



## **ANNUAL REPORT 2020-21**

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



## MESSAGE FROM THE CHAIR

Honourable John Haggie  
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 2020-21 Annual Performance Report of the Conseil scolaire francophone provincial de Terre-Neuve-et-Labrador.

The Strategic Plan 2020-23 describes the Board's commitment to improved French first-language education, safe and caring schools and improved learning through 21st-century skills. This report covers the objectives for 2020-21.

My signature below is on behalf of the school board and indicates accountability for the results reported in 2020-21.

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

Sincerely,

*Michael Clair*

Michael Clair  
Chair

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## PROFILE OF THE CONSEIL SCOLAIRE FRANCOPHONE PROVINCIAL

### **Vision**

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

### **Values**

EXCELLENCE AND INNOVATION  
TRANSPARENCY AND ACCOUNTABILITY  
INTEGRITY AND RESPECT

### **Mandate**

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

## PROFILE OF THE CONSEIL SCOLAIRE FRANCOPHONE PROVINCIAL

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

As of September 30, 2020, the CSFP had an enrolment of 370 students, from kindergarten to Grade 12. Enrolments were as follows.

School	
École l'ENVOL (Labrador City)	31
École Boréale (Happy Valley–Goose Bay)	31
École Notre-Dame-du-Cap (Cape St. George)	41
École Sainte-Anne (Mainland)	60
École des Grands-Vents (St. John's)	167
École Rocher-du-Nord (St. John's)	38

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

The CSFP had a total budget of \$11,794,050 in 2020-21. Additional information can be found in the Audited Financial Statements, in Annex B.

### BOARD OF TRUSTEES

The CSFP is governed by a Board of Trustees. The Board currently consists of nine trustees. They are elected or appointed in accordance with the guidelines of 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 2020-21 school year, the Board had eight trustees - six men, two women and one vacancy.

CSFP TRUSTEES (as of June 30, 2021)	
Name	Region
Carole (Maillet) Gillingham	At large
Edna Hall	At large
Steevens Proulx	At large
Charly Mini	Avalon
Michael Clair	Avalon
Dillon Jesso	Central-West
Vacant	Central-West
Brian Lee	Labrador
Denis Michaud	Labrador

For the 2020-21 school year, the breakdown of CSFP staff was as follows:

Based on the census done for the Department of Education (EDU) on March 31, 2021 (Workforce Data):

Without substitute teachers:

<b>CSFP STAFF</b>			
<b>Category</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>
CSFP Office	10	5	15
Teachers	34	13	47
Principals	3	3	6
Other	15	10	25
Total	62	31	91

If substitute teachers are included with regular teachers:

<b>CSFP STAFF</b>			
<b>Category</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>
CSFP Office	10	5	15
Teachers	40	17	57
Principals	3	3	6
Other	15	10	25
Total	68	35	103

## **LINES OF BUSINESS OF CSFP**

The CSFP has two lines of business:

- 1. Programs and Services – Pre-school (i.e., Bon Départ) and Kindergarten to Grade 12**  
The year before children begin kindergarten, French first-language schools offer the Bon Départ program, which prepares them for kindergarten. French first-language schools offer programs and courses prescribed or approved by the Department of Education.
  
- 2. Transportation**  
The CSFP is responsible for providing transportation for students to and from school, in compliance with Department of Education policies.

## HIGHLIGHTS AND PARTNERSHIPS

### Highlights

It would be remiss to not discuss the overarching influence of COVID-19, as it was a mitigating factor in the attainment of stated indicators. While COVID-19 presented definite challenges (e.g., student attendance, gaps in learning, student and staff well-being), the concentrated focus on students, as well as additional professional learning for teachers, were welcomed bonuses. Prior to the reopening of schools in September 2020, the district provided professional learning for staff for the provision of safe working and learning environments. Teachers also had time to prepare for a "different" return to class. Indeed, the return to in-class instruction required additional preparation for teachers, so that they could meet students where they were in their learning, and so that teachers could also be equipped to deal with students and their own well-being.

	September 2, 2020	September 3, 2020	September 4, 2020
Morning	1. Re-entry plan	2. Staff well-being	3. OHS
Afternoon	4. Teacher preparation	4. Teacher preparation	4. Teacher preparation

1. Re-entry plan: Teachers attended a presentation of the province's re-entry plan, including a discussion of different scenarios of returning to class, all with a lens on students' well-being and on teaching and learning. The major emphasis was that teachers would have to adjust their approach in terms of pedagogy, evaluation, and social and emotional development.
2. Staff well-being: This session dealt with social-emotional learning for all, with a particular focus on staff development. Some of the points covered were the importance of learning conversations, developing self-awareness and the links between academic, professional and social domains.
3. OHS: Staff, including caretakers and cleaning staff, participated in an Occupational Health and Safety session, particularly as it related to best practices for a safe workplace during the COVID-19 pandemic.
4. Teacher preparation: Teachers had time to prepare their classrooms according to safety protocols. They also had time to prepare, both pedagogically and socially/emotionally, for the arrival of their students. In addition, teachers had access to professional learning, such as further learning related to Google Suite for Education, optimal learning environments and Responsive Teaching and Learning (RTL).

### Other highlights

- The CSFP hired a policy consultant to review and update existing policies and to begin creating new policies.
- The graduation rate for 2020-21 was 100 per cent, a repeat from last year.
- Through a proposal prepared by the CSFP and submitted by the Department of Education under the teacher recruitment and retention envelope available at Heritage Canada, the CSFP hired a Human Resources manager through funding of \$204,000. This funding covered the salary and benefits of the Human Resources manager, as well as activities and strategies related to the position, such as job postings and participation in job fairs.
- The CSFP hired an individual solely responsible for communication and marketing.
- The CSFP financial statement marked a surplus of \$200,068, which reduced the accumulative deficit of the board.
- The CSFP received an increase of \$147,000 in the overall Official Languages in Education Programs (OLEP) funding for the 2020-21 school year.



- Work on the new CSFP and school websites progressed through 2020-21.
- The CSFP's schools participated in the grants programs of Vice-Versa and PassepART, federal programs providing up to \$2,000.00 (per school) annually for the implementation of a variety of projects in French First-Language schools in linguistic minority situations. Please note that there is further detail later in this report.
- In January, 2021, the board of trustees voted to rename the school in Labrador City from Centre éducatif l'ENVOL to École l'ENVOL.

## Partnerships

To achieve the 2020-21 objectives, the CSFP worked with the following partners:

### 1. Department of Education

The Department of Education is responsible for ensuring compliance with the **Schools Act, 1997**, which defines the duties and responsibilities of school boards. It determines the learning programs and develops the administrative and educational policies that apply to school boards. In addition, the Department provides funding for infrastructure projects, staff and learning resources to help the CSFP carry out its mandate. The boards are accountable to EDU for managing their programs and services, as well as for the management and administration of their human and financial resources. Approximately 87 per cent of CSFP's total budget comes from the provincial government.

### 2. Canadian Heritage

The CSFP is continuing to meet with federal Canadian Heritage Department officials to obtain federal funding (infrastructure and OLEP projects). Federal funding allows EDU and the CSFP to go beyond operational funding in order to promote cultural activities and to promote the French language. The \$1-billion envelope is being extended over a four-year period until 2023. Pending the agreement, EDU has granted a \$447,000 (33 per cent) increase for a total of \$1,347,000 for the 2020-21 school year.

Canadian Heritage recognizes that there is a serious shortage of teachers in French-language school boards across the country. As a result, a \$62.6 million envelope over four years was announced by the Honourable Mélanie Joly to fund projects for a national strategy for recruiting and retaining teachers in these schools. An allocation of \$204,000 was granted to the CSFP for 2020-21 to hire a human resources manager and to prepare and to conduct a study related to staff satisfaction.

### 3. School Councils

School councils are established under the **Schools Act, 1997**, and are an important partner in ensuring the delivery of education. School councils 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.

