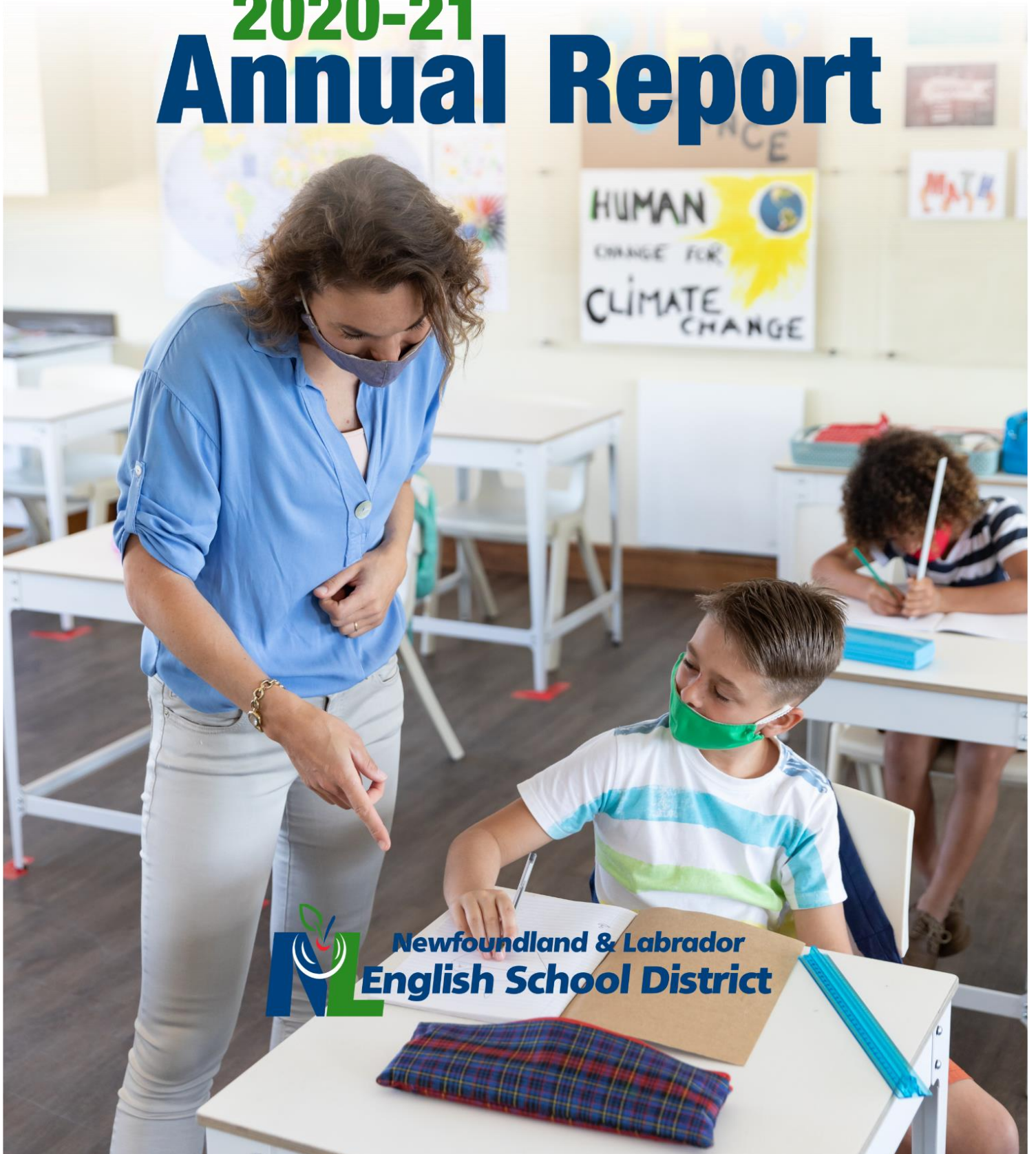


# 2020-21 Annual Report



Newfoundland & Labrador  
English School District

## Message from the Chair

The Honourable Tom Osborne  
Minister of Education  
Government of Newfoundland and Labrador  
P. O. Box 8700, Confederation Building  
St. John's, NL A1B 4J6

Dear Minister Osborne,

On behalf of the Board of Trustees for the Newfoundland and Labrador English School District, I am pleased to submit our Annual Report for 2020-21. This report was prepared in accordance with the requirements of a category one entity under the **Transparency and Accountability Act**. Work continued over the past year on three strategic priorities:

1. Student Engagement and Success
2. Equity, Health and Well-being
3. Organizational Effectiveness

As you know, the COVID-19 (Coronavirus) pandemic had a major impact on the school year. In-class instruction was suspended in mid-February 2021 for several weeks, and many high schools saw a combined in-class/online learning model for the remainder of the school year. Periodic outbreaks continued to impact attendance in various regions throughout the year. The pandemic also impacted the progress of some indicators. Any variances in the achievement of indicators due to the medical emergency are noted.

This report has been prepared with input from District executive, senior management and staff members. The Board of Trustees appreciates the considerable amount of work conducted in schools and regional offices this year, and commends the efforts of staff to support our students during this unprecedented period. My signature below is indicative of the accountability of our Board for the results reported.

Sincerely,



Goronwy Price  
Chair



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# Overview

## 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, based on 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 provided for school growth and development. NLESD also transports students to and from school, in compliance with federal and provincial legislation and Department 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, 2021, see **Appendix B**.

## Divisions

NLESD is led by a CEO/Director of Education. As of June 30, 2021, 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 three Assistant Directors of Education (Programs) who are assigned to the four regions (Labrador, Western, Central and Avalon) and a provincial Assistant Director of Student Services. In 2020-21, the Programs and Human Resources Division implemented student programs, services and curriculum for 255 schools, including five alternate sites: Hospital School, NL Youth Centre, District School and the Pathfinder Learning Centre (2 locations), and over 63,000 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, 2021, the Board was operating 255 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 2020-21, the NLESD had a varied school population, with school enrolments ranging from one student (Douglas Academy, La Poile) to 1,003 students (Holy Heart High School, St. John's). Regional enrolment numbers for 2020-21 are as follows:

Region	Number of Students
Labrador	3,648
Western	10,885
Central	13,944
Avalon	34,679
<b>Total</b>	<b>63,156</b>

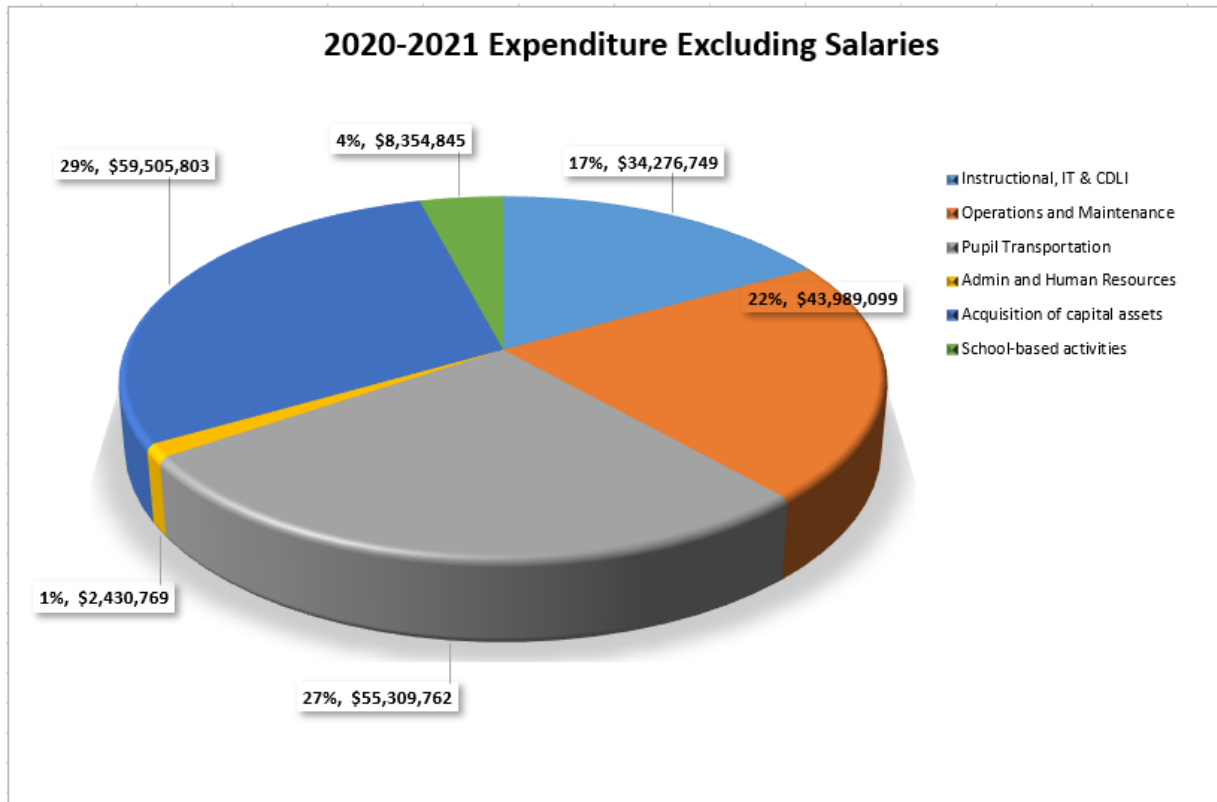
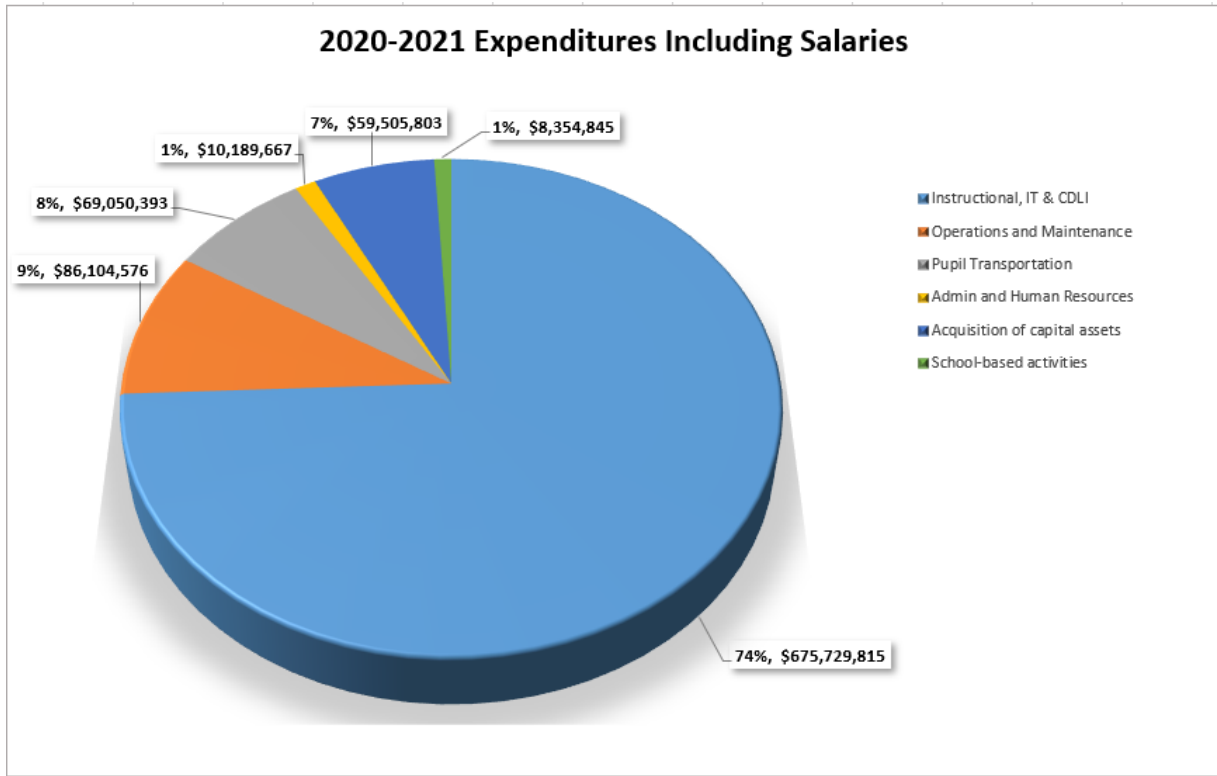
## Employees

In 2020-21, the NLESD employed more than 11,600 full-time, part-time, and 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, 2021.

Employee Group	Labrador	Western	Central	Avalon	Number of Employees (2020-21)
Teaching Staff	379	1,000	1,354	2,888	5,821
Student Assistants	36	193	187	445	861
Support Staff	141	339	502	524	1,506
Program Specialists/Itinerants	20	47	53	96	216
Regional Offices/ Headquarters	8	27	27	107	169
<b>Total Number of Full-Time Employees</b>	<b>584</b>	<b>1,706</b>	<b>2,123</b>	<b>4160</b>	<b>8,573</b>
Substitute Teachers	1,845				
Substitute Student Assistants	35	170	150	242	597
Casual Employees	67	225	220	130	642
<b>Total Number of Substitutes/Casuals</b>					<b>3,084</b>
<b>Total Number of Employees</b>					<b>11,657</b>



# Financial Summary



# Highlights and Partnerships

## Highlights

### Education Delivery During the COVID-19 Pandemic

September 2020 saw the reopening of in-person classes for K-12 students after in-class instruction had been suspended on March 13, 2020, due to the COVID-19 pandemic. In-person classes provided a welcome opportunity for students to connect with their peers and teachers, albeit with several health and safety protocols in effect. Unfortunately, in mid-February 2021, an outbreak that began in the St. John's metro area forced the



eventual suspension of in-class instruction throughout the province, with some schools reverting to online learning for several weeks. While the optimal learning environment for students is in their classrooms, with their teachers and peers, the need to switch to virtual learning also provided a unique opportunity to explore alternate learning models. The experience gained through the virtual learning environment will help inform best practices into the future.

### Education Action Plan

The Provincial Government's three-year Education Action Plan (EAP), released in 2018, continued implementation in the 2020-21 school year. The plan's Responsive Teaching and Learning Policy focuses on three pillars - literacy, numeracy and social and emotional learning - and supports optimal learning experiences and achievement for all students. The policy guides a collaborative approach to education that emphasizes social and emotional, and academic learning in a safe, inclusive and healthy school environment.

The EAP was implemented over a three-year period, with 40 Phase 1 schools for Year 1 (39 NLESD schools, 1 Conseil Scolaire francophone provincial (CSFP) school) brought on stream in 2018-19; 40 Phase 2 schools (39 NLESD schools, one CSFP school) brought on stream in 2019-20. In the 2020-21 school year, 123 Phase 3 schools began implementation (120 NLESD schools and three CSFP schools)



## Resources

On August 26, 2020, the Department of Education announced just over \$26 million in additional resources for the District, funded through Federal Government assistance for the reopening of schools. About \$14 million was used to procure additional student transportation services, given Public Health advised seating capacity on a 70-passenger bus was to be reduced to 46. The remainder was spent on additional allocations for school administrators, guidance counsellors, substitute teachers (who were given term positions and assigned to specific schools for the duration of the 2020-21 school year), remote learning teachers, increased student assistant hours, Occupational Health and Safety/Human Resources and custodial services.

