

Newfoundland and Labrador English School Board

Strategic Plan

2020-2023



Strategic Plan 2020-2023

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

Dear Minister Osborne:

On behalf of the Board of Trustees for the Newfoundland and Labrador English School District, I am pleased to submit our Strategic Plan for 2020-2023.

The COVID-19 pandemic has created the need for flexibility in implementing the next three-year plan, particularly in achieving 2020-21 indicators. We recognize the impacts of the pandemic may require adjustments to ensure the well-being and success of our students. The Strategic Plan is based on consultations with our stakeholders to ensure the interests of our students are foremost. This plan is prepared in accordance with the responsibilities for a category one entity under the **Transparency and Accountability Act** and in consideration of the strategic directions of government. The plan addresses three priorities:

- Student Engagement and Success
- Equity, Health and Well-being
- Organizational Effectiveness

Our Board is committed to the success of our students; supporting their academic achievement and health and well-being in safe and equitable learning environments.

On behalf of the Board, I take this opportunity to thank all of our stakeholders for their feedback, and our trustees and staff for their commitment. My signature below is indicative of the accountability of the Newfoundland and Labrador English School Board for the preparation of this plan and the achievement of the goals and objectives contained within.

Sincerely,



Goronwy Price, Chair



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Plan at a Glance



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.

Strategic Issues

1. Student Engagement and Success

Goal 1: By June 30, 2023, the Newfoundland and Labrador English School Board will have supported a culture of student engagement and success.

Objective 1: By June 30, 2021, the Newfoundland and Labrador English School Board will have introduced enhanced programming and strategies to support student engagement and success.

Objective 2: 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.

Objective 3: By June 30, 2023, the Newfoundland and Labrador English School Board will have further enhanced programming and strategies to support student engagement and success.

2. Equity, Health and Well-Being

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.

Objective 1: By June 30, 2021, the Newfoundland and Labrador English School Board will have introduced enhanced supports for equity, health and well-being.

Objective 2: By June 30, 2022, the Newfoundland and Labrador English School Board will have continued to enhance supports for equity, health and well-being.

Objective 3: By June 30, 2023, the Newfoundland and Labrador English School Board will have further enhanced supports for equity, health and well-being.



3. Organizational Effectiveness

Goal 3: By June 30, 2023, the Newfoundland and Labrador English School Board will have enhanced organizational effectiveness.

Objective 1: By June 30, 2021, the Newfoundland and Labrador English School Board will have implemented initiatives to create safe environments, and improve Board operations.

Objective 2: 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.

Objective 3: By June 30, 2023, the Newfoundland and Labrador English School Board will have further implemented initiatives to create safe environments, and improve Board operations.



Overview

The Newfoundland and Labrador English School Board is a public body of the Government of Newfoundland and Labrador, formed on September 1, 2013. It is the governing body for the Newfoundland and Labrador English School District (NLESD), which provides K-12 education programs and services throughout the province.

The District is overseen by a 17- member Board of Trustees (see Appendix 1) and managed by the CEO/Director of Education and has two operational divisions.

Programs & Human Resources

The Programs and Human Resources Division is managed by the Associate Director of Education (Programs and Human Resources). There are four Assistant Directors of Education (Programs) who are assigned to the four regions (Labrador, Western, Central and Avalon) and one Assistant Director of Education - Student Services (Provincial). There are provincial directors of Educational Programs, Learning, Multiculturalism, Deaf and Hard of Hearing, and Indigenous Education. There are also four Directors of Human Resources assigned to the regions. This Division has responsibility for the implementation of all curriculum and K-12 programming and services for students, the recruitment and hiring of all teaching and support staff, implementation of professional learning, collective agreements and performance appraisal programs and the development and implementation of policies pertaining to personnel.

Corporate Services

The Corporate Services Division is managed by the Chief Financial Officer/Assistant Director of Education (Corporate Services). There is a Comptroller/Director of Financial Services, a Director of Procurement and Business Services, a Director of Student Transportation and School Financial Support, a Director of Facilities & Custodial Management and a Director of Information Technology. This Division is responsible for financial resources and compliance with provincial and federal financial legislation and regulations; acquisition of materials, equipment and services; property management, facilities repairs, maintenance, and capital priorities; information technology; school financial support; student transportation, including contracted and board-owned busing, as well as alternate transportation.



Mandate

The mandate for the Board of Trustees of the Newfoundland and Labrador English School District is established under the **Schools Act, 1997**. The Board has legislative authority to administer primary, elementary and secondary educational services throughout the province. This includes implementing curriculum and educational programs, human resources, finances and operations, facilities maintenance and student transportation. For more detailed information, see **Appendix 2**.

