



Strategic Plan

New Directions



2011-2014

MESSAGE FROM THE CHAIR

October 31, 2011

Honourable Clyde Jackman
Minister of Education
Department of Education
P. O. Box 8700
St. John's, NL
A1B 4J6

In accordance with our legislative requirements, I am pleased to present the Labrador School Board's Strategic Plan for 2011-2014. The Board of Trustees has invested a great deal of time and energy in the strategic planning process. This commitment has culminated in the identification of four strategic issues that support government's strategic directions, as well as the Board's mission, and mandate while maintaining its emphasis on academic excellence in a safe and caring learning environment. The issues identified focus on the following areas: Student achievement; Technology; Safe and Caring Schools, and Leadership capacity.

I look forward to working with the Department of Education and all stakeholders with a vested interest in the K-12 education system in Labrador as we move forward on our strategic initiatives to implement this plan.

My signature below is indicative of the Board's accountability for the preparation and achievement of the specific goals and objectives outlined in the strategic plan.



Goronwy Price
Chairperson
LABRADOR SCHOOL BOARD

TABLE OF CONTENTS

PLAN AT A GLANCE	1
1.0 OVERVIEW.....	4
2.0 MANDATE	6
3.0 LINES OF BUSINESS	6
4.0 VALUES	6
5.0 PRIMARY CLIENTS AND RELATED EXPECTATIONS	7
6.0 VISION	7
7.0 MISSION.....	7
8.0 STRATEGIC ISSUES	8
9.0 CONCLUSION.....	13
10.0 STRATEGIC DIRECTIONS	14
APPENDIX A - APPLICABLE LEGISLATION.....	16

PLAN AT A GLANCE

VISION

The Labrador School Board is a learning organization which graduates all students from a safe and supportive environment enabling them to maximize their potential.

MISSION

By June 30, 2017, the Labrador School Board will have enhanced opportunities for student success.

ISSUES, GOALS AND OBJECTIVES

ISSUE ONE: Student Achievement

Goal

By June 30, 2014, the Labrador School Board will have improved student achievement in order to maximize student success.

Objectives:

1. By June 30, 2012, the Labrador School Board will have designed a plan targeting improved student achievement.
2. By June 30, 2013, the Labrador School Board will have implemented a plan targeting improved student achievement.
3. By June 30, 2014, the Labrador School Board will have continued to implement a plan targeting improved student achievement.

ISSUE TWO: Technology

Goal

By June 30, 2014, the Labrador School Board will have enhanced the use of technology to support student success.

Objectives:

1. By June 30, 2012, the Labrador School Board will have developed a plan for the enhanced use of technology throughout the district.
2. By June 30, 2013, the Labrador School Board will have implemented the technology plan in schools throughout the district.
3. By June 30, 2014, the Labrador School Board will have continued to implement the technology plan in the district.

ISSUE THREE: Safe and Caring Schools

Goal

By June 30, 2014, the Labrador School Board will have enhanced school environments to ensure students are learning in a productive, safe and caring setting.

Objectives:

1. By June 30, 2012, the Labrador School Board will have begun drafting a safe and caring schools strategy.
2. By June 30, 2013, the Labrador School Board will have developed a safe and caring schools strategy throughout the district.
3. By June 30, 2014, the Labrador School Board will have begun implementation of the safe and caring schools strategy throughout the district.

ISSUE FOUR: Leadership Development

Goal

By June 30, 2014, the Labrador School Board will have increased leadership development throughout the district.

Objectives:

1. By June 30, 2012, the Labrador School Board will have developed a plan for increased leadership development throughout the district.
2. By June 30, 2013, the Labrador School Board will have begun implementation of

leadership development opportunities.

3. By June 30, 2014, the Labrador School Board will have continued implementation of leadership development opportunities.

1.0 OVERVIEW

The Labrador School Board is culturally and geographically diverse, a school district that encompasses a land mass of approximately 280,000 square kilometers, an area that is more than three times the size of the island portion of the province. The Board provides educational services to 3383 students in 15 schools, located in three distinct regions: Coastal Labrador, which has eight schools in eight communities spanning from Nain in the north to Black Tickle in the south – these communities are isolated, mostly aboriginal settlements with a total student population of 629; Western Labrador, which has three schools in two communities with a total student enrolment of 1424; and Central Labrador, which has five schools in three communities with a total student enrolment of 1330.

Constitutionally the Labrador School Board shall consist of no more than seven zones, which are defined as per the municipal boundaries of the respective communities.