## Town Hall with Prime Minister

Two metro-area high schools participated in a national virtual town hall event with Prime Minister Justin Trudeau and Deputy Prime Minister Chrystia Freeland on April 28, 2021. Two students, Jai Lynn Francis of O'Donel High (Mount Pearl) and Ben James of Gonzaga High (St. John's), had the opportunity to pose a question to our elected leaders and received detailed answers in response. Participation in the town hall was organized by the Canadian Teachers Federation through the NLTA.

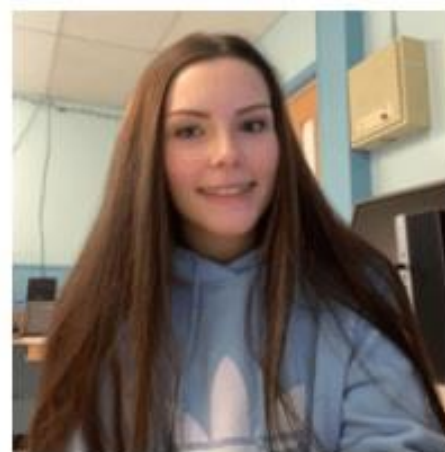


CanadianPM @CanadianPM

Watch live: Prime Minister Justin Trudeau, joined by Deputy Prime Minister Chrystia Freeland, participates in a virtual town hall with youth from across the country.

## Student Achievement - Loran Scholars

The Loran Scholars Foundation offers a comprehensive four-year undergraduate award (valued at \$100,000) to young Canadians on the basis of character, service and the promise of leadership. Two students received the Loran award during the 2020-22 school year, Malorie Osmond and Lydia Hardy. Malorie Osmond is a high school student at Fogo Island Central Academy and a recipient of the Loran Scholarship for 2021. Malorie is an active member in her school community on the Gender Sexuality Alliance (GSA), school council, student leadership team, and Mental Wellness Committee and is a dedicated athlete.



Lydia Hardy, a high school student from St. Stephen's All Grade, was a recipient of the Loran scholarship for 2020. Lydia worked in her community to break stigmas surrounding mental health and homosexuality in her outport hometown by openly discussing her struggles. She has been a devoted summer employee to MOWI, a Norwegian based seafood company, and town council beautification projects, putting in over 100 work hours weekly. Lydia is an advocate for human rights and has been volunteering to recycle at school since 2007.



The District is proud of our student accomplishments as recipients of the Loran Award, Canada's largest and most comprehensive undergraduate merit award granted to young Canadians on the basis of character, commitment to service, and the promise of leadership.

## Partnerships

### Department of Education

The Board and District partner with the Department of Education to address educational needs. The Department provides funding for personnel and learning resources to enable the Board to carry out its mandate. Over the reporting period, District employees worked with Department staff on multiple initiatives, including, but not limited to:

- The development and implementation of the September K-12 Education Re-entry Plan (2020).
- The Joint Professional Learning Team continued to collaborate on best practices to design, create and facilitate professional learning opportunities for District educators in schools. The main focus in 2020-21 was professional learning for all educators in the EAP's "Phase 3" schools, but there were also learning opportunities designed, created and implemented for K-6 educators in Phase 1 and 2 schools on the Responsive Teaching and Learning Policy. This partnership will continue in the fall of 2021.
- Various infrastructure projects, in conjunction with the Department of Transportation and Infrastructure, on the design, construction, redevelopment and upgrading of schools. These include new schools in Bay Roberts, Gander, Paradise, and St. Alban's, all of which are scheduled to open in fall 2021.

### 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 continued its close partnership with the Newfoundland and Labrador Federation of School Councils and engaged in consultation and information sharing throughout the 2020-21 school year.

### Regional Health Authorities

The Board partners with Regional Health Authorities in the four regions to promote student health and wellness. The importance of these partnerships was never more evident than during this COVID-19 year. School Health Promotion Liaison Consultants are based at the NLESD regional offices and funded by the Department of Health and Community Services. They support the implementation of the provincial Healthy Students, Healthy Schools Initiative, focusing on School Food Guidelines, physical activity, and being smoke-free. In 2020-21, consultants continued to support 63 schools, identified in 2019-20, with the Healthy School Planner - a free online tool that schools across Canada can use to assess the health of their schools and build a plan for improvements. These schools were unable to utilize their funding from the previous year



due to COVID-19 and the resulting impact on in-school instruction. The Healthy School Planner provides schools with tailored feedback, a list of resources, and funding to help develop improvement initiatives.

### 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 in the 2020-21 school year. 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 that supports nutritious breakfast and snack programs for students throughout the province. Schools provide space, volunteers and a variety of supports and resources. Kids Eat Smart offers start-up, sustaining, and matching grants and a regional coordinator works with school volunteers and staff who run the programs. The District collaborated with the Foundation on their radiothon in the fall of 2020 to support programming for breakfast and snack programs for students.

### School Milk Foundation

The School Milk Foundation is a non-profit organization with a mandate to increase milk consumption amongst school-aged children. 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 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. During the 2020-21 reporting period, the Foundation provided \$1,000 scholarships to 36 graduating students to assist with their post-secondary pursuits.



## 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 continued to provide funding options for teachers and schools to apply for coding and Maker Education hardware that connects with learning and curriculum in the 2020-21 school year. Computer coding resources are important for understanding computer science and digital literacy, and coding activities engage students in critical thinking, communication, collaboration, creativity and character development.

## Provincial Government, NLESD and techNL

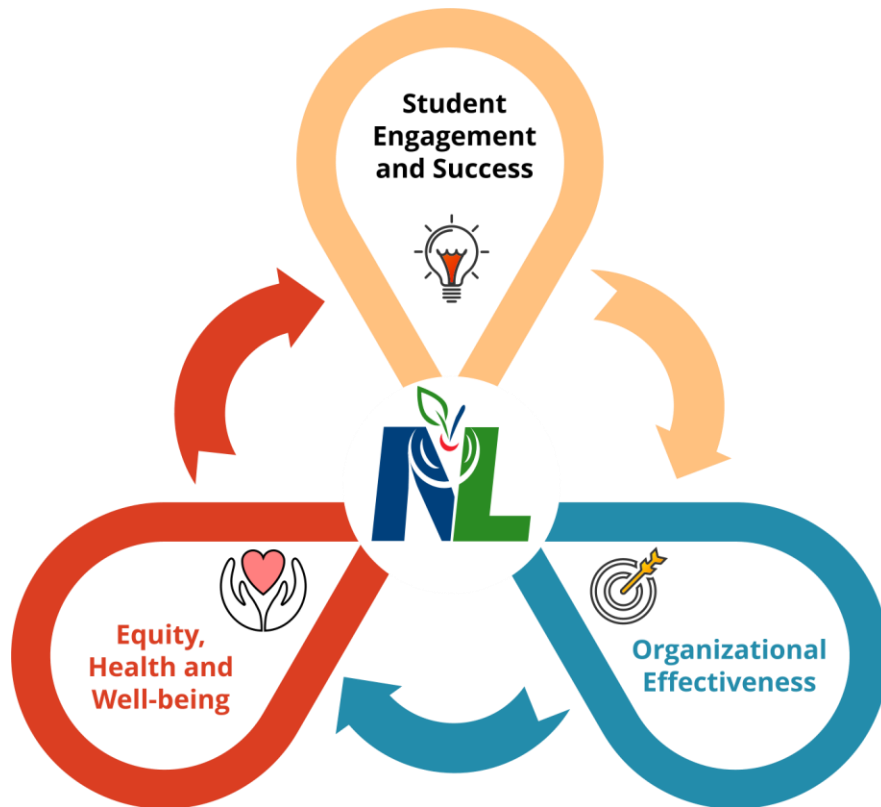
In 2020-21, the District began a partnership with the Provincial Government (Departments of Industry, Energy and Technology, and the Department of Education) and techNL to promote careers in technology and the innovation sector to high school students in this province. This partnership is designed to increase awareness among youth of the demand in the local technology sector and highlight the meaningful, well-paying employment opportunities in the Newfoundland and Labrador technology sector.

## Post-Secondary Institutions and Associations

For the first time in 2020-21, the District partnered with Memorial University and the College of the North Atlantic to produce a video designed to reassure graduating students that post-secondary institutions understood the challenges faced during this pandemic year and would be prepared to welcome them, and assist them, as they began their post-secondary studies. A second, similar video was released in June, in partnership with The Newfoundland and Labrador Association of Career Colleges (NLACC) and the Association of Building Trades Educational Colleges (ABTEC).

# Report on Performance

## Outcome of Strategic Plan Goals and Objectives 2020-21



Notwithstanding the stated intention of the Department of Education to incorporate the District, or aspects of the District, under its jurisdiction (announced May 2021), these three strategic issues are the focus of the Newfoundland and Labrador English School Board for the next three years (2020-23). They were identified through a consultation and planning process carried out between December 2019 and June 2020. This included a review of focus areas for K-12 education, planning sessions, and consultations or focus groups with both internal and external stakeholders. The indicators provided for each goal reflect expected results by June 30, 2023. Leadership is embedded in all three strategic directions - for leaders in our schools (students, teachers, staff and administrators) and leaders at regional District offices.

# Report on Performance - Goals and Objectives

## Strategic Issues

In 2020-21, the Newfoundland and Labrador English School Board began implementation of its three-year Strategic Plan (2020-23) with a focus on three strategic issues:

1. Student Engagement and Success
2. Equity, Health and Well-being
3. Organizational Effectiveness

Leadership is embedded throughout the Strategic Plan, as demonstrated by the District's teachers, support, and management staff in the delivery of educational services to our students.

The current strategic plan continues to build on the work undertaken in the previous strategic plan in the areas of literacy, numeracy, mental health, technology, enhanced organizational and financial processes and accountability, safe and caring schools initiatives, digital citizenship and more. It continues to support school communities through the school development model to enhance student engagement and success, health and well-being.

The Goals of the Strategic Plan are as follows:

- Goal 1:** By June 30, 2023, the Newfoundland and Labrador English School Board will have enhanced programming and strategies to support student engagement and success.
- Goal 2:** By June 30, 2023, the Newfoundland and Labrador English School Board will have supported a culture of equity, health and well-being across all levels of the school system.
- Goal 3:** By June 30, 2023, the Newfoundland and Labrador English School Board will have enhanced organizational effectiveness.



## Strategic Issue # 1: Student Engagement and Success

With the reopening of school to students on September 9, 2020, the District provided a myriad of professional learning for District staff (headquarters and regional office staff, administrators, teaching staff, student assistants, school secretaries, custodians, bus drivers and more), to provide safe environments for students and staff amidst the COVID-19 pandemic.

Professional learning was conducted September 2 - 4, 2020 and delivered throughout the year to support student health and well-being, being cognizant of the impacts that COVID-19 may have had on students and families. A professional learning series was also provided virtually to support all educators as learners. The following outlines information covered in the required professional learning series.

Professional Learning Series	Group
Occupational Health and Safety (COVID 19) Re-entry training	All Staff (approximately 8,000)
Access to Enhanced Learning	All K-12 Educators and Programming District Staff (School Development, Assessment Practices) (approximately 6,200)
Social and Emotional Learning	All K-12 Educators and Programming District Staff (approximately 6,200)
Trauma-Informed Practice	All K-12 Educators and Programming District Staff (approximately 6,200)

### Professional Learning Series

- **Occupational Health and Safety (OHS):** All staff were required to complete OHS training on COVID -19 and safety protocols for District facilities and schools. Training included:
  - Online Training: A COVID-19 Work Safe course developed by WorkplaceNL in consultation with Public Health officials. The course provided all District staff with information on COVID-19 and best practices for a safe workplace.
  - Video Presentation: All staff were required to review “A Guide to Returning to the Workplace”. This video covered basic COVID-19 information for employees to review prior to returning to the workplace.
- **Access to enhanced learning:** All K-12 educators and district programming staff participated in this professional learning that supports the work of the District on





school development, and enhancing student engagement with a specific focus on assessment practices. The work continued throughout the year with over 139,000 page views to the professional learning website.

- **Social and Emotional Learning (SEL):** All K-12 educators and District programming staff participated in SEL for adults and our students. Social and emotional learning is the process of developing the self-awareness, self-control, and interpersonal skills that are vital for school, work, and life success. People with strong social and emotional skills are better able to cope with everyday challenges and benefit academically, professionally, and socially.
- **Trauma-Informed Practice:** All K-12 educators and District programming staff participated in professional learning around trauma informed practice for adults and students. Schools had the autonomy to facilitate these sessions to meet their learning needs. Embedded in all professional learning was the encouragement to engage in learning conversations with school-based and District colleagues; to provide support to all learners, and to create action plans.

### **Optional Professional Learning for All Educators**

Additional voluntary virtual professional learning sessions were available for staff to enhance teacher practice in a variety of areas. This professional learning was self-directed at the teachers' own time and pace, with information based on local content featuring local teachers and students. Optional sessions included:

- Supplementary Online Learning
- Video Creation to Support Learners
- Universal Design for Learning
- Optimal Learning Environments
- Responsive Teaching and Learning in K-12
- Virtual Counselling (Guidance Counsellor and Educational Psychologists)
- Oral Language and Self Management
- Assistive Technology
- Comprehensive School Health
- Positive Actions for Student Success (PASS)



Objective 1	Indicators
By June 30, 2021, the Newfoundland and Labrador English School Board will have introduced enhanced programming and strategies to support student engagement and success.	<ul style="list-style-type: none"> <li>● Supported engagement through the School Development Model</li> <li>● Supported responsive teaching and learning practices</li> <li>● Enhanced programming and practices to support diversity</li> </ul>

## Report on Performance:

In 2020-21, the District built on work achieved through the previous 2017-20 Strategic Plan, with a focused approach on student engagement and success. Student engagement is critical to student success and is a key component for students to reach their full potential. The new Strategic Plan for 2020-23 provides for enhanced programming and strategies to support student engagement and success.

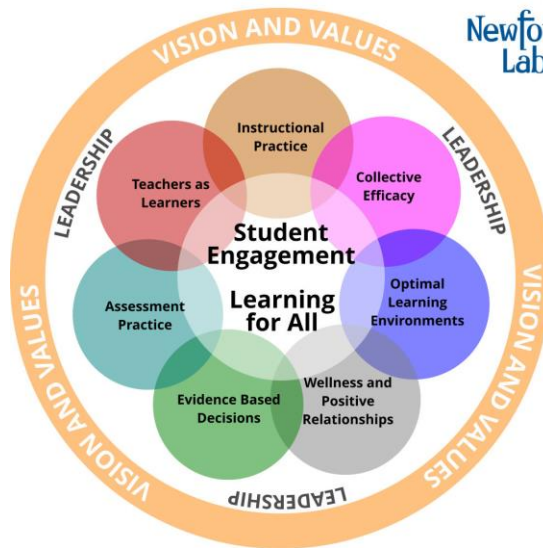
### Indicator 1: Supported engagement through the School Development Model

This Strategic Plan focuses on student engagement through the School Development Model - a collaborative model that engages students, parents and student councils to enhance student engagement and success. The District has been conducting professional learning on the model and its implementation, focusing on student engagement and learning for all.

The School Development model was revised by the Department of Education, in collaboration with the District, and includes seven determinants of successful schools with a focus on engaging students. They are:

- Instructional Practice
- Collective Efficacy
- Optimal Learning Environments
- Wellness and Positive Relationships
- Evidence-Based Decisions
- Assessment Practices
- Teachers as Learners

Leadership is embedded throughout all determinants, for school council, teachers, administrators, District staff and management. Learning for all is the focus, with all stakeholders working together to ensure student engagement.



