



# **Strategic Plan**

## **2008-2011**



September 30, 2008

## MESSAGE FROM THE CHAIR

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In accordance with our legislative requirements, I am pleased to present the Labrador School Board's Strategic Plan 2008-2011. The full Board of Trustees has invested a great deal of time and energy in the strategic planning process. This commitment has culminated in the identification of three strategic goals that fall within the scope of the Board's mission, vision and mandate and maintains the emphasis on academic excellence in safe and caring schools. The goals are: reduce the Board's accumulated deficit; improve student achievement in Mathematics, Science and English Language Arts; and improve communications with community and strategic partners.

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

My signature below is indicative of my accountability for the preparation and delivery of the specific goals and objectives outlined in the strategic plan.



Goronwy Price  
Chairperson  
LABRADOR SCHOOL BOARD

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## PLAN AT A GLANCE

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### VISION

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

### MISSION

By June 30, 2011 the Labrador School Board will have engaged teachers, support staff, parents/guardians and achieved a two percent improvement in results in English Language Arts, Mathematics and Science and a two percent improvement in graduation rates.

### Goals

Issue One: FINANCIAL DEFICIT

**Goal One:** By June 30, 2011 the Labrador School Board's accumulated deficit will be reduced by 21 percent to increase benefits for students.

#### Objectives:

1. By June 30, 2009 the Labrador School Board has reduced its deficit by seven percent from base year 2008.
2. By June 30, 2010 the Labrador School Board has reduced its accumulated deficit by 14 percent from base year 2008.
3. By June 30, 2011 the Labrador School Board has reduced its accumulated deficit by 21 percent from base year 2008.

ISSUE 2: STUDENT ACHIEVEMENT

**Goal 2:** By June 30, 2011 the Labrador School Board will have improved student achievement by two percent in Mathematics, Science and English Language Arts.

**Objectives:**

1. By June 30, 2009 the Labrador School Board will have collected information and finalized processes designed to inform decision making around student achievement.
2. By June 30, 2010 the Labrador School Board will have initiated the implementation in priority areas of student achievement.
3. By June 30, 2011, the Labrador School Board will have implemented key strategies to address major challenges to student achievement.

**ISSUE 3: IMPROVED CONNECTIONS WITH COMMUNITY/STRATEGIC PARTNERS**

**Goal 3:** By June 30, 2011 the Labrador School Board will have enhanced program delivery through connections with the community and strategic partners.

**Objectives:**

1. By June 30, 2009 the Labrador School Board will have determined and actioned priority opportunities for increased collaboration in support of program enhancement.
2. By June 30, 2010 the Labrador School Board will have further implemented program enhancement options.
3. By June 30, 2011 the Labrador School Board will have enhanced program delivery for students under the Labrador School District.

## 1.0 OVERVIEW

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The Labrador School Board is both a culturally and geographically diverse district that encompasses a land mass of approximately 280,000 square kilometers, an area that is more than 3 times the size of the island portion of the province. The Board provides educational services to 4212 students in 18 schools which are located in three distinct regions: (1) Coastal Labrador - which has eight schools in eight communities spanning from Nain in the north to Black Tickle in the south. These communities are small isolated, mostly aboriginal settlements with a total student population of 917; (2) Western Labrador - which has three schools in two communities with a total student enrolment of 1517; and (3) Central Labrador - which has six schools in four communities with a total student enrolment of 1778.

Of the 14 communities under the Board's jurisdiction, seven have a native/aboriginal designation and three others have a significant population of native people as well. As such, the Labrador School Board provides educational services for the vast majority of the provinces Inuit and First Nations children in the province of Newfoundland and Labrador. In fact, nearly 40 percent of the District's students are of native ancestry. The Board delivers instruction in four languages; French, English, Innu-eimun, and Inuktitut.

The Board has 638 full and part-time employees, of which 352 are full-time teachers and another 60 are substitute teachers to varying degrees on an annual basis. In terms of the proportion of female and male teachers employed with the Board, the ratio of female to male is approximately 3:1. The remaining employees are support staff including native education teachers, student assistants, secretaries, janitors, maintenance personnel, technicians, bus drivers and central office personnel, who all play an important role in ensuring that teacher-student interactions in the learning process are maximized.

### 2008-09 BUDGET OVERVIEW

	<i><b>Budget Revenue 2008/09 (000's)</b></i>		<i><b>Budget Expenditures 2008/09 (000's)</b></i>
<i>Provincial Government</i>	7,530.1	<i>Administration</i>	1,585.1
<i>Rental</i>	198.9	<i>Instruction</i>	6,111.2
<i>Interest</i>	71.0	<i>Operations and maintenance</i>	4,305.1
<i>Native Peoples'</i>	2,302.2	<i>Pupil Transportation</i>	326.5
<i>Innu education</i>	1,964.1	<i>Operation of Teacher Residence.</i>	222.1
<i>Mining Company's</i>	525.0	<i>Interest expense</i>	5.5
<i>Miscellaneous</i>	15.0		
<i>Total Revenue</i>	<u>12,606.3</u>	<i>Total Expenditures</i>	<u>12,555.5</u>

The Labrador School Board has 6 urban schools and 12 rural schools. There are 2833 students enrolled in urban schools (67.2 per cent) and 1379 enrolled in rural schools (32.8 per cent). There are logistical challenges related to travel, teacher housing and the overall day-to-day operations of rural schools on the coast of Labrador. The Labrador School Board recognizes these logistical challenges and plans accordingly for the delivery of teaching services in the rural, isolated communities.

