



Staff and students at J.R. Smallwood Middle School, Wabush

*Labrador School Board*

*Annual Performance Report  
2008-09*

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## CHAIRPERSON'S MESSAGE

September 30, 2009

Honorable Darin King  
Minister of Education

Dear Minister King:

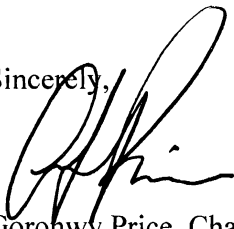
I am pleased to submit the Labrador School Board's Annual Report for 2008-09 which covers the period of July 1, 2008 to June 30, 2009. This report has been prepared in accordance with our Board's requirements as a category one entity under the *Transparency and Accountability Act*.

This report covers the initial year of our 2008-2011 Strategic Plan, which included three areas: Financial Deficit; Student Academic Achievement; and Improved Connections with Community/Strategic Partners.

I would like to recognize the contribution of our School Board Trustees and their commitment to improving the K-12 school system in our district. I would also like to thank the senior administration for providing strategic leadership that ensures the Labrador School Board is a professional learning organization focused on student learning and achievement.

My signature below is on behalf of the Board and is indicative of the Board's accountability for the actual results reported.

Sincerely,

A handwritten signature in black ink, appearing to read 'Goronwy Price', written over the word 'Sincerely,'.

Goronwy Price, Chairperson  
LABRADOR SCHOOL BOARD

# Labrador School Board Overview

## Vision

The Labrador School Board is a learning organization which graduates all students from a safe and supportive environment enabling them to maximize their potential.

## Mission

By June 30, 2011 the Labrador School Board will have engaged teachers, support staff, parents/guardians and achieved a two percent improvement in results in English Language Arts, Mathematics and Science and a two percent improvement in graduation rates.

## Mandate

As per the *Schools Act, 1997* the Labrador School Board is mandated to organize and administer primary, elementary and secondary education within the school district.

## Lines of Business

The Labrador School Board has two major lines of business.

## **Curriculum**

The Board provides provincially mandated Kinderstart and Kindergarten to Grade 12 school programs to students within its jurisdiction. The Board ensures that the prescribed Department of Education curriculum is available to all students. The Board also sanctions programs/curricula that are designed to meet the specific needs of aboriginal students.

## **Related services**

The Board sanctions events which support the curriculum outcomes established by the Department of Education. Other related services include: provides service to students who are identified with exceptionalities; provides career counseling; provides personal counseling where qualified personnel exist; provides student transportation and; where resources permit, provides access to employee programs designed to support safe schools.

## Number of Employees

The Labrador School Board has more than 800 full and part-time employees, of which 352 are full-time teachers and another 60 are substitute teachers to varying degrees on an annual basis. The remaining employees are support staff including native education teachers, student assistants, secretaries, custodial staff, maintenance personnel, technicians, bus drivers and central office personnel, all of whom provide an important role in ensuring that teacher-student interactions in the learning process are maximized.

## Physical Location

The Labrador School Board is both a culturally and geographically diverse district that encompasses a land mass of approximately 280,000 km<sup>2</sup>; an area that is more than three times the size of the island portion of the province. The Board provides educational services to approximately 4178 students (September, 2008) in 17 schools which are located in three distinct regions:

- (1) Coastal Labrador – which is comprised of eight schools in eight communities spanning from Nain in the north to Black Tickle in the south. These communities are small, isolated, and mostly aboriginal settlements with a total student population of 926;
- (2) Western Labrador - which has three schools in two communities with a total student enrolment of 1488; and
- (3) Central Labrador - which has six schools in four communities with a total student enrolment of 1764.

Of the 14 communities under the Board's jurisdiction, seven have a native/aboriginal designation and three others have a significant population of native people. As such, the vast majority of the province's First Nations children are educated by the Labrador School Board. In fact, nearly 40 percent of the District's students are of native ancestry.

## **Other Key Statistics**

### Student Population

It is important for the Board to monitor changes in student population in order to make informed decisions with respect to educational resources and infrastructure. The Labrador School District continues to be challenged by a declining student population. The Annual General Return for September 2008 reported an enrolment of 4178 students. However, the district's student population decreased by approximately 133 students during the period from September 30, 2008 to June 30, 2009.

It appears that the movement of parents and students from coastal Labrador communities to larger urban centres in Labrador, specifically to Happy Valley-Goose Bay is an ongoing demographic trend. While student populations in the North Coast communities continue to experience a gradual decline over the past number of years, the Upper Lake Melville region of the school district is also experiencing a slight decline in student population. The Labrador West region of our school district has remained relatively stable.

Please see Appendix A, Table One for a detailed breakdown of student population as of June 2009.

### Teacher Retention

The Labrador School Board has maintained roughly the same allocation of teaching staff for the 2008-2009 school year as compared to the previous school year. However, given the devolution of responsibility for the Innu schools in Natuashish and Sheshatshiu, the Board was required to layoff and re-assign seventy staff members to other district schools. Given the significant number of layoffs, the number of new hires in the remaining district schools was reduced dramatically. Twenty-one of the twenty-nine (72.4 percent) re-assigned teachers from Peenamini McKenzie School accepted their new

teaching assignments, while only six of the twenty-six teachers (23.1 percent) from Natuashish accepted new positions. These six teachers accepted positions in our coastal schools, thus reducing the need to seek new employees for these schools. All but two employees were offered re-assignments, resulting in only two redundancies.

We have twenty-six teaching staff currently on lay-off status, thus having recall rights for the next three years, and the pending recall rights may further reduce the number of new hires required in the next few years. Given the unique staffing situation the Board has experienced, it is difficult to determine the overall retention rate. However, the Human Resources office did report fewer new hires this year for our coastal schools than in past years. In addition, the Human Resources office ran eighty-three advertisements as compared to one hundred and twenty advertisements in the previous school year.

Revenues and Expenditures

Revenues and expenditures are presented as of June 2009.

<b>Revenue 2009</b> (000's)		<b>Expenditures 2009</b> <u>(000's)</u>	
Provincial Government	42,587.1	Administration	1,806.1
Rental	221.3	Instruction	37,734.7
Interest	60.3	Operations and maintenance	5,570.0
Native Peoples'	2,324.6	Pupil Transportation	2,650.1
Innu education	2,002.6	Operation of Teacher	
Mining		Residences	209.1
Company's	525.0	Transfer to Capital	
Francophone	48.0	Fund	52.0
Grenfell	112.5	Interest expense	7.7
Aboriginal			
education	280.9		
Total Revenue	<u>48,162.3</u>	Total Expenditures	<u>48,029.7</u>

## Shared Commitments

### Collaboration with Stakeholders

The Labrador School Board collaborated with a number of stakeholders on local, provincial, and federal levels. The Board worked co-operatively with the Nunatsiavut Government and its respective agencies which include Torngat Housing Authority; officials within the Nunatsiavut's Department of Education; and other Nunatsiavut Government Agencies. During 2008-2009, the Labrador School Board, along with stakeholders, worked towards achieving the strategic direction of government and its various components applicable to the board of "improved educational programs and environments respond to constantly evolving demographics."

During the current reporting period, the Labrador School Board worked cooperatively with aboriginal governments, departments and Band councils including: Innu Nation; the Mushuau Innu Band Council; Sheshatshiu Innu Band Council; and federal representatives from Indian and Northern Affairs.

The Labrador School Board also collaborated with Labrador West mining companies (Iron Ore Company of Canada and Wabush Mines) to support the educational services to the schools in the Labrador West region of the District. This ongoing relationship requires an administrative commitment by the Labrador School Board since the Board is responsible for managing the funds received from the mining companies. In terms of mining company funding, the Board was notified in January 2009 that funding from the Iron Ore Company of Canada would cease effective June 30, 2009. Later in the spring of 2009, the Board received notification that Wabush Mines would also be withdrawing its funding contribution at the end of the school year. The withdrawal of funding from the two respective Labrador West mining companies marks a drastic departure from a long standing partnership with the respective mining companies. For over 30 years, Labrador West mining companies have provided revenue to the school district for the enhancement of school programs and teacher differentials to their base salary. The district will adjust its spending accordingly.

Finally, the Board worked closely with officials at the Department of Education on all aspects of the delivery of the K-12 services provided to students, teachers, and stakeholders.

### **Core Values**

The core values explain the character of the organization promoted within the Labrador School District. The values were designed after the completion of our environmental scan. To ensure our core values are visible throughout the organization it was decided that the actions which needed to be enhanced can be described as follows:

<i>Balance</i>	Each person identifies inequities, prioritizes by the greatest need, and identifies and plans for the utilization of available resources to meet all needs.
<i>Consistency</i>	Each person shall adhere to the constitution, by-laws and policies of the Board.
<i>Reflection</i>	Each person probes for clarity on issues of concern related to governance and operations, and offers options for consideration.
<i>Respect</i>	Each person is given equal opportunity to voice his/her opinion in a supportive environment.
<i>Teamwork</i>	Each person ensures that he/she works collaboratively on common goals.



