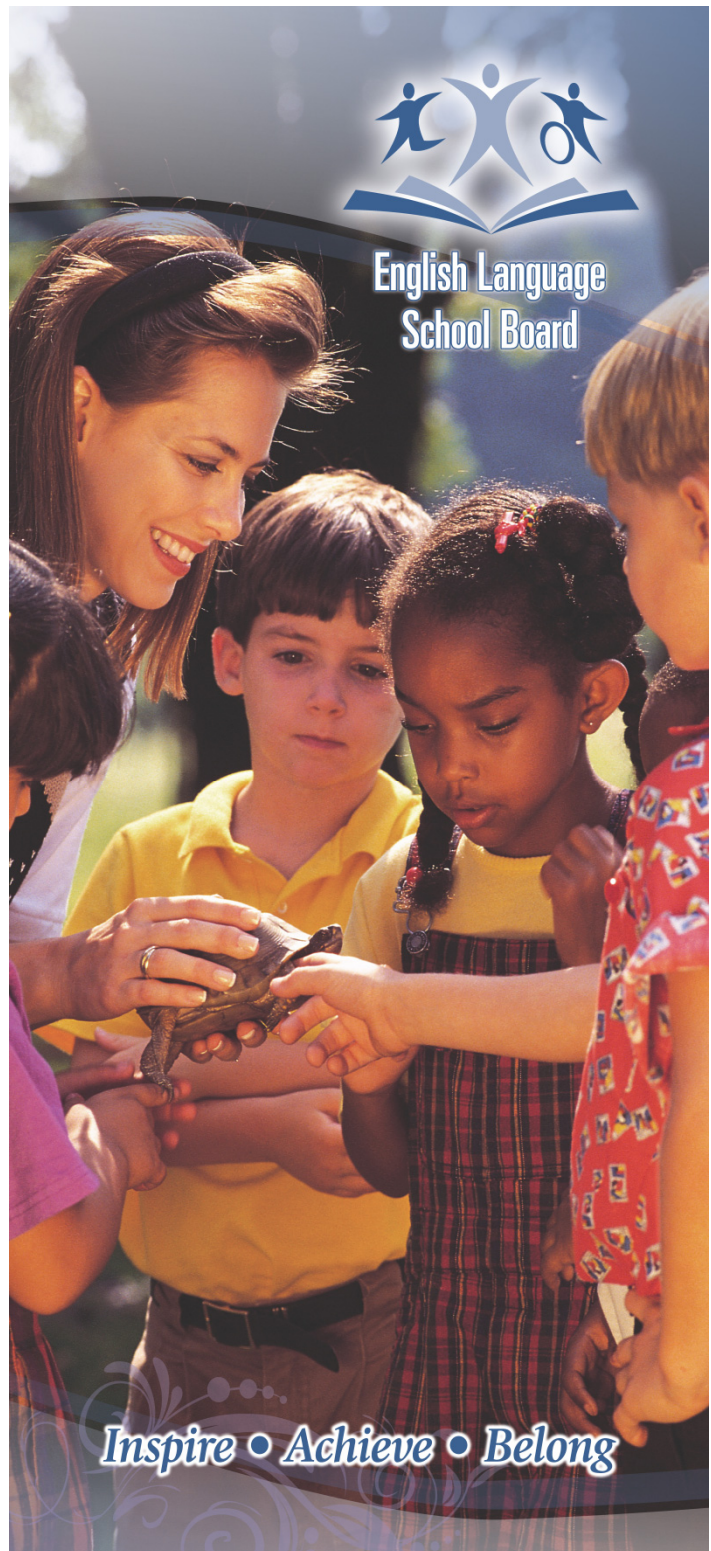


Annual Report

2013 - 2014



Annual School Board Meeting
January 20, 2015
Summerside, Prince Edward Island

Contents

	<u>Page</u>
Chair's Message	4
District Overview	5 – 8
Shared Commitments	9 - 10
Strategic Plan for Student Achievement - Update	11 - 18
Challenges, Opportunities and Highlights	19 - 21
Summary	21
Appendix A: School Board Mandate/Legislation: <i>School Act</i>	22
Appendix B: School Enrolments	23 - 25
Appendix C: Report on Policies and Regulations	26 - 27
Appendix D: Audited Financial Statements	28 - 46

Chair's Message

January 20, 2015

Hon. Alan Mclsaac, Minister
Education and Early Childhood Development
250 Water Street, Suite 101
Summerside, PE C1N 1B6

Dear Minister Mclsaac:

On behalf of the Trustees of the English Language School Board, I am pleased to submit our annual report for 2013-2014, our second annual report. This report represents work completed by the School Board as part of our Strategic Plan for Student Achievement for the school year ending June 30, 2014 and audited financial statements for the fiscal period ending March 31, 2014.

Our Board has seen improvements in student academic achievement over the long term in Prince Edward Island's 57 English schools. Our provincial assessment results indicate areas of student success and also areas that require more attention and support for our students in order to ensure that they are well prepared for future lifelong learning.

We will continue to build on the successes we have experienced and will implement the identified strategies for year 2 of our plan to support student achievement.

Yours sincerely,



Fred C. Osborne
Board Chair

c Alex (Sandy) MacDonald, Deputy Minister, Education and Early Childhood Development



District Overview

District Overview

Mandate

The English Language School Board is responsible for the implementation of secondary education services as prescribed by the Department of Education, primarily through the *School Act*. The district offers programs from kindergarten to grade 12 within the English language schools in Prince Edward Island.

As of September 2013, the school district was operating 57 schools in 28 communities and providing educational programming and services to 19,317 students. The district has diverse school populations, with schools ranging in size from 74 students to 975 students. School configurations in the district vary as follows:

School Type	Number
Kindergarten – Grade 3	2
Kindergarten – Grade 6	21
Kindergarten – Grade 7	1
Kindergarten – Grade 8	6
Kindergarten - Grade 9	7
Grades 4 – 6	2
Grades 7 – 9	8
Grades 7 – 12	1
Grades 8 – 12	1
Grades 9 – 12	2
Grades 10 – 12	6
Total	57

There were approximately 1,070 *English as an Additional Language/French as an Additional Language* (EAL/FAL) students attending school in the English Language School Board, with the top five home countries being China, Philippines, Nepal, Iran and India. Approximately 970 of these EAL/FAL students attended schools in the Charlottetown area.

Appendix A provides a further description of the mandate of the English Language School Board, as legislated in the *School Act*.

Vision and Ends Statements

On June 20, 2014, the English Language School Board adopted the following Vision and Ends Statements:

Vision:

The English Language School Board is a learning community that challenges and motivates each student to reach his or her potential.

Ends Statements:

The English Language School Board will:

- Provide fair access and educational opportunities for all students;
- Provide a respectful, inclusive, safe, and caring environment;
- Reflect on practices; and
- Integrate evidence-based practices.

Students of the English Language School Board will:

- Have the knowledge, skills and self-awareness in order to explore career options that are realistic and rewarding;
- Be prepared academically for post-graduation goals;
- Be lifelong learners;
- Possess confidence in their own abilities; and
- Be prepared as community-minded citizens.

Location

- The English Language School Board has two main administration offices at 234 Shakespeare Drive, Stratford, PE, C1B 2V8 and at 288 MacEwen Road, Summerside, PE, C1N 0J1.
- The district operates 57 schools throughout the province; the East Prince Career and Technical Education Centre (C-TEC) in Summerside; three maintenance depots in Cardigan, Charlottetown, and Summerside; and a transportation and maintenance depot in Elmsdale.

