

**2019-20 ANNUAL REPORT**  
**CONSEIL SCOLAIRE FRANCOPHONE PROVINCIAL**  
**DE**  
**TERRE-NEUVE-ET-LABRADOR**

## MESSAGE FROM THE CHAIR

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 2019-20 Annual Performance Report of the Conseil scolaire francophone provincial de Terre-Neuve-et-Labrador (CSFP, or the "Board").

The Strategic Plan 2017-20 detailed 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 2019-20.

My signature below is on behalf of the CSFP school board and indicates accountability for the results reported in 2019-20.

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

Sincerely,

A handwritten signature in black ink, appearing to read 'B. Lee', with a long horizontal flourish extending to the right.

Brian Lee, Chair

## TABLE OF CONTENTS

PROFILE OF THE CONSEIL SCOLAIRE FRANCOPHONE PROVINCIAL	4
LINES OF BUSINESS OF CSFP	7
HIGHLIGHTS AND PARTNERSHIPS	8
REPORT ON PERFORMANCE	12
OPPORTUNITIES AND CHALLENGES	25
ANNEX A	
HIGHLIGHTS BY SCHOOL	23
ANNEX B	
<b>SCHOOLS ACT, 1997</b>	28
ANNEX C	
FINANCIAL STATEMENTS	32

# 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 B provides a complete list of the duties and powers of the CSFP as set out 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, 2019, the CSFP had an enrolment of 358 students, from kindergarten to Grade 12. Enrolments were as follows.

School	Enrolment
Centre éducatif l'ENVOL (Labrador City)	26
École Boréale (Happy Valley–Goose Bay)	36
École Notre-Dame-du-Cap (Cape St. George)	39
École Sainte-Anne (Mainland)	61
École des Grands-Vents (St. John's)	158
École Rocher-du-Nord (St. John's)	38

Compared to enrolment from 2017 to 2019:

SCHOOL	September 2017	September 2018	September 2019
École des Grands-Vents	138	148	158
École Rocher-du-Nord	26	38	38
École Notre-Dame-du-Cap	35	36	39
École Sainte-Anne	70	59	61
École Boréale	33	31	36
Centre éducatif l'ENVOL	29	19	26
<b>TOTAL</b>	<b>331</b>	<b>331</b>	<b>358</b>

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 \$10,353,050 in 2019-20. Additional information can be found in the Audited Financial Statements in Annex C.

### 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 2019-2020 school year, the Board had eight trustees and one vacant seat in Central-West.

<b>CSFP TRUSTEES (as at June 30, 2020)</b>	
<b>Name</b>	<b>Region</b>
Carole (Maillet) Gillingham	At large
Edna Hall	At large
Steevens Proulx	At large
Charly Mini	Avalon
Michael Clair	Avalon
Dillon Jesso	Central-West
Vacant	Central-West
Brian Lee	Labrador
Denis Michaud	Labrador

For the 2019-20 school year, the breakdown of CSFP staff was as follows:

Based on the census done for the Department on March 31, 2020 (Workforce Data):

Without substitute teachers:

<b>CSFP STAFF</b>			
<b>Category</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>
CSFP Office	7	6	13
Teachers	34	9	43
Principals	4	2	6
Other	28	12	40
<b>Total</b>	<b>73</b>	<b>29</b>	<b>102</b>

With substitute teachers:

<b>CSFP STAFF</b>			
<b>Category</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>
CSFP Office	7	6	13
Teachers	42	13	55
Principals	4	2	6
Other	28	12	40
<b>Total</b>	<b>81</b>	<b>33</b>	<b>114</b>

## 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 schools offer programs and courses prescribed or approved by the Department of Education (the Department).

**2. Transportation**

The CSFP is responsible for providing transportation for students to and from school, in compliance with the Department's policies.

# HIGHLIGHTS AND PARTNERSHIPS

## HIGHLIGHTS & ACHIEVEMENTS

- 8.2% increase in enrolment from September 2018 to September 2019;
- 4.6% increase in the number of staff;
- 100% graduation rate for the 2019-2020 school year. This is an achievement and a new reality for the Board;
- Opening of the renovated École Notre-Dame-du-Cap in Cape St. George;
- Provincial budget of \$2.8 million (\$300,000 carried over from 2018-19 and \$2.5 million from 2019-20) to continue with planning for the second school in St. John's;
- Addition of an extra unit at École Sainte-Anne to eliminate multi-level classes;
- Official Languages in Education Programs (OLEP): Signing of the bilateral agreement between the province and the federal government, which means that an increase in annual funding will be granted to the CSFP;
- A \$290,000 increase in OLEP funding per year over four years for various projects to assure services to minority francophone. This increase was following a bilateral agreement between the province and the federal government.
- New CSFP website – launched in December 2019;
- Increase of approximately 25% in human resources at head office;
- Reviewed and provided recommendations relative to the **Schools Act, 1997** submitted to the provincial government;
- Supreme Court of Canada's decision in British Columbia case - The CSFP intervened at the Supreme Court of Canada in support of the Conseil scolaire francophone de la Colombie Britannique in Winnipeg on September 26, 2019. The court decision could provide a great victory and historic judgment for French-language education in a minority context as the Supreme Court recognized the equivalence of school infrastructures and the right to an education equivalent to that of the majority; and
- Changes to the 2020 Census questions gave a more accurate picture of francophone statistics and who can attend francophone schools. The response to the language questions will make it possible to examine the multi-level concept of francophonie.

### **Official Languages in Education Program (OLEP)**

We are grateful for the advocacy efforts of the Fédération nationale des conseils scolaires francophones (FNCSF) to reach a bilateral protocol for agreements on minority language education signed in 2019 that promises increased federal funding under the OLEP. Thanks to this bilateral agreement between the provinces and the federal government, federal funding (OLEP) for the CSFP has increased to approximately \$1.3 million per year over four years (2019-2023). The CSFP must still submit an annual plan for approval in keeping with the criteria for eligible expenses. This grant should help the CSFP develop identity-building and cultural programs.

A three-year, \$31-million federal call for proposals was launched by Canadian Heritage. In 2019-20, the CSFP prepared an application for teacher recruitment and retention strategy, which was submitted by the Department. A total amount of \$539,000 was requested in the application for the first year. Several strategies were included in the application, including, but not limited to, a human resources strategy involving a recruitment and retention department responsible for overseeing the implementation of strategies. The CSFP received a response in the amount of \$182,000 in 2020.



## **PARTNERSHIPS**

### **Department of Education**

The Department requested the assistance of the Human Resources Secretariat, through the Classification and Organizational Design Division, to help conduct an organizational review of the CSFP. The CSFP and the Department identified organizational problems related to staffing and administrative office tasks. The Department would like to address these concerns to ensure that the CSFP has the most effective structure in place to provide optimal service to its clients. It should be noted that this request was submitted on November 8, 2019. This internal financial audit process at the CSFP was in response to recognized budgetary challenges, with the objective of determining needs and providing either financial or human resource support. This financial review of the CSFP was conducted by the Department financial services staff in collaboration with the CSFP. This should not be compared with a formal audit by the Internal Audit Division of the Office of the Comptroller General or an audit by the Office of the Auditor General. The review was conducted under financial challenges were identified by the CSFP in several meetings with the the Department's office.

- The Department and CSFP finance officials worked together to analyze further and identify potential solutions to address the CSFP's current operating budget deficit.
- Any solution identified from a financial or human resources perspective may require budget or Treasury Board approval.

### **Canadian Heritage**

The federal government's Canadian Heritage department has promised the CSFP federal funding (infrastructure projects and OLEP). The CSFP is grateful for the efforts made by the FNCSF and the two Newfoundland and Labrador school boards to assert the rights of the Francophone minority in education. Federal funding allows the Department and the CSFP to go beyond operational funding that promotes cultural activities and the French language. The \$1-billion envelope is being extended over a four-year period until 2023.

Canadian Heritage recognizes that there is a serious shortage of teachers in French-language school boards across the country. As a result, an envelope of \$62.6 million over four years was announced by the Honourable Mélanie Joly to fund projects for a national strategy for recruiting and retaining teachers in these schools.

### **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.

### **Francophone organizations**

The CSFP is pleased to renew its media services agreement with Le Gaboteur in hardcopy and electronic format for the 2019-20 school year. The CSFP supports the FPFTNL's project to pursue a second daycare centre in St. John's. Early childhood does not come under the direct responsibility of the CSFP, but the project is indirectly crucial to the vitality of the province's minority Francophone community. Thanks to an agreement between Service Canada and the CSFP, a federal government employee is able to work at head office for a few months to improve his or her French-language skills.

### **Fédération des francophones de Terre-Neuve et du Labrador (FFTNL)**

The CSFP continued collaborating with the FFTNL in the 2019-20 school year, such as sharing with needed staff and space, and coordinating the AGM.

### **Fédération des parents francophones de Terre-Neuve et du Labrador (FPTNL)**

Second daycare project in St. John's. A management committee was set up to conduct consultations and surveys, research locations, and mobilize a parent working group.

### **Newfoundland and Labrador Francophone Economic Development Network (RDÉE TNL) and others**

Daycare is essential in a French-language school. At the Centre scolaire et communautaire des Grands-Vents, 45 children are still on the waiting list. The FPTNL, in partnership with the CSFP, RDÉE and the FFTNL, continued with consultations on October 10, 2019, to determine where a daycare could be set up. This will undoubtedly help recruit kindergarten students.

### **Newfoundland and Labrador English School District (NLESD)**

The agreement with NLESD to share school transportation in Happy Valley-Goose Bay and Labrador City remained in effect in 2019-20. In addition, the agreement with Quebec's Commission scolaire du Littoral continued so that Francophone students from the L'Anseau-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 2020, École Notre-Dame-du-Cape school had to close because 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.