## 2.0 MANDATE

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

## 3.0 LINES OF BUSINESS

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The Labrador School Board has two major lines of business.

### **Curriculum**

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

### **Related services**

The Board sanctions events which support the curriculum outcomes established by the Department of Education. Other related services include students who are identified with exceptionalities; provides career counseling; provides personal counseling where qualified personnel exist; provides student transportation and; where resources permit, provides access to employee programs designed to support safe schools.





## 4.0 VALUES

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The core values explain the character of the organization we promote in the Labrador School Board. The strategic values were designed after the completion of our environmental scan. To ensure our core values are visible throughout the organization, and recognizing that the definitions will change in the next strategic plan, it was decided that the actions that needed to be enhanced during the subsequent two years could be described as follows:

- Balance***      **Each person identifies inequities, prioritizes by the greatest need, and identifies and plans for the utilization of available resources to meet all needs.**
- Consistency***      **Each person shall adhere to the constitution, by-laws, and policies of the Board.**
- Reflection***      **Each person probes for clarity on issues of concern related to governance and operations, and offers options for consideration.**
- Respect***      **Each person is given equal opportunity to voice his/her opinion in a supportive environment.**
- Teamwork***      **Each person ensures that he/she works with others on common goals.**

## 5.0 PRIMARY CLIENTS

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The Labrador School Board's primary clients are students, parents and employees of the K-12 education system. In addition, the Board works with a host of stakeholders including local governments (e.g. Nunatisavut Government, Innu Nation, and Labrador Metis Nation), to provincial government departments (e.g. Department of Labrador & Aboriginal Affairs, Department of Education, and Department of Transportation and Works), to public/government agencies (e.g. Health Labrador Corporation, Memorial University, and College of the North Atlantic), and professional associations/unions (e.g. the Newfoundland & Labrador School Boards Association, Newfoundland & Labrador Association of Directors of Education, Newfoundland & Labrador Teachers' Association and the Newfoundland and Labrador Association of Public and Private Employees). Through the leadership of its District Administration, the Labrador School Board's central focus is to effectively and efficiently respond to the needs of its primary clients.

## 6.0 VISION

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

## 7.0 MISSION

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The mission of the Labrador School Board was developed during the 2006-08 strategic planning process. In consideration of the strategic directions of government as communicated by the Minister of Education, the Board felt that the mission is still relevant, and will continue to guide the work of the Board during the 2008-11 period. Readers should note that the mission has changed slightly and there is an addition of Measure and Indicators. This change was necessary to bring the mission statement in line with the government template.

By June 30, 2011 the Labrador School Board will have engaged teachers, support staff, and parents/guardians and achieved a two percent improvement in results in English Language Arts, Mathematics and Science and a two percent improvement in graduation rates.



Measure: English Language Arts Results

Indicators: Increased by two percent

Measure: Mathematics Results

Indicators: Increased by two percent

Measure: Science Results

Indicators: Increased by two percent

Measure: Graduation Rate

Indicators: Increased by two percent

## 8.0 Goals and Objectives

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### **Issue One: Financial Deficit**

The Labrador School Board experienced a deficit of \$1.9 million in June 2002. As a result, this concern was identified as the third strategic issue in the 2003-2006 strategic plan. It was further identified as the first strategic issue in the 2006-08 strategic plan. The Board has continued to implement strategies to reduce the deficit and as of June 2007 the deficit was \$522,319 and is forecasted to be \$466,719 as at June 2008. The internal analysis was based on reliable data and it appears that it is feasible to reduce the deficit further over the next three years.

In the past, focusing on the deficit did not distract the organization from making strides to improve teaching and learning. The Board is fiscally responsible and it has evaluated the risks of not addressing the deficit directly. The internal analysis showed that it was important not to jeopardize education programs or services to students because the results of criterion referenced tests show that students are performing below the district benchmarks in a number of curricula areas. Also, maintenance of schools and the protection of the safety and security of students and personnel, while continuing to be significant issues for the Board, have been accomplished without negatively impacting the financial performance of the Board.

**Goal One:** By June 30, 2011 the Labrador School Board's accumulated deficit will be reduced by 21 percent to increase benefits for students.

**Measure:** Deficit reduction

**Indicators:**

- Improved debt equity ratio
- Improved working capital

**Objectives:**

1. By June 30, 2009 the Labrador School Board has reduced its deficit by seven percent from base year 2008.

**Measure:** Deficit reduced by seven percent

**Indicators:**

- Improved debt equity ratio
- Improved working capital

4. By June 30, 2010 the Labrador School Board has reduced its accumulated deficit by 14 percent from base year 2008.
5. By June 30, 2011 the Labrador School Board has reduced its accumulated deficit by 21 percent from base year 2008.