Lines of Business

The English Language School Board has two lines of business:

1. Curriculum Delivery and Program Services (Pre-Kindergarten to Grade12)

Before entering kindergarten, students are provided the opportunity to participate in orientation to the school environment. Trained and qualified Hearing Education Auditory Resources (HEAR) teachers provide specific itinerant services to students who are deaf or hard of hearing. The school district works in partnership with the Atlantic Provinces Special Education Authority (APSEA) to provide specialized teacher supports to students who are blind or visually impaired.

The district provides the Department of Education and Early Childhood Development (DEECD) prescribed core curriculum and other approved programs, based on Department criteria and district and individual school resource capacity.

Career guidance and personal counseling services are available in all schools.

Various extra-curricular and co-curricular activities are available in schools.

2. Transportation

The English Language School Board is responsible for transporting students to and from schools in compliance with the *School Act* and Department of Education and Early Childhood Development policies.

Board of Trustees

The following twelve (12) trustees, appointed by the Minister of Education and Early Childhood Development, served as the governing board for the English Language School Board during the 2013-2014 school year:

Fred Osborne (Chair)
 Jeffrey Chapman
 Jason Doiron
 Gary Doucette
 Linda Lowther (Resigned Dec. 10, 2013)
 Cindy McCardle (Secretary)
 David Mitchell
 Margaret Morrison
 Kent Nicholson
 Colleen Parker
 Lori St. Onge (Vice-Chair)
 June Jenkins-Sanderson

District Departments

The English Language School Board is managed by the Superintendent of Education and has five operational departments:

1. Corporate Services (including financial management and services, property and maintenance services, payroll services, student transportation services, data/information systems and school safety)
2. Human Resources
3. Curriculum Delivery
4. Student Services
5. School Effectiveness

Schools

During 2013-2014 the English Language School Board operated 57 schools throughout the province. Construction for the expansion of Souris Regional School continued throughout the year with the opening of the school planned for September 2015. A complete listing of schools and their populations is provided in *Appendix B*.

Students

In this school year, 19,317 students attended the district's schools. School student populations ranged from 74 (kindergarten – grade 8) students in Georgetown Elementary School to 975 students (grades 10 - 12) at Charlottetown Rural Senior High School.

Number of Male Students 2013-2014	Number of Female Students 2013-2014	Total Number of Students 2013-2014
9,850	9,467	19,317

Staff

As of June 30, 2014, the English Language School Board had approximately 2,714 full-time, part-time, and casual employees.



Shared Commitments

Shared Commitments

The English Language School Board aligns its operations with the directions set by the provincial government, as communicated by the Minister of Education and Early Childhood Development. Key partnerships help the Board to support strategic directions, which include:

- Literacy.
- Numeracy.
- English as an Additional Language.

Department of Education

The English Language School Board's most significant partnership is with the Department of Education and Early Childhood Development which provides the Board with funds for infrastructure, personnel, and learning resources to enable the Board to fulfill its mandate. The Board's work supports the strategic direction of government. Employees of the English Language School Board work collaboratively with departmental staff for various purposes, including:

- Delivery of training and professional development for staff.
- Development of curriculum resources.
- Implementation of curriculum.
- Construction and renovation of schools.

School Councils

School councils are a critical link between schools and parents and play a key role in reaching out to the broader community. School councils may be established in accordance with *Section 66* the *School Act*. The councils serve in an advisory role to principals regarding various matters and to build awareness among parents. School councils have a role in the development of the school development plan for student achievement.

Most of the schools operate home and school associations which fulfill the role of school councils, as per Section 66 (5) of the *School Act*.



Strategic Plan for Student Achievement

Strategic Plan for Student Achievement – Update

The English Language School Board Strategic Plan for Student Achievement for 2013-2017 was adopted by the School Board on June 20, 2014.

Following is the update on actions taken by June 30, 2014 to implement the Year 1 strategies.

ISSUE 1:

The Percentage of Students Graduating with ENG621A and One of MAT801A, MAT621A, MAT621B

GOAL 1

By June 30, 2017, the English Language School Board will have increased the percentage of students graduating with ENG621A and one of MAT801A, MAT621A, MAT621B.

An analysis of course completion of the 2013 graduating students indicated that 51% of the students completed academic English (ENG621A) and one of two academic mathematics courses (MAT621A or MAT621B).

For entrance to their programs, most universities require students to hold a senior high school graduation certificate with at least a 70% average in a group of courses which include academic English and academic mathematics, both at the grade 12 level (MAT621A or 621B). As well, college entrance requirements vary according to different programs of study. A high percentage of PEI high school graduates pursue programs at Holland College which has recommended that students successfully complete MAT801A in addition to other mathematics courses in order for students to experience success in a range of programs. Therefore, the English Language School Board has set a goal to increase the percentage of students who graduate with ENG621A and one of MAT801A, MAT621A, MAT621B.

The table below indicates the percentage of graduates who:

- 1) Enrolled in academic English ENG621A and one of three mathematics courses: MAT621A, MAT621B, MAT801A.
- 2) Attained a pass mark of 50% or higher in those courses.
- 3) Attained a mark of 70% or higher in those courses.

Graduates with Completion of ENG 621A and at Least One of MAT621A, MAT621B, MAT801A			
Year	Percent Enrolled in Above Courses	Percent who Attained 50% or Higher	Percent who Attained 70% or Higher
2013	65.4%	63.5%	37.4%
2014	65.7%	63.9%	38.9%

* 2013 Total Number of Graduates: 1,618

* 2014 Total Number of Graduates: 1,631

A more detailed report will be developed for future reporting periods in order to provide greater insight into the percentage of graduates who will be prepared to pursue mathematics, science and engineering programs for which MAT621B is a pre-requisite, those who will be prepared to study in the field of arts where MAT621A is required, and those who will be prepared to enroll in college-level programs where the completion of MAT801A will be an asset. This report will also indicate an overview of types of programs that can be accessed by the graduates and thus provide meaningful data that will enable schools to monitor the preparation of students for opportunities to access post-secondary programs, various career paths, and work opportunities.

Report on Year 1 Strategies and Actions for Goal 1 to be Implemented by June 30, 2014

1. Implement phase 1 training for senior high school department heads
 - a. Role was redefined by the Curriculum Delivery Department
 - i. Job description was revised
 - ii. Twenty-three department heads were interviewed and hired
 - b. Professional learning sessions were planned for the 2014-2014 school year
 - i. 5 days/20 teachers per day
 - ii. Coach/Consultant planning meetings and follow-up meetings at school level
2. Develop grade 10 registration plan
 - a. Registration plan developed in conjunction with Student Graduation and Transition Planner
 - i. *MyBlueprint* (draft) in development – an information system used by students to assist them in planning their high school program and which links their planned course of study to post-secondary options and job opportunities.
3. Develop a plan for mathematics and literacy remediation at the high school level
 - a. Identify literacy course pilot schools
 - i. Literacy course pilot, February 2015
 - b. Explore school-specific flexible learning opportunities
 - i. Credit recovery, full-year math, resource support
 - ii. Exploring math remediation course option with department
 - iii. Data review of enrolment numbers versus success
 - c. Department head/coaching
 - d. Alignment with Student Services
4. Develop a Professional Learning Plan for teachers and administrators
 - a. Curriculum Delivery coordinated with School Effectiveness to establish expectations:
 - i. High schools – department heads:
 - Administrators conducting instructional walks and talks
 - Department Head training – 23 DH x 3 days, ½ day with 10 high school principals
 - ii. Progress Monitoring schools – coaching for math and language arts teachers and instructional Professional Development (PD) for content and specialist teachers, *First Steps in Mathematics* training for resource teachers
 - School Effectiveness goals – supporting the writing of goals in Progress Monitoring schools with PD held on School Effectiveness days
 - iii. Coaches – ongoing training
 - Coaches' Professional Learning – 8 days, 20 coaches

Year 2 Strategies for Goal 1 to be Implemented by June 30, 2015

1. Implement phase 2 training for senior high school department heads
2. Implement the grade 10 registration plan
3. Pilot mathematics and literacy remediation plan for high school students in three schools
4. Implement Year 1 of the Professional Learning Plan for teachers and administrators
5. Develop a plan to respond to Progress Monitoring learner profiles in two high schools
6. Develop a communication plan focusing on student achievement and graduation opportunities at the intermediate and high school levels (student, parent, staff)

ISSUE 2:

The Percentage of Students in Kindergarten to Grade 9 who Meet or Exceed the Expectations in Writing

GOAL 2

By June 30, 2017, the English Language School Board will have increased the percentage of students in kindergarten to grade 9 who meet or exceed the expectations in writing.

