



Annual Report

2022-2023

Table of Contents

Message from the Chair	2
Overview	4
Highlights and Partnerships	8
Report on Performance	11
Opportunities and Challenges	38
Appendix A: NL English Board of Trustees 2022-2023	41
Appendix B: Financial Statements	42

Message from the Chair

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

Dear Minister Howell:

On behalf of the Board for the Newfoundland and Labrador English School District (NLESD), I am pleased to submit our Annual Report for the school year 2022-2023, and our final report as the Newfoundland and Labrador English School Board. This report has been prepared in compliance with the **Transparency and Accountability Act**, and the Guidelines for Annual Performance Reporting for Category 1 Government Entities. The past school year also represents the third and final year of our Board's 2020-2023 Strategic Plan, and this report addresses outcomes related to this full reporting period.

Our Board was appointed June 30, 2022 to facilitate the integration of the NLESD with the Government of Newfoundland and Labrador. The Integration Board has overseen district initiatives for this past school year. Work continued on our three strategic priorities:

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

During the 2022-2023 school year, staff and students adjusted to full-time, in-class instruction while continuing to cope with challenges related to the pandemic. It has been encouraging to see the return to regular instruction and activities. While the pandemic has affected the progress on some indicators for this year, there have been

significant strides made with respect to our key commitments (any variances in achievement of indicators due to the pandemic are noted). As we move toward full integration of NL Schools into the Department of Education in January 2024, we look forward to bringing a coordinated approach to advancing the achievement of indicators focused on student academic success of all learners.

This report has been prepared with input from district executive, senior management and other staff members. The Board commends the efforts of all of our staff to support students during this challenging time. My signature below is indicative of the accountability of the Newfoundland and Labrador English School Board for the results reported and the achievement of the goals and objectives identified in our 2020-2023 Strategic Plan.

Sincerely,



Dr. Greg O'Leary
Chair

Overview

Vision

The Newfoundland and Labrador English School Board is an educational leader preparing all students to achieve 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.



Lines of Business

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

1. Programs and Human Resources

The NLESD is responsible for the comprehensive provision of K-12 educational services for students, including curriculum delivery, instruction and assessment, along with a variety of other programs and services. The NLESD is also responsible for recruiting and hiring staff and implementing collective agreements and performance appraisal programs.

2. Corporate Services

NLESD is responsible for efficiently managing resources to ensure safe and comfortable environments conducive to student learning. This includes the management of financial resources; acquisition of materials and equipment; payroll, information technology, student transportation, and properties and facilities management.

Schools

In 2022-2023, the NLESD operated 252 schools across Newfoundland and Labrador, including four alternate sites.

LABRADOR	WESTERN	CENTRAL	AVALON	ALTERNATE SITES	TOTAL NUMBER OF SCHOOLS (2022-2023)
20	61	77	90	4	252

Students

In 2022-2023 school year, NLESD school sizes ranged from no student enrolled (Douglas Academy, La Poile) to over 1100 (Holy Heart of Mary, St. John's), with 42 schools having fewer than 50 students and 60 schools having more than 400 students.

LABRADOR	WESTERN	CENTRAL	AVALON	TOTAL NUMBER OF STUDENTS (2022-2023)
3712	10713	13755	35269	63449

Employees

In 2022-23, the NLESD employed 11053 full-time, part-time, and casual employees to deliver curricula and programs and to support the business functions of the NLESD. The following numbers reflect staffing levels as of June 30, 2023.

Employee Group	Labrador	Western	Central	Avalon	Total Number of Employees (2022-2023)
Teaching Staff	295	956	1471	3009	5731
Student Assistants	51	246	208	434	939
Support Staff	111	261	483	466	1321
Program Specialists/ Itinerants	15	37	46	94	192
Regional Offices/ Headquarters	12	39	37	130	218
Total Number of Full-Time Employees	484	1539	2245	4133	8401
Substitute Teachers					1525
Substitute Student Assistants	27	128	133	209	497
Casual Employees	49	178	225	178	630
Total Number of Substitute/ Casual					2652
Total Number of Employees					11053

Location

The headquarters for the NLESD and the Avalon Regional office are located in St. John's. The other regional offices are located in Gander, Corner Brook, and Happy Valley-Goose Bay.

Board of Trustees – Integration

The NLESD is a public body of the Government of Newfoundland and Labrador. The integration of the NLESD with the Department of Education was announced in 2021. An Integration Board was appointed for the NLESD on June 30, 2022, to oversee the transition and interim operations. Effective January 2024, the NLESD will be integrated with the Government of Newfoundland and Labrador.

For a list of the members of the Integration Board, please see **Appendix A**.

Financial Summary: Revenues and Expenditures

Table 1

PENDING

Table 2

PENDING

For the Independent auditor's report and consolidated financial statements, please see **Appendix B**.

PENDING

Highlights and Partnerships

The Board works closely with many stakeholders and community partners to support student learning, health, and well-being. We are pleased to collaborate with a broad range of organizations and government departments, including:

- Association for New Canadians
- Brilliant Labs
- Canadian Hard of Hearing Association
- Canadian Heritage
- Canadian Mental Health Association
- Choices for Youth
- Coalition of Persons with Disabilities
- Department of Education
- Department of Health and Community Services
- Department of Tourism, Culture and Recreation
- Indigenous Governments and Organizations
 - First Light Friendship Centre
 - Innu Nation – Mamu Tshishkutamashutau Innu Education
 - Labrador Friendship Centre
 - Miawpukek First Nation – Se't A'newey Kina'matino'kuom
 - National Centre for Collaboration in Indigenous Education
 - Nunatsiavut Government
 - NunatuKavut Community Council
 - People of the Dawn Friendship Centre
 - Qalipu First Nation
- Kids Eat Smart Foundation
- Law Enforcement Agencies
- Memorial University of Newfoundland
- Newfoundland and Labrador Association for the Deaf and Hard of Hearing
- Regional Health Authorities/NL Health Services
- School Councils

- School Lunch Association
- School Milk Foundation
- School Sport NL
- Tech NL
- Workplace NL

Below is a snapshot of some of the work carried out in partnership with others. Collaborative initiatives are also highlighted in our Report on Performance.

