



English Language School Board

Annual Report

2015 - 2016

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Official Trustee's Message

August 18, 2016

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

Dear Minister Currie:

On behalf of the English Language School Board, I am submitting the annual report for the 2015-2016 school year, the Board's fourth annual report.

This report reflects the work completed towards the Strategic Plan for Student Achievement for the school year ending June 30, 2016 and the audited financial statements for the fiscal period ending March 31, 2016.

I wish to thank the staff of the English Language School Board for their continued efforts to provide for the educational needs of our students. I also thank our many educational partners, including your department, for their support in the shared responsibility of providing excellence in student learning.

Yours sincerely,



Ricky Hood
Official Trustee

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, Early Learning and Culture, 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 18,862 students. The district has diverse school populations, with schools ranging in size from 50 students to 858 students. School configurations in the district vary as follows:

School Type	Number
Kindergarten – Grade 3	2
Kindergarten – Grade 6	22
Kindergarten – Grade 8	6
Kindergarten – Grade 9	6
Kindergarten – Grade 12	1
Grades 4 – 6	2
Grades 7 – 9	8
Grades 7 – 12	1
Grades 9 – 12	2
Grades 10 – 12	6
Total	56

There were 1,455 *English as an Additional Language/French as an Additional Language* (EAL/FAL) students from 117 countries registered in English Language School Board schools during the 2015-2016 school year. During the year, 436 new students arrived. Of the 1,455 EAL/FAL students, approximately 1,300 were in the Charlottetown area and a total of 505 students received EAL/FAL support in 34 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 267 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.

Members of the Board of Trustees for July, 2015 to November 4, 2015 were as follows:

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

On November 4, 2015, Minister Hal Perry replaced the Board of Trustees with Ricky Hood as Official Trustee to manage the operations of the School Board.

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 2015-2016 the English Language School Board operated 56 schools throughout the province. A complete listing of schools and their populations are provided in *Appendix B*.

Students

In this school year, 18,862 students attended the district's schools. School student populations ranged from 50 (kindergarten – grade 8) students in Georgetown Elementary School to 858 (grades 10 - 12) students at Charlottetown Rural Senior High School.

Number of Male Students 2015-2016	Number of Female Students 2015-2016	Total Number of Students 2015-2016
9,577	9,285	18,862

Staff

As of June 30, 2016, the English Language School Board had approximately 3,750 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, Early Learning and Culture

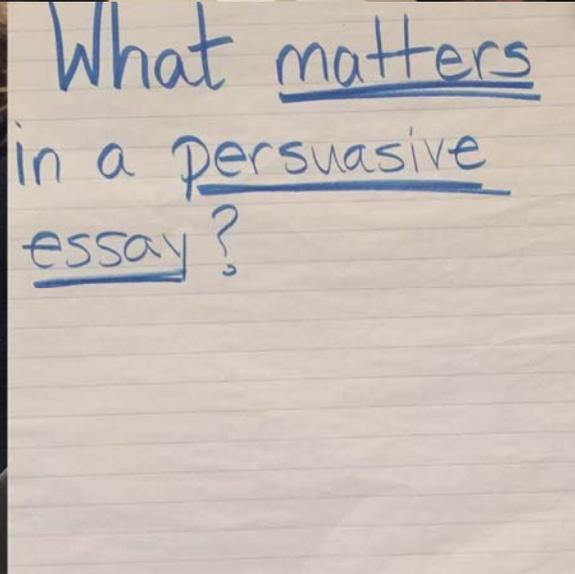
The English Language School Board's most significant partnership is with the Department of Education, Early Learning and Culture which provides the Board with funds for infrastructure, personnel, and learning resources to enable the Board to fulfill its mandate. The Board's work supports the strategic 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 effectiveness 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, 2016 to implement the Year 3 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.

Since 2013 the percentage of graduating students that have completed academic English (ENG621A) and one of two academic mathematics courses (MAT621A or MAT621B) has grown from 63.5% in 2013 to 70.1% in 2016.

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%
2016	72.3%	70.1%	43.8%

* 2013 Total Number of Graduates: 1,618

* 2014 Total Number of Graduates: 1,631

* 2015 Total Number of Graduates: 1,517

* 2016 Total Number of Graduates: 1,396

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).

The following initiatives were led by the Curriculum Delivery Department to support Goal 1:

1. Twenty-three department heads from all ten high schools participated in three full days of training on instructional leadership and high yield strategies. During the year, department heads were provided with release time to support teacher professional learning in the school setting.
2. Grade 9 and 10 students used an online course registration program with *My BluePrint*.
3. School administrators and teachers participated in a comprehensive professional learning plan that included both on-site coaching and training, and professional development workshops. Sandra Herbst of *Connect2Learning* facilitated seven days of professional development for senior team, board consultants and coaches, and school teams in preparation for the 2016-2017 school year.
4. Training for teachers and counsellors, in conjunction with the Student Transition and Graduation Planner project, was provided at the intermediate and high school levels. Parent and guardian sessions, focusing on student achievement and graduation opportunities, were held at the intermediate schools.

Provincial Assessment Results

The English Language School Board participates in various provincial assessments in mathematics and literacy at grades 3, 6, 9 and 11. At the district and school levels, assessment results help target professional learning and inform resource allocation.