English Language School Board Results - Provincial Literacy Assessments*

Primary Literacy Assessment – English Language Program Results for Reading Comprehension and Writing

	Number of Students			Reading Comprehension % Met Expectations			Personal Expressive Writing % Met Expectations			Transactional Writing % Met Expectations		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
ELSB	1068	1156	1000	88	88	80	79	62	63	68	71	NA

Primary Literacy Assessment – French Immersion Program Results for Reading Comprehension and Writing

	Number of Students			Reading Comprehension % Met Expectations			Writing % Met Expectations		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
ELSB	291	301	268	65	77	67	64	58	46

Elementary Literacy Assessment – English Language Program Results for Reading Comprehension and Writing

	Number of Students			Reading Comprehension % Met Expectations			Personal Expressive Writing % Met Expectations			Transactional Writing % Met Expectations		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
ELSB	1265	1199	1301	78	76	70	79	75	70	77	76	NA

**Elementary Literacy Assessment – French Immersion Program
Results for Reading Comprehension and Writing**

	Number of Students	Reading Comprehension % Met Expectations	Personal Expressive Writing % Met Expectations
	2014	2014	2014
ELSB	263	76	47

**Intermediate Literacy Assessment
Results for Reading Comprehension and Writing**

	Number of Students		Reading Comprehension % Met Expectations		Personal Expressive Writing % Met Expectations		Transactional Writing % Met Expectations	
	2013	2014	2013	2014	2013	2014	2013	2014
ELSB	1314	1308	72	77	NA	59	69	NA

*Students in English and French Immersion Programs write Primary and Elementary Literacy Assessments based on each unique curriculum; therefore, results from these programs cannot be compared.

*The French Immersion Elementary Literacy Assessment is written at the end of Grade 5.

Report on Year 1 Strategies and Actions for Goal 2 to be Implemented by June 30, 2014

1. Develop the System of Student Achievement that includes a focus on literacy achievement
 - a. Creation of an English Language K-6 Continuum
 - i. Approximately 45 teachers, Board and Department specialists and coaches developed the continuum throughout the 2013-2014 school year.
 - b. Creation of a French Immersion Language K-6 Continuum
 - i. French Immersion coaches with Board/Department specialists from grades kindergarten to grade 6 developed the continuum throughout the 2013-2014 school year.
2. Develop language arts assessments for kindergarten to grade 9
 - a. Develop assessment process and products for English language arts kindergarten to grade 6
 - i. 13 teachers, 5 coaches, and 2 Board/Department specialists from grades K-6 developed Look For's, checklists, and assessment activities
 - ii. The assessment binders were presented to Progress Monitoring schools in June 2014.
 - b. Develop assessment process and products for French Immersion language arts kindergarten to grade 6
 - i. 10 French Immersion teachers, 3 coaches, and 2 Board/Department specialists from grades K-6 developed Look For's, checklists, assessment activities and reading assessment kit
 - ii. The French Immersion assessment binders were presented to Progress Monitoring schools in June 2014
3. Develop a language arts instruction training program for teachers in Progress Monitoring schools
 - a. In-service was provided to support English language arts teachers with assessment processes
 - i. In-service was provided for 150 Progress Monitoring teachers on September 2013 and January 2014
 - ii. Three days of early literacy in-service was provided to all (11 Progress Monitoring) English kindergarten teachers

- iii. PAST (Phonological Awareness Skills Test) in-service was provided to all English and grade 1 teachers (10 Progress Monitoring)
 - iv. Moderated Marking was provided to all English (8 Progress Monitoring) grade 3 teachers
 - v. Consultants and coaches provided additional support to teachers/schools during the school day throughout the year
- b. In-service was provided to support French Immersion language arts teachers with assessment processes
 - i. In-service was provided for French Immersion Progress Monitoring teachers in September 2013 and January 2014
 - ii. PAST (Phonological Awareness Skills Test) in-service was provided to all teachers of French Immersion kindergarten and grade 1 in the eastern section of the school district
 - iii. Moderated Marking was provided to all French Immersion (5 Progress Monitoring) grade 2 teachers
 - iv. French Immersion Consultant and coaches provided additional support to teachers/schools during the school day throughout the year
- 4. Develop a model for embedded instructional coaching for kindergarten to grade 9, to support literacy achievement
 - a. Model that aligns with implementation schedule for Progress Monitoring was developed
 - i. Six embedded coaches were hired for the 2014-2015 school year
- 5. Develop a literacy instruction training program for instructional coaches to be implemented over a three year period
 - a. Identify and contract facilitators with whom we will work
 - i. One day in-service with Lynn Sharatt
 - ii. Three days of in-service with Matt Glover on writing
 - iii. Members of the Senior Management Team met with Sandra Herbst regarding professional learning for 2014-2015 and 2015-2016
- 6. Develop a resource plan to support the three year implementation of the language arts component of the Student Achievement System
 - a. January 31 resource teachers identified resource needs
 - i. Programs were identified
 - ii. Inventory was taken in Progress Monitoring schools
 - b. Budget was redirected and dedicated to support this action

Year 2 Strategies for Goal 2 to be Implemented by June 30, 2015

- 1. Implement the literacy component of the System of Student Achievement in Year 1 Progress Monitoring schools
- 2. Pilot the language arts assessments, including writing, for kindergarten to grade 9 in Year 1 Progress Monitoring schools
- 3. Implement the language arts training program for teachers of Progress Monitoring schools
- 4. Implement phase 1 of the embedded instructional coaching for kindergarten to grade 9, to support literacy achievement
- 5. Implement year 1 of the literacy instruction training program for instructional coaches
- 6. Implement Year 1 of the resource plan to support the implementation of the language arts component of the Student Achievement System

ISSUE 3:**The Percentage of Students in Kindergarten to Grade 9 who Meet or Exceed the Expectations in Mathematics****GOAL 3**

By June 30, 2017, the English Language School Board will have increased the percentage of students in kindergarten to grade 9 who meet or exceed the expectations in mathematics.

English Language School Board Results - Provincial Mathematics Assessments*

Primary Math Assessment Results									
	Number of Students			Average Score			% Met Expectations		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
ELSB	1382	1465		77	75		71	64	

*Because the Primary Math Assessment was written in October, the results are not yet available.