The District worked with schools throughout the 2020-21 school year to support understanding and implementation of the School Development Model. The following initiatives were undertaken to support student engagement through the School Development Model in 2020-21.

### Monthly School Meetings

The District supported administrators in implementing the School Development Model through monthly meetings with Directors of Schools and their respective Families of Schools (a group of schools supported by a Director). These meetings built on foundational knowledge of the School Development Model, providing monthly check-ins with administrators to support its implementation. Practical hands-on solutions were provided to schools to support successful school improvement. Discussions also included implementation of the School Development Model and its interplay with Responsive Teaching and Learning and Deep Learning. The Department of Education also supported the staff at various meetings, collaborating with the District in facilitating a greater understanding of the model.

Introductory presentations and meetings were held with Directors of Schools and Programs Specialists in September 2020 on the development of School Development Model learning plans. Subsequent monthly meetings were held throughout the school year with Programs staff and Safe and Inclusive School Itinerants to support the model. These meetings resulted in the development of Impact Reports, designed using elements of the seven determinants of the model, with a focus on increasing student engagement and learning.

### New Teaching Practices in Deep Learning to Support School Development

The District continued its focus on implementing and supporting New Pedagogies for Deep Learning (NPDL) (teaching strategies and system changes to equip students with

the skills to be successful in life) to support school development. The District held a number of virtual sessions for Directors of Schools and Programs Specialists staff and the NPDL staff throughout the 2020-21 school year. NPDL sessions included a focus on the four elements of Deep Learning (Learning Partnerships, Learning Environments, Leveraging Digital, and Pedagogical Practices) as well as the six Cs of Deep Learning: Citizenship, Character, Collaboration, Creativity, Critical Thinking and Communication. There were 93 schools involved in NPDL, with school teams participating in learning sessions throughout the year. These schools received formal training and support on Deep Learning.



Deep Learning Schools	
Region	Number of schools
Avalon	26
Central	22
Western	35
Labrador	10
<b>Total</b>	<b>93</b>

### Performance Management Data

In support of the School Development Model, the District focused on identifying, promoting and implementing the use of data sets to measure student engagement. The District held Family of School sessions with school administrators to draw attention to school development survey results, analyzing the responses from students, teachers and parents, and discussing how to incorporate the results into the school development model. The focus of these sessions included:

- Location of the data from surveys conducted with school community members;
- Accessing the data using the Centre for Distance Learning and Innovation (CDLI) platform;
- Use of data (survey responses) and connections to other school-wide data (i.e., Review 360, classroom data, comprehensive school health data, attendance)
- Examination of the various host templates;
- Analyzing the data to understand what you can influence and what you can control;
- Sharing the data with staff; and
- Incorporating results into the new Annual School Development Report.



The District continued to work with administrators throughout the year to review and analyze performance management data from the Department of Education's Performance Measurement Framework (PMF), which uses data to report on the achievement of educational outcomes and inform decision-making. This data is used to inform teacher practice and support student learning and achievement. Surveys from students, parents, and staff members help chart future plans to enhance student engagement. The District also met with the Department of Education to discuss the PMF and its role in supporting the School Development Model.

### **Student Focus Groups in Targeted Schools**

The District is committed to enhancing student voice to support student engagement. Through the data collected in the PMF process, administrators were able to conduct student focus groups in schools where survey results suggested action be taken to implement change in 2020-21.

### **Student Services Staff**

On March 12, 2021, the Safe and Inclusive Itinerants delivered sessions to all teachers on Social and Emotional Learning and positive relationships and wellness.

On June 4, 2021, as part of the Student Services Provincial Collaboration Day, the Student Services Team participated in professional learning to support student engagement. The day included a session entitled "Data Analysis: Making the Connection", which provided an introduction to data analysis and the use of data to support and respond to student needs (e.g., connections to responsive teaching Learning, deep learning, social-emotional learning, and comprehensive school health).

### **Indicator 2: Supported responsive teaching and learning practices**

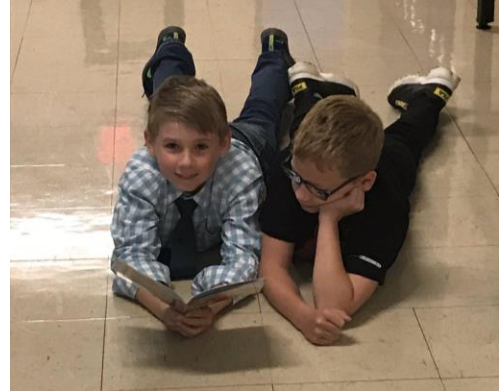
On September 2 - 4, 2020, 120 EAP "Phase 3" schools participated in Professional Learning on the Responsive Teaching and Learning Policy (RTL). RTL is a draft policy that focuses on supporting optimal learning experiences and achievement for all students. All Directors of Schools and all Program Specialists participated in the administrative learning sessions to support schools as they implement this policy.

### **Professional Learning for Phase 3 Schools included:**

- Responsive Teaching and Learning Policy (RTL);
- Roles of School-Based Reading Specialists and Teacher Librarians and Teaching Learning Assistants (TLAs)
  - Teacher Librarian Standards of Practice
  - Creating a Culture of Literacy through a Well-Established Literacy Learning Commons (LLC)



- Engagement through the use of Makerspace - a creative, technology-enhanced space that provides a dedicated hands-on learning environment
- Exploring the LLC Scheduling and Management
- Making Purchases through the LLC Grant
- Universal Design in Learning (UDL) and RTL
- UDL, RTL, and Collaboration in an LLC
- Roles of School Administrators in Setting the Context for Responsive Teaching and Learning;
- School Administrators - Setting the Context and Lending Calm
  - Social and Emotional Learning
  - Universal Design for Learning
- School-Based Reading Specialists and Teacher Librarians: as Learners and Advocates, Relationship Builders, and Leaders
- Balanced Literacy
- Data Collection and Analysis
- Exploring Excellence, Equity and Engagement
- Growth Mindset
- Science of Reading
- Supporting Classrooms through Literacy Block Structures
- Supporting Excellent First Instruction/Interventions
- Supporting Students in the Classroom
- Using Formative Assessment to Guide our Learners
- Using Literacy Learning Intervention in the Classroom
- Supporting Small School Administrators
- Optimal Learning Environments
- Comprehensive Assessment
- Prescribed Curriculum
- Alternate Courses and Curriculum
- Literacy Lead Support in Schools
- Literacy Blocks in Small Schools
- Moving Away From Traditional Practices
- Numeracy Blocks
- Completing a Library Learning commons Grant for Very Small Schools
- Genius Hour
- Internet Safety (Apps and Social Media)



## **Responsive Teaching and Optimal Learning Environments Re-entry PL**

Professional Learning on Responsive Teaching and Learning (RTL) was delivered through a series of two-day sessions implemented throughout the province to about 2,000 participants during the week of Oct. 26 to Nov. 4, 2020. It was created to reflect a responsive teaching and learning approach, which involves all teachers, all students, and all learning. These sessions set the context of Universal Design for Learning (UDL), 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. Additional topics included Response to Teaching and Learning Policy and Forms, Optimal Learning Environments, Comprehensive Assessment, Prescribed Curriculum, and Alternate Courses and Curriculum.

## **Professional Learning on Assessment Practices**

The District continued to create learning conditions and teaching practices that foster student engagement using RTL and deep learning competencies. Professional learning was developed on assessment practices in the absence of Public Exams or formal summative assessments called Standards Based Grading/Assessments (SBG). This type of assessment is a grading system in which students are evaluated based on their proficiency in meeting a clearly-articulated set of course objectives versus the traditional 100-point scale where points are allocated to assignments. It focuses instead on larger outcomes; rather than inferring student progress solely on how points accumulated from the completion of individual assignments. Grading is based on a cohesive body of knowledge that the student gains as a result of the course.

Provincial Professional Learning Sessions on SBG were offered to Programs staff on December 7, 11, 14 and 17, 2020, with 57 program specialists participating. These sessions provided staff with a foundation on which they could build further understanding around the key concepts of SBG, providing ideas and guidance on facilitating learning conversations with teaching staff and administrators. Additional sessions were provided to teachers on February 3 and May 5, 2021, with 40 teachers participating provincially. These sessions provided teachers with the tools necessary to begin implementing SBG within their classrooms. The District also implemented a 'train the trainer' model, utilizing teachers currently implementing SBG to share their experiences implementing the approach, providing first-hand information on the positive impact SBG is having on student engagement and learning.

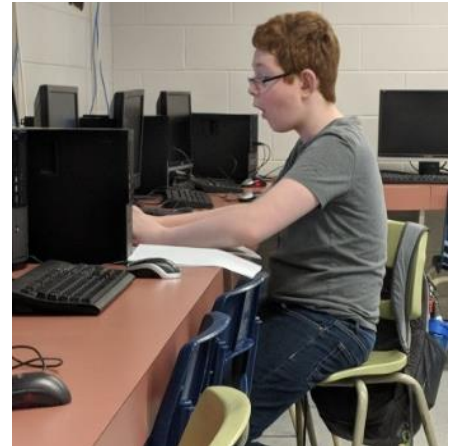
## **Leveraging Digital**

In the 2020-21 school year, District Program staff supported the implementation of the School Development Model through providing professional learning on "leveraging digital" - using digital learning tools to help teachers address student engagement. Teachers



received professional learning on the following tools, which help enhance assessment and teaching practices:

- Bitmoji
- Book Creator
- Cricut
- Coding with EV 3 Robots, Ozobots and Spheros
- Drones
- Flipgrid
- Green Screen Technology
- Jamboard
- Lego
- Minecraft\ Screencastify
- Smart Learning Suite
- 3D Printer
- Tinkercad
- WACOM Tablets
- We Video



Professional Learning included discussion on how the above tools assess student interest and performance by using Checklists, Conferencing, Digital Portfolios, Google Forms, Exit Cards, Google Docs, Rubrics, and Standards Based Assessment.

### **Positive Actions for Student Success (PASS) Program**

The District continued to support student engagement and success through the expansion of the Positive Actions for Student Success (PASS) Program. This program targets students at risk of not graduating from school and students who have recently left high school, providing them with options for graduating.



In the 2020-21 school year, this program expanded from 15 to 47 schools across the province. This past year focused on expanding to junior high schools. Student attendance increased for these students who credit the program for the successes they have experienced.

### **Indicator 3: Enhanced Programming and Practices to Support Diversity**

The District undertook a number of practices in the 2020-21 school year to include and support diverse school communities.



## **Guidelines for Multicultural Education**

The District created draft guidelines for multicultural education to guide NLESD administrators and teachers in preparing and implementing programming for our English language learners and students accessing the Literacy Enrichment for Academic Readiness (LEARN) program. The LEARN program is available to students with gaps in learning due to their refugee experience.

The guidelines include information on NLESD protocols to receive new students from various countries and provide orientation programs to support and welcome newcomers to school communities. These guidelines support initial assessment, grade placement, programming decisions, evaluation, and information on frequently asked questions.

## **Expansion of LEARN Program and English as a Second Language (ESL)**

As part of the District's commitment to enhanced programming to support diversity, the District worked with CDLI to explore options to expand access to the LEARN Program and High School ESL courses provincially. Work will continue in the 2021-22 school year.

## **Intake Assessments**

The District has designed a service to further support the intake process for newcomers to the school system. A pilot was started in the 2020-21 school year, with an ESL Itinerant teacher conducting initial assessments to inform programming, providing for a more consistent and standardized approach to programming. Completion of the evaluation and recommendations is scheduled for the 2021-22 school year.

## **Anti-Racism Committee**

The District established an Advisory Anti-Racism Committee during the 2020-21 school year, composed of 20 representatives from external organizations. The mandate of the committee is to provide advice to the District on anti-racism initiatives to address racism in our schools. The District is supporting the committee's work through collaboration with other jurisdictions to identify effective anti-racism interventions for our school community, and gather research to create a District anti-racism statement. These efforts will inform the development of a District-wide action plan for implementation.

Anti-Racism Committee Representatives include:

- Memorial University
- Sharing Our Cultures
- Qalipu First Nation
- Association for New Canadians
- A Parent Representative
- Nunatsiavut Government
- NunatuKavut Community Council
- Se't A'newey Kina'matino'kuom



- Mamu Tshishkutamashutau Innu Education
- First Light
- Two Representatives from the Department of Education
- Five Students
- NLESD Director of Multiculturalism and Director Indigenous Education and an additional staff member.

The District is also working to engage Black, Indigenous, Persons of Color (BIPOC) students in a variety of ways to bring student voice, perspective and lived experiences to further the advisory capacity of the committee.

### Professional Learning

A variety of Professional Learning was conducted throughout the 2020-21 school year to enhance programming and support diversity:

- A three-part series exploring the principles of Anti-Racism education entitled: “Engaging Critically with Issues of Race and Education” was delivered by Dr. Paul Banahehe Adjeia, a Social Work Professor from Memorial University, to 45 NLESD directors;
- The Association for New Canadians delivered presentations on anti-racism and/or awareness of diversity to 600 students throughout the year;
- An Indigenous Education Professional Learning Series was developed for educators to enhance Indigenous education. Three monthly sessions were delivered online and also recorded for offline use with about 25 attendees in each session;
- Virtual Indigenous Education Professional Learning for school staff was available to all schools and adapted and customized to meet individual needs with three (3) schools participating;
- A virtual Indigenous education professional learning for guidance counsellors session was available to all guidance counsellors provincially during their provincial collaboration events and was customized based on individual needs with 10 participants at two events;
- An Indigenous education professional learning for Student Services staff session was available to all students services staff provincially during their provincial collaboration events and was customized based on individual needs with approximately 25 attendees at two events;
- The District developed a one-day live virtual event entitled “Embedding Indigenous Voices in Teaching and Learning” in partnership with the National Centre for Collaboration in Indigenous Education (NCCIE) and Memorial University’s School of Arctic and Subarctic Studies scheduled for delivery in the 2020-21 school year.



However, this event was cancelled due to COVID-19 restrictions. The event was redesigned, recorded and created as a new professional learning opportunity that will be available to all educators provincially by September 2021;

- A three-part video series on Indigenous Education was delivered to all bus drivers provincially within their mandatory training;
- Professional Learning for MUN students:
  - Professional Learning sessions were delivered to about 60 pre-service teachers focusing on Indigenous Education.
  - Additional sessions were delivered to about 60 graduate students at Memorial that focused on “Indigenous Ways of Knowing” and “Land Based Learning”;
- Professional Learning with the Qalipu Nation - One Sky program: This program is designed to build awareness of Indigenous culture and provide positive experiences for all students. Professional learning was focused on value walks, Indigenous culture, traditions and beliefs. Value walks assist with the creation of identity, and building awareness and connectedness. Seven schools participated in the professional learning and implemented the One Sky Program in their own schools.
- Materials were provided to conduct culturally relevant activities such as smudging ceremonies. These ceremonies have various purposes, such as cleansing to remove and replace negative energy with positive energy and providing a fresh start. Traditional medicines were used in these ceremonies.