Department of Education

The Board for the NLESD aligns its operations with the directions set by the Provincial Government, as communicated by the Minister of Education. The Education Action Plan, published by the Department of Education in 2018, has provided a framework for educational services delivered by the NLESD.

The Department develops curriculum and provides funding for infrastructure, personnel, and learning resources to enable the Board to carry out its mandate. Employees of the NLESD also work collaboratively with departmental staff for many different purposes, including:

- Training and professional development;
- Curriculum delivery;
- Student programs and services;
- Special projects;
- Student transportation; and,
- Maintenance, renovation and construction of schools.

Nunatsiavut Government

The Board partners with the Nunatsiavut Government to invest in the five Indigenous schools located on the north coast of Labrador, Nunatsiavut:

1. Amos Comenius Memorial (Hopedale);
2. B.L. Morrison (Postville);
3. J.C. Erhardt Memorial (Makkovik);

4. Jens Haven Memorial (Nain); and
5. Northern Lights Academy (Rigolet).

This funding supports the promotion and retention of traditional skills and the Inuktitut language; program enhancements to support individual student success; student and parent career awareness programs; and, family and parental engagement.

Regional Health Authorities/NL Health Services

The Board partners with Regional Health Authorities (now one entity, the Newfoundland and Labrador Health Services) to promote student health and wellness and the implementation of the Comprehensive School Health Framework. The NLESD and Health work together to support school-based initiatives addressing healthy eating, active living, and positive mental health. Financial and human resources were provided to the NLESD for health-related programs and services. This was a particularly significant partnership during the COVID-19 Pandemic. The NLESD, Regional Health Authorities, and the Department of Health and Community Services worked closely together to address issues and concerns, and to ensure a safe return to school and work for students and staff.

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 school administrators. They provide input to school development plans and policies and oversee school fundraising plans. The Federation of School Councils consults with the NLESD on a broad range of topics related to educational programs and services.

Newfoundland and Labrador Education Foundation (NLEF)

The NLEF is a registered charity funded through donations and a voluntary 50-50 draw with NLESD employees. The NLEF allocates funding for scholarships and education-related programs and activities. In 2022-2023, the NLEF provided \$1200 scholarships to 45 students, for a total disbursement of \$54,000.

Report on Performance

Strategic Issue 1: Student Engagement and Success 2022-2023 Objective Reporting

Objective 3 (2022-2023)	By June 30, 2023, the Newfoundland and Labrador English School Board will have further enhanced programming and strategies to support student engagement and success.
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Indicators (2022-2023)	<ol style="list-style-type: none"> 1. Continued to support engagement through the School Development Model. 2. Continued to support responsive teaching and learning practices. 3. Continued to enhance programming and practices to support diversity.
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Indicator 1: Continued to support engagement through the School Development Model

In 2022-23, the NLESD continued to support student engagement through the School Development Model (SDM).

- School administrators, along with their School Development Teams and Directors of Schools, reviewed and analyzed their school development surveys and other school-wide data, then determined SDM priorities and the best approach to address them. Schools reviewed feedback from students and used other tools, such as google classroom and focus groups, to obtain additional input from students on a variety of topics.
- Directors of Schools continued to facilitate a three-tiered approach to supporting school implementation of the SDM: Universal, Targeted and Intensive.

- Universal support (Tier 1) involves common professional learning, data review, and communications.
- Targeted support (Tier 2) involves additional professional learning on the SDM Model, and more in-depth focus on particular determinants or priorities identified by a school.
- Intensive support (Tier 3) involves customized interventions for a school dealing with a number of challenges such as low student engagement. It includes ongoing supports (e.g. coaching, professional learning, assessments) facilitated by the Director of Schools and other district specialists.
- In 2022-2023, the Directors of Schools facilitated learning opportunities for school administrators, in line with the seven Atlantic Standards of Practice for school-based administrators. This is called Leading for Learning and Managing Change and includes topics such as:
 - Engaging Families and Communities;
 - Shaping a Safe, Inclusive and Positive Learning Environment;
 - Building Leadership Potential in Others;
 - Demonstrating Professionalism;
 - Promoting Health and Well-Being; and
 - Managing School Operations and Resources.
- Directors of Schools and their Families of Schools continued to hold regular monthly meetings to strengthen the implementation of the SDM.

Positive Action for Student Success (PASS) Program

Student engagement and success were also addressed through the expansion of the PASS Program to sixty-seven schools in the school year 2022-2023. The Student Success Teachers associated with this program support students at risk of dropping out or not graduating. They focus on credit rescue (students at risk of failing a course), credit recovery (students who have failed a course), and new course registration (students missing a required course).

Indicator 2: Continued to support responsive teaching and learning practices

In 2022-2023, the NLESD continued to support responsive teaching and learning practices through policy implementation, professional learning, and deep learning initiatives.

Policy Implementation and Professional Learning

In the Spring of 2023, the NLESD and Department of Education completed 22 days of professional learning with schools, covering provincial policy implementation related to Responsive Teaching and Learning (RTL), for September 2023. Department staff facilitated the sessions virtually for schools, while district staff were out in schools to directly support the learning, which covered:

- The updated version of the **Responsive Teaching and Learning Policy** (K-6). All schools with K-6 are now implementing the policy, and 2022-2023 was the fifth year of implementation;
- **Comprehensive Assessment** (K-12), a multi-method assessment approach that involves educators with specialized training, and will help to identify if a student may benefit from Special Education programming and services; and,
- **Teaching to Diversity (K-12)**, the new Special Education Policy, is a companion to the RTL and service delivery model.

Deep Learning

The NLESD continued Deep Learning Certification for teachers, with 14 teachers engaged in the process for the school year 2022-2023. There were also 22 **Lead Learner Projects** (LLPs) approved. These are school-based projects led by teachers that reflect the Deep Learning elements of: Teaching practices, learning partnerships, learning environments and leveraging digital, and the 6 C's of Deep Learning (citizenship, character, collaboration, creativity, critical thinking, and communication).