Elementary Math Assessment Results						
	Number of Students		Average Score		% Met Expectations	
	2013	2014	2013	2014	2013	2014
ELSB	1209	1270	62	69	57	70

Intermediate Math Assessment Results								
	Number of Students			Average Score			% Met Expectations	
	2012	2013	2014	2012	2013	2014	2013	2014
ELSB	1424	1287	1209	66	71	70	64	65

Report on Year 1 Strategies and Actions for Goal 3 to be Implemented by June 30, 2014

1. Develop the System of Student Achievement that includes a focus on numeracy achievement
 - a. Creation of the Math K-9 Continuum (English and French Immersion)
 - i. Approximately 45 teachers, Board and Department specialists developed the continuum of math foundational learnings in April 2013
 - ii. Continuum was further vetted for horizontal and vertical alignment with Board and Department specialists in May 2013
2. Develop mathematics assessments for kindergarten to grade 9
 - a. Creation of K-9 formative mathematics quizzes
 - i. Eight teachers from grades K-9 developed assessment questions during a 2-day in-service in December 2013
 - ii. Assessments developed and reviewed with Board and Department specialists in December 2013
 - iii. Formative quizzes presented to Progress Monitoring schools in January 2014

3. Develop a mathematics instruction training program for teacher in Progress Monitoring schools
 - a. Assessments, tools, continuum – products were developed
 - i. In-service was provided for 150 Progress Monitoring teachers in September 2013 and January 2014
 - ii. Consultants provided additional support to teachers/schools throughout the year
4. Develop a model for embedded instructional coaching for kindergarten to grade 9, to support numeracy achievement
 - a. Model that aligns with implementation schedule for Progress Monitoring was developed
 - i. Six embedded coaches were hired for the 2014-2015 school year
5. Develop a numeracy instruction training program for instructional coaches to be implemented over a three year period
 - a. Identified possible training programs/resources for the purpose of training instructional coaches
 - i. Selected *First Steps in Mathematics* for the training of instructional coaches
6. Develop a resource plan to support the three year implementation of the mathematics component of the Student Achievement System
 - a. January 31 Progress Monitoring resource teachers identified resource needs
 - i. Develop resource binder for under-achieving students' teachers with teaching strategies for each foundational learning and rationale for the distracters (ongoing)
 - ii. Identification of intervention resources
 - b. English Language School Board Resource Teacher meeting

Year 2 Strategies for Goal 3 to be Implemented by June 30, 2015
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1. Implement the numeracy component of the System of Student Achievement in 15, K-9 schools
2. Pilot the mathematics assessments for kindergarten to grade 9 in Year 1 Progress Monitoring Schools
3. Implement the mathematics instruction training program for teachers of Year 1 Progress Monitoring schools
4. Implement Phase 1 of the embedded instructional coaching model for kindergarten to grade 9, to support numeracy achievement
5. Implement Year 1 of the numeracy instruction training program for instructional coaches
6. Implement Year 1 of the resource plan to support the mathematics component of the Student Achievement System



Challenges,
Opportunities and
Highlights

CHALLENGES

This year the English Language School Board continued the merger of the two former school boards and, while it still relied on a number of approved operational policies for those boards, the Board of Trustees completed the development of governance policies and procedures for the newly formed board. The board will complete additional work in the area of governance in 2014-2015.

The overall student population in the English Language School Board continued to decline, and enrolment figures indicate that some schools experienced a significant decline and some began to approach their school building's capacity. This will require the board to monitor closely the schools whose student enrolments continue to decline and those where enrolments grow significantly.

In operations, the Corporate Services Department focused on the development of the new Souris Regional School which required a great coordinated effort, especially at the end of the school year, with staff of the Souris Consolidated and Souris Regional High Schools. Both schools closed in June for preparation of the required construction and demolition, and both school staffs moved their location for the remainder of the instructional year. Kindergarten to grade 12 classes will begin at Souris Regional School in September 2014.

The Human Resources Department, as with many school boards in Canada, was challenged to fill its full complement of allocated positions for school psychologists and qualified French Immersion teachers. The school district continued to implement various strategies to provide psychological services to students, especially in the area of assessment, within its allocated resources. The increased student enrolment in French Immersion programs has tipped the enrolment in some schools to the point where a majority of students are enrolled in the French Immersion program and the minority in the English language program. This change has created an even greater demand for the board to hire teachers who meet the required French language proficiency. Resourcing both of these staffing areas, school psychologists and French Immersion teachers, will continue to be a challenge for the board in the future.

In the area of academic achievement, the results of classroom, school, district, and provincial assessments indicate that it is imperative that the school district continue its efforts to implement the objectives and actions of the school board's strategic plan.

OPPORTUNITIES

In 2014-2015 the Curriculum Delivery Department will expand the implementation of the progress monitoring and student reporting initiatives in an additional number of schools.

To improve school-based resource, the Student Services Department continued to advance changes that promote resource services used to support assessed student needs through targeted interventions with frequent monitoring and evaluation for progress. The Student Services Department has worked closely with the Curriculum Delivery Department to prepare teachers to effectively meet the needs of students whose learning profiles require individualized learning plans. Staff at Progress Monitoring schools were provided access to and training in an assortment of evidence-based, targeted interventions in the areas of literacy and numeracy.

Also exciting is the additional training provided to school staffs in the area of behavior support planning. Throughout the year Student Services provided additional training and ongoing support to school staffs in *Initial Line of Inquiry* (ILI), a collaborative planning process used to identify the function of behavior and to collaboratively plan to replace that behavior, thereby increasing student success. Schools have reported very positive results in meeting behavioral challenges through ILI.

The English Language School Board worked with the provincial Department of Education and Early Childhood Development to review strategies and resources that are required to meet the needs of Island students. The IBM Canada K-12 Education Consulting Team conducted an Educational Technology Strategic Planning engagement process. Key technology leaders (students, teachers, administrators, consultants and senior management) from the English Language School Board participated in this engagement process. The objective of this engagement process was “to define a plan that would increase the effective use of educational technology as measured by an increase in student achievement and building teacher capacity.” The school district anticipates that many of the recommendations from the Educational Technology Strategic Plan will support the goals of the ELSB Strategic Plan for Student Achievement.

HIGHLIGHTS

The School Effectiveness Department continued to support the 57 schools with the development of their goals to increase student academic achievement and with instructional leadership at the school administration level. The School Effectiveness Department aligns the professional learning of administrators and other system leaders with the strategic goals of the English Language School Board. Professional learning included data analysis support, SMART Goal and Action Plan development, and the completion of a two-year partnership with Dr. Lyn Sharratt that focused on instructional leadership for school administrators. This year, the Collaborative Team Structure was implemented by the School Effectiveness Department in conjunction with the Curriculum Delivery Department, Student Services Department, and the Department of Education and Early Childhood Development. The Collaborative Team Structure will enhance the instructional and assessment practices of educators in the English Language School Board

The Human Resources Department and School Effectiveness Department implemented hiring practices to ensure that qualified instructional staff are employed and assigned to support the board’s Strategic Plan for Student Achievement. School Effectiveness supervisors guide school administrators’ professional growth to enhance their instructional leadership skills as outlined in the *BC Leadership Standards*. School administrators use these leadership skills to guide teachers in the areas of instruction and assessment, as defined by Danielson’s *Enhancing Professional practice – A Framework for Teaching*.

In 2013-2014 the English Language School Board completed the alignment of school effectiveness processes and leadership development throughout the new school district. This included the development of common hiring practices, evaluation frameworks, reporting structures, and professional learning for administrators and collaborative teams. As well, a collaborative team for new administrators will be established next year in order to provide sustained support to new, beginning school administrators.

SUMMARY

Our annual report provides an opportunity for us to reflect on the work completed in the previous year, celebrate our successes, and determine areas that need to be addressed in the future.

