

2021-22 Annual Report



Newfoundland & Labrador
English School District



Message from the Chair

The Honourable John Haggie
Minister of Education
Government of Newfoundland and Labrador
P. O. Box 8700, Confederation Building
St. John's, NL A1B 4J6

Dear Minister Haggie,

On behalf of the Board for the Newfoundland and Labrador English School District, I am pleased to submit the Annual Report for 2021-22. The **Schools Act, 1997** was amended this year, resulting in the dissolution of the elected Board of Trustees, and an interim Board appointed November 4, 2021. An integration board was appointed June 30, 2022.

Work continued over the past year on three strategic priorities:

1. Student Engagement and Success
2. Equity, Health and Well-being
3. Organizational Effectiveness

The Covid-19 (Coronavirus) pandemic had a major impact on the school year. Suspension of in-class instruction occurred on January 4, 2022. School resumed on January 25 with positive Covid-19 cases affecting attendance in some schools throughout the year. The pandemic also affected the progress of some indicators. Any variances in achievement of indicators due to the medical emergency are noted.

This report has been prepared with input from District executive, senior management and staff members. The Board appreciates the considerable amount of work conducted in schools and regional offices this year, and commend the efforts of staff to support our students during this unprecedented period. My signature below is indicative of the accountability of our Board for the results reported.

Sincerely,



Dr. Greg O'Leary
Chair



Table of Contents

Overview	3
Vision	3
Mandate	3
Lines of Business	3
Location	3
Board of Trustees, Interim Board and Integration Board	4
Financial Summary	7
Highlights and Partnerships	8
Report on Performance	18
Strategic Issue # 1: Student Engagement and Success	20
Strategic Issue # 2: Equity, Health and Well-being	37
Strategic Issue # 3: Organizational Effectiveness	49
Opportunities and Challenges	57
Appendix A	59
Mandate – Schools Act, 1997	59
Appendix B	64
Newfoundland and Labrador English School District	64
Board of Trustees (2020-21) - July 1, 2020 to November 3, 2021	64
Transition Board (2021-22) Nov 4, 2021 to June 29, 2022	65
Integration Board (June 30, 2022)	66
Appendix C	67
NLESD Audited Statements	67



Overview

Vision

The Newfoundland and Labrador English School Board is an educational leader preparing all students to achieve to their fullest potential in an inclusive, safe and caring environment.

Mandate

The mandate for the Board is established under the **Schools Act, 1997**. The Board has legislative authority to administer primary, elementary and secondary educational services throughout Newfoundland and Labrador. This includes implementing curriculum and educational programs; human resources; finances and operations; facilities maintenance, and student transportation. For a more detailed description of the mandate of the Board, see **Appendix A**.

Lines of Business

The Board for the Newfoundland and Labrador English School District (NLESD) has the following key lines of business:

1. **Services to Students**

NLESD has responsibility for curriculum implementation; student assessment and evaluation; student placement, and teacher professional development. NLESD offers programs as approved by the Department of Education, based on core requirements within the Service Delivery Model for students with exceptionalities. Personal and career guidance and counseling are available in all schools. Extra-curricular and co-curricular programs and activities are available to varying degrees in all schools. Support is provided for school growth and development. NLESD also transports students to and from school, in compliance with federal and provincial legislation and Department requirements.

2. **Organizational Services**

NLESD has responsibility for efficiently managing fiscal, human and other resources to ensure quality teaching and learning; appropriate programs and services, and safe and comfortable environments conducive to student learning.

Location

The headquarters for NLESD and the Avalon Region office are located in St. John's. Other regional offices are located in Gander (Central Region), Corner Brook (Western Region) and Happy Valley-Goose Bay (Labrador Region).



Board of Trustees, Interim Board and Integration Board

NLESD was governed by a Board of Trustees from July 1, 2021 to November 4, 2021 when an interim board consisting of six members was appointed in accordance with the provisions of the **Schools Act, 1997**. The Board of Trustees and the Interim Board set the course for NLESD through policy development, infrastructure planning, and financial and human resource oversight. An Integration Board was appointed on June 30, 2022 to oversee operations, and implement operational policy and administrative changes throughout the integration. For a list of the Board of Trustees, Interim Board members and the Integration Board, see **Appendix B**.

Divisions

NLESD is led by a CEO/Director of Education. As of June 30, 2022, the District had two divisions.

1. **Programs and Human Resources:**

The Programs and Human Resources Division is managed by the Associate Director of Education (Programs and Human Resources). There are three Assistant Directors of Education (Programs) who are assigned to the four regions (Labrador, Western, Central and Avalon) and a provincial Assistant Director of Student Services. In 2021-22, the Programs and Human Resources Division implemented student programs, services and curriculum for 252 schools, including five alternate sites: Hospital School, NL Youth Centre, Horizon School and the Pathfinder Learning Centre (2 locations), and over 63,000 students. The Division also has responsibility for the recruitment and hiring of teaching and support staff, implementation of collective agreements and performance appraisal programs, and the development and implementation of policies pertaining to personnel.

2. **Corporate Services:**

The Corporate Services Division is managed by the Chief Financial Officer/Assistant Director of Education (Corporate Services). The Division has responsibility for financial resources and compliance with provincial and federal financial legislation and regulations; acquisition of materials, equipment and services, payroll and information technology. The Division is also responsible for student transportation, including contracted and Board-owned busing, as well as alternate transportation, and for property management, facilities repairs and maintenance, and capital priorities.



Schools

As of June 30, 2022 the Board was operating 252 schools (including five alternate sites) throughout the province for students in rural and urban locations. Schools have various grade configurations best suited to meet the needs of the local area.

Students

In 2021-22, the NLESD had a varied school population, with school enrolments ranging from two students (Leading Tickles Primary) to 1,023 students (Holy Heart High School, St. John's). Regional enrolment numbers for 2021-22 are as follows:

Region	Number of Students
Labrador	3,727
Western	10,816
Central	13,816
Avalon	34,805
Total	63,164

Employees

In 2021-22, the NLESD employed 10,375 full-time, part-time, and casual employees and support staff to deliver curricula and programs and to support the business functions of the District. The following numbers reflect staffing levels as of June 30, 2022.

Employee Group	Labrador	Western	Central	Avalon	Number of Employees (2020-21)
Teaching Staff	287	900	1,391	2546	5,124
Student Assistants	34	196	222	453	905
Support Staff	105	276	488	469	1,338
Program Specialists/Itinerants	17	44	51	93	205
Regional Offices/ Headquarters	12	39	40	133	224
Total Number of Full-Time Employees	455	1,455	2,192	3,694	7,796
Substitute Teachers	1,365				
Substitute Student Assistants	31	159	147	253	590
Casual Employees	65	189	202	168	624
Total Number of Substitutes/Casuals	2,579				
Total Number of Employees	10,375				



Financial Summary



Highlights and Partnerships

Highlights

Education Delivery During the Covid-19 Pandemic

In-person classes continued in September 2021 for K-12 students, supported by the Return to School Plan (Together. Again.). A joint plan of the Provincial Department of Education, the Newfoundland and Labrador English School District (NLESD), and the Conseil scolaire francophone provincial de Terre-Neuve-et-Labrador (CSFP), it followed guidelines and recommendations as outlined in the 2021-22 Newfoundland and Labrador Public Health Guidance for Return to School. This guidance was based on community transmission risk: low or no sustained community transmission (e.g., mask wearing and hand washing, transportation, ventilation, extra-curricular activities, etc.), and higher risk of COVID-19 spread (guidelines similar to those used last year - e.g., virtual learning as necessary, no extra-curricular activities).

Covid-19 related protocols were developed to support the return to school (NLESD Back to School Protocols 2021-22) that included information related to Covid-19 under a number of areas, including:

- Communications
- Facilities
- Human Resources
- Information Technology
- Programs
- School Screening Questionnaire
- School Finance
- Student Services
- Student Transportation

In-class instruction was suspended after the Christmas break, with online virtual learning starting on January 4, 2022. Schools were supported with an NLESD Digital Readiness Web Page with resources for families, students, and teachers. In-person classes resumed on January 25, 2022, supported by the distribution of rapid self-tests for all students and school-based staff, and updated public health guidance.

Education Action Plan

The Provincial Government's three-year Education Action Plan, released in 2018, continued implementation in the 2021-22 school year. The plan's Responsive Teaching and Learning (RTL) Policy focuses on three pillars - literacy, numeracy and social and emotional learning - and supports optimal learning experiences and achievement for all students. The RTL policy guides a collaborative approach to education that emphasizes social, emotional and academic learning in a safe, inclusive and healthy school environment. The Education Action Plan was implemented over a three-year period, with 40 Phase 1 schools in Year 1 (39 NLESD schools, one CFSP school) brought on stream in 2018-19; 40 Phase 2 schools (39 NLESD schools, one CSFP school) brought on stream in 2019-20.

In the 2020-21 school year, 123 Phase 3 schools began implementation (120 NLESD schools, 3 CSFP schools). In the 2021-22 school year, professional learning to support the implementation of the policy was significantly interrupted due to the Covid-19 pandemic.

Communications

There have been lessons learned from the global pandemic in terms of communication and consultation platforms - particularly as it applies to using virtual meetings as a means to consult with key stakeholders and to deliver professional learning opportunities. In many circumstances, this has proven to be an excellent means of communicating timely information to large groups of people, and to seek input where appropriate.

Communication with school administrators and families was particularly important during the reporting period, as positive Covid-19 cases began being identified in schools within days of reopening in September 2021. To help ensure timely public access to critical information for students and families, the District communications team established a webpage that recorded evolving Covid-19 information and guidance. It included provincial back to school plans and protocols, public health guidance, vaccination policies and protocols, immunization information, rapid test kit information, answers to Frequently Asked Questions (which were updated regularly) and more than 80 notifications to specific school communities providing information related to Covid-19 in their schools. Individual school notifications ended when in-class instruction was suspended in January 2022, after which Public Health no longer reported specific school-related cases to the District.



Deep Learning Initiatives

NLESD has identified student engagement as a strategic issue and Deep Learning as a response to support growth in this area. There are four elements of learning design that form the foundation for Deep Learning: Teaching Practices, Learning Partnerships, Learning Environments and Leveraging Digital. Using these elements, students acquire six global competencies: Character, Citizenship, Collaboration, Communication, Connectivity, and Critical Thinking. Deep Learning provides opportunities for students to engage by integrating innovation and problem-solving into classroom learning and helps teachers build partnerships with their students. In 2021-22, the District continued to support Deep Learning Initiatives through professional learning for teaching staff.

Monthly professional learning collaboration days with over 100 programs staff included focusing on building capacity and developing coherence in Deep Learning.



Resources

On August 27, 2021, the District ordered 5,450 air purification units from Aerus Canada costing close to \$8 million dollars. The units contained HEPA filters which clean particles from the air - including the Covid-19 virus - and assist with the disinfection of surfaces via ionization. Designed to be effective in spaces up to 2,000 square feet, these devices were tested in some health care facilities and proven to be effective. Funded by the Department of Education, the systems supplement the ventilation systems/natural ventilation practices currently in schools. The units were deployed in schools in the fall of 2021 with priority placement to classrooms in schools which were not mechanically ventilated; then all K-6 classrooms (regardless of their ventilation systems/practices); followed by all other classrooms and specialty areas such as library commons and music rooms.