Zone	Number of Members	Names
Labrador West (Wabush/Labrador City)	5	Mr. Glenn Andrews Mr. Damian Power Ms. Heather Leriche Mr. Guy Elliott Mr. Kenneth Lawlor
Upper Lake Melville (Happy Valley-Goose Bay)	5	Mr. Goronwy Price Mr. Sam Mansfield Ms. Patricia Loder Mr. Keith Watts Mr. Bernard Bolger
Nain	1	(vacant)
Postville	1	Ms. Joan Goudie
Hopedale	1	(vacant)
Makkovik/Rigolet	2	Ms. April Martin (vacant)
Cartwright/Black Tickle	2	Ms. Jessie Bird-Pardy (vacant)

Of the twelve communities under the Board's jurisdiction, five have a native/aboriginal designation

while three others have a significant population of aboriginal people. As such, the Labrador School Board provides educational services for the vast majority of the province's Inuit and Métis children in the province of Newfoundland and Labrador. In fact, nearly 40 percent of the District's students are of native ancestry. The Board delivers instruction in three languages; French, English, and Inuktitut.

The Board has more than 635 full and part-time employees, of which 324 are full-time teachers and another 79 are substitute teachers to varying degrees on an annual basis. In terms of gender equity, the ratio of female to male is approximately 3:1. Other employees include: aboriginal language and life skills instructors, student assistants, secretaries, janitors, maintenance personnel, technicians, bus drivers and central office personnel, who all provide an important role in ensuring that the learning environment for students is maximized.

2011-12 BUDGET OVERVIEW									
Budget					Budget				
Revenue 2011/12					Expenditures 2011/12				
(000's)					(000's)				
Provincial Government			11,849.7		Administration			1,928.2	
Rental			239.1		Instruction			5,306.8	
Interest			30.0		Operations and maintenance			4,514.6	
Native Peoples'			2,530.2		Pupil Transportation			2,695.3	
School Bus fees			53.0		Operation of Teacher Residences			271.7	
Miscellaneous			20.0		Interest expense			5.5	
Total Revenue			<u>14,722.0</u>		Total Expenditures			<u>14,722.0</u>	

The Labrador School Board has six urban schools and nine rural schools. There are 2651 students enrolled in urban schools (78.4 per cent) and 732 enrolled in rural schools (21.6 per cent). The geographical nature of the school district does create day-to-day challenges, challenges related to teacher and student travel, challenges related to teacher housing, and challenges related to the Board's ability to recruit qualified teachers in specialty areas. The Labrador School Board recognizes these challenges, plans accordingly, and provides the educational services to students throughout the district.

Geographically, the District is divided into four unique entities which vary in terms of population characteristics, transportation links and services available. The northern coastal region of five aboriginal schools consisting of the communities of Rigolet, Makkovik, Postville, Hopedale and Nain, is serviced by two air carriers and coastal boats in the summer. The southern coastal region consists of the communities of Black Tickle, which has no scheduled transportation link after the coastal boat service ends, and Cartwright, which has a road connection. The central region contains the communities of Happy Valley-Goose Bay, North West River and Mud Lake. Transportation links consist of road, air and coastal boat services. Western Labrador consists of the communities of Wabush and Labrador City. Contact is maintained through a road link and scheduled air services. The degree of services varies, with the northern and southern regions having the greatest challenges.

2.0 MANDATE

As per the *Schools Act, 1997* the Labrador School Board is mandated to organize and administer primary, elementary and secondary education within the school district. (For a complete list of duties and responsibilities see Appendix A.)

3.0 LINES OF BUSINESS

The Labrador School Board has two major lines of business:

Curriculum

The Board provides provincially-mandated pre-kindergarten and kindergarten to Grade 12 school programs to students within its jurisdiction. The board ensures that the prescribed Department of Education curriculum is available to all students. In addition, the Board sanctions programs/curricula that are designed to meet the specific needs of aboriginal students.

Related services

The Board sanctions events which support the curriculum outcomes established by the Department of Education. It includes that students who are identified with exceptionalities are supported as resources allow; offers career counseling; offers personal counseling where qualified personnel exist; provides student transportation; and; where resources permit, provides access to employee programs designed to support safe schools.

4.0 VALUES

Core values speak to the culture and character of the organization. The Labrador School Board identified five core values, and these values will define the next three years of the strategic plan.

Innovation: Each person shall strive to explore and embrace new approaches to further enhance student achievement.