Our focus is to ensure that we support our children and youth in kindergarten to grade 12 so they may learn and succeed. We look forward to sustaining our focus on literacy, numeracy and profiles of graduating students by achieving the strategies outlined for the upcoming 2014-2015 school year.

Appendix A

School Board Mandate (Legislation: *School Act, Cap. S-2.1*)

G. Responsibilities of Trustees

39. School trustees have the following responsibilities:

- (a) to attend meetings of the school board and exercise the powers and duties of a trustee in good faith;
- (b) to comply with the requirements of the regulations respecting conflict of interest;
- (c) to comply with all other requirements of this Act, the regulations, the Minister's orders under subsections 63.2 (5) and (6), the Minister's directives and the policies of the school board. 1993, c.35, s.39, 2010, c.26, s.3.

N. Responsibilities of School Boards

49. A school board shall, subject to the regulations, the Minister's orders under subsection 63.2(5) and the Minister's directives:

- (a) provide for instruction in an educational program to all persons who are enrolled in its schools and eligible in accordance with the Act and the regulations;
- (b) provide for the recruitment, employment, management and evaluation of staff of the school board and identification of staff development needs;
- (c) manage such facilities and equipment as may be necessary for the safe and effective operation of the school system;
- (d) provide for the transportation of students;
- (e) manage the financial affairs of the school board effectively and efficiently;
- (f) monitor and evaluate effectiveness of schools;
- (g) ensure the development of, and approve and monitor School development plans;
- (h) encourage good relations among schools, parents and the community and promote family and community awareness of the importance of education.

1993, c.35, s.49; 1994, c.56, s.14; 2007, c.16, s.4; 2010, c.26, s.5; 2012, (2nd) c.23, s.18; 2013, c.49, s.7.

Appendix B

English Language School Board
Official Enrolments by School and Grade - September 30, 2013

School	Code	Grade												Total	
		K	1	2	3	4	5	6	7	8	9	10	11		12
Alberton Elementary	131	22	18	24	20	16	18	30							148
Amherst Cove Consolidated	231	16	14	5	20	16	21	11	12	15					130
Athens Consolidated	221	34	23	34	36	34	39	40	41	39	52				372
Belfast Consolidated	440	8	9	7	7	9	11	13	11	11	14				100
Birchwood Intermediate	320								66	85	67				218
Bloomfield Elementary	132	28	28	22	31	25	30	37							201
Bluefield Senior High	314											256	264	254	774
Cardigan Consolidated	441	12	10	17	16	18	12	23							108
Central Queens Elementary	341	32	45	30	39	45	35	32							258
Charlottetown Rural Senior High	310														975
Colonel Gray Senior High	311														884
Donagh Regional	344	18	15	14	19	22	21	17				307	339	329	126
East Wiltshire Intermediate	324								162	185	178				525
Eliot River Elementary	342					156	156	145							457
Ellerslie Elementary	134	30	19	24	26	39	35	26							199
Elm Street Elementary	232	75	54	54	64	63	62	53							425
Englewood	345	16	16	17	21	19	27	21	18	21	18				194
Georgetown Consolidated	445	4	4	5	7	11	5	10	13	15					74
Glen Stewart Primary	340	149	155	153	146										603
Greenfield Elementary	237	51	62	52	56	58	64	50							393
Gulf Shore Consolidated	348	27	26	20	17	26	22	19	30	16	24				227
Hernewood Intermediate	122								72	79	85				236
Kensington Intermediate/Senior High	211								51	48	50	59	60	78	346
Kinkora Regional High	212										34	33	31	48	146
L.M. Montgomery Elementary	343	66	53	50	48	61	61	49							388
M.E. Callaghan Intermediate	123								83	83	77				243
Miscouche Consolidated	222	19	25	27	25	33	26	28	31	19	29				262
Montague Consolidated	446	59	62	62	43	68	56	64							414
Montague Intermediate	420								77	91	116				284
Montague Regional High	410											190	172	184	546
Morell Consolidated	447	27	13	30	21	20	25	20	25	26					207
Morell Regional High	411										36	46	46	56	184
Mt. Stewart Consolidated	448	14	24	21	15	26	15	10	23	15					163
O'Leary Elementary	133	10	25	15	30	22	20	24							146
Parkdale Elementary	346	30	29	26	6	17	22	11							141
Parkside Elementary	236	60	40	48	50	57	39	42							336
Prince Street Elementary	347	41	41	34	30	44	39	36							265
Queen Charlotte Intermediate	321								136	164	151				451

English Language School Board
Official Enrolments by School and Grade - September 30, 2013

School	Code	Grade												Total	
		K	1	2	3	4	5	6	7	8	9	10	11		12
Queen Elizabeth Elementary	233	56	44	42	46	54	46	46							334
Sherwood Elementary	349	78	72	76	59	101	83	60							529
Somerset Elementary	234	16	23	14	19	27	18	23	16	13					169
Souris Consolidated	450	52	46	39	48	46	43	32	38						344
Souris Regional High	412									46	46	51	34	66	243
Southern Kings Consolidated	451	15	20	21	19	23	25	22	21	30					196
Spring Park Elementary	351	82	78	61	53	53	62	51							440
St. Jean Elementary	354	10	16	15	16	15	15	14							101
St. Louis Elementary	135	24	19	15	20	21	25	21							145
Stonepark Intermediate	323								254	258	255				767
Stratford Elementary	358					138	148	122							408
Summerside Intermediate	220								140	171	178				489
Three Oaks Senior High	215											241	276	260	777
Tignish Elementary	130	19	22	43	26	42	38	38							228
Vernon River Consolidated	455	16	17	17	17	18	19	11	8	11	7				141
West Kent Elementary	355	18	22	22	29	25	36	49							201
West Royalty Elementary	356	66	73	69	64	74	63	68							477
Westisle Composite High	113											177	202	218	597
Westwood Primary	350	164	135	151	132										582
TOTALS		1464	1397	1376	1341	1542	1482	1368	1328	1441	1417	1641	1736	1784	19317

**English Language School Board
Enrolments by Age and Grade - September 30, 2013**

Grade→	K		1		2		3		4		5		6		7		8		9		10		11		12		TOTAL		TOTAL
AGE↓	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	
Under 5	158	163																									158	163	321
5	549	583	172	150																							721	733	1454
6	4	7	548	515	162	139																					714	661	1375
7			5	7	493	566	152	120	1	--																	651	693	1344
8					6	9	531	520	156	151	1	--															694	680	1374
9					1	--	8	10	592	632	65	60															666	702	1368
10									--	10	656	638	53	35	1	--											710	683	1393
11											23	38	616	636	14	18	1	1									654	693	1347
12											--	1	8	19	624	640	67	68									699	728	1427
13													--	1	13	18	616	646	115	112							744	777	1521
14																	17	25	533	606	168	151					718	782	1500
15																			27	20	565	588	195	182	1	--	788	790	1578
16																			--	3	52	72	550	633	198	168	800	876	1676
17																			--	1	15	18	59	86	579	612	653	717	1370
18																					5	6	10	16	62	119	77	141	218
19																					--	1	2	3	11	20	13	24	37
20																									6	7	6	7	13
Over 20																									1	--	1	0	1
TOTAL	711	753	725	672	662	714	691	650	749	793	745	737	677	691	652	676	701	740	675	742	805	836	816	920	858	926	9467	9850	19317

Appendix C

REPORT ON BOARD GOVERNANCE AND OPERATIONAL POLICY

The English Language School Board adopted the following motions regarding Board Governance and Operational Policies during the 2013-2014 school year:

School Board Meeting – February 25, 2014

ELSB Board Governance Policies

It was moved by Kent Nicholson and seconded by David Mitchell that the following proposed ELSB Board Governance Policies be approved for second reading as presented:

Superintendent Limitations

- SL 1 Global Superintendent Limitation
- SL 2 Treatment of Students and Other Consumers
- SL 3 Treatment of Staff
- SL 4 Compensation and Benefits
- SL 5 Financial Condition and Activities
- SL 6 Financial Planning and Budgeting
- SL 7 Asset Protection
- SL 8 Communication and Support to the Board
- SL 9 Emergency Superintendent Succession

Governance Process

- GP 1 Global Governance Process
- GP 2 Governing Style and Policy Development
- GP 3 Board Job Description
- GP 4 Board Members' Code of Conduct
- GP 5 Board Chair Role
- GP 6 Board Secretary Role
- GP 7 Board Committee Principles
- GP 8 Committee Structure
- GP 8a Audit Committee Terms of Reference
- GP 8b School Naming Committee Terms of Reference
- GP 9 Annual Work Planning
- GP 10 Governance Investment

Board-Superintendent Delegation

- BSD 1 Global Board-Management Delegation
 - BSD 2 Unity of Control
 - BSD 3 Accountability of the Superintendent
 - BSD 4 Delegation to the Superintendent
 - BSD 5 Monitoring Superintendent Performance
- Motion carried.

Interim ELSB Governance Policies to be Rescinded – Proposed for Second Reading

It was moved by Cindy McCardle and seconded by Colleen Parker that the following proposed ELSB Interim Board Governance Policies as presented for second reading be rescinded:

- B FOIPP
- BB Board Legal Status
- BBC School Board Liability

BCA	Code of Ethics/Conduct
BCB	Trustee Conflict of Interest
BDBE	Ad Hoc Committees
BDD	Board Superintendent Relationship
BDE	Board Committees
BDG	Legal Services
BDH	Board Consultants
BEDC	Board Quorums
BG	Board Policy Process
BGA	Policy Development System
BGB	Policy Adoption
BGC	Policy Revision/Review
BGF	Rescission of Policy
BH	Board Communications
BIA	Board Member Orientation
Motion carried.	

School Board Meeting – May 27, 2014

Operational Policy 101 – Operational Policy and Procedures

It was moved by Kent Nicholson and seconded by Gary Doucette that the proposed Operational Policy 101 – Operational Policy and Procedures Process be adopted. Motion carried.

School Board Meeting – June 20, 2014

Proposed Operational Policy 402 – Student Travel

It was moved by Kent Nicholson and seconded by June Jenkins Sanderson that the proposed Operational Policy 402 – Student Travel be adopted with the noted amendment. Motion carried.

Proposed Operational Policy 403 – Race Relations, Cross Cultural Understanding and Human Rights in Learning

It was moved by Margaret Morrison and seconded by Cindy McCardle that the proposed Operational Policy 403 – Race Relations, Cross Cultural Understanding and Human Rights in Learning be adopted as amended. Motion carried.

Proposed Operational Policy 502 – Diversity Management

It was moved by David Mitchell and seconded by June Jenkins Sanderson that the proposed Operational Policy 502 – Diversity Management be adopted as amended. Motion carried.

Proposed Vision of the English Language School Board

It was moved by Kent Nicholson and seconded by Cindy McCardle that the proposed Vision be adopted as presented. Motion carried.

Proposed Ends Statements of the English Language School Board

It was moved by Colleen Parker and seconded by Margaret Morrison that the proposed Ends Statements be adopted as presented. The mover and seconder agreed to an amendment to remove the words "in order" in the first bullet of the second statement. Motion carried.

Appendix D



Financial Statements

English Language School Board

March 31, 2014

English Language School Board

Contents

	Page
Independent auditors' report	1
Statements of operations and changes in net financial assets	3
Statement of financial position	4
Statement of cash flows	5
Notes to the financial statements	6
Schedule of administration expenses	12
Schedule of renovations and equipment expenses	13
Schedule of instructional expenses	14
Schedule of salaries and benefits expenses	15
Schedule of maintenance and operation expenses	16
Schedule of transportation expenses	17



Independent auditors' report

To the Board of Trustees
of the English Language School Board

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We have audited the accompanying financial statements of the English Language School Board, which comprise the financial position as at March 31, 2014, and statements of operations and changes in net financial assets, investment in tangible capital assets and cash flows for the period then ended, and a summary of significant accounting policies and other explanatory information.

Management's responsibility for the financial statements

Management is responsible for the preparation and fair presentation of these 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 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 financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the 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 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 financial statements.

Audit • Tax • Advisory
Grant Thornton LLP, A Canadian Member of Grant Thornton International Ltd



2

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 financial statements present fairly, in all material respects, the financial position of English Language School Board as at March 31, 2014, and the results of its operations for the period then ended in accordance with Canadian public sector accounting standards.

Grant Thornton LLP

Summerside, Prince Edward Island

December 9, 2014

Chartered accountants

Audit • Tax • Advisory
Grant Thornton LLP, A Canadian Member of Grant Thornton International Ltd

English Language School Board Statements of operations and changes in net financial assets

Year Ended	March 31 2014		9 Months Ended March 31 2013	
Revenue		%		%
Transfers from the Department of Education				
Administration	\$ 2,040,500	1.0	\$ 1,541,796	1.1
Renovations and equipment	1,078,900	0.5	657,381	0.5
Instructional supplies	2,318,700	1.1	1,639,439	1.2
Salaries and benefits	182,532,354	89.9	121,745,706	89.4
Maintenance and operation	10,620,700	5.4	7,222,519	5.3
Transportation	2,976,800	1.5	2,185,482	1.6
Other revenue (Note 3)	1,181,561	0.6	1,164,864	0.9
	<u>202,749,515</u>	<u>100.0</u>	<u>136,157,187</u>	<u>100.0</u>
Expenses (Note 4)	Page			
Administration	12	1,805,071	0.9	1,471,217
Renovations and equipment	13	931,044	0.5	603,341
Instructional	14	2,046,978	1.0	1,464,442
Salaries and benefits	15	181,883,377	89.5	121,632,405
Maintenance and operation	16	12,554,670	6.3	8,605,064
Transportation	17	3,540,034	1.8	2,357,299
		<u>202,761,174</u>	<u>100.0</u>	<u>136,133,768</u>
Excess (expenses) revenues before other Income (expense)		<u>(11,659)</u>		<u>23,419</u>
Other (expense) income (Note 5)				
Recognition of deferred capital		-		190,237,589
Transfer of tangible capital assets		<u>(190,237,589)</u>		<u>-</u>
		<u>(190,237,589)</u>		<u>190,237,589</u>
Excess revenues	\$	<u>(190,249,248)</u>	\$	<u>190,261,008</u>
Net financial assets, beginning of period	\$	<u>190,284,696</u>	\$	<u>23,688</u>
Excess revenues		<u>(190,249,248)</u>		<u>190,261,008</u>
Net financial assets, end of period	\$	<u>35,448</u>	\$	<u>190,284,696</u>

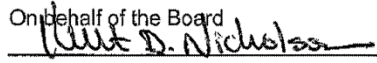
See accompanying notes to the financial statements.