Students

In 2019-20, the NLESD had a varied school population, with school enrolments ranging from one student (Raymond Ward Memorial School, Norman Bay) to 1,059 students (Holy Heart High School, St. John's). The NLESD served over 63,000 students throughout Newfoundland and Labrador during the reporting period. Regional enrolment numbers for 2019-20 are as follows:

Region	Number of Students
Labrador	3,594
Western	11,050
Central	14,099
Avalon	34,625
Total	63,368



Employees

In 2019-20, the NLESD employed more than 11,213 full-time, part-time, 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, 2020.

Employee Group	Labrador	Western	Central	Avalon	Number of Employees (2019-20)
Teaching Staff	376	1,079	1,326	2,805	5,586
Student Assistants	33	175	181	398	787
Support Staff	136	297	438	469	1,340
Program Specialists/Itinerants	19	45	50	93	207
Regional Offices/ Headquarters	10	27	21	80	138
Total Number of Employees	574	1,623	2,016	3,845	8058
Substitute Teachers	1,825				
Substitute Student Assistants	682				
Casual Employees	69	218	251	110	648
Total Number of Casuals	3,155				
Total Number of Employees	11,213				



Lines of Business

The Newfoundland and Labrador English School District has the following key lines of business:

Services to Students

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

Organizational Services

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



Values

Students First

Each person nurtures the development of the whole child and contributes to an inclusive learning environment that is engaging, safe, caring and promotes well-being and positive relationships.

Learning

Each person sets high expectations and focuses on continuous improvement in learning environments which enable all students to learn and succeed.

Inclusion

Each person is committed to an inclusive and equitable educational environment that recognizes and celebrates diversity, and where all members of the school community feel they belong, realize their potential, and contribute to the life of the school.

Respect

Each person treats others with courtesy, acknowledges differences, and considers views different from their own.

Collaboration

Each person works and shares with others to achieve the Board's goals and objectives.

Accountability

Each person is accountable for and demonstrates leadership in their actions, fulfilling their role in an ethical, and responsible manner.

Innovation

Each person explores and embraces new approaches to further enhancing student success and achievement, building character, and promoting global citizenship.