A team consisting of the school administrator, teacher, and two students from **Clareville High School** presented at the Global Deep Learning Lab in Anaheim, California, in April 2023. Their presentation was on student voice as a means of supporting student engagement and learning for all.

Waterford Valley High School began offering a new opportunity for students -

The Deep Learning and Mentoring Initiative. Students involved in the initiative

developed Passion Projects based on their interests, and

worked through a range of deep learning challenges in the fields of math, science,

engineering, technology, English, health and wellness, music, and business. The school

held a special presentation of student projects in May 2023. Students also presented to

the District Leadership Team in June 2023.



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

In 2022-2023, the NLESD continued to support diversity through increased programming and services, school events, professional learning, and collaboration.

Indigenous Education

The NLESD has a provincial program specialist supporting Indigenous education, and has partnered with community agencies and band councils to enhance teaching and learning resources and promote understanding of Indigenous history, experiences, and culture. Various online resources were made available to teachers, and many schools facilitated learning activities for Orange Shirt Day and National Day of Truth and

Reconciliation in September 2022, and National Indigenous History Month in June 2023.



The Nunatsiavut Government and the NLESD sponsored an event (the Inuktut Ukallautta) in June that included the 19th annual speak-off in Inuktitut with more than 20 high school students. It also included Atigik (Parka) making at Jens Haven Memorial and students making fish boxes for drying fish at the Nain Community Shed.



A group of junior and senior high students from Northern Lights Academy in Rigolet, Nunatsiavut also worked on a Deep Learning Project to make traditional Inuit drums, a powerful symbol of Inuit culture and identity. The students learned the ancient art of Inuit drum construction and the group discussed how the Inuit drum could be used in various grades and subjects. This Project was funded by the Nunasiavut Government.



A group of students in both St. John's and Rigolet were supported through a 3D Printing Project to help Indigenize Kindergarten classrooms. The students provided printed toy ulus (which are traditional women's knives for food/animal preparation in Inuit culture) as part of play-based learning tools.

Multi-Cultural Education

The NLESD welcomes all cultures to our schools and communities. There are now students from over fifty countries in attendance in our school system. A significant number of Ukrainian refugees have been coming to Newfoundland and Labrador since the start

of the war in Ukraine, and more than 500 Ukrainian children and youth entered our school system since the start of the 2022-2023 school year.

The NLESD has a provincial lead for Multi-Cultural Education, who meets regularly with community and government partners to look at ways to welcome diverse populations to our school communities, and to identify and address the needs of students arriving from other countries. We offer English as an Additional Language (EAL) programs and services to newcomers from grades 1–12 and specialized programs for eligible students in grades 7-12. Classroom teachers are supported by EAL teachers. The NLESD supports students to develop their English language and literacy skills as they learn with their peers. These services are available for a period of time until the student is able to be successful with the provincial curriculum.



For 2022-23, the NLESD continued to support initial assessment, grade placement, programming decisions, and evaluation for school-aged newcomers, with the goal to have them in school within two weeks of arrival. District and school staff worked together across divisions to address challenges and ensure that students were able to get to school and access appropriate programming.

- The number of Literacy Enrichment and Academic Readiness for Newcomers (LEARN) programs was increased and served over 200 students in seven schools (Brother Rice Junior High, Gonzaga High School, Holy Heart of Mary High School, Leary’s Brook Junior High, Macdonald Drive Junior High, Prince of Wales Collegiate, and St. Peter’s Junior High).
- A service for newcomers was piloted at three schools, facilitated by an English as a Second Language (ESL) Itinerant Teacher. The pilot supported orientation to the local community and the school intake process at three schools (Paradise Elementary, Paradise Intermediate, and Vanier Elementary).

- Three high schools offered ESL courses providing credit hours towards graduation for 241 students in grades 10-12 (Holy Heart of Mary High School, Prince of Wales Collegiate, and Gonzaga High School).

Professional learning was offered to NLESD staff on the following topics:

- Welcoming Newcomers;
- Cultural and Linguistic Responsiveness
- Supporting Newcomer Learning and the Refugee Experience;
- Trauma-Informed Approaches;
- Unconscious Bias in the Classroom; and
- Talking About Race in your Classrooms.

The NLESD also collaborated with the Association of New Canadians to offer Anti-Racism education for staff and students.

Schools facilitated a variety of activities and events, such as Multi-Cultural Fairs and activities related to cultural events of significance, such as Black History Month and Multiculturalism Month.

Deaf and Hard of Hearing Programming (DHH)

In the school year 2022-23, the NLESD worked with the Department of Education to enhance staffing that supports DHH Programming:

- There were 23 DHH Itinerant positions province-wide, up 3.5 positions from the previous year;
- An Educational Verbal Therapist began providing supports for students; and
- Eighteen Teaching and Learning Assistants (TLAs) supported classrooms with DHH students. Fourteen of those positions were assigned to classrooms outside of Metro.

We continued to build our capacity in American Sign Language (ASL) and Auditory Verbal Therapy (AVT). One Itinerant Teacher will now help to build ASL and AVT skills with staff.

The DHH classroom was expanded to two sites. Elementary students will remain at East Point Elementary for September 2023, and junior high students will transition to St. Paul's Junior High.

Itinerant teachers participated in professional learning on a reading program for DHH students, Bedrock Literacy. The goal is to provide DHH students with a foundation of literacy skills through activities and strategies that build success at every step.

Pride Month

June was recognized throughout the K-12 system as Pride Month. This is an annual opportunity to recognize schools as safe spaces for members of the 2SLGBTQIA+ community. Events and activities varied, based on the ages of the students involved. In younger grades, activities focused on books depicting the different types of families, the importance of respecting each other, and rainbow appreciation days. In junior and senior high schools Gender-Sexuality Alliances (GSAs), student councils, and social justice teams shared Canadian 2SLGBTQIA+ information and history, showcased artwork created on the subject of Pride, and held other activities to raise awareness and acceptance of all members of our society. The NLESD joined once again with its NLTA colleagues in the 2023 St. John's Pride parade.