The English Language School Board results for 2015-2016 will be available by late fall at the Department of Education, Early Learning and Culture website: <http://www.gov.pe.ca/eecd/studentassessment>.

Students of the English Language School Board also participated in the Pan-Canadian Assessment Program (PCAP).

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.

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

1. Implement the literacy 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.

The following initiatives were led by the Curriculum Delivery Department to support Goal 2:

1. The literacy component of the System of Student Achievement was implemented in an additional eleven phase 2 schools.
2. The language arts assessments, including writing for kindergarten to grade 9 were used by teachers in fourteen phase 1 schools. The language arts training program for teachers of schools with additional training and focus for monitoring student progress was implemented. In addition to three professional learning days, 1,047 teachers received school-based support through their elementary level coaches.
3. The embedded coaching model was expanded. As of June 2016, thirteen K to 9 schools had embedded coaches.
4. Five new coaches also received introductory coaching training.
5. 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 schools focusing on monitoring student progress through the new System of Student Achievement.
6. Aside from the professional learning days in the school calendar for teachers in schools implementing the System of Student Achievement, coaches and consultants supported classroom staff the equivalent of 4,410 times or approximately 3 days for each teacher.

Student Services expanded the training schedule to encompass training and upgrading for all resource teachers in an array of evidence-based, targeted, language arts interventions.

An investment of approximately \$80,000 was made for evidence-based material resources to support student specific interventions including those addressing needs in the area of language arts.

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.

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.

The following initiatives were led by the Curriculum Delivery Department to support Goal 3:

1. The mathematics component of the System of Student Achievement was implemented in an additional eleven Phase 2 (year 2) schools.
2. The mathematics assessments for kindergarten to grade 9 students were used by teachers in all twenty-five Phase 1 and Phase 2 schools.
3. The mathematics training program for twenty-five schools using the System of Student Achievement was expanded to include ~750 teachers of mathematics.
4. The embedded coaching model was expanded. As of June 2015, thirteen kindergarten to grade 9 schools had embedded coaches offering school-based instructional support.
5. Five coaches received the first year of the numeracy instruction training program.
6. 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 the System of Student Achievement. Curriculum Delivery provided training on *First Steps in Mathematics* to resource teachers of K-9 schools.
7. Mathematics coaches and consultants provided 12 evening parent sessions with ~290 parents attending these sessions throughout the year.

Student Services expanded the training schedule to encompass training and upgrading to all resource teachers in an array of evidence-based, targeted, mathematics interventions.

An investment of approximately \$80,000 in evidence-based material resources to support student specific interventions including those addressing needs in the area of mathematics.

The primary role of the School Effectiveness Department is to support the 56 schools with their School Effectiveness Plans, and to develop instructional leadership and corresponding system structures. The School Effectiveness Department aligns the professional learning of administrators and other system leaders (School Effectiveness Teams and Curriculum Coaches) with the strategic goals of the English Language School Board.

Professional Learning for 2015-2016 included data analysis support, SMART Goal and Action Plan development, and the continuation of our partnership with Sandra Herbst that focused on the "Big 3" high-yield strategies: Learning Goals, Success Criteria, and Descriptive Feedback. The October Administrators' Retreat focused on, *Leaders Making a Difference: Using Assessment in the Service of Learning*. To build capacity and to support principals in the implementation of the "Big 3" we included vice-principals and English Language School Board Curriculum Delivery staff (High School Department Heads, French Immersion, Mathematics, Secondary, Embedded Coaches, Itinerant Coaches and Board Consultants).

School Effectiveness led two collaborative teams of new administrators. Our 2015-2016 team completed training in instructional leadership and organizational capacity topics: Supervision, Evaluation and Growth of Instructional Staff, Corporate Services Financial Topics, Conducting an Investigation, and Information

Disclosure. The 2014-2015 team joined this year's new administrators in December to complete topics missed last year due to storm cancellations. Topics included: Policy Review, Hiring Processes, Occupational Health and Safety, and Instructional Leadership.

Supervisors continued to support schools in the development of their School Effectiveness Plans, ensured school goals were aligned with the priorities of the English Language School Board, and developed strategies for schools that supported the goals of the English Language School Board Strategic Plan for Student Achievement.



Challenges and Highlights

CHALLENGES

The learning report continues to provide challenges in providing clear communication to parents and guardians. A review of the report will be undertaken in the fall of 2016 by the Leadership and Learning division of the Department of Education, Early Learning and Culture to address this.

As noted earlier in this report, the student enrolment for the English Language School Board continued to decrease in 2015-2016. The official enrolment of 18,862 on September 30, 2015 was 251 fewer students than the official enrolment recorded on the same date in 2014. The enrolment projection at the end of the year indicates a further decline in September 2016.

HIGHLIGHTS

Recognizing the growing number of students struggling with mental health concerns, Student Services Counselling Consultants made focusing on the social and emotional well-being of students a key goal for their professional development in 2015-2016. A variety of presentations, training opportunities and resources were shared allowing many of our counsellors to lead school-wide initiatives promoting social and emotional learning, such as self-regulation, social skills and relationship building.

2015-2016 also saw the first year the Multi-Agency Support Teams were fully operative across Prince Edward Island. This collaborative approach to supporting students has been highly effective and resembles other, more comprehensive models that are being explored for all Islanders at risk.

