



Annual Report

2018-19



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Message from the Chair

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

Dear Minister Warr:

On behalf of the Board of Trustees for the Newfoundland and Labrador English School District, I am pleased to submit our Annual Report for the school year 2018-19 (July 1, 2018 to June 30, 2019).

Work continued over the past year on three strategic priorities:

1. Student Success
2. Safe and Caring Schools
3. Leadership Development and Organizational Effectiveness

This report outlines our progress in Year 2 with respect to the goals articulated in our 2017-20 Strategic Plan. A great deal of progress has been achieved by school and District staff in the second year of the Strategic Plan.

I take this opportunity to thank District staff and the members of the Board of Trustees for their commitment to our students and their hard work on behalf of the Newfoundland and Labrador English School Board.

My signature below is indicative of the accountability of our Board for the results reported.

Sincerely,



Goronwy Price,
Chair

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Vision

The Newfoundland and Labrador English School Board is an educational leader preparing all students to achieve to their fullest potential in an inclusive, safe and caring environment.

Mandate

The mandate for the Board is established under the **Schools Act, 1997**. The Board has legislative authority to administer primary, elementary and secondary educational services throughout Newfoundland and Labrador. This includes implementing curriculum and educational programs; human resources; finances and operations; facilities maintenance, and student transportation. For a more detailed description of the mandate of the Board, see **Appendix A**.

Lines of Business

The Board for the Newfoundland and Labrador English School District (NLESD) has the following key lines of business:

1. **Services to Students**

NLESD has responsibility for curriculum implementation; student assessment and evaluation; student placement, and teacher professional development. NLESD offers programs as approved by the Department of Education and Early Childhood Development (EECD), based on the core requirements within the Service Delivery Model for students with exceptionalities. Personal and career guidance and counselling are available in all schools. Extra-curricular and co-curricular programs and activities are available to varying degrees in all schools. Support is also provided for school growth and development. NLESD also has responsibility for transporting students to and from school, in compliance with federal and provincial legislation and EECD requirements.

2. **Organizational Services**

NLESD has responsibility for efficiently managing fiscal, human and other resources to ensure quality teaching and learning; appropriate programs and services, and safe and comfortable environments conducive to student learning.

Location

The headquarters for NLESD and the Avalon Region office are located in St. John's. Other regional offices are located in Gander (Central Region), Corner Brook (Western Region) and Happy Valley-Goose Bay (Labrador Region).

Board of Trustees

NLESD is governed by a Board of Trustees, which consists of 17 trustee positions. Trustees are elected or appointed in accordance with the provisions of the **Schools Act, 1997**, and pursuant to related School Board Election Regulations. The Board sets the course for NLESD through policy development, infrastructure planning, and financial and human resource oversight. Trustees come from all regions of the province and the Board serves as a critical link between communities and the District. For a list of the Trustees as of June 30, 2019, see **Appendix B**.

Divisions

NLESD is led by the CEO/Director of Education and, in 2018-19, underwent some divisional restructuring. As of June 30, 2019, the District has two divisions.

1. **Programs and Human Resources:**

The Programs and Human Resources Division is managed by the Associate Director of Education (Programs and Human Resources). There are four Assistant Directors of Education (Programs) who are assigned to the four regions (Labrador, Western, Central and Avalon) and an Assistant Director of Student Services. In 2018-19, the Programs and Human Resources Division implemented student programs, services and curriculum for over 250 schools, including five alternate sites: Hospital School, NL Youth Centre, District School and the Pathfinder Learning Centre (2 locations) and approximately 64,000 students. The Division also has responsibility for the recruitment and hiring of teaching and support staff, implementation of collective agreements and performance appraisal programs, and the development and implementation of policies pertaining to personnel.

2. **Corporate Services:**

The Corporate Services Division is managed by the Chief Financial Officer/Assistant Director of Education (Corporate Services). The Division has responsibility for financial resources and compliance with provincial and federal financial legislation and regulations; acquisition of materials, equipment and services, and information technology. The Division is also responsible for student transportation, including contracted and board-owned busing, as well as alternate transportation, and for property management, facilities repairs and maintenance, and capital priorities.

Schools

As of June 30, 2019, the Board was operating 256 schools (including five alternate sites) throughout the province for students in rural and urban locations. Schools have various grade configurations best suited to meet the needs of the local area.

Students

In 2018-19, the NLESD had a varied school population, with school enrolments ranging from one student (Raymond Ward Memorial School, Norman Bay) to 1,045 students (Holy Heart High School, St. John's). The NLESD served approximately 64,000 students throughout Newfoundland and Labrador during the reporting period. Regional enrolment numbers for 2018-19 are as follows:

Region	Number of Students
LABRADOR	3,609
WESTERN	10,975
CENTRAL	14,475
AVALON	34,935
TOTAL	63,994

Employees

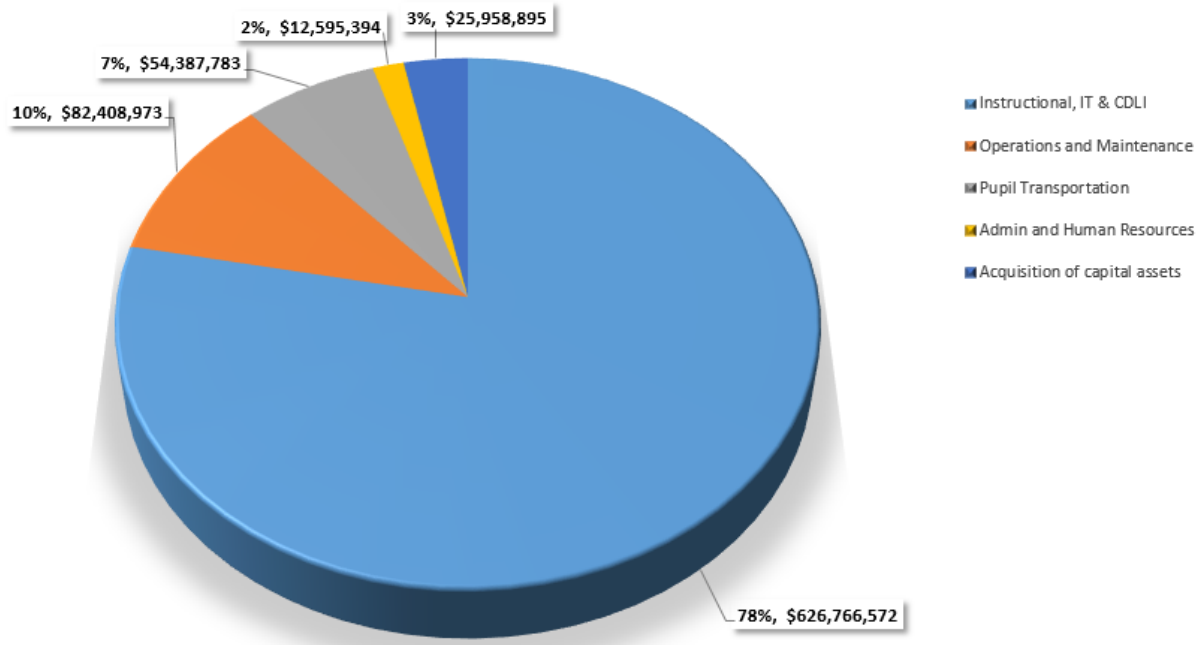
In 2018-19, the NLESD employed more than 8,700 full-time, part-time, casual employees, and support staff to deliver curricula and programs and to support the business functions of the District. The following numbers reflect staffing levels as of June 30, 2019.

Employee Group	Labrador	Western	Central	Avalon	Number of Employees (2018-19)
TEACHING STAFF	365	904	1,496	2,829	5,594
STUDENT ASSISTANTS	33	158	157	416	764
SUPPORT STAFF	160	264	503	505	1,432
CASUAL EMPLOYEES	85	244	298	155	782
SUBTOTAL	643	1,570	2,454	3,905	8,572
REGIONAL OFFICES, HEADQUARTERS	Executive, Executive Support, Managers, Non-Union, Non-Management (165), Directors of Schools (12) and Program Specialists (49).				226
TOTAL NUMBER OF EMPLOYEES					8,798

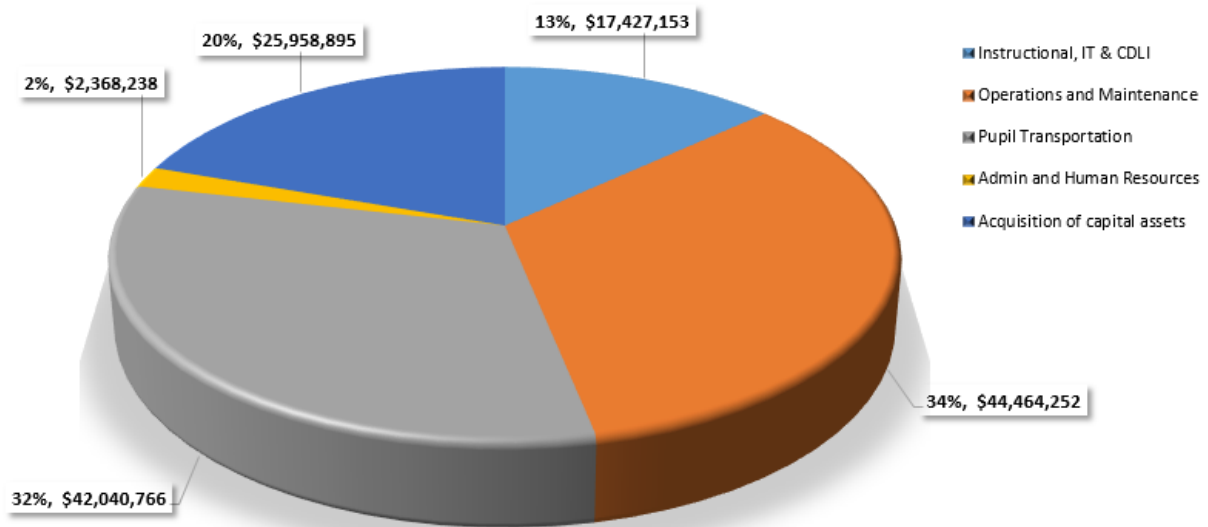
These numbers do not include substitute teachers (1,456) and casual student assistants (677)

Financial Summary

2018-2019 Expenditures Including Salaries



2018-2019 Expenditure Excluding Salaries



Highlights and Partnerships

Highlights

Education Action Plan

The Premier's Task Force on Improving Educational Outcomes released "Now is the Time: The Next Chapter in Education in Newfoundland and Labrador" in 2017. Recommendations and focus areas from the report resulted in the development of an Education Action Plan. The plan aligns with the NLESD's 2017-20 Strategic Plan and includes the following focus areas: Inclusive Education, Student Mental Health and Wellness, Mathematics, Reading, Indigenous Education, Multicultural Education, The Early Years, Career and Co-operative Education, and Teacher Education and Professional Development. Implementation is over a three-year period with 40 Phase 1 schools for Year 1 (39 Newfoundland and Labrador English School Board, 1 Conseil Scolaire Francophone) brought on stream in 2018-19. The District has worked in collaboration with the Department to facilitate and support initiatives within the plan this year, as well as provide professional learning opportunities for staff to meet students' educational needs.

Responsive Teaching and Learning Policy

The Responsive Teaching and Learning (RTL) draft policy was implemented in 39 pilot schools throughout the province in 2018-19. The focus of the draft policy is to support optimal learning experiences and achievement for all students. It was created to reflect a responsive teaching and learning approach which involves all teachers, all students, and all learning. The RTL draft policy is set in the context of Universal Design for Learning (UDL), which is a framework incorporating a way of thinking about teaching and learning which is focused on equity. UDL is intended to provide all students an opportunity to succeed by enabling flexibility in the ways students access material, engage with it, and show what they know. Feedback was solicited on the RTL policy throughout the year from Phase 1 schools to guide future policy direction.

Universal Design for Learning - Professional Learning Opportunity

The District CEO, Associate Director, Assistant Directors of Education, Directors of Schools and the Director of Learning participated in a professional learning session on Universal Design for Learning (UDL) in spring 2019, sponsored by the Department of Education and Early Childhood Development (EECD). The session was facilitated by Dr. Kavita Venkatesh from the Centre for Applied Special Technologies (CAST). UDL is a framework for teaching all students in flexible learning environments that accommodate individual learning differences. The Premier's Task

Force on Improving Educational Outcomes recommended that EECD adopt the principle of UDL for all curriculum renewal, with implementation to take place through the Education Action Plan.

Learning Commons

Woodland Primary in Grand Falls - Windsor hosted the Minister of Education and Early Childhood Development for a visit to celebrate the significant work happening in the Library Learning Commons. The Learning Commons initiative evolved from the Education Action Plan, which illustrated that an effective approach to reading instruction requires school library services to promote student engagement and literacy development, and school library resources and personnel. Feedback from students and staff indicates the Library Learning Commons initiative is creating a very positive experience that supports literacy development.

Education Action Plan Resources

Provincial Government implementation of the Education Action Plan included the allocation of additional human resources to support implementation of the RTL policy. This included five K-12 Reading Program Specialists, five K-6 Mathematics Program Specialists, School-Based Reading Specialists, Teaching and Learning Assistants (TLAs) and an increase in the Teacher Librarian allocation. A focus of their work is to provide leadership and support to all students in their learning, with emphasis on numeracy, literacy and social emotional learning, which are the three pillars of the Responsive Teaching and Learning Policy.

Professional Learning Highlights - Education Action Plan

K-12 Reading Program Specialists and K-6 Mathematics Program Specialists

In September 2018, the 10 new program specialists met with EECD staff and NLESD's Director of Learning, to review, provide feedback, and develop a common understanding of their roles, standards of practice, and work protocol. This was followed by collaborative input into their 2018-19 work plans.

School-Based Reading Specialists

Reading Specialists from Phase 1 schools participated in five days of professional learning in September 2018, facilitated by NLESD Reading Program Specialists with support from EECD Program Consultants. The sessions focused on specific themes including Reading Specialist as Learner, Relationship Builder, Literacy Development Advocate and Literacy Leader. The goal was to outline the role of the reading specialist, support consistency in Phase 1 schools, and build capacity in schools in the practice of teaching of reading.

Teacher Librarians

Teacher Librarians (TLs) from Phase 1 schools, received two days of professional learning in fall 2018 with emphasis on the Responsive Teaching and Learning Policy and importance of the Library Learning Commons. The sessions were co-facilitated by the Teacher Librarian Committee, comprised of EECD and NLESD staff.



Teaching and Learning Assistants

Teaching and Learning Assistants (TLAs) participated in professional learning which involved a virtual module and face-to-face meetings in St. John's. The goal was to clarify their roles with emphasis on distinguishing their role from that of a student assistant. The TLA will support the classroom teacher to ensure quality instruction for all students in

the areas of literacy, numeracy, social emotional learning and the provision of additional challenge for students who require it, within an inclusive common learning environment. The classroom teacher will guide the teaching and learning assistant in their role. The school administrator is responsible for the deployment, monitoring and scheduling of the TLA during instructional and non-instructional time, including supervision duties.

Deep Learning Initiatives

Deep Learning is the process of acquiring six global competencies: Character, Citizenship, Collaboration, Communication, Connectivity, and Critical Thinking. There are four elements of learning design that form the foundation for Deep Learning: Teaching Practices, Learning Partnerships, Learning Environments and Leveraging Digital. Deep Learning has become a major thrust in schools in an effort to address student engagement issues. Deep Learning provides a forum for students to engage by integrating innovation and problem-solving into classroom learning, blending play-based learning with curriculum outcomes, and helping teachers try new practices with their students. A number of Deep Learning projects occurred this past year.

Deep Learning Conference

In October 2018, the District sponsored a number of Principals, Directors of Schools and the Provincial Director of Learning to attend a Deep Learning Conference held in New Brunswick to participate in sessions facilitated by renowned expert, Dr. Michael Fullan. Dr. Fullan is Director of New Pedagogies for Deep Learning: A Global Partnership, and a worldwide authority on educational reform.

Amos Comenius Memorial School (ACMS)

Amos Comenius Memorial School in Hopedale, Labrador, received an honourable mention, and a \$1,000 grant, in a national competition for innovation in education in April 2019. The Ken Spencer Award for Innovation in Teaching and Learning, an



initiative of the EdCan Network, recognized the work of ACMS and teacher Curtis Oliver in challenging students to think critically in developing virtual reality experiences of the community of Hopedale. The award recognized the school's use of technology to provide students with an opportunity for deeper understanding and comprehension.

Waterford Valley High

Waterford Valley High is the first school in Atlantic Canada to pilot an after-school Kitchen Brigades program, under the direction of nutrition teacher Lisa Smith Saunders and Chef Roger Andrews. This program provides an opportunity for students with an interest in cooking to develop personal culinary skills and autonomy in the kitchen while learning about healthy eating, their local community, and how food connects us all. Kitchen Brigades is a



program of La Tablee des Chefs, based in Montreal, Quebec. At Waterford Valley High, the program ran from January-May 2019. Five groups of students learned to work as a team and enjoyed some friendly competition among themselves. One of their challenges was to pick locally-sourced ingredients and prepare a dish using that ingredient. This lesson was designed to raise awareness about issues of food security in our province.

Valmont Academy

The staff at Valmont Academy in King's Point started a "Genius Hour" initiative at the school in January 2019, encouraging students to become more involved in their own learning. Every Friday they took an hour to work on anything they wanted - everything from knitting, baking and sewing to building



their own solar panels. The initiative was covered by the local media, and one student in particular, Grade 12 student Riley Burt, was very effective in explaining how he was able to relate his physics studies to his project - which was building a working electric guitar.