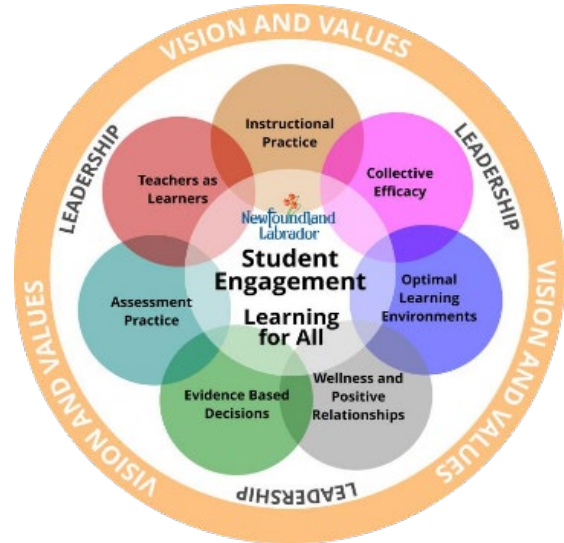
2020-2023 Goal Reporting

Goal 1 (2020-2023)	By June 30, 2023, the Newfoundland and Labrador English School Board will have supported a culture of student engagement and success.
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Indicators (2020-2023)	<ol style="list-style-type: none"> 1. Enhanced supports for student engagement and success. 2. Enhanced responsive teaching and learning practices to support achievement in literacy and numeracy. 3. Enhanced programming to support diversity and inclusion.
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Indicator 1: **Enhanced supports for student engagement and success**

The NLESD strives to ensure students at all levels of the K-12 system have an equitable opportunity to learn and achieve academic success. Student engagement is key to student success. It can be broadly defined as students being interested, passionate, and invested in their own learning. Research shows learning improves when both students and teachers are inquisitive, interested, and inspired to learn new things.



Over the course of the 2020-2023 Strategic Plan, the NLESD enhanced supports for student engagement and success through continued implementation of the School Development Model, promotion of the Universal Design for Learning Framework, and expansion of the PASS Program.

The Newfoundland and Labrador School Development Model involves data analysis, planning, and continuous improvement. It includes seven research-based determinants to help schools be successful in their Mission. These determinants are inter-dependent; work in one area will often result in improvements in many areas.

Over 2020-23, there was regular professional learning offered for school administrators and teaching staff on the SDM and the different determinants. Regular meetings were held by Directors of Schools with their Families of Schools and a three-tiered support system for schools was introduced (universal, targeted, and intensive).

Data from school development surveys and other data-gathering tools was reviewed and used by schools to plan for better student engagement.

Schools now prepare annual plans around their SDM priorities and annual reports on their progress. These are shared with their school communities.

The NLESD promoted the Universal Design for Learning (UDL), a framework for designing lessons and learning environments. The Framework enables flexibility in the way students access material, engage with it, and show what they know. In a UDL classroom, many different materials and resources may be used to engage students such as flexible workspaces, accessible digital tools for reading and writing, and student choice in learning experiences. UDL aligned assessments offer multiple means for students to express what they know and are able to do. Professional learning was provided for school administrators and teaching staff to enhance awareness of the framework and how to reflect it in the classroom.

The NLESD also continued to support student engagement and success through the expansion of the Positive Action for Student Success (PASS) program, a program that prioritizes students who are at risk of not graduating from school and students who have recently left high school without graduating. Over 2020-2023, the PASS program expanded from 15 to 67 schools, and adapted its focus to students earlier in the system,

at the junior high level. PASS has led to improvement in school attendance for the target population.

Indicator 2: Enhanced responsive teaching and learning practices to support achievement in literacy and numeracy

Responsive Teaching and Learning (RTL) applies to all students, all teachers, and all learning. RTL is informed by a collaborative inquiry cycle which requires teaching and learning teams to:

- Gather and analyze teaching and learning data;
- Reflect on student progress and teacher practice;
- Respond to data by planning further instruction and interventions;
- Implement the plan; and
- Repeat the cycle.

In 2020-2023, the NLESD supported the implementation of the provincial RTL policy, facilitated relevant professional learning, and engaged in Deep Learning initiatives.



The NLESD and the Department of Education worked together to implement the provincial RTL policy in K-6. The RTL Policy has three pillars: Literacy, numeracy, and Social and Emotional Learning (SEL). The policy was developed and rolled out by the Department of Education, as part of the Education Action Plan, in three phases. Phase 3 (120 NLESD

Primary-Elementary Initiative

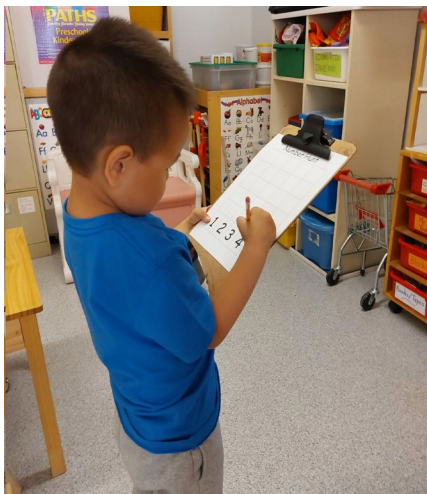
schools) began in the 2020-2021 school year. Ongoing professional learning was provided for school administrators, teachers, district programs, and student services staff. Professional learning included sessions on literacy and numeracy blocks, optimal learning environments, comprehensive assessment, and alternate courses.



Resources that supported Standards Based Grading (SBG) and assessment practices were provided, and the NLESD implemented a train the trainer model to assist schools in building SBG assessment.

The NLESD promoted the use of digital learning tools (e.g. Book Creator, Green Screen Technology, We Video) to augment teaching and assessment practices.

