



**PERFORMANCE-BASED
ANNUAL REPORT 2013-2014
CONSEIL SCOLAIRE FRANCOPHONE PROVINCIAL
TERRE-NEUVE-ET-LABRADOR**



MESSAGE FROM THE CHAIR

November 19, 2014

Honourable Susan Sullivan, MHA
Minister of Education and Early Childhood Development
Department of Education and Early Childhood Development
P.O. Box 8700
St John's, NL A1B 4J6

Dear Minister:

In compliance with the *Transparency and Accountability Act* requirements for Category 1 entities, please accept the 2013-14 Annual Performance Report of the *Conseil scolaire francophone provincial de Terre-Neuve-et-Labrador* (CSFP).

The CSFP has experienced and continues to experience strong and steady growth. With a school enrolment of 358 students this year, and a predicted enrolment of approximately 400 students for 2015-16, we can say that the CSFP is in good health.

The board and staff of CSFP has worked hard to ensure success on its 2013-14 objectives as well as the three year goals of improving the quality of French education, improving communications and improving organizational effectiveness.

The following report covers the CSFP's annual objectives for July 1, 2013 to June 30, 2014 and the goals included in the 2011-14 Strategic Plan. My signature below is on behalf of CSFP school board and indicates accountability for the results reported.

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

Sincerely,



Ali Chaisson, Chair



PROFILE OF THE CONSEIL SCOLAIRE FRANCOPHONE PROVINCIAL

CSFP Vision

The vision of the Conseil scolaire francophone provincial is that of a system of education, defined by the French language and francophone cultures, which supports the success of all students, the building of their identities, their personal fulfilment and their global vision.

Mission

By June 30, 2017, the Conseil scolaire francophone provincial will have enhanced the French education system to ensure students have the skills needed for success while maintaining their French cultural identity.

Mandate

The mandate of the CSFP is to provide prescribed and approved programs for primary, elementary and secondary students in the French-first-language school system. Annex A provides a complete list of the duties and powers of the CSFP as cited in the *Schools Act, 1997*.



PROFILE OF THE CSFP

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

As of September 30, 2013, the CSFP had an enrolment of 358 students, from Kindergarten to Grade 12. In addition, the CSFP anticipates an increase of approximately 3% for the 2014-15 school year. An agreement with the Conseil scolaire du Littoral in Québec is still in effect to provide French first language education for children from L'Anse-au-Clair.

The five Conseil scolaire francophone provincial schools are categorized as “small schools” by the Department of Education and Early Childhood Development. In 2013-2014, there were 25 students at École Boréale (Happy Valley-Goose Bay), 28 students at Centre éducatif l'ENVOL (Labrador City), 48 students at École Notre-Dame-du-Cap (Cape St. George), 85 students at École Sainte-Anne (Mainland), and 172 students at École des Grands-Vents (St. John's).

The CSFP had a budget of \$7,074,544 in 2013-14. Additional information can be found in the Audited Financial Statements, which are located in Annex B.

For the 2013-14 school year, the board had eight trustees (three males and five females) and two vacancies.

CSFP TRUSTEES (as of June 30, 2014)	
Name	Region
Ali Chaisson	St. John's
Brenda LeFrançois	St. John's
Crystal Benoit	Port-au-Port Peninsula
Edna Hall	Port-au-Port Peninsula
Eileen Rafuse	Port-au-Port Peninsula
Vacant	Port-au-Port Peninsula
Brian Lee	Labrador West
Yves Bastien	Labrador West
Dinah Pitre-Payne	Labrador East
Vacant	Labrador East



For the 2013-14 school year, the breakdown of CSFP staff was as follows:

CSFP STAFF			
Category	Female	Male	Total
CSFP Office	3	3	6
Teachers	34	13	47
Principals	4	1	5
Other	18	6	24
	59	23	82

LINES OF BUSINESS OF THE CSFP

The CSFP has two lines of business:

1. Programs and Services – Pre-school (i.e. *Bon Départ*) and Kindergarten to Grade Twelve

French First Language schools provide children the opportunity to do the Bon Départ program the year before they begin Kindergarten, as a means of preparing them for the Kindergarten program.

French First Language schools offer programs and courses prescribed or approved by the Department of Education and Early Childhood Development.

As well, depending on the capacity of the school, after-school activities are also provided.

2. Transportation

The CSFP is responsible for providing return transportation for students between their home and the school in accordance with Department of Education and Early Childhood Development policies and guidelines.



CSFP PARTNERS' CONTRIBUTIONS

To achieve the objectives and goals in its strategic plan, the CSFP works with the following partners:

1. Department of Education and Early Childhood Development
The Department is responsible for ensuring compliance with the *Schools Act, 1997*, which defines the roles and duties of school boards. The Department determines the learning programs and develops the administrative and educational policies that apply to the school boards. The boards are accountable to the Department for the management of programs and services, as well as for the management and administration of human and financial resources. About 86.1% of the CSFP's total budget is acquired from the Department.
2. Canadian Heritage
Canadian Heritage is the federal department responsible for negotiating the federal/provincial cost-shared agreement for Official Languages in Education (OLE) programs with the Province of Newfoundland and Labrador. This agreement ensures funding for the additional services and programs needed for minority-language education and the promotion of the French language and culture. About 12.1% of the CSFP's total budget comes from this agreement. The remainder of the CSFP's budget (1.8%) comes from rental of space in the Centre scolaire et communautaire des Grands-Vents and the Centre scolaire et communautaire Sainte-Anne.
3. Francophone organizations
At the provincial level, agreements with the *Fédération des parents francophones de Terre-Neuve-et-Labrador* remain in force for the delivery of community French-language recuperation programs, with the *Association communautaire francophone de Saint-Jean* for the operation of the *Centre scolaire et communautaire des Grands-Vents*, with the *Association régionale de la Côte Ouest* for the operation of the *Centre scolaire et communautaire Sainte-Anne*.
4. Other agencies
There was an agreement with the Newfoundland and Labrador English School Board for sharing school transportation in Happy Valley-Goose Bay and Labrador City. In addition, the agreement with the *Commission scolaire du Littoral* of Quebec continued, so that the Francophone students from the L'Anse-au-Clair area could attend Mgr-Scheffer School in Lourdes-de-Blanc-Sablon, Quebec.



HIGHLIGHTS AT THE CSFP

Increase in numbers

Enrolment at CSFP schools increased by 3% during 2013-14. The increase was primarily at the École des Grands-Vents in St John's. Overall, enrolment rose from 348 students to 358 in 2013-2014.

Technology improvements

In 2013-2014, the CSFP successfully implemented a project integrating iPads in the primary classes in all schools. Eighty-three iPads were purchased for teachers and the equivalent of the largest primary group in each school. Using applications, such as Pic Collage, Book Creator, Dessine-moi and Simple Mind, teachers created a variety of projects and activities to enable students to fulfill learning outcomes in all subject areas. Integrating the iPad has also proven to be an important tool for differentiation in teaching and evaluation, as well as for increasing student engagement and motivation. Teachers, too, indicated their increased motivation for use of this 21st century technology,

Implementation of PowerSchool

In 2013-2014, the CSFP continued the implementation of PowerSchool. All schools were in the initial stages of full implementation. This included registration of students, timetabling and attendance.



REPORT ON PERFORMANCE

Three issues were used as guidelines for CSFP activities from July 1, 2011 to June 30, 2014:

1. Improving the quality of education in French;
2. Communication; and
3. Improved organizational effectiveness.

As June 30, 2014 marked the end of the planning period covered by the 2011-14 Strategic Plan, this section will report on the goals for each issue as well as the annual objectives for 2013-14.

Issue 1: Improving the quality of education in French

The Conseil scolaire francophone provincial strives to ensure that its schools provide an excellent quality of education for all students. Because of the nature of the CSFP (geographic reality, rural schools, small schools, multi-graded classrooms), the majority of its teachers are generalists. In order to provide the highest quality learning environment, and to support teachers, it is imperative that teachers have at their disposal the supports required for instruction and evaluation. Notwithstanding this reality, the CSFP must continue to diversify its course offerings, notably at the high school level. It is also critical that the CSFP continue the implementation of information and communications technology in all its schools, so as to meet the diversified learning needs of all students in an environment that reflects the 21st century classroom. The work the CSFP does to ensure a high quality of education is supportive of Government's strategic direction of "Educational foundations are enhanced for each student throughout the primary, elementary and secondary system."

Goal One: By June 30, 2014, the Conseil scolaire francophone provincial will have improved the quality and quantity of its educational services.