Deep Learning Opportunity for Educators

In June 2019, educators got their own deep learning opportunity when students from four Avalon region schools switched roles with teachers to demonstrate how they are grasping educational concepts, from the latest advances in technology, like 3D printers, to more traditional skills, such as knitting and sewing. District CEO/Director of Education Tony Stack dropped by to learn from student-experts how they spent their year learning through the Maker Education initiative.

Awards



Outstanding Principal Award

Gerald Morgan, principal at Stephenville Primary, was named one of Canada's Outstanding Principals in January, 2019 for his inclusive leadership style and ensuring that his school is a safe, welcoming and caring learning environment. Mr. Morgan was specifically acknowledged for an initiative that recognizes students for acts of kindness, through messaging of the Positive Behaviour Supports (3 Bees) initiative: Be kind to yourself, Be kind to others, and Be kind to the world.



Prime Minister's Award for Teaching

Nancy Ryan, a Grade 3 teacher at St. Matthew's Elementary in St. John's, was named a recipient of a Prime Minister's Award for Teaching Excellence in STEM (Certificate of Excellence) in May, 2019. Ms. Ryan was acknowledged for her approach to empowering students to become creative, critical thinkers and leaders and promoting involvement in their school and community.

Making a Difference



Moya Buckle, a student from Corner Brook Regional High, wrote and produced a play about online safety for Grades 4-6 students on the west coast.

The play covered issues such as how to deal with cyberbullying, and how to spot 'fake news'. The District applauds Moya for her efforts to educate young children about staying safe online and using social media in a positive way.

New Consultation Tool - ThoughtExchange

This year the District introduced a new school community consultation tool to assist with the formal school review process. The District engaged ThoughtExchange, a Canadian company with experience in school district communications throughout North America.

ThoughtExchange is a tool that enables the District to engage large numbers of stakeholders in meaningful consultation. It provides an opportunity for all members of the school community to participate in the decision-making process, and have their ideas and thoughts considered by their peers. The overall goal was to improve the District's communication with stakeholders; enhance the transparency of the consultation process, and to ensure all members of the school community have an equal opportunity to have a voice.

Auditor General's Report

The Auditor General released a report in September 2018 entitled "Management of the Procurement of Goods and Services" as it relates to the Facilities Division of the District. The report covered the period July 2011 to June 2016 and outlined a number of recommendations related to financial accountability and oversight. The District has made financial accountability a key focus of its 2017-20 Strategic Plan, with specific commitments to improved purchasing processes and approval procedures; better inventory controls, and improved financial management procedures. The District has introduced a new Internal Audit Policy that demands higher transparency and accountability to the public; a Conflict of Interest Policy for Employees, a Risk Management Policy, and a Whistleblowing: Employee Disclosure of Wrongdoing Policy. Operational changes made over the past two years include the expansion of the District's internal audit division, tighter purchasing procedures, financial training, and ethics training to address the Auditor General's finding of a workplace culture that allowed certain attitudes and activities to go unchecked. More detail on these initiatives can be found under the Leadership and Organizational Effectiveness section of this report.

Board Trustees Recognized for Volunteer Service

In marking Volunteer Week in April 2019, Trustees of the Board of the Newfoundland and Labrador English School District (NLESD) were recognized for their volunteer services during a ceremony and reception at Government House, hosted by Her



Honour the Honourable Judy Foote, Lieutenant Governor of Newfoundland and Labrador and His Honour Howard Foote. Trustees contribute an enormous amount of time and effort to furthering K-12 education in Newfoundland and Labrador. The ceremony included recognition for the volunteer trustees of the Conseil scolaire francophone provincial (CSFP), the province's francophone school board, and a special presentation to Brian Shortall (seated in front row, at right), for his life-long contributions to education on the provincial, national and international scene.

Centre for Distance Learning and Innovation (CDLI)

CDLI enables students attending small, rural schools which may not have a student population at the school level to offer the courses onsite, to enroll in courses such as Chemistry and Advanced Mathematics. CDLI uses computers, networks and the internet to support distance learning, and provides a variety of content and ways for students to interact with teachers and with each other. In 2017-18, the District began delivering the provincial education curriculum through CDLI, which had previously been operated by the Department of Education and Early Childhood Development. This allowed the District to have a more hands on role in achieving its curriculum delivery mandate; to use CDLI resources to deliver professional learning, and to house and maintain the website for new program implementation. During the 2018-19 school year, CDLI had over 40 staff, including two program specialists, two training specialists, a connectivity and communications specialist, an IT systems manager, 29 e-Teachers, a guidance counsellor, as well as administration and support staff. Staff members were located in 16 locations throughout the province. CDLI reported 1,864 courses registrations in 44 different courses for 1,140 individual students in 119 schools throughout the District. The reporting year saw fewer students (93), more schools (2) and more courses (3) over the previous year.

Partnerships

Department of Education and Early Childhood Development

The Board partners with the Department of Education and Early Childhood Development (EECD) to address educational needs. The Department provides funding for personnel and learning resources to enable the Board to carry out its mandate. In 2018-19, NLESD employees worked collaboratively with Department staff for many different purposes, including:

- Implementation of initiatives within the Education Action Plan. These include, but are not limited to, collaborative planning and facilitation of professional learning on the draft Responsive Teaching and Learning Policy for the 39 Phase 1 schools and all stakeholders; co-creation and co-facilitation of professional learning for K-12 Reading Program Specialists, K-6 Mathematics Program Specialists, School-based Reading Specialists, Teacher Librarians and Teaching and Learning Assistants; ongoing meetings

and professional learning with Phase 1 administrators, and planning for the 39 Phase 2 schools scheduled for implementation in 2019-20;

- Professional learning for teachers, e.g., Learning Block Structures to enhance effective literacy instruction, the Numeracy Diagnostic Assessment Process, student services initiatives, school development, provincial assessments, Safe and Caring Schools initiatives, attendance tracking, and policy development;
- Various infrastructure projects, in conjunction with the Department of Transportation and Works, on the design, construction, redevelopment and upgrading of schools including: an extension to St. Peter's Elementary in Mount Pearl that included a gym, renovated cafeteria, commercial kitchen and six new classrooms; an extension to Mobile Central High that included a computer lab and nine additional classrooms; and ongoing work on the construction of four new schools - a replacement for Coley's Point Primary (Bay Roberts), an intermediate school for Paradise, a K-12 school in St. Alban's to serve the Bay d'Espoir region and a middle school (Grade 4-7) for Gander.

School Councils

School councils are established in accordance with the **Schools Act, 1997**, and are an integral partner to the delivery of education. School councils serve in an advisory role to principals. They approve the school's growth and development plan and policies, as well as fundraising plans for the school. This collaborative approach supports student success and achievement. The District CEO/Director of Education addressed the biennial meeting of the Newfoundland and Labrador Federation of School Councils in November 2018.

Regional Health Authorities

The Board partners with Regional Health Authorities in the four regions to promote student health and wellness. School Health Promotion Liaison Consultants are based at the NLESD regional offices, and funded by the Department of Health and Community Services. They support implementation of the provincial Healthy Students, Healthy Schools Initiative, focusing on School Food Guidelines, physical activity, and being smoke-free. In 2018-19, consultants worked to identify and support 42 schools with the Healthy School Planner - a free online tool that schools across Canada can use to assess the health of their school and build a plan for improvements. Schools that participated received tailored feedback, a list of resources, and funding to help develop improvement initiatives. To date, there are approximately 149 schools in the District that have completed the planner and have been provided with funding.

Canadian Heritage

Through the Canada-Newfoundland and Labrador Agreement for Minority Language Education and Second Official Language Instruction, the Board continued to support quality French language instruction in our schools. Early and Late French Immersion, Intensive Core French,

Grades 4-9 Core French, Senior High Core French and Expanded Core French are offered in various schools.

Kids Eat Smart Foundation

The Kids Eat Smart Foundation is a registered charity which supports nutritious breakfast and snack programs for students throughout the province. Schools provide space, volunteers and a variety of supports and resources for such programs. Kids Eat Smart offers start-up, sustaining, and matching grants. A regional coordinator works with school volunteers and staff who run the programs.

School Milk Foundation

The School Milk Foundation is a non-profit organization with a mandate to increase the milk consumption amongst school-aged children in Newfoundland and Labrador. The Foundation administers the School Milk Program and subsidizes the cost of milk to students at school. A Trustee from the School Board is appointed to serve on the Board of Directors for the School Milk Foundation on an annual basis.

Newfoundland and Labrador Education Foundation

The Newfoundland and Labrador Education Foundation Inc. is a registered charity funded through the voluntary payroll contributions of Newfoundland and Labrador English School District employees. The Foundation raises and allocates funding for scholarships, programs and activities which support



student achievement and success. The Foundation provided \$1,000 scholarship to 27 graduating students in 2018-19 to assist with their post-secondary pursuits. In January, 2019, the Foundation also contributed \$10,000 scholarships to the Community Food Sharing Association, following a devastating fire which destroyed the organization's main warehouse in Mount Pearl and its entire stock of food and supplies.

Brilliant Labs

The District partners with Brilliant Labs, a non-profit, hands-on technology and experiential learning organization, to support coding initiatives within our classrooms and curriculum. Brilliant Labs provides funding options for teachers and schools to apply for coding and Maker Education hardware that connects with learning and curriculum. Computer coding resources

are important for understanding computer science and digital literacy. In addition, coding activities engage students in critical thinking, communication, collaboration, creativity and character development. Please see page 34 for more information on this partnership and funded projects.

Report on Performance

Outcomes of Strategic Plan Goals and Objectives 2018-19



Report on Performance

Introduction

In 2018-19, the Board of Trustees for the Newfoundland and Labrador English School District implemented Year 2 of its three-year Strategic Plan (2017-20). The Plan includes three strategic issues - Student Success, Safe and Caring Schools, and Leadership Development and Organizational Effectiveness.

The plan is designed to continue to build on work identified to support the strategic issues. It outlines student success initiatives in the areas of literacy, numeracy, resources to support teaching and learning in technology, computer coding, and others. It expands on work to support students in safe and caring environments, such as implementation of school-wide positive supports and protocols, safe social media practices, and awareness of LGBTQ issues for staff and students. Professional learning for staff is a significant component of the plan, supporting teachers in curriculum delivery in many areas such as literacy, numeracy, financial literacy, autism spectrum disorder, student mental health and wellness, and more. It also includes actions that support organizational effectiveness such as financial accountability.

The plan was designed to work in conjunction with the Premier's Task Force on Improving Educational Outcomes (2016) and its subsequent Education Action Plan (2018). It utilizes resources allocated by the Department of Education and Early Childhood Development to advance all three strategic directions and support a 'Students First' philosophy. The goals as outlined in the Strategic Plan are as follows:

GOAL I: By June 30, 2020, the Newfoundland and Labrador English School Board will have enhanced supports for student success in literacy, numeracy, and other select curricular areas.

GOAL II: By June 30, 2020, the Newfoundland and Labrador English School Board will have enhanced school environments to ensure students can learn in a safe, caring and inclusive settings that support physical and mental wellness.

GOAL III: By June 30, 2020, the Newfoundland and Labrador English School Board will have enhanced school leadership development and organizational effectiveness.

Strategic Issue - Student Success

The Board is committed to student success through a 'Students First' approach to achieving academic success in all subject areas within the K-12 public education system.



As identified in the District's Strategic Plan (2017-20), the Board continued to focus on literacy, numeracy and other curriculum areas in Year 2 of implementation. The plan continued with initiatives designed to enhance students' literacy, such as extension of the Literacy Plan and Assessment Framework to Grades 7-9, and provision of professional learning for teachers in the areas of assessment, effective literacy instruction and responsive teaching. Numeracy initiatives

continued through the development of a Numeracy for Learning Plan for Grades 6-9 (aimed at supporting core numeracy learning), professional learning for Grades 6-7 teachers on math text resources and best teaching practice, and implementation of a Numeracy Diagnostic Assessment Process. The District's work also included initiatives brought forward through the Provincial Government's Education Action Plan, such as implementation of a draft Responsive Teaching and Learning Policy that supports student success in acquiring literacy and numeracy skills.

Additionally, the Board focused on enhancing professional development and support for students with autism spectrum disorder; identifying resources and activities to support financial literacy, increasing promotion and support for computer coding in school, and expanding use of technology to support teaching and learning.

Objective 2- Student Success (2018-19)

Objective 2	Indicator
<p>By June 30, 2019, the Newfoundland and Labrador English School Board will have continued implementation of strategies to enhance student success in literacy, numeracy, and other select curricular areas.</p>	<ul style="list-style-type: none"> ● Provided professional learning on assessment in the area of literacy ● Provided professional learning to support reading and writing initiatives ● Continued implementation of the Literacy for Learning Plan for Grades 7-9 ● Continued to support and promote major literacy-related events and activities ● Began implementation of a Numeracy Plan for Grades 6-9 ● Continued to support and promote numeracy related events and activities ● Continued to provide professional learning for teachers and support staff on autism spectrum disorder ● Continued to identify resources and engage in activities to support financial literacy ● Continued to promote and support computer coding in schools ● Further expanded the use of technology to support teaching and learning ● Further enhanced teacher training in the use of assistive technology to support student learning

Initiatives to support literacy, numeracy and other select curricular areas are integral to student success. The District has continued to enhance supports in these areas in 2018-19. The following is a report on progress made on Year 2 indicators.

Literacy

The District continues to support the Literacy for Learning Plan, a key direction of the District's Strategic Plan (2017-20). The plan has four focus areas:

1. Connecting the Assessment Portfolio, Literacy for Learning Plan and the NLESD Strategic Plan;
2. Reading Record Assessments - Using Benchmark Assessment Systems (BAS) 1 and 2;
3. Teaching and Assessing Writing; and
4. Responsive Teaching - Intervention for Students with Identified Needs.

Building on previous work, the District continued to implement the K-6 component of the Literacy for Learning Plan and associated Language Arts Assessment Portfolio (a collection of student work used for assessment purposes), and expanded the Plan to Grade 7 - 9 while incorporating into individual School Growth Development Plans. Additionally, school communities were provided with continued supports and information on how to use the Language Arts Assessment Portfolio as a source of internal data to build School Development Plans as they relate to academic achievement.

Provided professional learning on assessment in the area of literacy

As part of the Education Action Plan, arising from the Premier’s Task Force on Improving Educational Outcomes, 39 Phase 1 schools implemented a revised K-6 Language Arts Assessment Portfolio and support documents. Professional learning and ongoing support for teachers enhanced continued literacy development. Teachers will use these documents in their assessment of student learning in literacy development.

Phase 1 Schools - Professional Learning - Assessment (Literacy)

Region	Schools	Teachers
Labrador	4	46
Western	11	248
Central	13	222
Avalon	11	209
Total	39	725

The support document was updated in the Winter of 2019 based on feedback from reading specialists, with ongoing support provided to 39 Phase 1 schools through professional development and provided to 725 teachers. A number of other professional learning sessions in the area of literacy, including a Fountas and Pinnell Benchmark Assessment System (BAS), Module 1 (virtual) session.

The District provided professional learning in reading assessment, using BAS and its French-language counterpart (Trousse d’appréciation de rendement en lecture), for newly-assigned and Kindergarten teachers.

Professional Learning - Kindergarten Reading Assessment

Region	Sessions	Teachers
Labrador	6	25
Western	15	61
Central	3	129
Avalon	3	285
Total	27	500

Provided professional learning to support reading and writing initiatives

A number of initiatives were implemented to support reading and writing during 2018-19. The K-6 District Literacy Team initiated development of a Comprehensive Literacy Framework for Kindergarten to Grade 6. The team will use the framework as a guide to support a comprehensive approach to literacy.



The 2018-19 activities included professional development sessions for teachers on the use of learning block structures to enhance effective literacy instruction. Research has demonstrated that learning block structures support responsive teaching, enabling teachers to organize class time to benefit the student. In this structure, teachers use a

variety of teaching methods such as instruction within a whole group, small group, and one-on-one instruction. The goal is to encourage students to gradually take increased ownership of their own learning. Over 600 Kindergarten and Grade 1 teachers also participated in a professional learning session on how to teach writing, which included the provision of the newly-developed Primary Writing and Representing Assessment Guide (K-2). Additional

professional learning was provided to Kindergarten and Grade 1 teachers with a focus on understanding early reading development with four sessions delivered to 54 teachers. Ongoing support was provided to individuals and teams of teachers through school-based reading specialists.

The District also developed and implemented professional learning opportunities for K-6 teachers to participate in a virtual teacher-focused collaborative reading program. Activities included an online book club with Phase 1 schools; a virtual book study on Literacy Essentials with a podcast, website, as well as virtual meetings. Professional learning was also provided for Kindergarten and Grade 1 teachers on understanding early reading development, with a total of 20 sessions delivered to 375 teachers.

Levelled Literacy Intervention (LLI)

To support the continued implementation of Levelled Literacy Intervention (LLI), 22 professional learning sessions were provided to 136 participants, including the five new reading program specialists assigned to the District in September 2018. Sessions included web-based and in-person training. A Google Classroom (an online platform for teacher collaboration) has been established to provide standard information and resources for instructional use for schools with an identified need. LLI resources continue to be distributed to classrooms. The total provincial breakdown is below.

Levelled Literacy Intervention (LLI) Resources in Schools

Region	Schools with LLI	Percentage	Total LLI Kits
Labrador	18 of 21	86%	35
Western	37 of 52	71%	71
Central	48 of 60	80%	70
Avalon	63 of 67	94%	153
Total	166 of 200	83%	329

As of June 2019, 329 LLI resources were distributed to schools, which represents an increase of 84 over 2017-18. This includes LLI resources provided to Phase 1 schools from EECD as part of the province’s Education Action Plan.