Supporting Deep Learning Initiatives



In 2020-2023, the NLESD introduced and expanded its focus on New Pedagogies for Deep Learning (NPDL). Approximately 90 schools have been involved with NPDL and received training on its four elements and ‘6 C’s’. There were monthly collaboration meetings between district and school staff, and both were also engaged with the worldwide NPDL community in conferences, webinars, and individual sessions. Staff and students participated in two global learning labs in 2021 and 2023. The NLESD also developed a Deep Learning certification program for teachers, and supported deep learning initiatives such as a Kayak Building Workshop (Jens Haven Memorial), an Ocean-STEM institute in Experiential Learning at Terra Nova National Park (Mount Pearl Senior High), and a Deep Learning and Mentoring initiative (Waterford Valley High). Over 2020-2023, five teachers completed their DL certification and 11 were at various stages in the process. A total of 78 Lead Learner Projects were also approved.

Indicator 3: Enhanced programming to support diversity and inclusion

Over 2020-2023, the NLESD enhanced its programming to support diversity and inclusion. In alignment with the Education Action Plan, enhancements included the strengthening of the SDM implementation, roll-out of responsive teaching and learning practices, and increases in other services and resources:

- The NLESD enhanced Indigenous education initiatives, in order to increase awareness of Indigenous history, experiences and culture; support the act of reconciliation; and, support Indigenous student engagement and success. A provincial program specialist position was established, and the NLESD participated in the development of “An Educator’s Guide to Residential Schools in Newfoundland and Labrador Commemorating Orange Shirt Day”. The NLESD also collaborated with Indigenous governments and organizations to acknowledge Truth and Reconciliation Week, Mi’kmaq History Month, Secret Path Week, and other significant events. A google classroom was developed for teachers to share various resources and information. The NLESD also worked with the Nunatsiavut Government to support five schools, and worked with Indigenous partners to facilitate resources for students.
- NLESD schools, particularly in the Metro Region, saw significant growth in the number of newcomer students and families over 2020-2023. A provincial lead position was established for Multi-Cultural Education, and partnerships were strengthened with community agencies and government departments in order to assist students to successfully transition to school in NL. A variety of programs were introduced or expanded including Literacy Enrichment for Academic Readiness (LEARN), English as an Alternate Language (EAL), and preliminary assessment services for students. Schools held a number of events to acknowledge and celebrate the language and culture of students coming from different countries and backgrounds.
- Over 2020-2023, various services and resources were enhanced to support diversity and inclusion. Resources for the DHH community were increased, such as ASL supports and itinerant teaching positions. Other resources included increased numbers and types of assistive technologies; digital literacy programs and software; professional learning for staff; building and parking lot improvements; classroom design and acoustics; and, specialized staffing. The NLESD also strengthened transition planning for students moving from one school or grade cohort to the next.

Strategic Issue 2: Equity, Health and Well-Being
2022-2023 Objectives Reporting

Objective 3 (2022-2023)	By June 30, 2023, the Newfoundland and Labrador English School Board will have further enhanced supports for equity, health and well-being.
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Indicators (2022-2023)	<ol style="list-style-type: none"> 1. Continued to support health, well-being and social and emotional learning using the Comprehensive School Health Framework. 2. Continued to support teaching and learning through the use of technology. 3. Continued to support and enhance Occupational Health and Safety Programming
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Indicator 1: Continued to support health, well-being and social and emotional learning using the Comprehensive School Health Framework

In 2022-23, the NLESD continued to support health and well-being by focusing on the four pillars of the Comprehensive School Health Framework: Social and Physical Environments; Teaching and Learning; Policies; and, Partnerships and Services.

Social-Emotional Learning (SEL)

Outcomes related to SEL are addressed in the primary curriculum and the RTL Policy for K-6. However, throughout all levels of the school system, SEL is now viewed as an essential component of optimal learning. In 2022-2023, aspects of SEL were incorporated at the junior and senior high levels. Professional learning on SEL and trauma-informed practice continued to be made available to school administrators and teachers at all levels. The Safe and Inclusive Schools Itinerant Teachers supported the implementation of SEL, from offering information sessions with Memorial University of

Newfoundland education students, to supporting classroom teachers to develop SEL strategies, to helping schools interpret data and identify specific needs around SEL. Safe and Caring Schools grants provided by the Department were focused on components of SEL.

Health and Wellness Initiatives

School Health Promotion Liaison Consultants, the Active Schools Coordinator and staff from various divisions worked with schools to support initiatives addressing healthy eating, active living and positive mental health.



In 2022-2023, there were school-based Wellness Days, sessions to support the implementation of the (revised) Provincial School Food Guidelines, and activities such as “Month of Munch” to promote the increased consumption of fruits and vegetables. There were also in-school and extra-curricular activities to increase physical activity, such as “Step out for 15” and “Active Recess”. Playgrounds and outdoor spaces in a number of schools were also enhanced to promote outdoor active learning and play.



The NLESD continued to support positive mental health with students and staff through various in-school initiatives, and to promote various community mental health services for students like “Doorways” and “Bridge the GAPP”.

Policies

The Department of Education finalized a provincial Nutrition Policy and Daily Physical Activity Policy in 2023. The roll-out of the policies with schools will commence in the 2023-2024 school year.

Partnerships and Services

Over 2022-2023, the NLESD collaborated with community and government partners to support the health and well-being of students and staff. These partnerships include:

- A joint government-community sector Food Security Working Group;
- Healthy Students-Healthy Schools (HSHS) Committee to develop strategies and coordinate school health promotion efforts across the province;
- School Food Guidelines Advisory Committee, to support implementation of the guidelines in schools;
- A three-year Health Promoting Schools/Comprehensive School Health Project providing intensive support to schools to create healthy settings. The Project will be in its third year in 2023-2024;
- Active Schools, an initiative supported through a partnership with the Department of Tourism, Culture and Recreation. An Active Schools Coordinator supports strategies and school initiatives to increase physical activity; and
- An initiative to develop a course on “Respect in Sport” for student athletes in grades 7-12, with implementation expected to start in January 2024.

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

The NLESD continued to enhance technology tools and skills to support teaching and learning for all. New partnerships were established and various programs and software were available to complement sensational things happening in the classroom and to improve accessibility to learning materials.