The English Language School Board was fortunate to have the 1.0 FTE Occupational Therapist dedicated to the School Therapy Model confirmed as a permanent position. In 2015-2016 this position responded to 90 individual referrals, completed 58 whole class observations, completed 8 small groups observations and provided 28 professional development sessions. Evidence supports early occupational therapy involvement in the classroom as having the potential to intercept learning challenges prior to them developing into diagnosed disabilities and impacting student achievement.

The English Language School Board invested resources and training to upgrade the assessment tools of the psychological services team. Moving to a digital assessment model will allow a more portable, current and user-friendly approach that will allow growth with students and their needs.

School Board Mandate (Legislation: *School Act, Chapter 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.

English Language School Board

PUBLIC SCHOOL BOARD MEETINGS 2015 – 2016

September 22, 2015	Stratford Office
October 27, 2015	Summerside Office
November 24, 2015	Stratford Office
December 8, 2015	Summerside Office
January 26, 2016	Stratford Office
February 23, 2016	Summerside Office
April 19, 2016	Summerside Office
June 14, 2016	Stratford Office

Appendix C

REPORT ON BOARD GOVERNANCE AND OPERATIONAL POLICY 2015-2016

The English Language School Board adopted the following motions regarding Board Governance and Operational Policies during the 2015-2016 school year:

School Board Meeting – September 22, 2015

Operational Policy 406 – Attendance and Engagement

It was moved by Cindy McCardle and seconded by David Mitchell that the proposed Operational Policy 406 – Attendance and Engagement be adopted as presented. Motion carried.

Operational Policy 407 – Assessing, Evaluating, Monitoring and Reporting Student Achievement

It was moved by Kent Nicholson and seconded by Sheri Ostridge that the proposed Operational Policy 407 – Assessing, Evaluating, Monitoring and Reporting Student Achievement be adopted as presented. Motion carried.

School Board Meeting Procedures

It was moved by David Mitchell and seconded by Jeffrey Chapman that the proposed School Board Meeting Procedures be adopted as presented. Motion carried.

School Board Meeting – October 27, 2015

Board Governance Policy GP 14

It was moved by Lori St. Onge and seconded by Jeffrey Chapman that the English Language School Board adopt the proposed Board Governance Policy GP 14 – School Change as presented, effective upon amendments to the *School Act* Regulations in regards to school closures.

It was moved by Kent Nicholson and seconded by Jason Doiron that the motion be amended by the addition of the words, “and that the English Language School Board staff communicate directly to our schools, and Home and Schools/Councils offering a second opportunity to provide input to the policy.”

The motion for amendment carried.

The amended motion carried: That the English Language School Board adopt the proposed Board Governance Policy GP 14 – School Change as presented, effective upon amendments to the *School Act* Regulations in regards to school closures, and that the English Language School Board staff communicate directly to our schools, and Home and Schools/Councils offering a second opportunity to provide input to the policy.

School Board Meeting – February 23, 2016

Operational Policy 402 – Student Travel

The Official Trustee approved the proposed revision to Operational Policy 402 – Student Travel.

School Board Meeting – April 19, 2016

Operational Policy 204 – Facility Maintenance

The Official Trustee approved the proposed Operational Policy 204 – Facility Maintenance.

Appendix D

English Language School Board
Official Enrolments by School and Grade - September 30, 2015

School	Code	Grade												Total			
		K	1	2	3	4	5	6	7	8	9	10	11		12		
Alberton Elementary	131	12	15	23	15	24	24	14									127
Amherst Cove Consolidated	231	13	12	13	14	5	21	14	22	11							125
Athena Consolidated	221	29	23	34	28	36	36	36	42	39	35						338
Belfast Consolidated	440	13	12	10	10	8	6	9	11	12	11						102
Birchwood Intermediate	320								74	67	70						211
Bloomfield Elementary	132	32	36	31	27	21	34	26									207
Bluefield Senior High	314												243	218	220		681
Cardigan Consolidated	441	10	9	13	9	18	18	20									97
Central Queens Elementary	341	29	35	30	44	27	40	42									247
Charlottetown Rural Senior High	310												312	273	273		858
Colonel Gray Senior High	311												307	265	273		845
Donagh Regional	344	16	22	14	15	12	18	19									116
East Wiltshire Intermediate	324								209	186	168						563
Eliot River Elementary	342					153	131	157									441
Ellerslie Elementary	134	38	24	29	21	26	25	38									201
Elm Street Elementary	232	61	72	75	51	53	65	68									445
Englewood	345	19	17	18	23	18	22	19	26	18	15						195
Georgetown Consolidated	445		7	6	3	5	8	8	6	7							50
Glen Stewart Primary	340	157	137	154	161												609
Greenfield Elementary	237	35	45	47	55	49	52	62									345
Gulf Shore Consolidated	348	20	25	28	30	25	18	31	25	21	33						256
Hernewood Intermediate	122								88	98	72						258
Kensington Intermediate/Senior High	211								49	46	46	43	50	45			279
Kinkora Regional High	212											26	32	34	37		129
L.M. Montgomery Elementary	343	59	75	73	60	54	56	61									438
M.E. Callaghan Intermediate	123								78	88	81						247
Miscouche Consolidated	222	14	17	22	22	25	30	31	26	27	30						244
Montague Consolidated	446	62	60	56	55	61	45	70									409
Montague Intermediate	420								75	86	115						276
Montague Regional High	410												167	137	164		468
Morell Consolidated	447	26	17	27	13	29	19	21	22	21							195
Morell Regional High	411											50	43	37	36		166
Mt. Stewart Consolidated	448	17	23	12	29	20	13	30	15	7							166
O'Leary Elementary	133	13	15	9	26	16	32	21									132
Parkdale Elementary	346	15	21	28	21	23	9	17									134
Parkside Elementary	236	55	53	57	45	47	44	57									358
Prince Street Elementary	347	23	42	42	36	37	31	44									255
Queen Charlotte Intermediate	321								168	175	153						496