Measure: Improved quality and quantity of educational services

Indicators:

- Improved access to educational services
- Improved cultural identity development services
- Improved use of modern technologies

Indicator: Improved access to educational services

During the 2011-14 planning period, the CSFP improved access to educational services for its students. During 2011-12, the CSFP consulted with Francophone districts and learning institutions throughout the country and a number of teachers from across the district attended national conferences. Through these discussions and workshops, the CSFP was



able to gather information on a number of topics including the development of students' language skills, learning via technology, and the integration of culture throughout the curriculum. This information was then shared throughout the district to help improve the quality of educational services for students. As a result, teachers were better equipped to regularly integrate technology, specifically interactive whiteboards and iPads, into their teaching. This has increased student engagement, as well as providing additional tools for focus on vocabulary development at the primary level. In 2012-13, the CSFP implemented a framework document to support the delivery of a French-language acquisition program for students whose first language is not French or who require development of his/her French-language skills. This document included suggestions for materials and websites to support language development. This framework document helped improve access to educational services for students. Primary students in three of the district's schools, who required support to develop their French-language skills, availed of the services of a *francisiation* teacher. Using the framework document as a reference, the *francisiation* teachers developed language-acquisition activities that enabled students to be better equipped to meet the learning outcomes of their academic programmes. In 2013-14, the CSFP, in collaboration with the Department of Education and Early Childhood Development, was able to ensure students could avail of prescribed programs in Music (K-6) and Art (Intermediate), and a new Applied Skills course, *Métiers spécialisés 1236*, was offered at École Ste-Anne. District office requested the translation and the adapting of the curriculum guides for these courses, as well as engaging teachers in professional learning opportunities (such as a summer music institute). Finally, the CSFP hired a full-time Speech Language Pathologist in 2013-14 to provide services to all schools within the district.

Indicator: Improved cultural identity development services

One of the mandates of the CSFP is the development of students' cultural identity as francophones. During 2011-14, the CSFP improved cultural identity development services. In 2011-12, a number of teachers from across the district attended national conferences that dealt, in part, with topics such as integrating culture throughout the curriculum, engaging students in creating school-community partnerships and engaging students in appreciating and developing their francophone identity. As well, on February 24, 2012, the CSFP conducted a professional development session with its five principals on cultural identity development. The in-service focused on the role of the principal as an agent of francophone cultural identity development and the means by which curriculum can be an instrument in the development of students' cultural identity. The messages from this session were brought back to the five schools across the district and were used to help improve cultural identity development services at the school level. The primary benefit was that teachers were shown that cultural activities were linked to, and arose from, the curriculum, as opposed to being "events". This has been key in infusing the various curricula with elements of francophone culture. In 2012-2013, for example, students in



Expérience de la musique composed and recorded a song reflecting the history of their community. Intermediate students researched artifacts and important people to their community's history, and created a mural illustrating this history.

Indicator: Improved use of modern technologies

During 2011-14, the CSFP improved the use of modern technologies across the district. In 2011-12, teachers from across the province attended national conferences that dealt with technology use. The theme of one of these conferences, which was held in April 2012, was the use of technology in the 21st century French-language classroom. Teachers attended workshops dealing with integrating various devices (tablets, smartphones) in the classroom, the use of social media as a means of meeting curriculum outcomes and creating community, the use of technology in cross-curricular projects and in language-learning, as well as using technology as a means of professional learning. Teachers consulted with, and shared their learning, with colleagues in staff meetings, through social media and via on-line presentations. During 2011-12, CSFP increased the use of modern technologies in teacher professional development through the completion of a videoconference network. Also in 2011, approximately 30 teachers received training on using interactive whiteboards in the classroom. In 2012-13, the CSFP implemented a teacher discussion and exchange forum to allow increased opportunities for teachers to communicate via Skype and Microsoft Lync. In 2013-14, the CSFP implemented technology initiatives and courses for its students, which helped improve access to educational services. Schools were supplied with iPads for use in primary classrooms as learning tools, to meet learning outcomes, while allowing for differentiation in a 21st century learning environment. Teachers also participated in professional learning prior to the implementation of iPad technology, through workshops with an Apple Educator and a consultant-principal.

Overall, through the work undertaken during the three-year goal period, the CSFP was able to improve the quality and quantity of its educational services.

Objective for 2013-14

By June 30, 2014, the CSFP will have evaluated the quality of its educational services.

Measure: Evaluated the quality of educational services

Indicators:

- Assessed the implementation of course/subject and evaluation descriptors
- Continued discussions with the Department of Education to diversify course offerings for CSFP students
- Implemented more information and communications technology initiatives and technology-based courses for CSFP students



Indicator: Assessed the implementation of course/subject and evaluation descriptors

Course descriptors are a tool to organize teaching and evaluation, and include an outline of the content (aligned with learning outcomes), the schedule/timeline for content/learning outcomes, the learning resources and the evaluation scheme. The district's implementation of course/subject and evaluation descriptors for intermediate and senior high courses in 2013-2014 ensured that all schools used the same evaluation criteria and that instruction and evaluation were organized according to the learning outcomes of each course. This was evident through the development of common evaluations. Committees of teachers from all schools, working with the subject coordinators, developed exams and end-of-year evaluations using the descriptors for français, maths, sciences humaines, sciences and English. The common evaluations served as indicators that the descriptors were effectively used to organize instruction and evaluation. Because the content and skills to be evaluated, as well as the timeframe required, were identified in the course descriptors, there were fewer differences at year's end in content covered, resources and evaluations tools used, as teachers referred to the descriptors during the year to adjust elements, such as the time allocated to teaching certain outcomes/units. The course descriptors have been a key component in teachers' annual planning.

Indicator: Continued discussions with the Department of Education to diversify course offerings for CSFP students

The CSFP has continued discussions with the Department of Education and Early Childhood Development with a view to increasing the number of courses available to High School students, notably in an on-line environment. Further discussions with the Department of Education and Early Childhood Development allow us to believe that the course list could be improved to satisfy our special needs, such as cultural topics.

In addition, collaboration with the Department of Education and Early Childhood Development has ensured that students at other grade levels are able to avail of prescribed programs in Music (K-6) and Art (Intermediate). Finally, a new Applied Skills course (Métiers spécialisés 1236) was offered at École Ste-Anne in 2013-14; 13 students in levels 1 and 3 completed the course successfully. This course will continue in the course offerings for 2014-15.

Indicator: Implemented more information and communications technology initiatives and technology-based courses for CSFP students.

In 2013-14, each school was supplied with iPads for use in the primary classrooms. Using a variety of applications, such as Book Creator, Pic Collage and iMovie, students created projects that fulfilled learning outcomes in various subject areas. As well, using applications such as Simple Mind, students developed skills in organizing information. There was a high level of student motivation and participation when using the iPad as a learning tool, leading



to increased levels of performance on their part. Teachers were able to avail of iPad technology to incorporate principles of differentiation in both instruction and evaluation in a learning environment reflective of 21st century learning. Teachers also participated in professional learning prior to the implementation of iPad technology, in sessions with an Apple Educator and a consultant-principal.

The CSFP hired a full-time Speech Language Pathologist (SLP) in January 2013. The SLP uses Lync, a web-based conferencing interface, to provide one-on-one services in all schools within the district.

Issue 2: Communication

In minority language settings, French First Language schools are essential to the survival and the growth of the francophone communities. Despite the quality education provided by the CSFP, and the rights established under Article 23 of the Canadian Charter of Rights and Freedoms, many parents choose not to avail of their right to educate their children in French. It is, therefore, imperative to actively promote French First Language schools as a viable option for Francophones and right-holders so as to maintain, and indeed to increase, the enrolments in its schools. The CSFP has availed of a variety of print sources and electronic media to meet this identified need.

The goal of widespread promotion of French First Language schools is increased enrolment and resources. Increased enrolments are essential not only to the survival of the CSFP's schools, but also to the diversity of courses and programming that the CSFP can offer to its students.

Effective communication and promotion are also intended to enhance the school-community relationships, laying a solid foundation for the diverse francophone communities the CSFP serves. These school-community relationships will be most beneficial in fulfilling the mandated pillar of French First Language education of the appreciation, and integration, of various francophone cultures. It is, therefore, in light of these intended results that the CSFP continued to emphasize communication as one of its areas of focus in 2013-2014.

Goal Two: By June 30, 2014, the Conseil scolaire francophone provincial will have improved communication with newcomers, parents and the public.

Measure: Improved communication

Indicators:

- Enhanced communication tools for right- holders



- Improved websites for the Conseil scolaire francophone provincial and French schools
- Increased publicity for French schools in the different media

Indicator: Enhanced communication tools for right- holders

Communications tools for right-holders were enhanced during the 2011-14 planning period. In 2011-12, the CSFP developed and approved communication tools targeted to right-holders with young children and immigrants. Beginning in the spring of 2012, the schools on the Port-au-Port Peninsula initiated “open-house” events for parents interested in enrolling their children. As well, the CSFP began publishing a column in the provincial French-language newspaper *Le Gaboteur*, highlighting the activities of the district and its schools. In 2012-2013, the district’s web site was redesigned and updated, as were those of the schools. These efforts help improve awareness of the CSFP’s French first-language school system both within the francophone community, but as well in the broader northeast Avalon and provincial context. In so doing, the CSFP succeeds in communicating with the right-holders and immigrants that it seeks to draw to its schools. In 2013-14, the CSFP developed a new brochure that provides information on the district as well as eligibility requirements. This brochure was distributed to all schools.