### 4. 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, which is operated through the Newfoundland and Labrador English School District, offers high school courses in French, allowing students a wider variety of course offerings. This collaboration is particularly important for schools in Labrador and on the

Port-au-Port Peninsula, where CDLI offers courses in sciences (Biology and Chemistry) ensuring that students complete their Science requirements for graduation.

**5. Newfoundland and Labrador Teacher's Association (NLTA)**

The CSFP collaborates continuously with Newfoundland and Labrador Teacher's Association on various matters. A liaison committee is in place and meets twice a year to discuss issues related to teachers about their workplace, working conditions and to find solutions or better understand the reasoning behind decisions taken by the CSFP. The Director of Education of the CSFP was a member of the collective agreement bargaining committee in 2020-21. The provincial collective agreement was translated and is now available in French.

**6. Newfoundland and Labrador English School District (NLESD)**

The Newfoundland and Labrador English School District is by far the larger school district in the province given the language of service delivery. Administrators are always available to answer questions from the CSFP and assist during crisis. In 2020-21, the NLESD approved the relocation of Notre-Dame-du-Cap school into Our Lady of the Cape school for one year until major structural renovations were completed at the former.

**7. Fédération des francophones de Terre-Neuve-et-Labrador (FFTNL)**

The CSFP collaborates continuously with the Fédération des francophones de Terre-Neuve-et-Labrador to support various initiatives, be it through cultural activities or community-based needs. An important issue during 2020-21 was the long waitlists in the francophone daycare. The CSFP and the FFTNL continued to examine possible solutions to reduce these, either by offering more places in francophone daycares or by opening daycares in areas where they are not yet established. In Newfoundland and Labrador's linguistic minority situation, daycares are essential to the recruitment of families for CSFP's schools. The expansion of daycare services is clearly essential to the vitality of the CSFP and the francophone communities.

**8. Fédération Nationale des Conseils Scolaires Francophones (FNCSF)**

The Fédération Nationale des Conseils Scolaires Francophones is a non-profit organization that represents the 28 Francophone school boards in minority settings in Canada. These school boards provide educational services in French to nearly 174,000 students in nearly 700 schools. The FNCSF exerts its influence and carries out its representations in collaboration with its partners, who have at heart the vitality and sustainability of French-language schools. The CSFP, in partnership with other members of the FNCSF, lobbied for the bilateral OLEP agreement between the province and the federal government, resulting in an increase of \$447,000 in 2021. As a member of the FNCSF, the CSFP Board Trustees participate in annual conferences and ongoing discussions with other Trustees from across the country.

**9. Regroupement National des Directions Générales de l'Éducation (RNDGÉ)**

The Regroupement National des Directions Générales de l'Éducation represents the general management of the 28 French-language school boards in minority settings across the country. The RNDGÉ provides a forum for the administrative leaders of these school boards to discuss issues affecting all its members. In addition, the organization provides professional development and acts as a liaison between provincial/territorial and international bodies. The Director of Education is a member of the RNDGÉ and, in 2020-21, benefited from services such as

professional development, sharing best practices and supporting initiatives that are common to all provinces.

#### **10. Réseau de développement économique et d'employabilité de Terre-Neuve-et-Labrador (RDÉE)**

The Réseau de développement économique et d'employabilité de Terre-Neuve-et-Labrador is responsible for the economic advancement of Francophones in the province by using French as a lever for economic development. Employability, immigration, entrepreneurship and tourism are its priorities. In 2020-21, the RDÉE began a feasibility study into creating new francophone daycare spaces in the Stephenville region of Newfoundland and Labrador for those families (French-speaking, exogamous and English-speaking) who would be entitled to these spaces. In addition, with l'Association régionale de la côte ouest (ARCO) and financial assistance from the CSFP, RDÉE completed the initiative of providing cellular service to La Grand'Terre, one of the communities where the CSFP has a school. This was an important step in ensuring timely communication with families and the security of students and staff.

#### **11. Other Francophone Community Members**

The CSFP continues to build relationships with other francophone community groups. These include support of Les P'tits Cerfs-Volants (daycare in St. John's); the Fédération des parents de Terre-Neuve-et-Labrador (FPTNL) in allowing spaces in school to offer its programs; Le Gaboteur in providing a newspaper to students of the CSFP schools, and advertising events and student activities; and l'Association francophone du Labrador (AFL) which offers activities and community support to students and families of École l'ENVOL in Labrador City.

## REPORT ON PERFORMANCE

The following four issues served as guidelines for determining CSFP activities from July 1, 2020, to June 30, 2021:

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 annual objectives and indicators for 2020-21.

### ISSUE 1: SUCCESS OF FRANCOPHONE MINORITY STUDENTS

The CSFP is committed to fulfilling its three-part mandate in a linguistic minority community: to educate students from the French-speaking community, to increase their understanding and knowledge of French cultures, and to foster the development of the community dimension. The current strategic plan builds on initiatives and areas of focus from the previous plan, particularly in the areas of literacy, numeracy, technology and student well-being. These areas of interest are particularly significant in terms of student learning and development. Again, in 2020-21, the graduation rate of CSFP students was 100 per cent. In terms of meeting graduation outcomes, students are, therefore, well-equipped to go on to post-secondary studies or to work in English and French.

**Goal:** By June 30, 2023, the CSFP will have enhanced opportunities and supports for development and success for all students so that they can all experience individual success.

#### **2020-21 Objective:**

By June 30, 2021, the CSFP will have developed and implemented programming and practices to increase student success.

#### **Indicator: Implemented supports in literacy and numeracy**

Resources in literacy and numeracy were purchased for, and distributed among, the six schools in 2020-21. Among these resources were assessment tools for literacy and for numeracy. These resources were particularly useful in that they provided activities and plans for targeted and intensive interventions for RTL. The Department of Education provided financial assistance for the purchase of *À pas de géant*, a mathematics resource for grades 1 to 6, as well as for the teacher substitute time required for professional learning. *À pas de géant* offers teachers activities to identify gaps or challenges in mathematics among students. It also includes activities that reflect the RTL intervention levels (i.e., targeted interventions and intensive interventions) that a teacher could put in place to support student learning. For literacy at the primary and elementary levels, the district purchased the complementary resource *Escalire*. As with mathematics, the resource includes activities that reflect the RTL intervention levels. Professional learning was provided for reading specialists, using substitute time provided by the Department of Education. These additional resources for literacy and numeracy also reflected school development plans, where the academic focus was on improved literacy and numeracy progress, as well as the identification and implementation of resources to support student learning and achievement.

The CSFP purchased 167 copies of *Minimag*, a literacy and cultural resource offered by the Fédération nationale des conseils scolaires francophones (FNCSF) for kindergarten to Grade 3 students. This

resource includes a variety of texts of age and culturally appropriate topics intended to support literacy and to promote students' cultural identity as francophones.

In 2020-21, K to 6 report cards were revised and will be implemented as soon as the templates can be integrated into PowerSchool. The District views the report cards as an important tool for parents to support their children's progress and development, notably in the areas of literacy and numeracy. The report cards reflect student achievement of learning outcomes in the various subject areas and at the different grade levels. They allow for more focused discussion of student progress, particularly in the areas of literacy and numeracy, thereby engaging parents in a more concrete manner in their children's learning. This will lead to increased progress, especially in literacy and numeracy. The Kindergarten report, for example, is anecdotal, and reflects the pedagogical approach of play-based learning. Teachers describe the progress particular to each student, as opposed to following an ordered, chronological series of learning outcomes. The primary and elementary reports allow teachers to comment directly on learning outcomes. Each new report card also includes a section on social and emotional learning, with indicators tailored to the development of students at different levels (Kindergarten, primary and elementary). It is of note that this will be the first time that K-6 reports will be integrated into PowerSchool. However, due to personnel constraints arising out of COVID-19, the integration into PowerSchool was not completed in 2020-21.