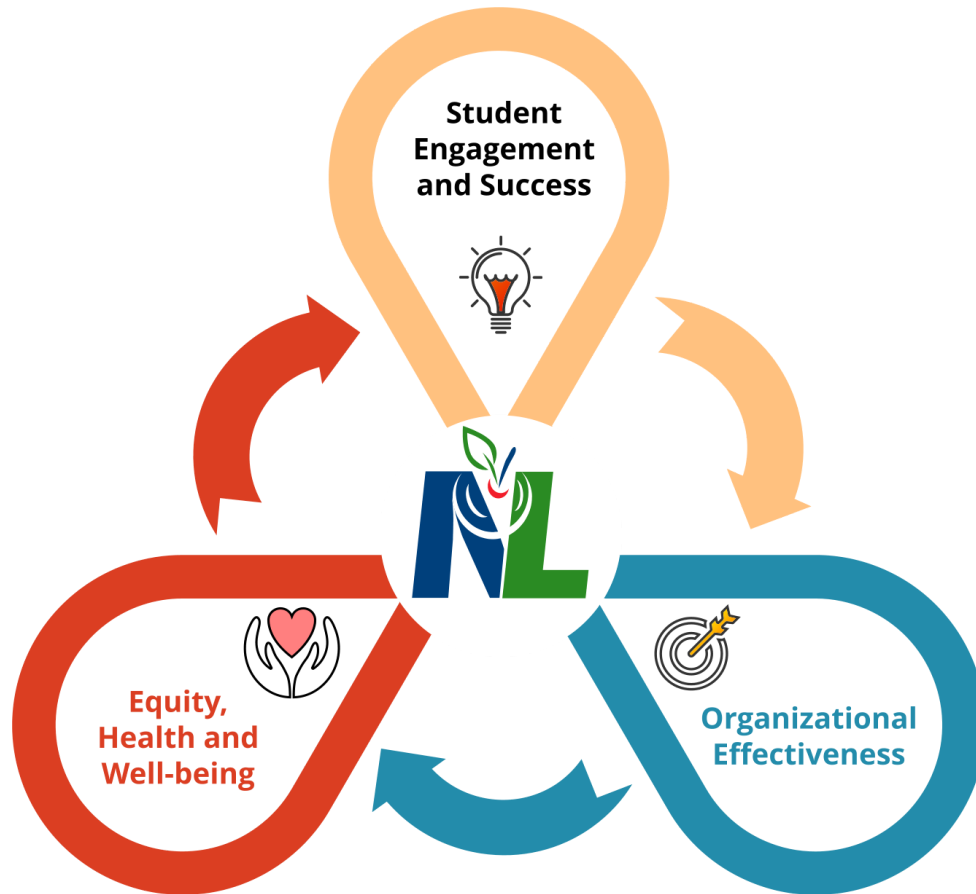


Who We Serve

The primary group of individuals served by the Newfoundland and Labrador English School District are the students in our schools and staff in our schools and regions.



Our Priorities



These three strategic issues will be the focus of the Newfoundland and Labrador English School Board for the next three years (2020-23). They were identified through a consultation and planning process carried out between December 2019 and June 2020. This included a review of focus areas for K-12 education (see Appendix 3), planning sessions, and consultations or focus groups with both internal and external stakeholders.

The goals build on the work undertaken as part of the 2017-20 Strategic Plan. The indicators provided for each goal reflect our expected results by June 30, 2023. Leadership is embedded in all of the three strategic directions - leaders in our schools (students, teachers, staff and administrator leaders) and leaders at regional District operational offices.

Strategic Issue: Student Engagement and Success

Rationale

The Newfoundland and Labrador English School District works to ensure students have the opportunity to achieve academic success at all levels of the K-12 education system.

During consultations for its 2020-2023 Strategic Plan, the District heard from stakeholders that it is important to continue to focus on student engagement, core literacy and numeracy skills, deep learning, and targeted initiatives that enhance student achievement. This focus will align the work of the District with Provincial Government focus areas for K-12 education as articulated in the Education Action Plan (2018). Successful early learning outcomes will better ensure students have a solid foundation for high school completion and successful post-secondary pursuits, supporting a stronger economic foundation for the province.



Over the next three years, the District will implement strategies to engage students through alignment with the School Development Model and the seven determinants of successful schools. This model will engage student voice, enhancing participation of students, families and school councils in student achievement. The District will continue to implement professional learning to build on the work in literacy and numeracy, supporting the expansion of the Literacy for Learning Plan with the associated Assessment Framework, as well as the Board's Numeracy Plan.

The District will continue to focus on priorities highlighted in our consultations; supporting all students through responsive teaching and learning practices; supporting diverse learners with enhanced programming, and continuing to build on work to support students with exceptionalities.



We will:

- Engage with students, parents and student councils to enhance student engagement and student success;
- Provide evidence-based interventions, established benchmarks and assessments to measure student progress and support students with difficulty in literacy and numeracy achievement;
- Use evidence-based practice to support responsive teaching and learning programming for students; and
- Support diversity and inclusion through improved programming and practices.

Goal 1:

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

Indicators:

- Enhanced supports for student engagement and success
- Enhanced responsive teaching and learning practices to support achievement in literacy and numeracy
- Enhanced programming to support diversity and inclusion



Objective 1:

Objective 1: By June 30, 2021, the Newfoundland and Labrador English School Board will have introduced enhanced programming and strategies to support student engagement and success.

Indicators:

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

Objective 2:

By June 30, 2022, the Newfoundland and Labrador English School Board will have continued enhanced programming and strategies to support student engagement and success.

Objective 3:

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



Strategic Issue: Equity, Health and Well-Being

Rationale

The Newfoundland and Labrador English School District is committed to providing equitable learning environments that promote the health and well-being of school communities through the Comprehensive School Health Framework. These priorities were identified through feedback from stakeholders during our consultation process. Through our Strategic Plan for 2020-2023, we will continue to focus on the implementation of initiatives derived from the Department of Education's Safe and Caring School Policy, its Education Action Plan, and initiatives that provide equitable opportunities to learn, and promote the health and well-being of students. Equitable, healthy school environments support a stronger economic foundation and better outcomes for school communities.

We will:

- Provide equitable access to learning platforms, tools and technology;
- Review opportunities to enhance equity and address barriers to success;
- Support social and emotional learning and the health and well-being of students using the Comprehensive School Health Framework;
- Build on school wide positive behaviour Supports (PBS) and bullying intervention protocols based on data collection and analysis;
- Deliver professional learning to support equity, health and well-being across all levels of the school system;
- Enhance Occupational Health and Safety; and
- Provide professional learning on Trauma Informed practice.