Indicator: Improved websites for the Conseil scolaire francophone provincial and French schools

During 2011-14, the CSFP improved the websites for the district as well as the five French schools across the province. In 2011-12, the CSFP signed a contract with DC Media to redevelop the websites of the CSFP and its schools. The new platform (content management system) was WordPress, which is known for its simplicity. The goal of the new websites was to improve the user-friendliness for stakeholders. As well, management of the websites would be able to be done by the schools themselves without having to involve limited IT resources from the head office. The website improvements were completed in 2012-13. During that year, the CSFP completely revised the format and content of its website as well as those of its five schools. Training was also provided to the principals and designated teachers so that the sites can be regularly updated to make them meaningful tools for communication between the schools and the CSFP, as well as with parents and the communities served.

Indicator: Increased publicity for French schools in the different media

During the 2011-14 timeframe, the CSFP increased publicity for its schools through different media. Beginning in 2011-12, the CSFP promoted its French schools in a bi-weekly CSFP column in the *Goboteur*, the Newfoundland and Labrador francophone newspaper. In addition, the CSFP supported this newspaper in its initiative to submit



Columns in the St. John's English-language newspaper, *The Telegram*, as well as on Radio-Canada. Also, the CSFP updated information available on other web sites, including, the CSFP section of the portal of the *Fédération des francophones de Terre-Neuve-et- Labrador*.

Overall, through the work undertaken during the three-year goal period, the CSFP was able to improve communication with newcomers, parents and the public.

Objective for 2013-14:

By June 30, 2014, the Conseil scolaire francophone provincial will have evaluated and modified its communication tools.

Measure: Evaluated and modified communication tools

Indicators:

- Produced and distributed an information document for right holders
- Revised and modified select communication tools

Indicator: Produced and distributed an information document for right holders

A new document providing information on the CSFP and on the eligibility requirements for right-holder parents has been prepared and distributed to schools. The document was prepared by the *Fédération nationale des conseils scolaires francophones*, and includes information that is also available on the district's web site. It is important for the CSFP to provide such information so that parents are aware of French first language schools and can avail of these schools to ensure their children's education in French.

Indicator: Revised and modified select communication tools

The CSFP strives to use communication tools that reflect 21st century technologies. The school and district websites are regularly updated, and the Board meetings continue to be live-streamed through the CSFP's website. In addition, schools use Facebook as an additional communication tool. As of 2013-14, the CSFP no longer uses videoconference for communication between district and schools. In keeping with 21st century communication technologies, the CSFP now uses Microsoft Lync to conduct meetings with its schools. As an example, coordinators regularly met with intermediate and senior high teachers via Lync throughout the spring of 2014 in order to prepare common evaluations. In addition, groups of teachers have availed of this communication tool to share resources and strategies.



Issue 3: Improved Organizational Effectiveness

In an organization such as the CSFP, it is imperative that the district runs as efficiently as possible in order to provide students with an excellent standard of teaching and learning. One of the challenges the CSFP met in 2013-2014 was in filling all positions in programmes at the district level, providing support for teachers in all subject areas.

One characteristic of effective organizations is the regular revision and evaluation of policies and procedures. For a school district, this must occur for both the administrative and the pedagogical branches, thereby ensuring that practices are aligned with modern standards. Another key in effective organizations is the alignment of all activities around strategic initiatives, from the district's strategic plan to each school's School Development Plan.

In 2013-2014, the CSFP continued its focus on improving organizational effectiveness.

Goal Three: By June 30, 2014, the Conseil scolaire francophone provincial will have improved its organizational effectiveness.

Measure: Improved organizational effectiveness

Indicators:

- Improved administrative policies and procedures
- Improved the organization of district office personnel
- Enhanced position descriptions for district office personnel
- Improved professional development for district personnel and trustees
- Developed a personnel recruitment and retention strategy

Indicator: Improved administrative policies and procedures

During the 2011-14 timeframe, the CSFP improved administrative policies and procedures. In 2012-13, the CSFP undertook a review of all policies and procedures by office staff and revisions were made to the following: security and safety of students; use of mobile devices; administration of medication; purchasing material; school inventory; respectful workplace; scents in the workplace; and complaints, among others. The updating of policies and procedures continued in 2013-14, with all up-to-date directives communicated to the schools and posted on the CSFP website. During 2013-2014, the directive and procedures for student evaluation were revised/developed. As well, the directive and procedures for evaluation of teaching personnel was piloted and evaluated. These directives and procedures reflect current standards and define the criteria for evaluation. In terms of teaching personnel, for example, the CSFP has moved from an observation model to a model in which teachers are engaged in a process defined by professional learning intended to



develop skills and knowledge in specifically-identified areas, with the ultimate goal being improved teaching to positively impact students' learning.

Indicator: Improved the organization of district office personnel

The organization of district office personnel was improved during the 2011-14 planning period. In 2012-13, an outside consultant carried out a study of central office operations. The analysis consisted of a study of the organizational practices and individual interviews with staff. Based on the consultant's recommendations, a new hierarchical and communications approach was presented and explained to the CSFP's administrative staff, including school principals. In 2013-14, the CSFP was successful in filling the position of Sciences/Maths/Technology coordinator, providing pedagogical support for teachers who, at the primary/elementary levels, are generalists and often do not have the depth of study or training in these subject areas. This support has meant a refocusing on teaching to the learning outcomes and an invaluable support to teachers vis-à-vis content and strategies. The CSFP ensured an administrative presence in the Port-au-Port area by having the Français/Sciences humaines coordinator based out of the school in that region. This has also ensured that the coordinator is in proximity to two schools, one of which has the greatest number of high school students, and is more easily accessible to teachers in terms of providing support for teaching and evaluation.

Indicator: Enhanced position descriptions for district office personnel

Each job description and responsibilities linked to a position were reviewed and clarified in 2012-13, as a follow-up of the review carried out by Raymond Chabot Grant Thornton in 2012. As a result, the expectations for employees in their positions are now well-defined and understood.

Indicator: Improved professional development for district personnel and trustees

During the 2011-14 planning period, the CSFP improved professional development for district personnel and trustees. In 2011-12, the CSFP conducted professional development with district office personnel on different aspects of their roles. As well, several staff members completed course work toward Masters degrees. Also in 2011-12, the CSFP trustees attended three professional development sessions on governance of the French education system, which were provided by the firm Raymond Chabot Grant Thornton. In 2012-13, the CSFP began the implementation of PowerSchool. In-servicing of PowerSchool for the principals and secretaries of the two pilot schools, École Notre-Dame-du-Cap and École des Grands-Vents, was completed. The remaining schools were in-serviced in 2013-14. Also in 2012-13, professional learning on the School Development Model was completed for all principals. In 2013-2014, all schools were engaged in the implementation of the School Development model. This lent focus to professional learning activities, which are now defined by school development plans. Professional learning activities related to



literacy initiatives and technology, which were carried out in schools, arose directly out of school development plans. This lent coherence to the professional learning, and motivated the teachers to implement the skills and knowledge that they had developed.

Indicator: Developed a personnel recruitment and retention strategy

During the 2011-14 timeframe, the CSFP completed some work on the development of a personnel recruitment and retention strategy for the district. During 2011-12, the CSFP identified key elements affecting personnel recruitment and retention. The administration of the CSFP faces significant challenges in relation to the hiring of staff for its schools due to the considerable shortage of qualified French-speaking teachers and support staff personnel, especially in the board's rural schools. Due to competing priorities, no further work for the development of a personnel recruitment and retention strategy was undertaken. However, the recruitment and retention of qualified teachers remains a priority for the CSFP, as these are essential factors in maintaining the quality of instruction and educational services.

Objective for 2013-2014:

By June 30, 2014, the Conseil scolaire francophone provincial will have further implemented activities to improve organizational effectiveness.

Measure: Further implemented activities to improve organizational effectiveness

Indicators:

- Continued to revise/update select directives, policies and procedures
- Improved administrative office organization
- Initiated development of a recruitment and retention strategy

Indicator: Continued to revise/update select directives, policies and procedures

The CSFP has continued to revise and update its policies, directives and procedures. In 2013-2014, the directive and procedures for evaluation of teachers and principals (revised in 2012-2013) were piloted in all schools. The directive and procedures were adopted at the end of 2013-2014 for full-scale implementation in 2014-2015.

During 2013-2014, the evaluation policy and procedures for student evaluation were revised/developed. Course descriptors for all intermediate and senior high courses were finalized. All procedures for student evaluation were developed and, in concert with principals, revised for piloting in 2014-15. Teachers will be consulted early in 2014-2015 as implementation is begun.



Indicator: Improved administrative office organization

During 2013-14, the CSFP improved administrative office organization. The CSFP has three full-time coordinators. Through the Official Languages in Education Program (OLEP), the CSFP now has a full-time coordinator for Maths/Sciences, working out of the St. John's office. This has meant that the teachers receive the specialized support in these subject areas, as opposed to mere administration (i.e. distribution of information without the specialized knowledge and skills that a qualified individual brings to the position). The position of Executive Assistant to the Director of Education has been filled. This has led to increased efficiency, for example in dealing with correspondence and in the coordination of meetings. In addition, school secretaries were in-serviced on Microsoft Excel and received additional support in the fundamentals of accounting. This in-service has meant more efficient bookkeeping/accounting practices in the schools.

