

*Tabled by Minister of Education  
2008. 03. 26.  
J. McKay*



## **LABRADOR SCHOOL BOARD**

### **STRATEGIC PLAN**

**2006 - 2008**

Message from the Chairperson,

This is the second strategic plan developed by the Labrador School Board following the processes outlined by the provincial Government. The Board carried out an external environmental scan and seriously deliberated the strategic directions of Government. As a result, this strategic plan reflects the mission of the Board for the next five years (two strategic plans) and the outcomes the Labrador School intends to achieve in the next two years.

Based on this information, it was determined that only two of the 31 focus areas contained in the six strategic directions of Government could not be addressed by the Board. The first focus area identified was "Enhance collection processes related to Newfoundland and Labrador Student Loans". This area is not addressed since it is not applicable to the Board. The second focus area that is not applicable to the Board is "Legislation, Policy and Services", which is contained in the strategic direction related to violence and this role belongs to a central agency within the provincial Government.

I look forward to working with board members, district office administration, Department of Education officials, principals and teachers within our district, parents, students and other stakeholders as the board prepares to implement this plan.

My signature below is indicative of my accountability for the preparation of this plan and the achievement of the specific goals and objectives in the strategic issues section.

Sincerely,

A handwritten signature in black ink, appearing to read "Guy Elliott". The signature is fluid and cursive, with the first name "Guy" being more prominent and the last name "Elliott" following in a similar style.

Guy Elliott  
Chairperson  
Labrador School Board

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## **Plan at a Glance**

### **Vision**

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

### **Mission**

By 2011, the Labrador School Board engages teachers, support staff, parents/guardians and achieves a two per cent improvement in results in English Language Arts, Mathematics and Science and a two per cent improvement in graduation rates.

### **Goals**

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

**Goal One:** By June 30, 2008 the Labrador School Board's accumulated deficit will be reduced by ten per cent to increase benefits for students.

#### **Objectives:**

1. By June 2007, the Labrador School Board has reduced its deficit by five per cent to increase benefits for students.
2. By 2008, the Labrador School Board has reduced its accumulated deficit by ten per cent from base year 2006 to increase benefits for students.

#### **Issue Two: Student Achievement**

**Goal:** By June 30, 2008 the Labrador School Board has increased student achievement by one percent in the areas of Math, Science and English Language Arts.

#### **Objectives:**

1. By 2007, the Labrador School Board will have strategies needed to improve student academic achievement in targeted areas that have been identified.
2. By 2008, the Labrador School Board has improved student academic achievement by one per cent in Math, English Language Arts and Science.

### **Issue Three: Communication**

**Goal Three:** By June 30, 2008 the Labrador School Board has implemented its communication plan in an effort to better inform stakeholders.

#### **Objectives:**

1. By 2007, the Labrador School Board will have developed the communication plan in an effort to better inform stakeholders.
2. By 2008, the Labrador School Board has implemented its communication plan in an effort to better inform stakeholders.

### **Issue Four: Fully implemented by-laws, constitution and policies**

**Goal Four:** By June 30, 2008 the Labrador School Board has full implementation of by-laws, constitution, and policies to achieve consistency of services to stakeholders.

#### **Objectives:**

1. By 2007, the Labrador School Board has an approved constitution, by-laws and policies to achieve consistency of services to stakeholders.
2. By 2008, the Labrador School Board has implemented the constitution, by-laws and policies to achieve consistency of services to stakeholders.

## **Labrador School Board Overview**

The Labrador School Board is both a culturally and geographically diverse district that encompasses a land mass of approximately 280,000 km<sup>2</sup>, an area that is more than 3 times the size of the island portion of the province. The Board provides educational services to 4351 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 approximately 1000; (2) Western Labrador - which has three schools in two communities with a total student enrolment of 1445; and (3) Central Labrador - which has six schools in four communities with a total student enrolment of 1907.

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 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 more than 638.25 full and part-time employees, of which 374.5 are full-time teachers and another 90 are substitute teachers to varying degrees on an annual basis. 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 provide an important role in ensuring that teacher-student interactions in the learning process are maximized.

## **Mandate**

As per the Schools Act, 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 B.

## Lines of Business

The Labrador School Board has two major lines of business.

### **Curriculum**

The Board provides mandated pre-kindergarten programs 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; requires that students who are identified with exceptionalities are supported as resources allow; offers career counseling; offers personal counseling where qualified personnel exist; provides student transportation; and, where resources permit, provides access to employee programs designed to support safe schools.

