



Strategic Plan **2014-2017**



Student Success

**Safe and
Caring Schools**

**Organizational
Effectiveness**

nlesd.ca

STRATEGIC PLAN 2014-2017

MESSAGE FROM THE CHAIR

September 1, 2014

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

Dear Minister King:

On behalf of the Newfoundland and Labrador English School Board, I am pleased to submit our Strategic Plan for 2014-2017.

Our plan is based on the strategic directions of government and comprehensive consultation with our stakeholders, and keeps the focus on providing the best educational experience possible for our students. It addresses three priorities:

1. Student success
2. Safe and caring schools
3. Organizational effectiveness.

Our Board is committed to supporting all students to succeed academically and to providing safe, caring, healthy and socially just learning environments that are conducive to learning.

I want to thank all of our stakeholders who provided feedback for our consideration and our trustees and our staff from across the province for their dedication and efforts on behalf of our district. My signature below is indicative of the accountability of the Newfoundland and Labrador English School Board for the development of this plan and the achievement of the goals and objectives contained within.

Sincerely,



Milton Peach, 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 a safe and caring environment.

MISSION

By June 30, 2017, the Newfoundland and Labrador English School Board will have improved strategies and systems to support student success and safe and caring schools.

STRATEGIC ISSUES

1. Student Success

GOAL I:

By June 30, 2017, the Newfoundland and Labrador English School Board will have enhanced supports for student success in literacy and numeracy.

OBJECTIVE 1:

By June 30, 2015, the Newfoundland and Labrador English School Board will have begun implementation of strategies to enhance student success in literacy and numeracy.

OBJECTIVE 2:

By June 30, 2016, the Newfoundland and Labrador English School Board will have continued implementation of strategies to enhance student success in literacy and numeracy.

OBJECTIVE 3:

By June 30, 2017, the Newfoundland and Labrador English School Board will have further implemented strategies to enhance student success in literacy and numeracy.



2. Safe and Caring Schools

GOAL II:

By June 30, 2017, the Newfoundland and Labrador English School Board will have enhanced school environments to ensure students can learn in safe, caring and healthy settings.

OBJECTIVE 1:

By June 30, 2015, the Newfoundland and Labrador English School Board will have implemented initiatives to support safe, caring and healthy environments that are conducive to learning.

OBJECTIVE 2:

By June 30, 2016, the Newfoundland and Labrador English School Board will have continued to implement initiatives to support safe, caring and healthy environments that are conducive to learning.

OBJECTIVE 3:

By June 30, 2017, the Newfoundland and Labrador English School Board will have further implemented initiatives to support safe, caring and healthy environments that are conducive to learning.

3. Organizational Effectiveness

GOAL III:

By June 30, 2017, the Newfoundland and Labrador English School Board will have enhanced organizational effectiveness.

OBJECTIVE 1:

By June 30, 2015, the Newfoundland and Labrador English School Board will have enhanced select technological systems and select administrative practices to support teaching, learning and the operations of the district.

OBJECTIVE 2:

By June 30, 2016, the Newfoundland and Labrador English School Board will have further enhanced select technological systems and select administrative practices to support teaching, learning and the operations of the district.



OBJECTIVE 3:

By June 30, 2017, the Newfoundland and Labrador English School Board will have continued to enhance select technological systems and select administrative practices to support teaching, learning and the operations of the district.



OVERVIEW

The Newfoundland and Labrador English School District (NLESD) is a public body of the Government of Newfoundland and Labrador and was formed on September 1, 2013 when four former school boards in the province were consolidated into one provincial school board. The District provides Kindergarten to Level IV educational programs and services throughout the Province of Newfoundland and Labrador.

The District is overseen by a 15-member Board of Trustees (see Appendix 1)

The District is managed by the Director of Education and has four operational divisions:

1. Programs:

The Programs Division is managed by the Associate Director of Education (Programs). There are four Assistant Directors of Education who are assigned to the four regions. The Programs Division implements student programs, services and curriculum for the District's 263 schools and more than 67,000 students, including supports for students with exceptionalities.

2. Finance and Business Administration:

The Assistant Director of Education (Finance and Business Administration) manages the Finance and Business Administration Division. This Division has responsibility for financial resources and compliance with provincial and federal financial legislation and regulations; acquisition of materials, equipment and services; and, information technology.

3. Human Resources:

The Assistant Director of Education (Human Resources) manages the Human Resources Division. This Division has responsibility for the recruitment and hiring of all teaching and support staff; implementation of collective agreements and performance appraisal programs; and, the development and implementation of policies pertaining to personnel.

4. Operations

The Assistant Director of Education (Operations) manages the Operations Division. The Operations Division has responsibility for property management; facilities repairs and maintenance; and, capital priorities. The Division also has responsibility for student transportation, including contracted and board-owned bussing as well as alternate transportation.



MANDATE

The mandate for the Newfoundland and Labrador English School Board (NLESB) is established under the *Schools Act, 1997*. The Board has legislative authority to administer primary, elementary and secondary educational services across the province. This includes implementing curriculum and educational programs, human resources, finances and operations, facilities maintenance and student transportation. (See Appendix 2)

Students

In 2012-2013 there were 263 schools operated throughout the District. The NLESB has a varied school population, with school populations in 2012-2013 ranging from 1 student (Mud Lake School, Mud Lake) to 956 students (Holy Heart of Mary Regional High, St. John's). The NLESB now serves over 67,000 students across Newfoundland and Labrador.