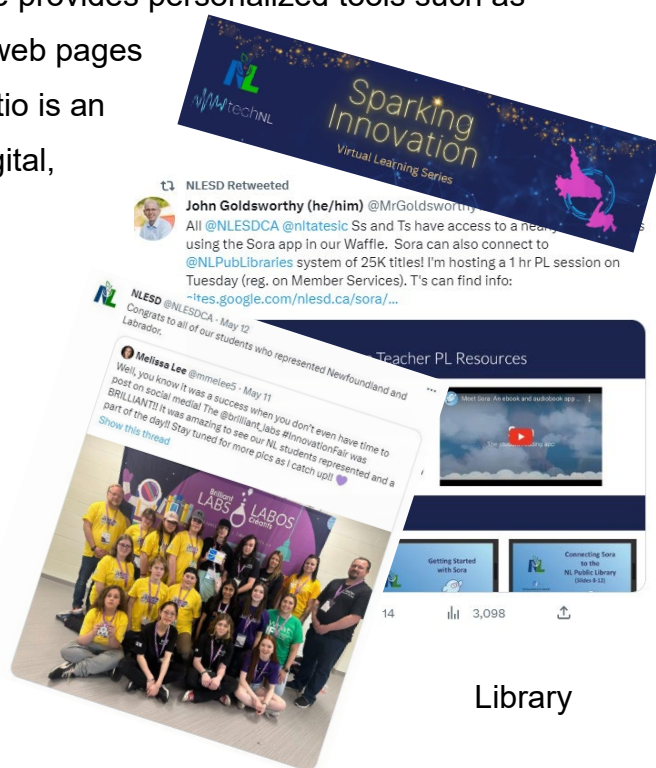
NLESD educators and their students were invited to participate in an exciting learning opportunity throughout the months of April to June 2023. The NLESD partnered with TechNL for Sparking Innovation, providing virtual sessions to students throughout our province, and highlighting in-demand career options. Sessions were recorded and housed on our website for those not able to attend.

There were over 70 classroom creation and innovation projects funded (\$500 each) through Brilliant Labs, and 13 school-based makerspaces funded provincially. Fourteen students traveled to Moncton, NB, in May to feature their innovation projects, alongside student projects from all over Atlantic Canada. Post-secondary pre-service teachers and engineering students were hired throughout the school year as Brilliant Labs French Program Specialists, to help support coding and creation in French Immersion and Francophone classes in the province.

The use of assistive technologies such as Google Read and Write and Equatio increased for students. Google Read and Write provides personalized tools such as speech to text, that help to make documents, web pages and common file types more accessible. Equatio is an equation editor that makes it easy to create digital, accessible maths, and sciences.

The use of the Sora app for schools was also expanded. This began as a pilot project in 2020-2021. Sora is an e-book app and digital library for K-12 students. All NLESD students and educators now have access to a substantial library of books at no cost to schools, and the app also provides access to the NL Public system.

Various other technology platforms and tools such as WeVideo, Lumio, Flip, Minecraft Education Edition, Book Creator, Canva, Screencastify, and Google sites web portfolios are available to all schools.



Library

Professional learning was available to teachers on the various tools. The NLESD expanded its Google Workspace for teachers, and online collaboration groups, to support specific program areas.

Indicator 3: Continued to support and enhance Occupational Health and Safety Programming

In 2022-2023, the NLESD continued to strengthen its Occupational Health and Safety Program:

- In collaboration with Workplace NL, statistics were reviewed for soft tissue injuries for Facilities staff. As a result, training was provided on safe work practices for specific activities such as the use of swing machines (e.g. floor polishers);
- All four regional areas (Avalon, Central, Western, and Labrador) were validated for PRIME (The Workplace NL Prevention and Return-to-Work Insurance Management for Employers/Employees Program) in the calendar year 2022. This was a result of all 240 OHS Committees being deemed active by Workplace NL as of December 31, 2022;
- An internal training video for OHS Committees was developed and distributed, to enhance overall OHS programming and provide information on the roles and responsibilities of committee members;
- All new hires were required to complete OHS/Safety Orientation and Violence and Harassment Prevention Training;
- Violence risk assessments were completed for all worksites, buses and depots;
- In 2023, claim management was transferred from Human Resources to the OHS Team. New google forms for accident/incident reporting were developed and shared with all supervisors. The new process improves the reporting time and reduces administrative errors; and
- Supervisors were able to participate in the Workplace NL's two-day Safety for Supervisors training course.

In accordance with OHS requirements, the NLESD offered First Aid training for staff, complied with worksite inspections by Service NL, and promoted Workplace NL resources for staff throughout the District.

2020-2023 Goal Reporting

Goal 2 (2020-2023)	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.
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Indicators (2020-2023)	1. Enhanced supports for equity, health and well-being.
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Indicator 1: Enhanced supports for equity, health and well-being

The NLESD takes a holistic approach to equity, health, and well-being that is aligned with the four pillars of the Comprehensive School Health Framework (CSHF):

1. **Social and physical environments** are reflected in the school culture and the relationships between staff and students, and in the space, equipment, and structures available;
2. **Teaching and learning** practices reflect Social-Emotional Learning (SEL), positive behavior supports, and wellness strategies;
3. **Policies** that align with the CSHF include those related to school safety and security, nutrition, physical activity, online safety, and occupational health and safety; and
4. **Partnerships and services** with community-based organizations and government agencies enable schools to provide a range of services such as food programs, mental health services, and healthy living initiatives. Parents and other



community volunteers also play important roles in curricular, co-curricular and extra-curricular activities.