Student Achievement - Loran Scholars

The Loran Scholars Foundation offers a comprehensive four-year undergraduate award (valued at \$100,000) to young Canadians on the basis of character, service and the promise of leadership. Two students received the Loran award during the 2021-22 school year, James Drover and Sarah Janes. James was a student at Holy Heart High School and the co-founder of FlatOut Bikes, a local bicycle repair shop. Through the business, he donates repaired bikes to new Canadians and teaches mechanics. James was the president of his school's student body and vice president of a mental health advocacy group. James also swims competitively.



Sarah was a student at Stephenville High School, has been a longtime member of Girl Guides of Canada, and is a Junior Leader in her local guide group. She has completed levels bronze and silver of the Duke of Edinburgh program and has a black belt in Taekwondo. She played flute in her school's concert band, volunteers at her local thrift store, and is also a tutor.

Student Achievement - Schulich Leader

The Schulich Foundation offers \$80,000 or \$100,000 scholarships to students to pursue an undergraduate degree from 20 partner universities in Science, Technology, Engineering or Math (STEM). In addition to this large financial award, they join an elite network and benefit from student enrichment opportunities throughout the year.

The awarding of Schulich Leaders is to students who: exemplify academic excellence and leadership, creativity and charisma; are entrepreneurial-minded and demonstrate financial need. This year's Schulich leaders are noted below.

Name	High School	Partner University	Scholarship
Isaac Buckingham	Corner Brook Regional High	University of New Brunswick	\$100,000
Norman Chen	Holy Heart	University of Waterloo	\$100,000
Jason Matthews	Pasadena Academy	Memorial University	\$80,000
Samantha Morgan	Roncalli Central High	Memorial University	\$100,000

Lester B. Pearson Scholarship

The Lester B. Pearson Scholarship, valued at \$50,000, offers a two-year pre-university study at Pearson College, a United World College in Victoria, BC. The Government of Newfoundland and Labrador contributes \$34,000 to the scholarship, with the remainder provided through corporate and community sponsors. This year's winner was Hailey Lewis, a Level 11 student at Holy Spirit High.

The scholarship provides students with the opportunity to learn how to inspire change through courageous action, selfless leadership and careful listening. Pearson College is Canada's most international school and Canada's only United World College, a movement encompassing 18 global schools dedicated to uniting cultures and countries around the world through education. Students from over 150 countries participate in the International Baccalaureate, outdoor-oriented experiential education.



Partnerships

Department of Education

The Board and District partner with the Department of Education to address educational needs. The Department provides funding for personnel and learning resources to enable the Board to carry out its mandate. Over the reporting period, District employees worked with Department staff on multiple initiatives, including, but not limited to:

- The development and implementation of The Return to School Plan (2021), a joint collaboration of the Department of Education, the Newfoundland and Labrador English School District (NLESD), and the Conseil scolaire francophone provincial de Terre-Neuve-et-Labrador (CSFP), that provided direction on how schools were expected to operate in the 2021-2022 school year. The plan followed guidelines and recommendations outlined in the Newfoundland and Labrador Public Health Guidance for Return to School Kindergarten to Grade 12.
- The Joint Professional Learning Team (consisting of members from NLESD and the Department of Education) continued with their work in 2021-22, although Covid-19 presented barriers in the school environment due to high levels of transmission experienced in December 2021 through to the spring of 2022. This impacted and limited opportunities for professional learning. However, some professional learning for educators was delivered in the Education Action Plan's "Phase 3" schools, and K-6 educators in Phase "1" and "2" schools on the Responsive Teaching and Learning Policy.
- Several infrastructure projects reached their conclusion this past year with the openings of four new schools and one transportation depot. These projects were carried out in conjunction with the Department of Transportation and Infrastructure acting as project managers. The new schools are Bay Roberts Primary, Gander Academy, Paradise Intermediate, and Bay d'Espoir Academy in St. Albans. Paradise Intermediate is an additional school added to the system to address population growth in that area, while the other three replaced existing schools. The new transportation depot allowed the District's transportation division to continue the consolidation of operations in Corner Brook. Staff had been spread across two buildings for the past few years while the depot was rebuilt after a fire.

Nunatsiavut Government

The Board partners with the Nunatsiavut Government to invest in the five Indigenous schools located on the north coast of Labrador, Nunatsiavut: Amos Comenius Memorial (Hopedale), B.L. Morrison (Postville), J.C. Erhardt Memorial (Makkovik), Jens Haven



Memorial (Nain) and Northern Lights Academy (Rigolet). This funding supports the four guiding principles and the practical realities within Indigenous schools and communities including:

- The promotion, retention and advancement of Inuit traditional skills and the Inuktitut language;
- The opportunity to increase individual student success through program support and enhancement;
- The increase of student achievement through student and parent career awareness programs; and
- The increase of family/parental engagement in their child/children's educational experience.

School Councils

School councils are established in accordance with the **Schools Act, 1997**, and are an integral partner to the delivery of education. School councils serve in an advisory role to principals. They approve the school's growth and development plan and policies, as well as fundraising plans for the school. This collaborative approach supports student success and achievement. The District continued its partnership with the Newfoundland and Labrador Federation of School Councils in 2021-22.

Regional Health Authorities

The Board partners with Regional Health Authorities in the four regions to promote student health and wellness. These important partnerships continued to support our school communities, particularly with the ongoing Covid-19 requirements. School Health Promotion Liaison Consultants are based at the NLESD regional offices, and are funded by the Department of Health and Community Services. They support implementation of the provincial Healthy Students, Healthy Schools Initiative, focusing on strengthening partnerships, building capacity for school health, and facilitating health promotion initiatives in the school community. In the 2021-22 school year School Health Promotion Liaison Consultants supported three initiatives:

1. **Comprehensive School Health Projects:** 15 schools were identified to work on a Comprehensive School Project over three years. Each school received a grant of \$8,000 dollars to support the development, implementation and evaluation of school-based projects. In Year One (2021-22) school teams and youth were engaged in identifying needs, and in engaging community partners. A work plan for the 2022-23 school year was drafted.
2. **Provincial Healthy Eating Policy and revised Provincial School Food Guidelines:** Professional learning was developed for all school administrators but delayed due to challenges with substitute teacher coverage during the



pandemic. As a result, asynchronous professional learning was developed for administrators to complete independently to allow for maximum flexibility.

3. **Healthy School Planner:** The Healthy School Planner (HSP) is a free online tool that enables schools to assess their current school environment from a health and wellness perspective. The planner provides an opportunity for a school to explore specific health-related topics including physical activity, healthy eating, positive mental health, and tobacco/vape use, and to develop a plan to address any identified gaps. The Healthy School Planner provides schools with tailored feedback, a list of resources, and funding to help develop improvement initiatives. Many schools struggled to utilize their funding from the previous year due to Covid-19 and the resulting impact on in-school instruction. The reporting period saw an upswing in schools interested in applying for grants.

Canadian Heritage

Through the Canada-Newfoundland and Labrador Agreement for Minority Language Education and Second Official Language Instruction, the Board continued to support quality French language instruction in our schools in 2021-22. Early and Late French Immersion, Intensive Core French, Grades 4-9 Core French, Senior High Core French and Expanded Core French are offered in various schools.

Kids Eat Smart Foundation

The Kids Eat Smart Foundation is a registered charity that supports nutritious breakfast and snack programs for students throughout the province. Schools provide space, volunteers and a variety of supports and resources. Kids Eat Smart offers start-up, sustaining, and matching grants and a regional coordinator works with school volunteers and staff who run the programs.

School Milk Foundation

The School Milk Foundation is a non-profit organization with a mandate to increase milk consumption amongst school-aged children. The Foundation administers the School Milk Program and subsidizes the cost of milk to students at school.

Partnerships with Community Groups

The District continued partnerships with a number of community organizations to support our students and staff in a number of areas in 2021-22 school year.

Indigenous Groups - Diversity and Inclusion

- Qalipu First Nation
- Miawpukek First Nation - Se't A'newey Kina'matino'kuom
- Innu Nation - Mamu Tshishkutamashutau Innu Education
- NunatuKavut Community Council



- Nunatsiavut Government
- First Light Friendship Center
- People of the Dawn Friendship Centre
- Labrador Friendship Centre
- Memorial University of Newfoundland and Labrador
- National Centre for Collaboration in Indigenous Education (NCCIE)
- Relationships First
- The Rooms
- Sharing our Cultures

Association for New Canadians

The District collaborated with the Association for New Canadians throughout the year to help students with settlement issues relevant to education, zoned schooling and other advocacy concerns.

Sharing our Cultures

The District collaborated frequently with Sharing our Cultures to promote their annual and provincial events that profile multicultural high school students, as well as anti-racism initiatives with poster and video exhibitions.

Collaboration – Outside Agencies and Other Groups

The District collaborated with a number of organizations to support Deaf and Hard of Hearing (DHH) students in a variety of areas such as making and maintaining friendships, self-regulation of emotions and behaviour, and social skills. These collaborations included:

- Newfoundland and Labrador Association for the Deaf (NLAD)
- Canadian Hard of Hearing Association (CHHA)
- Amal Youth and Family Centre;
- Big Brothers and Sisters;
- Regional Health Authority Social Workers
- School Guidance Counsellors; and
- District Educational Counsellors.

Newfoundland and Labrador Education Foundation

The Newfoundland and Labrador Education Foundation Inc. is a registered charity funded through the voluntary payroll contributions of Newfoundland and Labrador English School District employees. The Foundation raises and allocates funding for scholarships, programs and activities which support student achievement and success. During the 2021-22 reporting period, the Foundation provided \$1,000 scholarships to 36 graduating students to assist with their post-secondary pursuits.



Brilliant Labs

The District partners with Brilliant Labs, a non-profit, hands-on technology and experiential learning organization, to support coding initiatives within our classrooms and curriculum. Brilliant Labs provides funding options for teachers and schools to apply for coding and Maker Education hardware that connects with learning and curriculum. Computer coding resources are important for understanding computer science and digital literacy, and coding activities engage students in critical thinking, communication, collaboration, creativity and character development. In 2021-22 Brilliant Labs support for coding initiatives within classrooms grew, with approximately 19,960 students engaged in Brilliant Labs Youth Experience, and approximately 2,130 teachers engaged in Teacher Brilliant Labs Support experiences.