### **Newfoundland and Labrador Teachers' Association (NLTA)**

Continuous discussions were held, and there was a positive working relationship with the NLTA. The CSFP's Director of Education and Trustees take part in a liaison committee held twice a year. The NLTA's collective agreements are not translated, but the CSFP has requested that it be available in French. The CSFP has also requested that CSFP employees receive Employee and Family Assistance Program (EFAP) services in French. The NLTA is looking at options to grant the request.

## **University of Ottawa, Memorial University and NL Department of Education**

Part-time and online French-language Bachelor of Education project for the province of Newfoundland and Labrador.

Objectives of the project proposed by the University of Ottawa:

The objective of this project is to develop the University of Ottawa's part-time, online Bachelor of Education program in order to train teachers in the province of Newfoundland and Labrador. A cohort of 10 students is planned for the project. This is a 2.5-year (8semester), part-time, fully online Bachelor's degree. Graduating students will not be recommended to the Ontario College of Teachers, but will be recognized by the Department of Education of Newfoundland and Labrador. CSFP anticipate a cohort of 10 students each year.

A partnership between the CSFP and the Faculty of Education at the University of Ottawa was finalized in 2019-20. The Bachelor of Education degree will be offered via distance education, and internships will be permitted in NL. A meeting is scheduled for September to discuss the final agreement. This will allow graduates who already have a Bachelor's degree to continue with education training. This model will make it possible to train the province's Francophone teachers, which will facilitate teacher retention at the CSFP.

## REPORT ON PERFORMANCE

The following four issues served as guidelines for determining CSFP activities from July 1, 2019, to June 30, 2020:

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 goals and indicators for the 2017-20 planning period and the annual objectives and indicators for 2019-20.

### 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, increase their understanding and knowledge of French cultures, and foster the development of the community dimension. From this perspective, language learning is a major issue since it is fundamental to students' learning. 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 on the entire CSFP. Students will be well-equipped to pursue post-secondary studies or to work in English and French.

#### **Goal One**

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

#### **Indicators:**

- Enhanced educational programs
- Enhanced use of technology

#### **Indicator: Enhanced educational programs**

During the 2017-20 planning period, CSFP enhanced educational programs throughout the district in the following ways: A literacy plan was developed covering four focus areas including teaching and learning; evaluation and achievement; professional learning; and promotion of reading. In 2017-18, the CSFP created the framework for evaluation and learning and that provides a uniform measurement of student performance. In addition, a numeracy plan for grades 7 to 12 was developed in 2017-18 that encompassed four focus areas including teaching and learning; evaluation and achievement; professional learning; and promotion of mathematics. Furthermore, teachers participated in various professional learning initiatives. All K-6 literacy teachers developed the reading profile of each primary and elementary student to identify the student's needs and respond through effective teaching strategies. The professional learning community for play-based learning was expanded to include Grade 2 teachers, which allowed teachers to interchange through technology using Google applications.

In 2018-2019, CSFP continued the establishment of the K-6 literacy plan. The training was given at École Rocher-du-Nord to teachers via various workshops. All teachers delivering new programs benefited from professional learning as per the Department's current professional learning model.

In 2019-20, the Grades 7–12 Numeracy Plan was implemented, and training was continually provided to teachers at École Rocher-du-Nord. The CSFP continued to improve access to teacher development and facilitated opportunities for teachers to participate in professional learning activities through various workshops.

**Indicator: Enhanced use of technology**

From 2017-20, CSFP appreciated all students, parents and staff for their professionalism, commitment and patience. They all contributed to an excellent transition from classroom to virtual teaching. In spring 2020, the CSFP was able to set up Internet in both staff and family's residences to ensure that everyone has access to technological tools. With financial support from the provincial and federal governments, the CSFP was able to ensure a smooth transition to virtual learning.

Since 2017, the CSFP has been purchasing technological tools to prepare for a virtual world in the event that teaching continues to be done virtually.

**Virtual education**

Functional, state-of-the-art technology shall be used to provide virtual education. Students and staff need high-performance work tools and Internet access. Teaching staff need to be trained to be up to date with virtual teaching methods and techniques. Commitment from students, parents and staff is required for this to work. Education shall speak to all students so that they are engaged. During the COVID-19 pandemic, the CSFP students attended virtual school on certain occasions when mandated by the Department of Education with advice from the Department of Health and Community Services.

During the 2017-20 planning period, the attention was paid to students with special needs. In addition, communication with parents is needed so that they know what is going on and can be supportive.

**PowerSchool**

The parental portal is active for all CSFP schools. Not all parents have registered, but the option is available for parents who want access. An external PowerSchool consult was hired from New Brunswick to provide support to CSFP staff again in 2019-20. Training was offered to principals on August 26 and 27, 2019, and teachers had a follow-up to last year's meeting in St. John's on October 10 and 11, 2019.

By improving technology equipment and various programs in all the CSFP schools, the CSFP students acquired more opportunities to enhance their success in the 2017-20 planning period.

**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

**Indicator: Implemented professional training and development**

The CSFP continued its practice of a two-day closeout for teachers (October 2019).

## Training

- a) CSFP training: Training was given at École Rocher-du-Nord on October 10 and 11, 2019. All teachers participated in a half-day workshop on building Francophone identity in a linguistic minority setting, facilitated by Yves Doucet of New Brunswick's Conseil d'éducation du District scolaire francophone Sud. The workshop inspired and motivated teachers. Alternatively, teachers could choose from the following workshops:

### Full-day workshop

- i. Non-violent crisis intervention (Trainer: school guidance counsellor, CSFP):  
Participants learned the principles and practical techniques for managing student crises.

### Half-day workshops

- i. PowerSchool (Bernard Manzerolle, consultant): Hands-on workshop for teachers and principals of Grades 7 to 12 for setting up students' notebooks.
  - ii. Social and emotional learning (student services coordinator, CSFP): A workshop for participants to learn the principles of social and emotional learning and to practically apply these principles to foster the social and emotional development of students in a positive, safe and caring school environment. This workshop has been given twice.
  - iii. K to 6 mathematics (specialist in K to 6 math): A hands-on workshop on practical strategies and activities for primary- and elementary-level math.
  - iv. myBlueprint (myBlueprint online): A hands-on workshop introduced participants to this resource, which supports student exploration, planning, and decision-making using a comprehensive educational and career planner. The training was given online using the virtual myBlueprint platform.
  - v. Digital literacy (mathematics, science, technology coordinator, CSFP): Workshop focused on digital citizenship.
  - vi. Robotics – Bluebot (consultant; literacy/numeracy trainer, Conseil scolaire Viamonde):  
A hands-on workshop on integrating coding and robotics into primary classrooms.
  - vii. K to 8 standards of achievement in writing (English, French, social studies coordinator, CSFP): A hands-on workshop on writing development for kindergarten to Grade 8 students.
  - viii. Robotics – Sphero (consultant; literacy/numeracy trainer, Conseil scolaire Viamonde): A hands-on workshop focused on integrating coding and robotics into Grade 4 to 12 classrooms.
  - ix. Physical education (facilitators: CSFP; École des Grands-Vents and École RocherduNord): 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. Principals also spent a half-day with Yves Doucet of New Brunswick's Conseil d'éducation du District scolaire francophone Sud to discuss the particular role of principals in building Francophone identity.
- b) New courses: Teachers of the Sciences Humaines 2231 course took training offered by the Department and the CSFP in September and October 2019 for the new course's rollout.

- c) All staff had access to virtual Antidote training in 2019-20, and the majority of staff attended. Antidote is a software that corrects mistakes and has a spell checker and a grammar checker in English and French.

**Indicator: Continued to support and promote major events and activities in literacy and numeracy**

The CSFP coordinators, the Director of Educational Services and board coordinators, enhanced and implemented the Grades 7–12 Numeracy Plan in 2019-20. The training was provided by the Department, and purchasing resources provided support to enable teachers to transfer information to students. Professional Learning Community: The rollout of PLCs continued during 2019-20 and was further enhanced with an online PLC with Grade 7 math teachers.

Core activities - analyzed results and identified areas for improvement, including problem-solving as well as developed assessment questions and activities that reflect cognitive questioning levels. A sharing place (Google Drive) was created to facilitate collaboration and sharing practices, documents, and activities for math teachers.

Transdisciplinary skills development enhanced training for both teachers and principals in math and other subjects with math components such as science, humanities, and home economics. Enhanced and integrated more technology: Training on coding. Provided 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 to implement initiatives to support educational programs**

**Human resources**

Nearly all posted positions have been filled. However, the elementary teacher position at École Boréale and the K-to-6 mathematics specialist position in the administrative office remain vacant. Since the last Board of Trustees meeting, the principal position at École Notre-Dame-du-Cap has been filled; a principal began working in this position on October 30, 2019. In 2019-20 report year, the CSFP has benefitted from the services of two language monitors, one at the Centre éducatif l'ENVOL (shared with the NLESD) and one shared between the two schools in St. John's.

**New courses**

In 2019-20 report year, at École Rocher-du-Nord, home economics and technology courses were offered to intermediate students (grades 7 to 9), and clothing, textiles and skilled trades courses were offered to high school students. Home economics and technology courses were offered at the intermediate level at École Sainte-Anne. (Note: Clothing and textiles courses will be offered next year; and, the skilled trades course has been offered since 2013.) The Sciences Humaines 1231 course has been rolled out for the 2019-20 school year. Science and English courses are offered in virtual mode. Biology and Chemistry at ENV and SA. English at RDN.

**ISSUE 2: WELL-BEING OF STUDENTS AND STAFF**

In support of the Safe and Caring Schools initiative, the CSFP continued to promote safe and caring learning environments. The CSFP continues to be proactive and preventive in the ways it deals with problems of violence. In 2019-20, the CSFP used its policy to provide guidelines for developing and maintaining a safe, caring, and inclusive learning environment. This policy will help the board define a data-gathering and analysis structure to develop and implement school development plans and assign accountability for them.