Over 2020-2023, the NLESD enhanced supports for equity, health, and well-being. A provincial lead for partnerships and initiatives in the Student Services Division supported select district initiatives that are aligned with the Education Action Plan and CSH pillars. Work over the course of the strategic plan reporting period included:

- Enhancements to a number of buildings, classrooms, and school grounds to support healthy and inclusive environments. The enhancements included renovations and new equipment;
- Continued embedding of Social Emotional Learning (SEL) in teaching and learning. SEL is one of the pillars of the Education Action Plan and is the process through which people acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions, feel empathy, establish positive relationships, and make responsible decisions. Professional learning to support SEL and Trauma-informed practice was ongoing over the reporting period. Aspects of SEL are now incorporated at all levels from K-L4;
- The first two years of implementation of a Health Promoting Schools/ Comprehensive School Health Project at 18 schools was completed. The Project focuses on enhancing the school environment and the health and well-being of students;
- Communication and professional learning for school administrators to support the application of the (revised) School Food Guidelines;
- Significant increase in the number of digital literacy and accessibility tools and related professional learning, to support the Universal Design for Learning;
- Strengthening the partnerships and collaboration with a variety of community and government partners to support health and wellness initiatives;
- Implementation of Upstream, a pilot Project at two metro area junior high schools. The Project aims to improve overall health and well-being for students and their families, using a Community of Services and Schools Model, and

focusing on seven priority areas to support students and families. This was possible through a partnership with Choices for Youth;

- The establishment of seven youth outreach worker (YOW) positions across the province. These were established in partnership with Health, and each YOW works with a number of schools. Several are based in schools.
- Continued focus on promoting positive mental health and strengthening connections and referrals for community programs such as Doorways. The NLESD also joined the Canadian School Mental Health Network;
- Significant enhancements to resources for the DHH community, including additional staffing and support for ASL; and,
- Enhancements to the NLESD Occupational Health and Safety Program. The Policy was reviewed, the OHS Handbook was revised, and new resources were developed or utilized to provide training for all staff, increase efficiencies in incident and injury reporting, support the work of OHS Committees, and improve communications in the system.

Strategic Issue 3: Organizational Effectiveness
2022-2023 Objectives Reporting

Objective 3 (2022-2023)	By June 30, 2023, the Newfoundland and Labrador English School Board will have further implemented Initiatives to create safe environments, and improve Board operations.
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Indicators (2022-2023)	<ol style="list-style-type: none"> 1. Continued to enhance financial management and control practices. 2. Continued to streamline administrative processes to improve organizational efficiency. 3. Continued to enhance student transportation practices and procedures. 4. Continued to expand the use of electronic personnel systems and recruitment processes. 5. Continued to increase accessibility to Board facilities and school buses. 6. Continued to review and revise Board policies.
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Indicator 1: Continued to enhance financial management and control practices

In 2022-2023, the NLESD continued to enhance financial management and control practices.

- The NLESD continued to implement Cayenta, a fully integrated system designed to help run school district operations. The auto Purchase Order workflow feature was successfully introduced, enabling more efficient processing of purchase orders. Work on Phase 2, the implementation of the human resource and payroll features, continued in 2022-2023. Full integration is expected in 2024.

- The NLESD continued to expand the Rycor online payment system for schools. The system is intended to reduce organizational risk associated with cash collection and to provide a more convenient and efficient service for parents and caregivers. The NLESD saw an increase in funds collected through Rycor and it is expected that implementation will be substantially complete by the end of the 2023-2024 school year.
- Professional learning on school finance was provided for school administrators in the Spring of 2023. Additional training was planned for Fall 2023 for school secretaries and school administrators.

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

In 2022-2023, the NLESD continued to streamline administrative processes in all operational divisions through the expanded implementation of online programs. This included the expansion of both Cayenta and Rycor for financial management, BusPlanner for student transportation and the Google orientation platform for human resources. These systems ensure more efficient organizational processes for managing financial transactions, the transportation of over 40,000 students every school day and the introduction of new employees to their roles and responsibilities at the District.

Indicator 3: Continued to enhance student transportation practices and procedures

In 2022-2023, the NLESD continued to enhance student transportation practices and procedures. A primary focus for the Student Transportation Division has been on enhancing the Bus Planner software. BusPlanner enables the NLESD to better manage routes, assign buses and prepare reports. Accounts were created for all administrators, secretaries and bus operators, and implementation of the parent portal was underway. This will allow for more efficient and real-time communication with parents and caregivers about busing matters.

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

In 2022-2023, the NLESD continued to expand the use of electronic personnel systems and recruitment processes.

- The NLESD developed a robust google orientation platform for all new hires. It was tested in 2022-2023 and adjusted for full implementation for all new employees in September 2023.
- Work continued on the integration of human resource data with Cayenta.
- A Human Resources Manager for Recruitment was hired in February 2023. The priorities were on strengthening the relationship with MUN Faculty of Education students, forging positive relationships with other Atlantic Canadian Universities, and recruiting for traditionally hard to fill positions.
- There were regular recruitment and retention meetings with the NLTA, the Department of Education and NLESD senior staff.
- The NLESD participated in, and held recruitment fairs and other recruitment activities, and conducted onsite interviews where possible.
- Stipends and travel incentives were promoted for twenty-three remote schools and locations.
- The Human Resource Portal in Member Services was used for all job postings and applicants. As of May 7, 2023, there had been a total of 2067 positions posted for the 2023-2024 school year, and 93% of those positions had been filled.

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

In 2022-2023, the NLESD continued to increase accessibility to Board facilities and school buses.

- There were over 50 designated accessibility projects with an overall expenditure of more than \$650,000. On building exteriors, these projects ranged from improvement of barrier free space markings to adding inclusive pieces of

playground equipment. Inside schools, the projects included installing high visibility stair treads, acoustic panels, washroom accessibility improvements, and equipment repairs.

- In consultation with Student Services, Facilities staff also assessed school sites to ensure readiness for students in September, particularly those transitioning through feeder systems.
- The number of full-size, wheelchair accessible buses in our fleet was increased by 33 for school year 2023-2024, allowing for an increased number of students who require alternate transportation to travel on regular buses with their classmates.
- Through Department of Education funding, a Pre-Kindergarten (Facilities) Lead was hired to focus on preparing more sites for program expansion and addressing the needs for dedicated outdoor space.

Indicator 6: Continued to review and revise Board policies

In 2022-2023, select NLESD policies and/or procedures or related forms were updated:

- Criminal Record Check;
- Respectful Workplace/Violence Prevention;
- Lockdown-Secure Schools; and
- Video Surveillance.