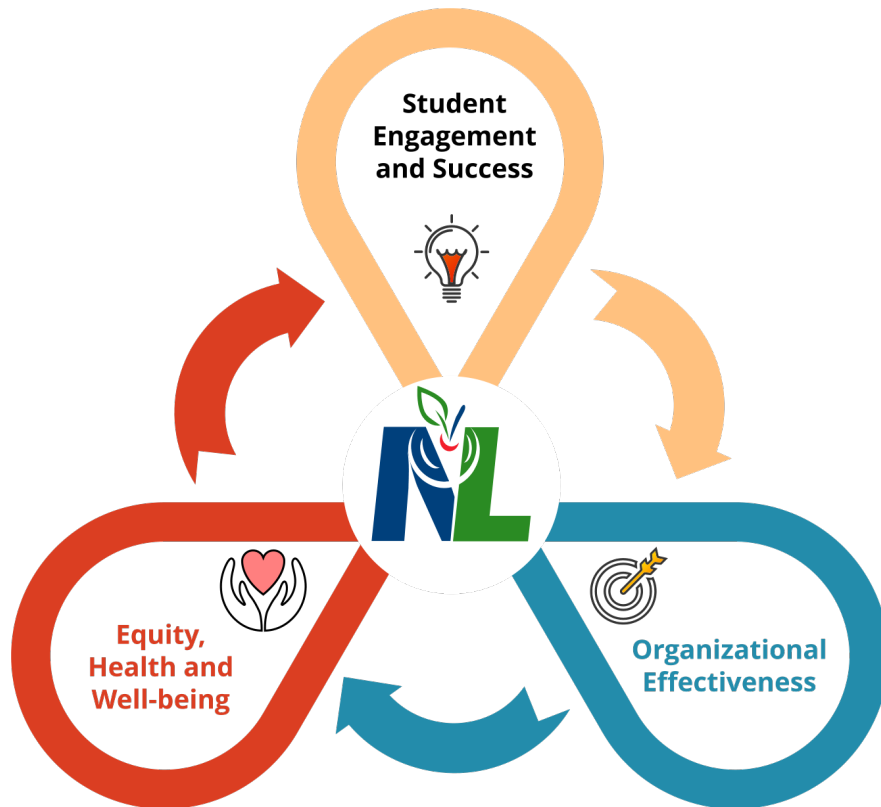
Provincial Government, NLESD and techNL

The District continued its partnership with the Provincial Government (Departments of Industry, Energy and Technology, and the Department of Education) and techNL to promote careers in technology and the innovation sector to high school students in the province. This partnership is designed to increase awareness among youth of the demand in the local technology sector and highlight the meaningful, well-paying employment opportunities in the Newfoundland and Labrador technology sector.



Report on Performance

Outcome of Strategic Plan Goals and Objectives 2021-22



Notwithstanding the stated intention of the Department of Education to incorporate the District, or aspects of the District, under its jurisdiction (announced May 2021), these three strategic issues provide direction for the Newfoundland and Labrador English School District for a three-year period (2020-2023).

Identification of strategic issues occurred through a consultation process that included a review of focus areas for K-12 education, planning sessions, and consultations with internal and external stakeholders. The indicators provided for each goal reflect expected results by June 30, 2023. Embedded in all three strategic issues is leadership - for leaders in our schools (students, teachers, staff and administrators) and leaders at regional District offices.

Report on Performance - Goals and Objectives

Strategic Issues

In 2020-21, the Newfoundland and Labrador English School Board began implementation of its three-year Strategic Plan (2020-23) with a focus on three strategic issues:

1. Student Engagement and Success
2. Equity, Health and Well-being
3. Organizational Effectiveness

This is the second year (2021-22) of the Strategic Plan. The plan continues to build on the work undertaken in the areas of literacy, numeracy, mental health, technology, enhanced organizational and financial processes and accountability, safe and caring schools initiatives, digital citizenship and more. It continues to support school communities through the school development model to enhance student engagement and success, health and well-being.

The Goals of the Strategic Plan are as follows:

- Goal 1:** By June 30, 2023, the Newfoundland and Labrador English School Board will have supported a culture of student engagement and success.
- Goal 2:** By June 30, 2023, the Newfoundland and Labrador English School Board will have supported a culture of equity, health and well-being across all levels of the school system.
- Goal 3:** By June 30, 2023, the Newfoundland and Labrador English School Board will have enhanced organizational effectiveness.

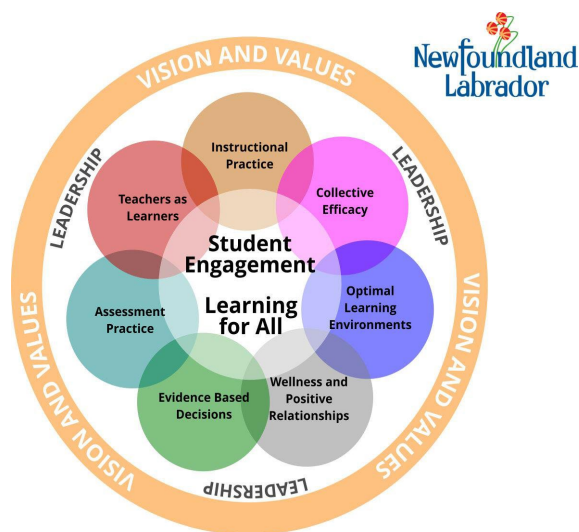
Strategic Issue # 1: Student Engagement and Success

Objective 2	Indicators
<p>By June 30, 2022, the Newfoundland and Labrador English School Board will have continued to enhance programming and strategies to support student engagement and success.</p>	<ul style="list-style-type: none"> Continued to support engagement through the School Development Model Continued to support responsive teaching and learning practices Continued to enhance programming and practices to support diversity

Report on Performance:

Student engagement is essential to student success. In 2021-22, the District built on work achieved in the first year of the 2020-23 Strategic Plan, with a focused approach on student engagement and success amid the many challenges brought on by the Covid-19 pandemic.

Indicator 1: Continued to support engagement through the School Development Model



The School Development Model is a focused approach to supporting engagement and learning for all. It includes seven determinants of successful schools that engage students, parents, and student councils to enhance student engagement and success. They are Instructional Practice, Collective Efficacy, Optimal Learning Environments, Wellness and Positive Relationships, Evidence-Based Decisions, Assessment Practices, and Teachers as Learners. Leadership and learning is embedded throughout all determinants, for all stakeholders, with a focus on working together to ensure student engagement and success. The District continued to support school communities in their understanding, implementation, and use of the School Development Model through a variety of initiatives noted below.

Professional Learning

Professional learning on the School Development Model (SDM) was ongoing throughout the year, through a combination of online and in-person meetings. The District partnered with the Department of Education to enhance deeper understanding of the model, its implementation and interplay with the Responsive Teaching and Learning Policy and New Pedagogies for Deep Learning (NPDL). The District held a number of regional school development sessions with staff that focused on the seven determinants of successful schools, and provided information on each determinant and NPDL to engage staff in discussion, understanding and application to their teaching practice.

The School Development Model works by gathering data through the Performance Management Framework (PMF). The PMF uses school surveys conducted with teachers, students and parents to inform plans to address strengths and weaknesses within schools. This helps individual schools identify issues and develop action plans that align with the seven determinants of successful schools.

Building on the work accomplished in 2020-21, the District continued to work with individual schools to provide a foundation for solid school development plans. The PMF data was used to inform evidence-based strategic issues and develop action plans. This process guided a three-tiered approach to supporting schools: Universal Support, Targeted Support, and Intensive Support.

Universal Support - Tier 1

Directors of Schools worked with their schools to promote common messages, and worked with groups of staff with similar learning needs. The main components of the School Development Model were highlighted, with schools reviewing and/or revising their values and vision. The Directors held in-depth conversations with school administrators on their PMF data, taking a deeper dive into the evidence to help them identify school issues. This assisted school staff discussions to determine their strategic issues and action plans. As part of universal support, schools received weekly emails that included updates, articles, podcasts, and videos with a specific focus on the seven determinants of the School Development Model. In addition, monthly meetings were held to discuss common questions and next steps, and sharing of best practices.

Targeted Support - Tier 2

Following the work completed in Tier 1, schools with greater learning needs were offered a targeted level of assistance. This included having District staff provide direct assistance to administrators in the school development process, and planning professional development on the determinant of the model that the school focused on. The Department of Education assisted in some of these



schools to help narrow the school's focus where necessary. For example, collective staff efficacy (the collective belief of the staff in their ability to positively influence outcomes for students) was a main focus in several identified schools. Teacher impact on student engagement was emphasized in an effort to solidify instructional and assessment practices. Meetings were also held with schools to discuss biases and observations that were driving their school development focus and how to navigate staff feedback.

Intensive Support - Tier 3

Schools that received this support were identified as needing intervention due to a variety of factors such as trauma, challenges, or low student engagement that negatively affected the culture of the school. In these scenarios, the Director of Schools consulted with the administrator on a regular basis, providing support such as coaching, assessments, consults, and opportunities to enhance student voice. This often resulted in schools enhancing pedagogical practices, such as introducing new pedagogies for deep learning (NPD), focusing on wellness and positive relationships, assessment practices, and sharing their learning with additional staff or schools.



Additional professional learning sessions held with administrators focused on:

- Integrating wellness and positive relationships into school strategic action plans;
- Assessment and student relationships; and
- Students as change activists.

New Teaching Practices in Deep Learning

In 2021-22, the District continued its work with New Pedagogies for Deep Learning (NPDL) to support school development. NPDL focuses on teaching strategies and system changes to equip students with the skills to be successful in life. District and school staff were engaged with the worldwide NPDL community in conferences, webinars, and individual meeting sessions, with the District's exemplary work in this area applauded at the national and international levels. District Programs staff and principals participated in a global learning lab in November 2021 where students and staff facilitated sessions. The District also developed a Deep Learning Certification program with three phases - a one-hour introduction to Deep Learning, completion of four asynchronous tasks of choice, and a deep learning experience with a learning partner. This will culminate with submission of an artifact for the Deep Learning Repository.



Mrs. J. Cassell @JodeenCassell · May 11, 2021
New Pedagogies for Deep Learning PL #NPDL #NLESDConnectED
#NLESD Super excited today to be learning alongside these talented professionals 😊



There were regional and school-based initiatives, which incorporated NPDL into school environments, including:

- **Kayak Building Workshop in Nain**

15 Grade 8 students from Jens Haven Memorial School in Nain, on Labrador's northern coast, worked together to build kayaks similar to the ones used by their ancestors for centuries. Led and funded by the Nunatsiavut Government, the class project involved studying the history of kayak use by Inuit people who used them to travel and live in their communities. Information on kayaks and its cultural connection was



passed down through elders for centuries, but changed in the 1940s and 50s with the introduction of new technologies and motors. The project's hope is to build mental resilience and confidence, and possible future use of kayaks.

- **Baking Project in Englee**

A project “Petites-n-Treats” was started by a multi-grade primary class at H. G. Fillier Academy School. They created the name to suit the project: Petite because they are small students, and Treats because they decided to bake goods and donate them to a worthy cause. The process entailed students writing a letter to their parents



to explain the project and ask for their assistance; create an income and expense spreadsheet, a logo, shop for ingredients while staying within budget, bake goods and sell them to ensure they created a profit. Proceeds were then donated to a student in their classroom who was sick in the hospital.

- **Ocean-STEM Institute in Experiential Learning at Terra Nova National Park**

Over 25 Students from Mount Pearl Senior High and four teachers participated in an Ocean-STEM Institute in Experiential learning from June 6-10, 2022. The group camped in Terra Nova National Park and conducted science related field studies with cooperation



Dylan Rogers @RogersMPSH · Jun 7
Dr. Bob doing his thing. #biologyinrealtime



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from Parks Canada staff. Students practiced science from a hands-on, experiential platform, taking curriculum into real life situations while practicing skills necessary to make connections to science and post-secondary opportunities. Practicing science outside of the classroom enriches deep learning opportunities, exposes students to nature and encourages healthy lifestyles.

Data Informed Practice

The District continued to use data-based evidence to inform school development throughout the year. Provincial Management Framework (PMF) analysis, as well as school data and student focus groups, identified the need to create partnerships and opportunities to enhance student voice, and to address regional needs to support youth in their community.