### **Community Organization Collaboration**

The District collaborates with a number of organizations to enhance diversity and inclusion in 2020-21. These include, but are not limited to:

- Qalipu First Nation
- Miawpukek First Nation - Se't A'newey Kina'matino'kuom
- Innu Nation - Mamu Tshishkutamashutau Innu Education
- NunatuKavut Community Council
- Nunatsiavut Government
- First Light Friendship Center
- People of the Dawn Friendship Centre
- Labrador Friendship Centre
- Memorial University of Newfoundland and Labrador
- National Centre for Collaboration in Indigenous Education (NCCIE)
- Relationships First
- The Rooms
- Child First Initiative
- Sharing our Cultures
  - The District frequently collaborates with Sharing our Cultures to promote their annual event at the Rooms and provincial events that profile



multicultural high school students. As well, the District supports anti-racism initiatives with poster and video exhibitions.

- Supporting the Social Enterprise Project
- Association for New Canadians
  - The District collaborates with the Association to help with settlement issues relevant to education, zoned schooling and other advocacy concerns.
  - In addition, the training division provides professional learning opportunities for our executives and teachers during 2020-21.

### **Initiatives Supporting Teaching and Learning**

In 2020-21, the District has implemented many initiatives that demonstrate its commitment to enhancing awareness of Indigenous culture, traditions, knowledge and languages to build respect and appreciation for Indigenous peoples in our province and throughout Canada. These initiatives lay the foundation to increase awareness and support the act of reconciliation to honour Indigenous peoples:

- Orange Shirt Day - September 30, 2020, is recognized as Orange Shirt Day, a day to honour children who survived residential schools and remember those who did not. Students and staff wore orange shirts in recognition of the harm the residential school system did to children's sense of self-esteem and well-being and as an affirmation of the District's commitment to ensure that Every Child Matters. Close to 120 schools participated in the Orange Shirt Day event. Many times throughout the year, students and staff throughout NLESD wore orange to symbolize recognition of the harm to the residential school system and as an affirmation of the District's commitment to Indigenous Education.
- Mi'kmaq History Month;
- Secret Path Week;
- Indigenous Veterans Day;
- National Day of Awareness for Missing and Murdered Indigenous Women and Girls (MMIWG);
- Honouring the Children who attended residential schools;
  - NLESD recognized the impact the residential school system has had on Indigenous peoples throughout Canada and honour the children, families and communities impacted by their existence;
- National Indigenous Peoples Month; and
- National Indigenous Peoples Day.



### **Google Classroom**

In 2020-21, the District created a Google classroom for Indigenous Education called “Educators Interested in Indigenous Education”, where educators can collaborate, share and engage as learners using a multitude of current, appropriate, respectful, and accurate resources (videos, Podcasts, Articles, etc.). This space helps to create awareness, understanding and appreciation for the Indigenous Peoples of Newfoundland and Labrador, their culture, language and traditions. Approximately 675 educators are members.

### **Student Engagement and Success - Objective 2 (2021-22)**

By June 30, 2022, the Newfoundland and Labrador English School Board will have continued to enhance programming and strategies to support student engagement and success.

#### **Indicators:**

- Continued to support engagement through the School Development Model
- Continued to support responsive teaching and learning practices
- Continued to enhance programming and practices to support diversity

## Strategic Issue # 2: Equity, Health and Well-being

The District recognizes the importance of the health and well-being of its students and staff. Equity is also an issue that became more apparent during the course of the COVID-19 pandemic, highlighting the need for the District to focus on equitable access to educational services for all.

Objective 1	Indicators
By June 30, 2021, the Newfoundland and Labrador English School Board will have enhanced supports for equity, health and well-being.	<ul style="list-style-type: none"><li>• Supported health and well-being using the Comprehensive School Health Framework</li><li>• Supported social and emotional learning using the Comprehensive School Health Framework</li><li>• Expanded the use of technology to support teaching and learning</li><li>• Facilitated professional learning to support a culture of equity, health and well-being, including mental health, across all levels of the school system</li><li>• Enhanced Occupational Health and Safety programming</li><li>• Reviewed the NL Education Foundation to consider programs and initiatives that enhance equity and address barriers to success</li></ul>

### Report on Performance:

#### Indicator 1: Supported health and well-being using the Comprehensive School Health Framework

The Comprehensive School Health Framework is an internationally-recognized approach to supporting improvements in students' educational outcomes while addressing school health in a planned, integrated, and holistic way. The framework has four interrelated components:

- Social and physical environment
- Teaching and learning
- Healthy school policy
- Partnerships and services

The District used the Comprehensive School Health Framework to support the health and well-being of students throughout the reporting period.



### **Professional Learning**

The District facilitated professional learning to support understanding and application of the Comprehensive School Health Framework in schools. A number of sessions were delivered to Directors of Schools, administrators, program specialists, and teachers in the 2020-21 school year. These sessions were included in the initial Fall three-day professional learning package and remained available to teachers throughout the school year. These sessions were voluntary and aimed to create learning conditions and provide teaching methods that foster social and emotional learning using connections between the Comprehensive School Health Framework, the social and emotional Learning pillar of Responsive Teaching and Learning Policy, and the 6Cs of Deep Learning.

### **Partnerships**

The District developed new and promoted existing partnerships to support equity, health, and well-being in 2020-21.

The District promoted Doorways (a mental health drop-in-service available in some schools) and partnered with the Eastern Health on the Sexual Health Program to provide access to sexual health nurses in some schools. Expansion of the program was limited in the 2020-21 school year due to the COVID -19 pandemic, with expansion occurring in only two schools, St. Michael's on Bell Island and Holy Heart in St. John's. The program will continue to expand in the next school year (2021-22).

The District also participated in a sub-committee of the Choices for Youth Provincial Task Force, initiated to address the needs of vulnerable youth and young families. This group included diverse representation from agencies across the province, brought together to address the unique wrap-around supports and interventions necessary to support these families.

The District also began a new partnership with Choices for Youth on a pilot project called Upstream. This project worked with students at risk of homelessness in two junior high schools in the Avalon Region, Brother Rice Junior High in St. John's and St. Peter's Junior High in Mount Pearl. Additionally, youth outreach workers were placed in seven schools through a partnership with Eastern Health. These seven schools were O'Donel High School, St. Michael's Elementary, Horizon Academy District School, Villa Nova Junior High, Frank Roberts Junior High, Beaconsfield Junior High, and Clarenville Middle School.

Additional partnerships were created at a regional level, for example, Corner Brook Pride, the Women's Centre, Choices for Youth Corner Brook Hub.

### **Indicator 2: Supported social and emotional learning using the Comprehensive School Health Framework**

In the 2020-21 school year, the District continued to build capacity for the development of social and emotional learning necessary for health and well-being using the Comprehensive School Health Framework. A variety of professional learning sessions are noted below.

#### **Use of Review 360**

In 2020-21, Professional learning was provided to Safe and Inclusive Schools Itinerants with a one-day professional learning session to build knowledge around the use of Review 360 data as a means to design learning experiences and inform decision-making around teaching and learning for all students on social and emotional learning, wellness and positive relationships. Review 360 program collects data used to track and analyze student behaviour in schools, and the schools' subsequent responses. It enables administrators to identify behavioural patterns and implement strategies to support students.

#### **Comprehensive School Health**

District staff facilitated professional learning through a number of opportunities:

- Regular monthly meetings to build knowledge of Comprehensive School Health and the links to School Development and Deep Learning for the five District Safe and Inclusive Schools (SIS) Itinerants;
- Weekly meetings with SIS Itinerants to assist them in working with administrators and teachers to design learning spaces with a focus on relationships, connection, diversity and engagement, as well as and learning opportunities that promoted the development of skills, attitudes and behaviours supportive of learning, health and well-being;
- A one-day professional learning opportunity delivered to about 80 pre-service teachers on the connections between Comprehensive School Health, Social



- Emotional Learning, and Deep Learning. Sessions occurred in December 2020 (secondary program) and in March 2021 (primary/elementary program), and
- Ongoing bi-weekly professional learning for five School Health Promotion Liaison Consultants (SHPLCs) and the Active Schools Coordinator on:
    - School Development
    - Work plans to support schools with universal actions focused on well-being and health, and Deep Learning.

The District also worked to create conditions and support teaching strategies that foster social and emotional learning using connections between the Comprehensive School Health Framework, the social and emotional pillar of the Responsive Teaching and Learning Policy and Deep Learning. This was achieved through:

- Program meetings (Programs Specialists and Directors of Schools);
- Collaboration days;
- School Health Program Liaison Consultants meetings, and
- Directors of Schools meetings with a specific focus on connections to Restorative Justice.

### **Social and Emotional Learning and Well-Being**

The district created new programming to support educators in 2020-21. Three Comprehensive School Health Behavioural Itinerants worked with four schools - St. John Bosco, Juniper Ridge Intermediate, C. C. Loughlin Elementary and Sacred Heart Elementary. There were opportunities for all staff members to build capacity in Social Emotional Learning (SEL), well-being and behavioural and responsive behavioural strategies.

### **Indicator 3: Expanded the use of technology to support teaching and learning**

#### **Training on Technology**

During the reporting period, the District implemented a series of training sessions in the use of technology to support teaching and learning. Sessions were delivered to enhance face-to-face and online learning scenarios for all grade levels in and all subject areas. The following chart outlines professional learning sessions posted to Member Services, an online portal for teacher professional development.

Professional Learning Sessions		
Name	Length	Participants
Google Readiness	120 Minutes	970 Teachers
Flipgrid	120 Minutes	280 Teachers
Minecraft Education Edition	180 Minutes	170 Teachers
Smart Tools & Notebook	300 Minutes	300 Teachers
WeVideo	30 Minutes	160 Teachers

**Video Software**

The District continued to support educational technologies that enhance learning in face-to-face and online learning scenarios for all grade levels and subject areas in 2020-21. The District explored the full domain purchase of a software application, WeVideo, which supports video creation. This included consultation with Durham School District, completion of a pilot program, as well as a privacy/security review. A recommendation for consideration will be made to the Department of Education in the 2021-22 school year.



The Programs and IT Division partnered to review and advise staff of District-approved software tools available to support learning. A number of applications were considered by a committee established for this purpose.

**SORA**

The training was also provided on SORA, a user-friendly application designed to support the digital reading experience for students. This app empowers students to discover and enjoy books and audio books for leisure or school. In the 2020-21 school year, a pilot was started in several schools, with plans for expansion to full access for interested schools in September 2021.

**Brilliant Labs**

The District’s ongoing partnership with Brilliant Labs continued to grow to support coding



initiatives within classrooms. This year the District had about 20,600 students engaged in Brilliant Labs Youth Experience, and about 2,300 teachers engaged in Teacher Brilliant Labs Support experiences. In 2020-21, all District schools worked with Brilliant Labs, with 71 school Makerspaces created and supported. A Makerspace is a creative, technology-enhanced space that provides a dedicated hands-on learning environment for students and staff. Brilliant Labs also facilitated 146 professional learning sessions for teachers.

### **Professional Learning Website**

- A revised Professional Learning website was launched in January 2021 to support teaching and learning in Scenario 2 and 3 of the Safe Return to School plan (combined in-school/online classes (Scenario 2) or all online classes (Scenario 3).
- This site evolved in response to educator feedback to support their learning on different kinds of assessment practices. This was extended to both instruction and assessment practices, created by local educators, with a focus on supporting both face-to-face and virtual learning environments. The site continued to evolve based on feedback and data, identifying learning needs around student engagement and learning. The structure of this site has transformed to reflect the four elements of Deep Learning, with sections focused on teaching practices, learning environments, learning partnerships and leveraging digital.

### **Google Certification**

Google is the technology platform used by the District. The District continued to increase the number of Google-certified teachers during the reporting period, with an additional 100 teachers certified. Becoming Google-certified strengthens a teacher's confidence in using technology and supports students in using tech tools creatively. It also makes a classroom more efficient, increases digital citizenship and provides professional growth and lifelong learning for teachers.

### **Resources**

In 2020-21, the District continued to support school communities through the creation of online resources, including:

- A website for teachers, students and parents entitled Digital Readiness with Google Workspace;
- Smart Learning Suite and Smart Notebook (version 20)
- Flipgrid
- Screencastify
- WeVideo
- Minecraft Education Edition
- Read & Write
- Google Resources for School Communities, and
- A collection of posters on digital readiness to assist families.



#### **Indicator 4: Facilitated professional learning to support a culture of equity, health and well-being, including mental health, across all levels of the school system**

The District undertook a number of initiatives in the 2020-21 school year to support a culture of equity, health and well-being, including mental health.

### **Indigenous Education**

#### **Virtual Indigenous Alliance**

In 2020-21, bi-weekly virtual meetings were held for teachers and students to engage in conversations and learning. These meetings included teacher-led and student-led discussions with 20 participants at six sessions;

#### **Student Indigenous Alliances**

The District encouraged Students Indigenous Alliances within all schools to help create a space and place for Indigenous voices where students connect with Indigenous culture, traditions, history and language. Alliances focus on creating connectedness, identity and belonging of all students in school communities in 2020-21.

#### **Professional Learning - Safe and Inclusive Schools Itinerants**

A December 2, 2020, professional learning session featured Chief Mi'sel Joe, Traditional Chief of the Miawpukek First Nation and Spiritual, Chief of the Mi'kmaq of Newfoundland and Labrador, and Sheila O'Neill, a Drum Carrier and a member of Qalipu Mi'kmaq First Nation. They provided information on how to bring Indigenous culture and identity to our school environments and its importance in supporting Indigenous students' sense of belonging, connectedness and engagement.



#### **Social Emotional Learning and Trauma-Informed Practice**

In the fall of 2020, as part of Re-entry Professional Learning, schools delivered Social Emotional Learning (SEL) and Trauma-Informed Practice professional learning sessions to about 5,800 teaching staff. Schools had the autonomy to facilitate these sessions to meet their learning needs. Embedded in all professional learning was the encouragement to consult with school-based and District colleagues to create action plans to support learning.

In the spring of 2021, professional learning in this area continued and included information to help educators support their students through participation in book studies of Jody Carrington's "Kids These Days" and Dr. Bruce Perry's "What Happened to You" to

increase knowledge and understanding of trauma-informed care/practices. A Trauma-Informed Practices Team created a Google Classroom for implementation in fall 2021. This resource will promote professional learning opportunities and resources. Trauma-informed practices were also incorporated into all restorative justice sessions with teachers.

### **Indicator 5: Enhanced Occupational Health and Safety Programming**

The District continued to enhance Occupational Health and Safety (OHS) programming this year.

#### **OHS Program Review**

The District conducted a full review of the OHS program, with the District OHS Policy Statement updated and added to the Annual Planner on August 19, 2020. The Policy Statement was also sent to site supervisors on September 16, 2020, with direction to post the document on their worksite’s OHS Bulletin Boards.

#### **Ensuring all Worksites Meet Legislative Requirements**

- Completion of two-day OHS Committee Certification Training by 220 employees and completion of half-day OHS Committee Recertification Training by 135 employees;
- Violence Risk Assessments completed for all worksites;
- Violence and harassment prevention training completed by 8,274 staff members;
- As of June 30, 2021, all of the District’s 239 OHS committees were listed as ‘active’ on WorkplaceNL Connect;
- Information on OHS Bulletin Board requirements was communicated to staff in a Fall OHS Memo and Newsletter, as well as posted on the District’s OHS Website;
- Standard and Emergency First Aid Training sessions were held in St. John’s metro, Clarendville, Gander, Grand Falls-Windsor, Corner Brook, Stephenville and St. Anthony in May 2021. A total of 139 staff members were trained in Emergency First Aid, and 143 were trained in Standard First Aid as noted below.