Indicator: Initiated development of a recruitment and retention strategy

There was no work done in developing a recruitment and retention strategy during 2013-2014. Certainly, the lack of progress is not indicative of the need for such a strategy. As a small organization, the CSFP continually faces personnel challenges. Developing an effective recruitment and retention strategy requires the expertise of a qualified professional in human resources, for which the CSFP is not currently staffed. In light of this fact, the CSFP's small management/administrative staff means that the time and focus required to develop an effective strategy for recruitment and retention are very limited.

HIGHLIGHTS BY SCHOOL

École Boréale: Students participated in the *Dictée PGL* and the provincial *Concours d'art oratoire*. In addition, they participated in a number of activities during *La semaine de la francophonie*, including a series of Scrabble games, in which other schools from the CSFP participated through technology. Students also created a composting project (*Projet Imagine-Action*) and also had access to a variety of physical activities, including swimming.

École Notre-Dame-du-Cap: In addition to official programs, the school also offered accordion and painting lessons to students (with a local artist and in cooperation with ARCO (*Association régionale de la Côte ouest*)). In cooperation with the Department of Education, Play and Learn Week, was organized, with the involvement of parents. Lastly, with the cooperation of four teachers, after-school sports were available throughout the school year.



École Ste-Anne: Art and music were also important at École Ste-Anne. In cooperation with the Department of Education, through OLEP (Official Languages in Education Programs) and with ARCO, students participated in several activities, including accordion lessons and the creation of licence plates reflecting the family names of the Port-au-Port Peninsula. In addition, a project, *Monsieur Vert*, helped to make students aware of environmental issues.

Students from grades 7 and 8 participated in a science competition, *Parlons Sciences* in Corner Brook in May 2014.

École des Grands-Vents: Culture was important at Grands-Vents, with two bands and a choir helping students to express themselves through music. The school also provided for sports, including skating and swimming. Lastly, the school worked closely with its partners on community activities, including the *Association communautaire francophone de Saint-Jean* for the *Festival du vent*, and the School Lunch Association.

Centre éducatif l'ENVOL: Students at Centre éducatif l'ENVOL participated in a number of physical activities, including swimming and skating. As well, they availed of several culturally-related activities, including *la tire sur neige*. and improvisation workshops for the elementary students. Students also participated in the *Concours d'art oratoire* and celebrated *la francophonie* with a number of activities, including *Les rendez-vous de la francophonie* and *La journée provinciale de la francophonie*.



ANNEX A

Schools Act, 1997

Duties of boards

75. (1) A board shall
- (a) organize and administer primary, elementary and secondary education within the district;
 - (b) provide for the instruction of students either by the establishment of a program in its schools or by making an arrangement with another board or with another educational body in Canada ;
 - (c) determine policy for the effective operation of primary, elementary and secondary schools in the district;
 - (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.

1997 cS-12.2 s75

Powers of boards

76. (1) A board may
- (a) employ persons that the board considers necessary for its operations and to carry out its objects;
 - (b) enter into agreements for the purpose of carrying out its functions under this Act;
 - (c) permit a school building under its control to be used outside of school hours, where this does not interfere with the regular conduct of the school;
 - (d) assess a person or group a fee for use of a school under paragraph (c);
 - (e) require a student, believed by a teacher to be suffering from a communicable disease or a physical or mental condition which might endanger an employee of the board or other students, to be examined by a medical practitioner or other professional person appointed or approved by the board and, upon the



- recommendation of the medical practitioner or that other professional person, exclude that student from school until a certificate acceptable to the board is obtained from a medical practitioner or that other professional person permitting that student to return to school, but an exclusion or extension of an exclusion shall be reviewed by the board within 25 school days;
- (f) by notice, in writing, require an employee or other person to undergo a physical examination by a medical practitioner appointed or approved by the board or a psychological examination by 2 medical practitioners or 2 psychologists registered under the Psychologists Act and to submit a certificate acceptable to the board signed by the medical practitioners or psychologists setting out the conclusions regarding the physical or mental health of that employee or person;
 - (g) summarily dismiss an employee or other person who within 14 days from the date of receiving a notice under paragraph (f) has not made a reasonable attempt to obtain the examination;
 - (h) where a certificate submitted to a board under paragraph (f) shows that an employee or other person's physical or mental health would be injurious to an employee of the board or the students, direct the employee or other person to take sick leave or other earned leave or, where he or she has no sick leave or other earned leave or the sick leave or other earned leave is exhausted, require the employee or other person to take unpaid leave;
 - (i) suspend from work, with or without pay, an employee or other person who is charged with an offence that in the opinion of the board would make that employee or other person unsuitable to perform his or her duties;
 - (j) provide, subject to the written permission of the parent of the student concerned and in conjunction with the appropriate officials responsible for traffic control in the area, a system of school patrols in which a student may assist in the control of motor vehicle traffic on highways or elsewhere so far as the traffic may affect a student going to or from the school;
 - (k) raise money, subject to the prior written approval of the minister, upon its corporate credit and for the purpose of the board;
 - (l) sell or lease property for the purpose of the board, subject to the prior written approval of the minister;
 - (m) levy a fee for the transportation of students; and
 - (n) become a member of a provincial association of school boards and pay a required membership fee.
- (2) Notwithstanding section 75 or subsection (1) of this section, a board may close a school only after the parents of students affected have been given an opportunity to make representations to the board.

1997 cS-12.2 s76

Composition of conseil scolaire

95. (1) The conseil scolaire, not exceeding 12 trustees, shall be elected by the voting members of the conseils d'ecole established under section 102 from among the



voting members.

(2) Notwithstanding subsection (1),

(a) employees of the conseil scolaire;

(b) a person who has a contract with, or an interest in a contract with, the conseil scolaire; and

(c) unless prior written approval is given by the minister, employees of the department of the government responsible for education are not eligible for election to the conseil scolaire.

(3) The number of trustees to be elected by each conseil d'ecole shall be set and may be changed by order of the minister on the recommendation of the conseil scolaire.

(4) Notwithstanding subsection (3), the first elected conseil scolaire shall comprise 10 trustees elected as follows:

(a) 4 from the conseil d'ecole de Port au Port;

(b) 2 from the conseil d'ecole de l'ouest du Labrador ;

(c) 2 from the conseil d'ecole de l'est du Labrador ; and

(d) 2 from the conseil d'ecole de St. John's .

(5) The conseil scolaire shall be elected not later than 30 days after the election of the conseils d'ecole under section 102.

1997 cS-12.2 s95

Building funds

100. The minister shall pay out money voted by the Legislature for the construction, recommendations of the conseil scolaire.

Conseil d'ecole - voting members

102. (1) There shall be a conseil d'ecole responsible for each French first language school.

(2) The number of elected members comprising a conseil d'ecole, not exceeding 9, and each school for which the conseil d'ecole is responsible, shall be set and may be changed by order of the minister on the recommendation of the conseil scolaire.

(3) Notwithstanding subsection (2), the first elected

(a) conseil d'ecole de Port au Port shall be responsible for each French first language school located in Mainland and Cape St. George;

(b) conseil d'ecole de l'ouest du Labrador shall be responsible for each French first language school located in Labrador City or Wabush;

(c) conseil d'ecole de l'est du Labrador shall be responsible for each French first language school located in Happy Valley - Goose Bay; and

(d) conseil d'ecole de St. John's shall be responsible for each French first language school located in St. John's .

(4) A parent of

(a) a student enrolled in a French first language school;

(b) a child registered to attend a French first language school; and

(c) a child who is eligible under this Act to be registered to attend a French first



- language school and who is not registered in another school may vote in an election of members to a conseil d'ecole responsible for that school.
- (5) A candidate for election to a conseil d'ecole shall be
- (a) at least 18 years of age;
 - (b) a citizen of Canada or a lawful resident of Canada ;
 - (c) a resident of the province; and
 - (d) nominated by a person eligible to vote in an election of members to that conseil d'ecole.
- (6) The principal of or a teacher in a French first language school is not eligible to be a candidate for election under this section to the conseil d'ecole responsible for that school.
- (7) The director of the conseil scolaire is not eligible to be a candidate for election to a conseil d'ecole.
- (8) Where fewer members are elected to a conseil d'ecole than the number set by order of the minister, the minister shall on the recommendation of the conseil scolaire or the interim conseil scolaire established under section 114 appoint the number necessary to satisfy the order.
- (9) A member elected or appointed to a conseil d'ecole under this section shall be a voting member of the conseil d'ecole.
- (10) The election of members to a conseil d'ecole shall be held at the same time as board elections are held under section 53 or at the time the minister directs on the recommendation of the conseil scolaire and the term of office of a member elected to a conseil d'ecole shall be the same as that of a trustee.