Partnerships Supporting Youth

The District engaged with a number of organizations to help youth stay involved in their communities, graduate from high school, and successfully transition to post-secondary education and/or employment. These organizations include: Communities Building Youth Futures; Tamarack Institute; and Economic and Social Development Canada.

Lead Learners Projects (LLP)

The Lead Learners Project supports school development and educators for enhanced student engagement. The LLP is a teacher-led, self-directed program that provides an opportunity for experienced educators to enhance their professionalism and skills, extend their learning and share their expertise with others.

It supports teacher leadership, capacity building and shared understanding. It provides opportunities to build networks and structure to further operational effectiveness, promotes health and well-being, and facilitates the sharing of exemplary practices for the benefit of all students while enhancing student engagement and success.

The LLP is an application-based project using on one or more of the following themes:

- Deep Learning Framework
- Collaborative Inquiry
- Autism Action Plan
- Universal Design for Learning
- Social and Emotional Learning
- Responsive Teaching and Learning
- Indigenous Education

Individual educators, teachers or groups of teachers (classroom, teacher-librarian, teaching and learning assistants, guidance counsellor, instructional resource teacher or itinerant teacher) can apply for the project. Successful projects received funding for eligible costs (travel, professional learning materials, release time). All approved projects participated in a Celebration of Learning Summit on May 12, 2022 where team leads showcased their project. This year 35 projects were approved and more than 120 educators participated.



Indicator 2: Continued to support responsive teaching and learning practices

The Responsive Teaching and Learning Policy (RTL) is a draft provincial policy that focuses on supporting optimal learning experiences and achievement for all students regardless of their needs. The District had planned professional learning for all educators new to RTL, and to all educators on the subject of Universal Design in Learning. However, due to the shortage of substitute teaching resources, exacerbated by the Covid-19 pandemic, professional learning was deferred.

RTL and Assessment to Enhance Learning

The District continued to create learning conditions and teaching practices that fostered student engagement and learning through assessment practices. Deep learning and capacity building work was conducted by District regional learning teams and Family of School structures. This work focused on enhancing educator understanding of the use of assessment to identify student strengths and areas of needed support to enhance student learning. This was accomplished by using tools such as the Comprehensive School Health Framework, the Responsive Teaching and Learning Policy, and Assessment Stories Around the Campfire. Staff worked in collaboration with school teams to enhance student success and create learning opportunities for students that supported the School Development Model determinant of assessment practices.



Positive Action for Student Success (PASS) Program

During the 2021-22 school year, the District continued to support student engagement and success through the expansion of the Positive Action for Student Success (PASS) Program. The PASS program targets students at risk of not graduating from school, and students who have recently left high school, providing them with options for graduating. A teacher, guidance counsellor or administrator refers students to the program. The program includes three areas, supported by a Student Success Teacher (SST), who works with students to encourage them to continue their high school education. These areas include:

- **Credit Rescue - Students at risk of failing a course**
 - Designed for students at risk of failing a course, students are provided with an opportunity to rescue a course they are failing by receiving extra help from a SST. This can include receiving extra time to work on projects/assignments, extra teaching support, and/or supplemental assignments.

- **Credit Recovery - Students who have failed a course**
 - Students can recover a course they previously failed through working with the SST to identify what is required to earn the credit and develop a plan to complete the course.

- **New Course Registration - Students missing a required course**
 - Students can register for specific courses needed to graduate, gaining support from the SST to complete the course outcomes in a shorter time frame. This enables students to finish school faster than if they followed the regular school schedule, and move on to post-secondary pursuits

Positive Action for Student Success (PASS) Program			
Year	2019-20	2020-21	2021-22
Schools	15 (Baseline)	47	62

Since the 2020-21 school year, PASS has expanded from 15 to 62 schools. The District continued to review the implementation of the expanded PASS program to identify successes and areas for enhancement.

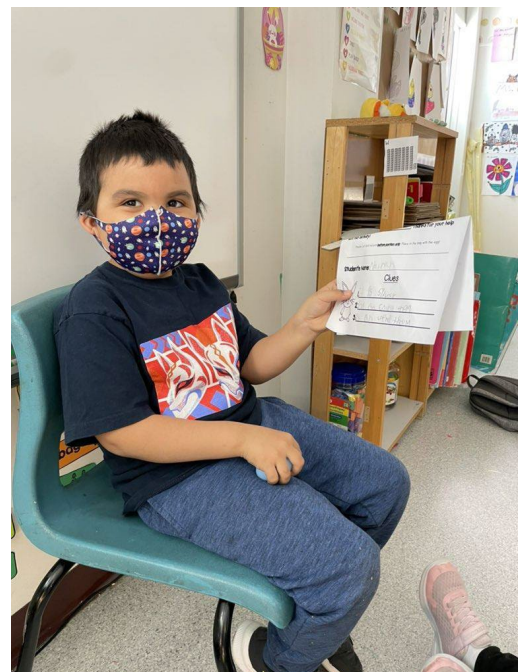
Indicator 3: Continued to enhance programming and practices to support diversity

The District enhanced programs and practices in 2021-22 to support diversity.

Engaging Student Newcomers and Families

The District provided support to new arrivals to the province, including students who arrived from Afghanistan, Ukraine and other countries. This support, in the form of information sharing, assessments, in-person and virtual school tours, and student and family meetings, helped students prepare for classes while waiting to be settled into their neighborhood school programs. The District collaborated with the Association for New Canadians, providing in-person meetings with K-12 students to allow educators to conduct preliminary interviews and academic assessments.

In collaboration with the Departments of Education, and Immigration, Population, Growth and Skills, the



District also updated and distributed a handbook for administrators entitled: “Welcoming and Educating Students with Refugee Backgrounds in Newfoundland and Labrador Schools”. This document summarizes key information from a Department of Education document: “Meeting the Needs of Students from Diverse Cultures”.

Classroom Design and Acoustics

Teachers for Deaf and Hard of Hearing students provided ongoing support to schools in effective classroom environment design with acoustic tiles, hush-ups, and other acoustic treatments that foster an adequate listening environment. In addition, yearly and ongoing servicing was provided to classroom teachers and school teams on the correct use and importance of hearing technologies, including sound fields, FM systems, etc. The goal of school support is to ensure barriers are removed in student environments.

Remote English Additional Language and Learn (REAL) Program

The Remote English Additional Language and Learn (REAL) Program is a bridging program designed to provide remote access to existing ESL and LEARN courses for newcomer students waiting for permanent accommodation. The program is offered to students at intermediate and high school levels who have not identified permanent accommodations and provides an opportunity for them to connect with District programs and staff early in their settlement period. REAL builds capacity with remote learning through obtaining and accessing technology for students, as well as an early assessment to facilitate course registration when students have a confirmed zone neighbourhood school.

Teaching and Learning Assistants - Deaf and Hard of Hearing

This year six new Teaching and Learning Assistants - Deaf and Hard of Hearing (TLA - DHH) positions were created to support Deaf and hard of hearing students. These positions are responsible for supporting the teaching and learning of students in an inclusive environment and supporting students in a variety of areas. These include American Sign Language (ASL) instruction in the classroom and social settings (for Deaf TLAs), understanding differences between the unique culture of home and classroom, supporting students' social emotional learning, and access to curriculum. The TLA-DHH also supports teachers in assessment, evaluation and collection of student data. Deaf TLAs bring their lived cultural identity and linguistic knowledge to the classroom; it is a transitional role that builds the necessary linguistic and cultural foundation for Deaf students. Three of these positions are located in Metro and three are located in Central.

Multiculturalism and Diversity

The Deaf and Hard of Hearing (DHH) classroom at East Point Elementary and students in the ASL 3202 class took part in a school wide Multicultural Fair. The DHH class





submitted three booths: Deaf culture, Inuit culture, and information on the United Arab Emirates, to match three different cultures that are represented in their classroom. Students researched and practiced presenting information, created art projects, held discussions, and read storybooks.

Students participated in the fair, trying new foods and dances, learning about the cultures represented by the students in the school.



American Sign Language Support and Teaching

American Sign Language (ASL) is a complete, natural language that has the same linguistic properties as spoken languages, with grammar that differs from English. Movements of the hands and face express ASL. It is

the primary language of many North Americans who are Deaf and hard of hearing. The District implemented a number of initiatives to support teaching and learning of Deaf students, and to enhance communication between Deaf and hearing students.



- A DHH teacher at AP Low Primary taught ASL to some of the staff to assist with communication for two Deaf students. ASL signs and pictures were also added to the classroom to assist with communication between Deaf and hearing students.
- American Sign Language was incorporated in the year-end music concert at Eastpoint Elementary to facilitate participation of Deaf students.
- A regional ASL High School course (ASL 3202), was developed by Deaf and Hard of Hearing teachers (some of whom are Children of Deaf Adults - CODA - whose first language is ASL). The course was taught to 25 students at Gander Collegiate in 2021-22 with over 200 students accessing this course since 2018.

The District plans for the 2022-23 school year are to redevelop and enhance the curriculum of American Sign Language High School course (3201) and request approval as a provincial curriculum. The District is exploring opportunities to enhance widespread access to these courses, as well as expansion of a provincial curriculum in ASL to Grades K-9.



Educational Interpreters

The DHH class at East Point Elementary engaged educational interpreters to provide students with access to the curricular content when mainstreamed with their hearing

peers. The interpreters were used for various classes such as physical education, art, and language arts, as well as relaying information to students on school announcements, assemblies, classroom visitors, etc.

ASL Sign Club



Students who are DHH at East Point Elementary organized and implemented an optional ASL Sign Club for their peers, with the assistance of DHH teachers and Deaf student assistants. The club promoted the use of sign language and taught their hearing friends how to more effectively communicate in a visual medium.



American Sign Language (ASL) For All Schools

The District partnered with the Newfoundland and Labrador Association for the Deaf (NLAD) to develop videos on American Sign Language for various primary and elementary grade levels. These videos, created by native signers to enhance understanding of ASL, are scheduled for provincial access through the Centre for Distance Learning and Innovation (CDLI) platform in the 2022-23 school year.

Silent Walk



The classroom for DHH students at East Point Elementary partnered with NLAD's Family Communication Program to promote an annual Silent Walk. This community walk provides an opportunity for all students in the school to join with students who are DHH, their families, members of NLAD, and local Deaf community members to promote the use of sign language. Students were encouraged to silently communicate with each other using signs, gestures, fingerspelling, and mime.

This is the third annual Silent Walk that is held in September during Deaf Awareness Month, the International Week of Deaf People.

Transitioning Planning

Each DHH Itinerant is part of the transition planning processes from pre-school to school, between K-12 and school transfers, and from school to post-secondary. This can be a very complex and encompassing process that involves many professionals and parents. Teachers for DHH lead this process for their students that can include assisting with sourcing funding for post-secondary, in-servicing new staff, accommodations, and equipment needs. Transition planning enhances programming support for students with exceptionalities to support their success in education.

Guidelines for Multicultural Education

The Department of Education drafted and distributed guidelines for multicultural education to guide District administrators and teachers in preparing and implementing programming for our English language learners and students accessing the LEARN program (Literacy Enrichment for Academic Readiness). The LEARN program is available to students with gaps in learning due to their refugee experience. The guidelines include information on District protocols to receive new students from various countries, and provide orientation programs to support and welcome newcomers to school communities. These guidelines support initial assessment, grade placement, programming decisions, evaluation, and information on frequently asked questions. The District continues to work in collaboration with the Department on operational procedures related to the Guidelines in 2021-22 school year.