A preliminary review of all NLESD policies was undertaken, in conjunction with the Policy and Legislation Working Group (Government of Newfoundland and Labrador and NLESD) addressing integration matters. The policies were jointly reviewed to ensure alignment with Government policies, and prepared for the transition in January 2024.

2020-2023 Goal Reporting

Goal 3 (2020-2023)	By June 30, 2023, the Newfoundland and Labrador English School Board will have enhanced organizational effectiveness.
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Indicators (2020-2023)	<ol style="list-style-type: none"> 1. Enhanced corporate management practices. 2. Enhanced working and learning environments.
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Indicator 1: Enhanced corporate management practices

In 2020-2023, the NLESD enhanced corporate management practices by introducing new digital systems and administrative processes.

- A new financial management system, Cayenta, was purchased and rolled out, with full implementation expected in 2024. Once fully integrated with Human Resources, it will enhance efficiencies in employee data management.
- Rycor, an online payment system, was also introduced and is improving cash handling practices for schools.
- A Human Resources Manager for Recruitment was hired. The NLESD strengthened partnerships and increased activities (e.g. recruitment fairs, on-site job interviews and offers, increased stipends) to actively reach out to job seekers and potential candidates, particularly for hard to fill positions.
- A Code of Ethics was developed and introduced for all employees, and new hires are now required to complete this training as part of their orientation.
- A one-stop Human Resources Portal was established for school administrators, to streamline information and documentation they need for HR purposes.

Indicator 2: Enhanced working and learning environments

In 2020-2023, the NLESD enhanced working and learning environments through the following:

- Expanding the SmartFind Express system to include call-in (substitutes) for all job classifications, and to handle all leave management requests. SmartFind enables the NLESD to create reports and track substitute shortages.
- Enhancing performance appraisals. A new process was piloted with teachers that was formatted in a google form and aligned with the SDM. Performance standards were developed for all positions and professional learning was offered for managers and school administrators.
- Enhancing accessibility in buildings and school grounds through many minor and major projects. This included washroom improvements, increased number of blue parking spaces, visual and audio additions to fire alarms, entrance upgrades, and inclusive playground equipment.
- Purchasing GPS (Global Positioning System) technology for school buses. The NLESD installed over 350 units in its fleet, ensuring accurate information on times and locations of buses. The technology was also integrated with previously acquired BusPlanner software.
- Implementing a Student Transportation documentation management system. All drivers and vehicles are now approved through this system.
- Implementing a Student Transportation Idling Protocol to reduce gas emissions.
- Developing various transportation protocols including for trip inspections, incident reporting and Kindergarten transportation identification.

Opportunities and Challenges

COVID-19 Pandemic

The COVID-19 pandemic created major challenges during the strategic planning period. In-person attendance at school was halted twice, first in March 2020 and the second time in January 2022. NLESD had to pivot quickly to online teaching and learning for all students, an unprecedented challenge. NLESD not only had to implement supports for the digital environment, but it also meant there were intense preparations for a safe return to school and work for students and staff. Professional learning was also moved completely online, and for a period of time was limited to mandated or required sessions. The uncertainty of the time and restrictions in place created stress and anxiety for many students and parents or caregivers, and affected attendance rates when school re-opened.

Additional resources allocated by government were used to hire or increase the hours for school administrators, guidance counsellors, substitute teachers (term positions), remote learning teachers, student assistants, and custodians. Massive numbers of devices were deployed. NLESD placed the second largest order by a school district in North America for digital devices. Approximately 31,500 Chromebooks were provided to students in grades 7-12, and tablets were provided to teachers. NLESD also rolled out various other resources, such as new air filters, personal protective equipment and cleaning supplies. Getting students to school during the pandemic meant obtaining extra buses and making significant changes in the way students were transported.

However, the pandemic also created opportunities and led to new ways of doing things. For example, the Student Transportation Division identified additional runs that could be combined, and the IT Division enhanced its asset management and improved the tracking of electronic devices. NLESD now has increased flexibility in how it delivers curriculum and programs to students, due to the enhanced digital environment. The pandemic led to the need for adaptability, flexibility, and significant support for remote teaching and learning. Teachers moved back and forth between classrooms and the

online learning environment at short notice. District staff adapted to support both environments. NLESD increased options for virtual connections via Google Meets and TEAMS. Professional learning and meetings can now take place virtually, with staff transitioning smoothly between in-person events and online connections. Teamwork was enhanced and staff across divisions worked together to quickly distribute information and resources and to support schools and students. Partnerships with other agencies were strengthened, particularly with the Department of Health and Community Services and Regional Health Authorities.

Integration with Core Government

In 2021, the Government of Newfoundland and Labrador announced NLESD would be integrated with the core government, and the Board of Trustees dissolved. There has been a commitment on the part of the Government of Newfoundland and Labrador to ensure the change will not negatively impact the classroom, and NLESD and Government have been working together to integrate operations. Working groups for programs and student services; information technology; human resources; facilities and student transportation; finance and procurement; and, policy and legislation have been meeting regularly since January 2023. There are challenges related to the merging of systems, staffing, policies, and practices. However, there are also many opportunities to combine and focus EDU and NLESD efforts to modernize the public school system and support student success. Full integration is planned for January 2024.

Recruitment and Retention of Staff

Like all other school districts across Canada, NLESD is facing challenges recruiting both teaching and support staff. We have particular challenges in recruiting specialists (e.g. guidance counsellors and educational psychologists), as well as in recruiting teaching staff for remote areas. To address these challenges, NLESD has strengthened its recruitment initiatives for all classifications and is proactive in targeting prospective employees. Participating in regular meetings with educational partners (e.g. MUN, NLTA), attending or organizing career and job fairs, hiring a new human resources recruitment manager, seeking feedback from new employees, and making changes to

hiring practices are all ways that NLESD is working to improve its recruitment of teaching and support staff.

Appendix A: NL English School Board Members Transition Board 2022-2023

Title	Name	Email
Deputy Minister, Education Transformation	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, Vice-Chair	mahoneydenis@gov.nl.ca
Chief Information Officer, Office of the Chief Information Officer	Blair White	blairwhite@gov.nl.ca

Appendix B: Financial Statements

PENDING