<b>First Aid Training</b>			
<b>Region</b>	<b>Dates</b>	<b>Staff Trained in Emergency</b>	<b>Staff Trained in Standard</b>
Avalon	May 11 May 25	39	43
Central	May 20	48	55
Western	May 20	52	45
<b>Total Staff Trained in First Aid</b>		<b>139</b>	<b>143</b>



## **Used the WorkplaceNL Connect Portal For information Sharing and Reporting**

The WorkplaceNL Connect Portal facilitates information sharing and supports compliance with Occupational Health and Safety and Workplace Health, Safety and Compensation legislation (<https://connect.workplaceni.ca/>).

- In the 2020-21 school year, all committee co-chairs were provided with WorkplaceNL Connect access and a user guide. In total, 195 committees (81.6%) submitted their meeting minutes using the online portal. It is anticipated that this will increase to 100% in the 2021-22 school year.
- The District continued to expand its use of Connect for reporting and managing workplace injury and illness claims.
- Ensured all worksites were in compliance with Public Health COVID-19 guidelines.
  - All staff were required to complete the COVID-19 Work Safe Course developed by WorkplaceNL; the District's "A Guide for Returning to the Workplace" training; and the District's annual OHS Orientation;
  - COVID-19 Risk Assessments were completed at all worksites;
  - An Operations Manual for COVID-19 hygiene was updated to include safe work practices and procedures regarding employee safety (e.g., mixing of disinfecting/cleaning solutions required for COVID-19 hygiene);
  - Custodial Staff (1,143) completed multiple online and virtual training sessions on COVID-19 and OHS; and
  - COVID training was completed by 370 bus drivers.

## **Work Towards PRIME compliance**

The Prevention and Return-to-Work Insurance Management for Employers/Employees (PRIME) Program, through financial incentives or charges, recognizes employers' claim costs as well as their compliance with certain health, safety and return to work practices as defined by WorkplaceNL. The District continues to work towards PRIME compliance. This year the District focused on OHS Committee compliance, workplace inspections, risk management, education and training, and communication.

## **Enhanced Education of OHS Program**

- An OHS Newsletter was published four times throughout the 2020-21 school year. It included a variety of topics such as hazard identification, injury prevention, safety and wellness tips, and other health and safety information.
- The District's OHS Website was developed and promoted to staff. Throughout the year, it was updated with OHS resources to keep employees informed.
- All staff completed the required OHS orientation in September 2021.
- The District created an Employee Safety and Wellness Communications email for the distribution of OHS information to staff throughout the District.



## **Indicator 6: Reviewed the NL Education Foundation to consider programs and initiatives that enhance equity and address barriers to success**

The Newfoundland and Labrador Education Foundation is a registered, charitable organization committed to enhancing the educational experience of students in the Newfoundland and Labrador English School District. The primary purpose of the Foundation is to raise and allocate funding for scholarships, programs, projects, activities, and initiatives that support student achievement and success. The Foundation relies on the District staff to support its fundraising initiatives, provided through a 50/50 payroll deduction initiative that funds 27 scholarships each year.

Student inequity was highlighted as an issue during the COVID-19 pandemic. As a result, the District conducted a review of the funding allocation model through a Thought Exchange consultation in January 2021. Thought Exchange is an online consultation tool that allows participants to share their thoughts; consider and rate the thoughts of others, and learn what is important to the community. The consultation provided an opportunity for staff to provide feedback on the disbursement of funds collected from staff payroll deductions. The feedback resulted in support for 40 Deep Learning initiatives funded through an application process in November and March of the 2020-21 school year.

## **Equity, Health and Well-Being - Objective 2 (2021-22)**

By June 30, 2022, the Newfoundland and Labrador English School Board will have continued to enhance supports for equity, health and well-being.

### **Indicators:**

- Continued to support health, well-being, and social and emotional learning using the Comprehensive School Health Framework
- Continued to expand the use of technology to support teaching and learning
- Continued to facilitate professional learning to support a culture of equity, health and well-being, including mental health, across all levels of the school system
- Continued Enhanced Occupational Health and Safety programming

### Strategic Issue # 3: Organizational Effectiveness

The District is committed to enhancing organizational effectiveness and increasing the efficiency of its operations while maintaining safety for its students and staff.

Objective 1	Indicators
<p>By June 30, 2021, the Newfoundland and Labrador English School Board will have implemented initiatives to create safe environments, and improve Board operations.</p>	<ul style="list-style-type: none"> <li>● Enhanced financial management and control practices</li> <li>● Streamlined administrative processes to improve organizational efficiency</li> <li>● Enhanced student transportation practices and procedures</li> <li>● Expanded use of electronic personnel systems and recruitment processes</li> <li>● Increased accessibility to Board facilities and school buses</li> <li>● Reviewed and revised Board policies</li> <li>● Monitored and reviewed communications and consultation platforms</li> </ul>

## Report on Performance

### Indicator 1: Enhanced financial management and control practices

#### Financial Management System

The District continued to enhance financial management and control practices during the reporting period, building on work undertaken over the past several years. A new financial system, Cayenta, was purchased and configuration, training and testing completed by the end of June 2021. The system was scheduled to go live on July 1, 2021, and will be in place for the 2021-22 school year.

#### School Generated Funds

In an effort to reduce the risk of having schools handle cash for school-based fundraisers etc. (school-generated funds), the District acquired Rycor, an online administrative and payment system. Rycor was in the process of being implemented in May and June 2021 for rollout in fall 2021.





## **Indicator 2: Streamlined administrative processes to improve organizational efficiency**

The District continued to streamline administrative processes to improve organizational efficiency during the 2020-21 school year.

### **Procurement Solutions**

The District conducted a review of its procurement practices with a view to recommending a single, preferred procurement system in 2020-21. The new system will be designed to increase productivity, better manage contracts and renewals, reduce human error (i.e., increased use of templates), improve the 'audit trail' (records maintenance), reduce instances of non-compliant bids; enhance efficiencies in the Purchasing Division and encourage more bidders in the tender process. A recommendation is expected for the fall of 2021.

### **Procurement Procedures and Protocol Guidelines**

The District has procurement procedures and guidelines that support purchasing in schools. In 2020-21, the District began an expansion of those procedures and guidelines to support purchasing in District regional offices. These procedures provide consistency in purchasing and guidance to staff on the required protocols.

## **Indicator 3: Enhanced student transportation practices and procedures**

The District implemented a number of practices and procedures to enhance student transportation during the 2020-21 reporting period.

### **Implementation of a GPS System for District Busing Fleet**

The District purchased Global Positioning System (GPS) technology in August 2020 to enhance student transportation. GPS is a global navigation satellite system that provides location, speed, direction and time synchronization of vehicles. In January 2021, the District finished installing 351 GPS units on its student transportation fleet. GPS technology assists the District with investigations, providing accurate information on times and locations of buses. The technology was integrated with previously acquired BusPlanner software, and analysis is underway to prepare for a Chipmunk App (real-time bus locator app) pilot in 2021-22.

### **Student Transportation Idling Protocol**

The District implemented a Student Transportation Idling Protocol in 2020-21 to reduce gas emissions produced from idling and enhance the environment in school communities. Idling was reduced by 30 per cent, reducing the District's carbon footprint and realizing cost savings.



### **BusPlanner Web Parent Portal**

The District introduced the BusPlanner Web Parent Portal in June 2021 in preparation for the 2021-22 school year. BusPlanner is a school bus scheduling and routing software. The parent portal enables parents to see their child's transportation eligibility and, if eligible, their transportation schedule - including bus route, bus stop location and drop-off and pick-up times.

### **Student Transportation Documentation Management System**

The District implemented a Student Transportation Documentation Management System to enhance document management and operational efficiency in the 2020-21 school year. All drivers and vehicles are approved through this system. There is also an NLESD Student Transportation Handbook, which clearly outlines stakeholder expectations to enhance service effectiveness and safety. This handbook will be available in September 2021.

### **Contract Template**

The District worked with the Department of Education to develop a student transportation contract template to enhance organizational effectiveness and student safety in 2020-21. Implementation is scheduled for the summer of 2021.

### **Protocols**

The District developed/implemented a number of student transportation protocols during the reporting period. They are as follows.

- Student Transportation Procurement Protocol
- Trip Inspection Documentation Procedure
- Employee Training Guide
- An updated Incident Protocol (implementation in September 2021)
- Site Visit Procedure (implementation in September 2021)
- Information Disclosure Protocol (implementation in September 2021)
- Student Securement Protocol (anticipated to be implemented during the 2021-22 school year) - outlines the procedures for proper securement of students on school buses who weigh less than 40 pounds in accordance with the Highway Traffic Act
- NLESD Student Transportation Handbook - Stakeholder Expectations, to be implemented in September 2021.

The District also developed internal online resources for various stakeholder groups (employee/driver, foreperson, management, and school) to house applicable student transportation information and resources.



#### **Indicator 4: Expanded use of electronic personnel systems and recruitment processes**

A number of initiatives were implemented this school year to support electronic personnel systems and recruitment processes.

##### **SmartFind Express**

SmartFind Express is an electronic auto-calling personnel system that assists schools with the hiring functions of replacing teachers, student assistants and other staff when unexpected absences occur on a school day. The system began with the auto-calling replacement of student assistants, and then expanded to include secretaries, bus drivers, substitute teachers and teachers. In 2020-21, the system was expanded to include all job classifications.

In September 2020, all District staff members were set up to use SmartFind as the organization's single leave request management system. By the end of January 2021, all support staff classifications booked substitute replacements using the SmartFind system. System expansion also included the ability to create reports to identify substitute shortages. This feature provided a more reliable process to identify specific community shortages, enabling the District to target recruitment specific to schools and resolving shortages in a timely manner.

The system was also enhanced to support human resource staffing through the programming of two electronic platforms to communicate with each other to provide an accurate flow of information, removing requirements for paper documentation and increasing the efficiency of the Human Resources Division.

##### **Performance Assessments for Support Staff**

In the 2020-21 school year, the District expanded the use of the assessment tool for support staff to other probationary employees, beginning with Student Transportation and Operations staff. A collaborative group met throughout the school year (July, October and December) to review existing policies and documents. As a result:

- Nine Performance Standards were developed to assess support staff during their probationary period and subsequently used in the recruitment process;
- The existing performance policy for teachers was reviewed;
- A guiding document was developed to support the assessment process, and
- A Google form was created and tested with staff to assist in training managers in the proper completion of assessment documents. Professional learning was provided to Student Transportation and Operations in October and November 2020. Managers in student transportation and operations began using the forms to complete assessments on their probationary employees on Nov. 9, 2020.



The following table provides information on assessments completed between November 2020 and June of 2021.

Performance Assessments	
Avalon	18
Central	4
Western	7
Labrador	3

The District has received positive feedback on the process and has plans to expand performance assessments to other classifications, including computer support, trades staff, school secretaries, and student assistants.

Training sessions were held to support the implementation of performance assessments, with the IT and Finance Division in February 2021, and information distributed to Operations and Student Transportation on May 19, 2021. Training sessions were also held with Directors of Schools on June 9, 2021.

### **Review of Appraisal Process for Teachers**

In 2020-21, the District began a review of the appraisal process for teachers, starting with developing an assessment for all probationary teachers. This laid the foundation for a comprehensive review of the current assessment processes for teachers. The review process will be completed over the next two years of the Strategic Plan (2021-22 to 2022-23).

### **Electronic Orientation and Training Programs for Staff**

#### **Staff Web Portal**

District staff reviewed the potential to provide a one-stop-shop electronic Human Resources (HR) portal on the District website (MyHRP) for administrators when staffing their schools. Some process enhancements were implemented, such as automation of position requests. The District plans to continue to implement efficiencies to the system in the upcoming 2021-22 school year.

#### **Online COVID-19 Training Site**

The District developed online COVID-19 training sites to support staff knowledge of COVID-19 and health and safety protocols in the 2020-21 school year.



## SmartFind

In 2020-21, the District created a SmartFind user guide to support staff in accessing and using the platform.

## Indicator 5: Increased accessibility to Board facilities and school buses

The District implemented a number of initiatives to increase accessibility to Board facilities and school buses during the reporting period.

### Accessible Facilities

The District increased barrier-free access to schools and introduced a universal design lens to the planning stages of all renovation projects undertaken in facilities. The following table outlines schools that installed ramps and automatic doors in 2020-21.

Accessibility Upgrades		
School	Ramp	Automatic Doors
AP Low Elementary	✓	✓
Exploits Valley Intermediate		✓
Helen Tulk Elementary		✓
Holy Trinity High		✓
Lakeside Academy		✓
Valmont Academy	✓	

The District also worked with the Provincial Government to increase the accessibility of new schools being constructed to increase accessibility beyond legislated minimums (e.g., all low back curbs at entrances at the new Bay Roberts Primary).

### Accessible Buses

The District had a full complement of accessible buses for the 2020-21 school year; therefore, no buses were purchased during the reporting period. Plans are in place to incorporate accessible buses in tenders, where applicable, in the 2021-22 school year.

## **Indicator 6: Reviewed and Revised Board Policies**

From July 1, 2020, to June 30, 2021, the following policies/regulations were approved or were in the process of being developed:

### **Approved/Updated**

- Protection of Personal Information (New)
- Student Travel (Updated)

### **Ongoing**

- Employee Discipline (New)
- Employee Equity (New)
- Performance Appraisal for Support Staff (New)
- Crisis Response (New)
- Disability Management (under review)
- Performance Appraisal for Teachers (under review)
- Teacher Leave (under review)
- Prevention of Workplace Violence (under review)

## **Indicator 7: Monitored and reviewed communications and consultation platforms**

There have been lessons learned from the global COVID-19 pandemic in terms of communication and consultation platforms - especially as it applies to using virtual meetings as a means to meet with key stakeholders and to deliver professional learning opportunities. In some circumstances, this can be an excellent means of communicating timely information to large groups of people and seeking input where appropriate.

Since July 1, 2020, the District has moved to the Teams application for much of its internal online communications, replacing its use of Skype for Business, withdrawing its support options and providing limited new functionality. However, the District is maintaining the Google Meet option, which, as part of the Google suite of services for education, is woven into the fabric of school communications between District staff, school staff, parents and, most importantly, students. Different applications appear to work more efficiently for specific purposes. The District has used Zoom and other applications when necessary to facilitate virtual meetings with Board Trustees or external groups. The District will continue to use Thought Exchange for a formal consultation with both internal groups and parent and school communities in the upcoming year.

### **Continued to Enhance Communications to Stakeholders**

Communication to stakeholders is a District-wide, division-wide responsibility. It involves communication with Board Trustees, government partners, community partners, regional staff, union representatives (NLTA, NAPE, CUPE), busing contractors, administrators, teachers, school support workers, students and families, the public and media representatives. For the first time in 2020-21, all news releases issued by the District were



shared with educational partners as well as the various unions representing District employees once posted to the website.

Given the implications of COVID-19 to the public education system, the volume of communication between the District and stakeholders increased exponentially during the reporting period. The District promoted the [feedback@nlesd.ca](mailto:feedback@nlesd.ca) email account to accept public feedback on the “A Safe Return to School Plan” and for subsequent public correspondence during the reporting period.

### **Back-to-School Preparation**

There were intense preparations for school reopening in September 2020. Ensuring there was adequate and accessible information for school administrators, teachers and families became a part of everybody’s daily routine. All divisions were involved in the development of an operational plan (A Safe Return to School) and various protocols to support that plan. The District’s operational plan was guided by an overarching provincial K-12 Education Re-entry Plan and Public Health Guidance for K-12 Schools.

