



Annual Report

2014 - 2015

Annual School Board Meeting
November 24, 2015
Stratford, Prince Edward Island

Contents

	<u>Page</u>
Board Chair's Message	2
District Overview	3 - 6
Shared Commitments	7 - 1
Strategic Plan for Student Achievement - Update	9 - 18
Challenges, Opportunities and Highlights	19 - 21
Summary	22
Appendix A: School Board Mandate/Legislation: <i>School Act</i>	23
Appendix B: Report on Policies and Regulations	24 - 25
Appendix C: School Enrolments	26 - 28
Appendix D: Audited Financial Statements and Charts	29 - 51

Board Chair's Message

November 2, 2015

Hon. Hal Perry, Minister
Education, Early Learning and Culture
Holman Centre
250 Water Street, Suite 101
Summerside, PE C1N 1B6

Dear Minister Perry:

On behalf of the Trustees of the English Language School Board, I am submitting the annual report for 2014-2015, the Board's third annual report. The report reflects the work completed towards the Strategic Plan for Student Achievement 2013-2017 for the school year ending June 30, 2015 and the audited financial statements for the fiscal period ending March 31, 2015.

During recent years, the Board has seen continuous improvement in many areas of student learning and achievement in our 56 schools. Students' provincial assessment results identify areas of growth and areas requiring improvement. In addition to ensuring that teaching and learning strengths are sustained, it is critical that the Board continue to focus its attention on the teaching and learning supports needed at the classroom level to ensure that all students are progressing in their learning all of the time. Such directed work will ensure students have optimized their choices upon graduation and position them as lifelong learners.

We will continue our focus and efforts to achieve our goals, as articulated in the strategic plan, and have identified strategies for implementation in year 3 of our plan to support student achievement.

Yours sincerely,



Fred C. Osborne
Board Chair

c Susan Willis, Deputy Minister of Education, Early Learning and Culture



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 2014, the school district was operating 56 schools in 28 communities and providing educational programming and services to 19,113 students. The district has diverse school populations, with schools ranging in size from 61 students to 911 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	5
Kindergarten- Grade 9	7
Kindergarten – Grade 12	1
Grades 4 – 6	2
Grades 7 – 9	8
Grades 7 – 12	1
Grades 8 – 12	1
Grades 9 – 12	2
Grades 10 – 12	5
Total	56

There were 1,124 *English as an Additional Language/French as an Additional Language* (EAL/FAL) students from 95 countries registered in English Language School Board schools during the 2014-2015 school year. During the year, 311 new students arrived. Of the 1,124 EAL/FAL students, approximately 990 were in the Charlottetown area and a total of 413 students received EAL/FAL support in 33 schools

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

The English Language School Board has 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 2-234 Shakespeare Drive, Stratford, PE, C1B 2V8 and at 288 MacEwen Road, Summerside, PE, C1N 0J1.
- The district operates 56 schools throughout the province, the East Prince Career and Technical Education Centre (C-TEC) in Summerside, and three maintenance depots in Cardigan, Charlottetown, and Summerside.

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 delivers the Department of Education, Early Learning and Culture (DEELC) prescribed core curriculum and other authorized programs, based on DEELC criteria and district and individual school resource capacity.

Career guidance and personal counselling 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, Early Learning and Culture policies. The Board is responsible for approximately 260 buses which operate on a daily basis.

Board of Trustees

In April 2012, the Province of Prince Edward Island amalgamated both English school boards into a single English Language School Board. The operations began to merge in September 2012 and an appointed 12-member Board of Trustees took office in January 2013. New trustees were appointed in 2015 to fill two vacant positions.

Members of the Board of Trustees for 2014 – 2015 were as follows:

Fred Osborne – Chair
 Jeffrey Chapman
 Jason Doiron
 Gary Doucette
 Cindy McCardle – Secretary
 David Mitchell
 Kent Nicholson
 Sheri Ostridge (Appointed October 7, 2014)
 Colleen Parker
 Lori St. Onge – Vice-Chair
 June Jenkins-Sanderson
 Janice Whalen (Appointed October 7, 2014)

Elections for the new Board of Trustees are scheduled to take place in the spring of 2016.

District Departments

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

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

Schools

During 2014-2015 the English Language School Board operated 56 schools throughout the province. In September 2014, the newly renovated Souris Regional School housed students from Kindergarten to Grade 12. A complete listing of schools and their populations are provided in *Appendix B*.

Students

In this school year, 19,113 attended the district's schools. School student populations ranged from 61 (kindergarten – grade 8) students in Georgetown Elementary School to 911 students (grades 10 - 12) at Charlottetown Rural Senior High School.

Number of Male Students 2014-2015	Number of Female Students 2014-2015	Total Number of Students 2014-2015
9,761	9,352	19,113

Staff

As of June 30, 2015, the English Language School Board had approximately 3,900 full-time, part-time, casual and substitute 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, Early Learning and Culture. Key partnerships help the Board to support strategic directions, which include:

- Early 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, Early Learning and Culture 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/Home and School Associations

School Councils/Home and School Associations are a critical link between schools and parents and play a key role in reaching out to the broader community. They may be established in accordance with *Section 66* the *School Act*. The councils/associations serve in an advisory role to principals regarding various matters and to build awareness among parents. These organizations support schools in their school development plans for student achievement.

Most schools in the school district 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, 2015 to implement the Year 2 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%
2015	68.9%	67.0%	41.3%

* 2013 Total Number of Graduates: 1,618

* 2014 Total Number of Graduates: 1,631

* 2015 Total Number of Graduates: 1,517

Report on Year 2 Strategies and Actions for Goal 1 to be Implemented by June 30, 2015

1. Implement phase 2 training for senior high school department heads:
 - a. Twenty-three department heads from all ten high schools participated in three full days of training on instructional leadership and high yield strategies. During second semester, department heads were provided with release time to support teacher professional learning in the school setting.
2. Implement the grade 10 registration plan:
 - a. Grade 10 students piloted an online registration program with My BluePrint.
3. Pilot mathematics and literacy remediation plan for high school students in three schools:
 - a. Charlottetown Rural, Kinkora Regional, Montague High, and Bluefield participated in literacy and/or mathematics remediation programming for students entering grade 10.
4. Implement Year 1 of the Professional Learning Plan for teachers and administrators:
 - a. School administrators and teachers participated in a comprehensive professional learning plan that included both on-site coaching and training, and professional development workshops. The professional development workshops for senior team, administration and consultants were facilitated by Sandra Herbst of Connect2Learning, David McKillop of Making Math Matter, and Austin Buffum and Mike Mattos of Solution Tree.
 - b. The Administrators' Retreat held in April began a partnership with educational leader and published author, Sandra Herbst. The focus of the retreat was Leaders Making a Difference: Using Assessment in the Service of Learning. Administrators were introduced to three high yield strategies for classroom teachers: Learning Goals, Success Criteria, and Descriptive Feedback.
5. Develop a plan to respond to Progress Monitoring learner profiles in two high schools:
 - a. Charlottetown Rural and Bluefield High Schools developed plans to respond to students with Progress Monitoring learner profiles.
6. Develop a communication plan focusing on student achievement and graduation opportunities at the intermediate and high school levels (student, parent, staff):
 - a. During the school year, not only was a communication plan developed but it was also implemented through the Student Transition and Graduation Planner project. Nine parent and guardian sessions, focusing on student achievement and graduation opportunities, were held at the intermediate schools.
7. The School Effectiveness Department developed a process to ensure accurate and consistent collection and reporting of student achievement data required to monitor Goal 1 of the Strategic Plan. This process will ensure reliable data is used when analyzing the success of the Plan.
8. Professional learning for 2014-2015 included data analysis support, SMART Goal and Action Plan development, and the completion of a two year partnership with Lyn Sharratt that focused on the 14 Parameters, High Yield Instructional Strategies, and Walks & Talks training. The October Administrators' Retreat activated their prior knowledge and strengthened their understanding of systemic characteristics of successful jurisdictions (Sharratt's 14 Parameters). Administrators collaborated on approaches for the implementation of academic case management. This parameter ensures all school use a systemic approach for identifying struggling students and developing strategies of support.
9. The School Effectiveness Department led a collaborative team of new administrators. During two professional learning days the new administrators received training in instructional leadership and organizational capacity topics, including: supervision, evaluation and growth of instructional staff; Corporate Services financial requirements; conducting an Investigation; and information disclosure.