**Indicator: Provided additional resources for Library Learning Commons (LLC)**

In 2020-21, the CSFP's OLEP budget was increased by \$500,000 per year for two years, which enabled the CSFP to purchase educational and technological resources for each school's library learning commons. All schools received funding to purchase additional literacy resources, including books, picture books and magazine subscriptions for the Learning Library Commons and for classroom libraries. Schools also purchased furniture and display resources to better implement flexible seating, one of the characteristics of Universal Design for Learning (UDL). UDL is an educational framework for creating learning environments that address the diverse needs of all learners. The universal design philosophy asserts that accessible, equitable environments (such as buildings, products, or services) is not a special requirement that benefits a minority of its users, but is intrinsic and fundamental to good design. Every user benefits from accessible, usable and timely design. It is a framework for proactively eliminating barriers to learning and for promoting equity for learners. Another of the initiatives that schools undertook was to reorganize the learning spaces for book displays for K-6. Organizing the literacy resources by category (e.g., comics, alphabet books, novels), theme (e.g., social and emotional needs, holidays) and age has made the LLC more accessible to students and, again, is more representative of the principles of UDL. It is more immediately responsive to students' learning needs, as they can access literacy resources in ways that are more efficient for them and in a more independent manner. This encourages student autonomy and other aspects of social and emotional learning, such as critical thinking and decision-making

**Indicator: Continued implementation of the Responsive Teaching and Learning initiative**

In 2020-21, the RTL policy was implemented in the remaining three CSFP schools (École Notre-Dame-du-Cap, École Boréale, École l'ENVOL) with grades Kindergarten to Grade 6. RTL is a proactive approach for grades K to 6, based on the social development, emotional and academic experience of each student in a safe and inclusive school environment. The three pillars of RTL are literacy, numeracy, and social and emotional learning. In order to respond to the needs of all CSFP students there is a multi-level approach within the classroom. To facilitate this expansion, professional learning for the implementation of the RTL policy was on-going in 2020-21. District staff worked closely with specialists

from the Department of Education to develop materials and to conduct professional learning sessions around the RTL policy. Supported by the allocation of substitute time by the Department of Education, principals and teachers availed of several professional learning activities. The reading specialists benefited from professional learning on a variety of topics, including collaborative relationships, leadership, literacy, teams, RTL policy, data and Library Learning Commons/Maker Space. The K-6 principals attended a presentation about the role of program specialists in the implementation of RTL. In addition, eight new teachers to the district also took part in professional learning related to the implementation of the RTL policy. Offering this additional professional learning to the first schools involved with RTL, and extending this to new teachers, increased the efficacy for the implementation of RTL while reflecting inclusive practices characteristic of RTL. Capacity was increased in terms of applying the concepts of universal teaching, targeted interventions and intensive interventions, as well as data analysis and working in teams to address students' learning and social-emotional needs.

**Indicator: Continued the implementation of Professional Learning Communities in schools**

In 2020-21, the CSFP continued implementing professional learning communities in schools. This is an integral component of the implementation of the RTL policy, which is organized around teams of teachers working together to facilitate student learning and achievement. For RTL, teaching and learning involve three school teams: the teaching and learning team, the service delivery team and the planning team. Despite personnel and administrative constraints, principals creatively organized timetables to allow for meeting time with groups of teachers within the school day. Teams of teachers had the time needed to analyze observations and results to identify students' needs and to plan interventions/activities to address these needs. This collaborative and team-based approach allowed for continuous refinement of teacher practice and better response to student learning needs. Further, these teams have continued to foster a collaborative and inclusive learning environment and facilitate increased engagement by teachers.

**Indicator: Implemented improvements in technology**

In 2020-21, CSFP implemented improvements in technology. With the support from the additional funding, the technology department of the CSFP made numerous purchases of technological resources to equip all the students in the CSFP schools. The purchases included tablets, iPads, Chromebooks, MacBook Airs, and interactive whiteboards. In the first phase, a provincial initiative of the Department of Education made it possible to purchase 60 Chromebooks for students in grades 7 to 12. A second phase enabled the purchase of 40 additional Chromebooks and 16 carts to store Chromebooks in each classroom from Grade 7 to 12. As well, 60 Google Education Plus licenses were purchased for the teaching staff and the teaching teams, allowing for improved options for teaching and learning, such as subgroups in Google Meet. This has enabled CSFP to provide students in all schools, but one, access to a technology tool, thereby approaching the target of 1:1 access to technology across the district.

In order to support online teaching, the district team of program specialists provided professional learning and technical support for teachers in the on-line teaching environment throughout 2020-21. This included, for example, the creation of procedures for using the Google Education Suite, and broadening use of applications such as Google Meet, Google Classroom, Jamboard, Padlet and Google Forms for Evaluation. In addition, a support document for parents was developed. This has not only encouraged collaboration among colleagues, but also will be useful if there is ever a need to limit access to schools due to the COVID-19 pandemic.

**2021-22 Objective:**

By June 30, 2022, the CSFP will have continued to implement programming and practices to increase student success.

**Indicators (2021-2022):**

- Continued implementation of literacy and numeracy support through the Responsive Teaching and Learning initiative
- Continued development of schools' provision of resources for Library Learning Commons
- Increased emphasis on oral communication
- Continued implementation of technological improvements

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

In support of the Safe and Caring Schools policy, the CSFP continued to promote safe and caring learning environments and be proactive and preventive in dealing with issues of violence. Initiatives intended to support students' and staff well-being were implemented.

**Goal:** By June 30, 2023, the CSFP will have enhanced school environments to ensure healthy, safe and respectful learning and work environments free of violence, harassment, bullying and discrimination.

**2020-21 Objective:**

By June 30, 2021, the CSFP will have implemented practices promoting student and staff well-being.

**Indicator: Implemented wellness initiatives**

The CSFP was granted funding from the Department of Health and Community Services in the 2020-21 school year for the implementation of projects in individual schools related to student well-being. The following grants were received:

- Comprehensive School Health Project \$24,000
- School Food Guidelines / Healthy Eating Policy Professional Learning \$10,000
- Healthy School Planner Project \$20,000

Due to the pandemic, projects and initiatives were delayed. In 2020-21, emphasis was on the School Food Guidelines, including the preparation of professional learning for administrators and the implementation of the guidelines in 2021-22. This is a multi-year project; therefore, activities will continue in 2021-22.

During the spring of 2021, the employee satisfaction survey was prepared, to be administered in the fall of 2021. Descormiers Business Intelligence is the firm selected for this initiative. The intent of the survey is to identify the strong points related to staff well-being , as well as to develop an action plan including initiatives to improve the well-being and satisfaction of employees. This will also be another factor in recruiting and retaining employees.

**Indicator: Implemented effective positive behavioural support (PBS) methods**

Positive Behaviour Supports is an approach is intended to teach and to reinforce positive behaviours. The goal of PBS is to create a safe, positive and supportive school environment that promotes learning and success for all students. It is worth noting that PBS has been working in CSFP schools since at least 2014. However, with the lockdown in 2020, several schools identified some regression in terms of students' efforts to speak French and the quality of spoken French. As such, in 2020-21, PBS was

reactivated in two schools to encourage students to speak French. This entailed recognizing students' efforts to speak French, as opposed to reacting to the lack of effort in this area. As a result, students communicated more readily in French, increasing their confidence and demonstrating more pride in their culture identity as Francophones.

**Indicator: Promoted and supported social and emotional learning of students and staff**

District staff participated in a variety of professional learning activities in 2020-21 related to well-being. A webinar given by Ceridian on vaccination against COVID-19 for the employer was presented to the CSFP. The district felt it was important to learn more about the legal obligations in this regard and to be more prepared to answer questions from its employees. This helped to allay the stress felt by some of the CSFP's employees. The district office staff and school administrators participated in a webinar offered by Discitus (organizational and human resources firm from Ottawa), entitled "Team Cohesion: 5 Behaviors of a Cohesive Team". This webinar provided techniques and strategies for improving collaborative team building, with a view to creating a more collaborative and supportive work environment. A final example of professional learning linked to wellness initiatives involved a course taken by the Human Resources Manager at the Gardiner Center. This professional learning provided the Manager with knowledge and tools to support employees in possible stressful situations. Further, all health measures required by Public Health were implemented in order to assure the safety of staff and students.