Many normal communications activities switched to an online environment, including an August 17, 2020, virtual news conference to announce the “A Safe Return to School” operational plan facilitated by communications and information technology staff. This was the first time the District held a virtual news conference with various District spokespeople and media representatives.

### **COVID Information Webpages**

In August 2020, the District first established a Safe Return to School web page, populated with guidance documents from the Department of Education, Public Health, the District’s own operational plan, as well as a Frequently Asked Questions (FAQ) document, which was updated regularly throughout the school year. The web page also included the Daily School Screening Questionnaire, Google Resources for School Communities (information and training for families), posters, videos and reports on consultations with school councils, administrators and students. There were links to reference documents (e.g., materials distributed during the spring 2020 suspension of in-class instruction), memos to administrators and families prior to school re-opening, along with the District Task Force Report to the Provincial Government and subsequent correspondence to the government. That initial webpage was archived and linked to an [Information for School Communities](#) webpage in February 2021 when COVID concerns in various regions necessitated region-specific changes to school operations.

### **Media Inquiries**

The District formally responded to approximately 200 media requests for information and/or interviews with executive and school staff during the reporting period.



## District News Releases and Announcements - July 1, 2020 to June 30, 2021

In addition to direct communications to school-specific parent communities, the District also issued over 30 news releases, some in partnership with the Provincial Government. Many were COVID-related, as emerging Public Health issues impacted school operations.

2020	Subject
August 18	Release of September Reopening Plan
August 26	Education Foundation Names 2019-Scholarship Winners
September 7	Back to School Resources Available for Families of Students With Autism
September 29	Trustees Meet to Discuss School Reopening
October 5	Volleyball and Music to Begin Indoor-Extra-Curricular Activities
October 6	Board Chair Congratulates Educators on Prestigious Awards
October 16	District Shares Google Resources for Families
November 18	District Issues Statement on Substitute Teacher Discourse
November 21	Board Elects Executive Members at 2020 AGM
December 10	Chromebook Delivery Begins as District Proactively Prepares for 2021
2021	
February 4	District Clarifies Rationale for ElectionsNL Use of Some Schools
February 8	Extra-Curricular and Co-Curricular Activities in Metro-area Suspended
February 9	In-class Instruction Suspended for St. John's Metro High Schools
February 10	In-class Instruction Suspended in All St. John's Area Schools; Extra-Curricular Activities Cancelled Province-wide
February 11	In-class Instruction Suspended in Remaining Schools in Avalon Region
February 12	Teachers Rise to Challenge as Online Learning Begins
February 14	All District K-12 Schools to Switch to Online Instruction
February 19	New Webpage Devoted to Online Learning Information for Families
February 24	District Addresses Requests for School-Specific COVID-19 Information
February 26	Some Schools to Resume In-Class Instruction, Avalon Continues Online
March 11	All K-9 Students Return to In-Class Instruction, Most High Schools Online





April 8	Update Provided on High School Instruction after Easter Break
April 13	District Moving to Blended Learning Model for Most High School Students
May 24	In-Class Instruction Suspended for Two Days in Alert Level 4 Communities
May 26	Central Region Schools Returning to In-Class Instruction
May 30	Most Western Region Schools Open for Instruction on Monday
June 14	Board Moves Forward With School Closures, Deep Learning Initiative

### Joint News Releases (with Provincial Government)

Date	Subject
July 6	\$20 Million for Technology to Support Digital Learning
December 15	MOU Supports Technology Pathway - Education
December 16	Partnership to Promote Career in Technology - Education
December 21	School Bus Inspections - Digital Government and ServiceNL
April 8	Update Provided on High School Instruction after Easter Break

### Correspondence

While every District division typically prepares and responds to a multitude of internal and public correspondence during a year, some divisions saw a marked increase during the 2020-21 pandemic school year. By way of example, the Student Transportation Division saw about 4,400 public inquiries in the 2020-21 school year, up from 983 for the same period in 2019 (a 348% increase). The pandemic also resulted in a marked increase in memos and directives prepared and disseminated to regional staff, administrators, teachers, school-based support staff, and families during the reporting period.

### Social Media

The District maintains a Twitter account through which timely information and support for school-based initiatives are disseminated. As of June 2021, the District's Twitter account has an audience of nearly 27,000 followers, an increase of over 4,200 since July 2020. Since the account was established in 2013, the District has issued/shared close to 42,000 tweets, including over 6,700 shares during the reporting period on topics including (but not limited to) the ongoing public health emergency, District and school efforts to ensure continued safety in schools, professional learning for teachers and staff members, social and emotional learning, comprehensive school health, nutrition, physical activity, technology and coding, literacy, numeracy, as well as a host of other matters related to student and staff learning and development.



## **Organizational Effectiveness - Objective 2 (2021-22)**

By June 30, 2022, the Newfoundland and Labrador English School Board will have continued implementation of initiatives to create safe environments, and improve Board operations.

### **Indicators:**

- Continued to enhance financial management and control practices
- Continued to streamline administrative processes to improve organizational efficiency
- Continued to enhance student transportation practices and procedures
- Continued to expand the use of electronic personnel systems and recruitment processes
- Continued to increase accessibility to Board facilities and school buses
- Continued to review and revise Board policies

# Opportunities and Challenges

## Opportunities

### **Deep Learning**

The District continues its commitment to Deep Learning, an educational approach that puts increased focus on experiential learning and how students can demonstrate acquired knowledge in ways other than through traditional assessment practices. This type of learning is a shift from how education has traditionally been delivered in the province. While it is an opportunity to enhance student engagement and success, professional learning and partnerships will be an essential component to support its success.

### **Education Action Plan (EAP)**

The District continues to build on the work with the Department of Education for the EAP. Nine focus areas form the EAP: 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 new Responsive Teaching and Learning (RTL) Policy will continue to inform teaching practices for teaching staff.

### **Comprehensive School Health Framework**

The Comprehensive School Health Framework is a holistic approach to support student wellness that encompasses healthy eating, physical activity, and social and emotional learning. The Framework will continue to focus on building the capacity of all educators to support the healthy development of students and creating partnerships to support that work.

## Challenges

### **COVID-19**

The COVID-19 pandemic is expected to continue to create challenges for the delivery of educational services in the province, as well as the social and emotional well-being of students and school communities. The District will continue its efforts to collaborate with all stakeholders to ensure students; families and staff are safe while delivering essential educational programs and services. A potential full or partial shutdown due to COVID-19 will create challenges, given there is inadequate availability of Internet and broadband access in several areas of the province.





# 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 (2020-21)

(as of June 30, 2021)

REGION	ZONE	NAME	EMAIL
Labrador	1	Raymond Bennett	raymondbennett_sbt@nlesd.ca
	2	Goronwy Price, <b>Chair</b>	goronwyprice@nlesd.ca
	3	Guy Elliott	guyelliott@nlesd.ca
Western	4	Scott Burden	scottburden_sbt@nlesd.ca
	5	Pamela Gill	pamelagill_sbt@nlesd.ca
	6	Wayne Lee, <b>Vice-Chair</b>	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	Jean Butt	jeanbutt@nlesd.ca
	12	Vacant	
	13	Kevin Ryan	kevinryan_sbt@nlesd.ca
	14	Vacant	
	15	Vacant	
	16	Vacant	
	17	Steve Tessier	stevetessier_sbt@nlesd.ca

# Appendix C: NLESD Audited Statements



# Newfoundland and Labrador English School District

Consolidated financial statements  
June 30, 2021




## Statement of responsibility

The accompanying 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.

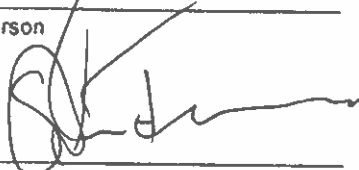
In carrying out its responsibilities, management maintains appropriate systems of internal and administrative controls designed to provide reasonable assurance that transactions are executed in accordance with proper authorization, that assets are properly accounted for and safeguarded, and that financial 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 consolidated financial statements and to discuss any significant financial reporting or internal control matters prior to their approval of the finalized consolidated financial statements.

Ernst & Young LLP, Chartered Professional Accountants, as the Board's appointed external auditor, has audited the consolidated 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 consolidated financial statements are free from material misstatement and present fairly the consolidated financial position and consolidated results of the District in accordance with Canadian public sector accounting standards.



\_\_\_\_\_  
Chairperson



\_\_\_\_\_  
Treasurer

# Independent auditor's report

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

## Opinion

We have audited the consolidated financial statements of the **Newfoundland and Labrador English School District** (the "District"), which comprise the consolidated statement of financial position as at June 30, 2021, and the consolidated statement of operations, consolidated statement of changes in net debt and consolidated statement of cash flows for the year then ended, and notes to the consolidated financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying consolidated financial statements present fairly, in all material respects, the consolidated financial position of the District as at June 30, 2021, and its consolidated financial performance, its consolidated net debt, and its consolidated 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 consolidated 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 consolidated financial statements in Canada, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

## Responsibilities of management and those charged with governance for the consolidated financial statements

Management is responsible for the preparation and fair presentation of the consolidated financial statements in accordance with Canadian public sector accounting standards, and for such internal control as management determines is necessary to enable the preparation of consolidated financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the consolidated financial statements, management is responsible for assessing 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 consolidated financial statements

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



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

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

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.

December 17, 2021  
St. John's, Canada

*Ernst & Young LLP*

Chartered Professional Accountants



## Newfoundland and Labrador English School District

### Consolidated statement of financial position

As at June 30

	2021	2020
	\$	\$
<b>Financial assets</b>		
Cash	26,724,033	32,639,067
Cash held by schools	12,295,543	13,827,054
Short-term investments <i>[note 4]</i>	2,734,991	2,758,256
Accounts receivable	1,590,820	2,428,392
Due from government entities <i>[note 5]</i>	7,154,662	1,731,220
Teachers' salary accrual receivable	87,964,870	82,872,032
	<u>138,464,919</u>	<u>136,256,021</u>
<b>Financial liabilities</b>		
Accounts payable and accrued liabilities <i>[note 8]</i>	11,632,171	11,610,705
Due to government entities <i>[note 9]</i>	1,889,890	631,343
Teachers' salary accrual payable	87,964,870	82,872,033
Accrued vacation pay	6,484,501	5,990,346
Accrued severance pay <i>[note 11]</i>	5,365,273	8,436,352
Accrued sick leave <i>[note 12]</i>	70,674,704	77,249,975
Long-term debt <i>[schedules 8 and 8A]</i>	19,478,941	17,538,737
Obligation under capital leases <i>[note 13]</i>	1,004,772	647,430
Deferred revenue <i>[note 15]</i>	5,380,629	5,945,983
School-based deferred revenue	7,731,571	9,247,168
	<u>217,607,322</u>	<u>220,170,072</u>
<b>Net debt</b>	<u>(79,142,403)</u>	<u>(83,914,051)</u>
<b>Non-financial assets</b>		
Prepaid expenses <i>[note 6]</i>	2,466,766	2,819,410
Tangible capital assets, net <i>[notes 20 and 21]</i>	765,776,371	735,618,121
	<u>768,243,137</u>	<u>738,437,531</u>
<b>Accumulated surplus</b>		
Accumulated surplus – restricted	2,029,300	3,281,931
Accumulated surplus – unrestricted	687,071,434	651,241,549
	<u>689,100,734</u>	<u>654,523,480</u>

See accompanying notes



## Newfoundland and Labrador English School District

### Consolidated statement of operations

Year ended June 30

	Budget	2021	2020
	\$	\$	\$
	<i>[note 17]</i>		
<b>Revenue</b>			
Provincial government grants <i>[schedule 1]</i>	836,154,900	<b>848,885,759</b>	895,455,607
Capital transfers from government	—	<b>52,856,885</b>	45,362,466
Funds from school-based activities	—	<b>8,075,334</b>	14,255,144
Other income <i>[schedule 1]</i>	571,500	<b>3,448,155</b>	5,458,954
Gain on sale of tangible capital assets	—	—	2,409
	<b>836,726,400</b>	<b>913,266,133</b>	960,534,580
<b>Expenditures <i>[note 19]</i></b>			
Instructional <i>[schedule 3]</i>	646,855,610	<b>648,316,618</b>	621,880,306
Operations and maintenance <i>[schedule 6]</i>	83,115,352	<b>86,104,576</b>	77,526,880
Pupil transportation <i>[schedule 7]</i>	71,051,966	<b>69,050,393</b>	51,377,497
Amortization of tangible capital assets <i>[note 20]</i>	—	<b>29,220,297</b>	28,795,344
Information technology <i>[schedule 5]</i>	26,231,875	<b>26,039,385</b>	6,277,770
School-based activities	—	<b>8,354,845</b>	15,144,044
Administration <i>[schedule 2]</i>	7,117,633	<b>7,431,899</b>	7,390,338
Human resources <i>[schedule 2]</i>	2,946,987	<b>2,757,768</b>	2,325,795
Centre for Distance Learning and Innovation ["CDLI"] <i>[schedule 4]</i>	1,419,977	<b>1,373,812</b>	1,411,202
Loss on sale of capital assets	—	<b>39,286</b>	—
	<b>838,739,400</b>	<b>878,688,879</b>	812,129,176
<b>Annual surplus from operations</b>	<b>(2,013,000)</b>	<b>34,577,254</b>	148,405,404
Accumulated surplus – unrestricted, beginning of year		<b>651,241,549</b>	495,644,145
Annual surplus from operations		<b>34,577,254</b>	148,405,404
Net assets from school-based funds and controlled entities		—	7,192,000
Transferred to restricted surplus <i>[note 16]</i>		<b>1,252,631</b>	—
<b>Accumulated surplus – unrestricted, end of year</b>		<b>687,071,434</b>	651,241,549
Accumulated surplus – restricted, beginning of year		<b>3,281,931</b>	3,281,931
Annual surplus from operations – restricted		<b>(1,252,631)</b>	—
<b>Accumulated surplus – restricted, end of year</b>		<b>2,029,300</b>	3,281,931

See accompanying notes

Newfoundland and Labrador English School District

**Consolidated statement of changes in net debt**

Year ended June 30

	2021	2020
	\$	\$
<b>Annual surplus from operations</b>	<b>34,577,254</b>	148,405,404
<b>Changes in tangible capital assets</b>		
Acquisition of tangible capital assets	(59,505,802)	(50,885,659)
Loss (gain) on sale of tangible capital assets	39,286	(2,409)
Proceeds on disposal of tangible capital assets	87,969	2,409
Amortization of tangible capital assets	29,220,297	28,795,344
<b>Decrease in net book value of tangible capital assets</b>	<b>(30,158,250)</b>	(22,090,315)
<b>Changes in other non-financial assets</b>		
Decrease (increase) in prepaid expenses	352,644	(625,639)
Decrease in net debt	4,771,648	125,689,450
Net assets from school-based funds and controlled entities	—	7,192,000
Net debt, beginning of year	(83,914,051)	(216,795,501)
<b>Net debt, end of year</b>	<b>(79,142,403)</b>	(83,914,051)