Year 3 Strategies for Goal 1 to be Implemented by June 30, 2016

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

Provincial Assessment Results

The English Language School Board participates in various provincial assessments in mathematics and literacy at grades 3, 6 and 9. At the district and school levels, assessment results help target professional learning and inform resource allocation.

The English Language School Board results for 2014-2015 are available at the Department of Education, Early Learning and Culture website: <http://www.gov.pe.ca/eecd/studentassessment>.

The following charts provide an overview of the 2014-2015 results.

Students of the English Language School Board also participate in the Pan-Canadian Assessment Program (PCAP) and the Programme of International Student Assessment (PISA).

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	2015	2012	2013	2014	2015	2012	2013	2014	2015	2012	2013	2014	2015
ELSB	1068	1156	1000	963	88	88	80	80	79	62	63	NA	68	71	NA	56

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	2015	2012	2013	2014	2015	2012	2013	2014	2015	
ELSB	291	301	268	328	65	77	67	67	64	58	46	52	

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	2015	2012	2013	2014	2015	2012	2013	2014	2015	2012	2013	2014	2015
ELSB	1265	1199	1301	1379	78	76	70	70	79	75	70	NA	77	76	NA	66

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	2015	2014	2015	2014	2015			
ELSB	263	286	76		58	47	39		

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			
	2012	2013	2014	2015	2012	2013	2014	2015	2012	2013	2014	2015	2012	2013	2014	2015
ELSB	NA	1314	1308	1324	NA	72	77	80	NA	NA	59	NA	NA	69	NA	78

* 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 2 Strategies and Actions for Goal 2 to be Implemented by June 30, 2015
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1. Implement the literacy component of the System of Student Achievement in Year 1 Progress Monitoring schools:
 - a. The literacy component of the System of Student Achievement was implemented in the fourteen Phase 1 (year 1) Progress Monitoring schools.
2. Pilot the language arts assessments, including writing, for kindergarten to grade 9 in Year 1 Progress Monitoring schools:
 - a. The language arts assessments, including writing for kindergarten to grade 9 were piloted in Phase 1 schools. Based on feedback received, the language arts foundational learnings and some assessments were revised. Revisions will continue through the 2015-2016 school year.
3. Implement the language arts training program for teachers of Progress Monitoring schools:
 - a. The language arts training program for teachers of Progress Monitoring Schools was implemented. In addition to three professional learning days, 427 teachers received school-based support through their coaches.
4. Implement Phase 1 of the embedded instructional coaching for kindergarten to grade 9, to support literacy achievement:
 - a. The embedded coaching model was expanded. As of June 2015, ten K to 9 schools had embedded coaches.
5. Implement year 1 of the literacy instruction training program for instructional coaches:
 - a. Twenty-six coaches in English and French programs received the first year of the literacy instruction training program. Six new coaches also received introductory coaching training.
6. Implement Year 1 of the resource plan to support the implementation of the language arts component of the student achievement system:
 - a. During the year, curriculum and student services collaborated to implement the training program to support resource teachers' use of the new interventions to support struggling students, particularly those identified through progress monitoring.
 - b. KTEAll training was delivered to 107 full-time equivalent (FTE) resource teachers to provide deeper understanding of identifying appropriate student specific interventions.
 - c. Reading Horizons intervention training was delivered to 15 FTE resource teachers.
 - d. Great Leaps Fluency intervention training was delivered to 15 FTE resource teachers.
 - e. Significant investment in material resources to support student specific interventions in language arts.
7. Aside from the embedded professional learning days in the school calendar for teachers in Progress Monitoring schools, coaches and consultants met with the equivalent of 2,539 teachers to support literacy instruction and student learning throughout the school year.

Year 3 Strategies for Goal 2 to be Implemented by June 30, 2016

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

Primary Math Assessment Results												
	Number of Students				Average Score				% Met Expectations			
	2012	2013	2014	2015	2012	2013	2014	2015	2012	2013	2014	2015
ELSB	1382	1465	1287	1306	77	75	76	78	71	64	66	64

Elementary Math Assessment Results									
	Number of Students			Average Score			% Met Expectations		
	2013	2014	2015	2013	2014	2015	2013	2014	2015
ELSB	1209	1270	1386	62	69	72	57	70	74

Intermediate Math Assessment Results												
	Number of Students				Average Score				% Met Expectations			
	2012	2013	2014	2015	2012	2013	2014	2015	2012	2013	2014	2015
ELSB	1424	1287	1209	1287	66	71	70	74	52	64	65	69

Secondary Math Assessment 521A Results						
	Number of Students		Average Score		% Passed	
	2015		2015		2015	
ELSB	572		55		61	

Secondary Math Assessment 521B Results						
	Number of Students		Average Score		% Passed	
	2015		2015		2015	
ELSB	578		61		71	

Report on Year 2 Strategies and Actions for Goal 3 to be Implemented by June 30, 2015

1. Implement the numeracy component of the System of Student Achievement in 15, K-9 schools:
 - a. The Mathematics component of the System of Student Achievement was implemented in fourteen Phase 1 (year 1) Progress Monitoring schools.
2. Pilot the mathematics assessments for kindergarten to grade 9 in Year 1 Progress Monitoring schools:
 - a. The mathematics assessments for kindergarten to grade 9 were piloted in Phase 1 schools. Based on feedback received, the foundational learnings were not revised.
3. Implement the mathematics instruction training program for teachers of Year 1 Progress Monitoring schools:
 - a. The mathematics training program for teachers of Progress Monitoring schools was implemented. 330 teachers were supported at the secondary level and 679 elementary teachers in fourteen progress monitoring schools.
4. Implement Phase 1 of the embedded instructional coaching model for kindergarten to grade 9, to support numeracy achievement:
 - a. The embedded coaching model was expanded. As of June 2015, ten kindergarten to grade 9 schools had embedded coaches.
5. Implement Year 1 of the numeracy instruction training program for instructional coaches:
 - a. Fourteen coaches received the first year of the numeracy instruction training program.
6. Implement Year 1 of the resource plan to support the mathematics component of the Student Achievement System:
 - a. During the year, curriculum and student services collaborated to implement the training program to support resource teachers' use of the new interventions to support struggling students, particularly those identified through Progress Monitoring. Curriculum Delivery provided training on First Steps in Mathematics to resource teachers of progress monitoring schools.
 - b. Kaufman Test of Educational Achievement – Third Edition training was delivered to 107 FTE resource teachers to provide deeper understanding of identifying appropriate student specific interventions.
 - c. First Steps in Mathematics intervention 4 day training was delivered to 19 FTE resource teachers.
 - d. Great Leaps Math intervention training was delivered to 15 FTE resource teachers.
 - e. Jump Math intervention training was delivered to 15 resource teachers.
 - f. Significant investment in material resources to support student specific interventions in mathematics.