Continued implementation of the Literacy for Learning Plan for Grades 7-9

The implementation of the extended Literacy for Learning Plan was implemented in Grade 7 classrooms this year, with professional learning provided for Grade 8 teachers in preparation for 2019-20 implementation. Continuing work included the development of a draft framework for the Assessment Portfolio of the Literacy Plan for Grade 8 students, with professional learning delivered to Grade 8 English Language Arts (ELA) and French Language Arts (FLA) teachers and program specialists. Additional resources continue to support this effort through an online Curriculum and Assessment site. Teachers provided feedback on elements of the Literacy for Learning Plan through a pre and post survey. The survey was used to identify how assessment data is used to guide instruction and support student learning, and ultimately inform the implementation of the ELA/FLA 7-9 Assessment Portfolio and Support Documents. Professional learning was also provided to French Immersion teachers in K-9 on implementing learning structures to increase achievement in literacy. French Program Specialists facilitated a one-day session across the province that included 100 French Immersion teachers.

Continued to support and promote major literacy-related events and activities

The District's Literacy Committee worked over the past year to strengthen awareness and promotion of literacy-related events and activities. A variety of literacy-related events were scheduled throughout the province; shared with the committee, and subsequently promoted within the respective regions. Promotion tools include: a Literacy-focused Google site for staff; ongoing development of a Literacy webpage; promotion via social media and school websites, and public service announcements. Events are also promoted during school and community speak offs and other various events (e.g., Skills Canada, Literature Fairs, Drama Festival, Heritage Fairs). Events that were promoted include Family Literacy Day, Inuktitut Speak Off, Project Read, Rotary Speak Offs, Scripts/Telegram Spelling Bees, Turning Points, Skills Canada (College of the North Atlantic) Public Speaking, Kiwanis Short Story Awards, Arts and Letters Awards, Knights of Columbus Speak Offs, District-sponsored Speak Offs (7-9, 10-12), Regional Literature Fairs / Heritage Fairs / Drama Festivals, National Family Literacy Day, Global Read-Aloud and the Visiting Authors Program.

Began implementation of a Numeracy Plan for Grades 6-9

The District is committed to providing learning experiences that enable students to succeed in school. The development of a Numeracy for Learning Plan is aimed at supporting core numeracy learning. The key elements of the Numeracy Plan are:

- To focus on improving teaching strategies to increase student achievement;
- To develop and provide sustainable teacher professional learning to support numeracy instruction; and
- To enhance promotion and communication of numeracy with all members of the school community.

The plan uses a responsive teaching approach with a number of strategies, including:

- Implementation of a Numeracy Diagnostic Assessment Process that allows students to be assessed to identify areas of concern. Professional learning was provided to 293 teachers in 20 sessions this year to enhance assessment processes;
- Provision of resources to Grades 6-7 teachers to support best teaching practice. This included making print and online teaching resources available to almost 500 educators;
- Provision of professional learning to administrators and teachers to explore connections between, and amongst, the District's Strategic Plan, the Numeracy for Learning Plan, School Development Plans, and Professional Growth Plans. There were 293 individuals who participated in 20 sessions held throughout the District;
- Creation of a pre and post survey on the use of learning block structures to support numeracy instruction. These surveys helped assess teacher learning and prompt reflection on their numeracy practices. The post surveys allowed reflection on changes in practice, and to inform what new learning and supports our math teachers need.
- Professional learning sessions were held with Grades 6-7 teachers on responsive teaching methods within a learning block structure. Twenty-five sessions were held with 451 participants.
- Provision of professional learning opportunities on a variety of effective instructional practices:
 - Three sessions with 38 participants in the Formative Assessment in Math;
 - Five sessions with 152 participants in Numeracy Block;
 - One session with 11 participants in Invitational Book Study of Mathematical Mindsets;
 - Four sessions with 35 participants Maximizing Mathematics Engagement in Numeracy Blocks;
 - One session with six participants on using G Suite to engage students in Mathematics
 - Fourteen sessions with 32 participants on guided observations of numeracy block; and
 - A number of participants in sessions on Checkpoints, Diagnostic Assessment and Google Forms.
- Provision of professional learning for Grades 6-7 teachers on the text resources

Mathematical Mindsets and Contexts for Learning Mathematics. A total of 567 teachers participated in 25 sessions; and

- Professional learning opportunities were promoted for self-directed learning to Grades 6-7 teachers on Mathematical Mindsets (offered through Stanford University), with 38 teachers registered.

DreamBox Learning

DreamBox Learning is a personalized learning platform designed to help students develop increased confidence and skills with mathematics. The District continues to promote the use of this application as an optional supplementary component of a numeracy learning block (optimal learning environment), whereby students work on lessons that challenge them at their independent level. Data is generated which allows teachers to identify strengths and gaps in students' learning, enabling them to assign targeted focus lessons based on this data. The data also helps teachers be responsive to the needs of students through small group and individual instruction. Teachers reported that the platform has improved students' understanding of number concepts and number operations, and has fostered students' engagement and attention to problem-solving strategies. The application is available in English for students working with outcomes in K-8. A total of 24 schools (62 classes) used the DreamBox program in 2018-19 – two in Labrador Region; six in Western; eight in Central and eight in Avalon. The total student enrolment was 1,117. Participants were primarily in Grades 2-5 (82%).

DreamBox Usage (2018- 19)

REGION	# Schools	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	TOTAL Licences
AVALON	8	2	26	67	111	271	90	58	1	4	2	629
CENTRAL	8	2	41	35	78	39	22	21	X	X	X	253
LABRADOR	2	X	1	X	X	27	1	3	1	X	X	38
WESTERN	6	1	4	20	42	11	11	6	X	3	3	197
TOTALS	24	5	72	122	231	348	124	88	2	7	5	1,117*

*Note: 1,004 in use of 1,117 licenses purchased.

Zorbit's Math Adventure

Zorbit's Math Adventure is a K-3 online learning platform, available in English and French, which merges the powers of play, pedagogy, and technology. It empowers teachers to facilitate fun and inspiring math lessons that support the development of students' conceptual understanding of math. There are four main components of the system:

- The Zorbit's Math Adventure game for students - a rich entertainment experience for kids in a rigorous problem-solving environment filled with meaningful math exercises;
- A library of hands-on mini-lessons and "math talks" that support individual, small group, or whole class instruction while facilitating social and collaborative learning;
- A reporting system for teachers, schools, and the District to identify learning gaps in relation to provincial standards. The system makes personalized recommendations to teachers for intervention that integrates both the Zorbis game and the lesson library; and
- On-demand professional development and support embedded in the platform that gives teachers a boost to build their capacity as 21st century teachers.

Zorbit's Usage (2018-19)

REGION	# Schools	# Students
AVALON	17	1,513
CENTRAL	4	128
LABRADOR	0	0
WESTERN	4	260
TOTALS	25	1,901

Continued to support and promote numeracy related events and activities

A District committee was established to identify and review a list of school and family resources related to numeracy, and to identify strategies to support and promote numeracy-related events and activities. The committee's work included the following:

- Expanded and promoted online mathematics intervention resources (Math 7-12). An electronic team drive has been established to support an online collaboration group for mathematics teachers, as well as a Google site which houses a Grades 7-12 mathematics resource repository.
- Created a Twitter account at <https://twitter.com/NLESDNT> with 284 followers, 187 tweets and 430 likes.
- Created a public numeracy Google site to increase numeracy awareness that includes:
 - 31 resources for families;
 - A new digital Numeracy Spotlights newsletter that highlights progressive numeracy practices occurring in each of the regions of NLESD;
 - Promotion of the Numeracy for Learning Plan via the "Building Numeracy in NLESD" Google site and through social media; and
 - Shared the Provincial K-6 Math Bursary Program with all teachers and administrators and posted it online to the Teacher Collaboration (Elementary) Group. The bursary program is an EECD initiative to provide support for teachers completing university math courses. It was also highlighted at professional learning sessions.
- Arranged a guided observation of numeracy blocks at work for five (5) elementary teachers.
- Created an online professional learning site in Google Classroom for Grade 6-9 teachers to collaborate and share effective practices. This online platform includes information related to the 6-9 Numeracy Plan for Grades 6-7 teachers, and was used to complete professional learning with 128 teachers on the creation of Google Classrooms, as well as a session on Mathematical Mindsets. During the reporting period, 281 Grade 6 Math teachers, and 204 Grade 7 Math teachers contributed to the professional learning site.
- Promoted school-based mathematics activities through a number of initiatives such as:
 - Supporting school-based math clubs by sharing Math League Resources for 7-12;
 - Creating and distributing resources to support Pi Day in schools;
 - Providing a list of, and promoting, a number of potential days and ways to celebrate math as highlighted on external educational websites;
 - Promoting math resources in primary and elementary teacher collaboration groups that align with grade level curriculum K-6; (English/French Immersion) through distribution to administrators. These resources were also highlighted at

- professional learning sessions as well as shared with teacher groups;
- Promoting numeracy learning blocks that engage students and promote independence;
- Promoting Math Talks to engage students in communicating, reasoning and problem-solving, along with promoting the use of mathematical language;
- Promoting membership to the Newfoundland and Labrador Teachers' Association (NLTA) Math-Science Special Interest Council (MSSIC);
- Promoting the International Festival of Science, Technology, Engineering and Mathematics (STEMfest 2018) at multiple professional learning sessions;
- Sharing information on Zorbit's Math Adventure (K-3) and DreamBox Math (K-8) programs under a new licence purchasing protocol;
- Creating a list of special math days for promotion in the school year. These include:
 - 100th Day of School
 - e-Day (celebrating the mathematical constant "e" (2.7182818))
 - Fibonacci Day
 - Math Campfire
 - Mathematics and Statistics Awareness Month
 - Mole Day
 - Palindrome Days
 - Pi Day
 - Powers of Ten Day
 - Pythagorean Theorem Day
 - Sonia Kovalevsky Mathematics Day
 - Square Root Day
 - World Math Day

Continued to provide professional learning for teachers and support staff on autism spectrum disorder

Programs Staff

Professional learning continued across the District to support the delivery of evidence-based student programming for students with Autism Spectrum Disorder (ASD). During 2018-19, 24 sessions were conducted by Autism Itinerants with a total of 406 participants, with three teachers attending out-of-province professional learning.

Ongoing District support for students with ASD continued throughout the year, with programming consultations provided to teachers and school teams. During the reporting period, 1,031 consultations were completed in 252 schools. Meanwhile, there are 570 members registered to the District's ASD-focused 'team drive', which provides opportunities for

collaboration and sharing of resources and best practices. There are also 864 teachers accessing EECD’s Autism Spectrum Disorder teacher group, which offers additional support for educators.

Support Staff

As part of a three-year rotational plan, professional learning was provided to a total of 517 student assistants and school secretaries. Topics included social-emotional learning and challenging behaviours. Autism training for support staff was delivered through four online professional learning resources. Some bus drivers and custodial staff completed training last year, and there are further plans to offer a video tutorial in the 2019-20 school year.

Professional Learning – Autism Spectrum Disorder – Support Staff (2018-19)

Region	Secretaries	Student Assistants
Labrador	21	-
Western	-	40
Central	225	118
Avalon	-	113
Total	246	271

ASD learning circles were also held this year for teachers. Learning circles are targeted professional learning sessions that explore topics in greater detail with smaller groups. In the past year, 25 circles were held across the province with 160 participants. Autism Itinerants have hosted learning circles in the areas of social stories, positive reinforcement, cognitive behaviour therapy, and ‘power cards’. Power cards are visual aids that use a student’s special interests to help them understand social situations, routines, the meaning of specific language and more.

Continued to identify resources and engage in activities to support financial literacy

Support for financial literacy continued throughout 2018-19, with the identification of further resources (websites, articles) to add to an Economic Education Team Drive and resource repository, as well as promotion of online platforms to support teacher collaboration.

Financial Literacy Resources

Financial Literacy-Related Websites	37
Financial Literacy-Related Articles	15
Links to Printed Resources	15
Links to Video Hosts	10

Membership in the Financial Literacy Group

Economic Education Team Drive	100 Members
Economic Education Teacher Group	74 Members

Financial Literacy Partnership

The District has developed a partnership with the Canadian Foundation for Economic Education (CFEE) to support financial literacy in Career Education 2201 and student curriculum outcomes. The resource “Money and Youth” has been updated with 5,000 copies made available, complemented with a website to reinforce student achievement and provide resources for teachers and parents. Additionally, a new provincial CFEE coordinator responsible for Economic Education was hired to work with Directors of Schools and Program Specialists to enhance economic education for students throughout the province.

Financial Literacy Collaboration

The District worked with The Learning Partnership (TLP) to enhance financial literacy instruction in select Grade 6 classes in 2018-19. TLP delivers experiential programs that encourage student engagement in real world situations and problem-solving to gain a deeper understanding of subject matter. Ten schools were engaged in the group’s Entrepreneurial Adventure Program, which encourages students to create business ventures right in the classroom.

Continued to promote and support computer coding in schools

Computer coding initiatives enhance digital literacy and support students in understanding computer science. In addition, coding activities engage students in the higher level goals of education (critical thinking, communication, collaboration, creativity and character development).

The District continued to support coding activities in schools throughout the province in 2018-19. A plan was developed with Brilliant Labs, an Atlantic Canadian experiential learning organization, to offer financial support to coding projects at the K-6 level. During the reporting period, 184 schools have received



Brilliant Labs support in the form of equipment up to a value of \$500. In addition, 18 schools were approved for Makerspace support of up to \$5,000. A Makerspace is a creative, technology-enhanced learning commons and workshop which provides a dedicated hands-on learning environment for students and staff. Makerspaces are also being developed at the District Conference Centre in St. John’s and the Western Regional Office in Corner Brook. Teacher professional learning was also conducted provincially to support coding activities in schools.

Teacher Professional Learning		
Type	Sessions	Participants
Brilliant Labs	110	850
Let’s Talk Science	8	80
Kids Code Jeunesse	3	90

Additional resources to support teachers include the establishment of Google online communities and the Twitter hashtag #CodeNLESD. The District’s Code to Learn webpage has been revised to include information on Federal Government CanCode partners in the province; funding opportunities for schools, and additional resources to support coding-related teaching strategies.

Computer Science Education Week and Hour of Code were celebrated throughout the province and globally during December 3-9. This year the District undertook a social media contest inviting teachers and schools to submit pictures and descriptions demonstrating how students

are coding. Over 80 schools participated, vying for prizes such as a Makey Makey Coding Kit, mBot Robot Kit (both donated by Brilliant Labs), a Living Space Kit donated by Let's Talk Science, and a classroom kit of micro:bits donated by Kids Code.

The District also continued to support coding projects in schools in a number of areas:







- A self-directed professional learning webpage and coding newsletters were developed to support teachers;
- A lending library on coding was established;
- Special coding projects were created for small schools and Nunatsiavut Government schools;
- Brilliant Labs: Coding was incorporated into the Grade 6 Science professional learning plan in partnership with EECD;
- Let's Talk Science: Coding kits for the living space project were distributed to 97 classrooms; and
- Kids Code Jeunesse: 80 sessions were held in schools with teachers and students and over 1950 micro:bit units were distributed to teachers.

Further expanded the use of technology to support teaching and learning

A comprehensive provincial technology plan has been developed to support teaching and learning. Online professional learning on Google Suite was held with 254 participants across the province. Professional learning on tools to improve instructional practice and assessment was also completed with 189 participants in 11 sessions.

An online Google Classroom has also been established to support professional learning on District policies. This platform provides an interactive opportunity for staff to learn about

Use of Instructional Time ⋮

 Policy Documentation for Use of Instruction...	Posted Oct 23, 2018	⋮
 Administration Regulations - Use of Instruct...	Posted Oct 23, 2018	
 Questions from Policy 1: Use of Instructiona...	Edited Nov 5, 2018	
 Policy 1 Webinar Recordings	Edited Nov 6, 2018	
 Policy 1 Questions and Answers  1	Posted Dec 17, 2018	

policies and their application in day-to-day operations. This year, 245 staff members participated in 12 sessions. The classroom allows discussion on policy documentation, administrative regulations, questions and answers, and a recording of the webinar.

Further enhanced teacher training in the use of assistive technology to support student learning

Support for teachers continued throughout the school year with the delivery of professional learning sessions on select assistive technology to support students in learning. A total of 78 sessions were held with 1,104 people participating throughout the District.

An Assistive Technology Website Committee was established to support the use of various assistive technology tools for students. A website was developed and launched in Spring 2019 and contains information about devices, Google Classroom, resources, software/apps and videos.

Student Success - Objective 3 (2019-2020)

By June 30, 2020, the NL English School Board will have further implemented strategies to enhance student success in literacy, numeracy, and other select curricular areas.

Indicators

- Continued to support professional learning on assessment in the area of literacy
- Continued professional learning to support reading and writing instruction in K-6
- Continued to support the development of a culture of literacy in K-6
- Extended the Literacy for Learning Plan in Grades 7-9
- Implemented the Responsive Teaching and Learning Policy for all staff in the K-6 Phase 1 and 2 Schools
- Created standards of practice for K-12 Reading Program Specialists and K-6 Mathematics Program Specialists
- Continued the promotion of numeracy-related events and activities.
- Continued evidenced-based professional learning opportunities for staff on autism spectrum disorder
- Continued to identify resources and further engage in activities to support financial literacy
- Continued to promote and further support computer coding activities in schools.
- Continued to expand and further the use of technology to support teaching and learning
- Continued to support and enhance teacher training in the use of assistive technology to support student learning

Strategic Issue - Safe and Caring Schools

The Board of Trustees of the Newfoundland and Labrador English School District is committed to the provision of a safe and caring, inclusive and socially just learning environment for students to succeed and thrive.

Aligned with the Department of Education and Early Childhood's Safe and Caring School Policy, the Board supports initiatives such as implementation of school-wide Positive Behaviour Supports and bullying intervention protocols; delivery of internet and social media safety initiatives that support digital citizenship; professional learning and awareness around LGBTQ; professional learning and initiatives to support mental health and wellness for students and staff, and initiatives that support healthy and active lifestyles.