*See accompanying notes*

**Newfoundland and Labrador English School District**

**Consolidated statement of cash flows**

Year ended June 30

	2021	2020
	\$	\$
<b>Operating activities</b>		
Annual surplus from operations	34,577,254	148,405,404
Add (deduct) items not affecting cash		
Amortization of tangible capital assets	29,220,297	28,795,344
Loss (gain) on sale of tangible capital assets	39,286	(2,409)
Change in teachers' salary accrual	5,092,837	(475,550)
Increase in accrued vacation pay	494,155	400,295
Decrease in accrued sick leave	(6,575,271)	(6,478,230)
Decrease in accrued severance pay	(3,071,079)	(118,916,352)
Changes in non-cash working capital balances related to operations		
Short-term investments	23,265	3,039,149
Accounts receivable	(9,678,708)	14,773,552
Prepaid expenses	352,644	(625,639)
Deferred revenue	(2,080,951)	8,443,030
Accounts payable and accrued liabilities	1,280,013	(1,052,923)
<b>Cash provided by operating activities</b>	<b>49,673,742</b>	<b>76,305,671</b>
<b>Capital activities</b>		
Acquisition of tangible capital assets	(59,505,802)	(50,885,659)
Proceeds on disposal of tangible capital assets	87,969	2,409
Proceeds from obligation under capital leases	754,630	—
Repayment of obligation under capital leases	(397,288)	(355,156)
<b>Cash used in capital activities</b>	<b>(59,060,491)</b>	<b>(51,238,406)</b>
<b>Financing activities</b>		
Proceeds from long-term debt	4,484,292	4,025,466
Net assets from school-based funds and controlled entities	—	7,192,000
Repayment of long-term debt	(2,544,088)	(2,230,636)
<b>Cash provided by financing activities</b>	<b>1,940,204</b>	<b>8,986,830</b>
<b>Net change in cash during the year</b>	<b>(7,446,545)</b>	<b>34,054,095</b>
Cash, beginning of year	46,466,121	12,412,026
<b>Cash, end of year</b>	<b>39,019,576</b>	<b>46,466,121</b>
<b>Represented by</b>		
Cash	26,724,033	32,639,067
Cash held by schools	12,295,543	13,827,054
	<b>39,019,576</b>	<b>46,466,121</b>

See accompanying notes

## **Newfoundland and Labrador English School District**

### **Notes to consolidated financial statements**

June 30, 2020

#### **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. Summary of significant accounting policies**

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

These 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 consolidated financial statements reflect the assets, liabilities, revenues and expenditures of the District. This reporting entity comprises all organizations controlled by the District and accountable to the District for the administration of their own financial affairs and resources. These organizations are the corporations known as Newfoundland and Labrador Education Foundation Inc. and Newfoundland and Labrador International Student Education Inc. and the schools for which the District is accountable.

##### **Revenue**

The District's main source of funding is derived from the Government of Newfoundland and Labrador Department of Education [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.

##### **Expenses**

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

##### **Restricted surplus**

Certain 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 [the "Board"]. Restricted funds have been recorded as revenue and transferred to restricted surplus.

## Newfoundland and Labrador English School District

### Notes to consolidated financial statements

June 30, 2020

#### 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 Province processes the payrolls and remits the source deductions directly to the appropriate agencies. The amounts recorded in the consolidated financial statements represent gross salaries and employee benefits as reported by the Department for the year.

#### 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.

## **Newfoundland and Labrador English School District**

### **Notes to consolidated financial statements**

June 30, 2020

#### **Employee future benefits**

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

##### *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 consolidated financial 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.

##### *Accrued severance*

The District had in effect severance pay policies whereby certain employees were entitled to a severance payment upon leaving employment with the District. 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 were entitled to a lump sum payout of their accrued severance benefit based on pay and service.

While these scheduled payouts have been made, the eligible employees also had the option to defer their severance payouts to retirement, leaving a severance liability balance. This remaining severance liability is no longer actuarially determined at the end of each period. Instead, it is accrued based on the actual remaining payouts due.

#### **Use of accounting estimates**

The preparation of consolidated 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 as at the date of the consolidated 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.

## Newfoundland and Labrador English School District

### Notes to consolidated financial statements

June 30, 2020

#### 3. Bond coverage

As at the consolidated statement of financial position 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

Short-term investments consist of the following:

	2021	2020
	\$	\$
Term deposits and GICs	2,446,827	2,492,514
Marketable securities	276,454	215,774
School investments	11,710	49,968
	<u>2,734,991</u>	<u>2,758,256</u>

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

#### 5. Due from government entities

Due from government entities consists of the following:

	2021	2020
	\$	\$
Government of Newfoundland and Labrador – Operating	6,270,267	966,866
Government of Newfoundland and Labrador – HST from schools	75,852	160,875
Government of Canada – HST	808,543	603,479
	<u>7,154,662</u>	<u>1,731,220</u>

#### 6. Prepaid expenses

Prepaid expenses consist of the following:

	2021	2020
	\$	\$
Municipal service fees	729,890	947,953
Software support and licensing	1,640,770	1,785,889
Insurance	96,106	85,568
	<u>2,466,766</u>	<u>2,819,410</u>

## Newfoundland and Labrador English School District

### Notes to consolidated financial statements

June 30, 2020

#### 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, 2021 and 2020. 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

Accounts payable and accrued liabilities consist of the following:

	2021	2020
	\$	\$
Trade payables	3,665,051	5,377,465
Accrued wages	1,426,694	2,715,534
Accrued payroll deductions	2,983,127	1,474,178
Accrued liabilities	2,620,802	1,189,203
Accrued environmental remediation	135,000	34,055
Scholarship funds	801,497	820,270
	<u>11,632,171</u>	<u>11,610,705</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 \$135,000.

#### 9. Due to government entities

Due to government entities consists of the following:

	2021	2020
	\$	\$
Government of Newfoundland and Labrador – Transportation	<u>1,889,890</u>	<u>631,343</u>

#### 10. Due from/to related parties

The District's related party transactions occur with the Province. Transactions between the District and related parties are conducted as arm's-length transactions.

Amounts receivable and payable from/to the Province 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 consolidated financial statements as legal title is held by the Province. The Province 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.



## Newfoundland and Labrador English School District

### Notes to consolidated financial statements

June 30, 2020

#### 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"] and the Canadian Union of Public Employees ["CUPE"] Collective Agreements effective March 31, 2018, severance benefits accrued as at March 31, 2018 were paid out to NAPE and CUPE employees with at least one year of eligible service. 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 at May 31, 2018 were paid out to 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 Newfoundland and Labrador Teacher's Association ["NLTA"] Collective Agreement effective March 31, 2018, severance benefits accrued as at March 31, 2018 were paid out to employees with at least one year of eligible service. The severance payout was based on 2% of annual salary for each full year of employment to a maximum of 40% of annual salary.

All employees had 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. The amount remaining in the severance liability for the current fiscal year is comprised of these deferred payouts. This severance liability is no longer actuarially determined at the end of each period. Instead, it is accrued based on the actual remaining payouts due.

	2021	2020
	\$	\$
Teachers [NLTA]	4,990,252	7,875,929
Board employees [CUPE/NAPE/management and non-bargaining]	375,021	560,423
<b>Total accrued severance pay</b>	<b>5,365,273</b>	<b>8,436,352</b>

## Newfoundland and Labrador English School District

### Notes to consolidated financial statements

June 30, 2020

#### 12. Accrued sick leave

The actuarial valuation date for sick leave accruals was June 30, 2021. Discount rates are based on the PS 3250/55 Discount Rate Curve [June 30, 2020 – Province's long-term borrowing rate]. Board employees include NAPE, CUPE, Management, and non-bargaining.

	2021 \$	2020 \$
<b>Accrued sick leave</b>		
Sick leave [teachers]		
Accrued benefit liability, beginning of year	70,810,663	76,372,574
Benefit expense	7,634,583	7,717,411
Benefits paid	(13,279,322)	(13,279,322)
<b>Accrued benefit liability [teachers], end of year</b>	<b>65,165,924</b>	<b>70,810,663</b>
Sick leave [board employees]		
Accrued benefit liability, beginning of year	6,439,312	7,355,631
Benefit expense	853,645	876,634
Benefits paid	(1,784,176)	(1,792,953)
<b>Accrued benefit liability [board employees], end of year</b>	<b>5,508,781</b>	<b>6,439,312</b>
<b>Total accrued sick leave liability, end of year</b>	<b>70,674,705</b>	<b>77,249,975</b>
Unamortized portion of actuarial loss (gain)	(8,342,790)	2,867,175
<b>Total accrued sick leave obligation</b>	<b>62,331,915</b>	<b>80,117,150</b>

Reconciliation of accrued benefit obligation from June 30, 2020 to June 30, 2021:

	Board employees \$	Teachers \$	Total \$
<b>Accrued benefit obligation as at June 30, 2020</b>	6,984,284	73,132,866	80,117,150
Current period benefit cost	582,449	5,184,325	5,766,774
Benefits contributions	(1,784,176)	(13,279,322)	(15,063,498)
Interest on the accrued benefit obligation	181,927	1,968,933	2,150,860
Actuarial gains	(999,211)	(9,640,160)	(10,639,371)
<b>Accrued benefit obligation as at June 30, 2021</b>	<b>4,965,273</b>	<b>57,366,642</b>	<b>62,331,915</b>

## Newfoundland and Labrador English School District

### Notes to consolidated financial statements

June 30, 2020

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

Discount rate – liability	<b>2.75% as at June 30, 2021</b> 2.65% as at June 30, 2020
Discount rate – benefit expense	<b>2.75% in fiscal 2021</b> 2.65% in fiscal 2020
Rate of compensation increase	<b>3.75% for promotions and merit, and inflation as at June 30, 2021</b> 3.50% for promotions and merit, and inflation [6.50% for teachers with less than 10 years of service] as at June 30, 2020

#### 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, 2021, was \$1,004,772, 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, 2021 was \$25,496.

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

	\$
2022	315,845
2023	269,203
2024	241,669
2025	159,068
2026	66,278
Total future minimum lease payments	<u>1,052,063</u>
Less amount representing interest	<u>(47,291)</u>
	<u>1,004,772</u>

#### 14. Financial instruments

The District's financial instruments consist of cash, short-term investments, accounts receivable, accounts payable and accrued liabilities, 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.

## Newfoundland and Labrador English School District

### Notes to consolidated financial statements

June 30, 2020

#### 15. 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:

	2021 \$	2020 \$
<b>Balance, beginning of year</b>	<b>5,945,983</b>	6,750,121
Less amounts recognized as revenue in the year	<b>(2,733,165)</b>	(3,066,124)
Less amounts written off or returned during the year	—	(18,285)
Add amounts funded during the year	<b>2,167,811</b>	2,280,271
<b>Balance, end of year</b>	<b>5,380,629</b>	5,945,983

Deferred revenue comprises the following:

	2021 \$	2020 \$
Operations and maintenance	<b>1,074,457</b>	1,074,051
Instruction	<b>3,536,427</b>	3,276,053
Pupil transportation	<b>769,745</b>	913,959
Nunatsiavut government	—	681,920
	<b>5,380,629</b>	5,945,983

#### 16. Restricted surplus

In 2019, the Board approved up to \$2.7 million of restricted surplus for the purchase of a new financial management system, of which \$1,252,631 has been used to date.

#### 17. Budget

The District prepares an annual budget for approval by the Board and the Minister of Education [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 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 consolidated statement of operations.

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.

## Newfoundland and Labrador English School District

### Notes to consolidated financial statements

June 30, 2020

For the year ended June 30, 2021, NLESD received several allocations of one-time funding to assist with additional expenses resulting from various COVID-19 precautions including devices for remote learning, additional student transportation costs, salaries and leave relief for teachers, substitutes, school custodians, student assistants and occupational health and safety staff.

For the year ended June 30, 2021, NLESD was directed by the Deputy Minister of the Department of Education to use surplus to cover any shortfall from the utilities grant provided and actual utilities expenses.

A reconciliation between the original and final budget for the year ended June 30, 2021 is presented below:

	Revenue	Expenditures
	\$	\$
Original regular operating budget	790,073,240	792,086,240
Adjustments relating to changes in services and programs	(1,976,340)	(1,976,340)
Total original operating budget	788,096,900	790,109,900
One-time funding	48,629,500	48,629,500
<b>Final budget</b>	<b>836,726,400</b>	<b>838,739,400</b>

#### 18. Comparative figures

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

## Newfoundland and Labrador English School District

### Notes to consolidated financial statements

June 30, 2020

#### 19. Expenses by object

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

	2021	2020
	\$	\$
Salaries and benefits	705,068,072	670,046,602
Contracted services	56,540,905	42,124,504
Materials and supplies	33,030,013	12,160,223
Amortization of tangible capital assets	29,220,297	28,795,344
Utilities	26,803,850	26,086,217
Repairs and maintenance	8,584,550	7,223,010
School-based funds activities	8,354,845	15,144,044
Vehicle operating costs	4,194,551	3,236,185
Software licenses and subscriptions	2,107,617	2,108,652
Travel and professional development	1,729,539	1,793,722
Other	1,222,441	1,448,685
Grant and subsidies	753,971	784,421
Interest on long-term debt	502,945	546,725
Professional fees	349,499	347,050
Fundraising	225,784	283,792
	<u>878,688,879</u>	<u>812,129,176</u>

#### 20. Tangible capital assets

	2021						
	Land	Buildings	F&E	Service vehicles	Buses	Misc.	Total
	\$	\$	\$	\$	\$	\$	\$
<b>Cost</b>							
Opening balance	25,131,166	1,277,164,481	53,895,796	2,704,335	35,104,982	5,535,252	1,399,536,012
Additions	—	52,157,929	2,164,431	—	4,484,289	699,153	59,505,802
Disposals	—	(12,899,198)	—	(284,764)	(2,848,472)	—	(16,032,434)
Reclassification	—	(1,229,438)	—	—	—	1,229,438	—
Closing balance	<u>25,131,166</u>	<u>1,315,193,774</u>	<u>56,060,227</u>	<u>2,419,571</u>	<u>36,740,799</u>	<u>7,463,843</u>	<u>1,443,009,380</u>
<b>Accumulated amortization</b>							
Opening balance	—	593,506,884	47,399,829	2,342,241	18,411,756	2,257,183	663,917,893
Additions	—	644,854	182,399	—	373,691	49,391	1,250,335
Disposals	—	(12,871,889)	—	(284,764)	(2,748,528)	—	(15,905,181)
Reclassification	—	(337,321)	—	—	—	337,321	—
Amortization	—	22,828,097	2,043,063	42,903	2,522,474	533,425	27,969,962
Closing balance	<u>—</u>	<u>603,770,625</u>	<u>49,625,291</u>	<u>2,100,380</u>	<u>18,559,393</u>	<u>3,177,320</u>	<u>677,233,009</u>
<b>Net book value</b>	<u>25,131,166</u>	<u>711,423,149</u>	<u>6,434,936</u>	<u>319,191</u>	<u>18,181,406</u>	<u>4,286,523</u>	<u>765,776,371</u>

Newfoundland and Labrador English School District

Notes to consolidated financial statements

June 30, 2020

	2020						Total \$
	Land \$	Buildings \$	F&E \$	Service vehicles \$	Buses \$	Misc. \$	
<b>Cost</b>							
Opening balance	24,823,757	1,233,892,881	51,351,390	2,705,106	31,079,516	5,128,913	1,348,981,563
Additions	307,409	43,568,072	2,544,406	33,965	4,025,466	406,341	50,885,659
Disposals	—	(296,472)	—	(34,736)	—	—	(331,208)
Closing balance	25,131,166	1,277,164,481	53,895,796	2,704,335	35,104,982	5,535,254	1,399,536,014
<b>Accumulated amortization</b>							
Opening balance	—	568,817,006	46,035,217	2,226,714	16,408,141	1,966,678	635,453,756
Additions	—	871,361	408,494	6,793	80,509	20,318	1,387,475
Disposals	—	(296,472)	—	(34,735)	—	—	(331,207)
Amortization	—	24,114,989	956,118	143,469	1,923,106	270,187	27,407,869
Closing balance	—	593,506,884	47,399,829	2,342,241	18,411,756	2,257,183	663,917,893
<b>Net book value</b>	25,131,166	683,657,597	6,495,967	362,094	16,693,226	3,278,071	735,618,121