Year 3 Strategies for Goal 3 to be Implemented by June 30, 2016

1. Implement the numeracy component of the System of Student Achievement in Year 2 Progress Monitoring schools
2. Implement mathematics assessments for kindergarten to grade 9 in Year 2 Progress Monitoring schools
3. Implement the mathematics instruction training program for teachers of Year 2 Progress Monitoring schools
4. Implement Phase 2 of the embedded instructional coaching model for kindergarten to grade 9, to support numeracy achievement
5. Implement Year 2 of the numeracy instruction training program for instructional coaches
6. Implement Year 2 of the resource plan to support the mathematics component of the Student Achievement System

In keeping with the English Language School Board Strategic Plan for Student Achievement, the Student Services Department, in collaboration with the Curriculum Delivery Department, worked to implement Year 1 of the resource plan to support both the language arts and mathematics components of the StudentAchieve System.

Following the previous year's realignment of resource staffing, efforts were focused on ensuring appropriate training in and access to a balanced array of targeted interventions for all resource teachers. In April, 2015, Student Services staff began delivering training to resource teachers in areas such as fluency, comprehension, writing, word recognition and numeracy, holding a total of six full training days for resource teachers from 19 schools with a focus on interventions such as First Steps in Mathematics, Jump Math, Great Leaps Math and Fluency, and Reading Horizons. This training schedule will extend in reach and scope next year as additional interventions such as the Wilson Reading Program will be added and more schools will be scheduled for training. Schools are now better able to effectively intervene at the right time, in the right way, with the right students, ensuring that every student advances his or learning.



Challenges, Opportunities and Highlights

CHALLENGES

During the 2014-2015 school year, the winter weather disrupted school schedules and thus affected instructional days for students as well as professional learning days for teachers. To reduce the impact of school closures due to weather, one teacher professional learning day became a school instructional day which meant that training planned as part of the Strategic Plan did not occur as scheduled. To minimize the impact on the implementation of the strategic plan strategies, the Curriculum Delivery Department and pilot schools developed an alternative approach to teacher professional learning and expectations.

Building on the previous year's consultation process with School Councils/Home and School Associations, the new student learning report was piloted in 14 schools. A survey on the learning report was circulated to parents/guardians and teachers of Progress Monitoring schools. 98 teachers and 562 parent/guardians provided feedback on the learning report. Amendments were made to reflect the feedback provided. Because the software vendor was unable to meet deadlines, the implementation of the report was postponed until the 2015-2016 school year.

At the end of the school year, seven positions were eliminated from the Curriculum Delivery Department of the English Language School Board. The school district's ability to implement the next stage of the Strategic Plan will be reviewed and will be adjusted accordingly by limiting the number of schools and expected implementation dates.

The English Language School Board was once again challenged to provide the full allocation of professional services of psychologists. In staffing, 7.4 of a possible 8.4 permanent school psychologist positions were filled, with one permanent position remaining vacant; however, of those 7.4 positions, 2.8 of them went unfilled due to leaves of absence, and therefore the actual complement of psychologists was 4.6 FTE. The greatest challenge was, and continues to be, attracting interest in temporary positions. The Board is also challenged in the area of human resources to hire qualified French Immersion teachers for the increasing student enrolment in Early and Late French Immersion programs.

A continued concern for students has been the limited access to mental health and addictions support. In addition to providing professional development to our school counsellors, specifically in the social emotional learning components of comprehensive counselling, there has been a focus on finding ways to support students and their families who need access to additional supports. The Student Services Department expanded the Multi Agency Services Teams (MAST) which involve representatives from justice, mental health, and education to the western intermediate schools. MAST provides a wraparound-based approach to adolescent youth who are identified as high risk, connecting them in a more efficient manner to the supports they need.

As noted earlier in this report, the student enrolment for the English Language School Board continued to decrease in 2014–2015. The official enrolment of 19,113 on September 30, 2014 was 204 fewer students than the official enrolment recorded on the same date in 2013. Enrolment projection at the end of the year indicates a further decline in September 2015.

HIGHLIGHTS

As reported, students continue to achieve and there has been a successful attainment of the goals set for the 2014–2015 and the Board Mission 2013-2017; however there are some areas, as identified by the provincial assessment data, that require further analysis in order to identify required direction and support for classroom instruction via teacher professional development. Foundational learning data of the new System of Student Achievement will assist the system with this direction.

In addition to strategies identified in the Strategic Plan, the Curriculum Delivery Department and the Student Services Department collaborated to develop and implement new processes and programs to accompany the System of Student Achievement - the Learning Plan, academic case management and learning profile were developed and are currently being used in Progress Monitoring schools to further enable the school system's

ability to respond to individual student learning in a timely manner. As well, resource teachers continue to receive training in newly identified intervention programs to support the English Language School Board System of Student Achievement. The investment will ensure that resource programming across English Language School Board schools is provided with fidelity and access is equitable.

Within the System of Student Achievement and in particular the Progress Monitoring component, pilot schools reviewed the foundational learnings in English and French language arts. The foundational learnings were updated accordingly.

The School Effectiveness Department led a sub-committee of district office and school staff (administrators, counsellors and teachers) in developing an Attendance and Engagement policy and procedure. The policy and procedure are designed to encourage and support regular attendance of students and their learning/instructional time, and will be implemented in all 56 schools in September 2015. Daily student attendance is essential to positive student engagement in school, and engagement in one's own learning. Communicating with and providing supports to students and their families to ensure strong attendance at school will maximize learning opportunities and contribute to increased student achievement.

A group of English Language School Board instructional leaders representing principals, the Curriculum Delivery, Student Services and School Effectiveness Departments attended the Solution Tree workshop, *RTI at Work™* with creators Austin Buffum and Mike Mattos. The representatives explored the implementation of response to intervention (RTI) in relation to the System of Student Achievement. Of particular value was the session on scheduling for RTI (progress monitoring). School administrators and leaders will use this information during the 2015-2016 school year to increase the effectiveness of their schools' class schedules.

OPPORTUNITIES

Intermediate and senior high schools will continue their work towards ensuring an increased enrolment and success rate in senior high school academic courses. The new Grad Planner, supported by *MyBlueprint* is introduced in grade nine and provides students with a customized structure to explore their high school programming. By enabling students to be successful in their academic path to graduation, these tools are a tremendous supports toward achieving that end.

The introductory training for instructional leaders that was facilitated by well-renowned educator Ms. Sandra Herbst has provided direction and support for school leaders to ensure that they obtain the instructional leadership knowledge and skills to support teaching and learning in the schools. The key component in ensuring that each student is progressing is ongoing and consistent reliable, valid and authentic individual student learning assessment at the classroom level. To deepen and sustain this practice, the Board has engaged Ms. Herbst to continue this work with its instructional leaders (principals, vice principals, consultants, literacy and numeracy coaches, and senior high school department heads) in the fall and spring of the 2015-2016 school year.