Expansion of LEARN Program and English as an Alternate Language (ESL)

The District worked with CDLI to explore options to expand access to the LEARN Program and high school EAL courses province-wide. A new in-person LEARN program was implemented at St. Paul's Junior High School in St. John's in 2021-22. This is the 4th such program at the intermediate level in St. John's.

Anti-Racism Committee

The work of the District Anti-Racism Advisory Committee (ARAC) continued in 2021-22. Established in the 2020-21 school year, the committee is composed of 20 representatives from external organizations, mandated to provide advice to the District on anti-racism initiatives to address racism in our schools. The committee worked on a District wide Anti-Racism statement, as well an action plan to address racism. A member of the ARAC committee delivered professional learning in the form of anti-racism seminars to the executive team and all Directors of the District. These seminars, led by Dr. Paul Banahehe Adjeia, a Social Work Professor from Memorial University, discussed the principles of Anti-Racism Education in a six-part series entitled: "Engaging Critically with Issues of Race and Education".

The committee worked with the District to conduct a Thought Exchange with Grades 7 - 12 students from June 20 to 23, 2022 entitled "What does a 'Safe Space' mean to you". Data garnered from the exchange will assist in elevating student voice and build on the committee's work to engage Black, Indigenous, Persons of Color (BIPOC) students and provide data on focus areas for inclusion (e.g., policy, school-based decision making).

Community Organization Collaboration

The District continued collaboration with a number of organizations to enhance diversity and inclusion in 2021-22. These include, but are not limited to:

- Qalipu First Nation



- Miawpukek First Nation - Se't A'newey Kina'matino'kuom
- Innu Nation - Mamu Tshishkutamashutau Innu Education
- NunatuKavut Community Council
- Nunatsiavut Government
- First Light Friendship Center
- People of the Dawn Friendship Centre
- Labrador Friendship Centre
- Memorial University of Newfoundland and Labrador
- National Centre for Collaboration in Indigenous Education (NCCIE)
- Relationships First
- The Rooms
- Sharing our Cultures
- Association for New Canadians
- Newfoundland and Labrador Association for the Deaf
- Canadian Hard of Hearing Association

Supporting Indigenous Culture

The District has implemented many initiatives that demonstrate its commitment to enhancing awareness of Indigenous culture, traditions, knowledge and languages to build respect and appreciation for Indigenous peoples in our province and throughout Canada. These initiatives lay the foundation to increase awareness and support the act of



reconciliation to honour Indigenous peoples. The National Day for Truth and Reconciliation (September 30 - Orange Shirt Day) - was recognized by the province and the District. In preparation, in the summer of 2021, the District participated in the development of "An Educator's Guide to Residential Schools in Newfoundland and Labrador Commemorating Orange Shirt Day."

This guide was developed by educators to support the teaching and learning about residential schools in Newfoundland and Labrador. It acknowledges the history of the residential schools and their impact on Indigenous peoples. Collaboration with our Indigenous learning partners was essential in guiding our conversations and learning throughout the development of this guide. A number of other events acknowledged and celebrated included:

- Truth and Reconciliation Week
- Mi'kmaq History Month
- Secret Path Week

- Indigenous Veterans Day
- Labrador Inuit Association Day
- National Day of Awareness for Missing and Murdered Indigenous Women and Girls (MMIWG)
- National Indigenous Peoples Month
- National Indigenous Peoples Day

Google Classrooms

In 2021-22:

- **“Educators Interested in Indigenous Education”**
The District continues to develop a Google classroom for Indigenous Education called “Educators Interested in Indigenous Education” where educators can collaborate, share and engage as learners using a multitude of current, appropriate, respectful, and accurate resources (videos, Podcasts, Articles, etc.). This space helps to create awareness, understanding and appreciation for the Indigenous Peoples of Newfoundland and Labrador, their culture, language and traditions. There are currently 1,095 educators as members in this classroom.
- **Anti-Racism - Join the Conversation**
A Google classroom was created called “Anti-Racism - Join the Conversation” to provide information and resources, professional learning to teachers on racism. This year the classroom was accessed by just under 600 members.
- **EAL and LEARN teachers**
A Google classroom was created for EAL and LEARN teachers with a number of resources (professional learning resources and communities), Deep Learning projects, events and other initiatives. This year the classroom includes 47 members.

Professional Learning & Resources

A variety of professional learning was facilitated throughout the 2021-22 school year to enhance programming and support diversity:

- Administrators province wide were invited to participate in a Book Study, **So You Want to Talk About Race**, authored by Ijeoma Oluo which concluded in May 2022. This initiative is called “Cultivating an Anti-Racist Pedagogical Practice”. There were 18 participants consisting of Administrators and Programs Staff;
- Professional Learning in Cultural Competency as well as experiential learning of some Indigenous Ceremonies was provided to all Administrators and Programs staff in the Avalon Region;



- In Partnership with Qalipu First Nation, Professional Learning for all Programs staff in the Western, Central and Avalon regional offices was facilitated and consisted of a Blanket Exercise as well as other learning and ceremony;
- A Mi'kmaq History and Culture Professional Learning Cohort (a trilateral partnership between NLESD, Qalipu First Nation and Community Elders/Knowledge Sharers) started with a two-day professional learning for 50 educators in the Central and Western Regions of the province. This was facilitated by Qalipu First Nation in October 2021. Since completing the professional Learning, the regions completed a book study of "**My Indian**". This was followed by the making of their own First Nation Drum led by a local elder in the school communities. In a follow up opportunity, the First Nation Drum was used to learn the "Honour Song". The goal of this event is to increase capacity in our community of Mi'Kmaq culture, specifically the "Honour Song".
- The District collaborated with our Indigenous learning partners and authors of two books, "**Reflections from Them Days: A Residential School Memoir from Nunatsiavut**" by Nellie Winters and "**A Long Journey: Residential Schools in Labrador and Newfoundland**" by Andrea Procter. Both texts guided conversations and learning in the development of the Educator's Guide on residential schools, and were distributed to all schools provincially;
- Professional Learning was delivered virtually to Memorial University of Newfoundland and Labrador students pre-service teachers on two occasions that focused on Indigenous Education. Also, the District Director of Indigenous Education presented several times to Indigenous Education courses at MUN discussing the work being done throughout NLESD in the area of Indigenous Education;
- The District promoted and participated in Relationships First - Restorative Justice in Education (RF-RJE) Two-eared Listening gathering in NL. Over 20 district staff, administrators, and teachers participated in this professional learning from all regions of the province;
- An NLESD ULearn Summer 2021 Institute offered two Indigenous Education PL opportunities: "Indigenous Education - Building Confidence through Conversation and Learning" (22 Participants) and "Exploring our Indigenous Partnerships - The Voices That Guide Us" with 17 participants;
- Membership in the Virtual Indigenous Alliance for students and staff grew this year, with increased attendance and frequency of sessions. Sessions occurred bi-weekly with a variety of diverse and dynamic presenters and presentations.



The Alliance continued to be a safe space to support school communities that wished to develop a better awareness, understanding of and engagement with indigenous culture;

- The District continued to encourage **Student Indigenous Alliances** within all schools. These alliances help create a place for Indigenous voices and enhance student connections with Indigenous culture, traditions, history and language. Alliances focused on creating connectedness, identity and belonging of all students in school communities;
- **Drum Making Initiative May 31-June 2, 2022 in Partnership with First Light**
The District coordinated a three-day Drum Making workshop with Solomon Semigak, Inuk Knowledge Keeper, along with the Student Indigenous Alliance at Holy Spirit High to make their own traditional Inuit Drums. This opportunity was documented through videos and pictures to help support the learning of other students in the future;
- Access to Indigenous Education Professional Learning was developed for all educators via the NLESD Indigenous Education Professional Learning website that will be launched in the 2022-23 school year. This site will include a session entitled **Embedding Indigenous Voices in Teaching and Learning**, delivered in partnership with the National Centre for Collaboration in Indigenous Education (NCCIE) and Memorial University's School of Arctic and Subarctic Studies. Other Professional Learning recordings were also available;
- Indigenous Education Professional Learning sessions for school staff were available to all schools throughout the year, and adapted and customized to meet individual needs. St. Mary's Elementary offered a half day Professional Learning in person;
- The District put out a call to all high schools to offer the course **Labrador Inuit Society and Culture (2211)** in their school for the 2022-2023 school year; with the goal of multiple high schools offering the course throughout the province. The District will support the schools and scheduled educators to support implementation in partnership with Nunatsiavut Government;
- Topics within the area of Indigenous Education continued to be part of the District's entire Provincial four Collaboration days for Student Services and Guidance Counselors. These days were available to all Student Services staff and Guidance counselors with approximately 10-20 participants each time;



- A three-part video series on Indigenous Education continued to be part of mandatory training for all bus drivers;
- **Association for New Canadians (ANC)**
 - The District collaborated with the Association to help with settlement issues relevant to education, zoned schooling and other advocacy concerns.
 - In addition, the ANC provided training to District teachers entitled: Newfoundland and Labrador's Diversifying Population: A Guide for Educators. The ANC's training division provides professional learning opportunities for our executive and teachers during the year as needed
- **Sharing our Cultures**
 - The District collaborated frequently with Sharing our Cultures to promote their annual event at the Rooms and provincial events that profile multicultural high school students in 2021-22. The District also supported anti-racism initiatives with poster and video exhibitions.



Student Engagement and Success - Objective 3 (2022-23)

By June 30, 2023, the Newfoundland and Labrador English School Board will have further enhanced programming and strategies to support student engagement and success.

Indicators:

- Continued to support engagement through the School Development Model
- Continued to support responsive teaching and learning practices
- Continued to enhance programming and practices to support diversity

Strategic Issue # 2: Equity, Health and Well-being

The health and well-being of students and staff is a priority for the District. Equity is also a focus for the district to ensure equitable access to educational services for all. The District continued to advance and expand supports and professional learning in these areas, as well as Occupational Health and Safety to provide safe and healthy work environments for all.

Objective 2	Indicators
By June 30, 2022, the Newfoundland and Labrador English School Board will have continued to enhance supports for equity, health and well-being.	<ul style="list-style-type: none">● Continued to support health, well-being, and social and emotional learning using the Comprehensive School Health Framework● Continued to expand the use of technology to support teaching and learning● Continued to facilitate professional learning to support a culture of equity, health and well-being, including mental health, across all levels of the school system● Continued enhanced Occupational Health and Safety programming

Report on Performance

Indicator 1: Continued to support health, well-being and social and emotional learning using the Comprehensive School Health Framework

The Comprehensive School Health Framework (CSHF) is an internationally-recognized approach to supporting improvements in students' educational outcomes while addressing school health in a planned, integrated, and holistic way. The framework has four inter-related components:

- Social and physical environment
- Teaching and learning
- Healthy school policy
- Partnerships and services

The District continued to use the Comprehensive School Health Framework to support the health, well-being and social and emotional health of students throughout the 2021-22 school year.

Professional Learning continued in 2021-22 on the Comprehensive School Health Framework through a session on U Learn - an online training and education platform. This training was made available to all educators to complete at their own pace.

Sessions on the framework were also delivered to a variety of stakeholders and staff.