21. Assets under development

Assets under development represent costs incurred to date on the construction of new schools. Assets under development and their project descriptions are as follows:

	2021 \$	2020 \$
Intermediate school in Paradise	32,923,903	16,260,714
Bay Roberts Primary	16,722,300	9,925,136
Bay d'Espoir Academy	13,682,754	2,228,657
Corner Brook Bus Depot	1,979,964	640,986
	<b>65,308,921</b>	<b>29,055,493</b>

## Consolidated schedule of revenue

Year ended June 30

	Budget	2021	2020
	\$	\$	\$
	<i>[note 17]</i>		
<b>Provincial government grants</b>			
Regular operating grants	140,227,000	<b>138,217,707</b>	115,543,736
Salaries and benefits – teachers and substitutes	593,643,000	<b>599,521,257</b>	575,541,497
Contracted pupil transportation	41,700,000	<b>43,166,036</b>	28,732,694
Salaries and benefits – student assistants	27,215,300	<b>27,914,052</b>	25,090,445
Board-owned pupil transportation	22,635,600	<b>21,145,380</b>	18,316,301
Special grants and projects	—	<b>7,330,162</b>	5,007,010
Alternate pupil transportation	6,400,000	<b>6,892,180</b>	6,143,398
Salaries and benefits – executive and senior management	4,224,000	<b>4,588,985</b>	4,587,351
Transportation administration	110,000	<b>110,000</b>	110,000
Maintenance grants	—	—	
Early severance payout	—	—	116,383,175
	<b>836,154,900</b>	<b>848,885,759</b>	<b>895,455,607</b>
<b>Other income</b>			
Nunatsiavut government grants	—	<b>2,494,998</b>	2,803,667
Revenue from rental of schools and facilities	91,500	<b>232,854</b>	319,518
Interest on investments and bank	475,000	<b>221,632</b>	594,193
Special project grants	—	<b>191,929</b>	253,453
Fundraising and donations	—	<b>168,279</b>	374,968
Tuition revenue	—	<b>132,620</b>	961,812
Miscellaneous	5,000	<b>5,843</b>	55,436
Revenue from bus charters	—	—	95,907
	<b>571,500</b>	<b>3,448,155</b>	<b>5,458,954</b>
<b>Total revenue</b>	<b>836,726,400</b>	<b>852,333,914</b>	<b>900,914,561</b>



**Consolidated schedule of administration and  
human resource expenditures**

Year ended June 30

	Budget	2021	2020
	\$	\$	\$
	<i>[note 17]</i>		
<b>Administration expenditures</b>			
Salaries and benefits – board office staff	3,920,928	3,877,191	3,774,972
Salaries and benefits – executive and senior management	1,278,000	1,328,874	1,455,070
Communications – voice and data	273,529	336,932	284,210
Professional fees	315,000	336,472	332,515
Electricity and fuel	241,430	259,660	265,616
Facility rentals	234,200	236,914	235,308
Fundraising	—	225,784	283,793
Snow clearing	151,326	152,360	178,251
Recovery of bad debt	—	134,984	(4,799)
Garbage collection and municipal fees	120,530	130,966	98,075
Postage	101,000	119,073	100,288
Office supplies	123,800	94,023	100,480
Board meeting	154,150	77,580	91,888
Membership fees	57,000	48,057	79,625
Office equipment rentals and repairs	58,500	27,515	20,787
Other	15,500	21,331	30,503
Advertising and public relations	20,000	14,821	28,287
Travel and professional learning	52,740	9,362	35,155
<b>Total administration expenditures</b>	<b>7,117,633</b>	<b>7,431,899</b>	<b>7,390,024</b>
<b>Human resource expenditures</b>			
Salaries and benefits	2,712,537	2,552,833	2,136,799
Personnel services	176,350	158,407	98,919
Travel and professional learning	43,100	36,254	30,438
Recruitment and training	15,000	10,274	59,639
<b>Total human resource expenditures</b>	<b>2,946,987</b>	<b>2,757,768</b>	<b>2,325,795</b>

## Consolidated schedule of instructional expenditures

Year ended June 30

	Budget	2021	2020
	\$	\$	\$
	<i>[note 17]</i>		
<b>Instructional salaries and benefits</b>			
Salaries and benefits – regular teachers	562,463,000	<b>575,242,845</b>	552,306,600
Salaries and benefits – student assistants	27,215,300	<b>27,914,780</b>	25,090,444
Salaries and benefits – substitute teachers	31,180,000	<b>24,299,189</b>	23,178,718
Salaries and benefits – school secretaries	12,909,640	<b>12,724,742</b>	12,464,694
Salaries and benefits – program directors	2,946,000	<b>3,376,793</b>	3,176,851
Salaries and benefits – Indigenous teachers	—	<b>1,661,239</b>	1,587,689
Salaries and benefits – special projects	—	<b>1,139,899</b>	1,058,373
Salaries and benefits – Board employees	740,737	<b>719,757</b>	769,652
Early severance payout	—	—	116,383,175
Change in employee future benefits accrual	—	<b>(9,646,349)</b>	(125,394,583)
	<b>637,454,677</b>	<b>637,432,895</b>	610,621,613
<b>Instructional materials</b>			
Materials – school allocation	7,913,974	<b>7,215,907</b>	6,643,896
Special grants and projects	—	<b>1,416,543</b>	1,682,590
Indigenous peoples programs	—	<b>696,729</b>	1,170,664
Student services equipment	228,346	<b>188,890</b>	116,172
Materials – district allocation	177,503	<b>102,245</b>	108,862
	<b>8,319,823</b>	<b>9,620,314</b>	9,722,184
<b>Travel and professional learning</b>			
Instructional staff	786,910	<b>929,516</b>	1,093,613
Indigenous peoples programs	—	<b>144,838</b>	45,311
	<b>786,910</b>	<b>1,074,354</b>	1,138,924
<b>Other instructional costs</b>			
Other	289,200	<b>188,660</b>	330,167
Summer school	5,000	<b>395</b>	67,418
	<b>294,200</b>	<b>189,055</b>	397,585
<b>Total instructional expenditures</b>	<b>646,855,610</b>	<b>648,316,618</b>	621,880,306

**Consolidated schedule of Centre for Distance Learning  
and Innovation expenditures**

Year ended June 30

	<b>Budget</b>	<b>2021</b>	<b>2020</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
	<i>[note 17]</i>		
Grants and subsidies	786,000	<b>753,971</b>	784,421
Instructional materials and resources	354,300	<b>354,918</b>	367,053
Salaries and benefits	188,177	<b>168,042</b>	166,614
Communications – voice and data	56,500	<b>79,649</b>	54,211
Travel and professional learning	35,000	<b>17,232</b>	38,903
<b>Total CDLI expenditures</b>	<b>1,419,977</b>	<b>1,373,812</b>	<b>1,411,202</b>

**Consolidated schedule of information technology expenditures**

Year ended June 30

	<b>Budget</b>	<b>2021</b>	<b>2020</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
	<i>[note 17]</i>		
Materials and equipment	20,669,368	<b>20,040,244</b>	637,705
Salaries and benefits	3,717,307	<b>3,852,128</b>	3,459,126
Licences and subscriptions	1,666,000	<b>1,925,316</b>	2,030,798
Travel and professional fees	179,200	<b>221,697</b>	150,141
<b>Total information technology expenditures</b>	<b>26,231,875</b>	<b>26,039,385</b>	<b>6,277,770</b>

### Consolidated schedule of operations and maintenance expenditures

Year ended June 30

	Budget	2021	2020
	\$	\$	\$
	<i>[note 17]</i>		
Salaries and benefits – janitorial	34,918,698	<b>34,426,797</b>	28,986,049
Electricity	16,100,000	<b>15,734,314</b>	15,521,725
Salaries and benefits – maintenance	7,509,572	<b>7,688,680</b>	7,478,718
Snow clearing	6,832,300	<b>6,177,867</b>	6,910,444
Repairs and maintenance	4,730,953	<b>4,375,602</b>	4,331,765
Garbage collection and municipal fees	3,977,000	<b>4,202,962</b>	3,913,055
Maintenance grants	—	<b>3,871,149</b>	2,564,293
Communication – voice and data	3,425,000	<b>3,399,534</b>	3,371,498
Janitorial supplies and equipment	1,849,189	<b>2,898,246</b>	1,318,624
Fuel	2,450,000	<b>1,967,599</b>	1,885,529
Vehicle operating	333,100	<b>365,463</b>	239,590
Housing	324,720	<b>312,789</b>	336,143
Facility rentals	246,920	<b>259,203</b>	254,206
Vehicle repairs and maintenance	224,900	<b>248,345</b>	144,825
Travel and professional learning	193,000	<b>176,026</b>	270,416
<b>Total operations and maintenance expenditures</b>	<b>83,115,352</b>	<b>86,104,576</b>	77,526,880

## Consolidated schedule of pupil transportation expenditures

Year ended June 30

	Budget	2021	2020
	\$	\$	\$
	<i>[note 17]</i>		
<b>Board-owned fleet</b>			
Salaries and benefits	13,979,560	<b>13,446,016</b>	11,686,627
Vehicle fuel	2,137,300	<b>1,581,629</b>	1,262,124
Vehicle repairs and maintenance	1,413,400	<b>1,344,877</b>	1,157,582
Interest on long-term debt	492,100	<b>477,449</b>	519,272
Vehicle insurance	321,900	<b>302,837</b>	296,044
Vehicle registration	223,200	<b>223,501</b>	212,304
Other	332,642	<b>202,197</b>	115,577
Licenses and subscriptions	179,517	<b>182,301</b>	77,854
Electricity and fuel	180,800	<b>165,104</b>	168,837
Snow clearing	160,990	<b>154,569</b>	159,717
Facility rentals	139,200	<b>139,143</b>	78,377
Tires	135,000	<b>127,899</b>	138,498
Communications – voice and data	126,210	<b>115,788</b>	96,597
Garbage collection and municipal fees	90,700	<b>97,632</b>	90,721
Building repairs and maintenance	145,136	<b>78,596</b>	72,635
Office supplies	18,098	<b>20,249</b>	20,955
Travel and professional learning	15,807	<b>17,363</b>	35,765
Principal payments on bus loans	2,572,600	—	—
	<b>22,664,160</b>	<b>18,677,150</b>	16,189,486
<b>Contracted transportation services</b>			
Regular	41,700,000	<b>43,163,929</b>	28,732,694
Alternate	6,400,000	<b>6,892,180</b>	6,143,398
	<b>48,100,000</b>	<b>50,056,109</b>	34,876,092
<b>District administration</b>			
Salaries and benefits	268,106	<b>294,616</b>	281,014
Travel, professional learning and other	19,700	<b>22,518</b>	30,905
	<b>287,806</b>	<b>317,134</b>	311,919
<b>Total pupil transportation expenditures</b>	<b>71,051,966</b>	<b>69,050,393</b>	51,377,497

## Consolidated schedule of long-term debt

As at June 30

## Pupil transportation loans, variable rate

Creditor	Monthly principal \$	Plus interest	Maturity date	2021 \$	2020 \$
Scotiabank	2,523	Prime -0.25%	2022	40,429	70,705
CIBC	3,025	Prime	2022	51,425	87,725
TD Canada Trust	13,293	Prime -1%	2022	199,402	358,924
Scotiabank	4,687	Prime -0.25%	2023	121,778	178,022
CIBC	3,201	Prime	2023	83,755	122,172
TD Canada Trust	7,873	Prime -1%	2023	212,558	307,028
Scotiabank	4,459	Prime -0.25%	2024	173,895	227,403
TD Canada Trust	6,182	Prime -1%	2024	253,696	327,948
Scotiabank	2,569	Prime -0.25%	2025	126,714	157,542
TD Canada Trust	5,538	Prime	2025	283,781	350,239
TD Canada Trust	6,806	Prime	2025	360,695	442,361
CIBC	5,521	Prime	2025	239,897	306,145
<b>Total variable rate loans</b>				<b>2,148,025</b>	<b>2,936,214</b>

## Pupil transportation loans, fixed rate

Creditor	Blended payments \$	Interest rate	Maturity date	2021 \$	2020 \$
Royal Bank	2,217	3.06%	2022	32,313	57,724
Royal Bank	3,695	2.01%	2023	97,362	139,181
Royal Bank	3,788	3.02%	2024	142,844	183,162
Royal Bank	4,604	3.08%	2025	230,141	276,975
Royal Bank	8,782	3.03%	2025	447,790	536,869
Royal Bank	23,314	2.96%	2026	1,359,617	1,594,134
Royal Bank	12,326	2.38%	2027	867,543	994,596
CIBC	18,943	2.10%	2028	1,541,786	1,734,379
Royal Bank	25,752	2.67%	2029	2,327,356	2,570,714
Royal Bank	26,066	3.66%	2030	2,489,044	2,706,427
BMO	32,498	2.56%	2031	3,512,432	3,808,362
TD Canada Trust	33,748	1.35%	2032	4,282,688	—
<b>Total fixed-rate loans</b>				<b>17,330,916</b>	<b>14,602,523</b>
<b>Total long-term debt</b>				<b>19,478,941</b>	<b>17,538,737</b>

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

**Consolidated schedule of details of long-term debt**

Year ended June 30

	<b>2021</b>			
	<b>Balance, beginning of year</b>	<b>Loans obtained during the year</b>	<b>Principal repayment for the year</b>	<b>Balance, end of year</b>
	\$	\$	\$	\$
<b>Long-term debt</b>				
Pupil transportation	<b>17,538,737</b>	<b>4,484,292</b>	<b>2,544,088</b>	<b>19,478,941</b>
				<b>\$</b>
Annual principal payments to maturity				
2022				2,737,242
2023				2,606,509
2024				2,403,864
2025				2,339,088
Thereafter				9,392,238
				<b>19,478,941</b>



### Consolidated schedule of adjusted annual surplus from operations

Year ended June 30

	2021	2020
	\$	\$
<b>Annual surplus from operations</b>	<b>34,577,254</b>	148,405,404
Add (deduct) expenditures not funded through operating grant		
Amortization of tangible capital assets	29,220,297	28,795,344
Change in employee future benefits accrual	(9,646,349)	(125,394,582)
School-based activities	8,354,845	15,144,043
Change in vacation pay accrual for Board executive	116,682	44,571
Less non-expenditure items funded through operating grant		
Principal payments on long-term debt and leases	(2,941,376)	(2,585,793)
Tangible capital asset additions funded from operations	(157,363)	(1,463,764)
Less revenue from capital sources		
Capital transfers from government	(52,856,885)	(45,362,466)
Loss (gain) on disposal of tangible capital assets	39,286	(2,409)
Less revenue from school-based activities	(8,075,334)	(14,817,573)
Add deficit from consolidated entities	226,491	—
<b>Adjusted annual surplus from operations</b>	<b>(1,142,452)</b>	2,762,775