## Values

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:

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

## **Primary Clients**

The Labrador School Board's primary clients are students, parents and employees. In addition, the Board does work with a host of stakeholders ranging from local political bodies (like the Nunatisavut Government, Innu Nation, and Labrador Metis Nation), to provincial political bodies (like the Department of Labrador & Aboriginal Affairs, Department of Education, and Department of Works, Services & Transportation), to public/government agencies (like the Health Labrador Corporation, Memorial University, and College of the North Atlantic), to professional associations/unions (like 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.

## **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 2011, the Labrador School Board engages teachers, support staff, parents/guardians and achieves a two per cent improvement in results in English Language Arts, Mathematics and Science and a two per cent improvement in graduation rates.



# Strategic Issues

## Goals

Four strategic issues were identified.

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

The Labrador School Board experienced a deficit of 1.9 M in June 2002. As a result, this concern was identified as the third strategic issue in the 2003-2006 strategic plan. The Board implemented strategies to reduce the deficit and as of June 2006 the deficit is \$1,094,200. The internal analysis was based on reliable data and it appears that it is feasible to reduce the deficit further over the next two 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 continues to be a significant issue and it is important for the organization to continue with its plan to protect the safety and security of students and personnel.

**Goal One:** By June 30, 2008 the Labrador School Board's accumulated deficit will be reduced by ten per cent to increase benefits for students.

**Measure:** Deficit reduction

**Indicators:**

- Debt equity ratio
- Working capital

### **Objectives:**

1. By June 2007, the Labrador School Board has reduced its deficit by five per cent.

**Measure:** reduced by five per cent

**Indicators:**

- Debt equity ratio
- Working capital

2. By 2008, the Labrador School Board has reduced its accumulated deficit by ten per cent from base year 2006.

## Issue Two: Student Achievement

This student-specific issue is directly related to the first issue in the 2003-2006 strategic plan and to the second strategic direction of Government which states that "over the next two years it is important for the school board to: implement measures which focus on improved student achievement; and develop a plan to enable more students to meet provincial standards in language arts and math by age 12". The reliable baseline data, which compared the student results in 2002 and 2005, confirmed that the students in the district did not meet the provincial standards in many areas on criteria-referenced tests. The following table provides sample results to demonstrate the scope of the issue:

Grade (Criterion Referenced Tests)	Curriculum Area	per cent of students who scored in the inadequate or above average range	
		District	Province
3	Reading	32	50
3	Mathematics (shape/space)	28	37
6	Reading (information)	62	70
9	Language Arts (poetry)	51	64
9	Mathematics (total test average)	52.2	54.9

(Sample data as of June, 2006)

As well, there is not a significant correlation between in school results and the results on criterion-referenced tests, including public examinations.

**Goal Two:** By June 30, 2008 the Labrador School Board has increased student achievement by one per cent in the areas of Math, Science and English Language Arts.

**Measure:** Increased achievement

**Indicators:**

- Facts obtained by comparison of school-based results on provincial CRTs from 2002-2008
- Facts obtained by comparison of school district results on district developed CRTs: 2000-2008
- Comparison in results in provincial CRTs from 2006 to 2008
- Comparison in results in school/districts and public exams
- Comparison in results in common exams in Math 1204
- Increase in attendance by school from 2006 to 2008
- Increased percentage of students enrolled in academic and honours courses compared to the percentage enrolled in 2006-2008

## Objectives:

1. By 2007, the Labrador School Board will have strategies needed to improve student academic achievement in targeted areas that have been identified.

**Measure:** identification

**Indicators:**

- # of professional development days
- # of initiatives undertaken to improve academic achievement
- # of schools with implemented school growth and development plans
- # of professional growth plans implemented

2. By 2008, the Labrador School Board has improved student academic achievement by one per cent in Math, English Language Arts and Science.

## Issue Three: Communication

In consultation with stakeholders, the Board members identified difficulties in communication as a significant issue. The five reasons for the issue are: inability of the Board to meet more than four times per year to conduct business because of fiscal constraints; inability to guarantee that Board meetings will be held throughout the district because of inclement weather; the size of the district; the physical distances between schools; and the insufficient technological supports at the central office.

**Goal Three:** By June 30, 2008 the Labrador School Board has implemented its communication plan in an effort to better inform stakeholders.