English Language School Board
Official Enrolments by School and Grade - September 30, 2015

School	Code	Grade												Total		
		K	1	2	3	4	5	6	7	8	9	10	11		12	
Queen Elizabeth Elementary	233	40	41	55	44	44	49	53								326
Sherwood Elementary	349	92	84	80	76	72	58	99								561
Somerset Elementary	234	12	18	15	21	14	18	24	18	22						162
Souris Regional	412	30	35	47	45	39	48	51	45	32	40	45	47	47		551
Southern Kings Consolidated	451	15	12	15	17	21	19	22	20	19						160
Spring Park Elementary	351	69	92	81	91	67	54	61								515
St. Jean Elementary	354	15	17	11	16	18	16	22								115
St. Louis Elementary	135	19	15	23	19	15	18	20								129
Stonepark Intermediate	323								326	254	252					832
Stratford Elementary	358					159	149	133								441
Summerside Intermediate	220								163	152	152					467
Three Oaks Senior High	215											249	267	232		748
Tignish Elementary	130	31	24	20	23	42	25	44								209
Vernon River Consolidated	455	17	18	18	16	19	15	19	15	10	10					157
West Kent Elementary	355	22	16	23	19	25	32	33								170
West Royalty Elementary	356	76	66	69	83	72	72	83								521
Westisle Composite High	113											163	172	178		513
Westwood Primary	350	131	147	162	136											576
TOTALS		1337	1399	1470	1419	1399	1370	1579	1523	1398	1359	1604	1500	1505		18862

**English Language School Board
Enrolments by Age and Grade - September 30, 2015**

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	159	151																									159	151	310		
5	489	524	164	153																								653	677	1330	
6	7	7	522	553	161	163																						690	723	1413	
7			2	5	543	592	176	152																					721	749	1470
8					5	6	546	527	161	142																			712	675	1387
9							8	10	497	583	161	124	1	--															667	717	1384
10									4	11	533	535	149	153									1						687	699	1386
11									1	--	8	9	613	649	70	68													692	726	1418
12													1	13	672	651	57	39											730	703	1433
13															24	36	631	641	20	23	1	1							676	701	1377
14															--	2	10	20	645	644	68	67							723	733	1456
15																			9	18	647	664	120	106	--	1			776	789	1565
16																					44	76	535	588	153	128			732	792	1524
17																					13	18	52	74	531	531			596	623	1219
18																					--	5	5	15	58	81	63	101		164	
19																							1	3	5	14	6	17		23	
20																									2	1	2	1		3	
Over 20																									--	--	0	0		0	
TOTAL	655	682	688	711	709	761	730	689	663	736	702	668	764	815	766	757	698	700	674	685	773	831	714	786	749	756	9285	9577	18862		



Financial Statements

English Language School Board

March 31, 2016

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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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We have audited the accompanying financial statements of the English Language School Board, which comprise the financial position as at March 31, 2016, 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, 2016, 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 15, 2016

Chartered Professional Accountants

English Language School Board

Statements of operations and changes in net financial assets

Year Ended March 31	2016		2015		
Revenue		%		%	
Transfers from the Department of Education					
Salaries and benefits	\$ 183,863,995	90.6	\$ 180,885,310	89.9	
Maintenance and operation	10,509,702	5.2	10,720,699	5.4	
Transportation	2,957,802	1.5	2,976,800	1.5	
Instructional supplies	2,318,700	1.1	2,318,700	1.1	
Administration	1,947,000	1.0	2,040,500	1.0	
Renovations and equipment	395,013	0.2	984,609	0.5	
Other revenue (Note 3)	903,290	0.4	1,266,922	0.6	
	<u>202,895,502</u>	<u>100.0</u>	<u>201,193,540</u>	<u>100.0</u>	
Expenses (Note 4)					
Salaries and benefits	12	183,705,647	90.5	180,806,445	89.5
Maintenance and operation	13	11,235,275	5.6	11,512,295	6.3
Transportation	14	3,111,127	1.6	3,640,548	1.8
Instructional	15	2,279,297	1.1	2,430,474	1.0
Administration	16	2,058,492	0.9	1,776,398	0.9
Renovations and equipment	17	517,682	0.3	1,039,328	0.5
		<u>202,907,520</u>	<u>100.0</u>	<u>201,205,488</u>	<u>100.0</u>
Excess expenses		\$ <u>(12,018)</u>		\$ <u>(11,948)</u>	
Net financial assets, beginning of period		\$ 23,500		\$ 35,448	
Excess expenses		<u>(12,018)</u>		<u>(11,948)</u>	
Net financial assets, end of period		<u>\$ 11,482</u>		<u>\$ 23,500</u>	

See accompanying notes to the financial statements.