English Language School Board Statement of financial position

	March 31 2014	March 31 2013
Financial assets		
Current		
Cash	\$ 5,824,483	\$ 4,329,337
Receivables		
Department of Education	9,684,895	8,973,487
Trade and other	1,560,321	1,370,835
	17,069,699	14,673,659
Department of Education - post-employment benefits	31,863,578	29,086,815
Department of Education - deferred salary plan	1,291,465	1,314,031
Restricted cash	100,000	100,000
Trust funds (Note 6)	272,173	271,587
	<u>\$ 50,596,915</u>	<u>\$ 45,446,092</u>
Financial liabilities		
Current		
Payables and accruals		
General	\$ 5,052,057	\$ 3,183,750
Salaries and benefits	7,256,640	7,437,898
Department of Education	2,324,716	2,240,037
Deferred revenue (Note 7)	2,400,838	1,764,867
	17,034,251	14,626,552
Post-employment benefits (Note 8)	31,863,578	28,949,430
Worker's compensation claims (Note 9)	-	137,385
Deferred salary program	1,291,465	1,314,031
Deferred revenue	100,000	100,000
Trust funds (Note 6)	272,173	271,587
	<u>50,561,467</u>	<u>45,398,985</u>
Net assets	35,448	47,107
Non-financial assets		
Tangible capital assets (Note 5)	-	190,237,589
Accumulated surplus	<u>\$ 35,448</u>	<u>\$ 190,284,696</u>

Contingency (Note 11)

On behalf of the Board


Trustee


Chairperson

See accompanying notes to the financial statements.

English Language School Board Statement of cash flows

Year Ended	March 31 2014	9 Months Ended March 31 2013
Increase (decrease) in cash and cash equivalents		
Operating activities		
Excess (expenses) revenues	\$(190,249,248)	\$190,261,008
Items not affecting cash		
Recognition of deferred capital		(190,237,589)
Transfer of tangible capital assets	190,237,589	-
	(11,659)	23,419
Change in non-cash working capital:		
Receivables	(3,654,505)	(10,331,199)
Prepays	-	1,737
Payables	4,525,925	10,644,054
Deferred revenue	635,971	(290,499)
Net increase in cash and cash equivalents	1,495,732	47,512
Cash and cash equivalents,		
Beginning of period	4,700,924	4,653,412
End of period	\$ 6,196,656	\$ 4,700,924
Components of cash and cash equivalents:		
Unrestricted cash and cash equivalents	\$ 5,824,483	\$ 4,329,337
Restricted cash and cash equivalents	372,173	371,587
	\$ 6,196,656	\$ 4,700,924

See accompanying notes to the financial statements.

English Language School Board

Notes to the financial statements

March 31, 2014

1. Nature of operations

The Board has the responsibility to provide primary and secondary education requirements for English speaking students in Prince Edward Island. The Board is funded by the Department of Education and Early Childhood Development of Prince Edward Island.

2. Summary of significant accounting policies

Basis of accounting

The Board follows the accounting recommendations of the Public Sector Accounting Board of the Canadian Institute of Chartered Accountants.

Revenue recognition

The Board follows the deferral method of accounting for grants for special projects. Grants restricted for special projects are recognized as revenue in the year in which the related expenses are incurred. The unexpended portion of grants received for specific purchases is deferred and used for the related future purchases. Unrestricted amounts are recognized as revenue when received or receivable if the amount to be received can be reasonably estimated and collection is reasonably assured.

Government transfers are recognized as revenues when the transfer is authorized and any eligibility criteria are met. To the extent that transfer stipulations give rise to an obligation that meets the definition of a liability, transfers are recognized as deferred revenue.

Retirement allowances

The English Language School Board records an annual expense based on the change in the actuarially determined obligation for retirement allowance benefits, net of payments during the year. Funds to settle the obligation which are a liability of the Board will be reimbursed by the Department of Education and Early Childhood Development of the Province of Prince Edward Island at the time of payment. Therefore, a receivable from the Department is recorded for the entire retirement allowance amount.

Vacation pay

Vacation entitlements are expensed as earned.

Cash and cash equivalents

Cash and cash equivalents include cash on hand and balances with banks, net of bank overdraft.

English Language School Board Notes to the financial statements

March 31, 2014

2. Summary of significant accounting policies (cont'd)

Pension plans

Instructional employees of the Board are members of the Teacher Superannuation Pension Plan of the Province of Prince Edward Island. The expense of the Board is limited to current year contributions as any shortfall in funding of the pension plan is the responsibility of the Province of Prince Edward Island.

Non-instructional employees are members of the Prince Edward Island Education Sector Pension Plan with both defined benefit/defined contribution components. The expense of the Board is limited to a matching contribution equal to the employee's portion.

Workers' compensation claims

The English Language School Board is a registered employer with the Worker's Compensation Board of Prince Edward Island for instructional and non-instructional staff. The Board records an annual expense based on payroll assessments in accordance with the Workers' Compensation Act.

Deferred salary plan

Teachers employed with the English Language School Board can participate in a program that allows them to defer a portion of their annual salary and take a paid leave of absence. The deferral results in a liability to the teachers, which is satisfied during the paid leave of absence. Funds to settle the obligation, which are a liability of the Board, will be reimbursed by the Department of Education and Early Childhood Development of the Province of Prince Edward Island, and therefore there is an offsetting receivable due from the Department.

	Year Ended March 31 <u>2014</u>	9 Months Ended March 31, <u>2013</u>
3. Other revenue		
Special program funding and recoveries	\$ 807,715	\$ 656,183
Miscellaneous	146,496	331,100
Rentals	91,389	89,860
School overage reimbursements	<u>135,961</u>	<u>87,721</u>
	\$ 1,181,561	\$ 1,164,864

English Language School Board Notes to the financial statements

March 31, 2014

4. Expenses by department

The following is a summary of the expenses reported on the statement of operations by department excluding employee benefits:

	Year ended March 31, 2014	9 Months Ended March 31, 2013
Instructional	\$ 130,775,630	\$ 85,957,570
Administration	8,589,261	6,567,475
Transportation	10,357,788	7,186,042
Maintenance and operations	21,530,424	15,204,651
Employee benefits	31,508,071	21,218,030
	\$ 202,761,174	\$ 136,133,768

5. Transfer of tangible capital assets

As a result of changes in the School Act, effective April 1, 2013 the tangible capital assets of the Board are transferred to the Government of Prince Edward Island.

6. Trust funds

Trust funds are comprised of contributions from various sources that are administered by the Board. The interest that is earned on the contributions may be disbursed for specified educational purposes. Investments are recorded at cost and are comprised of GIC's. Cost approximates fair market value.

7. Deferred revenue	2014	2013
Funds designated for:		
Capital funding	\$ 272,815	\$ 549,925
Special program funding	1,496,971	885,817
Staff professional development	138,593	101,480
Maintenance work	200,000	-
Technology	182,000	60,579
Student leadership and school development	110,459	116,088
Other	-	50,978
	\$ 2,400,838	\$ 1,764,867

English Language School Board Notes to the financial statements

March 31, 2014

8. Post-employment benefits

An analysis of the components of, and changes in, post-employment benefits liabilities is as follows:

	<u>2014</u>	<u>2013</u>
Retirement allowance		
Balance, April 1, 2014 (2014 - April 1, 2013)	\$ 29,030,240	\$ 26,192,390
Amortization of actuarial gain	1,008,313	1,008,313
Current service cost	1,971,437	1,912,429
Interest accrued	1,683,761	1,596,316
Less: payments made	(1,484,757)	(1,679,210)
Balance, March 31, 2014 (2014 – March 31, 2013)	32,208,994	29,030,238
Vacation pay	971,927	930,557
	33,180,921	29,960,795
Less: current portion	(1,317,343)	(1,011,365)
	\$ 31,863,578	\$ 28,949,430
Unamortized actuarial gain	\$ (7,386,148)	\$ (8,394,460)

The retirement allowance balances are based on an independent actuarial valuation dated April 1, 2011, provided to the Pension and Benefits Division of the Province Of Prince Edward Island Civil Service Commission. The Province Of Prince Edward Island projects the total liability in the years between the tri-annual actuarial valuations.