## **Goal Two**

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

### **Indicators:**

- Implemented Safe and Caring Schools initiatives
- Implemented wellness initiatives

#### **Indicator: implemented Safe and caring schools initiatives**

In the 2017-18 school year, the code of conduct for all CSFP schools has been revised, and behaviour management through positive behaviour support is fully established. The educational technology teachers have prepared a cybersecurity kit, and CSFP teachers have received training in digital citizenship and how to protect student security and protect against cyberbullying. Kit activities were conducted at every CSFP school to promote online security and be aware of digital citizenship among students. In addition, every CSFP school has developed an Emergency Action Plan.

In 2018-19, École des Grands-Vents was the first CSFP school in the province to implement the pedagogical approach to responsive teaching and learning, which is a proactive approach based on social, emotional, and academic development of each student in a safe and inclusive school environment. The CSFP has implemented security systems in schools to ensure a controlled entrance into schools during school hours. The outdoor lights have been installed in school parking lots that have been programmed to operate at night to provide staff with a safe work environment.

Following school closures on March 13, 2020, the pedagogical team at the CSFP developed a virtual teaching plan. The plan was based on three components: teaching and learning, physical well-being, and social and emotional well-being. The plan was very well received by staff and parents; however, due to the COVID-19 pandemic, the government announced that classes would end on June 5, 2020. The back-to-school plan was implemented smoothly and ensured everyone's safety.

#### **Indicator: implemented wellness initiatives**

In 2017-18, the wellness programs were continuous from the 2016-17 school year. In the 2019-20 school year, the CSFP worked for identity-building, considered anti-bullying initiatives to create a sense of belonging among students and staff and build self-respect for the French Community. CSFP celebrated Pink Day and provided LGBTQ resources to staff are two examples of the initiatives.

In 2019-20, the CSFP continued promoting identity-building for anti-bullying initiatives to ensure French's linguistic and community vitality among students. Various activities were scheduled for the 2019-20 school year, including Pink Shirt Day, Positive Behavior System, and group talks in all CSPF schools; however, those planned after March 2020 have been canceled and rescheduled to an unknown date due to COVID-19.

Following school closures, provincial exams were cancelled to ensure students' well-being in March-May 2020. Report cards were given to students and parents by the end of June. As announced by the province, all students from kindergarten to Grade 9 moved on to the next grade level, and students in Grade 12 graduated. Students in Grades 10 and 11 were able to recover credits if they did not pass their courses. The CSFP also remained very concerned about the



wellbeing of all students, staff and their families. The CSFP had to work more with its partners and with professionals who provided support throughout this unprecedented challenge.

**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

**Indicator: Further implemented initiatives to support the mental well-being of students and staff**

Primary/elementary initiative: responsive teaching and learning (RTL) École des Grands-Vents is part of the first group of schools in the province to implement the pedagogical approach to RTL. In September 2019, École Sainte-Anne undertook the initiative. 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. In 2019-20, the CSFP was proud to again announce a 100% graduation rate.

**Indicator: Further implemented initiatives to support the security of students and staff**

The CSFP continues to follow the provincial curriculum and further implemented recommendations from the Education Action Plan in 2019-20. The CSFP continued with these initiatives to improve academic performance in nine target areas. The objective of this reform (which is already nearly 80% implemented) is 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. The COVID-19 pandemic has undoubtedly slowed down the implementation of the Education Action Plan in the 2019-20 school year.

Following the closure of schools on March 13, 2020, the education team at CSFP developed a virtual education plan. The latter was based on three levels: teaching and learning, physical wellbeing and socio-emotional well-being. The virtual education plan was very well accepted by the staff as well as the parents. On May 25, 2020, the government announced a cessation of classes for students on June 5, 2020, return to class and reopening plan was developed for the next school year.

Provincial exams were canceled in the 2019-20 school year. As the news regarding public exam was announced by the provincial government, all students would pass. Thus, all Kindergarten to Grade 9 students advanced to the next grade level, Grade 12 students graduated. Grades 10 and 11 could do some credit recovery if they didn't pass their class. Each school has continued using an emergency plan (fire, bomb threat, and confinement) in the 2019-20 school year.

**Indicator: Further implemented anti-bullying initiatives**

Identity-building plays an important role at the CSFP. This allows for classroom and extracurricular activities that can ensure the linguistic and community vitality of French among students. Today's

diversity must be experienced at school to ensure that children become good citizens for the future. Because the school plays a meaningful role in preserving the French language and culture, it must invest in identity-building. Several activities were planned such as Pink Shirt Day, Positive Behaviour System and group talks in all schools for 2019-20 school year, but those planned after March 2020 had to be cancelled and postponed to an unknown later date because of COVID-19 pandemic.

### **ISSUE 3: GROWTH, OUTREACH AND COMMUNITY ENGAGEMENT**

The CSFP will encourage growth to increase the student population at all levels and develop mechanisms such as a transition plan for the retention of secondary school students 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.

#### **Indicators:**

- Increased promotion of CSFP
- Expanded programs to increase student population
- Developed partnerships with local community and provincial organizations
- Improved positive learning and working environments

#### **Indicator: Increased promotion of CSFP**

In 2017-18, the CSFP had a communications and marketing officer to handle the communications regarding CSFP activities and different programs and to support the promotion of CSFP's six schools. A CSFP column was published in every edition of *Le Gaboteur*. The CSFP had greater use of social media and the Internet to communicate and disseminate messages in all CSFP schools.

In 2018-19, the CSFP logo was modernized, and a committee carried out this process to enhance and promote the CSFP's image.

After several meetings and working sessions to prepare the call for tenders, the committee is happy to share that the firm *DPG Communication* (a marketing and communication agency) was selected. Moreover, the choice of committee members was unanimous. A first meeting took place with the firm DPG on June 5, 2020 in order to present a preliminary draft. In mid-June, the SiteWeb committee will receive a Word document of the page plan that the committee can modify as needed. On Friday, June 26, 2020, they held another meeting to present the design of the main site (home page and example of a few pages and the dropdown menu) as well as the design of the school site. The committee continued to work with DPG and revitalize the school website and its schools in the 2019-20 school year.

#### **Indicator: Expanded programs to increase student population**

The lack of teachers at the national level disrupts the delivery and quality of teaching in French as a first language. When positions cannot be filled, schools have to reorganize the duties of existing teachers and sometimes have to consolidate classes, which could hamper the recruitment of students as well as the retention of existing teachers. From 2017-20, the CSFP has collaborated with organizations in order to attract competent teachers and ensure the quality of education for Francophone minority communities.

The CSFP made efforts to promote the teaching profession within the system to ensure the commitment of the teaching body. In addition, the CSFP endeavors to increase the visibility of the board and its education programs to track more students to increase the student population in the 2017-20 planning period.

CSFP enrolment increased from September 2018 to September 2019. There was an increase in all schools, except École Rocher-du-Nord, which maintained the same number of students. In short, enrolment remained the same from 2017 to 2018, and there has been an approximately 8.2% increase in enrolment since September 2018. CSFP enrolment has increased throughout the 2017-20 planning period, especially at the primary level, but we are still not attracting all of our rights holders. Retaining junior high and high school students remains a challenge. Infrastructure, distance and limited programming remain the biggest reasons.

**Indicator: Developed partnerships with local community and provincial organizations**

The CSFP developed partnerships with the University of Ottawa, Memorial University of Newfoundland, Newfoundland and Labrador Department of Education, and Ontario Department of Education throughout the 2017-20 planning period. Partnerships detail can be found below:

French-language baccalaureate project in part-time and online education for the Province of Newfoundland and Labrador

Objectives of the project proposed by the University of Ottawa:

- The goal of this project is to develop the part-time, online Bachelor of Education at the University of Ottawa to train teachers in the province of Newfoundland and Labrador. A cohort of 10 students is envisaged in this project. This is a 2.5-year (8 semesters), part-time, fully online baccalaureate. Outgoing students will not be recommended to the Ontario College of Teachers but will be recognized by the Newfoundland and Labrador Department of Education. The CSFP envision a cohort of 10 students each year.

FFTNL

- Micro-grants - a request for two programs for our schools: Vice Versa and PassepART (draft project) were prepared in partnership with the CSFP in February 2020
- Sharing of an employee at the community station and workspace at Boréal HVGB
- Coordination of the AGM at the same time

FPTNL

- Project for the 2nd daycare center in Saint-Jean. A management committee has been created in fall of 2019 with a view to carrying out consultations and surveys, researching venues, and mobilizing a working group of parents.

The Gaboteur

- Draft agreement between the CSFP and Le Gaboteur for the 2019-2020 school year - Subscription for staff and schools as well as for the column "In our French-speaking schools".
- Provided the services of an identity-building trainer during staff training on October 10, 2019, in St. John's.

The CSFP took measures to recruit teachers of high caliber throughout the 2017-20 planning period. To do this, a collaboration with partners was of the essence. For example:

- University faculties of education to attract students in education training and find ways to graduate more French-speaking teachers. The CSFP could play a societal role in helping

universities find strategies to attract more students to education. One example is hiring students during their education internships.

- Canadian Heritage provided funding (\$ 33 million) for Francophone minority education in Canada. The CSFP has received \$ 182K for 2020 and will make subsequent applications for funding to support initiatives to promote teacher recruitment.

### **Indicator: Improved positive learning and working environments**

#### **Virtual Learning:**

In order to offer virtual education, the technology is required to be state-of-the-art and functional. The CSFP ensured that students and staff had efficient technology tools and access to the Internet throughout the 2017-20 planning period. Teachers needed to be trained to keep them up to date with virtual teaching methods and techniques. It takes the commitment of students and parents as well as staff. The CSFP needed to provide an education that responded to all students so that they were engaged. The CSFP needed to adapt modalities for students with special needs. The CSFP is endeavoring to contribute to efforts to improve the status of the teaching profession to ensure and enhance teacher employment, and also to increase the visibility of the CSFP and its education programs.