English Language School Board

Statement of financial position

March 31 2016 2015

Financial assets

Current

Cash	\$ 5,586,391	\$ 6,857,301
Receivables		
Department of Education	7,192,796	8,733,691
Trade and other	1,191,316	1,970,621
	<u>13,970,503</u>	17,561,613
Department of Education - post-employment benefits	38,079,504	34,662,869
Department of Education - deferred salary plan	1,120,395	1,306,116
Restricted cash	100,000	100,000
Trust funds (Note 5)	275,407	291,063
	<u>\$ 53,545,809</u>	<u>\$ 53,921,661</u>

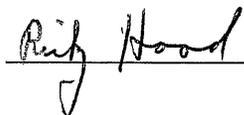
Financial liabilities

Current

Payables and accruals		
General	\$ 4,044,555	\$ 5,193,832
Salaries and benefits	4,570,643	6,395,315
Department of Education	1,240,010	3,230,062
Deferred revenue (Note 6)	4,103,813	2,718,904
	<u>13,959,021</u>	17,538,113
Post-employment benefits (Note 7)	38,079,504	34,662,869
Deferred salary program	1,120,395	1,306,116
Deferred revenue	100,000	100,000
Trust funds (Note 5)	275,407	291,063
	<u>53,534,327</u>	<u>53,898,161</u>
Net assets	<u>\$ 11,482</u>	<u>\$ 23,500</u>

Contingency (Note 9)

On behalf of the Board



Chairperson

Trustee

See accompanying notes to the financial statements.

4

English Language School Board Statement of cash flows

Year Ended March 31	2016	2015
(Decrease) increase in cash and cash equivalents		
Operating activities		
Excess expenses	\$ (12,018)	\$ (11,948)
Change in non-cash working capital:		
Receivables	(910,712)	(2,273,038)
Payables	(1,748,745)	3,018,628
Deferred revenue	1,384,909	318,066
Net (decrease) increase in cash and cash equivalents	(1,286,566)	1,051,708
Cash and cash equivalents,		
Beginning of period	7,248,364	6,196,656
End of period	\$ 5,961,798	\$ 7,248,364
Components of cash and cash equivalents:		
Unrestricted cash and cash equivalents	\$ 5,586,391	\$ 6,857,301
Restricted cash and cash equivalents	375,407	391,063
	\$ 5,961,798	\$ 7,248,364

See accompanying notes to the financial statements.

English Language School Board

Notes to the financial statements

March 31, 2016

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, Early Learning and Culture of Prince Edward Island (the Department).

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 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, 2016

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, and therefore there is an offsetting receivable due from the Department.

3. Other revenue	<u>2016</u>	<u>2015</u>
Special program funding and recoveries	\$ 496,426	\$ 915,768
Miscellaneous	193,974	181,465
Rentals	73,063	76,634
School overage reimbursements	<u>139,827</u>	<u>93,055</u>
	<u>\$ 903,290</u>	<u>\$ 1,266,922</u>

English Language School Board

Notes to the financial statements

March 31, 2016

4. Expenses by department

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

	<u>2016</u>	<u>2015</u>
Instructional	\$ 132,854,978	\$ 130,358,431
Administration	8,681,817	8,717,171
Transportation	9,651,343	10,375,894
Maintenance and operations	20,092,203	20,895,015
Employee benefits	<u>31,627,179</u>	<u>30,858,977</u>
	<u>\$ 202,907,520</u>	<u>\$ 201,205,488</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>2016</u>	<u>2015</u>
Funds designated for:		
Capital funding	\$ 820,000	\$ -
Special program funding	1,798,667	1,841,564
Staff professional development	169,564	155,488
Maintenance work	1,144,232	604,355
Student leadership and school development	<u>171,350</u>	<u>117,497</u>
	<u>\$ 4,103,813</u>	<u>\$ 2,718,904</u>

English Language School Board

Notes to the financial statements

March 31, 2016

7. Post-employment benefits

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

	<u>2016</u>	<u>2015</u>
Retirement allowance		
Balance, April 1, 2015 (2015 - April 1, 2014)	\$ 35,331,225	\$ 32,208,994
Amortization of actuarial gain	1,198,701	740,243
Current service cost	3,152,298	2,645,490
Interest accrued	1,212,759	1,481,060
Less: payments made	<u>(2,373,730)</u>	<u>(1,744,562)</u>
Balance, March 31, 2016 (2016 – March 31, 2015)	38,521,253	35,331,225
Vacation pay	<u>798,261</u>	<u>962,776</u>
	39,319,514	36,294,001
Less: current portion	<u>(1,240,010)</u>	<u>(1,631,132)</u>
	\$ 38,079,504	\$ 34,662,869
Unamortized actuarial adjustment	\$ (7,051,384)	\$ (10,202,327)

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, 2016. The Province Of Prince Edward Island projects the total liability in the years between the tri-annual actuarial valuations. The amendment dated April 1, 2016 is reflected in the 2016 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	3.08% per annum
Expected inflation rate	2.25% per annum
Expected average remaining service life	13 years

English Language School Board

Notes to the financial statements

March 31, 2016

8. Grant allocations figures

The Board's activities are funded by 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 2016:

	Grant allocation by category March 31, <u>2016</u>	Actual expenditures by category March 31, <u>2016</u>
Administration	\$ 1,947,000	\$ 2,058,492
Renovations and equipment	1,078,900	517,682
Instructional	2,318,700	2,279,297
Maintenance and operations	10,509,700	11,235,275
Transportation	2,957,800	3,111,127

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 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.