Labrador School Board Trustees and Senior Administration, Cartwright, Labrador

(Front, left to right: Guy Elliott, Jessie Bird, Sam Mansfield, Heather Leriche, Henry Windeler, Patricia Loder, Len Lawlor, Bernie Bolger and Bruce Vey; Back, left to right: Keith Watts, Glen Andrews, Goronwy Price, Gary Gallop and George Michelau)

## Outcomes of Objectives and Goals

### Financial Deficit

The Labrador School Board has implemented strategies to reduce the deficit while continuing to operate in a fiscally responsible manner. While focusing on deficit reduction, the Board did not distract the organization from making strides to improve teaching and learning. Also, the maintenance of schools and the protection of the safety and security of students and personnel have been accomplished without negatively impacting the financial performance of the Board. During 2008-2009, the Labrador School Board along with stakeholders worked towards achieving the strategic direction of government applicable to the board of “improved educational programs and environments respond to constantly evolving demographics.”

#### Goal One:

By June 30, 2011 the Labrador School Board’s accumulated deficit will be reduced by 21 percent to increase benefits for students.

**Measure:** Deficit reduction

**Indicators:**

- Improved debt equity ratio
- Improve working capital



**Objective:**

By June 30, 2009 the Labrador School Board has reduced its deficit by seven percent from base year 2008.

**Measure:** Deficit Reduced by seven percent

**Indicators:**

- Improved debt equity ratio
- Improved working capital

Improved debt equity ratio

	<u>2008</u>	<u>2009</u>
Debt (includes current and long term liabilities)	\$8,442,054	\$8,495,944
Equity (excludes teacher severance)	\$43,297,130	\$45,131,636
Ratio	19.4 %	18.8%

The Board's debt to total equity ratio improved from 2008 to 2009 by 0.6 percent. This was due to an increase in the Board's equity position by \$1,614,414 represented by the net increase in investment in capital assets, continued reduction in the accumulated deficit, and a minimal increase in debt.

Improved working capital

In the 2008-09 period, the Board successfully improved its working capital ratio from 1.25 to 1.28, an increase of 0.3. This change is reflected in the Board's increase in cash flow and a decrease in the deficit.

<u>Working Capital</u>	<u>2008</u>	<u>2009</u>
Current Assets	\$8,407,428	\$8,996,890
Current Liabilities	\$6,728,672	\$7,390,068
Working Capital Ratio	1.25	1.28

The Labrador School Board's goal of a seven percent reduction in its accumulated deficit by June 30, 2009 was exceeded by 85 percent for a total reduction in its accumulated deficit of 92 percent, due to unexpected funding from government during the 2008-09 school year which assisted the Board in the performance of many unbudgeted maintenance projects and assistance in budgeted projects. The accumulated deficit was reduced from \$199,642 to \$16,150 during 2008-09.

In addition, other reduction strategies included reduced travel costs, (i.e. piggy backing conferences/ meetings to eliminate additional airfare), changes to the delivery of programs -- the use of video conferencing to reduce travel costs, and partnering with other agencies where possible to reduce travel costs. Finally, the additional funding provided by government to staff secretarial positions has also helped to reduce the accumulated deficit. All of these measures have enabled the Labrador School Board to achieve its goal of reducing the accumulated deficit.

## **Year Two Objective:**

The Labrador School Board's goal of a fourteen percent reduction in its accumulated deficit by June 30, 2010 has already been exceeded due to unexpected funding from government during the 2008-09 school year. As such, the Labrador School Board will work to sustain this reduction in deficit for the 2009-10 year.

By June 30, 2010 the Labrador School Board has reduced its accumulated deficit by 14 percent from base year 2008.

**Measure:** Deficit reduced by 14 percent

**Indicator:**

- Sustained deficit reduction achieved in 2008-09

## **Student Academic Achievement**

Student achievement is a key outcome of the Board's mandated responsibility to implement the provincial K-12 education program. The Board recognized and identified student academic achievement as one of its strategic issues. The Labrador School Board's goal for 2008-2011 is to increase student academic achievement by two percent in Mathematics, Science and English Language Arts. During 2008-2009, the Labrador School Board along with stakeholders worked towards achieving the strategic direction of government applicable to the board of "improved educational programs and environments respond to constantly evolving demographics."

### **Goal Two:**

By June 30, 2011, the Labrador School Board will have improved student achievement by two percent in Mathematics, Science and English Language Arts.

**Measure:** Improved student achievement

**Indicators:**

- Increased graduation rates
- Increased number of students graduating at higher levels
- Improved achievement in Mathematics, English Language Arts and Science as measured through Criterion Reference Tests (CRTs) and public exams

**Objective:**

By June 30, 2009 the Labrador School Board will have collected information and finalized processes designed to inform decision making around student achievement.

**Measures:** Information collected on student achievement  
Finalized intervention processes

**Indicators:**

- Formalized collection of data in Math, English Language Arts and Science for Grades 7-12 in November, January, and June
- Collected student retention rates by school
- Evaluated present model for guidance services
- Collected information on anticipated impacts of declining enrolment on the delivery of educational services
- Information collected on opportunities associated with the implementation of skilled trades instruction
- Processes formalized for intervention based on information collected

Formalized collection of data in Math, English Language Arts and Science for Grades 7-12 in November, January and June

In 2008-2009, the District implemented a formalized process of Academic Indicators and Remediation at the school level for November, January and June. Schools report the following data to the district office: class average, pass/fail rate, areas of concern, factors leading to concern, and school remediation activities. A district list is compiled by school and course. Any course having more than a twenty percent fail rate will require that a follow-up is conducted.

Collected Student Retention Rates by School

Student retention rate data was collected and it was concluded that comparing the Kindergarten numbers in 1994, 1995, 1996 to 2006, 2007, and 2008 was not viable in nine (9) schools due to a transient population and outward migration. Due to competing district priorities, student retention rates for every school was not completed, however, two schools had their Kindergarten and graduation results analyzed in terms of retention. The average retention rate for school A – 26% and school B – 38%.

Evaluated present model for Guidance Services

The evaluation was conducted in 2008-2009 and its purpose was to focus on the schools that were not receiving guidance services with school based support. Two itinerant guidance counselors provided services to the seven remote communities. Given the limited contact time it was recommended that they focus on career education, Safe and Caring school initiatives, and personal counseling. Needs in the area of assessment would be met through a reorganization of assessment personnel and a greater use of technology. The three non-remote schools lacking guidance personnel would have responsibility assigned to the assessment specialist whose case load includes the school.

Collected Information on the anticipated impact of declining enrolment on the delivery of education services

This was not conducted in 2008-2009 due to the economic downturn which led to a loss of local jobs and a decline in student enrolment in the two urban centres. However, rural schools have seen a greater need for Distance Education and multi-grading. Future population trends, based on Kindergarten enrolments, demonstrate that multi-grading up to three grades per grouping will become the norm in seven of the rural schools.

## Information collected on opportunities associated with the implementation of skill trades instruction

The empirical data was not collected due to the loss of the individual in the Regional Career Information Resource Officer (RCIRO) in mid-year. The inability to backfill the position resulted in certain functions not being carried out. Recruitment efforts are underway to fill the vacant position and work will continue in 2009-10.

An informal collection of data and the career promotion partnership with Voisey's Bay Nickel, Aurora Energy and the Iron Ore Company of Canada did reveal that the opportunities in skilled trades are numerous.

## Processes formalized for interventions based on the information collected

The Labrador School District has now formalized a new two-tier approach to interventions based on the information collected. The schools through the school development model analyze summative data for the purpose of developing long term plans. School data is analyzed in a collaborative process at the following points: 1) Staffing Proposals – March; 2) School Academic Indicators – November/ January/ June; 3) District Planning – June/July/September; and 4) Graduation Rates, Public Exams and CRT Results – September. The data is vetted through the District office which ensures that areas of concern are identified. The district's long term plan is to provide resources to the areas of greatest need by using the assessment data for staff deployment and professional development opportunities. The academic indicators are presented to the School Board with a general overview of where the District is in terms of strengths and challenges as well as a plan for intervention.

## Summary of Results

Though the district was unable to collect some of the data identified in the above indicators during 2008-09, it was still able to formalize a process for interventions based on the information it did collect. Implementation in this area will continue in 2009-10.

## **Year Two Objective:**

By June 30, 2010 the Labrador School Board will have initiated the implementation in priority areas of student achievement.

**Measures:** Initiated process implementation in priority areas of student achievement

## **Indicators:**

- Enhanced inservice of teachers in selected areas as identified by analysis of data in Mathematics, English Language Arts, and Science
- Implemented enhanced guidance services model
- Implemented enhanced service delivery in light of declining enrolment
- Enhanced intervention services

## Improved Connections with Community/Strategic Partners

During 2008-2009, the Labrador School Board provided educational services to communities that are culturally diverse. The Board does recognize diversity and ensured that diversity is reflected in the programming provided to students. By improving connections with community partners and stakeholders, the Board was better informed to address the programming needs of students. During 2008-2009, the Labrador School Board along with stakeholders worked towards achieving the strategic direction of government applicable to the board of “improved educational programs and environments respond to constantly evolving demographics.”