The offering of occupational therapy services was initiated for many of our students, with confirmation in April 2015 that the school therapy project would be assigned a permanent therapist position. This affords students in the Queens Region consultative service as an integrated part of their school day; provides access Island-wide to students who meet the exceptional case criteria; and complements our augmentative assistive communication support to youth who are unable to speak.

At the request of the Superintendent, School Effectiveness supervisors worked with all 56 schools to implement a structure for principals to report their School Effectiveness Plans to their parent community. Supervisors continue to support schools in the development of their School Effectiveness Plans, ensure school goals are aligned with the priorities of the English Language School Board, and develop strategies for schools that will support the goals of the Strategic Plan.

SUMMARY

In addition to providing public accountability for the work accomplished on the Board's Strategic Plan to increase student achievement in the school district, the annual report also provides an opportunity to review the progress and future challenges for the Board's work in planning for the upcoming year(s).

The Board will adjust the plan for the implementation of Progress Monitoring and for the provision of supports for students who are struggling, while still remaining focused on its mission and the three main goals identified in the Strategic Plan for Student Achievement 2013–2017. This adjustment is being made to address the challenge to continue with the implementation of the identified strategies in kindergarten to grade nine with a reduced number of personnel to support literacy and mathematics, and in grades 10-12 with a requirement to determine and implement more focused and strategic supports at the high school level to ensure the retention and success of those students who registered in academic courses in September 2014 and beyond.

The Board remains committed to supporting a learning community that challenges and motivates each student to reach his/her potential by providing fair access and educational opportunities for all students; providing a respectful, safe, and caring environment; and reflecting on and integrating evidence-based practices. The success of these goals, which are grounded in this vision, will ensure that students are prepared for post-graduation paths that will lead to a broad choice of career options; will become lifelong learners; possess confidence in their own abilities; and will ultimately be prepared to be community-minded citizens.

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

REPORT ON BOARD GOVERNANCE AND OPERATIONAL POLICY 2014-2015

The English Language School Board adopted the following motions regarding Board Governance and Operational Policies during the 2014-2015 school year:

School Board Meeting – September 23, 2014

Operational Policy 701 – Volunteers in Schools

It was moved by Lori St. Onge and seconded by Colleen Parker that the proposed Operational Policy 701 – Volunteers in Schools be adopted. Motion carried.

Board Governance Policy GP 8c – Ad Hoc Committee for the Development of Draft Board Governance Policy and Procedure for Appeals Terms of Reference

It was moved by Kent Nicholson and seconded by June Jenkins Sanderson that the proposed Board Governance Policy GP 8c – Ad Hoc Committee for the Development of Draft Board Governance Policy and Procedure for Appeals Terms of Reference be adopted. Motion carried.

School Board Meeting – October 28, 2014

Operational Policy 601 – Tobacco and Smoke Free Environments

It was moved by Colleen Parker and seconded by June Jenkins Sanderson that the proposed Operational Policy 601 – Tobacco and Smoke Free Environments be adopted. Motion carried.

School Board Meeting – November 25, 2014

ESD Policy GCKC – Administrator Transfer

It was moved by June Jenkins Sanderson and seconded by Jeffrey Chapman that Eastern School District Policy GCKC – Administrator Transfer be rescinded. Motion carried.

Board Governance Policy SL 7 – Asset Protection

It was moved by David Mitchell and seconded by Sheri Ostridge that the proposed revision to Board Governance Policy SL 7 – Asset Protection be adopted. Motion carried.

Rescission of ESD Administrative Regulations

The Superintendent of Education reported that the following documents had been rescinded:

- ESD Administrative Regulation GCKC-R – Administrative Transfer
- ESD Administrative Regulation GCKA-R – Teacher Transfer

School Board Meeting – January 20, 2015

Board Governance Policy GP 4 – Board Members' Code of Conduct and Ethics

It was moved by Kent Nicholson and seconded by Janice Whalen that the proposed revision to Board Governance Policy GP 4 – Board Members' Code of Conduct and Ethics, be adopted. Motion carried.

School Board Meeting – April 28, 2015

Operational Policy 404 – Physical Restraint and Time-out Rooms Used in Schools

It was moved by June Jenkins Sanderson and seconded by Gary Doucette that the proposed Operational Policy 404 – Physical Restraint and Time-out Rooms Used in Schools, be adopted. Motion carried.

School Board Meeting – May 26, 2015

Governance Policy GP 11 – Student Appeal

It was moved by Kent Nicholson and seconded by Cindy McCardle that the proposed Governance Policy GP 11 – Student Appeal be adopted. Motion carried.

Governance Policy GP 8d – Student Appeal Committee Terms of Reference

It was moved by Jason Doiron and seconded by June Jenkins Sanderson that the proposed Governance Policy GP 8d – Student Appeal Committee Terms of Reference be adopted. Motion carried.

School Board Meeting – June 16, 2015

Board Governance Policy GP 12 – School Attendance Zones

It was moved by Janice Whalen and seconded by Kent Nicholson that the proposed Board Governance Policy GP 12 – School Attendance Zones be adopted. Motion carried.

Interim Board Governance Policy FCB – Permanent School Closure

It was moved by Kent Nicholson and seconded by Sheri Ostridge that the proposed Interim Board Governance Policy FCB – Permanent School Closure be adopted. Motion carried.

Board Governance Policy GP 8e – Public Engagement Advisory Committee Terms of Reference

It was moved by Jason Doiron and seconded by Lori St. Onge that the proposed Board Governance Policy GP 8e – Public Engagement Advisory Committee Terms of Reference be adopted. Motion carried.

Board Governance Policy GP 8d – Student Appeal Committee Terms of Reference

It was moved by Gary Doucette and seconded by Cindy McCardle that the proposed revision to Board Governance Policy GP 8d – Student Appeal Committee Terms of Reference be adopted. Motion carried.

English Language School Board
Official Enrolments by School and Grade - September 30, 2014