The District also continues to increase accessibility in District facilities, and implement enhanced Occupational Health and Safety Programming for District staff.

Objective 2 - Safe and Caring Schools (2018-19)

Objective 2	Indicator
<p>By June 30, 2019, the Newfoundland and Labrador English School Board will have continued to implement initiatives to support safe, caring and inclusive learning environments that encourage physical and mental wellness.</p>	<ul style="list-style-type: none"> ● Further supported implementation of school-wide Positive Behaviour Supports (PBS) and bullying intervention protocols, based on data collection and analysis ● Further developed and continued to monitor delivery of internet and social media safety initiatives ● Continued current initiatives and professional learning around LGBTQ for students and staff ● Continued to support professional learning and initiatives to support mental health and wellness ● Continued to promote initiatives to support healthy and active lifestyles ● Began to implement a multi-year plan to increase accessibility in District facilities ● Continued implementation of enhanced Occupational Health and Safety Programming for District staff

Further supported implementation of school-wide Positive Behaviour Supports (PBS) and bullying intervention protocols, based on data collection and analysis

Through collection and analysis of data, Directors of Schools and Safe and Inclusive Schools Itinerants identified a number of priority schools for positive behaviour supports and bullying intervention. A plan was developed for each school identified, along with professional learning on the data analysis process and use of Review 360. A total of 15 sessions were held throughout the year, with 301 people participating.

A number of proactive programs continue to support schools and help enhance student behaviour:

- **Students Taking Responsibility in Violence Education (STRIVE)** is a program offered by the Royal Newfoundland Constabulary (RNC) that was developed to empower students to take ownership of youth violence and work within their schools to find solutions to problems encountered. It helps inform students on the effects of their own behaviour and that of other students.

- **Drug Abuse Resistance Education (DARE)**, also provided by the RNC, is offered to all Grade 6 students who attend school in RNC jurisdictions. It focuses on health, legal and social problems experienced when students are involved with drugs. The program provides students with skills required to take a stand against the illegal use of drugs and the ability to make healthy and wise choices.
- **Roots of Empathy**, a program offered to Grade 4 students, aims to build caring and peaceful youth through the development of empathy in children.
- **Beyond the Hurt**, offered to Grades 6-7 students, is a bullying and harassment prevention program.
- **Hazy Love Program**, offered to Grade 7 students, is a program about making choices while affected by other influences.
- **Relationships First** is a restorative justice education program that focuses on addressing the harm caused by hurtful behaviour or crime; holding the offender responsible for his or her actions, and rebuilding relationships based on mutual respect and understanding. It provides an opportunity for the parties directly affected to identify and address their needs. Restorative justice practices were used throughout the province this year, supporting schools with professional learning on relationships first - restorative justice in education, and through classroom visits and in class support.
- Educators, parents, and students across the province participated in a variety of professional and educational sessions over the school year on restorative justice and restorative justice circle implementation.
- Sessions were offered across the province on diversity, building and maintaining healthy relationships, resolving conflict, social and emotional learning, and behavioural strategies.
- Professional learning on mindfulness was completed by the full staff at one elementary school and all Student Success Teachers who support the Positive Actions for Student Success Program (PASS). The PASS program targets students at risk of not graduating from high school, and students who have recently left high school, and provides options for graduating.
- The High School Sexual Health program was delivered in six schools in the eastern region. A partnership between the District, Eastern Health, and local schools, the program provides supportive and inclusive sexual health services to youth through a consistent Public Health Nurse within school settings. Over 500 youth visited the clinics in the 2018-19 school year. Other regions of the province provided similar services (e.g., Wellness Cafés, access to drop in services with a Public Health Nurse).
- The Hazing Prevention Program was developed and piloted in six schools. Feedback was also gathered on the program from a presentation held at the School Sport NL provincial conference held in May 2019.

Safe and Inclusive Schools Itinerants also provided support and reinforced expectations of the Positive Behaviour Supports and Bullying Intervention Protocols through school development initiatives. Some examples include recognition of positive behaviours and teaching of expected behaviours on a consistent basis. Social and Emotional Learning sessions were provided for parents of Kindergarten students, and the Comprehensive School Health Project was implemented in three schools. Support and advice was provided for schools on developing, and/or renewing their code of conduct. Safe and Inclusive Schools Itinerants continued to support schools on the integration of social media expectations in teaching positive behaviour. Additionally, a Peer-Led Student Wellness Action Team project was implemented in one high school.

Initiatives were communicated to schools that support student mental health, including:

- Initiatives and funding opportunities to support mental wellness through Living Healthy News, a District newsletter that provides information on health promotion;
- The Avalon Mental Wellness Committee created and disseminated monthly mental wellness memos to all schools in the Avalon Region.

Further developed and continued to monitor delivery of internet and social media safety initiatives

Internet and Social Media Safety (ISMS) initiatives are an important component of enhancing school environments, so students can learn in safe and caring settings that support their physical and mental well-being. A variety of activities were implemented this year to support these safety initiatives such as:

- Creation and distribution of 2018-19 ISMS lesson plans through a weekly newsletter and the annual Administrative Planner;
- Creation of ISMS lesson plans for the 2019-20 school year;
- Development of action plans with deadlines for implementation with ongoing monitoring of lessons and support as needed;
- Creation of a committee to develop a Google Classroom and framework for digital literacy resources with content developed for the 2019-20 school year; and
- Development of a Digital Literacy Plan to be incorporated in the Safe and Caring Schools goal of all school development plans in 2019-20.

Continued current initiatives and professional learning around LGBTQ for students and staff

Ongoing initiatives that support LGBTQ awareness for students and staff include:

- Professional learning sessions
 - A total of 30 sessions were delivered to schools with 875 participants in all regions of the province. This was the culmination of a four-year rollout to bring the workshop to every school in the province. The information is moving online through a Department of Education and Early Childhood Development K-12 Professional Learning website for all educators to access (new educators and/or anyone who would like a refresher). Part of the online resources include videos of local students, teachers and Safe and Inclusive Schools itinerants talking about LGBTQ inclusive practices in Newfoundland and Labrador.
 - Ongoing promotion of LGBTQ awareness/concerns in sessions administered by District staff and Safe and Inclusive Schools Itinerants. Across the province 34 presentations were delivered to over 500 students on student wellness days, wellness cafés, drama fests, and diversity events.
- Safe and Inclusive Schools Itinerants are developing a Google Site of resources for teachers to help integrate LGBTQ inclusive practices into their classrooms and schools;
- Safe and Inclusive Schools Itinerants supported each school in the review of Procedure 7 (LGBTQ Inclusive Practices for teachers) of the Safe and Caring Schools Policy. Program Itinerants also provided assistance on the implementation of Procedure 7 of the Policy;
- Ongoing support for teachers in lesson plan development that included integrating LGBTQ resources across curriculum areas; and
- A Google Group for Gender Sexuality Alliance (GSA) facilitators in Newfoundland and Labrador was developed to support teachers to connect and share information and resources across the province.

The Canadian Centre for Gender & Sexual Diversity, in partnership with the Newfoundland and Labrador English School District, hosted GSA events during the reporting period, including:

- In the Avalon region, a K-12 GSA conference entitled 'It Takes All Kinds' was held at Macdonald Drive Junior High. Activities involved keynote speeches from an individual who identifies as 2-spirit; a member of the LGBTQ community who is also a disability activist, and a member of the LGBTQ community who is also a human rights and refugee activist. Morning sessions involved facilitated talking circles for students grouped by age, a playgroup for K-3 students, and a parent discussion group. Afternoon sessions included an introduction to the Office of the Child and Youth Advocate, and sessions on Healthy Relationships and Consent, and Zine-making (the making of small pamphlets/magazines that focus on an issue). The day included a diversity show

featuring performers from the East Coast Drag Company and an open-mic session. There were about 80 people at the session, including students, teachers, parents and presenters.

- In the Central region, two GSA events were held, one at Exploits Valley High School (Grand Falls-Windsor) and one at Indian River High School (Springdale). The District understands the importance of providing knowledge, tools and skills for educators and for youth, to assist educators in the provision of inclusive learning environments, and assist students in navigating their secondary school experiences, supporting students in normalizing their feelings, identities and relationships. Topics included LGBTQ Terminology, Transgender Inclusivity, Healthy Relationships and Consent, GSA Leadership, and other topics that covered the intersection of identities in the LGBTQ community.
- A LGBTQ History event was held in the Western region. The session hosted a 2-spirit speaker and included discussion of the history of LGBTQ resistance and activism in Canada, as well as musical performances and afternoon workshops.
- Nine students from Labrador participated in the three-day OUTShine Summit in Fredericton, New Brunswick, one of Canada's top conferences for LGBTQ students and educators. The summit provided a unique opportunity for LGBTQ students and peers to navigate the intricacies of identity. The summit provided an opportunity for students and educators to discuss how to improve inclusion in Canadian secondary schools.



These activities continue to build on District work to support safe and caring environments for students.

Continued to support professional learning and initiatives to support mental health and wellness

A number of initiatives that support mental health and wellness continued, including:

- Implementation of Go-to Teacher training for all Grades 7-12 schools;
- Mental Health First Aid Training sessions have been completed for administrators, operations division employees, and school staff members during the school year for a total of 89 participants. Additional training is planned for Fall 2019 for new Principals and Assistant Principals;
- Support for six staff members to gain Applied Suicide Intervention Skills Training (ASIST) Instructor status. The Labrador Region has partnered with the Nunatsiavut Government to support training. The District will continue to provide ASIST training to guidance counsellors and other identified District staff in Fall 2019;
- Participation of Safe and Inclusive Schools Itinerants, educational psychologists and guidance counsellors in professional learning conferences, webinars, as well as a session at Memorial University on trauma-informed practice;
- Professional learning for student support services staff included sessions for administrators, and teachers;
- Training the trainer model for trauma-informed approaches was delivered to educational psychologists and program specialists. This training provides teachers with knowledge and understanding of trauma and its impact on a child's brain development, coping, and social and emotional learning. It is founded on the understanding that children affected by trauma need to feel safe, have time to heal, and have access to a "Go To" person for support;
- Professional learning was provided to 32 administrators on Developmental Trauma (trauma experienced at a young age in children) and its impact on brain development and learning;
- Student Services Division staff facilitated a professional learning session for regional student support services staff;
- Development of District-wide professional learning and a webpage on trauma-informed practice;
- Review of the Traumatic-Critical Incident Policy by the Mental Health Provincial Committee;



- A Google Site was developed with resources and information for educators on trauma-informed practice; and
- Collaboration with the Mental Health Working Group on how to enhance support within school communities immediately following traumatic events.

Continued to promote initiatives to support healthy and active lifestyles

Active Schools

The District furthered initiatives that encourage healthy and active lifestyles during the reporting period. Professional learning sessions continued in all regions on Active Schools, a project to help K-6 teachers incorporate physical activity into curriculum activities in all subject areas. Over 70 participants took part in sessions held in each region. The Active Schools Google Classroom continued to grow its membership to 700 participants. This resource builds on, and supports, the Active Schools initiative, with teachers sharing effective practices and resources.

Healthy School Planner

Healthy school communities help students succeed academically and make healthy choices into adulthood. The Healthy School Planner is a resource that helps schools assess the overall health of their school environments and plan for improvements. The planner can be used to:

- Validate untapped resources within the community;
- Organize increased support for change;
- Lead the decision-making process to determine actions;
- Visualize outcomes through shared success stories; and
- Evaluate progress over time.

Funding for the Healthy School Planner in Newfoundland and Labrador is provided to the District through the provincial Department of Children, Seniors and Social Development to help schools develop priorities and initiatives to improve the overall health of their school community.

In Fall 2018, School Health Promotion Liaison Consultants worked to identify new schools interested in implementing the physical activity module of the Healthy School Planner. This work resulted in 87 grants totaling \$278,000 to support physical activity projects such as outdoor playground equipment, indoor physical activity equipment, outdoor walking and bicycle trails, as well as school grounds beautification projects. Infrastructure requirements may also be included to support such projects. To date, there are 149 individual schools in the District that have completed the planner and have been provided with funding. A number of schools have completed the planner more than once resulting in 182 funding grants provided since its implementation.

Healthy School Planner

Region	Grants 2018	Grants 2019
Avalon	54	28
Central	12	22
Western	14	20
Labrador	15	17
Total Grants	95	87

Healthy Eating

The Provincial Government is leading a review of the School Food Guidelines. To support this process the District collaborated with EECD, Food First NL, and the Regional Health Authorities to assess the District's 2009 School Food Guidelines and its alignment with the revised Canada's Food Guide. As a result, School Food Guidelines were revised to pilot in 10 schools across the province for the 2019-20 school year.

Smoke Free Properties

The District continued awareness activities related to its smoking ban at all schools and District properties, including a ban on the use of e-cigarettes. A number of initiatives took place during 2018-19 to educate students on the use of tobacco and cannabis:

- Working in collaboration with the Alliance of Control for Tobacco (ACT), the District disseminated information to all schools focusing on vaping and e-cigarettes. Schools and families also received information on the legalization of cannabis, which was promoted through the District website.
- Health Canada's Vaping School Tour "Consider the Consequences" travelled around the province visiting schools in Avalon, Central and Western Regions. The tour was scheduled to continue on the Northern Peninsula and Labrador in Fall 2019.
- Activities held during National Non-Smoking Week in January 2019 included:
 - Western region staff collaborated with the regional Tobacco Free Network group to develop resources for schools and community health nurses; and
 - Labrador region hosted presentations by the RCMP on smoking, cannabis use and impairment, and distributed material from ACT.

The District continues to have representation on the Provincial Youth Vaping Prevention Working Group. Plans for Fall 2019 included the distribution of ACT materials, including distribution of the “Consequences of Vaping School Toolkit”.

Began to implement a multi-year plan to increase accessibility in District facilities

As part of the District’s plan to increase accessibility, work is ongoing on accessibility improvements in District facilities across the province. A vertical platform lift was installed at the District Conference Centre in St. John’s in 2018-19 to make the facility more accessible. Accessibility renovations have also been completed in a number of schools. These include: installation of automatic door openers; creating accessible washrooms; retrofitting of an internal vertical lift; accessibility upgrades to classrooms equipped to deliver functional curriculum, which may include appliances for life skills learning, and accommodations for other physical or sensory needs, upgrades to curbs and stair treads for visibility; and accessible playground equipment installed at more schools. A tender was awarded to replace an elevator at St. Lawrence Academy; a platform lift replaced a stair lift at Anthony Paddon Elementary in Musgravetown, and the District established barrier-free parking spaces (Blue Zone Parking) on school parking lots to provide accessible parking to students and families, as per the new **Building Accessibility Act Regulations**.



Continued implementation of enhanced Occupational Health and Safety Programming for District staff

Occupational Health and Safety (OH&S) programming continued this year to support safe working environments for all staff. A number of divisions worked on a variety of initiatives to implement safe practices and training to ensure schools, school buses, and District sites are safe.

Human Resources:

The Human Resources Division has been re-organized provincially:

- Each Regional Director of Human Resources is now responsible for OH&S;
- The District hired a second OH&S Manager with responsibilities for Central/Western/Labrador Regions and reorganized the Avalon OH&S position to focus solely on OH&S compliance; and
- Disability Management responsibilities have been reassigned to Human Resources Managers.

Meanwhile, the Division continued work on several OH&S initiatives during the 2018-19 school year. For example:

- The District completed an OH&S compliance review and developed a plan to address priorities;
- An OH&S Policy and associated documents were approved at the January 2019 Board of Trustees meeting;
- As per requirements of the provincial **OH&S Act**, an OH&S Policy Statement was created; posted in all District work environments, and communicated to staff;
- The District provided online and in-person professional learning on the new OH&S policy and regulations to Directors of Schools and school administrators. Professional learning will continue in the 2019-20 school year;
- WorkplaceNL presented on OH&S to Assistant Principals in Western region;
- OH&S newsletters were distributed quarterly to create discussion on OH&S in the workplace and create a positive safety culture;
- Information was provided to all work sites on:
 - OH&S Safety Boards and their required contents.
 - Posting of a signed copy of the OH&S policy statement.
 - Resources for wellness board topics.
 - An orientation presentation on OH&S planned for all sites for September 2019.
- First Aid training occurred in October 2018 for Facilities and Programs staff on emergency and standard First Aid. OH&S Committee Certification training occurred in all regions between March-June 2019; and
- OH&S Committee activity increased significantly over the school year in all regions.

Operations

The School Inspection Enterprise Management System (SIEMS) is an online system that allows schools to enter work requests for Facilities staff for response, and tracks reports by external inspectors (e.g., fire departments) by turning their recommendations into work requests. In 2018-19, the system was enhanced with the addition of an Occupational Health and Safety module. The addition of the module makes school OH&S inspection results readily available and

increases the ability of the District to track and report on inspections. During the reporting period, 209 OH&S inspections were entered into the system. This process provided the District with 41 follow up work requests.

The District advanced training to management and staff in several areas of Occupational Health and Safety, including:

- Safety and hazard assessment training in Western and Labrador regions, building on training previously offered in Avalon and Central;
- Additional First Aid training in accordance with the **Occupational Health and Safety Act**;
- Training of all provincial managers on water supply chlorination management, and integration with a module in SIEMS that tracks levels and alerts managers if issues arise;
- Fall Arrest (working from heights) training undertaken in several regions; and
- Implementation of regular meetings with provincial trades staff, keeping safety at the forefront.

In addition to training, provincial managers were supported in Occupational Health and Safety in the following areas:

- Provincial managers were tasked with undertaking and documenting meetings with trades staff, and becoming actively engaged in providing input into the site specific safety plans of contractors working in schools, including those engaged by the Department of Transportation and Works;
- A documented protocol was established for managers to follow when they receive indoor air quality complaints in schools;
- In partnership with Health Canada, over 50 schools began radon testing with sensors placed since the fall of 2018. Complete results were expected in the fall of 2019;
- A formal District-wide OH&S Implementation Committee was established with specific focus on developing a core OH&S program and supporting policies; and
- The District sits on Provincial Government's evaluation committee for new school Request for Proposals (RFPs) that includes safety in evaluations to determine successful bidders.