The following details the Labrador School Board’s progress towards meeting the following goal:

**Goal 3:** By June 30, 2011 the Labrador School Board will have enhanced program delivery through connections with the community and strategic partners.

**Measure:** Enhanced program delivery

**Indicators:**

- Improved response to community needs
- Increased attention to the value and respect of cultural diversity

**Objectives:**

1. By June 30, 2009, the Labrador School Board will have determined and actioned priority opportunities for increased collaboration in support of program enhancement.

**Measure:** Opportunities determined and actioned

**Indicators:**

- Identified opportunities actioned between the Labrador School Board and key stakeholders
- Scheduled meetings with community stakeholders

Identified opportunities actioned between the Labrador School Board and key stakeholders

During 2008-09, the Labrador School Board increased collaboration through continued and newly identified opportunities and established partnerships with the following community and strategic stakeholders:

*Department of Human Resources, Labour and Employment*

The Labrador School Board partnered with the Department of Human Resources, Labour and Employment on a Career Development Partnership Initiative. The Board worked closely with the Regional Career Information Resource Officer.

Monthly meetings were held locally and provincially to discuss goals, successes and drawbacks of the initiative. The main focus of the program was to help students:

- to make wise course choices with careers in mind when entering high school;
- to receive exposure to career choices; and
- to prepare transition plans from high school with a career in mind.

The Regional Career Information Resource Officer developed a career development partnership work plan and this plan outlined the communication strategy necessary to implement this initiative with guidance counselors, teachers, students and parents.

#### *International Grenfell Association*

The Labrador School Board has a long-standing partnership with the International Grenfell Association (IGA). This partnership allows the Board to access funding for enhancing school and district program initiatives. Some of the initiatives approved during the current reporting period include:

- Queen of Peace Middle School Playground, \$10,000
- Labrador School Board, Math Makes Sense, \$7,050
- Mealy Mountain Collegiate, Food Labs. Improvement, \$6,000
- Labrador School Board, Introducing GIS to Science Instruction, \$3,700
- Henry Gordon Academy, Building Success in Mathematics, \$1,500
- Labrador School Board, Math Makes Sense (grade 2-6), \$10,750
- Labrador School Board, Math Makes Sense (Numeracy to Literacy), \$12,000
- Queen of Peace Middle School, Books, Books and more Books, \$8,000
- Jens Have Memorial School, Elementary Classroom Library, \$5,000

The total of the grants for program enhancement to the Board is \$64,000.

In addition to the International Grenfell Association grants for enhancing school and district programs, IGA does offer a bursary/scholarship program for high school students within the IGA region. The bursary program is available to students based on financial need while the scholarship program is based on scholastic achievement. The partnership with the International Grenfell Association has provided many students the opportunity to pursue post-secondary options.

#### *Kids Eat Smart Foundation*

The Labrador School Board continues to partner with the Kids Eat Smart Foundation. The foundation helps establish and support nutrition programs in district schools. During the 2008-2009 year, sixteen out of seventeen schools participated in the Kids Eat Smart program. The goal for the 2009-2010 school year is for all schools to participate in the program.

#### *Local Recreation Authorities-Coastal Labrador*

The Labrador School Board partnered with the respective recreation authorities in each north coast community. In the spirit of community access to schools, community groups use the school gymnasiums in Rigolet, Postville, Makkovik, Hopedale and Nain. The local recreation authorities in each coastal community organized events throughout the year to meet the needs of the respective community.



B.L. Morrison School, Postville

### *NALCOR*

As a result of a partnership with NALCOR, the Board received an assortment of computers and computer-related devices for district schools in 2008-2009. The computers were distributed to district schools for the benefit of student learning and instruction.

### *Adult Basic Education*

The Labrador School Board partnered with the Department of Education to offer Adult Basic Education (ABE) to students attending Jens Haven Memorial School in Nain, Amos Comenius Memorial School in Hopedale and Peenamini McKenzie School in Sheshatshiu. The ABE program was a pilot project offered to select schools within the district. It provided high-risk students with a second chance to complete the various levels of adult basic education, and the opportunity to access post-secondary programs. The Labrador School Board is the only school board to make such a program available to high-risk students.

### *Partnership with Nunatsiavut Government Agencies*

The Labrador School Board continued its long standing partnership with various agencies of the Nunatsiavut Government in 2008-2009. The Director for Torngâsuk started a Planning Committee in May 2008 on “The Language Revitalization Strategy”. A facilitator/consultant was hired to oversee the committee. The committee’s purpose was to begin the task of planning for revitalizing the Inuktitut language from infancy to adulthood, and to reverse the trend of the Inuktitut language loss and revitalize it from its dormancy.

The Labrador School Board has representation on the Labrador Inuktitut Training Program committee. To support this initiative we asked Tasiujatsuak Trust for support to hire a curriculum developer, a translator, an LITP Coordinator and a curriculum consultant. Given that several Inuk teachers will be retiring soon, the Labrador Inuktitut Training Program will help provide training for future Inuk teachers.

### Scheduled meetings with community stakeholders

The Board did not hold regularly scheduled meetings with community stakeholders during the 2008-2009 year. This was mainly due to the high demand placed on the senior administration in responding to the Innu devolution of the schools in Natuashish and Sheshatshiu.

The Board conducted five Board meetings during the 2008-2009 year. Given the geographic nature of the Labrador School District and the financial commitment to hold regular Board meetings, all meetings are held on Fridays and Saturdays during the school year. At least one Board meeting is held annually in a coastal community. Notwithstanding the regular Board meetings held in Happy Valley-Goose Bay or Labrador City, the Board conducted one of its regular meetings in Cartwright, Labrador. All meetings are publicized in advance and the public is invited to bring forward concerns and/or presentations at that time.

**Year Two Objectives:**

By June 30, 2010 the Labrador School Board will have further implemented program enhancement options.

**Measure:** Enhancement options further implemented

**Indicator:**

- Enhanced and implemented partnership opportunities between the Labrador School and key stakeholders



Students and staff at Peacock Primary kick off Terry Fox Run



## **Highlights and Accomplishments**

During 2008-09 the board worked towards achieving the strategic direction of government and its various components of “improved educational programs and environments respond to constantly evolving demographics.” Some of the Board’s highlights and accomplishments during the 2008-09 school year include:

### Devolution of Responsibility for Innu Schools

The 2008-2009 school year will be remembered as a historical one for the Labrador School Board. The devolution of Innu schools has been discussed and debated for over thirty years. A milestone was reached this year, as the devolution planning process took place in the Innu communities of Natuashish and Sheshatshiu. The respective levels of government, both provincial and federal, as well as the Innu Nation Band councils reached consensus during the 2008-2009 school year to proceed with the transition from Board operated schools to Innu operated schools which will occur effective September 2009. It is anticipated that students of both communities will receive significant cultural benefits from this transition as they will receive an education which is approved and delivered by their respective aboriginal authorities.

Given this decision, the Labrador School Board developed and implemented its transition plan in preparing for the September 2009 devolution. The plan covered all aspects and operations of the delivery of educational services in the two Innu schools, including: consultation sessions with all staff members in both schools; face-to-face meetings with individual staff members to issue lay-off notices; reassignment letters for seventy board employees (teachers, students assistants, clerical staff, teacher aides, and bus drivers); official transfer of legal documents (students and staff records); inventory of assets, transfer of bussing services (3 buses were officially transferred to Sheshatshiu) and the closure of financial operations and accounts (i.e. purchasing, payroll, banking, and accounting services).



(Left to Right) Perry Downey, NLTA; Bruce Vey, Director; Gary Gallop, Assistant Director travel to Natuashish for teacher consultation sessions

### Early Academic Indicators/Remediation Process

The early academic indicators/remediation process was a district initiative that was undertaken during the current reporting period. The Board of trustees requested that a curriculum update be presented at each board meeting. It was felt that year-end review of student academic performance did not serve its purpose as students had either graduated or moved on to the next grade level leaving little room for adjustments or

improvements in the current school year.

The purpose of the early academic indicators/remediation process was to improve student achievement throughout the school year by a process of early indicators and remediation in which each school staff would analyze achievement during key stages in the school year—November, January and March. Through a collaborative process, student achievement data is analyzed to:

- identify areas of concern;
- develop and implement remediation strategies; and
- evaluate the remediation strategies in terms of success for the next reporting period.

The district administration felt that the early academic indicators process would provide a structured mechanism for teachers and school administrators to improve student academic achievement.

### Professional Learning Communities Concept

The Labrador School Board fully embraced the Professional Learning Communities (PLCs) initiative during the current reporting period. The PLCs concept is supported by research and endorsed by educational organizations at all levels as our best hope for sustained, substantive improvement (Defour, Defour and Eaker, 2008).

The senior administrative team of the Labrador School Board attended a Professional Learning Communities conference in Laval, Quebec during October, 2008. The conference highlighted the “Big Ideas” of Professional Learning Communities concept through powerful keynote speakers and workshops that examined what highly effective schools do to address student academic achievement.