School	Code	Grade												Total			
		K	1	2	3	4	5	6	7	8	9	10	11		12		
Alberton Elementary	131	15	23	14	23	24	14	16									129
Amherst Cove Consolidated	231	10	15	14	4	22	16	20	11	10							122
Athena Consolidated	221	26	34	29	35	38	36	41	40	37	39						355
Belfast Consolidated	440	11	8	10	6	6	9	12	12	11	10						95
Birchwood Intermediate	320								60	65	88						213
Bloomfield Elementary	132	34	28	29	22	32	26	29									200
Bluefield Senior High	314												256	229	250		735
Cardigan Consolidated	441	7	12	10	17	17	19	14									96
Central Queens Elementary	341	35	31	45	28	38	44	35									256
Charlottetown Rural Senior High	310												301	277	333		911
Colonel Gray Senior High	311												282	267	317		866
Donagh Regional	344	20	16	14	11	18	20	23									122
East Wiltshire Intermediate	324								185	165	192						542
Eliot River Elementary	342					132	154	164									450
Ellerslie Elementary	134	26	31	19	27	25	39	35									202
Elm Street Elementary	232	66	73	55	50	62	65	63									434
Englewood	345	17	17	18	17	23	19	29	18	17	21						196
Georgetown Consolidated	445	7	4	3	4	7	9	6	9	12							61
Glen Stewart Primary	340	143	150	161	156												610
Greenfield Elementary	237	42	49	57	50	53	62	63									376
Gulf Shore Consolidated	348	24	25	28	23	19	28	25	22	30	16						240
Hernewood Intermediate	122								96	71	76						243
Kensington Intermediate/Senior High	211								46	52	49	45	53	61			306
Kinkora Regional High	212											29	36	35	30		130
L.M. Montgomery Elementary	343	70	75	59	51	50	61	68									434
M.E. Callaghan Intermediate	123								90	80	82						252
Miscouche Consolidated	222	16	18	23	23	28	31	24	28	29	18						238
Montague Consolidated	446	63	62	58	65	46	69	56									419
Montague Intermediate	420								87	83	140						310
Montague Regional High	410												151	163	166		480
Morell Consolidated	447	16	25	12	27	20	22	24	21	26							193
Morell Regional High	411											39	43	39	45		166
Mt. Stewart Consolidated	448	23	12	26	21	13	28	14	9	23							169
O'Leary Elementary	133	15	10	27	15	32	21	22									142
Parkdale Elementary	346	24	29	22	26	7	17	20									145
Parkside Elementary	236	56	59	50	49	46	58	38									356
Prince Street Elementary	347	43	36	31	32	28	41	37									248
Queen Charlotte Intermediate	321								172	150	180						502

**English Language School Board
Official Enrolments by School and Grade - September 30, 2014**

School	Code	Grade												Total	
		K	1	2	3	4	5	6	7	8	9	10	11		12
Queen Elizabeth Elementary	233	44	57	43	46	47	53	50							340
Sherwood Elementary	349	80	78	73	71	59	96	85							542
Somerset Elementary	234	19	14	20	15	15	26	19	23	17					168
Souris Regional	412	37	49	45	40	49	51	44	32	41	43	49	51	33	564
Southern Kings Consolidated	451	13	13	18	23	21	23	23	20	20					174
Spring Park Elementary	351	100	87	92	62	54	57	68							520
St. Jean Elementary	354	15	12	15	17	20	16	14							109
St. Louis Elementary	135	14	24	19	16	20	20	25							138
Stonepark Intermediate	323								256	253	259				768
Stratford Elementary	358					143	137	150							430
Summerside Intermediate	220								152	146	171				469
Three Oaks Senior High	215											269	245	258	772
Tignish Elementary	130	24	19	22	43	25	42	38							213
Vernon River Consolidated	455	18	18	15	19	15	18	15	11	9	10				148
West Kent Elementary	355	14	19	19	20	31	25	33							161
West Royalty Elementary	356	68	69	78	73	73	78	67							506
Westisle Composite High	113											159	178	206	543
Westwood Primary	350	155	162	135	152										604
TOTALS		1410	1463	1408	1379	1358	1550	1509	1400	1347	1462	1591	1537	1699	19113

**English Language School Board
Enrolments by Age and Grade - September 30, 2014**

Grade→	K		1		2		3		4		5		6		7		8		9		10		11		12		TOTAL		TOTAL
	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	167	158																									167	158	325
5	515	560	159	165																							674	725	1399
6	4	4	547	581	169	149																					720	734	1454
7	1	--	4	7	549	526	163	138																			717	671	1388
8	--	1	--	--	8	7	489	573	154	123	1	--															652	704	1356
9							4	11	529	532	155	152															688	695	1383
10							1	--	8	12	595	635	69	65													673	712	1385
11											--	12	665	647	58	36											723	695	1418
12													23	38	629	645	18	18	1	1							671	702	1373
13													--	2	11	20	632	651	69	68							712	741	1453
14															--	1	12	16	624	657	120	111					756	785	1541
15																			18	24	552	620	158	140			728	784	1512
16																					60	79	545	547	187	174	792	800	1592
17																					16	29	46	74	524	608	586	711	1297
18																					2	1	9	13	64	113	75	127	202
19																					1	--	4	1	10	12	15	13	28
20																									3	4	3	4	7
Over 20																									--	--	0	0	0
TOTAL	687	723	710	753	726	682	657	722	691	667	751	799	757	752	698	702	662	685	712	750	751	840	762	775	788	911	9352	9761	19113



Financial Statements

English Language School Board

March 31, 2015

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	11
Schedule of renovations and equipment expenses	12
Schedule of instructional expenses	13
Schedule of salaries and benefits expenses	14
Schedule of maintenance and operation expenses	15
Schedule of transportation expenses	16

Management's Responsibility For Financial Reporting

March 31, 2015

The financial statements have been prepared by management in accordance with Canadian public sector accounting standards, 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. A summary of the significant accounting policies are described in Note 2 to 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 internal controls are designed to provide reasonable assurance that assets are safeguarded, transactions are properly authorized and recorded in compliance with legislative and regulatory requirements, and reliable financial information is available on a timely basis for preparation of the financial statements.

The Board of Trustees is responsible for ensuring that management fulfils its responsibilities for financial reporting and internal control, and exercises these responsibilities through the Board. The Board reviews internal financial statements on a quarterly basis and external audited financial statements yearly. The Board also discusses any significant financial reporting or internal control matters prior to their approval of the financial statements.

The external auditors, Grant Thornton LLP, conduct an independent examination, in accordance with Canadian auditing standards, and express their opinion on the financial statements. The external auditors have full and free access to financial management of the English Language School Board and meet when required. The accompanying Auditor's Report outlines their responsibilities, the scope of their examination and their opinion on the financial statements.

On behalf of the English Language School Board



 Director of Corporate Services



 Coordinator of Corporate Services



Independent auditors' report

To the Board of Trustees
of the English Language School Board

Grant Thornton LLP
2nd Floor, Royal Bank Building
220 Water Street, PO Box 1660
Summerside, PE
C1N 2V5

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F (902) 436-6913
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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, 2015, and statements of operations and changes in net financial 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.



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, 2015, 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

June 29, 2015

Chartered accountants

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

Year Ended March 31	2015		2014		
Revenue		%		%	
Transfers from the Department of Education					
Administration	\$ 2,040,500	1.0	\$ 2,040,500	1.0	
Renovations and equipment	984,609	0.5	1,078,900	0.5	
Instructional supplies	2,318,700	1.2	2,318,700	1.1	
Salaries and benefits	180,885,310	89.9	182,532,354	89.9	
Maintenance and operation	10,720,699	5.3	10,620,700	5.4	
Transportation	2,976,800	1.5	2,976,800	1.5	
Other revenue (Note 3)	1,266,922	0.6	1,181,561	0.6	
	<u>201,193,540</u>	<u>100.0</u>	<u>202,749,515</u>	<u>100.0</u>	
Expenses (Note 4)					
Administration	11	1,776,398	0.9	1,772,057	0.9
Renovations and equipment	12	1,039,328	0.5	916,840	0.5
Instructional	13	2,430,474	1.2	2,085,017	1.0
Salaries and benefits	14	180,806,445	89.9	181,883,377	89.5
Maintenance and operation	15	11,512,295	5.7	12,554,670	6.3
Transportation	16	3,640,548	1.8	3,549,213	1.8
		<u>201,205,488</u>	<u>100.0</u>	<u>202,761,174</u>	<u>100.0</u>
Excess expenses before other expense		<u>(11,948)</u>		<u>(11,659)</u>	
Transfer of tangible capital assets		-		(190,237,589)	
Excess expenses		<u>\$ (11,948)</u>		<u>\$(190,249,248)</u>	
Net financial assets, beginning of period		\$ 35,448		\$ 190,284,696	
Excess revenues		<u>(11,948)</u>		<u>(190,249,248)</u>	
Net financial assets, end of period		<u>\$ 23,500</u>		<u>\$ 35,448</u>	

See accompanying notes to the financial statements.