#### **Objective 3:**

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

#### **Indicators:**

- Increased CSFP visibility
- Implemented initiatives to increase school enrolment

### **Indicator: Increased CSFP visibility**

In 2019-20, a Website committee was set up at the CSFP to redesign its website and the websites of the board's six schools. The services of the New Brunswick company DPG Communications were retained, and several meetings and discussions have been held with them since the beginning of the contract. The marketing manager managed this file very professionally and scheduled committee meetings almost weekly. The committee is very pleased with the work done so far by DPG Communications. The deadline for delivering the final product was initially the end of September 2020, but because of the additional workload caused by the pandemic, the deadline for bringing the sites online had to be pushed back to the end of April 2021.

### **Indicator: Implemented initiatives to increase school enrolment**

The renovations at Notre-Dame-du-Cape are underway, and the MÉDPE is optimistic that the school will be repaired by the start of the 2020-21 school year. The project for the 2nd school in St. John's is progressing. The CSFP is planning a funding announcement in the next provincial budget to construct a new school. The federal government is still awaiting a pledge of funding to the CSFP in order to provide federal funding for the community component.

CSFP enrolment increased 8.2% from September 2018 to September 2019. Except École Rocher-du-Nord maintained the same number of students, CSFP enrolment has increased, especially at the primary level.

## **ISSUE 4: BOARD GOVERNANCE**

In 2019-20, there is a vacancy for a trustee for the West Coast of Newfoundland. A posting was prepared and a request was sent to EDU to go through the best process before sharing it publicly. The term will only be one year since the next elections are scheduled to be held in November

2020. No applications have been submitted to the CSFP thus far. Trustees will add one more year to their four-year terms. Due to the COVID-19 pandemic, government postponed the election of school board trustees until the fall of 2021.

The CSFP's Board of Trustees consists of eight out of nine trustees, as allowed under the **Schools Act, 1997**. 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 of their role with the parents who elected them. The vacant trustee position is advertised on the Board's website, and members of the community have been solicited by word of mouth. To date, no applications have been received for the vacant CSFP Trustee position. All the CSFP trustees were elected for a four-year term in November 2016, and the CSFP's Executive Committee has a one-year term.

#### **Goal Four**

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

#### **Indicators:**

- Reviewed and revised policies
- Increased professional development for trustees
- Increased communication with parents, students and staff
- Implemented a governance model

#### **Indicator: Reviewed and revised policies**

In the 2017-20 planning period, the CSFP recognizes the need to revise its administrative policies and guidelines and create new ones aimed at the development of the school board. In 2018-19, CSFP reviewed its governance policies, and the CSFP's Director of Education identified policies and procedures in various areas such as administration, governance, academic, finances, human resources and school installations. In 2019-20, a few more governance policies were submitted for board approval, and several more will follow in order of priority. The policies, administrative guidelines and forms will be available on the CSFP website as they are approved. Most of the work on policies is intended to be completed in the 2020-2021 school year.

#### **Indicator: Increased professional development for trustees**

Training in governance was provided through an intense two-day weekend session at the annual general meeting of the CSFP. The training took place in St. Johns in fall 2017. In addition, technological professional development in the effective use of communications tools and in online connection in board meetings was offered individually and according to the request by the director of information technology throughout the 2017-20 planning period.

#### **Indicator: Increased communication with parents, students and staff**

In the 2017-20 planning period, the parental portal is active for all CSFP schools. Not all parents have signed up, but the option is available if parents want to access it. In 2019-20, the CSFP is benefitting from the services of two language assistants in communication, one shared between École Sainte-Anne and École Notre-Dame-du Cap schools, and another shared between École Grands-Vents and École Rocher-du-Nord.

The CSFP provides tools and technological programs in special education as well as support for student services. In addition, communication with parents, students, and staff is in place to ensure that they are aware of the changes and support as needed, especially during the lockdown due to COVID-19 pandemic.

**Indicator: Implemented a governance model**

In 2017-18, the CSFP established a governance model and reworked the vision, mission and values of the board. Throughout the 2017-20 planning period, two governance models are being studied (Carver and Code Morin). The relevant policy on governance will be adopted in 2021.

**Objective 3:**

By June 30, 2020, the Conseil scolaire francophone provincial will have continued to implement 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

**Indicator: Continued to develop, review and revise governance policies**

In the 2019-20 school year, there were no specific governance policies developed, reviewed or revised due to the CSFP's priorities and the COVID-19 pandemic. All the CSFP schools were closed to ensure students' well-being in March-May 2020, and the CSFP had focused on working more with its partners and professionals who provided supports to ensure the well-being of all students, staff and their families.

**Indicator: Explore new options and management processes to improve governance structure**

In the 2019-20 school year, the CSFP continued to review its policies and guidelines that emerged the admission, trustees' conflict of interest, policy review, governance, and committee structure to explore new options and management processes to improve its governance.

## **OPPORTUNITIES AND CHALLENGES**

### **COVID-19**

Since March 2020, the COVID-19 pandemic has affected worldwide, and the daily lives were turned upside down, regardless of the occupational field in which people work. Several statements and memoranda were issued to parents and staff of CSFP, and the CSFP held weekly meetings with the head office team and school principals. The Executive Committee has met frequently to find informed solutions. However, the COVID-19 crisis evolved so quickly that the decisions made had to be modified. The teaching team at the CSFP developed a virtual teaching plan in 2020. This plan had three components: teaching and learning, physical well-being, and social and emotional well-being. The plan was very well received by staff and parents. The administrators and staff worked hard to create a safe environment and develop new teaching strategies to ensure continued learning during the pandemic. CSFP has purchased technological tools to prepare for virtual teaching, should it become necessary. The CSFP has remained concerned about the well-being of all students, staff and their families so that the CSFP took precautions and have safety measures in place. The majority of before- and after-school programs and community activities were postponed until the 2020-21 school year.

### **HUMAN RESOURCES**

The CSFP is a major Francophone employer in NL. Despite this, it was still difficult to fill all positions. Some positions remain vacant despite recruitment efforts. Last year, the CSFP applied for and received partial funding from the federal Department of Canadian Heritage through the Department. As a result, the CSFP filed another request for compensation for the Human Resources Manager position and conducted a research study to address the shortage of teaching staff.

#### **Promotion**

Vacancies have been posted at the following locations: the CSFP website, Twitter, AMEQ en ligne, as well as some universities (Université de Sherbrooke, Memorial University [MUN], Université du Québec à Montréal [UQAM]), the Indeed job site and the Regroupement national des directions générales de l'éducation (RNDGÉ) website.

#### **Recruitment and retention funding**

The CSFP has prepared a request for \$250,000 in funding from the federal government. Canadian Heritage announced this \$33-million envelope over a four-year period in 2019 to address the shortage of teachers for Canada's Francophone school boards. The purpose of this request is to continue with compensation for the Human Resources Manager position and obtain data to support the CSFP in its recruitment and retention efforts.

Each year, the CSFP announces several teaching, support and administrative positions. We manage to hire Francophones for most positions, but filling some positions remains a challenge. Several teaching positions in rural areas remain vacant, the temporary speech and language therapist position.

#### **New hires**

For several years now, the CSFP has wanted to increase the number of the administrative staff at the CSFP head office. An internal study conducted by the Department showed a lack of support in several areas. As a result, the long-awaited Human Resources Manager position was created. In addition, a temporary Manager, Strategic Plan, Policy and Administration position was approved, with the possibility of extension. We are thus pleased to welcome two

new members to the team. In addition, the CSFP obtained a grant from the federal government that made it possible to hire a computer technician to help meet the technological needs of all CSFP schools. The increase in federal funding will allow the CSFP to create a managerial position solely in communications, marketing and promotion. This will make it possible to separate the hybrid position to increase the number of identity-building staff to manage Francophone cultural programs and help schools implement them. The possibility of hiring a techno-educator to support teaching staff is under consideration.

### **Teacher shortage**

The CSFP receives an annual allocation from the Department for teacher units, and the CSFP had received an increase of more than three units in 2019-20. Most positions have been filled, but two teaching positions remain vacant for the 2019-2020 school year. Five principal positions have been replaced in our six schools only the part-time position at École Boréale remains vacant.

### **Substitute teachers**

The CSFP is trying to persuade retired teachers to take contracts to fill vacancies. However, they do not want to come out of retirement for a variety of reasons. Fortunately, teachers can work 65 days without it affecting their teacher's pension. We will face challenges finding a supply of teachers once retired teachers reach the 65-day limit. The government has recognized this challenge and has increased the limit of days that retired teachers can work without affecting their pension plan by 25 days. That means that retired teachers can now work 90 days in a school year without it affecting their pension plan (until the end of June 2021). The CSFP understands that being unable to fill all positions is not ideal, but this change granted by the government does benefit the CSFP in its day-to-day school operations.

Even though CSFP positions can be filled, the national teacher shortage remains an issue, and the CSFP will continue to make every effort to participate in recruitment fairs. The lack of teachers at the national level is disrupting the delivery and quality of French-first-language education. Working with organizations is essential to attract competent teachers and ensure the quality of education in Francophone minority communities. The CSFP has received \$182,000 for 2020 and has applied for funding to support teacher recruitment initiatives. Several recruitment strategies are being pursued to address the teacher shortage at the CSFP for the next school year. The teacher shortage will continue for the next few years, and the recruitment and retention efforts are ongoing.

## **SUMMARY**

The Annual Report 2019-20 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 third year of implementing the 2017-2020 Strategic Plan. We are satisfied with the results over the past year and the progress made in achieving the 2017-20 Strategic Plan objectives. The Strategic Plan 2020-23 will ensure that work continues on the identified strategic issues.