1997 cS-12.2 s102



ANNEX B

Financial Statements

**CONSEIL SCOLAIRE FRANCOPHONE PROVINCIAL DE TERRE-NEUVE-ET-LABRADOR
NON-CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2014**

**BANDNER COOMBS
WINSOR COOMBS COPY
PLEASE SIGN AND RETURN**

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Non-Consolidated Statement of Operations and Change in Accumulated Surplus	4
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Management Report

Management's Responsibility for the Financial Statements

The financial statements of School District have been prepared by management in accordance with Canadian public sector accounting standards and provincial reporting legislation and the integrity and objectivity of these statements are management's responsibility. Management is also responsible for all of the notes to the financial statements and schedules, and for ensuring that this information is consistent, where appropriate, with the information contained in the financial statements.

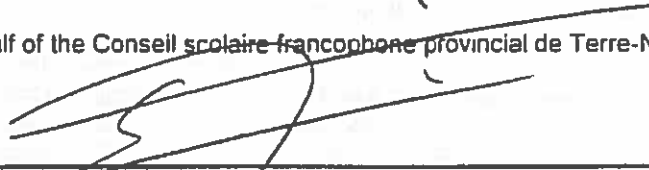
Management is also responsible for implementing and maintaining a system of internal controls to provide reasonable assurance that reliable financial information is produced.

The Board of Directors of the Conseil scolaire francophone provincial (called the "Board") is responsible for ensuring that management fulfills its responsibilities for financial reporting and internal control and exercises these responsibilities through the Board. The Board reviews internal financial statements on a periodic basis and external audited financial statements yearly.

The external auditors, Gardner Coombs Winsor Coombs, conduct an independent examination, in accordance with Canadian generally accepted auditing standards, and express their opinion on the financial statements. The external auditors have full and free access to financial management of the School District and meet when required.

The accompanying independent Auditor's Report outlines their responsibilities, the scope of their examination and their opinion on the School Board's financial statements.

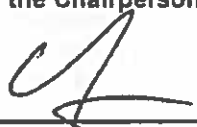
On behalf of the Conseil scolaire francophone provincial de Terre-Neuve-et-Labrador:



Signature of the Chairperson of the Board - Mr. Ali Chaisson

le 4 nov. 2014

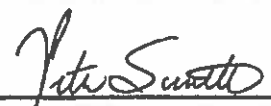
Date Signed



Signature of the Director of Education - Mr. Claude Giroux

4 nov 2014

Date Signed



Signature of the Assistant Director Education (Finance & Administration) - Mr. Peter Smith

le 3 nov. 2014

Date Signed

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

65, chemin R-dge | Saint Jean (NL) | A1B 4P5 | Telephone (709) 722-6324 | Telecopieur (709) 722-6325 | www.csfp.nl.ca | conseil@csfp.nl.ca

INDEPENDENT AUDITORS' REPORT

To the Members of Conseil scolaire francophone provincial de Terre-Neuve-et-Labrador

We have audited the accompanying non-consolidated financial statements of Conseil scolaire francophone provincial de Terre-Neuve-et-Labrador, which comprise the statement of financial position as at June 30, 2014 and the non-consolidated statements of operations, and accumulated surplus, change in net debt and cash flows for the year then ended, and a summary of significant accounting policies and other explanatory information.

Management's Responsibility for the Non-consolidated Financial Statements

Management is responsible for the preparation and fair presentation of these non-consolidated financial statements in accordance with Canadian Public Sector Accounting Standards, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these non-consolidated financial statements based on our audit. We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the non-consolidated financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the non-consolidated financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the non-consolidated financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the non-consolidated financial statements 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 entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the non-consolidated statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the non-consolidated financial statements present fairly, in all material respects, the financial position of the Conseil scolaire francophone provincial de Terre-Neuve-et-Labrador as at June 30, 2014, and the results of its operations, the change in its net debt and its cash flows for the year then ended in accordance with Canadian Public Sector Accounting Standards.

St. John's, Newfoundland and Labrador

October 24, 2014


Chartered Accountants

**CONSEIL SCOLAIRE FRANCOPHONE PROVINCIAL
DE TERRE-NEUVE-ET-LABRADOR
NON-CONSOLIDATED STATEMENT OF FINANCIAL POSITION
JUNE 30, 2014**

FINANCIAL ASSETS

	<u>2014</u>	<u>2013</u>
Bank	\$ 78,792	\$ 99,396
Short Term Investments	209,500	309,500
Accounts Receivable (Note 8)	658,617	827,001
HST Receivable	<u>32,991</u>	<u>28,808</u>
	<u>979,900</u>	<u>1,264,705</u>

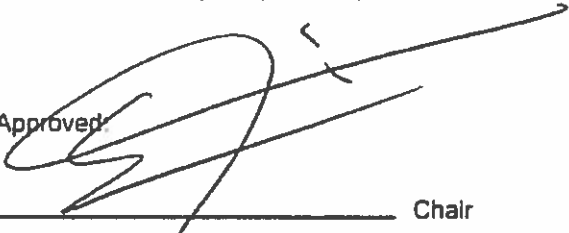
FINANCIAL LIABILITIES

Due to the Government of Newfoundland and Labrador	182,700	233,327
Accounts Payable and Accruals (Note 9)	57,719	72,739
Summer Pay Liability (Note 4)	501,489	676,248
Deferred Revenue	77,097	61,136
Repayable Deposits (Note 6)	10,280	10,139
Employee Future Benefits		
Accrued Severance Pay (Note 12)	601,408	521,220
Accrued Sick Leave (Note 7)	469,568	433,079
Other (Note 13)	<u>110,376</u>	<u>76,828</u>
	<u>2,010,637</u>	<u>2,084,716</u>
Net Debt	<u>(1,030,737)</u>	<u>(820,011)</u>

NON-FINANCIAL ASSETS

Capital Assets (Schedule 7)	8,633,674	8,927,689
Prepaid Expenses (Supp. Info 1)	<u>10,071</u>	<u>14,154</u>
	<u>8,643,745</u>	<u>8,941,843</u>
Accumulated surplus (Note 11)	<u>\$ 7,613,008</u>	<u>\$ 8,121,832</u>

Approved:



Chair



Director of Education

See accompanying notes to the financial statements

**CONSEIL SCOLAIRE FRANCOPHONE PROVINCIAL
DE TERRE-NEUVE-ET-LABRADOR
NON-CONSOLIDATED STATEMENT OF OPERATIONS AND ACCUMULATED SURPLUS
JUNE 30, 2014**

	<u>Budget 2014</u>	<u>Actual 2014</u>	<u>Actual 2013</u>
Revenue (Schedule 1)			
Provincial Government Grants	\$ 7,041,044	\$ 7,111,206	\$ 7,824,504
Grants - Official Languages in Education Projects	1,030,913	1,024,252	1,067,717
Ancillary Services	147,200	146,830	145,050
Miscellaneous	<u>1,800</u>	<u>13,514</u>	<u>10,945</u>
Total revenue	<u>8,220,957</u>	<u>8,295,802</u>	<u>9,048,216</u>
Expenditures			
Administration (Schedule 2)	546,194	547,371	523,526
Instruction (Schedule 3)	4,856,000	5,165,851	4,855,917
Operations and Maintenance (Schedule 4)	1,132,750	1,352,804	1,930,777
Pupil Transportation (Schedule 5)	505,000	548,689	509,302
Ancillary Services & Miscellaneous (Schedule 6)	233,600	252,407	249,864
Pupil Services - Official Languages in Education Projects (Schedule 8)	815,615	759,039	843,583
Community Programs - Official Languages in Education Projects (Schedule 9)	<u>181,798</u>	<u>178,465</u>	<u>181,798</u>
Total expenditure	<u>8,270,957</u>	<u>8,804,626</u>	<u>9,094,767</u>
Excess Expenditures over Revenue	(50,000)	(508,824)	(46,551)
Accumulated Surplus, Beginning of Year	<u>8,121,832</u>	<u>8,121,832</u>	<u>8,168,383</u>
Accumulated Surplus, End of Year (Note 11)	<u>\$ 8,071,832</u>	<u>\$ 7,613,008</u>	<u>\$ 8,121,832</u>

See accompanying notes to the financial statements

**CONSEIL SCOLAIRE FRANCOPHONE PROVINCIAL
DE TERRE-NEUVE-ET-LABRADOR
NON-CONSOLIDATED STATEMENT OF CHANGE IN NET DEBT
JUNE 30, 2014**

	<u>Budget 2014</u>	<u>Actual 2014</u>	<u>Actual 2013</u>
Excess of expenses over revenue	\$ (50,000)	\$ (508,824)	\$ (46,551)
Acquisition of tangible capital assets	-	(157,623)	(432,288)
Amortization of tangible capital assets	412,800	451,639	432,207
Net change in prepaid expenses	<u>-</u>	<u>4,082</u>	<u>(3,789)</u>
Change in net debt	362,800	(210,726)	(50,421)
Net debt, beginning of year	<u>(820,011)</u>	<u>(820,011)</u>	<u>(769,590)</u>
Net assets (debt), end of year	<u>\$ (457,211)</u>	<u>\$ (1,030,737)</u>	<u>\$ (820,011)</u>