English Language School Board Statement of financial position

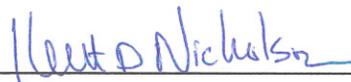
March 31	2015	2014
Financial assets		
Current		
Cash	\$ 6,857,301	\$ 5,824,483
Receivables		
Department of Education	8,733,691	9,684,895
Trade and other	1,970,621	1,560,321
	<u>17,561,613</u>	<u>17,069,699</u>
Department of Education - post-employment benefits	34,662,869	31,863,578
Department of Education - deferred salary plan	1,306,116	1,291,465
Restricted cash	100,000	100,000
Trust funds (Note 5)	291,063	272,173
	<u>\$ 53,921,661</u>	<u>\$ 50,596,915</u>
Financial liabilities		
Current		
Payables and accruals		
General	\$ 5,193,832	\$ 5,052,057
Salaries and benefits	6,395,315	7,256,640
Department of Education	3,230,062	2,324,716
Deferred revenue (Note 6)	2,718,904	2,400,838
	<u>17,538,113</u>	<u>17,034,251</u>
Post-employment benefits (Note 7)	34,662,869	31,863,578
Deferred salary program	1,306,116	1,291,465
Deferred revenue	100,000	100,000
Trust funds (Note 5)	291,063	272,173
	<u>53,898,161</u>	<u>50,561,467</u>
Net assets	<u>\$ 23,500</u>	<u>\$ 35,448</u>

Contingency (Note 9)

On behalf of the Board



Chairperson



Trustee

See accompanying notes to the financial statements.

English Language School Board Statement of cash flows

Year Ended March 31

2015

2014

Increase (decrease) in cash and cash equivalents

Operating activities

Excess expenses	\$ (11,948)	\$ (190,249,248)
Items not affecting cash		
Transfer of tangible capital assets	-	190,237,589
	<u>(11,948)</u>	<u>(11,659)</u>
Change in non-cash working capital:		
Receivables	(2,273,038)	(3,654,505)
Payables	3,018,628	4,525,925
Deferred revenue	318,066	635,971
	<u>1,051,708</u>	<u>1,495,732</u>
Net increase in cash and cash equivalents		
Cash and cash equivalents,		
Beginning of period	<u>6,196,656</u>	<u>4,700,924</u>
End of period	<u>\$ 7,248,364</u>	<u>\$ 6,196,656</u>

Components of cash and cash equivalents:

Unrestricted cash and cash equivalents	\$ 6,857,301	\$ 5,824,483
Restricted cash and cash equivalents	<u>391,063</u>	<u>372,173</u>
	<u>\$ 7,248,364</u>	<u>\$ 6,196,656</u>

See accompanying notes to the financial statements.

English Language School Board

Notes to the financial statements

March 31, 2015

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 prepares its financial statements in accordance with Canadian Public Sector Accounting Standards.

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, 2015

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.

Certain non-instructional employees of the Board are members of the Civil Service 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.

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.

3. Other revenue	<u>2015</u>	<u>2014</u>
Special program funding and recoveries	\$ 915,768	\$ 807,715
Miscellaneous	181,465	146,496
Rentals	76,634	91,389
School overage reimbursements	<u>93,055</u>	<u>135,961</u>
	<u>\$ 1,266,922</u>	<u>\$ 1,181,561</u>

English Language School Board Notes to the financial statements

March 31, 2015

4. Expenses by department

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

	<u>2015</u>	<u>2014</u>
Instructional	\$ 130,358,431	\$ 130,775,630
Administration	8,717,171	8,589,261
Transportation	10,375,894	10,357,788
Maintenance and operations	20,895,015	21,530,424
Employee benefits	<u>30,858,977</u>	<u>31,508,071</u>
	<u>\$ 201,205,488</u>	<u>\$ 202,761,174</u>

5. 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.

6. Deferred revenue	<u>2015</u>	<u>2014</u>
Funds designated for:		
Capital funding	\$ -	\$ 272,815
Special program funding	1,841,564	1,496,971
Staff professional development	155,488	138,593
Maintenance work	604,355	200,000
Technology	-	182,000
Student leadership and school development	<u>117,497</u>	<u>110,459</u>
	<u>\$ 2,718,904</u>	<u>\$ 2,400,838</u>

English Language School Board Notes to the financial statements

March 31, 2015

7. Post-employment benefits

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

	<u>2015</u>	<u>2014</u>
Retirement allowance		
Balance, April 1, 2014 (2014 - April 1, 2013)	\$ 32,208,994	\$ 29,030,240
Amortization of actuarial gain	740,243	1,008,313
Current service cost	2,645,490	1,971,437
Interest accrued	1,481,060	1,683,761
Less: payments made	(1,744,562)	(1,484,757)
Balance, March 31, 2015 (2015 – March 31, 2014)	35,331,225	32,208,994
Vacation pay	962,776	971,927
	36,294,001	33,180,921
Less: current portion	(1,631,132)	(1,317,343)
	\$ 34,662,869	\$ 31,863,578
Unamortized actuarial adjustment	\$ (10,202,327)	\$ (7,386,148)

The retirement allowance balances are based on an independent actuarial valuation dated April 1, 2014, provided to the Pension and Benefits Division of the Province Of Prince Edward Island Civil Service Commission. The report was subsequently amended for a change in the discount rate to be used in the valuation of the liability the amendment was dated April 1, 2015. The Province Of Prince Edward Island projects the total liability in the years between the tri-annual actuarial valuations. The amendment dated April 1, 2015 is reflected in the 2015 projection prepared by the Province of Prince Edward Island.

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	2.64% per annum
Expected inflation rate	2.25% per annum
Expected average remaining service life	14 years

English Language School Board Notes to the financial statements

March 31, 2015

8. 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 2015:

	Grant allocation by category March 31, 2015	Actual expenditures by category March 31, 2015
Administration	\$ 2,040,500	\$ 1,776,398
Renovations and equipment	1,078,900	1,039,328
Instructional	2,318,700	2,430,474
Maintenance and operations	10,720,700	11,512,295
Transportation	2,976,800	3,640,548

9. 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.

10. Comparative figures

Certain of the figures on the 2014 financial statements have been reclassified to conform to the 2015 financial statement presentation.