There were also ongoing changes being made to improve various building sites for persons with visual disabilities. Modifications include things such as adapting or replacing stair treads with contrast strips to make them safer to use. District staff continues to work with the Coalition of Persons with Disabilities, Newfoundland and Labrador (the Coalition) to identify and address accessibility requirements in District facilities. Facilities Division management staff also participated in professional development sessions delivered by the Coalition as well as stakeholder engagement sessions facilitated by the Government of Newfoundland and Labrador.

Student Transportation

All Student Transportation bus depots have OH&S Committees in place and are completing, submitting, and posting meeting minutes as required by the Act. In addition, ongoing committee work includes:

- Completing quarterly workplace inspections as required;
- Acquiring committee training as per legislative requirements; and
- Conducting safety worksite Toolbox Talks on a monthly basis.

The Division of Student Transportation is a member of the Newfoundland and Labrador Construction Safety Association (NLCSA) and participates in the Certificate of Recognition (COR) certification process. The program includes accreditation and training in comprehensive hazard assessments, and the development and implementation of a health and safety program. The Burin student transportation depot is now COR Certified, and internal COR audits have been completed at the Gander and Summerford depots. A Western region manager completed a five-day NLCSA COR training course in the fall, the fifth Student Transportation manager to receive this training. The District achieved COR certification designation at five (5) of its 10 depots. Five other depots are scheduled for COR Certification during the 2019-20 school year.

Board-employed bus drivers and other staff throughout the District also continued to receive a variety of training during the reporting period:

- Labrador Region implemented a new comprehensive driver orientation process consistent with Western and Central Regions;
- Fall Arrests (working from heights) training was undertaken for all garage staff in 90% of bus depots throughout the province. Training was also completed at the Corner Brook and Baie Verte depots in February 2019;
- Hazard Assessment training is ongoing across all regions with over 75% of staff completing training;
- Emergency First Aid/CPR & Epipen training for all bus drivers and garage staff is up-to-date;
- Completion of SafePupil online training assignments is continuing with about 95% of the over 300 drivers/garage staff having completed training. This includes completion of new online courses entitled “Occupational Health and Safety Basics” and “Pre-Trip Inspection”. The remaining 5% include drivers who are on extended leave or casual drivers who are required to complete the required training prior to recommencing driver duties;

- All 40 Labrador Region bus drivers, and some Western Region drivers/garage staff, have completed the Professional Driver Improvement & Defensive Driver Course (a nationally certified course); and
- Board-employed bus drivers (270) have participated in or conducted emergency school bus evacuation drills at virtually all schools that receive District-operated student transportation service. A majority of schools (83%) that receive regular school bus service - Board-owned or contracted - completed emergency school bus evacuation drills during the reporting period for their entire student body (not just for students who ride the bus regularly). Emergency School Bus Evacuation Drills are an annual requirement and will therefore be completed again in the 2019-2020 school year.

The District provided SafePupil training to District and contracted bus drivers that included four trip inspection videos, along with the District's Bus Safety video and an introduction to Occupational Health and Safety:

- 31 District-operated drivers completed New Driver Training in 2018-19;
- 330 District-operated drivers completed the Regular Driver 2018-19 Training Assignment;
- 103 Contracted new drivers completed New Driver Training in 2018-19; and
- 762 Contracted drivers completed the Regular Driver 2018-19 Training Assignment.

Safe and Caring Schools - Objective 3 (2019-20)

By June 30, 2020, the NL English School Board will have further implemented initiatives to support safe, caring and inclusive learning environments that encourage physical and mental wellness.

Indicators:

- Continued to support implementation of school-wide Positive Behaviour Supports (PBS) and bullying intervention protocols based on data collection and analysis
- Continued to support internet and social media safety initiatives
- Continued to support implementation around the LGBTQ guidelines (Safe and Caring Schools Policy) and current initiatives to support students and staff
- Furthered professional learning and initiatives to support mental health and wellness
- Continued to promote initiatives to support healthy and active lifestyles
- Continued to increase accessibility in District facilities
- Continued implementation of enhanced Occupational Health and Safety Programming for District staff
- Continued to implement school bus safety initiatives.

Strategic Issue – Leadership and Organizational Development



The Newfoundland and Labrador English School District remains committed to strong school leadership; enhancing accountability and processes through the efficient use of public resources, and enhanced training and support to maximize organizational effectiveness.

Support for student learning is the Board's primary responsibility, influenced by teaching and strong leaders in our schools. The Board is committed to building strong leadership capacity in the K-12 system by supporting leadership development opportunities for those who have an interest to become effective leaders in their schools. Enhanced organizational processes and practices to support our schools and school leaders, combined with succession planning and training, creates effective leaders and organizations in which students can thrive.

The District continues to support improved procedures, practices, electronic systems, enhanced inventory controls, and succession planning to support learning and the efficient and effective operations of the District.

Objective 3 - Leadership and Organizational Development (2018-19)

Objective 2	Indicator
<p>By June 30, 2019, the Newfoundland and Labrador English School Board will have continued to enhance school leadership development opportunities; expanded the use of technology programs, and improved administrative policy and practices to support teaching, learning and the effective operations of the District.</p>	<ul style="list-style-type: none"> ● Continued implementation of the Emerging Leaders Program ● Continued to enhance the use of electronic personnel systems ● Further enhanced school transportation procedures and practices ● Further improved purchasing processes and approval procedures ● Continued to enhance inventory controls ● Further improved school-based financial management procedures ● Continued to review and revise District policies ● Continued to enhance communications to stakeholders

Continued implementation of the Emerging Leaders Program

Emerging Leaders Program

The District understands the connection between strong school leadership and student achievement and continued to support the Emerging Leaders Program in 2018-19. The Emerging Leaders program began in 2016 and has been offered to teachers who have the interest, and the potential, to become effective leaders in their schools. The instructional leadership component was offered in collaboration with the Newfoundland and Labrador Teachers’ Association (NLTA) and Memorial University’s Faculty of Education. In Fall 2018, the program focused on Assistant Principals in order to support succession planning, and included regional professional learning offered to all Assistant Principals in the District.

Emerging Leaders Program (2016-17)

Program Components	Participants Completed
Introductory Session	75
Instructional Leadership	44
Online Case Studies	30

Emerging Leaders Program (2017-18)

Program Components	Participants Completed
Introductory Session	77
Instructional Leadership	25
Online Case Studies	25

Emerging Leaders Program (2018-19)

Program Components	Participants Completed
Introductory Session	54
Instructional Leadership	27
Online Case Studies	27

As of June 30, 2019, 206 people completed the introductory session (Component 1), with 96 of those having completed instructional leadership (Component 2). As of June 30, 2019, 82 emerging leaders have completed all three components of the program.

Continued to enhance the use of electronic personnel systems

SmartFind Express

The District uses a number of electronic systems to deliver educational programs and services. SmartFind Express is an auto-calling system used for replacement of substitute teachers, student assistants and other staff, when unexpected absences occur on a school day. The system is fully implemented for student assistants, school secretaries and bus drivers. During the reporting period, 26,444 student assistant, 4,259 school secretary and 1,199 bus driver vacancies were filled using SmartFind. The system was also implemented as a pilot for teachers in 13 schools in the Burin region from mid-April to the end of the school year with 978 vacancies filled. Plans are to extend the system to teachers in other regions throughout the 2019-20 school year.

Electronic Hiring Package

In Fall 2018, the District continued to refine its electronic hiring package for teachers. During the reporting period, the District posted 1,361 positions to its website and processed 70,880 applications. By the end of the reporting period, the District added Teaching and Learning Assistant positions to the electronic hiring package, posting 97 positions and processing 5,442 applications. Support staff and management positions are to be added in the 2019-20 school year.

Further enhanced school transportation procedures and practices

A number of initiatives were implemented or ongoing in 2018-19 to enhance school transportation procedures and practices.

Protocols

Several student transportation protocols were implemented to enhance student safety and improve operational efficiencies, including:

- Field Trip Protocol;
- Emergency School Bus Evacuation Drill Protocol;
- Internal Accident/Incident Checklist Procedure;
- Standardized Accident/Incident Forms for Contractors and Drivers;
- Driver Encounters an Unsafe Road Protocol;
- Parts Ordering Procedure;
- Internal Work Order Protocol; and
- Internal Guidelines for District Bus Routes and Stops.

The Internal Work Order Protocol resulted in 988 work orders completed. Other protocols and documentation that were in the process of being developed or updated during 2018-19 include:

- Student Transportation Driver Standards;
- Student Transportation Handbook;
- Bus Driver Orientation Checklist/Evaluation;
- Standardized Accident/Incident Form for Principals;
- NLESD Student Transportation Route & Stop Guidelines;
- Courtesy Seating Protocol;
- Standardized District-Operated Orientation/Evaluation Process;
- District-Operated Bus Charter Procedure; and
- Site Visit Procedure

BusPlanner

BusPlanner is a bus route planning software used by District transportation staff to plan the most efficient route of transportation, allowing for changes as they occur in 'real time'. The software works by accessing student address locations extracted from PowerSchool, supporting enhanced scheduling and reporting. In Spring 2019, the District addressed geocode errors (locations that are not a plotting point on the BusPlanner map), reducing the errors by 86%. This work enabled the District to enhance the effectiveness of the analysis and route design capabilities of BusPlanner. During the reporting period, the majority of all bus routes and bus stops (85%) were logged in BusPlanner with eligible students assigned to a bus stop with work continuing in the 2019-20 school year.

Family Responsibility Zone (FRZ) Courtesy Stops:

In 2018-19, the District implemented a transportation pilot to address requests for busing for students who did not qualify for student transportation (lived within 1.6 km of school). The pilot provided 43 schools with one courtesy stop inside the 1.6 km Family Responsibility Zone (FRZ). Courtesy stops are considered by the District where there are students in the area, and where a safe stop location exists along the existing route. The pilot resulted in a broader review of routes (918 of the 948 bus runs across the District) resulting in the establishment of 648 FRZ courtesy stops as of June 30, 2019. The District will continue to review bus runs to determine if other FRZ courtesy stops are warranted.

Student Transportation Document Management System:

The Student Transportation Document Management System (STDMS) is an online document tracking system for District and contracted school busing service. The system tracks required contractor information (e.g., driver abstracts, criminal record checks), driver and vehicle assignment to routes, and improves communication between the District and contractors. The

District undertook system updates in 2018-19 and plans to begin implementing the system in 2019-20.

Global Positioning System (GPS)

The District began a GPS pilot in May 2018 using GPS technology on school buses in Baie Verte and Gander. The pilot was evaluated during the 2018-19 reporting period, and the District was provided with subsequent funding from the Department of Education and Early Childhood Development to acquire GPS technology for its Student Transportation Fleet. This will be procured and implemented during the 2019-20 school year. GPS technology will increase safety (allowing access to the bus's exact location and monitoring of driver/mechanical performance) and enable parents/guardians to track the location of the bus through an online application, reducing a student's wait time at a bus stop.

Leadership Development

Leadership Development initiatives were implemented to support student transportation procedures and District practices. Initiatives included:

- The lead mechanic of the Corner Brook Depot was identified to be a member of Atlantic Mechanic Advisory Committee Group. This committee is tasked with determining/updating the Journeyman Apprentice Mechanic Program and any related course content and materials;
- Identified the Manager of Central Region for the National D250 Bus Standards Committee as a representative for the District;
- Management completed a "Workplace Violence" webinar facilitated by WorkplaceNL;
- Management attended a "Cannabis - How to Detect Impairment" presentation by a representative of the Impairment Detection Division of the Royal Newfoundland Constabulary (RNC);
- A Manager in both Western Region and in Central Region completed a five-day training course with the Newfoundland and Labrador Safety Construction Association's Certificate of Recognition (COR) Program;
- The Director of Student Transportation attended a one-day Enterprise Risk Management course as well as a two-day Project Management Fundamentals course; and
- Executive and Senior Management participated in an ethics awareness and policy development workshop at the Gardiner Institute.
- Three managers completed a two day course at the Gardiner Centre facilitated by the RNC entitled "Information Gathering Using Professional Investigating & Interviewing".

Communication

The District enhanced student transportation stakeholder communication through establishing a database to track and monitor public inquiries regarding student transportation. During the reporting period, 1,264 inquiries were recorded in the District: Labrador – 5, Western – 114, Central – 210, Avalon – 935.

Public Inquiries on Student Transportation	
Region	Number of Inquiries
Labrador	5
Western	114
Central	210
Avalon	935
Total	1,264

In addition, the Central Region implemented the use of SchoolMessenger to communicate with Student Transportation Division staff in 2018-19. Plans are underway to incorporate this mode of communication District-wide. This platform allows for more immediate, focused, high-priority group communication between student transportation staff and contractors, and ensures easy access to historical communication in the event of staff turnover. As well, three separate "Beginning of School Year" memos were distributed to contractors, principals, and all District student transportation employees outlining pertinent protocols, procedures and expectations.

Further improved purchasing processes and approval procedures

The District implemented a number of processes and procedures to improve purchasing. The Provincial Government and the District engaged in discussions around whether there can be some degree of shared services model with respect to financial management and inventory control - or whether the District should acquire its own, new Financial Management System. As well, the District has implemented new practices as per the Public Procurement Agency guidelines, and has repurposed a position to add an additional buyer to the purchasing team.

Continued to enhance inventory controls

Inventory controls were enhanced for the District in 2018-19 through a number of actions:

- A tender was completed and a purchase order issued for the installation of a web-based asset management system for District-wide use. Training was undertaken with management in Accounting, Facilities and IT Divisions. The system will be in use in the 2019-20 school year;
- The District added a virtual server to host the inventory maintenance program. The program will incorporate the asset data collected manually in 2018 and expand upon that work;
- An Asset Management Policy was in the development process;
- The IT Division continued to catalogue hardware for the District with plans to begin assessing network infrastructure in schools and other assets that require recording; and
- The Student Transportation Division developed and implemented a Work Order Protocol that uses Google Forms to outline requirements for all garage work orders. This process will enhance tracking of inventory for such things as tires, brakes and other installed items.

Further improved school-based financial management procedures

The District is committed to improving school-based financial management procedures through delivery of a number of supports. In the beginning of the 2018-19 school year, principals and school secretaries received information on financial requirements and expectations. It has also been noted that as of the 2019-20 school year, all school-generated funds will be included within the scope of the District's external audit and consolidated statements.

A School Finance Helpdesk has been established to enhance stakeholder communications, providing a streamlined process for administrators/school secretaries to submit school finance-related inquiries for response by the School Financial Support Division. The District responded to 859 inquiries of a financial nature during the reporting period.

The District organized and facilitated two presentations to about 60 school administrators on an online payment solution system entitled "Activity Right". This software can be integrated with both the School District System (SDS) platform and PowerSchool, enhancing technology systems to support operational efficiencies and systematically reduce cash transactions in schools. A School Generated Funds Monthly Checklist was developed to improve school accounting processes, and Version 2 of the "School Administrators Handbook - Managing School Generated Funds" was completed with implementation planned for September 2019.

Professional Learning

Over 1,700 person hours of school finance professional learning took place during the reporting period:

- School administrator sessions were held with 311 Principals and Assistant Principals. Discussion included a number of financial topics such as school fundraising and conflict of interest;
- All school administrators received a half-day training on the School Generated Funds Monthly Checklist, School Fundraising Policy, and Conflict of Interest Policy;
- In Spring 2019, the District distributed a memo and provided professional learning on common internal audit findings of school-generated funds; reminded school administrators of the requirement for compliance with 6 Key Control procedures (internal financial controls), and key directives of the School Fundraising Policy. Additionally, professional learning sessions were held on these topics with 142 school administrators and secretaries;
- The School Financial Support Division also held two Assistant Principal training sessions on school finance with a total of 68 participants;
- Over 230 school secretaries attended school finance sessions; and
- The managers of Finance and Administration for Western and Central regions attended sessions at the Newfoundland and Labrador Association of Chartered Professional Accountant conference, as well as completed a one-day Enterprise Risk Management course.

Continued to review and revise District policies

For the period July 1, 2018 to June 30, 2019, the following policies were approved, or were in the process of being developed.

Completed

- Refusal of School Admissions
- School Fundraising
- Vehicle Idling
- Vehicle Usage
- Occupational Health and Safety
- Performance Accountability and Professional Growth - Management
- Performance Accountability and Professional Growth and Appraisal for Teachers, Teaching and Learning Assistants, and School Administrators
- Student Travel
- Cannabis and Smoke Free (Review of Tobacco-free Policy/Administrative Regulations)
- Student Search and Seizure (Review of Policy/Administrative Regulations)
- Student Athletics
- Criminal Record Screening and Vulnerable Sector Check (Review of Policy/Administrative Regulations)
- Whistleblowing: Employee Disclosure of Wrongdoing
- Travel - District Employees (Review of Policy/Administrative Regulations)
- Community Use of Schools (Review of Policy/Administrative Regulations)
- Weather or Facilities Related School Closure (Review Policy/Administrative Regulations)

Ongoing

- Active Living (with EECD)
- Asset Management Policy
- Child Protection (with CSSD)
- Crisis Response (Human Resources)
- Disability Accommodation (Human Resources)
- Employment Equity
- Fiscal Accounting and Reporting of School Generated Funds
- Gender Violence
- Healthy Eating Guidelines (with EECD)
- School Council Elections
- Student Transportation (Alternate)
- Student Transportation (Regular)
- Student Records (Review of Policy/Administrative Regulations)
- Video Electronic Security Systems (Review of Policy/Administrative Regulations)

- Use of Instructional Time (Review of Policy/Administrative Regulations)

Continued to enhance communications to stakeholders

The District continued to take advantage of technology and various communications platforms during the July 1, 2018 to June 30, 2019 reporting period to more effectively communicate with stakeholders.