Accountability: Each person shall take ownership of their responsibilities by ensuring that the goals and expectations of the organization are met to the highest level.

- Child-centered:*** Each person’s actions and decisions shall be in the best interests of the child.
- Teamwork:*** Each person ensures that they work with others on common goals for the benefit of students.
- Openness:*** Each person will work to promote a transparent decision-making process.

5.0 PRIMARY CLIENTS AND RELATED EXPECTATIONS

The Labrador School Board’s primary clients are students, parents, and employees of the K-12 education system. The Board does work with a host of stakeholders ranging from local governments to public/government agencies and professional associations/unions. Through the leadership of its District Administration, the Labrador School Board’s central focus is to effectively and efficiently respond to the needs of its primary clients.

6.0 VISION

The Labrador School Board is a learning organization which graduates all students from a safe and supportive environment enabling them to maximize their potential.

7.0 MISSION

The Labrador School Board mission statement was developed for a six year cycle. While the mission statement is reflected in the 2011-2014 strategic planning cycle, it also reflects a longer term outcome that the board will work towards achieving during the next six years.

The Board’s mission is student-oriented towards opportunities that promote and enhance student success. As an organization, the Labrador School Board is mandated through legislation to ensure that the prescribed K-12 curriculum is taught to all students. Through a systematic and timely process of gathering data on student achievement and school environments, interventions will be developed that enhance opportunities for student success. The Board’s mission also reflects government’s strategic direction of “educational foundations are enhanced for each student throughout the primary, elementary and secondary system” and “improved infrastructure

is in place to ensure students throughout the provincial education system receive maximum benefit from programming.”

By June 30, 2017, the Labrador School Board will have enhanced opportunities for student success.

Measure: Enhanced opportunities for student success

Indicators:

- Improved student achievement
- Enhanced school environment

8.0 STRATEGIC ISSUES

ISSUE 1: STUDENT ACHIEVEMENT

Student Achievement

The Labrador School Board has identified student achievement as a strategic issue. The monitoring and measuring of student achievement through data analysis in the areas of Science, Mathematics and English Language Arts is essential. This data provides the Board with the necessary information to make informed decisions, target resources, and implement strategies to improve student achievement. Student achievement is paramount to the Board’s success in carrying out its primary mandate, and it is reflective of the teaching and learning process that takes place in every classroom, every day, for all students throughout the district. This work also reflects government’s strategic direction of “educational foundations are enhanced for each student throughout the primary, elementary and secondary system.”

Goal

By June 30, 2014, the Labrador School Board will have improved student achievement in order to maximize student success.

Measure: Improved student achievement

Indicators:

- Increased achievement by two percent in Science, English and Math over 2011 results.
- Increased the number of students graduating with academic and honours by two percent over 2011.

Objectives:

1. By June 30, 2012, the Labrador School Board will have designed a plan targeting improved student achievement.

Measure: Designed a plan targeting improved student achievement

Indicators:

- Compiled baseline student achievement (Science, English and Math) and graduation data
 - Identified gaps in achievement and graduation for students
 - Designed a plan targeting improved student achievement
2. By June 30, 2013, the Labrador School Board will have implemented a plan targeting improved student achievement.
 3. June 30, 2014, the Labrador School Board will have continued to implement a plan targeting improved student achievement.

ISSUE 2: TECHNOLOGY**Technology**

A second issue identified is the use of technology within the school district. This over-arching goal, the use of technology, will better position students for success. For example, new and emerging technologies, such as Smart Boards and poly-com systems, will improve student achievement in all schools, particularly those schools located in rural and isolated locations. This work also reflects government's strategic directions of "educational foundations are enhanced for each student throughout the primary, elementary and secondary system."

Goal

By June 30, 2014, the Labrador School Board will have enhanced the use of technology to support student success.

Measure: Enhanced the use of technology

Indicators:

- Developed a library of SmartBoard-based lesson plans
- Increased professional development on technology integration
- Incorporated a technology component in the goals and strategies of teacher performance plans which identify areas requiring growth

- Increased use of district communication and administrative software

Objectives:

1. By June 30, 2012, the Labrador School Board will have developed a plan for the enhanced use of technology throughout the district.

Measure: Developed technology plan

Indicators:

- Researched school technology best-practices
 - Compiled inventory of current SmartBoard-based lesson plans
 - Identified gaps in technology use in the district
 - Developed plan for enhanced use of technology
2. By June 30, 2013, the Labrador School Board will have implemented the technology plan in schools throughout the district.
 3. By June 30, 2014, the Labrador School Board will have continued to implement the technology plan in the district.