English Language School Board Schedule of administration expenses

Year Ended March 31	2015	2014
Advertising	\$ 12,571	\$ 14,715
Courier services	36,575	65,193
Equal chances at learning	26,206	22,142
Graduation	48,269	20,186
Insurance	131,945	301,439
Miscellaneous	9,765	20,324
Office supplies	87,299	95,097
Postal services	39,236	26,904
Professional development	153,405	112,393
Professional services	261,566	87,693
Public, staff and student relations	112,138	118,014
Telephone	349,895	355,064
Travel	452,738	473,890
Trustees remuneration	36,878	36,312
Trustees travel and other	17,912	22,691
	<u>\$ 1,776,398</u>	<u>\$ 1,772,057</u>

English Language School Board
Schedule of renovations and equipment expenses

Year Ended March 31	2015	2014
Audio-visual equipment	\$ 150,854	\$ 105,970
Classroom furniture and equipment	104,658	65,610
Computer equipment	274,400	391,170
Maintenance equipment	133,901	31,311
Miscellaneous equipment	200,926	178,773
Musical instruments	52,119	15,912
Office furniture and equipment	33,041	25,695
Playground	89,429	53,794
Vehicles	-	48,605
	<u>\$ 1,039,328</u>	<u>\$ 916,840</u>

English Language School Board Schedule of instructional expenses

Year Ended March 31	2015	2014
Academic supplies	\$ 454,731	\$ 380,136
Art	31,400	33,470
Computer literacy	2,256	4,416
Curriculum programs	519,239	233,341
Duplicating supplies	451,381	579,508
English and language arts	9,873	11,754
French	14,602	890
Guidance and resource	1,646	4,592
Home economics and family living	49,023	58,839
Industrial arts	35,103	29,125
Library and resource centres	220,601	198,651
Mathematics	8,347	10,010
Music	126,061	148,981
Physical education	96,601	114,928
Science	102,572	54,399
Student services	102,337	4,048
Vocational education	204,701	217,929
	<u>\$ 2,430,474</u>	<u>\$ 2,085,017</u>

English Language School Board Schedule of salaries and benefits expenses

Year Ended March 31	2015	2014
Board administration support	\$ 1,889,287	\$ 1,763,941
Board management	1,872,632	1,981,434
Instructional	115,454,421	116,103,026
Maintenance and operation	8,343,392	8,044,710
School administration support	3,178,854	3,038,815
Educational assistants and youth service workers	12,473,536	12,607,208
Transportation	6,735,346	6,817,754
Benefits	<u>25,992,176</u>	<u>26,803,181</u>
	175,939,644	177,160,069
Retirement allowance	<u>4,866,801</u>	<u>4,723,308</u>
	\$ 180,806,445	\$ 181,883,377

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.

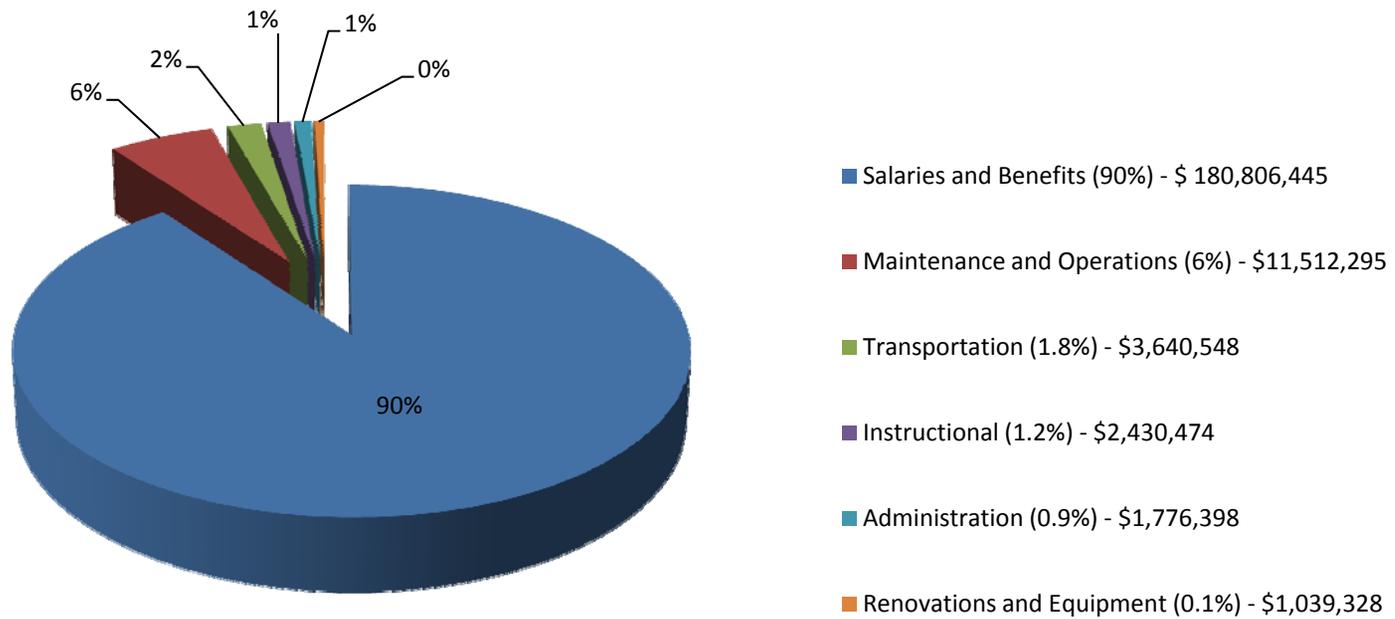
English Language School Board Schedule of maintenance and operation expenses

Year Ended	2015	2014
Building repairs	\$ 1,403,102	\$ 1,375,256
Contract cleaning	8,307	5,494
Electricity	3,030,947	2,935,882
Fire department dues	35,169	40,236
Fuel - heating	4,521,700	5,257,242
Insurance	214,890	503,836
Ground maintenance	55,251	121,273
Miscellaneous	13,962	12,201
Rentals	214,127	209,080
Property taxes	40,745	41,324
Service contracts and professional services	92,296	94,399
Service vehicles	89,387	94,764
Sewer and water	276,419	420,520
Snow removal	616,827	541,572
Supplies	500,138	570,795
Travel	19,929	19,600
Waste disposal	379,099	311,196
	<u>\$ 11,512,295</u>	<u>\$ 12,554,670</u>