Back to School Communications

Building on work from the previous year, the District updated and enhanced its Back to School information webpage in preparation for the 2018-19 school year. The page, which acts as an informational hub for families preparing for the school year, included contact information, details on District policies, resources for coding, mental health, LGBTQ issues, health and wellness and more. The page can be viewed at: <https://www.nlesd.ca/schools/backtoschool/>.

School-based Human Resources on Website

In September, 2018, the District began posting the human resources allocations for each school on the District website. Each school's allocation information is available on its school profile page, and features the number of categorized teaching units; Teaching and Learning Assistants, and the number of student assistant hours per day assigned to the school. Each school's September allocations are now captured and, should any changes be made throughout the school year, the information is live-updated by District personnel in the "extra allocations" section. Schools with an Instructional Resource Teacher (IRT2) allocation that is greater than 0 but less than 0.50 will not have that allocation published, in the interest of student privacy.

School Website Project

During the reporting period, the District undertook a school website project which saw 66 school websites updated for the relevant school communities.

Administrative Planner

In response to feedback from school administrators, the District presented the annual Administrative Planner (September 2018) in a web-based electronic form, in addition to the paper-based and electronic document form of previous years. All District divisions were tasked with providing updated information and materials to help guide school administrators in the performance of daily duties within the school environment. The web-based resource allows for updates and additions to be made throughout the year, as necessary, and provides administrators with instant access to required information.

ThoughtExchange

In October 2018, the District introduced a new school community consultation process to assist with a formal review of the Holy Spirit High and Mount Pearl Senior High school feeder systems. Approximately 6,000 students are currently enrolled within the two school feeder systems, representing almost 10 percent of the District's total student population. Providing all stakeholders an opportunity to have meaningful input therefore presented challenges. The District engaged ThoughtExchange, a Canadian company with experience in school district communications throughout North America. Its software provided an opportunity for virtually all members of the school communities to participate in the decision-making process, and have their ideas and thoughts considered by others. The overall goal was to enhance the District's communication with stakeholders; enhance the transparency of the consultation process, and to ensure as many members of the school community as possible had an equal opportunity to have a voice. One ThoughtExchange survey for the Holy Spirit High/Mount Pearl Senior High was completed in Fall 2018, and another in Winter 2019. These school community exchanges helped the District develop an option for realignment of the school feeder systems, based on input from the school community, and assisted the Board of Trustees in making the final decision on the school configuration and feeder systems in September 2019. The District continued the use of ThoughtExchange in 2018-19 to facilitate consultation for a school review process in Mobile (grade reconfiguration), and is planning to use it again in 2019-20 for reviews of the Waterford Valley High and Holy Trinity High school systems, as well as for other potential school reviews. Meanwhile, senior District staff and members of the Director's Principal Advisory Group (DPAG) were also trained to utilize ThoughtExchange for internal consultation and planning purposes.

ISMS Lessons

The Internet and Social Media Safety (ISMS) Committee prepared materials for the 2018-19 school year - the fifth consecutive year the District offered a comprehensive suite of lessons to instruct students in the concepts of digital citizenship. Principals were provided ISMS resources through the new web-based Administrative Planner. Additionally, the online resource for families and school communities was updated to reflect the most recent program and provide parents and guardians with resources to continue the important discussion of online safety at home. The resource is available at: <https://www.nlesd.ca/families/socialmediasafety.jsp>.

Special Events

The District participated in a number of special events and activities during the 2018-19 reporting period, including:

- Promoting education around the legalization of cannabis (October);

- Highlighting a Makerspace initiative at Sprucewood Academy in Grand Falls-Windsor. Makerspace areas in schools use the latest technological resources to create a rich Science, Technology, Engineering, Arts and Mathematics (STEAM) learning environment (October 26);
- Dedication of the Learning Commons at Admiral’s Academy to the late Darrell Cronin, a Canadian Forces Master Corporal and Search and Rescue technician, who was killed in the line of duty in 1998 (November 7);
- Participation in various Remembrance Week events (November 5-9);
- Participation in the Newfoundland and Labrador Federation of School Councils’ biennial meeting (November 10);
- The launch of a new Young Worker Occupational Health and Safety (OH&S) Course, held at Waterford Valley High (December 10);
- Celebration of the first-ever national torch relay for the Canada Winter Games, held at Vanier Elementary (December 12);
- Participation in Ball Let’s Talk Day to highlight the importance of mental health, and to help remove the stigma associated with mental illness (January 30);
- Contributing \$10,000 through the The Newfoundland and Labrador Education Foundation Inc. (a registered charity funded through the voluntary payroll contributions of District employees), to the Community Food Sharing Association. The contribution followed a devastating fire which destroyed the organization’s main warehouse in Mount Pearl and its entire stock of food and supplies (January 31);
- Various “Pink Shirt”/Anti-bullying Day activities to highlight the District’s commitment to safe and caring teaching and learning environments which support diversity and inclusion (February 27);
- The launch of Education Week, hosted by the Newfoundland and Labrador Teachers’ Association (NLTA) held at Memorial Academy in Botwood (March 4);
- Kids Eat Smart “Rooting for Health” event, held at St. Andrew’s Elementary in St. John’s (March 28);
- Recognition of the volunteer service performed by Board Trustees during a Volunteer Week reception at Government House, hosted by Her Honour the Honourable Judy



Foote, Lieutenant Governor of Newfoundland and Labrador and His Honour Howard Foote (April 12);

- Gender Sexuality Alliance Forums held at McDonald Drive Junior High in St. John's (May 4); Indian River High in Springdale (May 30), and Exploits Valley High in Grand Falls Windsor (May 31); and
- The Roots of Empathy annual Celebration of Babies event (June 6).

Throughout 2018-19, the District/individual schools engaged in activities to highlight a number of special 'days' and 'weeks', including, but not limited to:

- International Literacy Day (September)
- Kids Eat Smart Week (October 1-5)
- World Teachers Day (October 5)
- Autism Awareness Month (October)
- National Principals Month (October)
- Remembrance Day (November)
- 16 Days of Activism Against Gender-Based Violence (November-December)
- International Day of Persons with Disabilities (December 3)
- Hour of Code (December 9)
- Computer Science Education Week (December 9-15)
- Bell Let's Talk Day (January 30)
- Teacher and Staff Appreciation Week (February 11-15)
- Pink Shirt/Anti-Bullying Day (February 27)
- Education Week (March 3-9)
- International Women's Day (May 8)
- Epilepsy Awareness Day (March 26)
- World Autism Day (April 2)
- Volunteer Week (April 7-13)
- International Day Against Homophobia and Transphobia
- World Tobacco Day (May 31)
- Environment Week (June 2-8)

Social Media

From July 1, 2018 to June 30, 2019, the District's Twitter feed shared approximately 8,000 tweets on District events, resources, school activities, professional development, and other important information relevant to school communities. Throughout that time period, the District's account received nearly 1,300 new followers (to a total of about 17,400) to share in the educational experience of students, teachers, support staff and schools. The District continues to develop and enhance communications practices and procedures throughout its

Divisions to more effectively communicate with stakeholders. Since the District initiated its Twitter account in 2013, more than 29,300 tweets have been initiated or shared.

Engagement with Student Transportation Stakeholders

The District has established a database to track and monitor public inquiries regarding student transportation. From July 1 to June 28, 2019, 1,265 inquiries were recorded in the region, as follows: Labrador - 5; Western - 114; Central - 210 and Avalon - 935.

In addition, in Central Region, the District implemented the use of SchoolMessenger to communicate with Student Transportation Division staff in 2018. The District plans to implement this mode of communication District-wide in the future. The SchoolMessenger platform allows for more immediate, focused, high-priority group communication between student transportation staff and contractors, and ensures easy access to historical communication in the event of staff turnover.

School Finance Helpdesk

The District has established a School Finance Helpdesk which provides a streamlined process for administrators/school secretaries to submit school finance-related inquiries for response. The District has responded to over 859 inquiries of a financial nature during the 2018-19 school year.

Leadership and Organizational Development - Objective 3 (2019-20)

By June 30, 2020, the Newfoundland and Labrador English School Board will have further enhanced school leadership development opportunities; expanded the use of technology, and improved administrative policy and practices to support teaching, learning and the effective operations of the District.

Indicators:

- Continued to support Emerging Leaders Program
- Continued to support and enhance the use of electronic personnel systems
- Further enhanced and expanded school transportation procedures and practices
- Begin implementation of new purchasing processes, approval procedures, and fraud risk management initiatives
- Continued to explore new options and management processes to improve inventory controls
- Continued to improve school-based financial management procedures
- Continued to develop, review and revise District policies
- Continued to enhance communications to stakeholders



Opportunities and Challenges

Opportunities

The District will continue to take advantage of the opportunities presented as the result of new resources provided through the Provincial Government's Education Action Plan (EAP). The EAP includes nine focus areas designed to enhance student achievement and build on safe and caring schools initiatives. These focus areas include:

- Inclusive Education
- Student Mental Health and Wellness/SEL
- Mathematics
- Reading
- Indigenous Education
- Multicultural Education
- Early Years
- Career and Co-operative Education, and
- Teacher Education and Professional Development.

The implementation of the new Responsive Teaching and Learning (RTL) Policy will continue with Phase Two Schools in 2019-20, enabling teachers to support optimal learning experiences and achievement for all students. The allocation of five additional K-12 reading and math program specialists, school-based reading specialists, teaching and learning assistants (TLAs) and an increase in the teacher librarian allocation will continue to support a 'students first' approach to learning.

Challenges

The province's shifting demographics (aging population, out-migration and lower birth rates) has caused challenges for the District. These challenges include a declining enrolment in many rural schools throughout the province, while schools closer to urban centers have experienced increased enrolment. This has affected the delivery of educational services throughout the province, causing the District to review the best options for the allocation of resources (teacher allocations, infrastructure requirements, etc.).

The District will continue to work in collaboration with all stakeholders to advance opportunities for student achievement, and review systems and resources to ensure their optimal use.

Appendix A

Mandate – **Schools Act, 1997**

School Board Mandate

(Legislation: **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;

(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 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.

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.

Appendix B

Newfoundland and Labrador English School District
 Board of Trustees (2018-19)
(as of June 30, 2019)

Region	Zone	NAME	EMAIL
Labrador	1	Raymond Bennett	Raymondbennett_sbt@nlesd.ca
	2	Goronwy Price, Chair	goronwyprice@nlesd.ca
	3	Lester Simmons	Lestersimmons_sbt@nlesd.ca
Western	4	Scott Burden	Scottburden_sbt@nlesd.ca
	5	Pamela Gill	Pamelagill_sbt@nlesd.ca
	6	Wayne Lee, Vice-chair	Waynelee_sbt@nlesd.ca
Central	7	Thomas Kendell	Thomaskendell_sbt@nlesd.ca
	8	John George	johngeorge@nlesd.ca
	9	Winston Carter	Winstoncarter_sbt@nlesd.ca
Avalon	10	Eric Ayers	Ericayers_sbt@nlesd.ca
	11	Vacant	
	12	Hayward Blake	Haywardblake_sbt@nlesd.ca
	13	Kevin Ryan	Kevinryan_sbt@nlesd.ca
	14	Jennifer Aspell	Jenniferaspell_sbt@nlesd.ca
	15	Keith Culleton	Keithculleton_sbt@nlesd.ca
	16	Peter Whittle	Peterwhittle_sbt@nlesd.ca
	17	Vacant	

Appendix C - Audited Financial Statements

Newfoundland and Labrador English School District

Non-consolidated financial statements
June 30, 2019



Statement of responsibility

The accompanying non-consolidated financial statements of the Newfoundland and Labrador English School District (the "District") are the responsibility of management and have been prepared in compliance with legislation, and in accordance with Canadian public sector accounting standards.

In carrying out its responsibilities, management maintains appropriate systems of internal and administrative controls designed to provide reasonable assurance that transactions are executed in accordance with proper authorization, that assets are properly accounted for and safeguarded, and that financial information produced is relevant and reliable.

The Board of Trustees (the "Board") met with management and its external auditors to review a draft of the nonconsolidated financial statements and to discuss any significant financial reporting or internal control matters prior to their approval of the finalized non-consolidated financial statements.

Ernst & Young LLP, Chartered Professional Accountants, as the Board's appointed external auditor, has audited the nonconsolidated financial statements. The auditor's report is addressed to the members of the Board and appears on the following page. The auditor's opinion is based upon an examination conducted in accordance with Canadian generally accepted accounting standards, performing such tests and other procedures as they consider necessary to obtain reasonable assurance that the non-consolidated financial statements are free from material misstatement and present fairly the financial position and results of the District in accordance with Canadian public sector accounting standards.



Chairperson

Treasurer

Independent auditor's report

To the Board of Trustees of
Newfoundland and Labrador English School District

Opinion

We have audited the financial statements of Newfoundland and Labrador English School District (the "District"), which comprise the statement of financial position as at June 30, 2019, and the statements of operations, changes in net debt 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 District as at June 30, 2019, and its financial performance and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

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 financial statements* section of our report. We are independent of the District in accordance with the ethical requirements that are relevant to our audit of the 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

The financial statements of Newfoundland and Labrador English School District for the year ended June 30, 2018 were audited by another auditor who expressed qualified opinion on those financial statements on November 30, 2018.

Responsibilities of management and those charged with governance for the 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 District'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 District or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the District's financial reporting process.



Auditor's responsibilities for the audit of the 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 District'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 District'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 District 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.

St. John's, Canada
December 7, 2019

Ernst & Young LLP

Chartered Professional Accountants



Newfoundland and Labrador English School District

Non-consolidated statement of financial position

As at June 30

	2019 \$	2018 \$
Financial assets		
Cash	12,412,028	22,458,203
Short-term investments [note 4]	5,797,405	3,923,733
Accounts receivable	1,534,709	2,025,712
Due from government entities [note 5]	16,922,904	14,581,170
Teachers salary accrual receivable	83,347,583	82,565,881
	<u>120,014,627</u>	<u>125,552,499</u>
Financial liabilities		
Accounts payable and accrued liabilities [note 8]	12,215,354	13,809,817
Due to government entities [note 9]	1,017,487	1,149,377
Teacher salary accrual	83,347,883	82,565,681
Accrued vacation pay	5,590,051	5,718,329
Accrued severance pay [note 11]	127,352,704	148,649,835
Accrued sick leave [note 12]	83,728,205	90,034,432
Other employee benefits	82,130	63,524
Long-term debt [schedules B and 8A]	15,743,907	14,678,618
Obligation under capital leases [note 13]	1,002,586	798,086
Deferred revenue [note 16]	6,750,121	15,586,851
	<u>338,810,128</u>	<u>372,852,550</u>
Net debt	<u>(216,795,501)</u>	<u>(247,300,051)</u>
Non-financial assets		
Prepaid expenses [note 6]	2,193,771	2,141,814
Tangible capital assets [note 21]	713,527,808	717,465,404
	<u>715,721,577</u>	<u>719,607,218</u>
Accumulated surplus		
Accumulated surplus – restricted [note 17]	3,281,931	1,370,859
Accumulated surplus – unrestricted	495,844,145	470,836,510
	<u>499,126,076</u>	<u>472,207,369</u>

See accompanying notes to non-consolidated financial statements

On behalf of the Board:


Chairperson


Treasurer

Newfoundland and Labrador English School District

Non-consolidated statement of operations

Year ended June 30

	Budget	2019	2018
	\$	\$	\$
	<i>[note 18]</i>		
Revenue			
Provincial government grants <i>[schedule 1]</i>	792,069,313	803,408,099	800,284,872
Other income <i>[schedule 1]</i>	1,047,000	3,928,165	4,137,432
Capital transfers from government	—	22,965,383	23,971,229
Gain on sale of tangible capital assets	—	1,911,272	—
	<u>793,116,313</u>	<u>832,212,919</u>	<u>828,393,533</u>
Expenditures			
Administration <i>[schedule 2]</i>	10,153,640	10,236,100	10,748,880
Human resources <i>[schedule 2]</i>	2,174,570	2,359,294	1,787,905
Instructional <i>[schedule 3]</i>	639,813,685	619,487,462	640,887,401
Centre for Distance Learning and Innovation [CDLI] <i>[schedule 4]</i>	1,673,750	1,355,059	2,053,046
Information technology <i>[schedule 5]</i>	6,241,800	5,924,051	5,123,852
Operations and maintenance <i>[schedule 6]</i>	76,131,828	82,408,973	81,740,987
Pupil transportation <i>[schedule 7]</i>	56,927,040	54,387,783	55,035,728
Amortization of capital assets <i>[note 21]</i>	—	29,435,290	33,710,645
Loss on sale of capital assets	—	—	9,492
	<u>793,116,313</u>	<u>805,594,012</u>	<u>831,097,936</u>
Annual surplus (deficit) from operations	<u>—</u>	<u>26,618,907</u>	<u>(2,704,403)</u>
Accumulated surplus – unrestricted, beginning of year		470,936,510	473,640,913
Annual surplus (deficit) from operations		26,618,907	(2,704,403)
Transferred to restricted surplus <i>[note 17]</i>		(1,911,272)	—
Accumulated surplus – unrestricted, end of year		<u>495,644,145</u>	<u>470,936,510</u>
Accumulated surplus – restricted, beginning of year		1,370,659	1,370,659
Annual surplus from operations – restricted		1,911,272	—
Accumulated surplus – restricted, end of year		<u>3,281,931</u>	<u>1,370,659</u>