**Measure:** implemented

**Indicators:**

- Stakeholder feedback to Board communications
- # of complaints in 2006 compared with the number in 2008
- # of presentations to the Board in 2006 compared with the number in 2008
- # of focus groups in 2006 compared with the number in 2008
- # of school council meetings attended by trustees in 2006 compared with the number in 2008
- # of sub-regional committee meetings per year chaired by Board members
- # of media releases in 2006 compared with the number in 2008
- # of senior administration/parent meetings in 2006 compared with the number in 2008

**Objectives:**

1. By 2007, the Labrador School Board will have developed the communication plan.  
**Measure:** developed plan  
**Indicators:**
  - Board approval of plan
  - Communication plan
2. By 2008, the Labrador School Board will have implemented its communication plan.

**Issue Four: Fully implemented by-laws, constitution and policies**

The Board identified that it was not in compliance with *The Schools Act (1997)* because it did not have a constitution and by-laws. It was also recognized that the governance policies would need to be revised when the constitution and by-laws were approved.

**Goal Four:** By June 30, 2008 the Labrador School Board has full implementation of by-laws, constitution, and policies to achieve consistency of services to stakeholders.

**Measure:** implementation

**Indicators:**

- Minutes of the Board meeting conditionally approving the constitution and by-laws
- Ministerial approval of the constitution and by-laws
- Minutes of the Board meeting approving the governance policies
- Analysis to demonstrate that all Board decisions reflect the application of the constitution, by-laws and policies

**Objectives:**

1. By 2007, the Labrador School board has an approved constitution, by-laws and policies  
**Measure:** approved constitution, by-laws and policies  
**Indicators:**
  - Conditional approval by the Board
  - Letter of approval of constitution and by-laws from the Minister
  - Board minutes approving policies
2. By 2008, the Labrador School Board has implemented the constitution, by-laws and policies.

## **Conclusion**

It is the intention of the Labrador School Board that upon the conclusion of the strategic plan (2006-2008), the education system in the board will have experienced significant benefit from the these strategic initiatives.

The Labrador School Board looks forward to working with stakeholders to achieve the goals outlined in the strategic plan. The outcomes will be reported in the board's annual report published each fall.

Copies of this document can be found on the Board website at [www.lsb.ca](http://www.lsb.ca).

## Appendix A

These directions were communicated to the Board Chair on December 8, 2005 to be included in the Board's strategic plan. The charts below identify the focus areas to be addressed by the Board in the strategic plan, The Director of Education in the operational plan, and those which will be addressed by the Assistant Directors of Education, managers, or principals via the school growth and development plans.

**Title:** Quality and Accessibility of Educational Programs

**Strategic Direction:** Quality educational programs and opportunities are available to citizens throughout the province so they may participate in lifelong learning.

Focus Areas of the Strategic Direction	This Direction is/was				
	Being implemented by other agencies reporting to Government.	Addressed only in specific sub-areas (rationale included in the plan)	Addressed in the:		
			strategic plan	operational plan	branch/divisional work plans
Continue to implement new curriculum, as required, focusing on language arts, math, science and social studies;					X
Implement a technology plan that addresses technological literacy and promotes implementation of technology-based curriculum;		Implemen - tation of curriculum			X
Promote implementation of programs and strategies which address healthy living and physical education;					X
Implement applied programs, wherever feasible, to enhance opportunities for students choosing to pursue applied options at the post-secondary level;					X
Implement fine arts strategy;					X
Implement mandatory career education which includes a community contribution component;					X
Facilitate enhanced e-learning opportunities through video conferencing capacity and other multi-media resources; and					X
Ensure individual school-based enhancements to the prescribed curriculum, paid for through school fees, are affordable and available to all within the school.				X	

**Title:** Innovative and high-performing educational delivery systems

**Strategic Direction:** The K-12 system has acceptable levels of educational performance, student achievement and attainment, student safety and well being.