See accompanying notes to the financial statements

**CONSEIL SCOLAIRE FRANCOPHONE PROVINCIAL
DE TERRE-NEUVE-ET-LABRADOR
NON-CONSOLIDATED STATEMENT OF CASH FLOWS
YEAR ENDED JUNE 30, 2014**

Cash from (used for)	<u>2014</u>	<u>2013</u>
Operating Transactions		
Excess of expenditures over revenue	\$ (508,824)	\$ (46,551)
Items not affecting cash		
Amortization	451,639	432,207
Accounts receivable	168,384	(173,861)
HST receivable	(4,183)	(719)
Prepaid expenses	4,083	(3,788)
Due to Government of Newfoundland and Labrador	(50,627)	58,711
Accounts payable and accruals	(15,020)	(31,221)
Repayable deposits	141	421
Summer pay liability	(174,759)	208,755
Accrued severance pay	80,188	69,439
Accrued sick leave	36,489	36,717
Other employee future benefits	33,548	2,409
Deferred revenue	<u>15,960</u>	<u>8,842</u>
	<u>37,019</u>	<u>561,361</u>
Capital asset transactions		
Government purchase - modular classrooms	-	(374,541)
Additions to capital assets	<u>(157,623)</u>	<u>(57,747)</u>
	<u>(157,623)</u>	<u>(432,288)</u>
Investing activities		
Short term investments	<u>100,000</u>	<u>-</u>
Increase (decrease) in cash	(20,604)	129,073
Cash (bank indebtedness), beginning of year	<u>99,396</u>	<u>(29,677)</u>
Cash (bank indebtedness), end of year	\$ <u>78,792</u>	\$ <u>99,396</u>

See accompanying notes to the financial statements

**CONSEIL SCOLAIRE FRANCOPHONE PROVINCIAL
DE TERRE-NEUVE-ET-LABRADOR
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2014**

1. Nature of Operations

The Conseil scolaire francophone provincial de Terre-Neuve-et-Labrador (CSFP or "the Board") is the sole public Francophone school board in Newfoundland and Labrador. According to Article 23 of the Canadian Charter of Rights and Freedoms, the CSFP provides French-first-language education to the children of eligible right-holders. The Board services the entire province of Newfoundland and Labrador and it possesses the same authority as the English public school board of the province, but with an extra mandate to promote the French language and culture.

2. Significant Accounting Policies

The accompanying financial statements have been prepared in accordance with Canadian generally accepted accounting principles for the public sector which are represented by standards issued by the Public Sector Accounting Board (PSAB) of the Canadian Institute of Chartered Accountants (CICA).

A summary of significant accounting policies adopted by the Board is as follows:

- a) These financial statements are prepared on a non-consolidated basis. These financial statements do not include school based financial activities which would consist of revenues, expenses and net assets controlled by school administrations.
- b) The Board's main source of funding is derived from Government of Newfoundland and Labrador, Department of Education ("the Department"). The Department provides funding for operations, transportation, capital expenditures and teacher salaries and severance pay. Funding is included in revenue on the accrual basis and when the related expenditures have been incurred with the exception of funding for the severance pay, sick leave and executive paid leave. In these three cases, funding is recorded when the severance is paid to employees (see Note 12), when sick leave is taken (Note 7) or when paid leave is taken by executives (see Note 13). Funding designated for specific purposes, for which criteria has not been met, is deferred and included in revenue when the related expenditures have been incurred.
- c) Capital asset additions are recorded at full cost and are amortized over their useful lives.
- d) Capital assets are amortized using the straight line method based on the following number of years:
- | | |
|------------------|----------|
| School Buildings | 40 years |
| Furniture | 10 years |
| Equipment | 10 years |
| Computers | 4 years |
- e) The School Board has acquired, in certain cases, land for its buildings without cost. In other cases, the Board obtained authorization to use the land without ownership, as long as the properties are used for educational purposes. Finally, in cases where the land is Board property and value determinations were not possible, fair market values were not recorded.

**CONSEIL SCOLAIRE FRANCOPHONE PROVINCIAL
DE TERRE-NEUVE-ET-LABRADOR
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2014**

- f) The Government of Newfoundland and Labrador processes the payrolls and remits the source deductions directly to the appropriate agencies for all principals, teachers, student assistants, board management and program coordinators. The amounts recorded in the financial statements represent gross salaries and employee benefits as reported by the Department for the year.
- g) All permanent employees of the Board are covered by pension plans administered by the Government of Newfoundland and Labrador. Contributions to these plans are required from both the employee and the Board. Post retirement obligations to employees are the responsibility of the Government of Newfoundland and Labrador. For pensions, employer contributions are recognized in the accounts on a current basis.
- h) Employees are entitled to severance benefits as stipulated in their conditions of employment. The right to be paid severance pay vests with employees with nine years of continual service with the CSFP or another public sector employer. Severance is payable when the employee ceases employment with the CSFP and the public sector. The severance benefit obligation has been actuarially determined using assumptions based on management's best estimates of future salary and wage changes, employee age, years of service, the probability of voluntary departure due to resignation or retirement, the discount rate and other factors. Discount rates are based on the Province's long-term borrowing rate. Actuarial gains and losses are recognized over time, per the actuarial calculation, through the non-consolidated statement of operations.
- i) Employees of the CSFP are entitled to sick pay benefits which accumulate but do not vest. In accordance with Public Sector Accounting for post-employment benefits and compensated balances, the CSFP recognizes the liability in the period in which the employee renders service. The obligation is actuarially determined using assumptions based on management's best estimates of the probability of use of accrued sick leave, future salary and wage changes, employee age, the probability of departure, retirement age, the discount rate and other factors. Discount rates are based on the Province's long-term borrowing rate. Actuarial gains and losses are recognized over time, per the actuarial calculation, through the non-consolidated statement of operations.
- j) In preparing the financial statements for the Conseil scolaire francophone provincial de Terre-Neuve-et-Labrador, management is required to make estimates and assumptions that affect the reported amount of assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the period. Actual results could differ from these estimates.

Examples of significant estimates include:

- the liability for Employee Future Benefits
- providing for amortization of tangible capital assets
- the estimated useful lives of assets

**CONSEIL SCOLAIRE FRANCOPHONE PROVINCIAL
DE TERRE-NEUVE-ET-LABRADOR
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2014**

3. Financial Instruments

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

The carrying value of the Board's financial instruments approximate fair values.

4. Summer Pay Liability

The Board records a vacation (summer) pay liability for teachers in the District. This liability relates to teacher's salaries earned during the school year but not fully paid to teachers until subsequent to June 30. Accordingly, the Board has recorded teachers' vacation pay receivable of \$501,489 in Accounts Receivable (2013 - \$676,248).

5. Insurance Subsidy

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

6. Repayable Deposits

The School Board collects performance bonds from suppliers for the provision of multi-year heating, ventilation and air conditioning maintenance contracts as well as for multi-year snow clearing contracts. These deposits earn interest at market rates. The balance as at June 30, 2014 is payable as follows:

2014	\$	2,780
2015		6,000
2016		<u>1,500</u>
 Total:	 \$	 <u>10,280</u>

**CONSEIL SCOLAIRE FRANCOPHONE PROVINCIAL
DE TERRE-NEUVE-ET-LABRADOR
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2014**

7. Employee Future Benefits - Accrued Sick Leave

	<u>2014</u>	<u>2013</u>
Accrued benefit liability, beginning of year	\$ 433,079	\$ 396,362
Benefits expense		
Current service cost	60,174	60,756
Interest expense	17,591	14,681
Amortization of loss in period	772	2,005
Benefits paid	<u>(42,048)</u>	<u>(40,725)</u>
Total accrued benefit liability, end of year	469,568	433,079
Unamortized actuarial experience loss (gain)	<u>13,649</u>	<u>7,754</u>
Total accrued benefit obligation	<u>483,217</u>	<u>440,833</u>
Accrued benefit liability according to employee groups		
Teachers	412,999	379,073
Board employees	40,094	38,549
Student assistants	<u>16,475</u>	<u>15,457</u>
Total accrued benefit liability, end of year	\$ <u>469,568</u>	\$ <u>433,079</u>

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

	<u>2014</u>	<u>2013</u>	<u>2012</u>
Discount rate - benefit cost (%)	3.70	3.91	3.40
Rate of compensation increase			
Teachers - less than 10 yrs service		7.25%	
Teachers - more than 10 yrs service		4.00%	
Student assistants		4.00%	
Board employees		4.00%	

**CONSEIL SCOLAIRE FRANCOPHONE PROVINCIAL
DE TERRE-NEUVE-ET-LABRADOR
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2014**