See accompanying notes to non-consolidated financial statements

Newfoundland and Labrador English School District

Non-consolidated statement of changes in net debt

Year ended June 30

	2019	2018
	\$	\$
Annual surplus (deficit) from operations	26,618,907	(2,704,403)
Changes in tangible capital assets		
Acquisition of tangible capital assets	(25,958,895)	(28,880,142)
Loss (gain) on disposal of tangible capital assets	(1,911,272)	9,491
Proceeds on disposal of tangible capital assets	2,372,477	8,176
Amortization of tangible capital assets	29,435,290	33,710,645
Decrease in net book value of tangible capital assets	3,937,600	4,848,170
Changes in other non-financial assets		
Increase in prepaid expenses	(51,957)	(687,433)
Decrease in net debt	30,504,550	1,456,334
Net debt, beginning of year	(247,300,051)	(248,756,385)
Net debt, end of year	(216,795,501)	(247,300,051)

See accompanying notes to non-consolidated financial statements

Newfoundland and Labrador English School District

Non-consolidated statement of cash flows

Year ended June 30

	2019	2018
	\$	\$
Operating transactions		
Annual surplus (deficit) from operations	26,618,907	(2,704,403)
Items not affecting cash		
Amortization of tangible capital assets	29,435,290	33,710,645
Loss (gain) on disposal of tangible capital assets	(1,911,272)	9,491
Change in teachers salary accrual	781,902	567,584
Decrease in accrued vacation pay	(128,278)	(54,673)
Decrease in accrued sick leave	(6,306,227)	(1,208,244)
Decrease (increase) in accrued severance pay	(21,297,131)	98,153
Decrease in other employee benefits liability	(1,394)	(34,081)
Net change in		
Short-term investments	(1,873,672)	(42,222)
Accounts receivable	(2,632,633)	(5,169,990)
Prepaid expenses	(51,957)	(687,433)
Deferred revenue	(8,836,730)	(382,579)
Accounts payable and accrued liabilities	(1,526,353)	(1,237,601)
Cash provided by operating transactions	12,270,452	22,864,647
Capital transactions		
Acquisition of tangible capital assets	(25,958,895)	(28,880,142)
Proceeds on disposal of tangible capital assets	2,372,477	8,176
Proceeds from obligation under capital leases	504,431	—
Repayment of obligation under capital leases	(297,931)	(306,269)
Cash used in capital transactions	(23,379,918)	(29,178,235)
Financing transactions		
Proceeds from long-term borrowings	3,033,941	3,169,930
Repayment of long-term debt	(1,968,652)	(2,152,631)
Cash provided by financing transactions	1,065,289	1,017,299
Net decrease in cash during the year	(10,044,177)	(5,296,289)
Cash, beginning of year	22,456,203	27,752,492
Cash, end of year	12,412,026	22,456,203

See accompanying notes to non-consolidated financial statements

Newfoundland and Labrador English School District

Notes to non-consolidated financial statements

June 30, 2019

1. Nature of operations

The Newfoundland and Labrador English School District [the "District"] is responsible for the operations and maintenance of all English-speaking schools in the Province of Newfoundland and Labrador. The District was formed September 1, 2013 after the Government of Newfoundland and Labrador [the "Province"] amalgamated four previous boards known as Eastern School District, Western School District, Nova Central School District, and Labrador School District.

2. Significant accounting policies

Except for the fact that these statements are non-consolidated, these non-consolidated financial statements are prepared in accordance with Canadian public sector accounting standards, which for purposes of the District's financial statements are represented by accounting recommendations of the Public Sector Accounting Board of CPA Canada.

These non-consolidated financial statements have, in management's opinion, been properly prepared within reasonable limits of materiality and within the framework of accounting policies summarized below:

Basis of presentation

These non-consolidated financial statements reflect the assets, liabilities, revenues and expenditures of the District. These non-consolidated financial statements have not been consolidated with those of other organizations controlled by the District.

The District currently exercises control over corporations known as Newfoundland and Labrador Education Foundation Inc. and Newfoundland and Labrador International Student Education Inc.

The net assets of Newfoundland and Labrador Education Foundation Inc. as at December 31, 2018 were \$578,334, in accordance with the financial statements compiled by the corporation. The net assets of Newfoundland and Labrador International Student Education Inc. as at June 30, 2019 were \$1,442,845, in accordance with the financial statements compiled by the corporation.

These non-consolidated financial statements do not include school-based financial activities, which would consist of revenues, expenses and net assets controlled by school administration.

Revenue

The District's main source of funding is derived from the Government of Newfoundland and Labrador, Department of Education and Early Childhood Development [the "Department"]. The Department provides funding for operations, transportation, teacher salaries and severance pay. Funding for capital expenditures and major alterations and improvements is provided by the Department of Transportation and Works. Government transfers with stipulations restricting their use are recognized as revenue when the transfer is authorized and the eligibility criteria are met. When the transfer gives rise to an obligation that constitutes a liability, the transfer is recognized in revenue when the liability is settled. Interest income is recognized as it is earned.

Newfoundland and Labrador English School District

Notes to non-consolidated financial statements

June 30, 2019

Expenses

Expenses are recorded on an accrual basis as they are incurred and measurable based on receipt of goods and services.

Restricted surplus

Certain non-operating revenues including gains on sales of tangible capital assets, which do not meet the criteria for deferred revenue, are internally restricted by the Board of Trustees. Restricted funds have been recorded as revenue and transferred to restricted surplus.

Leases

Leases that transfer to the District substantially all of the risks and rewards incidental to ownership of the leased items are accounted for as capital leases. Assets acquired under a capital lease result in a tangible capital asset and an obligation being recorded equal to the lesser of the present value of the minimum lease payments and the property's fair value at the inception of the lease.

All other leases are accounted for as operating leases and the related payments are expensed as incurred.

Tangible capital assets

Tangible capital assets assumed by the District on September 1, 2013, as a result of legislation passed pursuant to the *Schools Act, 1997* and the *Education Act*, were recorded based on the carrying values shown on the audited financial statements of the predecessor entities.

Tangible capital assets are amortized using the straight-line basis over their estimated useful lives, using the following rates:

Buildings	25 – 50 years
Furniture and equipment	5 – 10 years
Service vehicles	5 years
Buses	12 years
Miscellaneous	5 years

The District capitalizes items purchased during the year that are in the excess of \$15,000 and have useful economic lives extending beyond the current accounting period.

Teachers' and student assistants' payroll

The Government of Newfoundland and Labrador processes the payrolls and remits the source deductions directly to the appropriate agencies. The amounts recorded in the non-consolidated financial statements represent gross salaries and employee benefits as reported by the Department for the year.

Newfoundland and Labrador English School District

Notes to non-consolidated financial statements

June 30, 2019

Pension costs

All permanent employees of the District are covered by pension plans administered by the Province. Contributions to these plans are required from both the employee and the District. Post-retirement obligations to employees are the responsibility of the Province and, as such, the employer contributions for pensions are recognized in the accounts.

Employee future benefits

The District's employee future benefits include accrued severance, accrued sick leave and other employee benefits.

[I] Accrued severance

Consistent with government policy, the District had in effect severance pay policies whereby certain employees were entitled to a severance payment upon leaving employment with the District. Under these policies, an employee who had nine (9) or more years of continuous service in the employment of the District, or other public sector employer, was entitled to be paid severance on resignation, retirement, termination by reasons of disability, expiry of recall rights or, in the event of death, to the employee's estate. Based on collective agreements and changes that were introduced to the severance benefit for non-union employees, employees with at least one year of eligible service are entitled to a lump-sum payout of their accrued severance benefit based on pay and service as at March 31, 2018 and May 31, 2018, respectively.

Settlement payments that have been made in the current and prior year have been reflected in the corresponding current year benefit expense. The accrued severance liability is recorded at the estimated settlement amount.

[II] Accrued sick leave

The District provides certain employees with sick leave benefits that accumulate but do not vest. The benefits provided to employees vary based upon classification within the various negotiated agreements. An actuarially determined accrued liability has been recorded in the statements for non-vesting sick leave benefits. The cost of non-vesting sick leave benefits is actuarially determined using management's best estimate of salary escalation, accumulated sick days at retirement, long-term inflation rates and discount rates.

[III] Other employee benefits

The District has recorded the obligation to pay certain employees at the termination of their employment for unused sick leave accumulated prior to January 1, 1985. As these benefits no longer accumulate or vest as of 1985, they are outside of the scope of PS 3255, *Post-employment Benefits, Compensated Absences and Termination Benefits*, and are not actuarially determined at the end of each period.

Newfoundland and Labrador English School District

Notes to non-consolidated financial statements

June 30, 2019

Use of accounting estimates

The preparation of financial statements in conformity with Canadian public sector accounting standards requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenditures during the reporting periods. Areas requiring the use of management's estimates include the allowance for doubtful accounts, employee future benefits, environmental remediation costs and amortization of tangible capital assets. Actual results could differ from those estimates.

Long-lived assets

Long-lived assets are reviewed for impairment upon the occurrence of events or changes in circumstances indicating that the service potential may not be recoverable.

Contaminated sites

A liability for remediation of contaminated sites is recognized when an environmental standard exists, contamination exceeds the environmental standard, the District is directly responsible or accepts responsibility, it is expected that future economic benefits will be given up and a reasonable estimate of the amount can be made. An obligation is not recognized unless all criteria above are satisfied.

3. Bond coverage

At the balance sheet date, the Insurance Division of Treasury Board carried fidelity bond coverage covering District employees in the amount of \$300,000 per occurrence.

4. Short-term investments

	2019 \$	2018 \$
Term deposits and GICs	5,562,860	3,695,243
Marketable securities	234,545	228,490
	<u>5,797,405</u>	<u>3,923,733</u>

Term deposits relate to funds specifically allocated for educational purposes within the Province of Newfoundland and Labrador. These amounts are not intended for general operations of the District. Marketable securities are recorded at fair value.

Newfoundland and Labrador English School District

Notes to non-consolidated financial statements

June 30, 2019

5. Due from government entities

	2019 \$	2018 \$
Government of NL – Operating	15,733,998	1,914,278
Government of NL – Special incentives	—	8,508,238
Government of NL – Early severance payout	512,316	3,460,772
Government of Canada – HST	676,590	697,882
	<u>16,922,904</u>	<u>14,581,170</u>

6. Prepaid expenses

	2019 \$	2018 \$
Municipal service fees	1,009,726	899,001
Software support and licensing	1,061,783	1,134,636
Insurance	122,262	89,327
Rent	—	18,850
	<u>2,193,771</u>	<u>2,141,814</u>

7. Bank indebtedness

The District had an authorized operating demand loan of \$4,000,000, bearing interest at Royal Bank prime, less 0.65%, which was unused as at June 30, 2019 and June 30, 2018. In accordance with the *Schools Act, 1997*, the operating demand loan was supported by a letter of approval to borrow provided by the Minister of Education.

8. Accounts payable and accrued liabilities

	2019 \$	2018 \$
Trade payables	5,573,835	6,602,456
Accrued wages	2,416,278	2,515,214
Accrued payroll deductions	2,520,930	2,008,379
Accrued liabilities	843,741	913,905
Accrued environmental remediation	34,055	55,000
Scholarship funds	826,515	837,673
Eastern School District Trust Fund	—	677,190
	<u>12,215,354</u>	<u>13,609,817</u>

Accrued environmental remediation costs comprise estimated site restoration and remediation costs for contaminated sites associated with school properties under the District. The liability relates to one site and is estimated at \$34,055.

Newfoundland and Labrador English School District

Notes to non-consolidated financial statements

June 30, 2019

9. Due to government entities

	2019 \$	2018 \$
Government of NL – Transportation	1,017,487	1,149,377

10. Due to/from related parties

The District's related party transactions occur between the Government of Newfoundland and Labrador and other entities included in the government reporting entity. Transactions between the District and related parties are conducted as arm's length transactions.

Transactions from Government of Newfoundland and Labrador are identified in Schedule 7. Amounts receivable and payable from (to) Government of Newfoundland and Labrador are disclosed in notes 5 and 9, respectively. Certain tangible capital assets, such as the Avalon Regional office in St. John's, are utilized by the District and are not reflected in these non-consolidated financial statements as legal title is held by the Government of Newfoundland and Labrador [the "Government"]. The Government does not charge the District any amounts for the use of such assets; however, operating costs and minor alterations and improvements are the responsibility of the District.

Amounts receivable and payable to other related parties at year-end are provided below:

	2019 \$	2018 \$
Due from Newfoundland and Labrador International Student Education Inc.	77,388	169,860
Due from (to) Newfoundland and Labrador Education Foundation Inc.	(32,091)	8,571

11. Accrued severance pay

The District provides a severance payment to employees upon retirement, resignation, or termination.

Due to changes in the Newfoundland and Labrador Association of Public and Private Employees ("NAPE") Collective Agreement effective March 31, 2018, severance benefits accrued as of March 31, 2018 were paid out to NAPE employees with at least one year of eligible service. The severance payout was based on one week of salary for each full year of eligible employment to a maximum of 20 weeks.

Due to changes in the Canadian Union of Public Employees ("CUPE") Collective Agreement effective March 31, 2018, severance benefits accrued as of March 31, 2018 have and will be paid out to employees with at least one year of eligible service on or before March 31, 2020. The severance payout will be based on one week of salary for each full year of eligible employment to a maximum of 20 weeks. Similar changes were introduced to the severance benefit for management and non-bargaining employees through the *Salary Restraint and Extinguishment of Severance Pay Act*. Severance benefits accrued as of May 31, 2018 were paid out to employees

Newfoundland and Labrador English School District

Notes to non-consolidated financial statements

June 30, 2019

with at least one year of eligible service. The severance payout was based on one week of salary for each full year of eligible employment to a maximum of 20 weeks.

Due to changes in the Newfoundland and Labrador Teacher's Association ("NLTA") Collective Agreement effective March 31, 2018, severance benefits accrued as of March 31, 2018 will be paid out to employees with at least one year of eligible service on or before December 31, 2019. The severance payout will be based on 2% of annual salary for each full year of employment to a maximum of 40% of annual salary.

All employees have the option to defer payment but will not accrue any further severance benefits. There will be no change to the amount payable in future years.

	2019 \$	2018 \$
Teachers [NLTA]	126,311,275	136,794,745
Board employees [CUPE/NAPE/management and non-bargaining]	1,041,429	11,855,090
Total accrued severance pay	127,352,704	148,649,835

In the fiscal year ended June 30, 2019, cash payments to retirees and eligible employees totaled \$7,717,846 [2018 – \$8,201,525] and cash payments representing settlement of severance benefits totaled \$10,159,637 [2018 – \$6,219,641].

The significant actuarial assumptions used in measuring the accrued severance pay benefit expense and liability are as follows:

Discount rate – liability	Not applicable as at June 30, 2019 3.20% as at June 30, 2018
Discount rate – benefit expense	Not applicable in fiscal 2019 3.20% in fiscal 2018
Rate of compensation increase	0% plus 0.75% for promotions and merit (0% plus 4.00% for teachers with less than 10 years of service) as at June 30, 2019 0% plus 0.75% for promotions and merit (0% plus 4.00% for teachers with less than 10 years of service) as at June 30, 2018

Newfoundland and Labrador English School District

Notes to non-consolidated financial statements

June 30, 2019

12. Accrued sick leave

The actuarial valuation date for sick leave accruals was June 30, 2018, and has been extrapolated for June 30, 2019. Discount rates are based on the Province's long-term borrowing rate. This rate was 2.85% as at June 30, 2019 [2018 – 3.20%]. Board Employees include NAPE, CUPE, Non-Union/Non-Management.

	2019 \$	2018 \$
Accrued sick leave		
Sick leave [teachers]		
Accrued benefit liability, beginning of year	81,787,077	82,762,437
Benefit expense	7,864,819	10,265,396
Benefits paid	(13,279,322)	(11,240,756)
Accrued benefit liability [teachers], end of year	76,372,574	81,787,077
Sick leave [Board Employees]		
Accrued benefits liability, beginning of year	8,247,355	8,480,239
Benefit expense	901,229	1,274,415
Benefits paid	(1,792,953)	(1,507,299)
Accrued benefit liability [board employees], end of year	7,355,631	8,247,355
Total accrued sick leave liability, end of year	83,728,205	90,034,432
Unamortized portion of actuarial loss	3,760,975	(7,298,364)
Total accrued sick leave obligation	87,489,180	82,736,068

Reconciliation of accrued benefit obligation from June 30, 2018 to June 30, 2019

	Board employees \$	Teachers \$	Total \$
Accrued benefit obligation as at June 30, 2018	6,844,022	75,892,046	82,736,068
Current period benefit cost	557,846	4,946,599	5,504,445
Benefits payments/contributions	(1,792,953)	(13,279,322)	(15,072,275)
Interest on the accrued benefit obligation	263,414	2,547,343	2,810,757
Actuarial (gains)/losses	2,149,533	9,360,652	11,510,185
Accrued benefit obligation as at June 30, 2019	8,021,862	79,467,318	87,489,180

Newfoundland and Labrador English School District

Notes to non-consolidated financial statements

June 30, 2019

The significant actuarial assumptions used in measuring the accrued sick pay benefit expense and liability are as follows:

Discount rate – liability	2.85% as at June 30, 2019 3.20% as at June 30, 2018
Discount rate – benefit expense	2.85% in fiscal 2019 3.20% in fiscal 2018
Rate of compensation increase	0% plus 0.75% for promotions and merit (0% plus 4.00% for teachers with less than 10 years of service) as at June 30, 2019 0% plus 0.75% for promotions and merit (0% plus 4.00% for teachers with less than 10 years of service) as at June 30, 2018

13. Obligation under capital leases

The District has entered into capital leases with the Royal Bank of Canada for various copiers. The principal balance outstanding as at June 30, 2019, was \$1,002,586, with a purchase option of \$1. Interest has been imputed at various rates for these leases. Total interest paid on these leases for the year ended June 30, 2019 was \$22,068.