ISSUE 3: SAFE AND CARING SCHOOLS

Safe and Caring Schools

The Labrador School Board promotes a safe and caring learning environment for all students. The Board promotes a learning environment that is conducive to student learning, one that is free of influences or conditions that negatively affect student learning or well-being, and one that promotes respect for self and others. This work also reflects government’s strategic direction of “Improved infrastructure is in place to ensure students throughout the provincial education system receive maximum benefit from programming.”

Goal

By June 30, 2014, the Labrador School Board will have enhanced school environments to ensure students are learning in a productive, safe and caring setting.

Measure: Enhanced school environments

Indicators:

- Implemented positive behavioural support plans in all district schools
- Provided ongoing professional development which supported safe and caring school initiatives
- Implemented infrastructure improvements

Objectives:

1. By June 30, 2012, the Labrador School Board will have begun drafting a safe and caring schools strategy.

Measure: Begun draft of safe and caring schools strategy

Indicators:

- Compiled necessary statistical data
 - Completed inventory of building requirements
 - Begun draft of strategy
2. By June 30, 2013, Labrador School Board will have developed a safe and caring schools strategy throughout the district.
 3. By June 30, 2014, the Labrador School Board will have begun implementation of the safe and caring schools strategy throughout the district.

ISSUE 4: LEADERSHIP DEVELOPMENT

Leadership Development

The Labrador School Board recognizes the importance of school-based leaders, their ability to lead schools, to make strategic decisions, to provide direction to staff, and to promote a culture of excellence for the benefit of students. The Board recognizes its legal and moral responsibility to identify aspiring school leaders through succession planning, and to provide professional development to new and existing school leaders.

The Labrador School Board is unique in terms of its cultural identity, its diversity and its vast geography. Given the distinct nature of the district, the Board has been challenged with respect to its ability to recruit and retain school leaders with the necessary skills and qualifications. The Board must mitigate risk and ensure that it hires the right people, with the necessary skill sets and/or experience to carry out the day-to-day requirements of position. Given this situation, the Labrador School Board has been challenged to recruit and retain school leaders. The Board does recognize this risk, and will strategically address this issue through succession planning and

professional development for school leaders. The issue of leadership development may appear operational in nature; however, it affects every strategic initiative identified by the Board. Leadership is paramount to the successful implementation of the strategic goals. This work also reflects government's strategic direction of "educational foundations are enhanced for each student throughout the primary, elementary and secondary system."

Goal

By June 30, 2014, the Labrador School Board will have increased leadership development throughout the district.

Measure: Increased leadership development

Indicators:

- Increased leadership capacity throughout the district
- Implemented succession planning strategies
- Implemented professional learning plans

Objectives:

1. By June 30, 2012, the Labrador School Board will have developed a plan for increased leadership development throughout the district.

Measure: Developed a plan

Indicators:

- Researched best practices in leadership development
 - Identified individuals to access leadership opportunities
 - Completed implementation of professional learning plans
2. By June 30, 2013, the Labrador School Board will have begun implementation of leadership development opportunities.
 3. By June 30, 2014, the Labrador School Board will have continued implementation of leadership development opportunities.

9.0 CONCLUSION

The Labrador School Board's 2011-2014 strategic plan builds on the achievements of the 2008-11 planning cycle. The Board's strategic issues do support the strategic directions of government, as communicated by the Minister of Education.

The Labrador School Board recognizes that it cannot achieve the goals outlined in the 2011-14 strategic plan without collaboration with all partners and stakeholders who have a vested interest in the K-12 education system.

The board will detail its success toward the achievement of the annual objectives, and it will be reported each year in the board's Annual Report.

Copies of the document, as well as other district publications are available on the district's website located at www.lsb.ca.

10.0 STRATEGIC DIRECTIONS

The following strategic directions only represent those that are applicable to the work of the Labrador School Board. For a complete list of all strategic directions applicable under the Minister of Education, please refer to the Department of Education 2011-2014 strategic plan.

1. Title: Academic/Learning Foundation

Strategic Direction: Educational foundations are enhanced for each student throughout the primary, elementary and secondary system.