The CSFP will continue to make progress in achieving our goals in the coming 2020-21 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 – 2019-2020 SCHOOL HIGHLIGHTS, BY SCHOOL

### THE SIX CSFP SCHOOLS

- **New school principals:** Five of the six principals have changed, except for the one at École Rocher-du-Nord, in St. John's;
- **Terry Fox Run** (September 2019): Every year, all CSFP schools participate in this fundraiser for cancer research;
- **Jamarama** (October 25, 2019): All CSFP schools participated in this provincial fundraiser for the Janeway Children's Hospital Foundation;
- **Halloween** (October 2019): Several educational and fun activities were organized in all CSFP schools for Halloween;
- **Remembrance Day reception** (November 11);
- **Christmas concerts** (December 2019);
- **Anti-bullying day** (February 22): All CSFP students and staff wore pink t-shirts;
- **CSFP public speaking competition – local finals:** All students in our schools from Grades 4 to 12 participated in the CSFP public speaking competition. The winners in each category participate in the local finals of the competition, held in each school in March.

### CENTRE ÉDUCATIF L'ENVOL

- Visit to the **Fermont book fair**;
- **Theatrical improvisation workshops:** For a second consecutive year, improvisation workshops were offered to students every Wednesday at lunchtime;
- **Introduction to gypsy jazz music workshop** (February 2020): Facilitated by the music group Christine Tassan et les imposteurs (from Quebec), in collaboration with Arts NL and the Arts and Culture Centres Newfoundland and Labrador;
- **Monthly ice-skating sessions**;
- **Scholastic book fair** (February): Event giving students access to a variety of Frenchlanguage books, while raising funds to purchase new books for the school library;
- **Public speaking competition, local finals** (March) – CANCELLED because of COVID19;
- **Open house at l'ENVOL** (March) to allow the Labrador City community to discover the school;
- For the second consecutive year, 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);
- **Creation of a gigantic identity mural** (February 2020): Renowned Ontario mural artist Mique Michelle created the mural with Grade 4 to 12 students, on a wall in the gym;
- **Online guitar lessons** (March to June) given by a Francophone musician from St. John's, for students in Grades 4 to 9 – CANCELLED because of COVID-19;
- **Visit from Franco-Jeunes TNL** (December): The Franco-Jeunes TNL outreach team came to ENVOL to have the students play the giant *Explore ta francophonie* game.

### ÉCOLE BORÉALE

- **Feast day of Chandeleur:** pancakes cooked by students in the Grade 6-7 class and shared with the smaller children;
- **Public speaking contest:** Students from Grade 4 to 10 participated in the public speaking contest, but were unable to attend finals, which were cancelled because of COVID-19;
- **Outdoor recreation at Birch Brook Nordic Ski Club** (skiing, snowshoeing, tobogganing);

- **Creation of a gigantic identity mural** (February 2020): Renowned Ontario mural artist Mique Michelle and all the young students at the school created a mural on the walls of the school entrance;
- **Visit from Franco-Jeunes TNL** (December): The Franco-Jeunes TNL outreach team came to École Boréale to have the students play the giant *Explore ta francophonie* game;
- **Creation of the monthly newspaper *Le Jaseur Boréale*** (January 2020): by Grade 7 students.

### ÉCOLE NOTRE-DAME-DU-CAP

- **Theatrical improvisation:** An improvement team has been created and meets once a week at lunchtime. More than half the school has joined the team;
- **Cross-country race** (fall 2019): Approximately 20 students from Grades 2 to 7 have been training for cross-country races in the fall, including the west coast regional cross-country run;
- **Two introductory workshops/shows on gypsy jazz music** (February 2020): Facilitated by the music group Christine Tassan et les imposteurs (from Quebec), in collaboration with Arts NL and the Arts and Culture Centres Newfoundland and Labrador – CANCELLED because of bad weather;
- **Le Marché:** occasional event organized to reward students who are making efforts to improve in French and math;
- **Feast day of Chandeleur** (February 2020): Every year, a community meal organized by parents and volunteers on the occasion of the feast day of Chandeleur is served to students and school staff (old Franco-Newfoundland tradition);
- **Participation Nation:** Throughout the year, students discover and practise various sports, as well as participate in friendly tournaments in their region;
- **Heritage Fair:** Grade 7 and 8 students participated in the 2020 edition of the local final of the contest, where students are evaluated on their presentation of their discoveries about the history of Newfoundland and other places. The provincial finals were cancelled because of COVID-19;
- **Accordion lessons** (from November to May): Every year, all students at the school receive weekly private lessons, led by a local musician.

### ÉCOLE SAINTE-ANNE

- **Fundraising** (October 3, 2019): A walk was organized with the entire school to raise funds for the Kids Eat Smart program;
- **Production of a film by junior high and high school students** (fall 2019): project funded by the ArtSmart program of the NL Arts Council;
- **Volleyball team:** The volleyball team trains throughout the year;
- **Introductory workshop on gypsy jazz music** (February 2020): Facilitated by the music group Christine Tassan et les imposteurs (from Quebec), in collaboration with Arts NL and the Arts and Culture Centres Newfoundland and Labrador – CANCELLED because of bad weather;
- **Heritage Fair:** Grade 7 to 12 students participated in the 2020 edition of the local finals of the contest. The provincial finals were cancelled because of COVID-19.

### ÉCOLE DES GRANDS-VENTS

- **Cross-country races** (fall 2019): Several students at the school trained to participate in cross-country races in the fall;

- **Lunchtime *impro*** theatrical group (from November 2019 to March 2020): For the second consecutive year, theatrical improvisation workshops were given to Grade 5 and 6 students once a week during lunch. About 15 students participated in each session;
- **School newspaper:** Grade 6 students have created a school newspaper, which they write, do page layout for and promote themselves;
- **Basketball team:** The girls' basketball team, the Glaciers, participated in various games organized in the region;
- **Visual art workshops/shows produced by Quebec organization Les chemins errants** (December 2019): Produced in collaboration with the Association communautaire francophone de Saint-Jean and funded in part by the Department's Legacy Program, these weeklong workshops allowed provided all the school's students with an immersive artistic experience in a creative universe on the theme of the sea;
- **Knitting club** (December to March): Elementary students participated in large numbers in this knitting workshop, which was held every Wednesday – Activity suspended because of school closures.

## ÉCOLE ROCHER-DU-NORD

- **Open house and potluck event** organized by the school board, September 26, 2019;
- **Fruit and vegetable counter:** Students in the student council run the fruit and vegetable counter, with the help of a teacher, and are responsible for selling fruit and vegetable bowls at lunchtime for students and school staff;
- **Lunchtime improve** (from October to December 2020): For a second consecutive year, theatrical improvisation workshops were given to students;
- **Theatre workshops** (December 2019 to March 2020): A group of 10 students from the school attended theatre workshops once a week with the goal of presenting a play in May 2020 – CANCELLED because of COVID-19;
- **Soap-making workshop** (December) in science class, Grade 9;
- **Cross-country races** (Fall 2019): Several students from the school participated in numerous cross-country races during the fall, and some were training for the Jeux de l'Acadie 2020;
- **Lunchtime *groupe Impro*** (theatrical group) (November 2019 to March 2020): For a second consecutive year, theatrical improvisation workshops were given to students;
- **Introduction to gypsy jazz music workshop** (February 2020): Facilitated by the music group Christine Tassan et les imposteurs (from Quebec), in collaboration with Arts NL and the Arts and Culture Centres Newfoundland and Labrador;
- Hosting of the finals of the **CSFP public speaking contest** (April 2020) – CANCELLED because of COVID-19;
- Participation in the Duke of Edinburgh's Award program for the past three years. The final project, a three-day, two-night trip on the East Coast Trail, could not take place because of COVID-19

## 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  
CONSOLIDATED FINANCIAL STATEMENTS  
JUNE 30, 2020**

## CONTENTS

	<b>PAGE</b>
Management Report	1
Independent Auditor's Report	
Consolidated Statement of Financial Position	4
Consolidated Statement of Operations and Accumulated Surplus	5
Consolidated Statement of Change in Net Debt	6
Consolidated Statement of Cash Flows	7
Notes to Consolidated Financial Statements	8
Consolidated Schedules	14
Supplementary Information	22



## Management Report

### Management's Responsibility for the Consolidated Financial Statements

The consolidated 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 consolidated financial statements and schedules, and for ensuring that this information is consistent, where appropriate, with the information contained in the consolidated 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, MNP LLP, 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 consolidated 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**

November 28, 2020  
**Date Signed**

**Signature of the Director of Education - Ms. Kim Christianson**

November 28, 2020  
**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 consolidated financial statements of Conseil scolaire francophone provincial de Terre-Neuve-et-Labrador, which comprise the statement of financial position as at June 30, 2020 and the 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 consolidated financial statements present fairly, in all material respects, the consolidated financial position of Conseil scolaire francophone provincial de Terre-Neuve-et-Labrador as at June 30, 2020, and the consolidated results of its operations and 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 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 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.

### *Other Matters*

The consolidated financial statements of the Conseil scolaire francophone provincial de Terre-Neuve-et-Labrador for the year ended June 30, 2019 were audited by Winsor Coombs of Mount Pearl, Newfoundland and Labrador, Canada, prior to its merger with MNP LLP. Winsor Coombs expressed an unmodified opinion on those statements on November 9, 2019.

Management is responsible for the other information, comprising the annual report, which is expected to be made available to us after the date of this auditor's report.

Our opinion on the consolidated financial statements does not cover the other information and we will not express any form of assurance conclusion thereon.

In connection with our audit of the consolidated financial statements, our responsibility is to read the other information identified above when it becomes available and, in doing so, consider whether the other information is materially inconsistent with the consolidated financial statements or our knowledge obtained in the audit or otherwise appears to be materially misstated.

When we read the annual report, if we conclude that there is a material misstatement therein, we are required to communicate the matter to those charged with governance.