English Language School Board

Notes to the financial statements

March 31, 2016

10. Subsequent events

Subsequent to year end a new Education Act was passed by the Legislative Assembly. The act will replace the existing School Act under which the Board was governed. As a result of the new act all of the assets and liabilities of the Board will be transferred to a new entity, The English Public Schools Branch (the EPSB). The responsibilities of the EPSB will be; administration of schools, maintaining school buses, and other equipment and staffing. The EPSB will be governed by a Board of Trustees, which will include the Deputy Minister of Education and two other appointed members.

11. Comparative figures

Certain of the figures on the 2015 financial statements have been reclassified to conform to the 2016 financial statement presentation.

English Language School Board Schedule of salaries and benefits expenses

Year Ended March 31	2016	2015
Board administration support	\$ 1,774,298	\$ 1,889,287
Board management	1,727,835	1,872,632
Instructional	117,415,220	115,314,512
Maintenance and operation	8,339,246	8,343,392
School administration support	3,121,192	3,178,854
Educational assistants and youth service workers	13,160,461	12,473,536
Transportation	6,540,216	6,735,346
Benefits	<u>26,063,421</u>	<u>26,132,085</u>
	178,141,889	175,939,644
Retirement allowance	<u>5,563,758</u>	<u>4,866,801</u>
	<u>\$ 183,705,647</u>	<u>\$ 180,806,445</u>

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	2016	2015
Building repairs	\$ 1,726,150	\$ 1,403,102
Contract cleaning	3,080	8,307
Electricity	3,125,778	3,030,947
Fire department dues	38,077	35,169
Fuel - heating	3,469,378	4,521,700
Insurance	513,607	214,890
Ground maintenance	79,492	55,251
Miscellaneous	20,653	13,962
Rentals	213,767	214,127
Property taxes	44,496	40,745
Service contracts and professional services	38,509	92,296
Service vehicles	85,803	89,387
Sewer and water	302,755	276,419
Snow removal	664,983	616,827
Supplies	512,768	500,138
Travel	12,166	19,929
Waste disposal	383,813	379,099
	<u>\$ 11,235,275</u>	<u>\$ 11,512,295</u>

English Language School Board

Schedule of transportation expenses

Year Ended March 31	2016	2015
Bus parts and repairs	\$ 1,261,101	\$ 1,274,440
Communications	27,467	104,782
Contracted services	137,151	134,150
Extra-curricular transportation	-	20,948
Fuel	1,421,352	1,799,361
Insurance	217,816	187,022
Professional services	6,683	13,258
Snow removal	29,842	90,850
Supplies	1,049	6,102
Travel	8,666	9,635
	<u>\$ 3,111,127</u>	<u>\$ 3,640,548</u>

English Language School Board Schedule of instructional expenses

Year Ended March 31	2016	2015
Academic supplies	\$ 445,028	\$ 454,731
Art	32,323	31,400
Computer literacy	3,029	2,256
Curriculum programs	405,561	519,239
Duplicating supplies	379,807	451,381
English and language arts	14,781	9,873
French	4,223	14,602
Guidance and resource	1,095	1,646
Home economics and family living	52,348	49,023
Industrial arts	27,551	35,103
Library and resource centres	213,647	220,601
Mathematics	14,593	8,347
Music	166,642	126,061
Physical education	135,176	96,601
Science	47,785	102,572
Student services	119,163	102,337
Vocational education	216,545	204,701
	\$ 2,279,297	\$ 2,430,474