The PLC concept operates on the assumption that the key to improve learning for students is a continuous learning model for all educators. PLCs schools have the following qualities:

- a defined School Mission, Vision, Values and Goals;
- collaborative teams focused on learning;
- collective inquiry into best practices and current realities;
- action orientation and experimentation;
- commitment to continuous improvement; and
- is results oriented.

The senior administrative team felt it was necessary that such a professional development opportunity be made available to all school administrators in the Labrador School Board. Consequently, a formal request was made to the Assistant Deputy Minister of Education (Primary, Elementary and Secondary Education) for financial support to assist the Board in sending all school administrators to the next PLC summit. The request was approved and funding was provided to enable all school administrators in the Labrador School Board to attend a PLC Summit held in Ottawa during May, 2009. Each school administrator was tasked to plan for the implementation of the PLCs initiative in their respective school effective September 2009. The Labrador School Board would like to thank the Department of Education for their financial support received, thereby enabling the Board to send school administrators to this exciting professional development opportunity.

The Labrador School Board also worked to enhance the areas of: safety and tolerance; technology; infrastructure; and library resources. Work in these areas will continue in 2009-10.

## **Opportunities and Challenges Ahead**

### Teacher Housing

Thanks to the financial support from Government, via the Department of Education, the Labrador School Board built a new, three bedroom mini-home in Makkovik. This housing initiative prevented a teacher housing crisis from occurring in that community since the Board was able to provide comfortable housing to teachers at a reasonable rental cost. However, housing remains an ongoing challenge for the Board.



New Teacher Residence in Makkovik, Labrador

The Labrador School Board continued to work with the Department of Education during the 2008-2009 school year to explore and ascertain a viable solution to address the teacher housing situation in coastal Labrador communities.

### Specialty Areas

The Human Resources Department continues to experience recruitment challenges in specialty areas. For example, guidance, music, physical education, and student services positions continue to be difficult to fill throughout the district. The Board worked with the Department of Education to explore creative staffing solutions.

### Professional Learning Communities Initiative

The Professional Learning Communities initiative is an exciting one for the Labrador School Board. Through this initiative, the Board believes that student academic achievement will improve as teachers implement the tenets/principles of the Professional Learning Communities concept. This exciting initiative will be a top priority for the upcoming school year.

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**LABRADOR SCHOOL BOARD**

**AUDITORS' REPORT  
AND  
FINANCIAL STATEMENTS**

**FOR THE YEAR ENDED JUNE 30, 2009**

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## AUDITORS' REPORT

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To the directors of the Labrador School Board

We have audited the balance sheet of the current and capital funds of the Labrador School Board as at June 30, 2009 and the statements of current revenues, expenditures and board deficiency and changes in the capital fund for the year then ended. These financial statements are the responsibility of the Board's management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we plan and perform an audit to obtain reasonable assurance whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation.

In our opinion, these financial statements present fairly, in all material respects, the financial position of the Labrador School Board as at June 30, 2009 and the results of its operations and the changes in its financial position for the year then ended in accordance with Canadian generally accepted accounting principles and are in compliance with reporting requirements established for School Districts in the Province of Newfoundland and Labrador by the Department of Education.

St. John's, Newfoundland and Labrador  
October 13, 2009

  
CHARTERED ACCOUNTANTS

**LABRADOR SCHOOL BOARD**  
**BALANCE SHEET**  
AS AT JUNE 30, 2009

	<u>2009</u>	<u>2008</u>
	\$	\$
<b><u>ASSETS</u></b>		
Current		
Cash (Supplementary Information 1)	243,613	151,388
Short-term investments (Supplementary Information 1)	3,617,944	3,225,000
Accounts receivable (Note 4)	5,082,781	4,970,853
Prepaid expenses (Supplementary Information 2)	<u>52,552</u>	<u>60,187</u>
	<u>8,996,890</u>	<u>8,407,428</u>
Capital assets (Schedule 8)	<u>44,630,690</u>	<u>43,331,756</u>
	<u><u>53,627,580</u></u>	<u><u>51,739,184</u></u>
<b><u>LIABILITIES</u></b>		
Current		
Bank indebtedness (Note 5)	-	119,687
Accounts payable and accrued liabilities (Note 6)	7,226,568	6,406,041
Current maturities (Schedule 9B)	<u>163,500</u>	<u>202,944</u>
	<u>7,390,068</u>	<u>6,728,672</u>
Long-term debt (Schedule 9)	<u>639,659</u>	<u>892,193</u>
Accrued support staff severance	<u>850,319</u>	<u>821,189</u>
Accrued teacher severance	<u>5,725,965</u>	<u>5,505,851</u>
	<u>14,606,011</u>	<u>13,947,905</u>
Contingent liabilities (Note 12)		
<b><u>BOARD EQUITY</u></b>		
Investment in capital assets (Note 8)	44,640,012	43,341,077
Board deficiency (Note 9)	(5,742,115)	(5,705,493)
Restricted fund - Labrador West School Committee (Note 7)	<u>123,672</u>	<u>155,695</u>
	<u>39,021,569</u>	<u>37,791,279</u>
	<u><u>53,627,580</u></u>	<u><u>51,739,184</u></u>

Signed on behalf of the Board:

  
\_\_\_\_\_  
**Director**

  
\_\_\_\_\_  
**Director**

See accompanying notes to financial statements.

**Belanger Clarke Follett & McGettigan, Chartered Accountants**

**LABRADOR SCHOOL BOARD**  
**STATEMENT OF CURRENT REVENUES, EXPENDITURES AND BOARD DEFICIENCY**  
**YEAR ENDED JUNE 30, 2009**

	<u>2009</u>	<u>2008</u>
	\$	\$
Current Revenues (Schedule 1)		
Local taxation	-	-
Provincial Government and other grants	42,156,714	39,024,372
Donations	-	-
Ancillary services	221,276	213,480
Miscellaneous	5,784,276	5,419,559
	<u>48,162,266</u>	<u>44,657,411</u>
Current Expenditures		
Administration (Schedule 2)	1,806,134	1,521,841
Instruction (Schedule 3)	38,118,770	34,881,489
Operations and maintenance (Schedule 4)	5,569,955	5,217,174
Pupil transportation (Schedule 5)	2,650,117	2,418,753
Ancillary services (Schedule 6)	209,119	179,194
Interest (Schedule 9C)	7,742	52
Miscellaneous (Schedule 7)	-	-
	<u>48,361,838</u>	<u>44,218,503</u>
Excess (deficiency) of revenues over expenditures before transfer to capital fund, teacher severance and teacher summer pay	(199,572)	438,908
Transfer to Capital Fund	<u>(52,039)</u>	<u>(29,002)</u>
Net increase (decrease) in board equity from operations	(251,611)	409,906
Teacher severance	(220,114)	(138,064)
Teacher summer pay	<u>384,102</u>	<u>(158,585)</u>
Net increase (decrease) in board equity	(87,623)	113,257
Board deficiency, beginning of year (Note 9)	(5,705,493)	(5,869,585)
Adjustments (Note 9)	<u>51,001</u>	<u>50,835</u>
Board deficiency, end of year (Note 9)	<u>(5,742,115)</u>	<u>(5,705,493)</u>
Board deficiency exclusive of teacher severance and teacher summer pay for year:		
Board deficiency per above	(5,742,115)	(5,705,493)
Add: Accrued teacher severance	5,725,965	5,505,851
Add: Summer pay - teachers (Note 6)	<u>3,877,688</u>	<u>3,493,586</u>
Revised board equity	<u>3,861,538</u>	<u>3,293,944</u>

See accompanying notes to financial statements.

**Belanger Clarke Follett & McGettigan, Chartered Accountants**



**LABRADOR SCHOOL BOARD**  
**STATEMENT OF CHANGES IN CAPITAL FUND**  
 YEAR ENDED JUNE 30, 2009

	<u>2009</u>	<u>2008</u>
	\$	\$
70 Capital Receipt		
71 Proceeds from bank loans		
014 School construction	-	-
012 Equipment	-	-
013 Service vehicles	-	-
014 Pupil transportation	-	-
015 Other - energy performance contracting	-	-
	<u>-</u>	<u>-</u>
72 EIC Grants		
011 School construction and equipment	-	-
013 Other	-	-
	<u>-</u>	<u>-</u>
73 Donations		
011 Cash receipts	-	-
012 Non-cash receipts	-	-
013 Restricted use	-	-
	<u>-</u>	<u>-</u>
74 Sale of Capital Assets Proceeds		
011 Land	-	-
012 Buildings	6,128	-
013 Equipment	-	-
014 Service vehicles	-	-
015 Pupil transportation vehicles	-	-
016 Other	-	-
	<u>6,128</u>	<u>-</u>
75 Other Capital Revenues		
011 Interest on capital fund investments	-	-
012 Premiums on debentures	-	-
013 Recoveries of expenditures	1,253,023	271,062
015 Insurance proceeds	-	-
017 Miscellaneous	-	-
	<u>1,253,023</u>	<u>271,062</u>
Total Capital Receipts		
77 Transfer from reserve account	-	-
78 Transfer to/from current fund	52,039	29,002
	<u>52,039</u>	<u>29,002</u>
Total	<u>1,311,190</u>	<u>300,064</u>

.../Continued

See accompanying notes to financial statements.