During 2020-21, the CSFP was represented on the committee Comprehensive School Health Project, to develop and promote Healthy School Food Guidelines and to begin the work of engaging schools in developing projects focused on healthy eating, well-being and community involvement. The CSFP schools also worked with the national program Vice-Versa to develop health-based activities, including sports activities and nutrition projects.

**Indicator: Updated and enforced staff policies on violence, harassment, bullying and discrimination.**

In 2020-21, the CSFP reviewed policies on harassment and violence in the workplace. The policies on Workplace Harassment, Preventing Workplace Violence, and Violence in School were revised, as were the administrative procedures and appendices to support these policies. Personnel constraints meant that the policies were not ready for implementation during 2020-21. They will be presented to staff and implemented in 2021-2022.

**2021-22 Objective:**

By June 30, 2022, the CSFP will have continued to implement practices promoting student and staff well-being.

**Indicators (2021-22):**

- Continued implementation of school-based well-being initiatives
- Continued to promote and support social and emotional learning of students and staff
- Continued to update and enforce staff policies on violence, harassment, bullying and discrimination

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

In 2020-21, the CSFP continued to encourage growth to increase the student population at all levels. The CSFP also continued to encourage solid community ties so that our students could balance their



learning with every day applications. In addition, the CSFP worked with other francophone organizations to organize and implement projects in the schools. This created important links and led to a more unified francophone presence within the province. This united front is essential in a minority-language situation to maintain a critical mass. Working with community groups to implement projects is also essential to supporting students' francophone identity and culture. It also provides an avenue for students to make practical use of French in a community, real-life context. This validates learning in French, particularly in a minority language setting.

**Goal:** By June 30, 2023, the CSFP will have enhanced outreach and community engagement to recruit and retain more students and staff within the Francophone community.

**2020-21 Objective:**

By June 30, 2021, the CSFP will have implemented activities to promote growth and engagement of the Francophone community.

**Indicator: Implemented communications strategies to increase visibility of CSFP**

In 2020-21, the CSFP website and each school's website were redesigned by an internal ad hoc website committee in collaboration with DPG Communication (New Brunswick). The websites present current information, such as regular news posts, updates on job postings and requests for registration. In addition, the district site is a repository for information related to the CSFP, such as matters of governance, policies and directives, and information on academics and programs (such as Bon Départ). One of the advantages of the websites is a plug-in to automatically post updates on news and job postings to Facebook. Given the popularity of Facebook in certain communities, this is an efficient means of disseminating pertinent information to a wider population.

A further example of increasing the visibility of the CSFP entails increased external communications. The Director of Education and the Board chair participated in several interviews with CBC and Radio-Canada in 2020-21 related to COVID-19 and two items particular to the CSFP, the reopening of École Notre-Dame-du-Cap and the request for a second school in St. John's. These activities are a means of ensuring transparency and visibility in addition to being important public relations' tools.

Working with local partners and community groups for the implementation of projects also helped promote the CSFP and build community capacity. Discussions with the French newspaper, Le Gaboteur, led to an agreement that would see advertising for the CSFP and La Chronique des écoles (page dedicated to activities happening in the CSFP's schools) continue in 2020-21 and going forward in 2021-22. This ensures that the CSFP's schools will continue to occupy an important place in the pages of Le Gaboteur.

The position of Agent for the Development of Cultural Identity supports the development of students' identity as Francophones by engaging them in curriculum-related activities that also engage the community. In 2020-21, the agent coordinated various projects and acted as a liaison for cultural projects in collaboration with community partners. Through the national micro-grant programs of Vice-Versa and PassepART, schools collaborated with community groups to develop a variety of projects. One example of Vice-Versa, which supported projects related to entrepreneurship, agriculture, environment, sports, health, justice, inclusion and integration, personal and social development and citizenship, was the development of a hydroponic project for the schools on the Port-au-Port peninsula in collaboration with the Association regionale de la côte ouest (ARCO). The programme PassepART provided funding for

projects related to the arts, culture and heritage. In 2020-21, an important example of a cultural project organized through PassepART was the creation of murals in Labrador schools by muralist Mik Michel, an artist from Northern Ontario. These are great examples of community partnerships that aim at the cultural and societal development of students, as well as reinforcing their cultural identity.

**Indicator: Implemented initiatives to increase student population**

In 2020-21, the increase in student population was 1.6 per cent from the previous year. Whereas in the past, the CSFP had seen a decrease at the intermediate level, this was not the case in 2020-21. One of the reasons might have been the increase in the number of courses offered, with the addition of Home Economics and Technology. At the senior high level, the CSFP continued to offer new courses, in collaboration with the Department of Education. The courses in Nutrition and Alimentation offered more choice to students, meaning that, coupled with the Technology courses, the course offerings are an incentive to support student retention at the senior high level.

A promotional campaign for Kindergarten registration for 2021-2022 at École des Grand-Vents was carried out in January and February 2021, as there were only 12 registrations for September 2021. An advertisement for social media and websites was published. In addition, promotional flyers and posters were also mailed to 85 child-care centers in the greater St. John's area in January 2021. These actions resulted in an increase in enrolment to 30 students for Kindergarten for September 2021.

In 2020-21, the CSFP provided financial support, through Official Languages in Education (OLE) funding, to the daycare Les P'tits cerfs-volants. With the pandemic, families were not accessing the daycare, creating an operating deficit for the daycare. The CSFP values Les P'tits cerfs-volants, as it is an important means of maintaining enrolments for École des Grands-Vents and engaging new families in the CSFP and in the francophone community. This is part of a long-term plan to attract families to the francophone community and, hence, to increase enrolment.

**Indicator: Implemented initiatives to decrease staff turnover**

In 2020-21, the CSFP undertook discussions with the Faculty of Education at MUN to develop a means of training more teachers capable of teaching in the French First-Language system. The intention was that, by training teachers already within the province, there would be a higher likelihood that they would remain with the district. The discussions focused on shared programming with a university in another province in Canada and recognition of credits

It is of note that the reasons for teacher turnover in positions of continuing contract were due to a return to university (1), a return to home community (1) and end of probationary period (2). It is unclear to what degree the CSFP could have countered these decisions.

In 2020-21, the teacher shortage remained a challenge. Although most of the teaching positions were filled, there were still a few positions unfilled through the end of the school year. The challenge is especially clear in rural and remote communities. The CSFP has done many recruitment activities such as participating at all job fairs possible (virtually now) and has posted on all websites and social media. CSFP has also reached out to retired teachers. Trustees and senior staff have met with parents of CSFP students to discuss options. The CSFP has shared the concerns with the Department of Education to explain this urgent issue. Also, the CSFP has approached the English school district to see if there would be teachers that could be seconded to the CSFP, but they are also faced with a shortage of teachers. The CSFP reached out to the media to discuss the shortage of teachers and to try to promote the teaching

positions. The CSFP is limited in its options to be creative due to certification restrictions. Interviews with CBC/Radio Canada were audiotaped and recorded then placed on the website and social networks. A video will alternate music and speech to promote teacher recruitment. Promotional advertisements were posted on websites and social media as well as a publication in *Le Gaboteur*. Negotiations are continuing with the Teacher Registrar to rectify the situation in the province, especially for French-speaking positions. The CSFP will prepare its next funding request in December 2021 for the Department of Education to submit to Canadian Heritage for the CSFP.

**2021-22 Objective:**

By June 30, 2022, the CSFP will have continued to implement activities to promote growth and engagement of the Francophone community.