English Language School Board Schedule of administration expenses

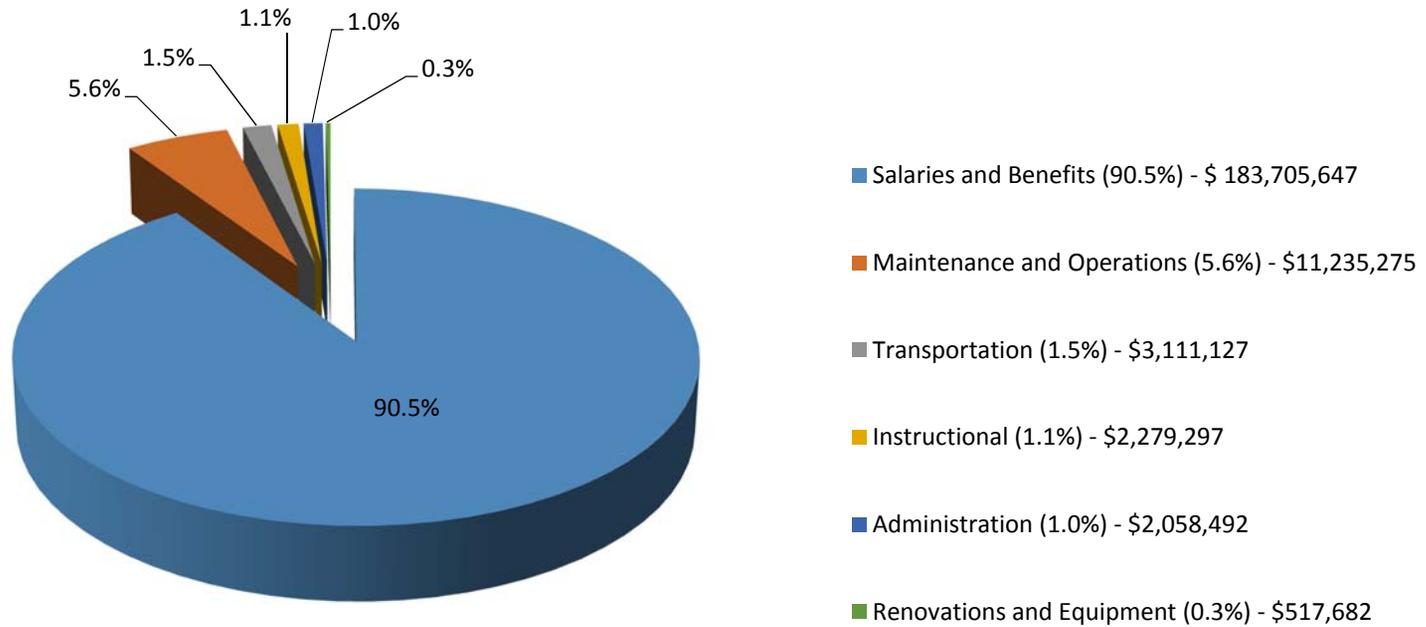
Year Ended March 31	2016	2015
Advertising	\$ 15,321	\$ 12,571
Courier services	25,518	36,575
Equal changes for learning	32,025	26,206
Graduation	38,161	48,269
Insurance	331,406	131,945
Miscellaneous	8,928	9,765
Office supplies	78,574	87,299
Postal services	33,851	39,236
Professional development	113,148	153,405
Professional services	466,301	261,566
Public, staff and student relations	105,927	112,138
Telephone	348,641	349,895
Travel	393,730	452,738
Trustees remuneration	57,767	36,878
Trustees travel and other	9,194	17,912
	<u>\$ 2,058,492</u>	<u>\$ 1,776,398</u>

English Language School Board

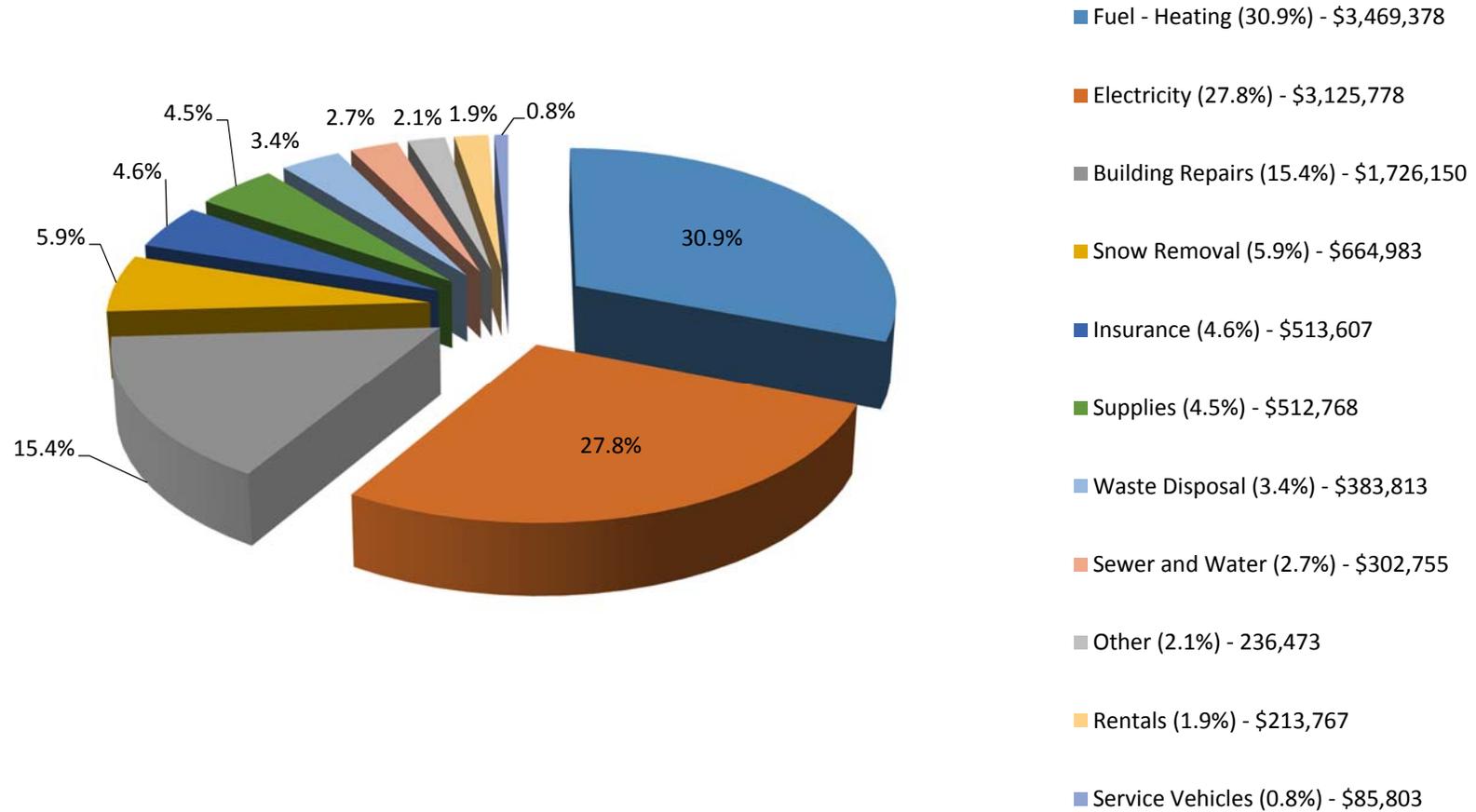
Schedule of renovations and equipment expenses