*Responsibilities of Management and Those Charged with Governance for the Consolidated Financial Statements*  
Management is responsible for the preparation and fair presentation of these 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 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 Consolidated Financial Statements*

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

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

- Identify and assess the risks of material misstatement of the consolidated financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of 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 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 consolidated financial statements, including the disclosures, and whether the consolidated financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

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 28, 2020

  
Chartered Professional Accountants

**CONSEIL SCOLAIRE FRANCOPHONE PROVINCIAL  
DE TERRE-NEUVE-ET-LABRADOR  
CONSOLIDATED STATEMENT OF FINANCIAL POSITION  
JUNE 30, 2020**

**FINANCIAL ASSETS**

	<u>2020</u>	<u>2019</u>
Bank	\$ 1,258,787	\$ 147,972
Short term investments	5,030	5,030
Accounts receivable (Note 8)	692,176	747,422
Harmonized sales tax receivable	<u>35,837</u>	<u>51,802</u>
	<u>1,991,830</u>	<u>952,226</u>

**FINANCIAL LIABILITIES**

Due to the Government of Newfoundland and Labrador	499,742	137,401
Accounts payable and accruals (Note 9)	177,272	328,944
Summer pay liability (Note 4)	643,085	591,234
Deferred revenue	581,543	44,440
Repayable deposits (Note 6)	9,822	12,822
Employee future benefits		
Accrued severance pay	19,872	593,718
Accrued sick leave (Note 7)	593,469	594,419
Other (Note 12)	<u>256,311</u>	<u>213,235</u>
	<u>2,781,116</u>	<u>2,516,213</u>
<b>Net Debt</b>	<u>(789,286)</u>	<u>(1,563,987)</u>

**NON-FINANCIAL ASSETS**

Tangible Capital assets (Schedule 7)	7,994,469	8,314,834
Prepaid expenses (Supp. info 1)	<u>-</u>	<u>19,582</u>
	<u>7,994,469</u>	<u>8,334,416</u>
<b>Accumulated surplus (Note 11)</b>	<u>\$ 7,205,183</u>	<u>\$ 6,770,429</u>

Approved:



Chair



Director of Education

See accompanying notes to the consolidated financial statements

**CONSEIL SCOLAIRE FRANCOPHONE PROVINCIAL  
DE TERRE-NEUVE-ET-LABRADOR  
CONSOLIDATED STATEMENT OF OPERATIONS AND ACCUMULATED SURPLUS  
JUNE 30, 2020**

	<u>Budget (Note 14) 2020</u>	<u>Actual 2020</u>	<u>Actual 2019</u>
<b>Revenue (Schedule 1)</b>			
Provincial Government Grants	\$ 9,321,550	\$ 9,914,902	\$ 9,422,550
Grants - Official Languages in Education Projects	900,000	900,000	900,000
Ancillary Services	130,000	225,437	128,355
Miscellaneous	<u>6,500</u>	<u>8,311</u>	<u>739</u>
<b>Total revenue</b>	<u>10,358,050</u>	<u>11,048,650</u>	<u>10,451,644</u>
<b>Expenses</b>			
Administration (Schedule 2)	586,350	609,745	796,011
Instruction (Schedule 3)	5,740,350	5,552,261	5,332,985
Operations and Maintenance (Schedule 4)	1,936,850	2,347,251	1,763,793
Pupil Transportation (Schedule 5)	1,021,000	1,004,081	1,021,450
Ancillary Services (Schedule 6)	168,500	223,910	162,681
Pupil Services - Official Languages in Education Projects (Schedule 8)	<u>900,000</u>	<u>876,648</u>	<u>900,000</u>
<b>Total expenses</b>	<u>10,353,050</u>	<u>10,613,896</u>	<u>9,976,920</u>
Annual surplus	5,000	434,754	474,724
<b>Accumulated surplus, beginning of year</b>	<u>6,770,429</u>	<u>6,770,429</u>	<u>6,200,096</u>
Prior period correction (Note 15)	<u>-</u>	<u>-</u>	<u>95,609</u>
<b>Accumulated surplus, end of year (Note 11)</b>	<u>\$ 6,775,429</u>	<u>\$ 7,205,183</u>	<u>\$ 6,770,429</u>

See accompanying notes to the consolidated financial statements

**CONSEIL SCOLAIRE FRANCOPHONE PROVINCIAL  
DE TERRE-NEUVE-ET-LABRADOR  
CONSOLIDATED STATEMENT OF CHANGE IN NET DEBT  
JUNE 30, 2020**

	<u>Budget (Note 14) 2020</u>	<u>Actual 2020</u>	<u>Actual 2019</u>
Annual surplus	\$ 5,000	\$ 434,754	\$ 474,724
Acquisition of tangible capital assets	-	(102,940)	(598,100)
Amortization of tangible capital assets	-	423,304	434,931
Net change in prepaid expenses	-	19,583	2,423
Prior period correction (Note 15)	-	-	<u>95,609</u>
Change in net debt	5,000	774,701	409,587
<b>Net debt, beginning of year</b>	<u>(1,563,987)</u>	<u>(1,563,987)</u>	<u>(1,973,574)</u>
<b>Net debt, end of year</b>	<u><u>\$ (1,558,987)</u></u>	<u><u>\$ (789,286)</u></u>	<u><u>\$ (1,563,987)</u></u>

See accompanying notes to the consolidated financial statements



**CONSEIL SCOLAIRE FRANCOPHONE PROVINCIAL  
DE TERRE-NEUVE-ET-LABRADOR  
CONSOLIDATED STATEMENT OF CASH FLOWS  
YEAR ENDED JUNE 30, 2020**

<b>Cash from (used for)</b>	<u>2020</u>	<u>2019</u>
<b>Operating Transactions</b>		
Annual surplus	\$ 434,754	\$ 474,724
Prior period correction (Note 15)	-	95,609
Items not affecting cash		
Amortization	423,304	434,931
Accounts receivable	55,246	80,937
Harmonized sales tax receivable	15,965	2,560
Prepaid expenses	19,583	2,423
Due to Government of Newfoundland and Labrador	362,341	(166,193)
Accounts payable and accruals	(151,672)	194,397
Repayable deposits	(3,000)	(5,500)
Summer pay liability	51,851	(2,005)
Accrued severance pay	(573,846)	(362,535)
Accrued sick leave	(950)	(2,059)
Other employee future benefits	43,076	28,114
Deferred revenue	<u>537,103</u>	<u>(45,732)</u>
	<u>1,213,755</u>	<u>729,671</u>
<b>Capital asset transactions</b>		
Government purchase	(59,283)	(598,100)
Additions to tangible capital assets	<u>(43,657)</u>	<u>-</u>
	<u>(102,940)</u>	<u>(598,100)</u>
<b>Investing activities</b>		
Short term investments	<u>-</u>	<u>-</u>
<b>Increase in cash</b>	1,110,815	131,571
<b>Cash, beginning of year</b>	<u>147,972</u>	<u>16,401</u>
<b>Cash, end of year</b>	<u>\$ 1,258,787</u>	<u>\$ 147,972</u>
<b>Cash consists of:</b>		
Cash	<u>\$ 1,258,787</u>	<u>\$ 147,972</u>

See accompanying notes to the consolidated financial statements

**CONSEIL SCOLAIRE FRANCOPHONE PROVINCIAL  
DE TERRE-NEUVE-ET-LABRADOR  
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2020**

**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 consolidated 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) The Board’s main source of funding is derived from Government of Newfoundland and Labrador, Department of Education (“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.
- b) Tangible capital asset additions are recorded at full cost and are amortized over their useful lives. Tangible capital asset are not amortized until they are put into use.
- c) 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  |
- d) 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 CONSOLIDATED FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2020**

- e) 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 consolidated financial statements represent gross salaries and employee benefits as reported by the Department for the year.
- f) 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.
- g) 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. The severance liability now represents the amount of severance that is payable to teachers less payouts 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.
- h) 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 consolidated statement of operations.
- i) In preparing the consolidated 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 consolidated 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 tangible capital assets

**CONSEIL SCOLAIRE FRANCOPHONE PROVINCIAL  
DE TERRE-NEUVE-ET-LABRADOR  
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2020**

- j) Effective July 1, 2022 the School Board will be required to adopt PS3400 Revenue. Under the standard, transactions that include performance obligations are identified as "exchange contracts" while those that do not have performance obligations are identified as "non-exchange contracts". Revenues from exchange contracts are to be recognized when the underlying performance obligations have been satisfied while revenues from non-exchange contracts are to be recognized when received or receivable. This standard may be applied retroactively or prospectively and early adoption is permitted. The impact of adopting this standard on the School Board's financial results cannot be determined at this time.

Effective July 1, 2022 the School Board will be required to adopt PS3280 Asset Retirement Obligations. This standard establishes when to recognize and how to measure an asset retirement obligation. This standard may be applied retroactively or prospectively and early adoption is permitted. The impact of adopting this standard on the School Board's financial results cannot be determined at this time.

**3. Financial Instruments**

The Board's financial instruments consist of bank, short term investments, accounts receivable, accounts payable and accruals, employee benefits payable, amounts due to the Government of Newfoundland and Labrador, summer pay liability and repayable deposits. 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 \$643,085 in Accounts Receivable (2019 - \$591,234).