**Indicators (2021-22):**

- Continued implementation of communication strategies to increase the visibility of the CSFP
- Continued implementation of initiatives to increase student population
- Continued implementation of initiatives to recruit and retain staff

**ISSUE 4: BOARD GOVERNANCE**

The CSFP is governed by a Board comprised of nine elected trustees. Their role is to work within a framework as defined in the **Schools Act, 1997**. The Director of Education/CEO is responsible for the ongoing daily operations. The Board established additional sub-committees for finance, construction, policies and elections. The executive committee meets regularly, as it is the only sub-committee that is mandatory under the current **Schools Act, 1997**.

The Board is responsible for the adoption of the financial statements and the annual budget. In 2020, the Board of Directors unveiled a surplus from the deficit accumulated since 2013. Despite the province's budget cuts, the district noted an increase in the operational budget thanks to an increase in the OLE budget at the federal level. The increase occurred in response to lobbying by school Board Trustees and community partners.

A comprehensive analysis of policies, administrative guidelines and annexes was begun in 2020-21. A policy sub-committee has been created with trustees and the Director of Education to begin this process. The management team and advisors identified more than 75 policies to develop, revise or modify. In 2020-21, more than 20 policies were adopted by the Board of trustees. The administrative guidelines and annexes for these have been validated by the central team in consultation with those implicated and are now in effect. In addition,

**Goal:** By June 30, 2023, the CSFP will have enhanced its board governance and increased the visibility of its trustees within the Francophone community.

**2020-21 Objective:**

By June 30, 2021, CSFP trustees will have implemented initiatives to improve board governance.

**Indicator: Implemented professional training for trustees**

In 2020-21, there was continuous training and learning of school trustees to enable them to better fulfill their political role. The pandemic offered opportunities for the CSFP trustees to attend virtual conferences, such as the annual conference of the National Federation of Francophone School Boards

(FNCSF) and webinar training with Discitis (an organizational and human resources firm from Ottawa) on board governance. This webinar provided support to trustees in better learning their administrative role on a board of administration.

**Indicator: Initiated communication activities between trustees and the school communities**

In 2020-21, the Board identified increased communications with parents, students and staff as an area for improvement. As a result, the redesign of the website was even more of a priority, some trustees participated in parents' meetings (e.g., École Saint-Anne on-line in 2021); and there were increased press releases (pandemic, maintenance of the conseil scolaire, second school in St. John's).

The Board of Trustees began the process of creating video clips and biographies to present themselves to the public and to their communities. These will be uploaded to the district's website. The Trustees had intended to participate in school events to introduce themselves; due to the pandemic, this has been postponed in the new school year.

**2021-22 Objective:**

By June 30, 2022, the CSFP will have continued to implement initiatives to improve board governance.

**Indicators (2021-22):**

- Continued professional training for trustees
- Continued implementation of communication activities between trustees and school communities
- Further adoption of policies related to finances, human resources, administration, governance, and student services

## **OPPORTUNITIES AND CHALLENGES**

### **Opportunities**

A school startup committee was created in 2018 to study the option of opening a primary school in Stephenville. A feasibility study is proposed, and discussions proceeded to determine the next steps. This project is ongoing, although COVID-19 has slowed its progress.

A new funding opportunity under Heritage Canada will continue for the next two years. This is an opportunity for the CSFP to hire/retain a position of manager of Human Resources. It is hoped that this will be a bonus in the areas of teacher recruitment. Develop and put in place an effective recruitment plan with variety of strategies.

### **Challenges**

The challenges faced by the CSFP are common to many school districts, but are sometimes exacerbated due to its position as a French First Language board in a linguistic minority setting. The nation-wide teacher shortage has proven to be a major challenge to the CSFP's recruitment of teachers and other personnel. This is particularly evident in rural and remote areas, where two positions remained unfilled for the 2020-21 academic year, and where positions in remote areas were unfilled for several weeks at the beginning of the school year. Teacher recruitment an ongoing challenge.

Retention of high school students has been a challenge. One of the challenges of the CSFP is that every student in the province can attend an English-language school; so there is always another "automatic" option for our students. It is important that the board offer similar (if not identical) courses and implement projects and initiatives, such as those through Vice-Versa and PassepART, in order to retain students and develop their leadership and cultural identity.

## **SUMMARY**

The Annual Report 2020-21 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 first year of implementing the Strategic Plan 2020-23. The CSFP is satisfied with the results over the past year and the progress made in achieving Strategic Plan objectives, especially considering the constraints created by COVID-19.

The CSFP will continue to make progress in achieving its goals in the coming 2021-22 school year by focusing on the following issues: success of francophone minority students; well-being of students and staff; growth, outreach and community engagement; and board governance.

## ANNEX A - 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 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 B - FINANCIAL STATEMENTS**

**CONSEIL SCOLAIRE FRANCOPHONE PROVINCIAL DE TERRE-NEUVE-ET-LABRADOR  
CONSOLIDATED FINANCIAL STATEMENTS  
JUNE 30, 2021**

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## 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:

*Michael Clair*

2022-Jan-28

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**Signature of the Chairperson of the Board - Mr. Michael Clair**

**Date Signed**

*Kim Christianson*

2022-Jan-28

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

**Date Signed**

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

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www.csfp.nl.ca ♦ conseil@csfp.nl.ca

## Independent Auditor's Report

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

We have audited the financial statements of Conseil scolaire francophone provincial de Terre Neuve-et-Labrador, which comprise the statement of financial position as at June 30, 2021, and the consolidated statements of operations and accumulated surplus, statement of changes in net debt and statement of and cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the Conseil scolaire francophone provincial de Terre Neuve-et-Labrador as at June 30, 2021, and the results of its operations and changes in accumulated surplus and its 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 Matter**

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 for the Consolidated Financial Statements**

Management is responsible for the preparation and fair presentation of the 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 financial statements, management is responsible for assessing the 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 the 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 the 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 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 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 financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the 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 the 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 financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the 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 financial statements, including the disclosures, and whether the 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

January 28, 2022

*MNP* LLP

Chartered Professional Accountants

**CONSEIL SCOLAIRE FRANCOPHONE PROVINCIAL  
DE TERRE-NEUVE-ET-LABRADOR  
CONSOLIDATED STATEMENT OF FINANCIAL POSITION  
JUNE 30, 2021**

**FINANCIAL ASSETS**

	<u>2021</u>	<u>2020</u>
Bank	\$ 1,226,700	\$ 1,258,787
Short term investments	5,030	5,030
Accounts receivable (Note 8)	812,611	692,176
Harmonized sales tax receivable	<u>49,583</u>	<u>35,837</u>
	<u>2,093,924</u>	<u>1,991,830</u>

**FINANCIAL LIABILITIES**

Due to the Government of Newfoundland and Labrador	236,494	499,742
Accounts payable and accruals (Note 9)	263,301	177,272
Summer pay liability (Note 4)	693,296	643,085
Deferred revenue	568,728	581,543
Repayable deposits (Note 6)	15,822	9,822
Employee future benefits		
Accrued severance pay	-	19,872
Accrued sick leave (Note 7)	596,445	593,469
Other (Note 12)	<u>289,897</u>	<u>256,311</u>
	<u>2,663,983</u>	<u>2,781,116</u>
<b>Net Debt</b>	<u>(570,059)</u>	<u>(789,286)</u>

**NON-FINANCIAL ASSETS**

Tangible Capital assets (Schedule 7)	7,574,065	7,994,469
Prepaid expenses (Supp. info 1)	<u>1,109</u>	<u>-</u>
	<u>7,575,174</u>	<u>7,994,469</u>
<b>Accumulated surplus (Note 11)</b>	<u>\$ 7,005,115</u>	<u>\$ 7,205,183</u>

Approved:

*Michael Clair*

Chair

*Kim Rusticom*

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, 2021**

	<u>Budget (Note 15) 2021</u>	<u>Actual 2021</u>	<u>Actual 2020</u>
<b>Revenue (Schedule 1)</b>			
Provincial Government Grants	\$ 9,811,300	\$ 9,795,451	\$ 9,914,902
Grants - Official Languages in Education Projects	1,347,000	1,058,062	900,000
Ancillary Services	202,500	206,142	225,437
Miscellaneous	<u>10,000</u>	<u>10,240</u>	<u>8,311</u>
<b>Total revenue</b>	<u>11,370,800</u>	<u>11,069,895</u>	<u>11,048,650</u>
<b>Expenses</b>			
Administration (Schedule 2)	690,900	656,458	609,745
Instruction (Schedule 3)	6,190,750	6,154,872	5,552,261
Operations and Maintenance (Schedule 4)	2,171,150	1,993,856	2,347,251
Pupil Transportation (Schedule 5)	1,136,500	1,171,895	1,004,081
Ancillary Services (Schedule 6)	247,750	234,820	223,910
Pupil Services - Official Languages in Education Projects (Schedule 8)	<u>1,347,000</u>	<u>1,058,062</u>	<u>876,648</u>
<b>Total expenses</b>	<u>11,784,050</u>	<u>11,269,963</u>	<u>10,613,896</u>
Annual surplus (deficit)	(413,250)	(200,068)	434,754
<b>Accumulated surplus, beginning of year</b>	<u>7,205,183</u>	<u>7,205,183</u>	<u>6,770,429</u>
<b>Accumulated surplus, end of year (Note 11)</b>	<u>\$ 6,791,933</u>	<u>\$ 7,005,115</u>	<u>\$ 7,205,183</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, 2021**

	<u>Budget (Note 15) 2021</u>	<u>Actual 2021</u>	<u>Actual 2020</u>
Annual surplus (deficit)	\$ (413,250)	\$ (200,068)	\$ 434,754
Acquisition of tangible capital assets	-	-	(102,940)
Amortization of tangible capital assets	-	420,404	423,304
Net change in prepaid expenses	<u>-</u>	<u>(1,109)</u>	<u>19,583</u>
Change in net debt	(413,250)	219,227	774,701
<b>Net debt, beginning of year</b>	<u>(789,286)</u>	<u>(789,286)</u>	<u>(1,563,987)</u>
<b>Net debt, end of year</b>	<u>\$ (1,202,536)</u>	<u>\$ (570,059)</u>	<u>\$ (789,286)</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, 2021**

<b>Cash from (used for)</b>	<u>2021</u>	<u>2020</u>
<b>Operating Transactions</b>		
Annual surplus	\$ (200,068)	\$ 434,754
Items not affecting cash		
Amortization	420,404	423,304
Accounts receivable	(120,435)	55,246
Harmonized sales tax receivable	(13,746)	15,965
Prepaid expenses	(1,114)	19,583
Due to Government of Newfoundland and Labrador	(263,248)	362,341
Accounts payable and accruals	86,029	(151,672)
Repayable deposits	6,000	(3,000)
Summer pay liability	50,211	51,851
Accrued severance pay	(19,872)	(573,846)
Accrued sick leave	2,976	(950)
Other employee future benefits	33,586	43,076
Deferred revenue	<u>(12,810)</u>	<u>537,103</u>
	<u>(32,087)</u>	<u>1,213,755</u>
<b>Capital asset transactions</b>		
Government purchase	-	(59,283)
Additions to tangible capital assets	<u>-</u>	<u>(43,657)</u>
	<u>-</u>	<u>(102,940)</u>
<b>Increase (decrease) in cash</b>	<u>(32,087)</u>	<u>1,110,815</u>
<b>Cash, beginning of year</b>	<u>1,258,787</u>	<u>147,972</u>
<b>Cash, end of year</b>	<u>\$ 1,226,700</u>	<u>\$ 1,258,787</u>
<b>Cash consists of:</b>		
Cash	<u>\$ 1,226,700</u>	<u>\$ 1,258,787</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, 2021**

**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 expenses and teacher salaries and severance pay. Funding is included in revenue on the accrual basis and when the related expenses 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, when sick leave is taken (Note 7) or when paid leave is taken by executives or staff (see Note 12). Funding designated for specific purposes, for which criteria has not been met, is deferred and included in revenue when the related expenses 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, 2021**

- 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, 2021**

- 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 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 \$693,296 in Accounts Receivable (2020 – 643,085).

**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, 2021 is payable as follows:

2021	15,822
Total:	\$ 15,822

**CONSEIL SCOLAIRE FRANCOPHONE PROVINCIAL  
DE TERRE-NEUVE-ET-LABRADOR  
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2021**

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

	<u>2021</u>	<u>2020</u>
Accrued benefit liability, beginning of year	\$ 593,469	\$ 594,419
Benefits expense		
Current service cost	19,323	54,622
Interest expense	14,643	14,557
Amortization of gain in period	(4,351)	(4,198)
Benefits paid	<u>(26,639)</u>	<u>(65,931)</u>
<b>Total accrued benefit liability, end of year</b>	<b>596,445</b>	<b>593,469</b>
Unamortized actuarial experience gain	<u>(164,772)</u>	<u>(76,015)</u>
Total accrued benefit obligation	<u><u>431,673</u></u>	<u><u>517,454</u></u>
Accrued benefit liability according to employee groups		
Teachers	529,525	526,504
Board employees	48,233	47,782
Student assistants	<u>18,687</u>	<u>19,183</u>
Total accrued benefit liability, end of year	<u>\$ 596,445</u>	<u>\$ 593,469</u>

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

	<u>2021</u>	<u>2020</u>	<u>2019</u>
Discount rate - benefit cost (%)	2.85	2.65	2.85
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, 2021**

<b>8. Accounts Receivable</b>	<u>2021</u>	<u>2020</u>
Provincial government	\$ 105,613	\$ 30,905
Provincial government - Summer pay - teachers	693,296	643,085
Language Rights Support Program	11,195	11,195
Rent	-	1,455
Trade receivables	2,507	-
Travel advances and miscellaneous	-	5,536
	<u>\$ 812,611</u>	<u>\$ 692,176</u>
<b>9. Accounts Payable and Accrued Liabilities</b>	<u>2021</u>	<u>2020</u>
Trade payables	\$ 176,963	\$ 94,098
Accrued liabilities	46,698	60,921
Accrued salaries and benefits payable	<u>39,640</u>	<u>22,253</u>
	<u>\$ 263,301</u>	<u>\$ 177,272</u>
<b>10. Expenses by Object</b>	<u>2021</u>	<u>2020</u>
Salaries	\$ 6,531,676	\$ 6,433,243
Employee benefits	1,177,512	456,820
Supplies and services	2,922,552	3,037,764
Contract services and fees	162,550	140,756
Training	41,601	106,384
Rentals	12,302	13,381
Amortization	420,404	423,303
Interest	1,366	2,245
	<u>\$ 11,269,963</u>	<u>\$ 10,613,896</u>
<b>11. Breakdown of Accumulated Surplus</b>	<u>2021</u>	<u>2020</u>
<b>Year end composition</b>		
Restricted reserve - Centre des Grands-Vents (Note 13)	\$ 19,762	\$ 19,762
Net investment in capital assets	7,574,065	7,994,469
Unfunded accrued sick leave (Note 7)	(596,445)	(593,469)
Unfunded accrued employee severance pay	-	(19,872)
Unfunded paid leave - executive (Note 12)	(233,037)	(203,852)
Operating accumulated surplus	<u>240,770</u>	<u>8,145</u>
<b>Total accumulated surplus</b>	<u>\$ 7,005,115</u>	<u>\$ 7,205,183</u>



**CONSEIL SCOLAIRE FRANCOPHONE PROVINCIAL  
DE TERRE-NEUVE-ET-LABRADOR  
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2021**

**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>2021</u>	<u>2020</u>
Executive staff paid leave	\$ 233,037	\$ 203,852
Employee vacation pay	<u>56,860</u>	<u>52,459</u>
	<u>\$ 289,897</u>	<u>\$ 256,311</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. Related party transactions**

The CSFP is related through common ownership to all Province of Newfoundland and Labrador ministries, agencies, school districts, health authorities, and crown corporations. Transactions with these entities, unless disclosed separately, are considered to be in the normal course of operations and are recorded at the exchange amount.