Stakeholder	Region	Topic
Board of Trustees	Provincial	Overview
Health Accord NL	Provincial	Overview
MUN Pre-Service Teachers	Provincial	Overview
Student Support Personnel	Provincial	Overview
Guidance Counsellors	Provincial	Overview
Educational Psychologists	Provincial	Using CSH to build partnerships with Youth Outreach Workers
Program Specialists	Eastern	Overview
Directors of Schools	Eastern	CHS and the work of Itinerants
Directors of Schools	Provincial	Connections between CHS and Restorative Justice
Administrators	Western	Connections between CHS and School Development
Teachers	Provincial	Overview

Partnerships to support health and well-being

The District developed a number of partnerships to support the health and well-being of students. The following partnerships were developed in 2021-22:

- Choices for Youth - Upstream Program in Brother Rice and St. Peter's Junior High
- Eastern Health - Youth Outreach Workers in Schools
- Newfoundland and Labrador Housing - Strengthening Connections with Community Centers



- Sport NL
- NLTA - Physical Education Special Interest Council
- Relationships First: Restorative Justice in Education Consortium
- Department of Health - School Food Guidelines, Comprehensive School Health Projects, Healthy School Planner Funding
- Department of Tourism, Culture and Recreation - Active Schools
- Department of Education - Special Projects Safe and Caring Schools, Graduating Student Awards
- Partnership with Community Groups - Vulnerable Youth and Young Families Working Group



Indicator 2: Continued to expand the use of technology to support teaching and learning

The District continued to use Re-Imagine Learning, school based Google Initiatives, in partnership with their District learning teams.

In the 2021-22 school year, professional development was impacted by Covid-19, a limited availability of substitute teachers, and the District's focus on keeping in-person learning in place. As a result, non-essential professional development was discouraged for the year. Some professional development did occur, however, it was limited due to these circumstances.

Leveraging Digital

District Program staff supported the implementation of the School Development Model through providing professional learning on “leveraging digital” - using digital learning tools to help teachers increase student engagement. Teachers received professional learning through the development of resources designed to support educational technology for school communities. This included information for the Digital Tools Teacher PL website, and the Digital Readiness with Google Workspace website (for teacher, students and families).

Professional Learning Website

A revised Professional Learning website continued to support schools in partnership with their District Teams. This website included resources for teachers, supporting teaching and learning in Scenario 2 (combined in-school/online class) and Scenario 3 (online class) of the Safe Return to School Plan. This site continued to evolve to support teacher needs, however, due to a substitute teacher shortage this year, all professional learning sessions were impeded.

Video Software

In 2020-21, the District explored the purchase of WeVideo as an educational technology that enhanced learning in face-to-face and online learning scenarios for all grade levels and subject areas. Consults and a pilot informed the purchase of the technology in December 2021.

Google Certification

The District continued to use Google as its technology platform with 362 teachers becoming Google-certified during the reporting period. This certification benefits teachers in strengthening their confidence to use tech tools creatively. Certification increases classroom efficiency, digital citizenship and enhances professional development for teachers.



Technology Training

As noted, non-discretionary professional learning was limited by pandemic-related circumstances in the 2021-22 school year, however professional learning was delivered as per the table below.

Professional Learning Sessions		
Name	Length	Participants
Website Creation and Portfolios	60 Minutes	36 Teachers
Equatio	90 Minutes	95 Teachers
TinkerCAD	60 Minutes	13 Teachers
Scratch Coding	60 Minutes	20 Teachers
WeVideo	60 Minutes	158 Teachers
Smart/Lumio	Full day session	150 Teachers

SORA

The District used SORA, a user-friendly application (app) designed to support the digital reading experience for students. This app empowers students to discover and enjoy books and audio books for leisure or school. In the 2020-21 school year, a pilot was started in a number of schools and continued into the 2021-22 school year.

Brilliant Labs

The District's ongoing partnership with Brilliant Labs continued to grow in 2021-22, supporting coding initiatives within classrooms. This year the District had approximately 19,960 students engaged in Brilliant Labs Youth Experience, and approximately 2,130 teachers engaged in Teacher Brilliant Labs Support experiences. District schools continued to work with Brilliant Labs, with delivering 196 school workshops to students. Twenty Makerspaces were created in schools, bringing the total to 91 schools this year. A Makerspace is a creative, technology-enhanced space that provides a dedicated hands-on learning environment for students and staff. Brilliant Labs also facilitated 130 professional learning sessions for teachers and approved 174 classroom-based projects. These projects provide up to \$500 worth of materials for digital making. Digital Making is a creative process using a technological device to add to, aid in and/or create making projects. Projects can be very broad and can include such things as sewing, knitting, sculpting, to name a few. It also includes coding, video editing, podcasting and a wide range of online activities.



Indicator 3: Continued to facilitate professional learning to support a culture of equity, health and well-being, including mental health, across all levels of the school system

Social Emotional Learning (SEL) and Trauma Informed Practice

Social and Emotional Learning (SEL) as well as building collaborative relationships continued to support a culture of equity, health and well-being. The District continued its focus on this at monthly Collaboration Days that included all NLESD district educational personnel.

Implementation of a number of other initiatives supported social and emotional learning and trauma informed practice:

- A Google classroom on Trauma-Informed Practices was set up to support self-directed learning for educators. There are currently 660 members in this Google classroom;
- Safe and Inclusive Itinerants supported school teams to design and facilitate SEL professional learning opportunities for administrators, classroom teachers, and/or school staff; and
- All K and 1 teachers received two days of Professional Learning to support the implementation of the renewed health curriculum (inclusive of SEL outcomes).

Capacity Building for Teachers

The District supported capacity building for teachers through the creation of a Google presentation for teachers working with DHH students in the province. The learning opportunity included topics such as hearing loss, amplification, assistive technology, accommodations/strategies, roles of Itinerant teachers, implication of language delays and the importance of Itinerant supports.

Each DHH Itinerant teacher offered professional learning to all staff in each school with a student who is Deaf or has hearing loss. This is an important process in the inclusion of Deaf and Hard of Hearing students as most classroom teachers have not had experience with teaching a student who is Deaf or with hearing loss.

Partnership with the Canadian School Mental Health Network

In 2021-22, the District joined the Canadian School Mental Health Network, a network aimed at supporting Canadian Educational system leaders and providing evidence based information and shared practices. The work of this network supports schools and helps inform decision making for school mental health. This group meets on a quarterly basis.



Students who are DHH Transitioning to Life After High School in a Virtual World

Transitioning beyond high school is challenging for all students but for students with an exceptionality, these difficulties are often compounded. The District transitioning process included a number of supports for students who are DHH such as the use of virtual technology and google classrooms to provide information to students on post-secondary options. Sessions were recorded for students who were unavailable. This initiative was successful in bringing all students who are DHH across the province together to ask questions, voice concerns and support each other. A variety of topics were covered:

- January 20, 2022: What to expect when heading into a post-secondary institution;
- January 27, 2022: How to access a referral to an audiologist; information on audiology equipment;
- February 3, 2022: Student aid/funding, and accessing accommodations at Memorial; and
- February 7, 2022: Hearing loss, feelings, concerns and struggles.

A session was held with the Canadian Hard of Hearing Association (CHHA) on student aid and technology. The District also worked on included virtual tours of various campuses in the province for the 2022-23 school year, and the delivery of a similar program for students who will be going directly into the workforce.

Manipulative Visual Language Literacy Program

Manipulative Visual Learn (MVL) is a systematic classroom approach that adds a kinesthetic/visual/tactile aspect to the teaching of literacy in reading and writing. The program is often used with visual learners and DHH learners. The District continued to use the program in several schools with staff who completed training in 2021-2022. MVL allows for a blending of ASL, ESL principles, the use of kinesthetic materials, and modern technology. This assists students who are Deaf who often struggle with the grammar of English.

Bedrock Literacy Program

The Bedrock Literacy Program is a curriculum designed for Deaf and Hard of Hearing students to provide a foundation of English language literacy skills, and to provide teachers with the necessary principles and applied strategies for effective literacy instruction. The District purchased the program in the spring of 2022, with professional learning planned for all itinerants in the 2022-23 school year.



The Bedrock program supports students who are DHH who have not had the opportunity to practice English literacy skills before they enter kindergarten. It provides students with clear instructional design, strategies and activities that support the depth of instruction to internalize English literacy components. The program also teaches students that English and ASL are different languages, enhancing student understanding and learning more effectively.

Newfoundland Association of the Deaf

The District continued work with NLAD to make learning accessible for students who are Deaf who require ASL to access the provincial curriculum. This year six schools participated in ASL Classes facilitated by NLAD. Each class is composed of teacher or student assistants who are working with children who are Deaf. These schools included:

- East Point Elementary in St. John's
- A. P. Low Primary School in Labrador City
- Mary Queen of Peace in Goose Bay
- Smallwood Academy in Gambo
- Greenwood Academy in Campbellton
- J. J. Curling Elementary in Corner Brook



Canadian Hard of Hearing Association

The District continued its partnership with the Canadian Hard of Hearing Association (CHHA) in 2021-22. A number of NLESD students have registered for the Advocacy, Readiness and Connections (ARC) program, a new program for Hard of Hearing Youth in Newfoundland and Labrador. The ARC Achievement Program is designed for hard of hearing youth in grades 10-12 to help them prepare for life after high school and help them gain valuable life skills toward their future success. The following details a description of each area:



- **Advocacy:** Developing skills that enable Hard of Hearing students to advocate for themselves and their hearing needs. Teaching hard of hearing youth how to advocate for themselves leads to greater self-confidence, empowerment, and to create positive change in their community.
- **Readiness:** Preparing youth for the future and teaching students valuable skills for post-secondary or the workforce. These include study, employment and budgeting skills, as well as money management.
- **Connections:** This program aims to bring together hard of hearing youth with hearing loss, enabling students to connect with each other and understand what resources and supports are available in their communities.

The goal of this program is to empower youth who are Hard of Hearing to become strong, confident leaders of the future.

Atlantic Provinces Special Education Authority (APSEA):



The District continued to work with the Atlantic Provinces Special Education Authority (APSEA). APSEA is an inter-provincial cooperative agency established in 1975 by joint agreement among the Ministers of Education of New Brunswick, Newfoundland and Labrador, Nova Scotia, and Prince Edward Island. APSEA provides educational services, programs, and opportunities for persons from birth to 21 years of age for children and youth who are Deaf, hard of hearing, deafblind, blind, or visually impaired. The following programs were made available to students and families in the province in 2021-22:

- **APSEA Connect:** an online resource for students and families that provides culturally and linguistically responsive programs.
- **APSEA Virtual Learning Series:** Enriched expanded core curriculum and social networking.
- **Enhancing Virtual Learning for DHH:** learning opportunities for families and school teams
- **APSEA Mentorship Program:** a mentorship program for older volunteer students in building community and mentoring younger students.

Indicator 4: Continued enhanced Occupational Health and Safety Programming

The District continued to enhance Occupational Health and Safety (OHS) programming in 2021-22.

OHS Program Review

- The District updated its OHS policy Statement on September 1, 2021 and posted it on the NLESD website and the OHS website in Member Services. The Policy Statement was also sent to site supervisors on September 1, 2021 with direction to post the document on their worksite's OHS Bulletin Boards.
- The OHS Program was reviewed in February 2022 as per policy requirements, with revisions made to the OHS Policy Administrative Regulations. The updated OHS program was posted on the NLESD website.