**5. Insurance Subsidy**

The cost of insuring school properties is incurred by the Provincial Government and no amount has been recorded in these consolidated 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, 2020 is payable as follows:

2021	<u>9,822</u>
Total:	\$ <u>9,822</u>

**CONSEIL SCOLAIRE FRANCOPHONE PROVINCIAL  
DE TERRE-NEUVE-ET-LABRADOR  
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2020**

**7. Employee Future Benefits - Accrued Sick Leave**

	<u>2020</u>	<u>2019</u>
Accrued benefit liability, beginning of year	\$ 594,419	\$ 596,478
Benefits expense		
Current service cost	54,622	53,108
Interest expense	14,557	15,822
Amortization of loss (gain) in period	(4,198)	(5,058)
Benefits paid	<u>(65,931)</u>	<u>(65,931)</u>
<b>Total accrued benefit liability, end of year</b>	593,469	594,419
Unamortized actuarial experience loss (gain)	<u>(76,015)</u>	<u>(77,981)</u>
Total accrued benefit obligation	<u>517,454</u>	<u>516,438</u>
Accrued benefit liability according to employee groups		
Teachers	526,504	527,274
Board employees	47,782	47,448
Student assistants	<u>19,183</u>	<u>19,697</u>
Total accrued benefit liability, end of year	\$ <u>593,469</u>	\$ <u>594,419</u>

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

	<u>2020</u>	<u>2019</u>	<u>2018</u>
Discount rate - benefit cost (%)	2.65	2.85	3.20
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 CONSOLIDATED FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2020**

<b>8. Accounts Receivable</b>	<b><u>2020</u></b>	<b><u>2019</u></b>
Provincial government	\$ 30,905	\$ 153,503
Provincial government - Summer pay - teachers	643,085	591,234
Language Rights Support Program	11,195	-
Rent	1,455	2,104
Travel advances and miscellaneous	<u>5,536</u>	<u>581</u>
	<b><u>\$ 692,176</u></b>	<b><u>\$ 747,422</u></b>
<b>9. Accounts Payable and Accrued Liabilities</b>	<b><u>2020</u></b>	<b><u>2019</u></b>
Trade payables	\$ 94,098	\$ 162,775
Accrued liabilities	60,921	148,775
Accrued salaries and benefits payable	<u>22,253</u>	<u>17,394</u>
	<b><u>\$ 177,272</u></b>	<b><u>\$ 328,944</u></b>
<b>10. Expenses by Object</b>	<b><u>2020</u></b>	<b><u>2019</u></b>
Salaries	\$ 6,433,243	\$ 5,919,444
Employee benefits	456,820	650,529
Supplies and services	3,049,818	2,586,091
Contract services and fees	128,702	243,051
Training	106,384	126,563
Rentals	13,381	13,007
Amortization	423,303	434,931
Interest	<u>2,244</u>	<u>3,304</u>
	<b><u>\$ 10,613,895</u></b>	<b><u>\$ 9,976,920</u></b>
<b>11. Breakdown of Accumulated Surplus</b>	<b><u>2020</u></b>	<b><u>2019</u></b>
<b>Year end composition</b>		
Restricted reserve - Centre des Grands-Vents (Note 13)	\$ 19,762	\$ 42,554
Net investment in capital assets	7,994,469	8,314,834
Unfunded accrued sick leave (Note 7)	(593,469)	(594,419)
Unfunded accrued employee severance pay	(19,872)	(593,718)
Unfunded paid leave - executive (Note 12)	(203,852)	(182,269)
Operating accumulated surplus (deficit)	<u>8,145</u>	<u>(216,553)</u>
<b>Total accumulated surplus</b>	<b><u>\$ 7,205,183</u></b>	<b><u>\$ 6,770,429</u></b>

**CONSEIL SCOLAIRE FRANCOPHONE PROVINCIAL  
DE TERRE-NEUVE-ET-LABRADOR  
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2020**

**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>2020</u>	<u>2019</u>
Executive staff paid leave	\$ 203,852	\$ 182,269
Employee vacation pay	<u>52,459</u>	<u>30,966</u>
	<u>\$ 256,311</u>	<u>\$ 213,235</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 equipment and major renovations to this building.

**14. Budget figures**

Budget figures included in the consolidated financial statements were approved by the Board through the adoption of the annual budget on November 9, 2019.

**15. Prior period correction**

In the prior period the individual school's financial activities were not consolidated in the School Board's statements. Prior year numbers have now been restated to show the cash balance held by the school as of June 30, 2019 and June 30, 2020. This required a restatement of prior period balances. The accounts affected with the restatement include bank, annual surplus and accumulated surplus. The revenue and expenses related to the school accounts have not been presented for 2019 as they are not available.

**16. Subsequent event**

Subsequent to year-end, there was a global outbreak of COVID-19 (coronavirus), which has had a significant impact on businesses through the restrictions put in place by the Canadian, provincial and municipal governments regarding travel, business operations and isolation/quarantine orders. At this time, it is unknown the extent of the impact the COVID-19 outbreak may have on the School Board as this will depend on future developments that are highly uncertain and that cannot be predicted with confidence. These uncertainties arise from the inability to predict the ultimate geographic spread of the disease, and the duration of the outbreak, including the duration of travel restrictions, business closures or disruptions, and quarantine/isolation measures that are currently, or may be put, in place by Canada and other countries to fight the virus.

**17. 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, 2020**

	<u>Budget (Note 14) 2020</u>	<u>Actual 2020</u>	<u>Actual 2019</u>
<b>Revenues</b>			
<b>Grants - Official Languages in Education</b>			
Regular projects	\$ <u>900,000</u>	\$ <u>900,000</u>	\$ <u>900,000</u>
	<u>900,000</u>	<u>900,000</u>	<u>900,000</u>
<b>Provincial government grants</b>			
Regular operating grants	1,993,200	1,945,568	1,941,577
Acquisition of tangible capital assets -			
buildings and land	434,800	59,283	598,100
Major renovations to buildings	325,000	839,656	110,848
Special grants			
Official language monitor	45,000	55,734	38,470
Language rights support program	-	51,402	-
Communication tech (Powerschool)	1,500	9,764	9,848
Other	96,750	131,593	280,515
Salaries and benefits			
Executive	441,300	430,472	525,685
Regular teachers	4,595,000	5,118,073	4,529,202
Substitute teachers	265,000	199,060	267,869
Student assistants	105,000	74,492	104,760
Pupil transportation			
Contracted	<u>1,019,000</u>	<u>999,805</u>	<u>1,015,676</u>
	<u>9,321,550</u>	<u>9,914,902</u>	<u>9,422,550</u>
<b>Ancillary Services</b>			
School revenue	-	99,146	-
Revenues from rental of schools and facilities -			
Grand-Vents	105,000	101,291	103,355
Other rental - ARCO - West Coast	<u>25,000</u>	<u>25,000</u>	<u>25,000</u>
	<u>130,000</u>	<u>225,437</u>	<u>128,355</u>
<b>Miscellaneous</b>			
Interest on investments	6,000	8,311	739
Other - sundry	<u>500</u>	<u>-</u>	<u>-</u>
	<u>6,500</u>	<u>8,311</u>	<u>739</u>
<b>Total revenues</b>	<u>\$ 10,358,050</u>	<u>\$ 11,048,650</u>	<u>\$ 10,451,644</u>



**CONSEIL SCOLAIRE FRANCOPHONE PROVINCIAL  
DE TERRE-NEUVE-ET-LABRADOR  
SCHEDULE 2 - ADMINISTRATION EXPENSES  
YEAR ENDED JUNE 30, 2020**

	<u>Budget (Note 14) 2020</u>	<u>Actual 2020</u>	<u>Actual 2019</u>
Salaries and benefits			
Director and Assistant Director	\$ 313,100	\$ 325,740	\$ 382,937
Board office personnel	97,750	106,409	86,476
Office supplies	2,500	2,650	2,219
Replacement furniture and equipment	4,500	7,792	8,618
Postage	2,000	2,062	1,960
Telephone/internet	10,000	9,669	8,639
Office equipment rentals and repairs	5,500	6,087	6,449
Bank charges	7,500	6,893	8,280
Repairs and maintenance - office buildings	1,000	-	-
Travel	27,500	17,905	38,480
Board meeting expenses	22,500	18,579	36,190
Professional fees - legal	26,500	42,280	129,323
Professional fees reimbursable	25,000	16,770	26,679
Professional fees - other	19,500	18,745	34,756
Advertising - recruitment	4,000	2,226	136
Membership dues	8,500	9,445	8,840
Relocation expenses	4,500	13,190	7,715
Miscellaneous	1,000	2,354	7,464
Training	2,500	-	-
Insurance	<u>1,000</u>	<u>949</u>	<u>850</u>
<b>Total administrative expenses</b>	<b><u>\$ 586,350</u></b>	<b><u>\$ 609,745</u></b>	<b><u>\$ 796,011</u></b>

**CONSEIL SCOLAIRE FRANCOPHONE PROVINCIAL  
DE TERRE-NEUVE-ET-LABRADOR  
SCHEDULE 3 - INSTRUCTIONAL EXPENSES  
YEAR ENDED JUNE 30, 2020**

	<u>Budget (Note 14) 2020</u>	<u>Actual 2020</u>	<u>Actual 2019</u>
<b>Instructional salaries</b>			
Teachers' salaries			
Regular	\$ 3,800,000	\$ 4,323,634	\$ 3,755,347
Substitutes	265,000	195,891	263,072
Senior Education Officer	128,200	125,827	169,647
Board pay	2,000	1,204	3,057
Employee benefits - general	700,000	118,124	318,841
School secretaries - salaries and benefits	247,000	205,302	237,357
Payroll tax	95,000	105,175	95,318
Other - salaries and benefits			
- program co-ordinators	145,000	126,930	73,245
Other - salaries and benefits - student assistants	<u>105,000</u>	<u>74,492</u>	<u>104,915</u>
	<u>5,487,200</u>	<u>5,276,579</u>	<u>5,020,799</u>
<b>Instructional materials</b>			
General supplies	21,000	22,064	22,574
Resource center materials and teaching aids - reimbursable	-	22,246	45,160
Teaching aids	<u>32,500</u>	<u>34,824</u>	<u>40,052</u>
	<u>53,500</u>	<u>79,134</u>	<u>107,786</u>
<b>Instructional furniture and equipment</b>			
Replacement	23,500	26,800	53,530
Rentals and repairs	<u>9,500</u>	<u>9,955</u>	<u>9,087</u>
	<u>33,000</u>	<u>36,755</u>	<u>62,617</u>
<b>Instructional staff travel</b>			
Program co-coordinators	15,000	4,262	-
Teachers' travel	20,000	13,690	22,344
In-service and conferences	<u>2,000</u>	<u>456</u>	<u>-</u>
	<u>37,000</u>	<u>18,408</u>	<u>22,344</u>
<b>Other instructional costs</b>			
French monitor program	50,000	58,525	38,757
Commission scolaire du Littoral services	40,000	44,071	39,301
Inclusion and adaptation	1,000	709	-
Secretaries - training	1,500	62	-
Secretaries - travel	2,100	1,783	4,818
Secretaries - equipment	1,500	-	-
Kinderstart	750	-	526
PowerSchool	1,500	9,764	1,547
Library support	5,000	-	-
Art and cultural programming	<u>-</u>	<u>6,326</u>	<u>8,185</u>
	<u>103,350</u>	<u>121,240</u>	<u>93,134</u>
<b>Amortization</b>	<u>26,300</u>	<u>20,145</u>	<u>26,305</u>
<b>Total instructional expenses</b>	<u>\$ 5,740,350</u>	<u>\$ 5,552,261</u>	<u>\$ 5,332,985</u>