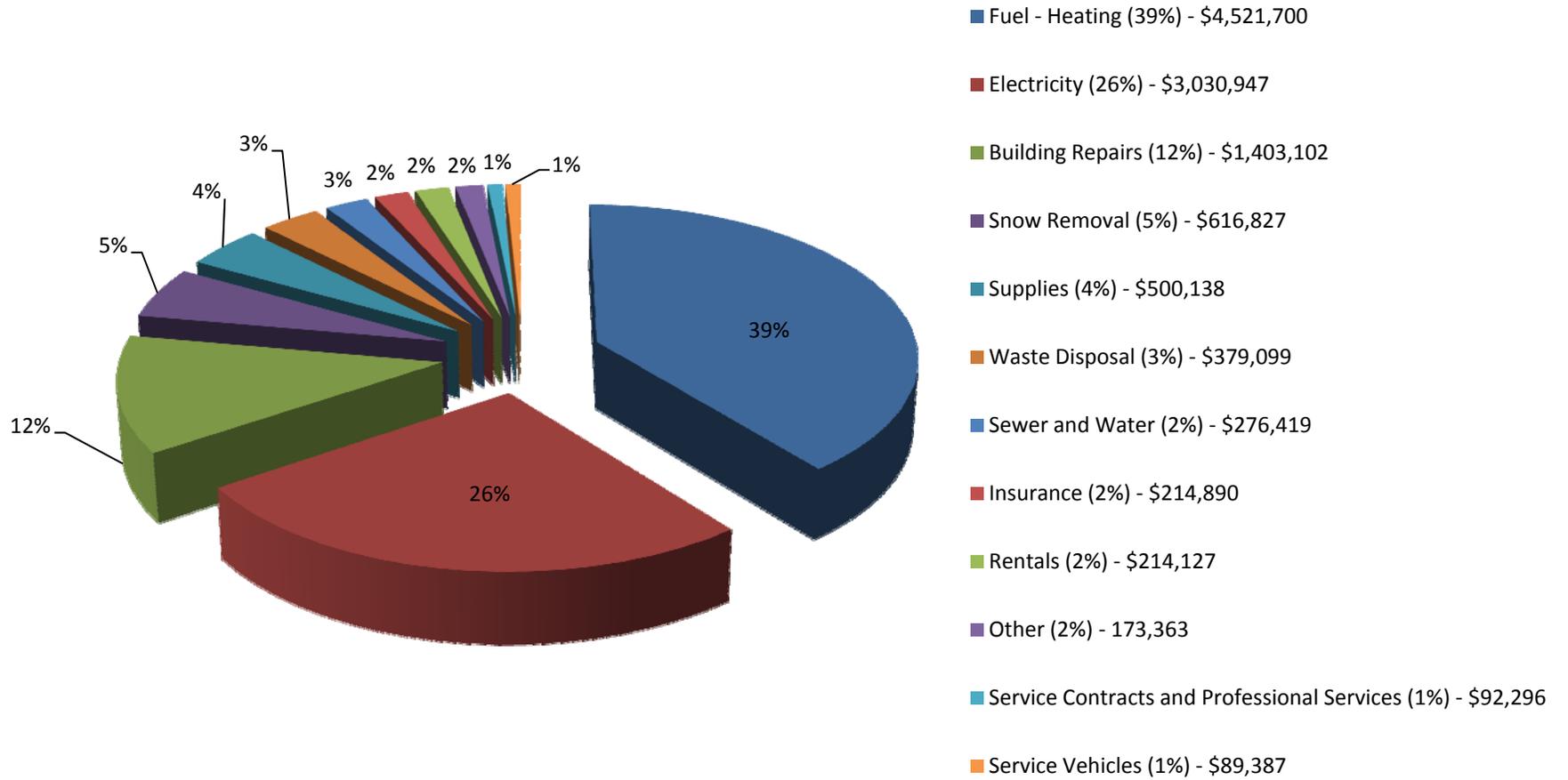
English Language School Board Schedule of transportation expenses

Year Ended March 31	2015	2014
Bus parts and repairs	\$ 1,274,440	\$ 988,458
Communications	104,782	90,294
Contracted services	134,150	138,123
Extra-curricular transportation	20,948	27,308
Fuel	1,799,361	2,082,614
Insurance	187,022	174,005
Professional services	13,258	11,881
Snow removal	90,850	22,174
Supplies	6,102	5,486
Travel	<u>9,635</u>	<u>8,870</u>
	<u>\$ 3,640,548</u>	<u>\$ 3,549,213</u>

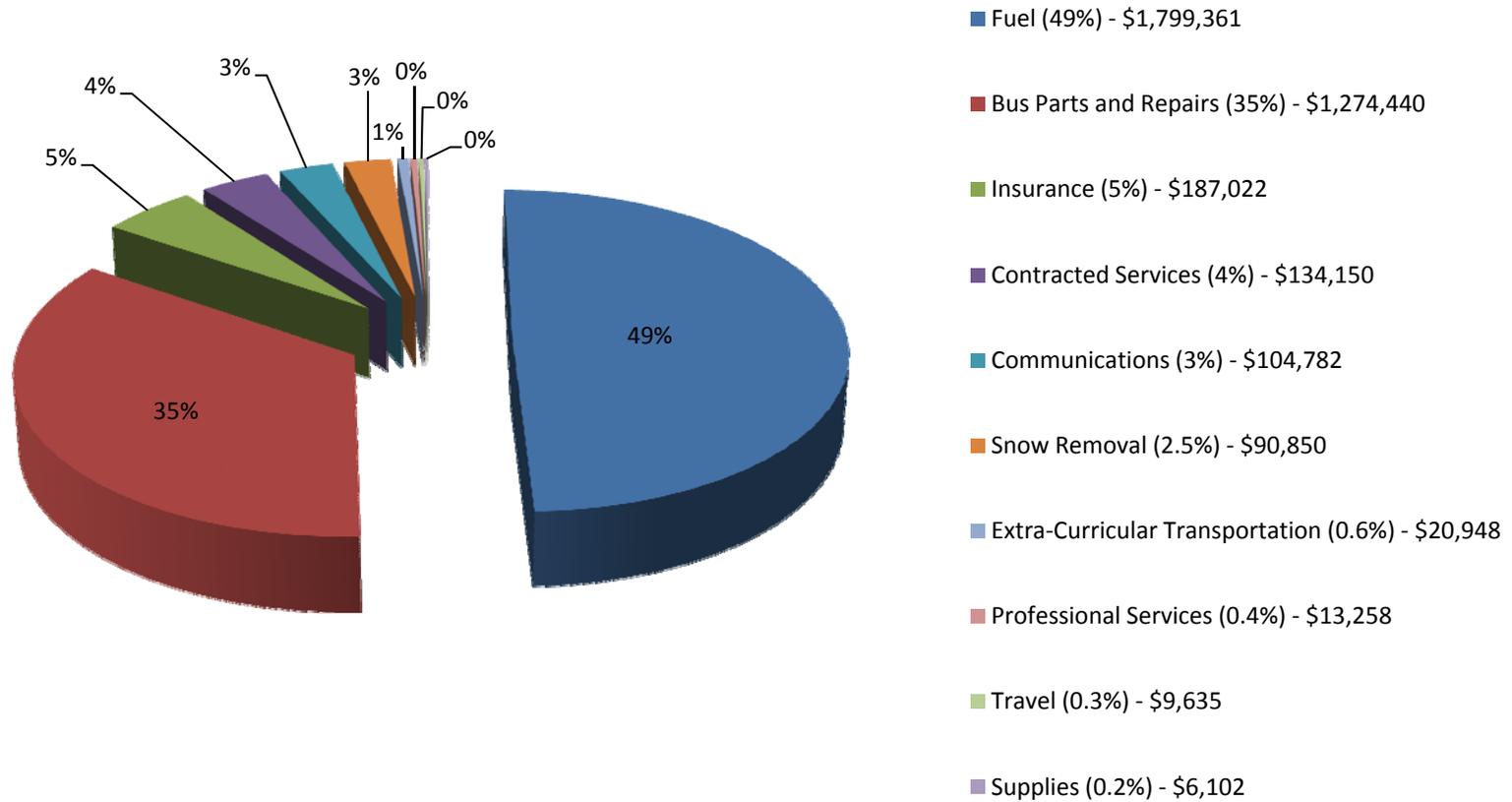
English Language School Board Operating Expenses



English Language School Board Maintenance and Operations



English Language School Board Transportation



English Language School Board Largest Expense Categories