Ensuring all Worksites Meet Legislative Requirements

- As of December 31, 2021, all of the District's 236 OHS committees were listed as 'active' on WorkplaceNL Connect. The District continued to work with all committees to ensure they maintained their active status by holding regular meetings and submitting minutes in a timely manner;

- During closeouts for professional development, 464 employees completed Emergency First Aid training organized by the District. Labrador region was complaint and did not require any employees to participate in training. Numbers are noted in the table below:

Emergency First Aid Training (July 2021 - June 2022)			
Avalon	Central	Western	Labrador
315	139	10	0

- Violence Assessments were conducted in 2021-22 for all schools and bus depots;
- Information on OHS Bulletin Board requirements was communicated to staff in a Fall OHS Memo and Newsletter, and Member Services;
- An OHS Committee Training tender was awarded in December 2021. Training was scheduled for the Winter; however, due to staffing shortages experienced from COVID 19, training sessions were canceled. Training is planned for the fall of 2022;
- Ensured all worksites were in compliance with legislative requirements and Public Health COVID-19 guidelines; and
- Worksite inspections by Service NL, as well as multiple investigations stemming from the work refusal process, have resulted in all worksites being compliant with legislative requirements and public health guidelines.

Used the WorkplaceNL Connect Portal For information Sharing and Reporting

The WorkplaceNL Connect Portal facilitates information sharing and supports compliance with Occupational Health and Safety and Workplace Health, Safety and Compensation legislation (<https://connect.workplaceni.ca/>).

- In the 2021-22 school year, all committee co-chairs were set up on WorkplaceNL Connect access.
- All OHS committees are now submitting the meeting minutes online via Connect.

Work Towards PRIME compliance

- The Prevention and Return-to-Work Insurance Management for Employers/Employees (PRIME) Program, through financial incentives or charges, recognizes employers' claim costs as well as their compliance with certain health, safety and return to work practices as defined by WorkplaceNL. To validate for PRIME, you must complete your Annual Employer Statements by the deadline and all OHS Committees must have "active" status by the end of the



calendar year. If you validate, a comprehensive PRIME audit is conducted by WorkplaceNL to determine if you have met all criteria for the practice incentive component.

- All four regions (Avalon, Central, Western and Labrador) validated for PRIME in 2021. Avalon and Labrador were audited for the practice incentive component of PRIME. While they did not meet all criteria for this component, the audit revealed useful information for the District to strengthen its processes and practices on a go forward basis. 2021 PRIME audits for Central and Western have not yet been scheduled by WorkplaceNL, but a similar result is anticipated.
- The District continues to work towards PRIME compliance by focusing on: recommendations in recent PRIME audit reports; injury prevention through education and awareness of injuries and hazards; and improving our return to work program. By reducing the number of days lost due to workplace injuries, we will create a safer workplace for our employees, and potentially reduce the PRIME experience incentive charge.

Enhanced Education of OHS Program

- All staff were required to complete the OHS orientation in the 2021-22 school year. Approximately 6,000 employees completed the annual orientation.
- All new hires were required to complete the Safety Orientation, Violence and Harassment Prevention Training and the Skills Pass "COVID-19 Work Safe - Best Practices V1.1a" course;
- An OHS Newsletter was published four times throughout the 2021-22 school year, with the final edition issued in June 2022. Topics discussed included: hazard identification and reporting, OHS Committee requirements, healthy eating, injury reporting, tips on safety and wellness;
- The District continued to enhance awareness of the OHS Website and its resources; and
- The District began training supervisors in WorkplaceNL's two-day Safety for Supervisors course. The first session was held on April 19 and 20, 2022 and included 16 supervisors from the Corporate Services Division from across the province (Facilities/Operations). Plans are in place to train additional groups of 60 supervisors in 2022-23.



Equity, Health and Well-Being - Objective 3 (2022-23)

By June 30, 2023, the Newfoundland and Labrador English School Board will have further enhanced supports for equity, health and well-being.

Indicators:

- Continued to support health, well-being, and social and emotional learning using the Comprehensive School Health Framework
- Continued to support teaching and learning through the use of technology
- Continued to support and enhance Occupational Health and Safety programming

Strategic Issue # 3: Organizational Effectiveness

The District is committed to enhancing organizational effectiveness, and increasing the efficiency of its operations while maintaining safety for its students and staff.

Objective 2	Indicators
<p>By June 30, 2022, the Newfoundland and Labrador English School Board will have continued implementation of initiatives to create safe environments, and improve Board operations.</p>	<ul style="list-style-type: none"> ● Continued to enhance financial management and control practices ● Continued to streamline administrative processes to improve organizational efficiency ● Continued to enhance student transportation practices and procedures ● Continued to expand the use of electronic personnel systems and recruitment processes ● Continued to increase accessibility to Board facilities and school buses ● Continued to review and revise Board policies

Report on Performance

Indicator 1: Continued to enhance financial management and control practices

Financial Management System

The District further enhanced financial management and control practices in 2021-22. The new financial system, Cayenta, went live on July 1, 2021, providing enhanced financial management controls at both the District and school level. The majority of Phase 1 implementation was completed in the areas of Accounts Payable, Purchasing and Accounting. The Work Order, Travel Claim and Vendor Self-Serve modules were in the testing phase in 2021-22 in anticipation of implementation early in the 2022-23 school year. The District worked on Phase 2 (Human Resources and Payroll) during the 2021-22 school year, with implementation anticipated in January 2023.

The District conducted a review and update of all work processes, associated internal controls, and created user guides to assist staff with the transition and ongoing work. Training sessions were delivered to core users as well as users of Connect (a web-based platform for school users and District finance staff).

School Generated Funds

The District continued to reduce the organizational risk of having schools handle school-generated funds (e.g., school-based fundraised and collected dollars) and the workload associated with collecting cash and cheques at the school level. Rycor, an online



administrative and payment system purchased in the spring of 2021, integrates with PowerSchool and Cayenta. It was partially implemented in the 2021-22 school year with over 30 schools using Rycor forms to replace some hardcopy forms distribution/collection processes (e.g., Media Consent Form, Acceptable Use of Technology Form, Chromebook Agreement Form). The District also finalized the Cayenta integration for online payment functionality and conducted an initial rollout to 11 schools in 2021-22. Rycor also afforded the District the ability to conduct its French Summer Camp registrations/payments online as opposed to the time-consuming, inconvenient in-person process. The system will dramatically reduce the organizational risk associated with cash collection while simultaneously reducing finance-related school administration workload. The District expects to have most schools using Rycor by the end of 2022-23.

Indicator 2: Continued to streamline administrative processes to improve organizational efficiency

The District continued to streamline administrative processes to improve organizational efficiency during the 2021-22 school year.

School Administration Solutions

The implementation of the Rycor online payment and forms system created a significant reduction in school administrative workload in the processes associated with the collection of cash and cheques at the school level.

Procurement Solutions

In 2020-21, the District conducted a review of its procurement practices to secure a single, preferred procurement system. In 2021-22, the District secured MERX, a system secured through provincial government services that supports increased productivity, enhanced management of contracts and renewals, and improved records maintenance. The MERX system reduces instances of non-compliant bids; enhances efficiencies in the purchasing process, and encourages more bidders in the tendering process. The system went live in May 2022.

Procurement Procedures and Protocol Guidelines

In 2021-22, the District began an expansion of procurement procedures and guidelines for schools and purchasing staff, to include District staff in regional offices. These additional procedures provided consistency in purchasing, and guidance to staff on the required protocols.

Code of Ethics and Conduct

The District developed a Code of Ethics and Conduct for all employees, outlining high standards of conduct for its employees and its commitment to an ethical, respectful, open and transparent work environment. The Code sets out expectations for all



employees, and complements any employee's professional Code of Conduct. The District's Code of Ethics and Conduct also supports a recommendation from the Auditor General's Report on Management of the Procurement of Goods and Services. The Code of Ethics and Conduct requires employees to complete mandatory training. Training was developed in 2021 and made available in the spring of 2022 with an 88% completion rate, with follow up for those remaining early in the fall of 2022. All new hires will be required to complete the mandatory training as a condition of employment.

Indicator 3: Continued to enhance student transportation practices and procedures

The District implemented a number of practices and procedures to enhance student transportation during the 2021-22 reporting period.

Implementation of a GPS System for District Busing Fleet

The District continued with the implementation of Global Positioning System (GPS) technology in August 2020, and the installation of 351 GPS units for its transportation fleet in 2021. In this reporting period, the District implemented a testing phase of the Chipmunk real-time bus locator app with a pilot in three schools in winter/spring 2022. GPS technology enhances student transportation in providing bus location, speed, direction and time synchronization of vehicle. It also assists the District with investigations, providing accurate information on times and locations of buses.

BusPlanner - Web Parent Portal & Workflows

BusPlanner is a school bus scheduling and routing software. This year the District implemented the Web Parent Portal that enables parents to see their child's transportation eligibility, eligible bus route, bus stop location, and drop off and pick up times. In 2021-22, parents were provided with the opportunity to create accounts resulting in access to BusPlanner for over 24,000 students. The District has implemented BusPlanner Workflows, which replaced the former Google Form-based Student Transportation Public Inquiries system. The inquiry system now links to a parent's BusPlanner Parent Portal account. The District is working to expand the use of the Workflows application for internal site visits, District-operated field trip requests, and the courtesy seating application process in 2022-23 and beyond.

Student Transportation Handbook

In 2021-22, the District updated its Student Transportation Handbook, which outlines the responsibilities and expectations of all stakeholders to enhance service effectiveness and safety.

Electronic Log Devices (ELD)

Electronic Log Devices (ELDs) are expected to become a legislative requirement for



school buses in October 2023. During the reporting period, the District piloted an ELD system on six school buses. This system would enhance inspection procedures, driver hours of service tracking, and reduce gaps across the province where there is no cellular service, all of which will enhance student and driver safety.

Contract Template

The District continued to work with the Departments of Education, Justice, and Public Safety to develop a student transportation contract template to enhance organizational effectiveness and student safety. Implementation is scheduled for the Spring of 2023, and will be used for tenders for the 2023-24 school year.

Protocols

The District developed the following student transportation protocols in 2020-21 with implementation occurring in the 2021-22 school year:

- Updated Incident Protocol
- NLESD Student Transportation Handbook - Stakeholder Expectations

Indicator 4: Continued to expand the use of electronic personnel systems and recruitment processes

A number of initiatives were implemented this year to support electronic personnel systems and recruitment processes.

SmartFind Express

SmartFind Express, an auto-calling personnel and leave request system, assists schools with managing leave and replacing staff when unexpected absences occur on a school day. In 2020 all staff were set up to use SmartFind as the organizations leave request management system and, in 2021-22, the system was expanded to include all job classifications in all areas for call-in replacements. Expansion included the ability to create reports to identify substitute shortages and enhance human resource staffing, removing the requirement for paper documentation.