8. Accounts Receivable	<u>2014</u>	<u>2013</u>
Provincial government	\$ 3,136	\$ 73,405
Provincial government - Summer pay - teachers	501,489	676,248
Provincial government - Transportation	58,674	-
Federal government	11,521	32,663
Rent	54,906	7,463
Interest	536	963
Travel advances and miscellaneous	300	4,875
Provincial government construction grants	<u>28,055</u>	<u>31,384</u>
	<u>\$ 658,617</u>	<u>\$ 827,001</u>
9. Accounts Payable and Accrued Liabilities	<u>2014</u>	<u>2013</u>
Trade payables	\$ 26,025	\$ 40,122
Accrued liabilities	22,000	32,617
Accrued salaries and benefits payable	<u>9,694</u>	<u>-</u>
	<u>\$ 57,719</u>	<u>\$ 72,739</u>
10. Expenses by Object	<u>2014</u>	<u>2013</u>
Salary	\$ 5,401,509	\$ 5,290,332
Employee benefits	1,010,246	909,026
Supplies and services	1,550,607	2,065,526
Contract services and fees	237,958	266,891
Training	90,857	80,794
Rentals	61,422	49,575
Amortization	451,640	432,205
Interest	<u>387</u>	<u>418</u>
	<u>\$ 8,804,626</u>	<u>\$ 9,094,767</u>

**CONSEIL SCOLAIRE FRANCOPHONE PROVINCIAL
DE TERRE-NEUVE-ET-LABRADOR
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2014**

11. Breakdown of Accumulated Surplus	<u>2014</u>	<u>2013</u>
Year end composition		
Restricted reserve - Centre des Grands-Vents (Note 14)	\$ 61,863	\$ 63,000
Net investment in capital assets	8,633,674	8,921,867
Unfunded accrued sick leave (Note 7)	(469,568)	(433,079)
Unfunded accrued employee severance pay (Note 12)	(545,906)	(439,633)
Unfunded paid leave - executive (Note 13)	(80,785)	(53,913)
Operating accumulated surplus	<u>13,730</u>	<u>63,590</u>
Total accumulated surplus	\$ <u>7,613,008</u>	\$ <u>8,121,832</u>
12. Employee Future Benefits - Accrued Severance Pay	<u>2014</u>	<u>2013</u>
Accrued benefit liability, beginning of year	\$ 521,220	\$ 451,781
Benefits expense		
Current service cost	91,271	98,656
Interest expense	21,906	17,037
Amortization of loss in period	1,169	4,082
Benefits paid	<u>(34,158)</u>	<u>(50,336)</u>
Accrued benefit liability, end of year	601,408	521,220
Unamortized actuarial loss (gain)	<u>23,487</u>	<u>10,468</u>
Accrued benefit obligation, end of year	<u>624,895</u>	<u>531,688</u>
Accrued benefit liability according to employee groups		
Teachers	499,428	400,066
Board employees	95,743	116,783
Student assistants	<u>6,237</u>	<u>4,371</u>
Total accrued benefit liability, end of year	\$ <u>601,408</u>	\$ <u>521,220</u>

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

	<u>2014</u>	<u>2013</u>	<u>2012</u>
Discount rate - benefit cost (%)	3.70	3.91	3.40
Rate of compensation increase			
Teachers - less than 10 yrs service		7.25%	
Teachers - more than 10 yrs service		4.00%	
Student assistants		4.00%	
Board employees		4.00%	

**CONSEIL SCOLAIRE FRANCOPHONE PROVINCIAL
DE TERRE-NEUVE-ET-LABRADOR
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2014**

13. Employee Future Benefits - Other

Paid leave for executive staff and vacation pay benefits payable for Board office administration staff, school secretaries and janitorial staff are recorded in accordance with the benefit rates applicable to these groups.

Other employee future benefits is comprised of the following:

	<u>2014</u>	<u>2013</u>
Executive staff paid leave	\$ 80,785	\$ 53,913
Employee vacation pay	<u>29,591</u>	<u>22,915</u>
	<u>\$ 110,376</u>	<u>\$ 76,828</u>

14. Reserve

In accordance with leases with the tenants of the Centre scolaire et communautaire des Grand-Vents in St. John's, the CSFP maintains a reserve constituted of funds that management has designated as restricted for the future purchase of computer equipment and major renovations to this building.

15. Comparative Figures

Some of the comparative figures have been reclassified to conform to the current year's presentation.

**CONSEIL SCOLAIRE FRANCOPHONE PROVINCIAL
DE TERRE-NEUVE-ET-LABRADOR
SCHEDULE 1 - REVENUES
YEAR ENDED JUNE 30, 2014**

	<u>Budget 2014</u>	<u>Actual 2014</u>	<u>Actual 2013</u>
Revenues			
Grants - Official Languages in Education			
Regular projects	\$ 997,413	\$ 967,413	\$ 1,027,354
Official language monitor	<u>33,500</u>	<u>56,839</u>	<u>40,363</u>
	<u>1,030,913</u>	<u>1,024,252</u>	<u>1,067,717</u>
Provincial government grants			
Regular operating grants	1,542,894	1,510,776	1,622,206
Acquisition of capital assets - buildings and land	410,000	-	374,541
Major renovations to buildings	-	89,057	661,707
Special grants			
Communication tech (Powerschool)	20,000	12,792	10,918
Other	11,000	249,971	226,575
Salaries and benefits			
Director and Assistant Director	279,650	273,063	242,010
Regular teachers	3,915,000	3,986,721	3,814,237
Substitute teachers	150,000	192,238	206,510
Student assistants	110,000	139,750	99,227
Senior Education Officer	120,000	116,058	98,006
Pupil transportation			
Contracted	<u>482,500</u>	<u>540,780</u>	<u>468,567</u>
	<u>7,041,044</u>	<u>7,111,206</u>	<u>7,824,504</u>
Ancillary Services			
Revenues from rental of residences	9,700	10,350	6,351
Revenues from rental of schools and facilities - Grand-Vents	112,500	111,480	113,699
Other rental - ARCO - West Coast	<u>25,000</u>	<u>25,000</u>	<u>25,000</u>
	<u>147,200</u>	<u>146,830</u>	<u>145,050</u>
Miscellaneous			
Interest on investments	1,300	1,398	1,286
Recoveries of expenditures	-	12,116	8,453
Other - sundry	<u>500</u>	<u>-</u>	<u>1,206</u>
	<u>1,800</u>	<u>13,514</u>	<u>10,945</u>
Total revenues	<u>\$ 8,220,957</u>	<u>\$ 8,295,802</u>	<u>\$ 9,048,216</u>

**CONSEIL SCOLAIRE FRANCOPHONE PROVINCIAL
DE TERRE-NEUVE-ET-LABRADOR
SCHEDULE 2 - ADMINISTRATION EXPENDITURES
YEAR ENDED JUNE 30, 2014**

	<u>Budget 2014</u>	<u>Actual 2014</u>	<u>Actual 2013</u>
Salaries and benefits			
Director and Assistant Director	\$ 279,650	\$ 300,851	\$ 245,744
Board office personnel	77,950	79,442	98,243
Office supplies	5,000	2,676	3,968
Replacement furniture and equipment	5,000	3,441	3,389
Postage	5,000	4,035	3,796
Telephone/internet	17,000	13,328	15,568
Office equipment rentals and repairs	10,000	9,888	10,138
Bank charges	4,000	3,626	3,891
Office rental	5,000	-	-
Repairs and maintenance - office buildings	3,000	2,551	2,761
Travel	17,500	19,691	14,431
Board meeting expenses	40,000	26,790	31,034
Professional fees	28,500	48,212	28,651
Advertising - recruitment	12,500	1,967	17,543
Membership dues	18,750	11,177	18,818
Municipal service fees	1,500	-	996
Relocation expenses	-	-	7,863
Miscellaneous	544	100	246
Amortization	12,800	15,015	14,614
Training	2,500	3,831	1,832
Assurance	-	750	-
Total administrative expenditures	\$ <u>546,194</u>	\$ <u>547,371</u>	\$ <u>523,526</u>

**CONSEIL SCOLAIRE FRANCOPHONE PROVINCIAL
DE TERRE-NEUVE-ET-LABRADOR
SCHEDULE 3 - INSTRUCTIONAL EXPENDITURES
YEAR ENDED JUNE 30, 2014**