The economic assumptions used in determining the actuarial value of accrued retirement allowances were developed by reference to expected long term market conditions. Significant actuarial assumptions used in the valuations and projections are:

Discount rate	4.47% per annum
Expected inflation rate	2.5% per annum
Expected average remaining service life	14 years

English Language School Board Notes to the financial statements

March 31, 2014

9. Workers' compensation claims

In 2011, the Former Boards changed its method for insuring against workplace injury claims. It moved from self insured program to an employer assessed program under the Workers Compensation Act as administered by the Workers Compensation Board of PEI.

Under terms of the transitional agreement between the Former Boards and the Workers Compensation Board of PEI, a payment of \$1,207,615 was issued to the Workers Compensation Board of PEI in 2011. This payment is a deposit against future claims that the Workers Compensation Board of PEI will be responsible for the employees of the Boards for the period January 1, 2009 to December 31, 2014. Under the terms of the agreement, a measurement of the true cost of coverage for employees of the Board for the period January 1, 2009 to December 31, 2014 will be conducted by April 30, 2014. Based on agreed to formulas as to actual claims experience versus the premiums as would otherwise be payable to the Workers Compensation Board of PEI as assessed at the standard rates, a final reconciliation of the true cost to the Board will be determined. The final balance has been determined to be Nil by the Worker's Compensation Board subsequent to year end.

10. Grant Allocations figures

The Board's activities are funded by the Department of Education and Early Childhood Development (the Department). The annual grant allocation from The Department provides details as to the funding allocations for each operational area with the exception of salaries. The grant for salaries is for an approved number of full time employees for the Board. Funding for the approved number of positions is provided by The Department but the actual dollar value of the approved positions is not included in the identified grant. Since a dollar value was not provided for salaries, the grant associated with this expenditure has been excluded from the financial statements, the following figures are the operational budget allocations provided by The Department compared to the actual results for 2014:

	Grant allocation by category March 31, 2014	Actual expenditures by category March 31, 2014
Administration	\$ 2,040,500	\$ 1,805,071
Renovations and equipment	1,078,900	931,044
Instructional	2,318,700	2,046,978
Maintenance and operations	10,620,700	12,554,670
Transportation	2,976,800	3,540,034

English Language School Board Notes to the financial statements

March 31, 2014

11. Contingency

The Board has elected to self insure itself related to collision coverage. During the year, no events were reported in accordance with the policies of the collision contingency fund.

The Board has received funding from the Department of Education to fund expenditures which qualify for the collision contingency fund. These funds are being deferred on the balance sheet and unspent funds are reported as restricted cash.

12. Comparative figures

Certain of the figures on the 2013 financial statements have been reclassified to conform to the 2014 financial statement presentation.

English Language School Board Schedule of administration expenses

Year Ended	March 31 2014	9 Months Ended March 31 2013
Advertising	\$ 14,715	\$ 21,040
Courier services	65,193	41,820
Professional development	112,393	106,717
Equal chances at learning	22,142	9,050
Graduation	20,186	15,610
Insurance	301,439	273,495
Miscellaneous	15,299	7,800
Office supplies	95,097	90,294
Photocopying and printing	38,039	24,222
Postal services	26,904	23,135
Professional services	87,693	202,178
Public, staff and student relations	118,014	59,864
Telephone	355,064	290,436
Travel	473,890	260,175
Trustees remuneration	36,312	26,149
Trustees travel and other	22,691	19,232
	\$ 1,805,071	\$ 1,471,217

English Language School Board Schedule of renovations and equipment expenses

Year Ended	March 31 2014	9 Months Ended
		March 31 2013
Audio-visual equipment	\$ 105,970	\$ 68,381
Classroom furniture and equipment	65,610	87,820
Computer equipment	391,170	284,356
Maintenance equipment	31,311	9,682
Miscellaneous equipment	178,773	62,513
Musical instruments	15,912	47,275
Office furniture and equipment	25,695	39,531
Playground	53,794	3,783
Vehicles	62,809	-
	<u>\$ 931,044</u>	<u>\$ 603,341</u>

English Language School Board Schedule of instructional expenses

Year Ended	March 31 2014	9 Months Ended March 31 2013
Academic supplies	\$ 380,136	\$ 338,010
Art	33,470	31,617
Computer literacy	4,416	4,536
Curriculum programs	233,341	223,272
Duplicating supplies	541,469	366,577
English and language arts	11,754	3,593
French	890	2,376
Guidance and resource	4,592	2,289
Home economics and family living	58,839	42,482
Industrial arts	29,125	51,303
Library and resource centres	198,651	129,455
Mathematics	10,010	4,243
Music	148,981	39,751
Physical education	114,928	85,488
Science	54,399	36,021
Student services	4,048	8,046
Vocational education	217,929	95,383
	\$ 2,046,978	\$ 1,464,442

English Language School Board Schedule of salaries and benefits expenses

Year Ended	March 31 2014	9 Months Ended March 31 2013
Board administration support	\$ 1,763,941	\$ 1,253,453
Board management	1,981,434	1,582,325
Instructional	116,121,447	75,840,058
Maintenance and operation	8,044,710	5,996,246
School administration support	3,038,815	2,260,510
Educational assistants and youth service workers	12,607,208	8,653,040
Transportation	6,817,754	4,828,743
Benefits	26,803,181	16,700,972
	177,178,490	117,115,347
Retirement allowance	4,704,887	4,517,058
	\$ 181,883,377	\$ 121,632,405

Note:

Board administration support includes board office, clerical and secretarial staff.

Board management includes superintendent of education; directors and leaders of school effectiveness, curriculum, student services, human resources, and corporate services; and property and transportation management and supervisors.

Instructional salaries include consultants, principals, vice-principals, department heads, and teachers.

Maintenance and operations salaries include building, janitorial and maintenance staff.

School administration support includes school secretarial staff.

Transportation salaries include bus driver staff.

Benefits include the employer's share of Canada pension and employment insurance, group insurance, workers' compensation premiums, pension and teacher superannuation premiums.

English Language School Board Schedule of maintenance and operation expenses

Year Ended	9 Months Ended	
	March 31 2014	March 31 2013
Building repairs	\$ 1,375,256	\$ 953,489
Contract cleaning	5,494	48,009
Electricity	2,935,882	1,932,175
Fire department dues	40,236	103,396
Fuel - heating	5,257,242	3,766,270
Insurance	503,836	441,979
Ground maintenance	121,273	179,210
Miscellaneous	12,201	23,123
Rentals	209,080	157,597
Property taxes	41,324	30,906
Service contracts and professional services	635,971	110,762
Service vehicles	94,764	52,936
Sewer and water	420,520	210,238
Supplies	570,795	334,766
Travel	19,600	5,393
Waste disposal	311,196	254,815
	\$ 12,554,670	\$ 8,605,064

English Language School Board Schedule of transportation expenses

Year Ended	March 31 2014	9 Months Ended March 31 2013
Bus parts and repairs	\$ 1,010,632	\$ 644,136
Communications	81,115	82,477
Contracted services	138,123	81,681
Extra-curricular transportation	27,308	41,195
Fuel	2,082,614	1,303,945
Insurance	174,005	171,343
Miscellaneous	-	12,274
Professional services	11,881	14,575
Supplies	5,486	1,126
Travel	8,870	4,547
	<u>\$ 3,540,034</u>	<u>\$ 2,357,299</u>