Expansion of Recruitment Processes

A number of recruitment fairs were implemented in the 2021-22 school year. In the Fall of 2021, all regions conducted recruitment fairs to add to the District's current substitute lists for support staff classifications and TLA/Teaching positions. Human Resources and management staff met and interviewed candidates at various locations, utilizing the VaxPass and other safety protocols. The student transportation division, with the assistance of the human resources division, also held busing career fairs in remote areas where the District has board-owned busing. These fairs were successful in adding additional employees to various call in lists. These fairs generated 19 interviews in Western; 68 interviews in Avalon; 37 in Central; and 7 interviews in Labrador.



Member Services

Member Services is the system used for all hiring through the District and has a number of features which assist with other human resources functions. All teaching, support, and management positions are posted on the website, which requires applicants to create an online profile as part of the application process. Member Services also provides the ability to view the status of competitions as they progress through the competition. The system can also help employees through the interview process, by providing standards based questions for management and administrator positions. A draft bank of interview questions was developed for teacher interviews for the 2022-23 school year with training to be provided for the interview panel. In 2021-22, in accordance with a provincial policy mandate, all applicants and current employees were required to upload their Covid-19 vaccination documentation to their profile for verification.

Performance Assessments for Support Staff

Work continued in 2021-22 on the expansion of an assessment tool for support and probationary staff. The District continued to pilot the assessment tool for support staff in 2021-22. However, with recent turnover in management staff, additional training may be required. The Cayenta financial and human resource system will assist with tracking of probationary hours and the assessment process. The District provided some training sessions with administrators on the use of the assessment tools for support staff, however, training was limited due to emergent issues caused by Covid-19.

Review of Appraisal Process for Teachers

In 2021-22, the District launched a process for a review of the appraisal process for teachers, starting with probationary teachers. The assessment tools were developed for teacher and administrator appraisals for potential implementation in the 2022-23 school year.

Electronic Orientation and Training Platform for Staff

An electronic orientation and training platform was developed and under review in the 2021-22 school year. The project was held awaiting completion of the transition of the District to the Department of Education, to ascertain what changes may be necessary with this process.

Staff Web Portal

- A one-stop shop electronic Human Resources (HR) portal for administrators (MyHRP) was developed in 2021-22 and placed on the District website to assist with school and general staffing. The District continued with process enhancements such as moving to electronic submissions for some documents. Work will continue to enhance efficiencies to the system.
- The District also worked on integrating workflow processes with the Cayenta



Financial and Human Resource System. This integration will allow for efficiencies in employee data management.

SmartFind

In 2020-21 the District created a SmartFind user guide to support employee access and using the platform. In 2021-22, the District continued to update the guide with videos to enhance knowledge of SmartFind updates. The District also set up a Google classroom for Administrators to help with daily replacement staffing needs.

Indicator 5: Continued to increase accessibility to Board facilities and school buses

The District implemented a number of initiatives during 2021-22 to increase accessibility to Board facilities and school buses.

Accessible Facilities

The District continued to increase barrier-free access to school. The District completed accessibility projects in 46 of its schools this year. Projects included installation of ramps, automatic doors, playgrounds, lift upgrades, stair treads, and accessibility upgrades to various instructional areas and spaces (e.g. lab, home economics classroom, courtyard).

Accessible Buses

The District is committed to making accessible buses available as needed. In the 2021-22 school year, the uncertainty surrounding Covid-19 delayed implementation of a new contract template and the ability of contractors to acquire buses in a timely manner.

Tenders are expected to be called in the winter of 2022-23 and will include accessible buses for use in September 2023.

Indicator 6: Continued to review and revise Board policies

From July 1, 2021 to June 30, 2022, the following policies/regulations were approved or were in the process of being developed:

Approved/Updated

- Assessment, Evaluation and Reporting Regulations (Updated)
- Protection of Personal Information Policy and Regulations (New)
- Acceptable Use of Technology Student and Parents/Guardians Agreement Form (Updated)
- Home Schooling Regulations (Updated)
- Respectful Workplace - Harassment Prevention and Resolution Regulations (Updated)
- Occupational Health and Safety Administrative Regulations (Updated)
- Student Travel Policy (Updated)



Ongoing

- Employee Discipline (New)
- Employee Equity (New)
- Performance Appraisal for Support Staff (New)
- Crisis Response (New)
- Disability Management (Under Review)
- Performance Appraisal for Teachers (Under Review)
- Teacher Leave (Under Review)
- Prevention of Workplace Violence (Under Review)

COVID-19

The Return to School Plan (September 2021), a joint collaboration of the Provincial Department of Education, the Newfoundland and Labrador English School District (NLESD), and the Conseil scolaire francophone provincial de Terre-Neuve-et-Labrador (CSFP), described how schools were expected to operate in the 2021-2022 school year. The plan followed guidelines and recommendations outlined in the Newfoundland and Labrador Public Health Guidance for Return to School Kindergarten to Grade 12, and impacted District operations throughout the year.

The plan included direction from Public Health based on lower and higher community transmission risk of COVID-19. Lower community risk included measures for masking and handwashing, student transportation/busing, cleaning and disinfection, cohorts and physical distancing, extra-curricular activities, events, ventilation and air exchange, mandatory self-screening, community use of schools, and daily health check that advised student and staff to stay home when sick. High risk transmission directed schools to follow operational plans implemented in the 2020-21 school year, including switching from in-person to online learning as appropriate (i.e., regions or schools with high risk transmission). This eventually occurred on January 4, 2022, when all schools in the District reopened with online learning in place. In-person classes resumed January 25, 2022, supported by the distribution of rapid self-tests for all students and school based staff, and updated Public Health Guidance for K-12 Schools.

As the school year progressed, earlier VaxPass/VaxVerify protocols and Special Measures Orders were rescinded, extra-curricular activities were reintroduced, but the Public Health directive around masking remained in effect until May 24, 2022. After that date, it became a matter of choice for individuals and families.

Organizational Effectiveness - Objective 3 (2022-23)

By June 30, 2023, the Newfoundland and Labrador English School Board will have further implemented initiatives to create safe environments, and improve Board operations.

Indicators:

- Continued to enhance financial management and control practices
- Continued to streamline administrative processes to improve organizational efficiency
- Continued to enhance student transportation practices and procedures
- Continued to expand the use of electronic personnel systems and recruitment processes
- Continued to increase accessibility to Board facilities and school buses
- Continued to review and revise Board policies

Opportunities and Challenges



Opportunities

Deep Learning

Deep Learning, an educational approach that puts increased focus on experiential learning, and how students can demonstrate acquired knowledge in ways other than through traditional assessment practices, will continue to provide opportunities for student learning and success.

The District will continue its commitment to Deep Learning practices and supporting professional learning for our teaching staff.

Comprehensive School Health Framework

The District will continue its support for the Comprehensive School Health Framework, a holistic approach to support student wellness that encompasses healthy eating, physical activity, and social and emotional learning. The Framework will continue to focus on building the capacity of all educators to support the healthy development of students, and creating partnerships to support that work.

Challenges

Staffing

Covid-19 significantly impacted staffing throughout the year. Many teaching and school support staff were off due to Covid-19 protocols (e.g., being identified as a close contact and forced to isolate) or because they contracted Covid-19 themselves. In a small

number of cases, schools had to be closed due to operational issues (limited availability of substitute teachers and/or other support staff required to keep schools open). The uncertainty of Covid-19 and new variants could potentially create similar challenges next year. This could also continue to create the need to be flexible in the delivery of educational services, providing in-school and online learning as appropriate.

Staffing has also been impacted as a result of the uncertainty surrounding the announcement to integrate District operations into core government. A number of staff accepted employment opportunities outside of the District due to uncertainty surrounding the restructuring process. This has created vacancies with subsequent recruitment challenges.

Additionally, the lower number of Memorial University teaching graduates has also created staffing challenges as current teaching staff retire and provincial student enrolments increase.



Appendix A

Mandate – Schools Act, 1997

School Board Mandate

(Legislation: **Schools Act, 1997**)

Duties of boards

75. (1) A board shall

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

(e) require a student, believed by a teacher to be suffering from a communicable disease or a physical or mental condition which might endanger an employee of the board or other students, to be examined by a medical practitioner or other professional person appointed or approved by the board and, upon the recommendation of the medical practitioner or that other professional person, exclude that student from school until a certificate

acceptable to the board is obtained from a medical practitioner or that other professional person permitting that student to return to school, but an exclusion or extension of an exclusion shall be reviewed by the board within 25 school days;

(f) by notice, in writing, require an employee or other person to undergo a physical examination by a medical practitioner appointed or approved by the board or a psychological examination by 2 medical practitioners or 2 psychologists registered under the *Psychologists Act* and to submit a certificate acceptable to the board signed by the medical practitioners or psychologists setting out the conclusions regarding the physical or mental health of that employee or person;

(g) summarily dismiss an employee or other person who within 14 days from the date of receiving a notice under paragraph (f) has not made a reasonable attempt to obtain the examination;

(h) where a certificate submitted to a board under paragraph (f) shows that an employee or other person's physical or mental health would be injurious to an employee of the board or the students, direct the employee or other person to take sick leave or other earned leave or, where he or she has no sick leave or other earned leave or the sick leave or other earned leave is exhausted, require the employee or other person to take unpaid leave;

(i) suspend from work, with or without pay, an employee or other person who is charged with an offence that in the opinion of the board would make that employee or other person unsuitable to perform his or her duties;

(j) provide, subject to the written permission of the parent of the student concerned and in conjunction with the appropriate officials responsible for traffic control in the area, a system of school patrols in which a student may assist in the control of motor vehicle traffic on highways or elsewhere so far as the traffic may affect a student going to or from the school;

(k) raise money, subject to the prior written approval of the minister, upon its corporate credit and for the purpose of the board;

(l) sell or lease property for the purpose of the board, subject to the prior written approval of the minister;

(m) levy a fee for the transportation of students; and

(n) become a member of a provincial association of school boards and pay a required membership fee.

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



Appendix B

Newfoundland and Labrador English School District

Board of Trustees (2020-21) - July 1, 2020 to November 3, 2021

Region	Zone	Name
Labrador	1	Raymond Bennett
	2	Goronwy Price, Chair
	3	Guy Elliott
Western	4	Scott Burden
	5	Pamela Gill
	6	Wayne Lee, Vice-Chair
Central	7	Thomas Kendell
	8	John George
	9	Winston Carter
Avalon	10	Eric Ayers
	11	Jean Butt
	12	Vacant
	13	Kevin Ryan
	14	Vacant
	15	Vacant
	16	Peter Whittle
	17	Steve Tessier

Transition Board (2021-22) Nov 4, 2021 to June 29, 2022

Title	Name
Chair	Goronwy Price, Chair
Member	John George
Member	Jean Butt
Member	Steve Tessier
Deputy Minister, Education	Greg O'Leary
Deputy Minister, Finance	Michelle Jewer

Integration Board (June 30, 2022)

Title	Name	Email
Deputy Minister, Education	Dr. Greg O’Leary, Chair	gregoleary@gov.nl.ca
Deputy Minister, Finance	Michelle Jewer	michellejewer@gov.nl.ca
Secretary, Treasury Board	Elizabeth Lane	elizabethlane@gov.nl.ca
Deputy Minister, Transportation and Infrastructure	Cory Grandy	corygrandy@gov.nl.ca
Deputy Minister, Justice and Public Safety	Denis Mahoney	mahoneydenis@gov.nl.ca
Chief Information Officer, Office of the Chief Information Officer	David Heffernan	daveheffernan@gov.nl.ca

Appendix C

NLESD Audited Statements