**Belanger Clarke Follett & McGettigan, Chartered Accountants**

**LABRADOR SCHOOL BOARD**  
**STATEMENT OF CHANGES IN CAPITAL FUND**  
 YEAR ENDED JUNE 30, 2009

		<u>2009</u>	<u>2008</u>
		\$	\$
80	Capital Disbursements		
81	Additions to Capital Assets		
011	Land and sites	-	-
012	Building	1,182,460	271,062
013	Furniture and equipment - school	-	-
014	Furniture and equipment - other	-	-
015	Services Vehicles	122,602	29,002
016	Pupil transportation	-	-
017	Other	-	-
		<u>1,305,062</u>	<u>300,064</u>
82	Principal Repayment of Loans		
011	School construction	-	-
012	Equipment	-	-
013	Services vehicles	-	-
014	Other - teachers' residences	-	-
		<u>-</u>	<u>-</u>
83	Miscellaneous Disbursements		
013	Other	-	-
		<u>-</u>	<u>-</u>
	Total Capital Disbursements	<u><u>1,305,062</u></u>	<u><u>300,064</u></u>

See accompanying notes to financial statements.

**Belanger Clarke Follett & McGettigan, Chartered Accountants**

**LABRADOR SCHOOL BOARD**  
**CURRENT REVENUES**  
 YEAR ENDED JUNE 30, 2009

		<u>2009</u>	<u>2008</u>
		\$	\$
<b>Current Revenues</b>			
31	010 Local Taxation		
	011 School taxes	-	-
32	010 Provincial Government and Other Grants		
	011 Regular operating grants	7,570,215	6,741,201
	012 Special grants (details on bottom Schedule 1)	5,426,262	4,981,138
	013 Payroll tax	-	-
	Salaries and benefits		
	017 Directors and assistant directors	585,256	443,036
	021 Regular teachers	30,023,194	28,189,945
	021 Student assistants	711,739	618,342
	022 Substitute teachers	1,047,627	950,501
	030 Pupil Transportation		
	031 Board owned	2,218,683	2,081,347
	032 Contracted	-	-
	033 Special needs	-	-
	034 Other	297,674	336,660
33	010 Donations		
	012 Cash receipts	-	-
	013 Non-cash receipts	-	-
	014 Restricted use	-	-
34	010 Ancillary Services		
	011 Revenue from rental of residences	221,276	213,480
	015 Interest	60,340	101,761
	021 Revenues from rental of schools and facilities (net)	-	-
	022 Internally generated funds	-	-
	031 Cafeterias	-	-
	032 Other	-	-
		<u>48,162,266</u>	<u>44,657,411</u>
<b>Special Grants</b>			
	Fiscal Finance Agreement	2,324,564	2,322,388
	Adult Basic Education	132,697	-
	Natuashish grant	566,321	538,637
	Sheshatshiu grant	1,436,261	1,285,426
	Mining company	525,000	525,000
	Francophone	48,000	49,425
	Grenfell	112,488	67,182
	Aboriginal education and initiatives	280,931	193,080
		<u>5,426,262</u>	<u>4,981,138</u>

See accompanying notes to financial statements.

**Belanger Clarke Follett & McGettigan, Chartered Accountants**

**LABRADOR SCHOOL BOARD  
ADMINISTRATION EXPENDITURES  
YEAR ENDED JUNE 30, 2009**

		<u>2009</u>	<u>2008</u>
		\$	\$
51	011 Salaries and benefits - director and assistant directors	585,256	443,036
	012 Salaries and benefits - board office personnel	826,174	685,231
	013 Office supplies	20,507	14,629
	014 Replacement furniture and equipment	25,038	22,957
	015 Postage	11,495	4,768
	016 Telephone	34,055	48,914
	017 Office equipment rentals and repairs	5,870	10,617
	018 Bank charges	-	-
	019 Electricity	5,631	5,783
	021 Fuel	-	-
	022 Insurance	2,987	2,414
	023 Repairs and maintenance (office building)	2,257	-
	024 Travel	118,261	110,167
	025 Board meeting expenses	56,355	39,217
	026 Election expenses	-	-
	027 Professional fees	43,718	45,347
	028 Advertising	32,265	54,980
	029 Membership dues	21,030	21,057
	031 Municipal taxes	1,050	1,050
	034 Miscellaneous	460	(128)
	035 Payroll tax	13,725	11,802
		<u>1,806,134</u>	<u>1,521,841</u>

See accompanying notes to financial statements.

**Belanger Clarke Follett & McGettigan, Chartered Accountants**

**LABRADOR SCHOOL BOARD  
INSTRUCTION EXPENDITURES  
YEAR ENDED JUNE 30, 2009**

		<u>2009</u>	<u>2008</u>
		\$	\$
52	010 Instructional salaries (gross)		
	011 Teachers' salaries - regular	26,642,122	24,112,073
	012 Teachers' salaries - substitute	904,836	809,911
	013 Teachers' salaries - board paid	138,791	81,132
	013 Teachers' salaries - student assistants	710,529	530,822
	014 Augmentation	285,038	285,000
	015 Employee benefits	4,037,255	4,176,311
	016 School secretaries - salaries and benefits	841,148	607,302
	017 Payroll tax	40,141	26,680
	018 Other instructional salaries and benefits	1,252,626	1,171,710
		<u>34,852,486</u>	<u>31,800,941</u>
52	040 Instructional materials		
	041 General supplies	574,682	439,207
	042 Library resource materials	10,596	20,648
	043 Teaching aids	120,016	136,239
	044 Textbooks	9,897	(4,033)
	Other (Note 11)	1,404,592	1,588,781
		<u>2,119,783</u>	<u>2,180,842</u>
52	060 Instructional furniture and equipment		
	061 Replacement	105,592	93,518
	062 Rentals and repairs	110,452	106,347
		<u>216,044</u>	<u>199,865</u>
52	080 Instructional staff travel		
	081 Program co-ordinators	156,858	143,456
	082 Teachers' travel	59,411	37,741
	083 In-service and conference	544,893	471,948
	Students travel	6,758	-
		<u>767,920</u>	<u>653,145</u>
	090 Other instructional costs		
52	091 Postage and stationery	5,031	3,117
	092 Other - Francophone Board funds	13,391	10,778
	Other - Health and Community living	144,115	32,801
		<u>162,537</u>	<u>46,696</u>
		<u>38,118,770</u>	<u>34,881,489</u>

See accompanying notes to financial statements.

**Belanger Clarke Follett & McGettigan, Chartered Accountants**

**LABRADOR SCHOOL BOARD**  
**OPERATIONS AND MAINTENANCE EXPENDITURES**  
 YEAR ENDED JUNE 30, 2009

		<u>2009</u>	<u>2008</u>
		\$	\$
53	011 Salaries and benefits - janitorial	1,276,318	1,146,378
	012 Salaries and benefits - maintenance	1,117,757	974,604
	013 Payroll tax	41,418	36,985
	014 Electricity	411,459	405,182
	015 Fuel	522,983	478,000
	016 Municipal service fees	71,446	64,727
	017 Telephone	136,622	119,514
	018 Vehicle operating and travel	28,882	49,902
	019 Janitorial supplies	216,892	185,367
	021 Janitorial equipment	4,255	58,847
	022 Repairs and maintenance - buildings	1,132,344	1,017,060
	023 Repairs and maintenance - equipment	4,157	2,674
	024 Contracted services - janitorial	42,886	114,850
	025 Snowclearing	166,082	137,457
	027 Other - mechanical water and sewer	146,574	156,130
	027 Other - salaries and benefits - computer technologies	248,207	267,451
	027 Other - maintenance occupation health and safety	1,673	2,046
		<u>5,569,955</u>	<u>5,217,174</u>

See accompanying notes to financial statements.

**Belanger Clarke Follett & McGettigan, Chartered Accountants**

**LABRADOR SCHOOL BOARD  
PUPIL TRANSPORTATION EXPENDITURES  
YEAR ENDED JUNE 30, 2009**

		<u>2009</u>	<u>2008</u>
		\$	\$
54	010 Operations and Maintenance of Board Owned Fleet		
	011 Salaries and benefits - administration	158,385	163,155
	012 Salaries and benefits - drivers and mechanics	1,591,445	1,331,215
	013 Payroll tax	27,131	22,869
	014 Debt repayment - interest	33,722	66,825
	014 Debt repayment - principal	126,834	36,899
	017 Gas and oil	251,583	310,057
	018 Licenses	20,751	26,231
	019 Insurance	21,521	31,293
	021 Repairs and maintenance - fleet	183,928	189,844
	022 Repairs and maintenance - building	12,233	17,822
	023 Tires and tubes	22,784	27,531
	024 Heat and light	15,247	14,484
	025 Municipal services	1,443	1,094
	026 Snowclearing	18,514	18,448
	027 Office supplies	1,463	2,438
	029 Travel	12,832	23,398
	031 Professional fees	3,799	3,691
	032 Miscellaneous	2,194	1,931
	033 Telephone	31,384	27,047
	Rent	78,911	78,975
	Occupational health and safety training	1,193	1,418
		<u>2,617,297</u>	<u>2,396,665</u>
54	040 Contracted Services		
	041 Regular transportation	24,570	15,982
	042 Handicapped	8,250	6,106
		<u>2,650,117</u>	<u>2,418,753</u>

See accompanying notes to financial statements.