	<u>Budget 2014</u>	<u>Actual 2014</u>	<u>Actual 2013</u>
Instructional salaries (gross)			
Teachers' salaries			
Regular	\$ 3,300,000	\$ 3,368,845	\$ 3,226,326
Substitutes	150,000	185,070	186,012
Senior Education Officer	120,000	116,447	98,006
Board pay	4,500	492	-
Employee benefits - general	540,000	576,106	546,320
Employee benefits - sick leave and severance	-	142,672	86,511
School secretaries - salaries and benefits	177,000	176,352	195,379
Payroll tax	75,000	80,409	75,936
Other - salary and benefits - program coordinators	140,000	123,909	118,559
Other - salary and benefits - student assistants	<u>110,000</u>	<u>109,513</u>	<u>88,306</u>
	<u>4,616,500</u>	<u>4,879,815</u>	<u>4,621,355</u>
Instructional materials			
General supplies	21,500	21,913	17,989
Teaching aids	<u>27,750</u>	<u>39,868</u>	<u>38,387</u>
	<u>49,250</u>	<u>61,781</u>	<u>56,376</u>
Instructional furniture and equipment			
Replacement	26,500	18,720	27,473
Rentals and repairs	<u>7,750</u>	<u>6,932</u>	<u>7,720</u>
	<u>34,250</u>	<u>25,652</u>	<u>35,193</u>
Instructional staff travel			
Program co-coordinators	5,000	-	-
Teachers' travel	16,500	20,257	20,707
In-service and conferences	<u>2,500</u>	<u>-</u>	<u>1,437</u>
	<u>24,000</u>	<u>20,257</u>	<u>22,144</u>
Other instructional costs			
French monitor program	37,500	62,054	44,037
Inclusion - support services	10,000	35,039	6,412
Secretaries - training	7,000	4,078	1,920
Secretaries - travel	2,500	1,386	1,045
Secretaries - equipment	4,000	3,065	-
Kinderstart	1,000	593	1,500
PowerSchool	20,000	12,829	8,489
Art workshop	<u>-</u>	<u>1,978</u>	<u>641</u>
	<u>82,000</u>	<u>121,022</u>	<u>64,044</u>
Amortization	<u>50,000</u>	<u>57,324</u>	<u>56,805</u>
Total instruction expenditures	<u>\$ 4,856,000</u>	<u>\$ 5,165,851</u>	<u>\$ 4,855,917</u>

**CONSEIL SCOLAIRE FRANCOPHONE PROVINCIAL
DE TERRE-NEUVE-ET-LABRADOR
SCHEDULE 4 - OPERATIONS AND MAINTENANCE EXPENDITURES (SCHOOLS)
YEAR ENDED JUNE 30, 2014**

	<u>Budget 2014</u>	<u>Actual 2014</u>	<u>Actual 2013</u>
Salaries - janitorial	\$ 245,000	\$ 261,854	\$ 302,388
Salaries - maintenance	79,250	91,769	95,244
Electricity	150,000	163,353	163,968
Municipal service fees/garbage removal	17,000	20,997	20,087
Telephone	26,000	23,101	25,131
Vehicle operating and travel	24,000	23,230	19,133
Janitorial supplies	19,000	17,740	15,743
Janitorial equipment	2,500	647	2,898
Minor repairs and maintenance - buildings	55,000	156,164	167,356
Major repairs and maintenance - buildings	-	89,057	661,707
Repairs and maintenance - equipment	81,500	36,811	11,007
Contracted services - janitorial	1,500	-	-
Snow clearing	80,000	93,631	88,772
Other - training	4,500	-	-
Other - security systems	2,500	1,853	1,987
Amortization	<u>345,000</u>	<u>372,597</u>	<u>355,356</u>
Total operations and maintenance	\$ <u>1,132,750</u>	\$ <u>1,352,804</u>	\$ <u>1,930,777</u>

**CONSEIL SCOLAIRE FRANCOPHONE PROVINCIAL
DE TERRE-NEUVE-ET-LABRADOR
SCHEDULE 5 - PUPIL TRANSPORTATION EXPENDITURES
YEAR ENDED JUNE 30, 2014**

	<u>Budget 2014</u>	<u>Actual 2014</u>	<u>Actual 2013</u>
Contracted services			
Regular Transportation	\$ 500,000	\$ 541,233	\$ 503,313
Extracurricular Busing	<u>5,000</u>	<u>7,456</u>	<u>5,989</u>
Pupil transportation expenditures	<u>\$ 505,000</u>	<u>\$ 548,689</u>	<u>\$ 509,302</u>

**CONSEIL SCOLAIRE FRANCOPHONE PROVINCIAL
DE TERRE-NEUVE-ET-LABRADOR
SCHEDULE 6 - ANCILLARY SERVICES AND MISCELLANEOUS EXPENDITURES
YEAR ENDED JUNE 30, 2014**

	<u>Budget 2014</u>	<u>Actual 2014</u>	<u>Actual 2013</u>
Ancillary Service Expenditures			
Operation of teachers' residences	\$ 48,600	\$ 49,710	\$ 41,324
Other - Community Centre operations	180,000	195,993	194,353
Amortization	<u>5,000</u>	<u>6,704</u>	<u>5,430</u>
Total ancillary services	<u>233,600</u>	<u>252,407</u>	<u>241,107</u>
Miscellaneous Expenditures			
Wordpress	-	-	5,000
Special project - Claquer des mots	<u>-</u>	<u>-</u>	<u>3,757</u>
Total miscellaneous expenses	<u>-</u>	<u>-</u>	<u>8,757</u>
Total ancillary services and misc. expenses	<u>\$ 233,600</u>	<u>\$ 252,407</u>	<u>\$ 249,864</u>

**CONSEIL SCOLAIRE FRANCOPHONE PROVINCIAL
DE TERRE-NEUVE-ET-LABRADOR
SCHEDULE 7 - DETAILS OF CAPITAL ASSETS
YEAR ENDED JUNE 30, 2014**

	Cost 2013	Additions 2014	Cost 2014	Accumulated Amortization 2014	Net Book Value 2014	Net Book Value 2013
Land and Sites						
Land and Sites	\$ 125,000	\$ -	\$ 125,000	\$ -	\$ 125,000	\$ 125,000
Buildings						
Schools	13,819,876	-	13,819,876	5,632,735	8,187,141	8,517,999
Administration	-	-	-	-	-	-
	<u>13,819,876</u>	<u>-</u>	<u>13,819,876</u>	<u>5,632,735</u>	<u>8,187,141</u>	<u>8,517,999</u>
Furniture and Equipment						
Schools	672,770	17,268	690,038	526,741	163,297	203,352
Administration	118,956	-	118,956	113,145	5,811	11,170
Other - Centre des Grands-Vents	54,304	12,732	67,036	42,100	24,936	18,908
	<u>846,030</u>	<u>30,000</u>	<u>876,030</u>	<u>681,986</u>	<u>194,044</u>	<u>233,430</u>
Computers						
Schools	413,289	114,898	528,187	419,533	108,654	35,495
Administration	241,281	12,725	254,006	235,171	18,835	15,765
	<u>654,570</u>	<u>127,623</u>	<u>782,193</u>	<u>654,704</u>	<u>127,489</u>	<u>51,260</u>
Total Capital Assets	<u>\$15,445,476</u>	<u>\$ 157,623</u>	<u>\$15,603,099</u>	<u>\$ 6,969,425</u>	<u>\$ 8,633,674</u>	<u>\$ 8,927,689</u>

**CONSEIL SCOLAIRE FRANCOPHONE PROVINCIAL
DE TERRE-NEUVE-ET-LABRADOR
SCHEDULE 8 - PUPIL SERVICES - OFFICIAL LANGUAGES IN EDUCATION PROJECTS
YEAR ENDED JUNE 30, 2014**

	<u>Budget 2014</u>	<u>Actual 2014</u>	<u>Actual 2013</u>
Language recovery	\$ 240,000	\$ 247,819	\$ 237,979
School programs coordination	120,000	106,528	77,629
Student support services	110,000	105,416	117,244
Art and cultural programming	56,115	46,766	99,548
Principal and teacher training	57,000	60,300	60,493
Promotion and communications services	46,000	50,356	50,768
Federal project administration	45,000	50,244	49,071
Technology support services	47,500	47,500	47,240
Teacher recruitment and retention	29,000	24,260	37,372
French professional services	30,000	14,225	31,072
Educational resource centre	5,000	5,625	9,847
School board governance	-	-	25,320
Classroom technology	<u>30,000</u>	<u>-</u>	<u>-</u>
Total pupil services - Official Languages in Education Projects	\$ <u>815,615</u>	\$ <u>759,039</u>	\$ <u>843,583</u>

**CONSEIL SCOLAIRE FRANCOPHONE PROVINCIAL
DE TERRE-NEUVE-ET-LABRADOR
SCHEDULE 9 - COMMUNITY PROGRAMS - OFFICIAL LANGUAGES IN
EDUCATION PROJECTS
YEAR ENDED JUNE 30, 2014**

	<u>Budget 2014</u>	<u>Actual 2014</u>	<u>Actual 2013</u>
Preschool program	\$ 75,356	\$ 71,386	\$ 72,719
After school programs	63,660	62,463	63,629
Family literacy - Port-au-Port peninsula	30,688	30,339	30,906
Saturday activity camp	<u>12,094</u>	<u>14,277</u>	<u>14,544</u>
Total community programs - Official Languages in Education Projects	\$ <u>181,798</u>	\$ <u>178,465</u>	\$ <u>181,798</u>

CONSEIL SCOLAIRE FRANCOPHONE PROVINCIAL
DE TERRE-NEUVE-ET-LABRADOR
SUPPLEMENTARY INFORMATION
YEAR ENDED JUNE 30, 2014

	<u>2014</u>	<u>2013</u>
1. Prepaid Expenses		
Worker's compensation commission	\$ 5,571	\$ 8,260
Prepaid meeting expenses	350	1,844
Rental - damage deposit	<u>4,150</u>	<u>4,050</u>
Total prepaid expenses	<u>\$ 10,071</u>	<u>\$ 14,154</u>