This outcome supports the policy direction of government. It requires systemic intervention by the department and its entities in the areas of:

Components of Strategic Direction	Being Addressed by Other Entities Reporting to the Minister	This Direction is addressed:		
		In the board's strategic Plan	In the board's operational plan	In the work plans of the board
1. Student Supports, especially for struggling learners			X	
2. Curriculum	X			
3. Academic Achievement		X		
4. Character education programming			X	
5. Library services	X			

2. Title: Infrastructure

Strategic Direction: Improved infrastructure is in place to ensure students throughout the provincial education system receive maximum benefit from programming.

This outcome supports the policy direction of government. It requires systemic intervention by the department and its entities in the areas of:

Components of Strategic Direction	Being Addressed by Other Entities Reporting to the Minister	This Direction is addressed:		
		In the board's strategic plan	In the board's operational plan	In the work plans of the board
1. K-12 school infrastructure		X		
2. Public post-secondary new infrastructure	X			
3. Repairs and maintenance		X		
4. Facility upgrades			X	
5. Air quality, fire and life safety issues			X	
6. Program enhancements			X	

APPENDIX A - APPLICABLE LEGISLATION

Taken from the *Schools Act, 1997*, Sections 75 and 76

Duties of Boards

75. (1) A board shall

- (a) organize and administer primary, elementary and secondary education within the district;
- (b) provide for the instruction of students either by the establishment of a program in its schools or by making an arrangement with another board or with another educational body in Canada;
- (c) determine policy for the effective operation of primary, elementary and secondary schools in the district;
- (d) ensure that policies and guidelines issued by the minister relating to special education for students are followed in schools under its jurisdiction;
- (e) ensure adequate supervision of all students enrolled in its schools during the period for which the board is responsible for those students;
- (f) develop a policy on employment equity and a plan for implementing the policy;
- (g) appoint and dismiss employees;
- (h) appoint and assign duties of teachers;
- (i) adopt personnel policies which shall follow the personnel administration procedures of the government of the province, with the necessary changes, unless other policies are approved, in writing, by the minister;
- (j) formulate policies for evaluating employees;
- (k) arrange for the bonding of the assistant director of finance and administration and other persons employed by the board whose duties include the collecting, receiving or depositing of money belonging to the board;
- (l) purchase or otherwise acquire, subject to the prior written approval of the minister, real property that it requires;
- (m) ensure that those programs or courses of study, including courses in religious education, and the materials prescribed or approved by the minister are followed in the schools under its control;
- (n) ensure that each school within its district maintains adequate program and performance standards;
- (o) establish policies for student evaluation and student promotion;
- (p) establish priorities for school construction, maintenance and repair and make recommendations to the minister;
- (q) make known to the public and enlist the support of the public for board policies and programs;

- (r) transmit to the minister all records and returns required by this Act and other reports and returns that the minister may require;
 - (s) where the board considers it necessary, arrange for a system of transportation of students to and from schools;
 - (t) where arrangements are made by it for the transportation of students, ensure that all vehicles engaged in carrying students to and from school are
 - (i) in good mechanical condition,
 - (ii) have adequate liability insurance, and
 - (iii) that an appropriate bus safety program is offered to students who are transported by bus;
 - (u) insure and keep insured all its buildings and equipment and obtain insurance indemnifying it against liability in respect of a claim for damages or personal injury;
 - (v) admit, at all reasonable times and subject to the terms of an agreement between it and the Memorial University of Newfoundland, a student enrolled in the Faculty of Education or School of Physical Education and Athletics at that University to a school under its control for the purpose of observation and the practice of teaching;
 - (w) admit, at all reasonable times and subject to the terms of an agreement between it and a college or institute, a student enrolled in a training program for student assistants, to a school under its control for the purpose of observation and activities associated with a work term;
 - (x) organize and administer a school in an institution, where directed to do so by the minister;
 - (y) comply with a policy directive of the minister; and
 - (z) immediately inform the minister in writing of a vacancy in the position of director or assistant director.
- (2) Notwithstanding paragraph (1)(g), an emergency supply shall not be employed or appointed to teach without the permission of the minister.
- (3) A board shall be responsible to the minister for the expenditure of public funds, the conduct of programs of instruction, and evaluation required by the minister and for the maintenance of adequate program and performance standards in schools in the district.

Powers of boards

76. (1) A board may

- (a) employ persons that the board considers necessary for its operations and to carry out its objects;
- (b) enter into agreements for the purpose of carrying out its functions under this Act;

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

required membership fee.

- (2) Notwithstanding section 75 or subsection (1) of this section, a board may close a school only after the parents of students affected have been given an opportunity to make representations to the board.