**Belanger Clarke Follett & McGettigan, Chartered Accountants**

LABRADOR SCHOOL BOARD  
ANCILLARY SERVICES  
YEAR ENDED JUNE 30, 2009

	<u>2009</u>	<u>2008</u>
	\$	\$
55 Ancillary Services		
011 Operation of teachers' residence	209,119	179,194
013 Janitorial	-	-
031 Cafeterias	-	-
032 Other	-	-
	<u>209,119</u>	<u>179,194</u>

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See accompanying notes to financial statements.

**Belanger Clarke Follett & McGettigan, Chartered Accountants**



LABRADOR SCHOOL BOARD  
MISCELLANEOUS EXPENDITURES  
YEAR ENDED JUNE 30, 2009

	<u>2009</u>	<u>2008</u>
	\$	\$
57 001 Miscellaneous	<u>-</u>	<u>-</u>

**LABRADOR SCHOOL BOARD**  
**DETAILS OF CAPITAL ASSETS**  
 YEAR ENDED JUNE 30, 2009

	Balance June 30, 2008 \$	Additions \$	Disposals \$	Balance June 30, 2009 \$
Land and sites				
12 210 Land and Sites				
211 Land and Sites	173,221	-	-	173,221
12 220 Buildings				
221 Schools	35,452,682	1,140,284	6,128	36,586,838
222 Administration	283,947	-	-	283,947
223 Residential	2,361,738	42,176	-	2,403,914
224 Recreation	-	-	-	-
225 Other - maintenance	263,899	-	-	263,899
	<u>38,362,266</u>	<u>1,182,460</u>	<u>6,128</u>	<u>39,538,598</u>
12 230 Furniture and equipment	2,852,466	-	-	2,852,466
12 240 Vehicles				
241 Service vehicles	-	-	-	-
12 250 Pupil Transportation				
251 Land	-	-	-	-
252 Building	-	-	-	-
253 Vehicles - buses	1,797,169	91,888	-	1,889,057
254 Vehicles - service	146,634	30,714	-	177,348
255 Equipment	-	-	-	-
256 Other	-	-	-	-
	<u>1,943,803</u>	<u>122,602</u>	<u>-</u>	<u>2,066,405</u>
12 260 Miscellaneous Capital				
261 Other	-	-	-	-
Total Capital Assets	<u><u>43,331,756</u></u>	<u><u>1,305,062</u></u>	<u><u>6,128</u></u>	<u><u>44,630,690</u></u>

See accompanying notes to financial statements.

**Belanger Clarke Follett & McGettigan, Chartered Accountants**

**LABRADOR SCHOOL BOARD  
DETAILS OF LONG-TERM DEBT  
YEAR ENDED JUNE 30, 2009**

	<u>2009</u>	<u>2008</u>
	\$	\$
Bank loans, mortgages and debentures, approved by the Board and the Government of Newfoundland and Labrador		
22 210 Loans Other Than Pupil Transportation		
<u>Reference Number</u>		
211 Bank Loans		
Prime minus .25%, repayable \$196 monthly, repaid during year	-	-
212 Mortgages		
____, repayable \$____, monthly, maturing	-	-
____, repayable \$____, monthly, maturing	-	-
____, repayable \$____, monthly, maturing	-	-
Total 212	-	-
213 Vehicles		
____, repayable \$____, monthly, maturing	-	-
____, repayable \$____, monthly, maturing	-	-
Total 213	-	-
214 Other		
____, repayable \$____, monthly, maturing	-	-
Subtotal	-	-
216 Less: Current Maturities	-	-
Total Loans Other than Pupil Transportation	-	-

.../Continued

See accompanying notes to financial statements.

Belanger Clarke Follett &amp; McGettigan, Chartered Accountants

**LABRADOR SCHOOL BOARD  
DETAILS OF LONG-TERM DEBT  
YEAR ENDED JUNE 30, 2009**

	<u>2009</u>	<u>2008</u>
	\$	\$
22 220 Loans - Pupil Transportation		
<u>Reference Number</u>		
221 Vehicle Bank Loans		
Prime minus .25%, repayable \$3,267 monthly, repaid during the year	-	108,468
Prime minus .25%, repayable \$2,172 monthly, maturing 2013	102,080	128,144
Prime minus .25% repayable \$2,517 monthly, maturing 2012	90,447	120,653
Prime minus .25%, repayable \$1,696 monthly, maturing 2015	127,192	147,543
Prime minus .25%, repayable \$581 monthly, maturing 2014	34,853	41,824
Prime minus .25%, repayable \$3,137 monthly, maturing 2011	78,826	116,470
Prime minus .25%, repayable \$598 monthly, maturing 2018	48,177	75,363
Prime minus .25%, repayable \$2,924 monthly, maturing 2018	<u>321,584</u>	<u>356,672</u>
Subtotal	803,159	1,095,137
223 Less: Current Maturities	<u>163,500</u>	<u>202,944</u>
Total Loans - Pupil Transportation	<u>639,659</u>	<u>892,193</u>
Total Long-term Debt	<u><u>639,659</u></u>	<u><u>892,193</u></u>

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See accompanying notes to financial statements.

**Belanger Clarke Follett & McGettigan, Chartered Accountants**

**LABRADOR SCHOOL BOARD  
SUMMARY OF LONG-TERM DEBT  
YEAR ENDED JUNE 30, 2009**

<u>Description</u>	<u>Rate</u> %	<u>Balance</u> <u>June 30,</u> <u>2008</u> \$	<u>Loans</u> <u>Obtained</u> <u>During Year</u> \$	<u>Principal</u> <u>Repayment</u> <u>For Year</u> \$	<u>Balance</u> <u>June 30,</u> <u>2009</u> \$
(A) School construction		-	-	-	-
(B) Equipment		-	-	-	-
(C) Service vehicles		-	-	-	-
(D) Other		-	-	-	-
(E) Bus acquisition	Prime - 0.25	<u>1,095,137</u>	<u>-</u>	<u>291,978</u>	<u>803,159</u>
Total Loans		<u><u>1,095,137</u></u>	<u><u>-</u></u>	<u><u>291,978</u></u>	<u>803,159</u>
Less: Current Maturities					<u>163,500</u>
Total Loans					<u><u>639,659</u></u>

See accompanying notes to financial statements.

**Belanger Clarke Follett & McGettigan, Chartered Accountants**

**LABRADOR SCHOOL BOARD**  
**SCHEDULE OF CURRENT MATURITIES**  
 YEAR ENDED JUNE 30, 2009

<u>Description</u>	<u>2010</u> \$	<u>2011</u> \$	<u>2012</u> \$	<u>2013</u> \$	<u>2014</u> \$
(A) School construction	-	-	-	-	-
(B) Equipment	-	-	-	-	-
(C) Service Vehicles	-	-	-	-	-
(D) Other	-	-	-	-	-
(E) Pupil transportation	<u>163,500</u>	<u>163,500</u>	<u>129,223</u>	<u>93,478</u>	<u>69,588</u>
Total	<u><u>163,500</u></u>	<u><u>163,500</u></u>	<u><u>129,223</u></u>	<u><u>93,478</u></u>	<u><u>69,588</u></u>

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See accompanying notes to financial statements.

**Belanger Clarke Follett & McGettigan, Chartered Accountants**

**LABRADOR SCHOOL BOARD**  
**SCHEDULE OF INTEREST EXPENDITURES**  
 YEAR ENDED JUNE 30, 2009

<u>Description</u>	<u>2009</u> \$	<u>2008</u> \$
012 Capital		
School construction	-	-
Equipment	-	-
Service vehicles	-	-
Other - teachers' residences	-	-
Pupil transportation	-	-
Total Capital	-	-
013 Current - operating loans	13	102
Current - supplier interest charges	7,729	(50)
Total current	7,742	52
Total Interest Expense	7,742	52

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See accompanying notes to financial statements.

**Belanger Clarke Follett & McGettigan, Chartered Accountants**

**LABRADOR SCHOOL BOARD  
SUPPLEMENTARY INFORMATION  
YEAR ENDED JUNE 30, 2009**

		<u>2009</u>	<u>2008</u>
		\$	\$
1.	<u>Cash</u>		
	<u>Current</u>		
11	110 Cash on Hand and in Bank		
	111 Cash on hand	1,000	1,165
	112 Bank - current		
	113 Bank - savings - Labrador West School Committee	63,982	48,299
	Funds in trust	182,762	101,924
	113 Bank - teachers' payroll	-	-
	114 Bank - teachers' payroll	-	-
	115 Bank - non teachers' payroll	(4,131)	-
	116 Bank - coupon (debenture)		
	<u>Capital</u>		
11	210 Cash on Hand and in Bank		
	211 Cash on Hand and in Bank	-	-
	212 Bank - current	-	-
	213 Bank - savings	-	-
	214 Bank - other	-	-
		<hr/>	<hr/>
	Total Cash on Hand and in Bank	<u>243,613</u>	<u>151,388</u>
2.	<u>Short Term Investments</u>		
	<u>Current</u>		
11	121 Term deposits	3,617,944	3,225,000
	122 Canada Savings Bonds	-	-
	123 Other	-	-
	<u>Capital</u>		
11	221 Term deposits	-	-
	222 Canada Savings Bonds	-	-
	223 Other	-	-
		<hr/>	<hr/>
	Total Short Term Investments	<u>3,617,944</u>	<u>3,225,000</u>

.../Continued

See accompanying notes to financial statements.