**15. Budget figures**

Budget figures included in the consolidated financial statements were approved by the Board through the adoption of the annual budget on November 28, 2020.

**16. COVID-19**

In March 2020, 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. The School Board was mainly impacted by delays in funding approvals, which then required a deferral of Official Languages in Education project funds as the School Board was not able to spend all of the budget provided.

At this time, it is unknown the extent of the impact the COVID-19 outbreak may continue to 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.

**CONSEIL SCOLAIRE FRANCOPHONE PROVINCIAL  
DE TERRE-NEUVE-ET-LABRADOR  
SCHEDULE 1 - REVENUES  
YEAR ENDED JUNE 30, 2021**

	<u>Budget (Note 15) 2021</u>	<u>Actual 2021</u>	<u>Actual 2020</u>
<b>Revenues</b>			
<b>Grants - Official Languages in Education</b>			
Regular projects	\$ <u>1,347,000</u>	\$ <u>1,058,062</u>	\$ <u>900,000</u>
	<u>1,347,000</u>	<u>1,058,062</u>	<u>900,000</u>
<b>Provincial government grants</b>			
Regular operating grants	2,065,800	1,906,809	1,945,568
Acquisition of tangible capital assets - buildings and land	-	-	59,283
Major renovations to buildings	325,000	283,037	839,656
Special grants			
Official language monitor	46,500	46,370	55,734
Language rights support program	-	-	51,402
Communication tech (Powerschool)	35,000	-	9,764
Other	406,500	551,955	131,593
Salaries and benefits			
Executive	448,000	438,516	430,472
Regular teachers	5,050,000	4,983,063	5,118,073
Substitute teachers	265,000	287,606	199,060
Student assistants	100,000	128,048	74,492
Pupil transportation			
Contracted	<u>1,069,500</u>	<u>1,170,047</u>	<u>999,805</u>
	<u>9,811,300</u>	<u>9,795,451</u>	<u>9,914,902</u>
<b>Ancillary Services</b>			
School revenue	75,000	78,741	99,146
Revenues from rental of schools and facilities -			
Grand-Vents	102,500	102,401	101,291
Other rental - ARCO - West Coast	<u>25,000</u>	<u>25,000</u>	<u>25,000</u>
	<u>202,500</u>	<u>206,142</u>	<u>225,437</u>
<b>Miscellaneous</b>			
Interest on investments	9,500	10,010	8,311
Other - sundry	<u>500</u>	<u>230</u>	<u>-</u>
	<u>10,000</u>	<u>10,240</u>	<u>8,311</u>
<b>Total revenues</b>	<u>\$ 11,370,800</u>	<u>\$ 11,069,895</u>	<u>\$ 11,048,650</u>

**CONSEIL SCOLAIRE FRANCOPHONE PROVINCIAL  
DE TERRE-NEUVE-ET-LABRADOR  
SCHEDULE 2 - ADMINISTRATION EXPENSES  
YEAR ENDED JUNE 30, 2021**

	<u>Budget (Note 15) 2021</u>	<u>Actual 2021</u>	<u>Actual 2020</u>
Salaries and benefits			
Director and Assistant Director	\$ 332,000	\$ 327,882	\$ 325,740
Board office personnel	211,250	201,585	106,409
Office supplies	2,500	2,696	2,650
Replacement furniture and equipment	6,000	3,534	7,792
Postage	2,250	4,829	2,062
Telephone/internet	10,000	8,503	9,669
Office equipment rentals and repairs	6,000	5,914	6,087
Bank charges	7,000	7,079	6,893
Repairs and maintenance - office buildings	500	951	-
Travel	10,000	1,923	17,905
Board meeting expenses	2,500	-	18,579
Professional fees - legal	20,000	26,178	42,280
Professional fees reimbursable	30,000	15,998	16,770
Professional fees - other	20,000	37,229	18,745
Advertising - recruitment	2,500	1,184	2,226
Membership dues	9,000	9,755	9,445
Relocation expenses	12,500	-	13,190
Miscellaneous	2,400	212	2,354
Admin Training	3,500	6	-
Insurance	<u>1,000</u>	<u>1,000</u>	<u>949</u>
<b>Total administrative expenses</b>	<b>\$ <u>690,900</u></b>	<b>\$ <u>656,458</u></b>	<b>\$ <u>609,745</u></b>

**CONSEIL SCOLAIRE FRANCOPHONE PROVINCIAL  
DE TERRE-NEUVE-ET-LABRADOR  
SCHEDULE 3 - INSTRUCTIONAL EXPENSES  
YEAR ENDED JUNE 30, 2021**

	<u>Budget (Note 15) 2021</u>	<u>Actual 2021</u>	<u>Actual 2020</u>
<b>Instructional salaries</b>			
Teachers' salaries			
Regular	\$ 4,250,000	\$ 4,071,860	\$ 4,323,634
Substitutes	265,000	282,586	195,891
Senior Education Officer	136,000	138,424	125,827
Board pay	2,000	3,587	1,204
Employee benefits - general	700,000	795,719	118,124
School secretaries - salaries and benefits	234,000	213,717	205,302
Payroll tax	100,000	105,125	105,175
Other - salaries and benefits			
- program coordinators	165,000	132,197	126,930
Other - salaries and benefits - student assistants	<u>100,000</u>	<u>128,048</u>	<u>74,492</u>
	<u>5,952,000</u>	<u>5,871,263</u>	<u>5,276,579</u>
<b>Instructional materials</b>			
General supplies	23,000	22,142	22,064
Teaching aids - reimbursable	2,500	69,337	22,246
Teaching aids	<u>32,500</u>	<u>25,171</u>	<u>34,824</u>
	<u>58,000</u>	<u>116,650</u>	<u>79,134</u>
<b>Instructional furniture and equipment</b>			
Replacement	25,000	32,078	26,800
Rentals and repairs	<u>9,750</u>	<u>9,469</u>	<u>9,955</u>
	<u>34,750</u>	<u>41,547</u>	<u>36,755</u>
<b>Instructional staff travel</b>			
Program co-coordinators	5,000	-	4,262
Teachers' travel	1,000	466	13,690
In-service and conferences	1,000	-	456
Refundable teachers' travel	<u>10,000</u>	<u>-</u>	<u>-</u>
	<u>17,000</u>	<u>466</u>	<u>18,408</u>
<b>Other instructional costs</b>			
French monitor program	50,000	50,269	58,525
Commission scolaire du Littoral services	42,500	54,217	44,071
Inclusion and adaptation	2,500	935	709
Secretaries - training	2,000	-	62
Secretaries - travel	2,000	306	1,783
Secretaries - equipment	2,000	363	-
Kinderstart	500	-	-
Student scholarships	-	700	-
PowerSchool	-	-	9,764
Library support	2,500	-	-
Art and cultural programming	<u>5,000</u>	<u>-</u>	<u>6,326</u>
	<u>109,000</u>	<u>106,790</u>	<u>121,240</u>
<b>Amortization</b>	<u>20,000</u>	<u>18,156</u>	<u>20,145</u>
<b>Total instructional expenses</b>	<u>\$ 6,190,750</u>	<u>\$ 6,154,872</u>	<u>\$ 5,552,261</u>

**CONSEIL SCOLAIRE FRANCOPHONE PROVINCIAL  
DE TERRE-NEUVE-ET-LABRADOR  
SCHEDULE 4 - OPERATIONS AND MAINTENANCE EXPENSES (SCHOOLS)  
YEAR ENDED JUNE 30, 2021**