Future minimum payments under these capital leases are as follows for the year ending in:

	\$
2020	387,128
2021	325,494
2022	156,777
2023	110,135
2024	82,601
Total future minimum lease payments	<u>1,062,135</u>
Less amount representing interest	<u>(59,549)</u>
	<u>1,002,586</u>

14. Financial instruments

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

15. Insurance subsidy

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

Newfoundland and Labrador English School District

Notes to non-consolidated financial statements

June 30, 2019

16. Deferred revenue

Deferred revenue represents funding designated for specific purposes for which the revenue recognition criteria have not been met. The funding is deferred and included in revenue when authorized and all eligibility criteria have been met provided there are no stipulations that give rise to a liability. Changes in the funding deferred to future periods are as follows:

	2019 \$	2018 \$
Balance, beginning of year	15,586,851	15,969,430
Less amounts recognized as revenue in the year	(4,058,285)	(4,499,309)
Less amounts written off or returned during the year	(9,340,726)	—
Add amounts funded during the year	4,562,281	4,116,730
Balance, end of year	6,750,121	15,586,851

Deferred revenue comprises the following:

	2019 \$	2018 \$
Operations and maintenance	1,001,775	9,534,824
Instruction	3,654,324	3,685,241
Pupil transportation	1,045,974	902,069
Nunatsiavut government	1,048,048	1,464,717
	6,750,121	15,586,851

Deferred revenue at June 30, 2018 included an amount of \$8,508,238 relating to a previous incentive program whereby funds that would otherwise be used for three years of operating expenses for closed schools be available for approved District initiatives. Due to changes in this program, this amount, along with a corresponding receivable was written off.

17. Restricted surplus

During the year, the Board of Trustees approved a transfer of \$1,911,272 to restricted surplus relating to the gain on sale of closed school buildings during the year.

18. Budget

The District prepares an annual budget for approval by the Board of Trustees [the "Board"] and the Minister of Education and Early Childhood Development [the "original budget"]. The original budget may change throughout the year and is updated to reflect the impact of all known service and program changes. The District provides updates to the Board of Trustees on a quarterly basis, explaining any changes from the original budget. The updated budget [the "final budget"] figures are reflected in the budget amounts as presented in the non-consolidated statement of operations.

Newfoundland and Labrador English School District

Notes to non-consolidated financial statements

June 30, 2019

The budget, both original and final, do not include amounts relating to certain non-cash and other items including tangible capital asset acquisition and amortization, provincial capital and special grants and certain adjustments relating to employee future benefit accruals. The District does budget for the principal repayments on long-term debt. The District does not prepare a full budget in respect to changes in net debt as the District does not include an amount for acquisition or amortization of tangible capital assets.

A reconciliation between the original and final budget for the year ended June 30, 2019 is presented below:

	Revenue \$	Expense \$
Original budget	792,711,013	792,711,013
Adjustments relating to changes in services and programs	405,300	405,300
Final budget	793,116,313	793,116,313

19. Comparative figures

Certain prior year's figures have been restated for comparative purposes and to conform to current year presentation.

20. Expenses by object

The following represents expenses by object of the major types of expenses incurred by the District.

	2019 \$	2018 \$
Salaries and benefits	669,858,313	691,082,754
Contracted services	43,604,112	43,670,752
Amortization	29,435,290	33,710,645
Utilities	27,782,363	25,415,609
Materials and supplies	14,673,655	15,110,044
Repairs and maintenance	8,652,757	10,808,114
Vehicle operating costs	4,035,875	4,283,206
Travel and professional development	2,268,465	2,346,381
Software licenses, subscriptions and due	1,917,789	1,153,719
Other	1,660,265	1,637,911
Grant and subsidies	745,787	932,961
Professional fees	478,679	536,341
Interest on long-term debt	480,662	409,499
Total expenses	805,594,012	831,097,936

Newfoundland and Labrador English School District

Notes to non-consolidated financial statements

June 30, 2019

21. Tangible capital assets

	2019						Total \$
	Land \$	Buildings \$	F&E \$	Vehicles \$	Buses \$	Misc \$	
Cost							
Opening balance	21,380,114	1,224,438,694	49,696,145	2,450,597	34,993,618	4,642,092	1,337,601,260
Additions	3,458,712	17,966,673	1,678,062	254,508	2,114,119	486,821	25,958,895
Disposals	15,068	8,512,487	22,817	—	6,028,221	—	14,578,593
Closing balance	24,823,758	1,233,892,880	51,351,390	2,705,105	31,079,516	5,128,913	1,348,981,562
Accumulated amortization							
Opening balance	—	551,048,414	44,982,689	2,063,454	20,385,585	1,655,712	620,135,854
Additions	—	365,596	188,704	50,902	176,190	28,344	809,736
Disposals	—	8,083,290	5,877	—	6,028,221	—	14,117,388
Amortization	—	25,486,286	869,701	112,358	1,874,587	282,622	28,625,554
Closing balance	—	568,817,006	46,035,217	2,226,714	16,408,141	1,966,678	635,453,756
Net book value	24,823,758	665,075,874	5,316,173	478,391	14,671,375	3,162,235	713,527,806
2018							
	Land \$	Buildings \$	F&E \$	Vehicles \$	Buses \$	Misc \$	Total \$
Cost							
Opening balance	21,236,997	1,204,264,516	46,612,979	2,285,807	30,903,778	3,969,680	1,309,273,757
Additions	160,784	20,709,150	3,083,166	164,790	4,089,840	672,412	28,880,142
Disposals	17,667	534,972	—	—	—	—	552,639
Closing balance	21,380,114	1,224,438,694	49,696,145	2,450,597	34,993,618	4,642,092	1,337,601,260
Accumulated amortization							
Opening balance	—	522,225,397	43,763,613	1,892,084	17,789,969	1,289,118	586,960,181
Additions	—	523,818	424,107	32,958	340,820	29,689	1,351,392
Disposals	—	534,972	—	—	—	—	534,972
Amortization	—	28,834,171	794,969	138,412	2,254,796	336,905	32,359,253
Closing balance	—	551,048,414	44,982,689	2,063,454	20,385,585	1,655,712	620,135,854
Net book value	21,380,114	673,390,280	4,713,456	387,143	14,608,033	2,986,380	717,465,406

Schedule of revenue

Year ended June 30

	Budget	2019	2018
	\$	\$	\$
Provincial government grants			
Regular operating grants	115,853,200	118,588,435	117,836,671
Special grants and projects	—	3,001,988	3,373,852
Early severance payout	—	10,159,637	6,219,641
Executive and senior management salaries and benefits	4,028,250	4,205,780	4,991,681
Teachers and substitutes salaries and benefits	590,479,763	582,113,934	578,939,760
Student assistants salaries and benefits	25,135,400	25,373,166	26,193,688
Board-owned pupil transportation	19,672,700	19,172,782	19,700,130
Contracted pupil transportation	29,000,000	29,468,541	29,807,039
Alternate pupil transportation	7,790,000	7,258,638	7,248,712
Transportation administration	110,000	110,000	110,000
Maintenance grants	—	3,955,198	5,863,698
	<u>792,069,313</u>	<u>803,408,099</u>	<u>800,284,872</u>
Other income			
Interest on investments and bank	525,000	614,876	547,579
Revenues from bus charters	187,000	204,071	187,667
Revenues from rental of schools and facilities	275,000	316,005	276,994
Special project grants	—	344,460	326,561
Miscellaneous	60,000	88,459	118,636
Nunatsiavut government grants	—	2,360,294	2,679,995
	<u>1,047,000</u>	<u>3,928,165</u>	<u>4,137,432</u>
Total revenue	<u>793,116,313</u>	<u>807,336,264</u>	<u>804,422,304</u>

Schedule of administration and human resource expenditures

Year ended June 30

	Budget	2019	2018
	\$	\$	\$
Administration expenditures			
Executive and senior management			
salaries and benefits	4,028,250	4,349,977	4,825,373
Board office staff salaries and benefits	4,050,890	3,802,114	3,779,413
Office supplies	151,000	142,209	134,582
Postage	103,000	113,524	123,582
Communications – voice and data	336,500	310,698	326,656
Office equipment rentals and repairs	58,500	60,125	37,976
Electricity and fuel	261,500	268,810	233,957
Snow clearing	135,000	164,970	131,720
Travel and professional learning	74,000	62,681	61,402
Board meeting expenses	170,000	143,260	135,760
Professional fees	295,000	370,857	505,511
Advertising and public relations	30,000	18,996	30,291
Membership fees	107,500	97,863	104,258
Garbage collection and municipal fees	103,300	110,204	95,134
Facility rentals	234,200	234,025	234,084
Other	15,000	19,173	15,648
Recovery of bad debt	—	(33,386)	(26,467)
Total administration expenditures	10,153,640	10,236,100	10,748,880
Human resource expenditures			
Salaries and benefits	1,821,170	2,075,065	1,522,562
Recruitment and training	59,500	60,141	53,869
Travel and professional learning	56,000	48,204	58,507
Personnel services	237,900	175,884	152,967
Total human resource expenditures	2,174,570	2,359,294	1,787,905

Schedule of instructional expenditures

Year ended June 30

	Budget	2019	2018
	\$	\$	\$
Instructional salaries and benefits			
Salaries and benefits – regular teachers	563,132,988	552,702,290	548,097,051
Salaries and benefits – substitute teachers	27,346,775	29,410,965	30,832,539
Salaries and benefits – student assistants	25,135,400	25,368,165	26,180,934
Salaries and benefits – school secretaries	12,703,140	12,792,858	12,890,331
Salaries and benefits – board employees	701,930	703,063	712,949
Salaries and benefits – Indigenous teachers	—	1,397,007	1,662,084
Salaries and benefits – special projects	—	981,939	1,084,027
Early severance payout	—	10,159,637	6,219,641
Change in employee future benefits accrual	—	(27,603,358)	(1,110,091)
	<u>629,020,233</u>	<u>605,912,566</u>	<u>626,569,465</u>
Instructional materials			
Materials – school allocation	8,624,982	8,163,330	8,481,073
Materials – district allocation	172,000	162,074	160,347
Indigenous peoples programs	—	921,372	982,799
Special grants and projects	—	2,401,620	2,583,548
Student services equipment	125,500	98,218	122,274
	<u>8,922,482</u>	<u>11,746,614</u>	<u>12,330,041</u>
Travel and professional learning			
Instructional staff	1,489,070	1,381,497	1,481,901
Indigenous peoples programs	—	37,959	31,257
	<u>1,489,070</u>	<u>1,419,456</u>	<u>1,513,158</u>
Other instructional costs			
Other	321,900	327,105	360,829
Summer school	60,000	81,721	113,908
	<u>381,900</u>	<u>408,826</u>	<u>474,737</u>
Total instructional expenditures	<u>639,813,685</u>	<u>619,487,462</u>	<u>640,887,401</u>

Schedule of Centre for Distance Learning and Innovation expenditures

Year ended June 30

	Budget	2019	2018
	\$	\$	\$
Salaries and benefits	150,750	135,835	430,664
Travel and professional learning	90,800	43,999	59,849
Communications – voice and data	276,200	97,328	151,756
Instructional materials and resources	391,000	332,110	477,816
Grants and subsidies	765,000	745,787	932,961
Total Centre for Distance Learning and Innovation expenditures	1,673,750	1,355,059	2,053,046

Schedule of information technology expenditures

Year ended June 30

	Budget	2019	2018
	\$	\$	\$
Salaries and benefits	3,416,800	3,291,018	3,388,976
Materials and equipment	750,000	530,401	407,294
Licences and subscriptions	1,900,000	1,917,789	1,153,719
Travel and professional fees	175,000	184,843	173,863
Total information technology expenditures	6,241,800	5,924,051	5,123,852

Schedule of operations and maintenance expenditures

Year ended June 30

	Budget	2019	2018
	\$	\$	\$
Salaries and benefits – janitorial	30,631,050	30,520,392	30,232,632
Salaries and benefits – maintenance	7,638,810	7,424,329	7,669,223
Electricity	14,013,760	16,134,891	14,408,336
Fuel	2,665,300	2,856,326	2,707,457
Garbage collection and municipal fees	3,399,400	3,784,306	3,302,305
Communication – voice and data	3,453,000	3,457,395	3,552,979
Snow clearing	6,268,540	6,551,373	6,315,633
Travel and professional learning	215,000	218,787	227,360
Vehicle repairs and maintenance	282,000	321,432	267,940
Vehicle operating	327,500	290,274	309,958
Janitorial supplies and equipment	1,746,000	1,881,935	1,724,373
Repairs and maintenance	5,151,468	4,465,096	4,648,660
Facility rentals	90,000	168,676	16,411
Maintenance grants expense	—	3,960,965	6,050,329
Housing	250,000	372,796	307,391
Total operations and maintenance expenditures	76,131,828	82,408,973	81,740,987

Schedule of pupil transportation expenditures

Year ended June 30

	Budget	2019	2018
	\$	\$	\$
Board-owned fleet			
Salaries and benefits	12,527,400	12,110,781	12,451,381
Interest on long-term debt	467,100	458,594	381,893
Principal payments on bus loans	1,984,300	—	—
Vehicle fuel	1,920,000	1,968,711	1,928,461
Vehicle registration	203,200	201,065	206,700
Vehicle insurance	275,400	344,993	275,304
Vehicle repairs and maintenance	1,359,300	1,200,195	1,453,462
Building repairs and maintenance	74,100	58,020	92,714
Tires	127,000	54,198	116,685
Electricity and fuel	110,000	180,818	150,966
Garbage collection and municipal fees	57,600	80,398	57,386
Snow clearing	164,000	160,590	167,648
Office supplies	24,500	24,184	25,574
Facility rentals	143,500	139,600	66,826
Travel and professional learning	24,300	28,606	45,406
Licenses and subscriptions	77,800	93,247	30,830
Other	199,200	173,391	176,610
Communications – voice and data	121,000	126,190	121,280
	19,859,700	17,403,581	17,749,126
Contracted transportation services			
Regular	29,000,000	29,468,541	29,807,039
Alternate	7,790,000	7,258,638	7,248,712
	36,790,000	36,727,179	37,055,751
District administration			
Salaries and benefits	246,640	236,236	213,065
Travel, professional learning and other	30,700	20,787	17,786
	277,340	257,023	230,851
Total pupil transportation expenditures	56,927,040	54,387,783	55,035,728

Schedule of long-term debt

As at June 30

Pupil transportation loans, variable rate

Creditor	Monthly principal	Plus interest	Maturity date	2019 \$	2018 \$
Scotiabank	2,924	Prime -0.25%	2018	—	5,792
TD Canada Trust	24,443	Prime -1%	2019	—	24,443
CIBC	5,930	Prime	2019	—	29,653
Scotiabank	2,523	Prime -0.25%	2022	100,981	131,257
CIBC	3,025	Prime	2022	124,025	160,325
TD Canada Trust	13,293	Prime -1%	2022	518,446	677,968
Scotiabank	4,687	Prime -0.25%	2023	238,953	295,197
CIBC	3,201	Prime	2023	160,589	199,005
TD Canada Trust	7,873	Prime -1%	2023	401,498	495,968
Scotiabank	4,459	Prime -0.25%	2024	280,911	334,419
TD Canada Trust	6,182	Prime -1%	2024	402,200	476,452
Scotiabank	2,569	Prime -0.25%	2025	188,370	219,198
TD Canada Trust	5,538	Prime	2025	416,697	483,156
TD Canada Trust	6,806	Prime	2025	524,028	605,694
CIBC	5,521	Prime	2025	372,392	437,339
Total variable rate loans				3,729,090	4,575,866

Pupil transportation loans, fixed rate

Creditor	Blended pys	Interest rate	Maturity date	2019 \$	2018 \$
Royal Bank	4,320	5.04%	2018	—	17,111
Royal Bank	2,217	3.06%	2022	82,161	105,841
Royal Bank	3,695	2.01%	2023	180,112	220,151
Royal Bank	3,788	3.02%	2024	221,866	259,010
Royal Bank	4,604	3.08%	2025	321,946	365,800
Royal Bank	8,782	3.03%	2025	622,411	706,163
Royal Bank	23,314	2.96%	2026	1,823,617	2,045,813
Royal Bank	12,326	2.38%	2027	1,117,114	1,236,885
CIBC	18,943	2.10%	2028	1,923,158	2,108,022
Royal Bank	25,752	2.67%	2029	2,807,257	3,037,956
Royal Bank	26,066	3.66%	2030	2,915,175	—
Total fixed rate loans				12,014,817	10,102,752
Total long-term debt				15,743,907	14,678,618

Security for certain loans has been provided in the form of chattel mortgages over specific vehicles.

Schedule of details of long-term debt

Year ended June 30

	Balance, beginning of year \$	Loans obtained during year \$	Principal repayment for year \$	Balance, end of year \$
Long-term debt				
Pupil transportation	14,678,618	3,033,941	1,968,652	15,743,907

Annual principal payments

Annual principal payments to maturity are as follows

	\$
2020	2,009,673
2021	2,046,225
2022	2,083,824
2023	1,947,359
2024	1,730,990
Thereafter	5,925,836
	<u>15,743,907</u>

Schedule of adjusted annual surplus from operations

Year ended June 30

	2019	2018
	\$	\$
Annual surplus (deficit) from operations	26,618,907	(2,704,403)
Add (less) expenditures not funded through operating grant		
Amortization of capital assets	29,435,290	33,710,645
Change in employee future benefits accrual	(27,603,358)	(1,110,091)
Change in vacation pay accrual for board executive	144,198	(166,308)
Less non-expenditure items funded through operating grant		
Principal payments on long-term debt and leases	(2,266,583)	(2,458,900)
Tangible capital asset additions funded from operations	(402,681)	(758,448)
Less revenues from capital sources		
Capital transfers from Government	(22,965,383)	(23,971,229)
(Gain) loss on disposal of tangible capital assets	(1,911,272)	9,491
Adjusted annual surplus from operations	1,049,118	2,550,757