**Belanger Clarke Follett & McGettigan, Chartered Accountants**



**LABRADOR SCHOOL BOARD  
SUPPLEMENTARY INFORMATION  
YEAR ENDED JUNE 30, 2009**

			<u>2009</u>	<u>2008</u>
			\$	\$
3.	<u>Prepaid Expenses</u>			
	<u>Current</u>			
11	141	Insurance	-	-
	142	Municipal services fees	12,270	16,113
	143	Supplies	-	-
	144	Other - WHSCC	-	-
	144	Other - travel	-	7,490
	144	Other - miscellaneous	40,282	36,584
	<u>Capital</u>			
11	241	Other	-	-
			<u>52,552</u>	<u>60,187</u>

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See accompanying notes to financial statements.

**Belanger Clarke Follett & McGettigan, Chartered Accountants**

**LABRADOR SCHOOL BOARD  
NOTES TO FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2009**

**1. DESCRIPTION OF OPERATIONS**

The Labrador School Board is a learning organization which is mandated to organize and administer primary, elementary and secondary education within the school board.

**2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

The accompanying financial statements have been prepared on a fund accounting basis which is generally accepted for School Boards. Fund accounting can be defined as "accounting procedures in which a self-balancing group of accounts is provided for each fund". It is customary for School Boards to account separately for the current and capital funds.

A summary of significant accounting policies adopted by the Board, relating to their use of fund accounting, is as follows:

- (a) Grants received by the Board are recorded in either the current or capital funds, depending on their source. Grants from the Department of Education are treated as current revenue while those from the Newfoundland and Labrador Education Investment Corporation are mostly recorded as capital revenues.
- (b) The Board does not calculate or record amortization on any of its capital assets.
- (c) As a result of the amalgamation of former school boards to form the Labrador School Board, described below, historical cost information related to capital assets is not always available.

In instances where the historical cost of a capital assets is unknown, only the proceeds received on the disposition of the capital assets are credited to the capital assets account.

If the historical cost a capital asset is known, the disposition of the capital assets is recorded by removing the full cost of the asset from the capital asset account.

- (d) All capital expenditures financed out of current revenue funds are recorded as an expenditure in the current account.
- (e) Principal repayment of Pupil Transportation Loans are recorded as current expenditures. All other principal repayment of bank loans are recorded as capital expenditures.

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.../Continued

**LABRADOR SCHOOL BOARD**  
**NOTES TO FINANCIAL STATEMENTS**  
YEAR ENDED JUNE 30, 2009

**2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)**

Severance Pay

The Board has in effect severance pay policies whereby employees are entitled to a severance payment upon leaving employment with the Board. Under these policies, a permanent employee who has nine (9) or more years of continuous service in the employ of the School Board is entitled to be paid on resignation, retirement, termination by reasons of disability, expiry of recall rights or, in the event of death, to the employee's estate, severance pay equal to the amount obtained by multiplying the number of completed years of continuous employment by his weekly salary to a maximum of twenty (20) weeks pay. This liability for severance pay has been accrued in the accounts for all employees who have a vested right to receive such payments.

Severance pay for teachers is paid through the Department of Education.

Other

Effective January 1, 1997, the Labrador School Board was formed through the amalgamation of the Labrador West Integrated School Board, the Labrador East Integrated School Board and the Roman Catholic School Board for Labrador. The amalgamation was accounted for using the pooling of interests method where by the assets and liabilities of each School Board were combined to become the assets of the new Labrador School Board.

Measurement Uncertainty

The preparation of financial statements in conformity with Canadian generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amount of assets and liabilities, disclosure of contingent assets and liabilities at the date of the financial statements and the recorded amounts of revenues and expenses during the period. Such estimates are periodically reviewed and any adjustments necessary are reported in the period in which they become known. Actual results could differ from these estimates.

**3. FINANCIAL INSTRUMENTS**

The school board's financial instruments consist of cash, short-term investments, accounts receivable, bank indebtedness, accounts payable and accrued liabilities, long-term debt, accrued support staff severance and accrued teacher severance. Unless otherwise noted, it is management's opinion that the school board is not exposed to significant interest, currency or credit risks arising from these financial instruments. The fair value of these financial instruments approximates their carrying values, unless otherwise noted.

**LABRADOR SCHOOL BOARD**  
**NOTES TO FINANCIAL STATEMENTS**  
 YEAR ENDED JUNE 30, 2009

**4. ACCOUNTS RECEIVABLE**

		<u>2009</u>	<u>2008</u>
		\$	\$
<u>Current</u>			
11	131 Provincial Government Grant	4,895,384	4,704,775
	132 Transportation	-	-
	133 Federal Government	109,453	108,556
	134 School taxes	-	-
	136 Other School Boards	-	-
	137 Rent	-	-
	138 Interest	-	-
	139 Travel advances and miscellaneous	77,944	157,522
<u>Capital</u>			
11	231 EIC - construction grants	-	-
	233 Local contributions	-	-
	234 Other School Boards	-	-
	235 Other - Department of Education	-	-
		<u>5,082,781</u>	<u>4,970,853</u>
	Less: Allowance for uncollectible Government Grants	<u>-</u>	<u>-</u>
		<u><u>5,082,781</u></u>	<u><u>4,970,853</u></u>

**5. BANK INDEBTEDNESS - CURRENT**

		<u>2009</u>	<u>2008</u>
		\$	\$
21	131 On operating credit	-	-
	132 On current account	<u>-</u>	<u>119,687</u>
		<u><u>-</u></u>	<u><u>119,687</u></u>

**LABRADOR SCHOOL BOARD**  
**NOTES TO FINANCIAL STATEMENTS**  
YEAR ENDED JUNE 30, 2009

**6. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES**

		<u>2009</u>	<u>2008</u>
		\$	\$
<u>Current</u>			
21	111 Trade payables	567,268	542,232
	112 Accrued - liabilities	24,700	10,700
	113 Accrued - interest	-	-
	114 Accrued - wages	90,844	75,136
	115 Payroll deductions	155,175	126,054
	116 Retail sales tax	-	-
	117 Deferred grants	2,510,893	2,158,333
	119 Summer pay - teachers	3,877,688	3,493,586
	122 Department of Education	-	-
<u>Capital</u>			
21	211 Trade payables	-	-
	212 Accrued - liabilities	-	-
	213 Accrued - interest	-	-
	217 Deferred grants	-	-
	218 Other	-	-
		<u>7,226,568</u>	<u>6,406,041</u>

**7. RESTRICTED FUND**

	<u>2009</u>	<u>2008</u>
	\$	\$
Labrador West School Committee	<u>123,672</u>	<u>155,695</u>

The restricted surplus represents unexpended funding set aside for the benefit of the Labrador West School Committee. The available funds must be spent in Labrador West.

**LABRADOR SCHOOL BOARD**  
**NOTES TO FINANCIAL STATEMENTS**  
 YEAR ENDED JUNE 30, 2009

**8. INVESTMENT IN CAPITAL ASSETS**

	<u>2009</u>	<u>2008</u>
	\$	\$
Balance, beginning, as previously reported	43,341,077	43,041,013
Transfer of operating funds to capital fund	-	-
Principal repayment of housing loan	-	-
Proceeds from bussing loans (net)	-	-
Addition to schools	1,182,460	271,062
Purchase of service vehicle	<u>122,603</u>	<u>29,002</u>
	44,646,140	43,341,077
Deduct adjustments:		
Cost of assets sold		
Land	-	-
Buildings	6,128	-
Buses	-	-
Service vehicles	<u>-</u>	<u>-</u>
23    221 Balance, ending	<u><u>44,640,012</u></u>	<u><u>43,341,077</u></u>

**LABRADOR SCHOOL BOARD**  
**NOTES TO FINANCIAL STATEMENTS**  
 YEAR ENDED JUNE 30, 2009

**9. BOARD DEFICIENCY**

	<u>2009</u> \$	<u>2008</u> \$
Balance, beginning As previously reported	(5,705,493)	(5,869,585)
Adjustment in current year:		
Correction re prior year	-	-
Transfer from deferred revenue - NL Hydro	-	-
Transfer of deficit to North Coast Housing Program	49,500	15,000
Accrued severance related to Innu agreement	-	8,520
Transfer of funds related to fuel tank replacements	-	18,929
Other adjustments - receivables	1,501	8,386
	<u>(5,654,492)</u>	<u>(5,818,750)</u>
Excess (deficiency) of revenue over expenditures	<u>(87,623)</u>	<u>113,257</u>
Balance, ending	<u><u>(5,742,115)</u></u>	<u><u>(5,705,493)</u></u>