## **ISSUE 2: STUDENT ACHIEVEMENT**

Student achievement is a key outcome of the Board's mandated responsibility to implement the provincial K-12 education program. In striving to achieve this outcome, it must be recognized that the Board has traditionally serviced two distinct regions within its jurisdiction – urban areas versus rural areas. Standardized assessment results of Grades 3, 6, 9, and 12, generally show students achieving at or above provincial rates in the urban centres, while there has been ongoing and consistent under achievement in the rural schools. A similar pattern is evident from results on District developed and administered District Criterion Referenced Tests (DRT's). It is felt that the issue of student underachievement in rural schools has little to do with student ability, but is more related to a multitude of factors including: teacher turn over; mis-match between teacher training and assigned duties; lack of guidance services; and student attendance. In order to improve the overall rate of student achievement the District must continue to make strategic decisions based on the collection and analysis of relevant data. This goal was also developed in consideration of the strategic directions provided by government as communicated by the Minister of Education.

**Goal 2:** By June 30, 2011 the Labrador School Board will have improved student achievement by two percent in Mathematics, Science and English Language Arts.

**Measure:** Improved student achievement

**Indicators:**

- Increased graduation rates
- Increased number of students graduating at higher levels
- Improved achievement in Mathematics, English language Arts, and Science as measured through CRTs and public exams

**Objectives:**

1. By June 30, 2009 the Labrador School Board will have collected information and finalized processes designed to inform decision making around student achievement.

**Measures:** Information collected on student achievement  
Finalized intervention processes

**Indicators:**

- Formalized collection of data in Math, English Language Arts and Science for Grades 7-12 in November, January, and June
- Collected student retention rates by school
- Evaluated present model for guidance services
- Collected information on anticipated impacts of declining enrollment on the delivery of educational services
- Information collected on opportunities associated with the implementation of skilled trades instruction
- Processes formalized for intervention based on information collected

2. By June 30, 2010 the Labrador School Board will have initiated the implementation in priority areas of student achievement.

3. By June 30, 2011, the Labrador School Board will have implemented key strategies to address major challenges to student achievement.

### **ISSUE 3: IMPROVED CONNECTIONS WITH COMMUNITY/STRATEGIC PARTNERS**

The Labrador School Board provides educational services to communities that are culturally diverse. It is important for the Board to not only recognize diversity but ensure that diversity is reflected in programming provided to students. By improving connections with community partners and stakeholders, the Board believes that the decision-making process will be better informed to address the programming needs of students.

**Goal 3:** By June 30, 2011 the Labrador School Board will have enhanced program delivery through connections with the community and strategic partners.

**Measure:** Enhanced program delivery

**Indicators:**

- Improved response to community needs
- Increased attention to the value and respect of cultural diversity

**Objectives:**

1. By June 30, 2009 the Labrador School Board will have determined and actioned priority opportunities for increased collaboration in support of program enhancement

**Measure:** Opportunities actioned

**Indicators:**

- Identified opportunities actioned between the Labrador School Board and key stakeholders
  - Scheduled meetings with community stakeholders
2. By June 30, 2010 the Labrador School Board will have further implemented program enhancement options.
  3. By June 30, 2011 the Labrador School Board will have enhanced program delivery for students in the Labrador School District.

## **9.0 Conclusion**

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The Labrador School Board's 2008-2011 plan builds on the achievements of the 2006-08 planning cycle. The school Board's strategic issues support the strategic directions of government, as communicated by the Minister of Education.

Upon conclusion of the Strategic Plan 2008-2011, the Labrador School Board trustees believe that stakeholders will have experienced significant gains as a result of the strategic planning process outlined in this document.

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

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

Copies of the document, as well as other district publications are available on the district's website located at [www.lsb.ca](http://www.lsb.ca).

## 10.0 Applicable Strategic Directions

The following strategic directions only represent those that are applicable to the work of the Labrador School Board. For a complete list of all strategic directions applicable under the Minister of Education, please refer to the Department of Education 2008-11 strategic plan.

**1. Title:** Primary, Elementary and Secondary Education

**Strategic Direction:** Improved educational programs and environments respond to constantly evolving demographics.

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

Components of Strategic Direction	Being Addressed by Other Entities Reporting to the Minister	This Direction is addressed:		
		in the board's strategic plan	in the board's operational plan	in the work plans of the board
1. Safety and tolerance			X	
2. Curriculum		X		
3. Technology			X	
4. Learning supports			X	
5. Infrastructure			X	
6. Achievement		X		
7. Library resources			X	



## **Appendix A- Applicable Legislation**

Taken from the *Schools Act, 1997*, Section 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 –Section 76

##### (1) A board may

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

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

- (n) become a member of a provincial association of school boards and pay a required membership fee.
- (2) Notwithstanding section 75 or subsection (1) of this section, a board may close a school only after the parents of students affected have been given an opportunity to make representations to the board.