	<u>Budget (Note 15) 2021</u>	<u>Actual 2021</u>	<u>Actual 2020</u>
Salaries - janitorial	\$ 460,000	\$ 458,481	\$ 381,341
Salaries - maintenance	153,900	137,701	106,359
Electricity	190,000	163,559	172,939
Heating oil	95,000	47,502	64,731
Municipal service fees/garbage removal	40,000	30,828	38,827
Telephone - internet	102,500	103,375	101,458
Vehicle operating and travel	10,000	1,829	5,273
Janitorial supplies	100,000	79,814	25,465
Janitorial equipment	3,000	5,814	3,663
Refundable repairs and maintenance and renovations to buildings	325,000	275,390	827,695
Minor repairs and maintenance - buildings	50,000	41,284	50,180
Computer equipment replacement	72,500	83,645	15,804
Contracted services - janitorial	2,750	-	2,910
Repairs and maintenance - equipment	2,000	1,700	1,874
Snow clearing	160,000	160,033	146,036
Other - training	2,500	-	832
Other - security systems	3,500	4,513	3,477
Amortization	<u>398,500</u>	<u>398,388</u>	<u>398,387</u>
<b>Total operations and maintenance</b>	<b>\$ <u>2,171,150</u></b>	<b>\$ <u>1,993,856</u></b>	<b>\$ <u>2,347,251</u></b>

**CONSEIL SCOLAIRE FRANCOPHONE PROVINCIAL  
DE TERRE-NEUVE-ET-LABRADOR  
SCHEDULE 5 - PUPIL TRANSPORTATION EXPENSES  
YEAR ENDED JUNE 30, 2021**

	<u>Budget (Note 15) 2021</u>	<u>Actual 2021</u>	<u>Actual 2020</u>
<b>Contracted services</b>			
Regular transportation - bus	\$ 1,039,500	\$ 1,053,860	\$ 974,334
Regular transportation - private vehicles	30,000	32,431	25,471
COVID cleaning	65,000	83,755	-
Extracurricular busing	<u>2,000</u>	<u>1,849</u>	<u>4,276</u>
<b>Pupil transportation expenses</b>	<u>\$ 1,136,500</u>	<u>\$ 1,171,895</u>	<u>\$ 1,004,081</u>

**CONSEIL SCOLAIRE FRANCOPHONE PROVINCIAL  
DE TERRE-NEUVE-ET-LABRADOR  
SCHEDULE 6 - ANCILLARY SERVICE EXPENSES  
YEAR ENDED JUNE 30, 2021**

	<u>Budget (Note 15) 2021</u>	<u>Actual 2021</u>	<u>Actual 2020</u>
<b>School expenses</b>			
School excursions and extracurricular activities	\$ 35,000	\$ 15,974	\$ 35,453
Pedagogical materials and equipment	17,500	29,385	16,429
Cultural identity	-	8,531	-
Fundraising expense	5,000	3,729	3,872
Graduation expense	2,500	3,386	2,051
Other	<u>15,000</u>	<u>18,336</u>	<u>13,195</u>
	<u>75,000</u>	<u>79,341</u>	<u>71,000</u>
<b>Ancillary Service Expenses</b>			
<b>Community Centre operations- Centre des Grands-Vents</b>			
Salaries - janitorial	\$ 47,000	\$ 47,610	\$ 43,147
Communications	10,000	6,241	7,583
Operations	100,000	86,974	88,754
Equipment and supplies	<u>11,000</u>	<u>10,793</u>	<u>8,654</u>
	<u>168,000</u>	<u>151,618</u>	<u>148,138</u>
Amortization	<u>4,750</u>	<u>3,861</u>	<u>4,772</u>
<b>Total ancillary services</b>	<u>172,750</u>	<u>155,479</u>	<u>152,910</u>
<b>Total ancillary service expenses and school expenses</b>	<u>\$ 247,750</u>	<u>\$ 234,820</u>	<u>\$ 223,910</u>

**CONSEIL SCOLAIRE FRANCOPHONE PROVINCIAL  
DE TERRE-NEUVE-ET-LABRADOR  
SCHEDULE 7 - DETAILS OF TANGIBLE CAPITAL ASSETS  
YEAR ENDED JUNE 30, 2021**

	Cost	Additions	Cost	Accumulated Amortization	Accumulated Amortization	Net Book Value	Net Book Value
	2020	2021	2021	2020	2021	2021	2020
<b>Land and Sites</b>							
Land and Sites	\$ 125,000	\$ -	\$ 125,000	-	\$ -	\$ 125,000	\$ 125,000
<b>Buildings</b>							
Schools	15,320,372	-	15,320,372	7,748,173	368,375	7,203,824	7,572,199
Leasehold improvements	75,159	-	75,159	45,096	15,031	15,032	30,063
	<u>15,395,531</u>	<u>-</u>	<u>15,395,531</u>	<u>7,793,269</u>	<u>383,406</u>	<u>7,218,856</u>	<u>7,602,262</u>
<b>Furniture and Equipment</b>							
Schools	832,269	-	832,269	716,324	18,157	97,788	115,945
Administration	118,956	-	118,956	118,956	-	-	-
Other - Centre des Grands-Vents	90,390	-	90,390	65,048	3,860	21,482	25,342
	<u>1,041,615</u>	<u>-</u>	<u>1,041,615</u>	<u>900,328</u>	<u>22,017</u>	<u>119,270</u>	<u>141,287</u>
<b>Computers</b>							
Schools	696,367	-	696,367	681,386	14,981	-	14,981
Administration	257,304	-	257,304	257,304	-	-	-
	<u>953,671</u>	<u>-</u>	<u>953,671</u>	<u>938,690</u>	<u>14,981</u>	<u>-</u>	<u>14,981</u>
<b>Assets Under Construction</b>							
Schools	110,939	-	110,939	-	-	110,939	110,939
<b>Total Tangible Capital Assets</b>	<u>\$17,626,756</u>	<u>\$ -</u>	<u>\$17,626,756</u>	<u>\$ 9,632,287</u>	<u>\$ 420,404</u>	<u>\$ 7,574,065</u>	<u>\$ 7,994,469</u>



**CONSEIL SCOLAIRE FRANCOPHONE PROVINCIAL  
DE TERRE-NEUVE-ET-LABRADOR  
SCHEDULE 8 - PUPIL SERVICES - OFFICIAL LANGUAGES IN EDUCATION PROJECTS  
YEAR ENDED JUNE 30, 2021**

	<u>Budget (Note 15) 2021</u>	<u>Actual 2021</u>	<u>Actual 2020</u>
Language recovery	\$ 260,000	\$ 264,395	\$ 259,033
School programs co-ordination	85,000	65,402	113,826
Teacher aides	117,000	119,460	138,039
Art and cultural programming	105,000	26,156	35,334
Principal and teacher training	90,000	41,558	89,406
Promotion and communications services	130,000	112,392	99,398
Federal project administration	80,000	79,883	54,277
Translation services	-	4,045	-
Teacher recruitment and retention	50,000	22,686	24,791
French professional services	40,000	-	-
Educational resource centres	60,000	27,512	10,198
Classroom technology	110,000	177,351	52,346
Virtual school	95,000	-	-
Educational renewal	<u>125,000</u>	<u>117,222</u>	<u>-</u>
<b>Total pupil services - Official Languages in Education Projects</b>	<b><u>\$ 1,347,000</u></b>	<b><u>\$ 1,058,062</u></b>	<b><u>\$ 876,648</u></b>

**CONSEIL SCOLAIRE FRANCOPHONE PROVINCIAL  
DE TERRE-NEUVE-ET-LABRADOR  
SUPPLEMENTARY INFORMATION  
YEAR ENDED JUNE 30, 2021**

	<u>2021</u>	<u>2020</u>
<b>1. Prepaid Expenses</b>		
Other	<u>1,114</u>	<u>-</u>
<b>Total prepaid expenses</b>	<u>\$ 1,114</u>	<u>\$ -</u>