**CONSEIL SCOLAIRE FRANCOPHONE PROVINCIAL  
DE TERRE-NEUVE-ET-LABRADOR  
SCHEDULE 4 - OPERATIONS AND MAINTENANCE EXPENSES (SCHOOLS)  
YEAR ENDED JUNE 30, 2020**

	<u>Budget (Note 14) 2020</u>	<u>Actual 2020</u>	<u>Actual 2019</u>
Salaries - janitorial	\$ 397,500	\$ 381,341	\$ 405,760
Salaries - maintenance	107,500	106,359	48,173
Electricity	190,000	172,939	190,187
Heating oil	98,000	64,731	98,346
Municipal service fees/garbage removal	35,000	38,827	34,617
Telephone - internet	97,500	101,458	100,067
Vehicle operating and travel	14,000	5,273	13,861
Janitorial supplies	25,000	25,465	23,452
Janitorial equipment	5,000	3,663	10,689
Refundable repairs and maintenance and renovations to buildings	325,000	827,695	111,481
Minor repairs and maintenance - buildings	50,000	50,180	110,227
Computer equipment replacement	25,000	15,804	39,954
Contracted services - janitorial	2,750	2,910	1,272
Repairs and maintenance - equipment	1,500	1,874	1,074
Snow clearing	151,600	146,036	165,596
Other - training	2,000	832	-
Other - security systems	3,500	3,477	2,963
Amortization	<u>406,000</u>	<u>398,387</u>	<u>406,074</u>
<b>Total operations and maintenance</b>	<b><u>\$ 1,936,850</u></b>	<b><u>\$ 2,347,251</u></b>	<b><u>\$ 1,763,793</u></b>

**CONSEIL SCOLAIRE FRANCOPHONE PROVINCIAL  
DE TERRE-NEUVE-ET-LABRADOR  
SCHEDULE 5 - PUPIL TRANSPORTATION EXPENSES  
YEAR ENDED JUNE 30, 2020**

	<u>Budget (Note 14) 2020</u>	<u>Actual 2020</u>	<u>Actual 2019</u>
<b>Contracted services</b>			
Regular transportation - bus	\$ 976,000	\$ 974,334	\$ 965,565
Regular transportation - private vehicles	43,000	25,471	50,111
Extracurricular busing	<u>2,000</u>	<u>4,276</u>	<u>5,774</u>
<b>Pupil transportation expenses</b>	<u>\$ 1,021,000</u>	<u>\$ 1,004,081</u>	<u>\$ 1,021,450</u>

**CONSEIL SCOLAIRE FRANCOPHONE PROVINCIAL  
DE TERRE-NEUVE-ET-LABRADOR  
SCHEDULE 6 - ANCILLARY SERVICE EXPENSES  
YEAR ENDED JUNE 30, 2020**

	<u>Budget (Note 14)</u> <u>2020</u>	<u>Actual</u> <u>2020</u>	<u>Actual</u> <u>2019</u>
<b>School expenses</b>			
School excursions and extracurricular activities	\$ -	\$ 35,453	\$ -
Pedagogical materials and equipment	-	16,429	-
Fundraising expense	-	3,872	-
Graduation expense	-	2,051	-
Other	-	13,195	-
	<u>-</u>	<u>71,000</u>	<u>-</u>
<b>Ancillary Service Expenses</b>			
<b>Community Centre operations- Centre des Grands-Vents</b>			
Salaries - janitorial	\$ 46,000	\$ 43,147	\$ 45,582
Communications	11,500	7,583	8,610
Operations	98,000	88,754	93,238
Equipment and supplies	<u>10,500</u>	<u>8,654</u>	<u>12,700</u>
	<u>166,000</u>	<u>148,138</u>	<u>160,130</u>
Amortization	<u>2,500</u>	<u>4,772</u>	<u>2,551</u>
<b>Total ancillary services</b>	<u>168,500</u>	<u>152,910</u>	<u>162,681</u>
<b>Total ancillary service expenses and school expenses</b>	<u>\$ 168,500</u>	<u>\$ 223,910</u>	<u>\$ 162,681</u>

**CONSEIL SCOLAIRE FRANCOPHONE PROVINCIAL  
DE TERRE-NEUVE-ET-LABRADOR  
SCHEDULE 7 - DETAILS OF TANGIBLE CAPITAL ASSETS  
YEAR ENDED JUNE 30, 2020**

	<u>Cost</u> <u>2019</u>	<u>Additions</u> <u>2020</u>	<u>Cost</u> <u>2020</u>	<u>Accumulated</u> <u>Amortization</u> <u>2019</u>	<u>Amortization</u> <u>2020</u>	<u>Accumulated</u> <u>Amortization</u> <u>2020</u>	<u>Net Book</u> <u>Value</u> <u>2020</u>	<u>Net Book</u> <u>Value</u> <u>2019</u>
<b>Land and Sites</b>								
Land and Sites	\$ <u>125,000</u>	\$ <u>-</u>	\$ <u>125,000</u>	<u>-</u>	<u>-</u>	\$ <u>-</u>	\$ <u>125,000</u>	\$ <u>125,000</u>
<b>Buildings</b>								
Schools	15,261,089	59,283	15,320,372	7,379,798	368,375	7,748,173	7,572,199	7,881,291
Leasehold improvements	<u>75,159</u>	<u>-</u>	<u>75,159</u>	<u>30,064</u>	<u>15,032</u>	<u>45,096</u>	<u>30,063</u>	<u>45,095</u>
	<u>15,336,248</u>	<u>59,283</u>	<u>15,395,531</u>	<u>7,409,862</u>	<u>383,407</u>	<u>7,793,269</u>	<u>7,602,262</u>	<u>7,926,386</u>
<b>Furniture and Equipment</b>								
Schools	811,966	20,303	832,269	696,179	20,145	716,324	115,945	115,788
Administration	118,956	-	118,956	118,956	-	118,956	-	-
Other - Centre des Grands-Vents	<u>67,036</u>	<u>23,354</u>	<u>90,390</u>	<u>60,276</u>	<u>4,772</u>	<u>65,048</u>	<u>25,342</u>	<u>6,760</u>
	<u>997,958</u>	<u>43,657</u>	<u>1,041,615</u>	<u>875,411</u>	<u>24,917</u>	<u>900,328</u>	<u>141,287</u>	<u>122,548</u>
<b>Computers</b>								
Schools	696,367	-	696,367	666,406	14,980	681,386	14,981	29,961
Administration	<u>257,304</u>	<u>-</u>	<u>257,304</u>	<u>257,304</u>	<u>-</u>	<u>257,304</u>	<u>-</u>	<u>-</u>
	<u>953,671</u>	<u>-</u>	<u>953,671</u>	<u>923,710</u>	<u>14,980</u>	<u>938,690</u>	<u>14,981</u>	<u>29,961</u>
<b>Assets Under Construction</b>								
Schools	<u>110,939</u>	<u>-</u>	<u>110,939</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>110,939</u>	<u>110,939</u>
<b>Total Tangible Capital Assets</b>	<u>\$17,523,816</u>	<u>\$ 102,940</u>	<u>\$17,626,756</u>	<u>\$ 9,208,983</u>	<u>\$ 423,304</u>	<u>\$ 9,632,287</u>	<u>\$ 7,994,469</u>	<u>\$ 8,314,834</u>

**CONSEIL SCOLAIRE FRANCOPHONE PROVINCIAL  
DE TERRE-NEUVE-ET-LABRADOR**  
**SCHEDULE 8 - PUPIL SERVICES - OFFICIAL LANGUAGES IN EDUCATION PROJECTS**  
**YEAR ENDED JUNE 30, 2020**

	<u>Budget (Note 14)</u> <u>2020</u>	<u>Actual</u> <u>2020</u>	<u>Actual</u> <u>2019</u>
Language recovery	\$ 305,000	\$ 259,033	\$ 153,681
School programs co-ordination	110,000	113,826	75,720
Teacher aides	137,500	138,039	133,929
Art and cultural programming	75,000	35,334	86,591
Principal and teacher training	95,000	89,406	102,085
Promotion and communications services	89,000	99,398	121,354
Federal project administration	45,000	54,277	74,984
Technology support services	-	-	76,656
Teacher recruitment and retention	29,500	24,791	27,788
Educational resource centres	14,000	10,198	47,212
Classroom technology	<u>-</u>	<u>52,346</u>	<u>-</u>
<b>Total pupil services - Official Languages in Education Projects</b>	<b>\$ <u>900,000</u></b>	<b>\$ <u>876,648</u></b>	<b>\$ <u>900,000</u></b>

**CONSEIL SCOLAIRE FRANCOPHONE PROVINCIAL  
DE TERRE-NEUVE-ET-LABRADOR  
SUPPLEMENTARY INFORMATION  
YEAR ENDED JUNE 30, 2020**

	<u>2020</u>	<u>2019</u>
<b>1. Prepaid Expenses</b>		
Workers' compensation - WorkplaceNL	\$ -	\$ 12,875
Other	<u>-</u>	<u>6,708</u>
<b>Total prepaid expenses</b>	<u>\$ -</u>	<u>\$ 19,583</u>