To support equitable learning environments, the District will assess student access to technology and the internet, with a view to removing barriers to access. We will identify opportunities to support a systemic approach to ensuring equitable access for students across the province.

The District will also deliver professional learning on trauma informed practice to support a student first approach to delivery of educational services. Trauma Informed practice will provide staff with skills to support student learning.

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 system.

Indicator:

- Enhanced supports for equity, health and well-being



Objective 1:

By June 30, 2021, the Newfoundland and Labrador English School Board will have enhanced supports for equity, health and well-being.

Indicators:

- Supported health and well-being using the Comprehensive School Health Framework
- Supported social and emotional learning using the Comprehensive School Health Framework
- Expanded the use of technology to support teaching and learning
- Facilitated professional learning to support a culture of equity, health and well-being, including mental health, across all levels of the school system
- Enhanced Occupational Health and Safety programming
- Reviewed the NL Education Foundation to consider programs and initiatives that enhance equity and address barriers to success



Objective 2:

By June 30, 2022, the Newfoundland and Labrador English School Board will have continued to enhance supports for equity, health and well-being.

Objective 3:

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

Strategic Issue: Organizational Effectiveness

Rationale

The Newfoundland and Labrador English School District is committed to efficient operations using technology and tools to enhance effective practices and processes. This aligns with the Provincial Government's strategic directions regarding a more efficient public sector and better services.

Over the next three years, the District will build on improvements to technological systems and administrative practices with a view to ensuring equitable distribution of technology and equipment to deliver educational programs and services to all students throughout the province. The District will continue to build on technological advances within the Human Resources (HR) recruiting function, and enhance delivery of valid and efficient services.



Over the next three years we will:

- Enhance HR and administrative practices and protocols;
- Improve inventory and financial management procedures;
- Enhance transportation procedures and processes;
- Improve accessibility of facilities and buses;
- Develop and review District policies, and
- Monitor and review communications and consultation platforms

Goal 3:

By June 30, 2023, the Newfoundland and Labrador English School Board will have enhanced organizational effectiveness.

Indicators:

- Enhanced corporate management practices
- Enhanced working and learning environments

Objective 1:

By June 30, 2021, the Newfoundland and Labrador English School Board will have implemented initiatives to create safe environments, and improve Board operations.

Indicators:

- Enhanced financial management and control practices
- Streamlined administrative processes to improve organizational efficiency
- Enhanced student transportation practices and procedures
- Expanded use of electronic personnel systems and recruitment processes
- Increased accessibility to Board facilities and school buses
- Reviewed and revised Board policies
- Monitored and reviewed communications and consultation platforms

Objective 2:

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.

Objective 3:

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

Summary

The Board of Trustees for the Newfoundland and Labrador English School District has identified priorities for the 2020-2023 Strategic Plan to support student engagement and success; equity, health and well-being; and organizational effectiveness.

The goals and objectives outlined in the plan will require significant commitment and effort by our staff and students, but are achievable. The District recognizes that as we enter the first year of the Strategic Plan, the



COVID-19 pandemic has created the need to adhere to Provincial Government health directives that will impact the delivery of educational services in the province. The impact will vary depending on the Alert Level, and, as a result, may impact the District's ability to achieve some of the indicators outlined in this plan. However, focus on the three strategic directions will enable the District to continue to see progress toward achieving its mission and support the strategic directions of the Provincial Government.

The Newfoundland and Labrador English School District will also continue to work with the Department of Education, other Provincial Government departments and agencies to address these strategic directions and other priorities.

Appendix 1: Newfoundland and Labrador English School Board of Trustees

Zone	Name	Email
Labrador Region Zone 1	Raymond Bennett	Raymondbennett_sbt@nlesd.ca
Labrador Region Zone 2	Goronwy Price, Chair	goronwyprice@nlesd.ca
Labrador Region Zone 3	Vacant	
Western Region Zone 4	Scott Burden	Scottburden_sbt@nlesd.ca
Western Region Zone 5	Pamela Gill	Pamelagill_sbt@nlesd.ca
Western Region Zone 6	Wayne Lee	Waynelee_sbt@nlesd.ca
Central Region Zone 7	Thomas Kendell	Thomaskendell_sbt@nlesd.ca
Central Region Zone 8	John George	johngeorge@nlesd.ca
Central Region Zone 9	Winston Carter	Winstoncarter_sbt@nlesd.ca
Eastern Region Zone 10	Eric Ayers	Ericayers_sbt@nlesd.ca
Eastern Region Zone 11	Vacant	
Eastern Region Zone 12	Hayward Blake, Vice-Chair	Haywardblake_sbt@nlesd.ca
Eastern Region Zone 13	Kevin Ryan	Kevinryan_sbt@nlesd.ca
Eastern Region Zone 14	Jennifer Aspell	Jenniferaspell_sbt@nlesd.ca
Eastern Region Zone 15	Keith Culleton	Keithculleton_sbt@nlesd.ca
Eastern Region Zone 16	Peter Whittle	Peterwhittle_sbt@nlesd.ca
Eastern Region Zone 17	Steve Tessier	stevetessier_sbt@nlesd.ca