Year Ended March 31	2016	2015
Audio-visual equipment	\$ 176,445	\$ 150,854
Classroom furniture and equipment	124,124	104,658
Computer equipment	71,068	274,400
Maintenance equipment	-	133,901
Miscellaneous equipment	93,628	200,926
Musical instruments	-	52,119
Office furniture and equipment	52,417	33,041
Playground	-	89,429
	<u>\$ 517,682</u>	<u>\$ 1,039,328</u>

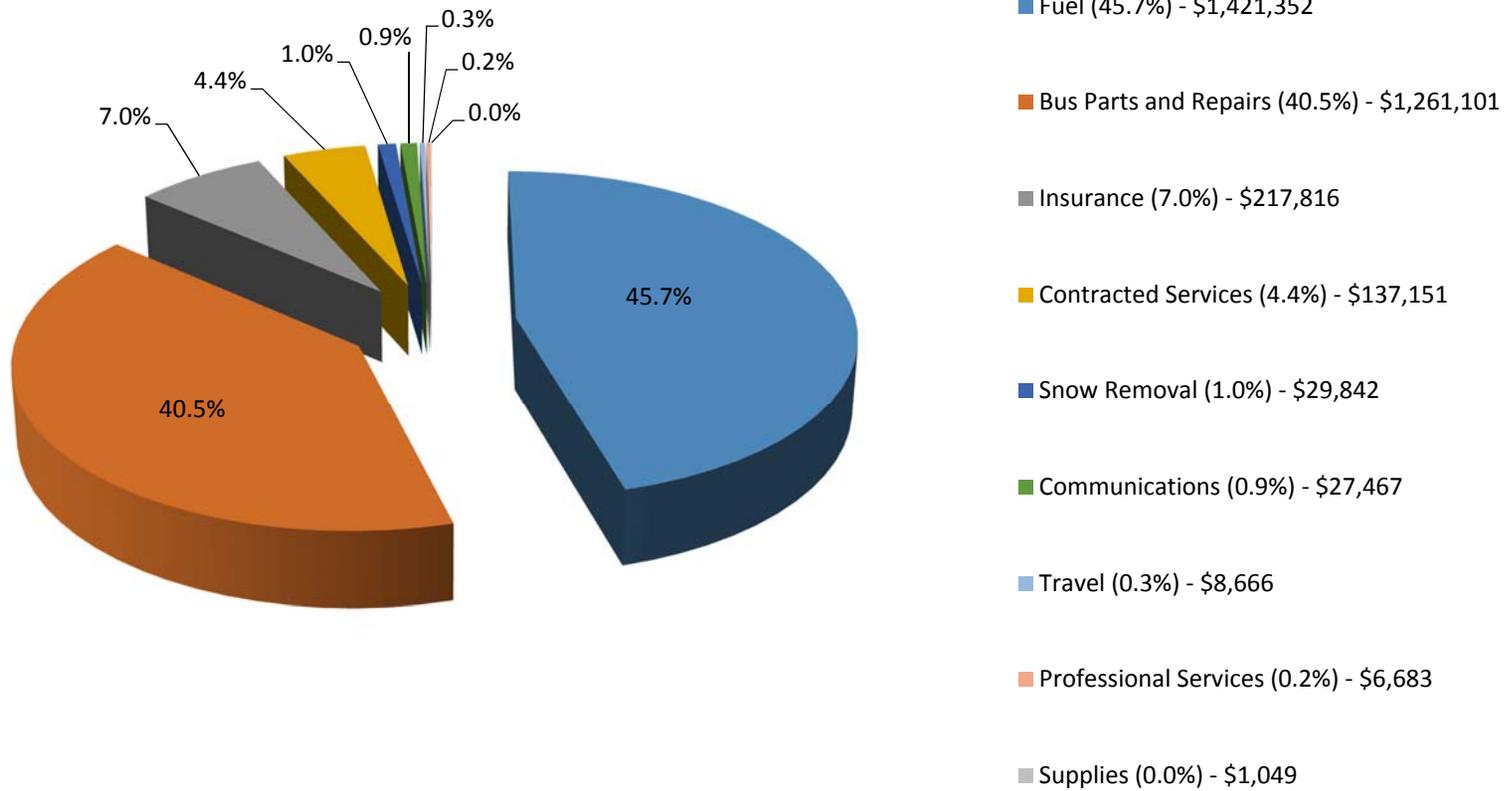
English Language School Board Operating Expenses



English Language School Board Maintenance and Operations



English Language School Board Transportation



English Language School Board Largest Expense Categories

