitorial equipment	7,500	10,689	8,412
Major renovations to buildings - refundable	300,000	55,816	27,132
Minor refundable repairs and maintenance - buildings	25,000	79,665	-
Minor repairs and maintenance - buildings	51,500	86,227	108,954
Computer equipment replacement	30,000	41,028	35,318
Contracted services - janitorial	300	1,272	-
Snow clearing	160,000	165,596	174,122
Other - training	3,000	-	300
Other - security systems	3,500	2,963	4,714
Amortization	<u>485,000</u>	<u>406,074</u>	<u>413,927</u>
Total operations and maintenance	<u>\$ 1,921,800</u>	<u>\$ 1,763,793</u>	<u>\$ 1,645,468</u>

**CONSEIL SCOLAIRE FRANCOPHONE PROVINCIAL
DE TERRE-NEUVE-ET-LABRADOR
SCHEDULE 5 - PUPIL TRANSPORTATION EXPENDITURES
YEAR ENDED JUNE 30, 2019**

	<u>Budget 2019</u>	<u>Actual 2019</u>	<u>Actual 2018</u>
Contracted services			
Regular transportation	\$ 1,029,000	\$ 1,015,676	\$ 1,456,749
Extracurricular busing	<u>2,000</u>	<u>5,774</u>	<u>3,806</u>
Pupil transportation expenditures	<u>\$ 1,031,000</u>	<u>\$ 1,021,450</u>	<u>\$ 1,460,555</u>

**CONSEIL SCOLAIRE FRANCOPHONE PROVINCIAL
DE TERRE-NEUVE-ET-LABRADOR
SCHEDULE 6 - ANCILLARY SERVICE EXPENDITURES
YEAR ENDED JUNE 30, 2019**

	<u>Budget 2019</u>	<u>Actual 2019</u>	<u>Actual 2018</u>
Ancillary Service Expenditures			
Community Centre operations- Centre des Grands-Vents			
Salaries - janitorial	\$ 45,750	\$ 45,582	\$ 45,463
Communications	13,500	8,610	12,585
Operations	97,750	93,238	101,796
Equipment and supplies	<u>9,000</u>	<u>12,700</u>	<u>10,209</u>
	<u>166,000</u>	<u>160,130</u>	<u>170,053</u>
Amortization	<u>2,650</u>	<u>2,551</u>	<u>2,641</u>
Total ancillary services	<u>168,650</u>	<u>162,681</u>	<u>172,694</u>
Total ancillary service expenses	<u>\$ 168,650</u>	<u>\$ 162,681</u>	<u>\$ 172,694</u>

**CONSEIL SCOLAIRE FRANCOPHONE PROVINCIAL
DE TERRE-NEUVE-ET-LABRADOR
SCHEDULE 7 - DETAILS OF CAPITAL ASSETS
YEAR ENDED JUNE 30, 2019**

	<u>Cost</u>	<u>Additions</u>	<u>Cost</u>	<u>Accumulated</u>	<u>Amortization</u>	<u>Accumulated</u>	<u>Net Book</u>	<u>Net Book</u>
	<u>2018</u>	<u>2019</u>	<u>2019</u>	<u>Amortization</u>	<u>2019</u>	<u>Amortization</u>	<u>Value</u>	<u>Value</u>
				<u>2018</u>		<u>2019</u>	<u>2019</u>	<u>2018</u>
Land and Sites								
Land and Sites	\$ 125,000	\$ -	\$ 125,000	-	-	\$ -	\$ 125,000	\$ 125,000
Buildings								
Schools	14,773,928	487,161	15,261,089	7,012,906	366,892	7,379,798	7,881,291	7,761,022
Leasehold improvements	75,159	-	75,159	15,032	15,032	30,064	45,095	60,127
	<u>14,849,087</u>	<u>487,161</u>	<u>15,336,248</u>	<u>7,027,938</u>	<u>381,924</u>	<u>7,409,862</u>	<u>7,926,386</u>	<u>7,821,149</u>
Furniture and Equipment								
Schools	811,966	-	811,966	669,874	26,305	696,179	115,787	142,092
Administration	118,956	-	118,956	118,956	-	118,956	-	-
Other - Centre des Grands-Vents	67,036	-	67,036	57,724	2,552	60,276	6,760	9,312
	<u>997,958</u>	<u>-</u>	<u>997,958</u>	<u>846,554</u>	<u>28,857</u>	<u>875,411</u>	<u>122,547</u>	<u>151,404</u>
Computers								
Schools	696,367	-	696,367	642,256	24,150	666,406	29,961	54,111
Administration	257,304	-	257,304	257,304	-	257,304	-	-
	<u>953,671</u>	<u>-</u>	<u>953,671</u>	<u>899,560</u>	<u>24,150</u>	<u>923,710</u>	<u>29,961</u>	<u>54,111</u>
Assets Under Construction								
Schools	-	110,939	110,939	-	-	-	110,939	-
Total Capital Assets	<u>\$16,925,716</u>	<u>\$ 598,100</u>	<u>\$17,523,816</u>	<u>\$ 8,774,052</u>	<u>\$ 434,931</u>	<u>\$ 9,208,983</u>	<u>\$ 8,314,833</u>	<u>\$ 8,151,664</u>

**CONSEIL SCOLAIRE FRANCOPHONE PROVINCIAL
DE TERRE-NEUVE-ET-LABRADOR**
SCHEDULE 8 - PUPIL SERVICES - OFFICIAL LANGUAGES IN EDUCATION PROJECTS
YEAR ENDED JUNE 30, 2019

	<u>Budget 2019</u>	<u>Actual 2019</u>	<u>Actual 2018</u>
Language recovery	\$ 286,500	\$ 153,681	\$ 241,686
School programs co-ordination	120,000	75,720	103,378
Teacher aides	133,500	133,929	126,759
Art and cultural programming	68,000	86,591	63,736
Principal and teacher training	63,500	102,085	71,609
Promotion and communications services	90,000	121,354	104,373
Federal project administration	55,000	74,984	59,223
Technology support services	55,000	76,656	53,760
Teacher recruitment and retention	20,000	27,788	12,130
Educational resource centre	<u>8,500</u>	<u>47,212</u>	<u>13,346</u>
Total pupil services - Official Languages in Education Projects	\$ <u>900,000</u>	\$ <u>900,000</u>	\$ <u>850,000</u>

**CONSEIL SCOLAIRE FRANCOPHONE PROVINCIAL
DE TERRE-NEUVE-ET-LABRADOR
SUPPLEMENTARY INFORMATION
YEAR ENDED JUNE 30, 2019**

	<u>2019</u>	<u>2018</u>
1. Prepaid Expenses		
Workers' compensation - WorkplaceNL	\$ 12,875	\$ 11,723
Prepaid meeting expenses	-	3,997
Other	<u>6,708</u>	<u>6,286</u>
Total prepaid expenses	<u>\$ 19,583</u>	<u>\$ 22,006</u>