Focus Areas of the Strategic Direction	This Direction is/was				
	Being implemented by other agencies reporting to Government.	Addressed only in specific sub-areas (rationale included in the plan)	Addressed in the:		
			strategic plan	operational plan	branch/divisional work plans
Implement measures which focus on improved student achievement;			X		
Implement the school development model;					X
Develop a plan to enable more students to meet provincial standards in language arts and math by age 12;			X		
Ensure comprehensive programs across all departments and agencies are accessed to meet the learning needs of all children;					X
Ensure all schools are safe and caring learning environments which promote respect for diversity, a sense of belonging and student well being;				X	
Ensure the school bus fleet is safe;					X
Support the recruitment and retention of qualified teaching professionals; and					X
Provide strategic professional development for teachers.					X

**Title:** Financial Support for Learning

**Strategic Direction:** Funding levels and budgeting priorities are consistent with Government's fiscal policy.

Focus Areas of the Strategic Direction	This Direction is/was				
	Not being implemented at this time (rationale included in the plan)	Addressed only in specific sub-areas (rationale included in the plan)	Addressed in the:		
			strategic plan	operational plan	branch/divisional work plans
Prepare a long-term facilities plan;					X
Ensure teaching resources are utilized to facilitate optimal class size in prescribed areas; and					X
Enhance collection processes related to Newfoundland and Labrador Student Loans.	Not Applicable				



**Title:** Information Resources

**Strategic Direction:** Improved local information resources are available and used by the Province's schools and the public.

Focus Areas of the Strategic Direction	This Direction is/was				
	Not being implemented at this time (rationale included in the plan)	Addressed only in specific sub-areas (rationale included in the plan)	Addressed in the:		
			strategic plan	operational plan	branch/divisional work plans
Acquire works by local authors, artists and performers, and foster links between the artistic and cultural communities;		Innu Inuit			X
Promote IT skills and expand the use of computer technology to help improve education, training and information sharing in rural communities; and					X
Improve access to information and resources by creating synergies between public libraries and other entities.					X

**Title:** Women's Equity

**Strategic Direction:** Women sharing equitably in social and economic benefits.

Focus Areas of the Strategic Direction	This Direction is/was				
	Being implemented by other agencies reporting to Government.	Addressed only in specific sub-areas (rationale included in the plan)	Addressed in the:		
			strategic plan	operational plan	branch/divisional work plans
Public policy;					
Leadership;					X
Gender-based analysis by government entities;					X
Quality of life of Aboriginal women; and		Return to school initiatives			X
Employment opportunities.					X

**Title:** Violence

**Strategic Direction:** Reduction of violence.

Focus Areas of the Strategic Direction	This Direction is/was				
	Being implemented by other agencies reporting to Government.	Addressed only in specific sub-areas (rationale included in the plan)	Addressed in the:		
			strategic plan	operational plan	branch/divisional work plans
Early prevention and education;				X	X
Aboriginal women and children;					X
Public awareness and attitudes; and					X
Legislation, policy and services.	Not applicable				

**Measure 1:** Engagement

**Indicators:**

- Number of professional development days in areas of need in English/Language Arts, Mathematics and Science
- Increase in number of focus groups
- Number of school growth and development plans in 2006 compared with the number in 2011
- Number of school council meetings and participation rates of parents on school councils in 2006 compared with 2011
- Number of schools with functioning school councils in 2006 compared with the number in 2011
- Communication plan implementation
- Number of workshops for parents from 2006 to 2011

**Measure 2:** Improvement in English/Language Arts

**Indicators:**

- Increase in number of students achieving at level 3 and above in the identified strands in the primary, elementary and intermediate English/Language Arts
- Improvement in student achievement on District Criterion Referenced Tests in Grades 4 and 7 from 2006 to 2011
- Raw scores on Grade 12 public exams in 2006 compared to 2011

**Measure 3: Improvement in Mathematics**

**Indicators:**

- Provincial CRTs primary, elementary, intermediate and high school
- District CRTs Grade 7, 8, District common exam Math 1204
- Provincial common exam in 3207
- Raw scores on grade 12 public examinations in 2006 as compared to 2011

**Measure 4: Improvement in Science**

**Indicators:**

- Grade 7 District Criterion Referenced Tests in 2006 compared to 2011
- Grade 8 District Criterion Referenced Tests in 2006 compared to 2011
- Grade 9 Provincial Criterion Referenced Tests in 2006 compared to 2011
- Public examination results in Biology, Chemistry, Physics, Environmental Science in 2006 compared to 2011
- Increase percentage of students in academic - Level 1 science
- Increase percentage of students graduating academic or general science courses

**Measure 5: Improvement in graduation rates**

**Indicators:**

- Increase in pure graduation rates gleaned from a comparison of number of students (by name) retained in Grade 12 to those who registered in Grade 8
- per cent of students with general status graduating in 2011 compared with the percentage in 2006
- per cent of students with academic status graduating in 2011 compared with the percentage in 2006
- per cent of students with honours status graduating in 2011 compared with the percentage in 2006

## Appendix B

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**

**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 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.



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