As of June 30, 2020



Appendix 2: 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;
- (d) ensure that policies and guidelines issued by the minister relating to special education for students are followed in schools under its jurisdiction;
- (e) ensure adequate supervision of all students enrolled in its schools during the period for which the board is responsible for those students;
- (f) develop a policy on employment equity and a plan for implementing the policy;
- (g) appoint and dismiss employees;
- (h) appoint and assign duties of teachers;
- (i) adopt personnel policies which shall follow the personnel administration procedures of the government of the province, with the necessary changes, unless other policies are approved, in writing, by the minister;



- (j) formulate policies for evaluating employees;
- (k) arrange for the bonding of the assistant director of finance and administration and other persons employed by the board whose duties include the collecting, receiving or depositing of money belonging to the board;
- (l) purchase or otherwise acquire, subject to the prior written approval of the minister, real property that it requires;
- (m) ensure that those programs or courses of study, including courses in religious education, and the materials prescribed or approved by the minister are followed in the schools under its control;
- (n) ensure that each school within its district maintains adequate program and performance standards;
- (o) establish policies for student evaluation and student promotion;
- (p) establish priorities for school construction, maintenance and repair and make recommendations to the minister;
- (q) make known to the public and enlist the support of the public for board policies and programs;
- (r) transmit to the minister all records and returns required by this Act and other reports and returns that the minister may require;
- (s) where the board considers it necessary, arrange for a system of transportation of students to and from schools;
- (t) where arrangements are made by it for the transportation of students, ensure that all vehicles engaged in carrying students to and from school are
 - (i) in good mechanical condition,
 - (ii) have adequate liability insurance, and
 - (iii) that an appropriate bus safety program is offered to students who are transported by bus;



(u) insure and keep insured all its buildings and equipment and obtain insurance indemnifying it against liability in respect of a claim for damages or personal injury;

(v) admit, at all reasonable times and subject to the terms of an agreement between it and the Memorial University of Newfoundland, a student enrolled in the Faculty of Education or School of Physical Education and Athletics at that University to a school under its control for the purpose of observation and the practice of teaching;

(w) admit, at all reasonable times and subject to the terms of an agreement between it and a college or institute, a student enrolled in a training program for student assistants, to a school under its control for the purpose of observation and activities associated with a work term;

(x) organize and administer a school in an institution, where directed to do so by the minister;

(y) comply with a policy directive of the minister; and

(z) immediately inform the minister in writing of a vacancy in the position of director or assistant director.

(2) Notwithstanding paragraph (1)(g), an emergency supply shall not be employed or appointed to teach without the permission of the minister.

(3) A board shall be responsible to the minister for the expenditure of public funds, the conduct of programs of instruction, and evaluation required by the minister and for the maintenance of adequate program and performance standards in schools in the district.

Powers of boards

76. (1) A board may

(a) employ persons that the board considers necessary for its operations and to carry out its objects;



(b) enter into agreements for the purpose of carrying out its functions under this Act;

(c) permit a school building under its control to be used outside of school hours, where this does not interfere with the regular conduct of the school;

(d) assess a person or group a fee for use of a school under paragraph (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 3: Strategic Directions – Provincial Government

As required by the **Transparency and Accountability Act**, the Newfoundland and Labrador English School Board developed its Strategic Plan 2020-2023 to align with the Provincial Government's strategic directions.

Strategic directions are the articulation of desired physical, social, or economic outcomes that normally require action by, or involvement of, more than one government entity. These directions are generally communicated by the Provincial Government through platform documents, Throne and budget speeches, and policy documents.

The **Transparency and Accountability Act** requires entities to consider these strategic directions in the preparation of their performance-based plans. This facilitates the integration of planning practices across the government.

Government of Newfoundland and Labrador's focus areas:

- A Stronger Economic Foundation
- A More Efficient Public Sector
- Better Services
- Better Outcomes



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