The Board deficiency is comprised as follows:

	<u>2009</u> \$	<u>2008</u> \$
Deficit upon amalgamation at January 1, 1997	(504,281)	(504,281)
Deficit related to teachers' severance (responsibility of Provincial Government)	(5,725,965)	(5,505,851)
Surplus (deficit) attributable to Board operations since amalgamation	<u>488,131</u>	<u>304,639</u>
Board deficiency, end of year	<u><u>(5,742,115)</u></u>	<u><u>(5,705,493)</u></u>

**10. COMMITMENTS**

At the balance sheet date, the Board has the following commitments:

The Board has entered into various lease agreements with estimated future payments for the next three years as follows:

	\$
2010	42,705
2011	36,180
2012	31,315

**LABRADOR SCHOOL BOARD**  
**NOTES TO FINANCIAL STATEMENTS**  
 YEAR ENDED JUNE 30, 2009

**11. OTHER INSTRUCTIONAL MATERIALS**

	<u>2009</u>	<u>2008</u>
	\$	\$
Native Peoples	76,277	54,746
Labrador Studies	49,830	37,450
Modern Technology	210,637	126,258
Teacher Orientation - North Coast	3,470	5,160
Creative Arts Festival	30,776	30,890
Lifeskills Program	20,793	20,633
Special Projects - Housing	184,766	471,956
Innu - Sheshatshiu	186,373	158,556
Labrador North Sports Meet	31,877	38,099
Mushuau Innu Natuashish	473,735	413,842
Grenfell Library Program	111,872	67,144
Labrador West Funds	1,189	66,463
Music Supplies	3,998	75,686
Stepping Into the Future	18,999	21,898
	<u>1,404,592</u>	<u>1,588,781</u>

**12. CONTINGENT LIABILITIES**

The Lavers Inquiry is currently investigating allegations of abuse at schools formerly run by various churches in certain parts of Labrador. The possibility or magnitude of any resulting liability arising to the Board is not known.

There is a potential claim by an engineering firm related to consulting fees for supervision of a general contract to replace oil tanks. It is unknown if this claim will be further pursued by this firm. The amount of the claim cited by the firm is \$7,267. There has been no recognition of this amount in these financial statements.

A human rights complaint has been filed against the Board. A response to this complaint has been filed on behalf of the Board. The Board is awaiting a determination by the Human Rights Commission as to whether the complaint will be referred to a Board of Enquiry.



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**LABRADOR SCHOOL BOARD  
NOTES TO FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2009**

**13. OTHER**

At the balance sheet date the Board was in the process of compiling information related to its capital assets which will allow it to change its accounting policy related to the reporting of capital assets.

When the change in the accounting policy is implemented, the Board will record amortization of its tangible capital assets in accordance with Public Sector Accounting Board standards.

Complete information to implement this change in policy for the year ended June 30, 2009 was not available at the date of these financial statements. It is anticipated that this change in accounting policy will be implemented for the year ending June 30, 2010.

**14. COMPARATIVE FIGURES**

Comparative figures were reported upon by another firm of Chartered Accountants.

**15. MANAGING CAPITAL**

The Board is subject to externally imposed capital management requirements pursuant to its credit facility. These requirements are consistent with normal commercial debt terms. Management acts to ensure that the company complies with the requirements and is not aware of any violations that would result in the bank taking any actions against the Board.

Appendix A

Table 1—Student Population as of June 2009

CHANGE IN STUDENT POPULATION																			
	K	Gd. 1	Gd. 2	Gd. 3	Gd. 4	Gd. 5	Gd. 6	Gd. 7	Gd. 8	Gd. 9	L. I	L. II	L. III	L. IV	Total Sept. 2008	Total Sept. 2007	Change	Total June 2009	Change Sept. 08 June 09
JHMS	18	23	16	26	20	14	21	18	17	28	27	19	17	4	268	286	-18	256	-12
MINS	29	34	16	24	19	17	19	14	16	12	12	9	3	3	227	216	11	227	
ACMS	7	11	11	10	10	12	11	13	10	13	19	10	7	2	146	171	-25	129	-17
BLMS	1	4	5	0	5	5	5	1	5	4	6	3	6		50	57	-7	49	-1
JCEMS	4	7	1	6	4	8	4	3	5	4	10	6	10		72	78	-6	75	3
NLA	6	4	3	3	7	2	2	2	3	3	1	5	2	1	44	46	-2	40	-4
HGA	5	4	4	6	7	5	1	5	11	9	14	9	5		85	92	-7	79	-6
SPS	1		4	1	5	2	2	3	1	1	3	4	2		29	31	-2	27	-2
LMS	9	5	7	9	8	8	8	8	11	9	6	12	8	2	110	105	5	106	-4
MLS					1			1		2			1	1	5	4	1	5	
PMKS	36	31	30	33	33	26	28	34	34	21	24	25	5	2	362	371	-9	357	-5
PPS	79	85	74	85											323	362	-39	321	-2
QPMMS					106	112	98	107							423	427	-4	432	9
MMMC									97	107	108	122	97	15	546	582	-36	509	-37
APL	105	97	99	101											402	401	1	400	-2
JRMSMS					117	122	123	125							487	470	17	478	-9
MHS								122	122	115	141	103	106	12	599	608	-9	555	-44
Totals	300	305	270	304	342	333	322	334	332	328	371	327	268	42	4178	4307	-129	4045	-133

Notes for Table 1

- JHMS - Jens Haven Memorial School, Nain
- MINS - Mushau Innu Natuashish School, Natuashish
- JCEMS - J.C. Erhardt School, Makkovik
- NLA - Northern Lights Academy, Rigolet
- HGA - Henry Gordon Academy, Cartwright
- SPS - St. Peter's School, Black Tickle
- LMS - Lake Melville School, North West River
- MLS - Mud Lake School, Mud Lake
- PMKS - Peenamin McKenzie School, Sheshatshiu
- PPS - Peacock Primary School, Happy Valley-Goose Bay
- QPMMS - Queen of Peace Middle School, Happy Valley-Goose Bay
- MMMC - Mealy Mountain Collegiate, Happy Valley-Goose Bay
- APL - A.P. Low School, Labrador City
- JRMSMS - J.R. Smallwood Middle School, Wabush
- MHS - Menhek High School, Labrador City
- BLMS - B.L. Morrison, North West River
- ACMS - Amos Comenius Memorial School, Hopedale

Appendix B

Table 2- Repairs and Maintenance

<b>REPAIRS AND MAINTENANCE</b>									
	<b>Actual - JUNE 2009</b>								
School	Janitorial Supplies	Janitorial Equip't	Repairs & Maint.	Maint Equip't	Contracted Maint.	Vehicle Oper.s	Total	Budget	Difference
Jens Haven Memorial	10,322		28,299		1,252	1,699	41,572	44,025	2,453
Amos Comenius	5,028		42,728		544	1,699	49,998	29,466	(20,532)
J.C. Erhardt	3,028		9,909		566	1,699	15,202	16,212	1,010
Northern Lights Academy	3,660	141	8,442		544	1,699	14,486	14,242	(244)
Lake Melville	5,406		40,301	48	3,216	1,699	50,668	23,000	(27,668)
Mealy Mountain Collegiate	18,989		43,947	144	3,270	1,699	68,050	70,840	2,790
Peacock Elementary	18,577		134,467		6,688	1,699	161,431	36,708	(124,723)
Mud Lake Elementary	576		604			1,699	2,879	2,484	(395)
Henry Gordon Academy	7,750	157	55,094			1,699	64,700	16,926	(47,774)
Our Lady Queen of Peace	22,946	490	146,763	89	3,270	1,699	175,258	47,730	(127,528)
St. Peter's	2,038		54,806			1,699	58,542	8,013	(50,529)
Menihek Int.	28,977		115,008	948	7,399	1,699	154,030	80,040	(73,990)
A.P. Low	23,339		132,460	283	3,231	1,699	161,011	52,504	(108,507)
J.R. Smallwood	30,734	132	302,405	1,338	6,924	1,699	343,231	91,573	(251,658)
Peenamain McKenzie	27,609		83,005		4,869	1,699	117,182	108,181	(9,001)
B.L. Morrison	3,945		17,172	617	544	1,699	23,977	15,126	(8,851)
BO East	2,675		35,275	422		1,699	40,072		(40,072)
BO West	1,294	3,335	32,781	270	569		38,248		(38,248)
Unallocated								12,250	12,250
Travel- Mtce									-
<b>TOTALS</b>	<b>216,892</b>	<b>4,255</b>	<b>1,283,464</b>	<b>4,157</b>	<b>42,886</b>	<b>28,882</b>	<b>1,580,537</b>	<b>669,320</b>	<b>(923,467)</b>
<b>Available:</b>									
Less PMKS									<b>9,001</b>

## References

Defour, R., Defour, R. & Eaker, R. (2008). *Professional Learning Communities at Work*. Bloomington, IN: Solution Tree.