Region	Number of Female Students 2012-2013	Number of Male Students 2012-2013	Total Number of Students 2012-2013
LABRADOR	1618	1730	3348
WESTERN	5554	5777	11331
CENTRAL	5779	6149	11928
EASTERN	19844	20805	40649
TOTAL	32795	34461	67256



Employees

The NLESD employs approximately 8100 full-time, part-time and casual teaching and support staff to deliver curriculum and programs and to support the business functions of the District. The breakdown for employees for the new district as of September 1, 2013 was as follows:

Employee Group	Labrador	Western	Central	Eastern	Total Number of Employees 2014
TEACHING STAFF	275	1001	1014	3027	5317
STUDENT ASSISTANTS	24	130	109	391	654
SUPPORT STAFF	156	353	500	408	1417
CASUAL EMPLOYEES	22	116	314	275	727
TOTAL NUMBER OF EMPLOYEES	477	1600	1937	4101	8115

LINES OF BUSINESS

The Board has the following key lines of business:

1. Services to Students

The NLESB has responsibility for curriculum implementation; student assessment and evaluation; student placement; and, teacher professional development. The NLESB 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 NLESB also has responsibility for transporting students to and from school, in compliance with federal and provincial legislation and Department of Education requirements.



2. Organizational Services

The NLESB 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 a learning environment that is welcoming, safe, caring and positive.

LEARNING

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

RESPECT

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

COLLABORATION

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

ACCOUNTABILITY

Each person is accountable for his or her actions and fulfills his or her role in an ethical and responsible manner.

INNOVATION

Each person explores and embraces new approaches to further enhance student success.



WHO WE SERVE

The primary group of people that we serve are the students in our schools.

VISION

The Newfoundland and Labrador English School Board provides quality learning experiences, sets high expectations and focuses on continuous improvement to ensure success for each and every student.

Our vision:

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

MISSION

The Newfoundland and Labrador English School Board is committed to providing opportunities for every student to succeed in school. This commitment has been expressed through our mission statement and the long-term priorities to be addressed by the Board in its Strategic Plan. Through the achievement of our mission we will have enhanced literacy and numeracy strategies, supported safe school initiatives and enhanced organizational systems and processes. Our mission supports the provincial government's strategic directions of:

“Educational foundations are enhanced for each student throughout the primary, elementary and secondary system.” (Focus areas: Academic Achievement and Safe and Caring Schools)

And

“Improved Infrastructure is in place for students throughout the provincial education system.” (Focus areas: Air quality, fire and life safety issues and program enhancements)

Our mission:

By June 30, 2017, the Newfoundland and Labrador English School Board will have improved strategies and systems to support student success and safe and caring schools.



MEASURE: IMPROVED STRATEGIES AND SYSTEMS

INDICATORS:

- Improved literacy and numeracy teaching and learning strategies
- Supported safe school initiatives
- Enhanced organizational systems and processes



OUR THREE PRIORITIES



These three strategic priorities will be the focus of the Newfoundland and Labrador English School Board for the next three years. They were identified through a comprehensive planning process carried out between January and June of 2014, which included a review of the provincial government's strategic directions (See Appendix 3) and planning sessions, consultations or focus groups with both internal and external stakeholders.

The strategic goals build on work undertaken by the former school districts and support our mission. The measures and indicators provided for each goal reflect our expected results by June 30, 2017.





STRATEGIC ISSUE: STUDENT SUCCESS

Rationale

The Newfoundland and Labrador English School Board maintains as its priority student academic achievement and works to ensure that students have the opportunity to succeed at all educational levels of the K-12 system.

During consultations for its 2014-2017 Strategic Plan, the Board heard from many stakeholders that it is important to focus on core skills. Such a focus will also align the work of the NLESB with provincial directions. Successful early learning outcomes will better ensure that students have a solid foundation for high school completion and beyond.

Over the next three years, the Board will implement strategies to improve literacy and numeracy skills for students. The Board expects all schools to maintain a focus on core numeracy and literacy and to incorporate this focus into school growth and development plans.

We will develop and implement a K-6 Literacy Plan and Assessment Framework and identify and address priority numeracy challenges in grades 7-12. The K-6 Literacy Plan and Assessment Framework will confirm a definition, provide guiding principles and outline possible practices for improving core literacy and will include:

- An assessment framework, benchmarks and measures for assessing progress;
- Interventions for students who are experiencing difficulty with their literacy development;
- Implementation of new resources;
- Integration of 21st Century tools and competencies for learning and instruction; and,
- Professional development to support literacy instruction within professional learning communities (PLCs).

The Board will also complete a review to identify priority numeracy challenges for grades 7-12 students. Over 2014-2017, strategies will be developed and implemented to target priority areas and to explore possible resources and practices to support students experiencing difficulty. Such strategies may include curriculum specific, school-based instructional interventions; online supports through both district and Centre for Distance Learning and Innovation (CDLI) initiatives; and, enhanced after-school tutoring supports.

This priority focus on academic achievement and literacy and numeracy is in line with the provincial government's strategic direction:

“Primary, Elementary and Secondary Education: Educational foundations are enhanced for each student throughout the primary, elementary and secondary system.”



GOAL I:

By June 30, 2017, the Newfoundland and Labrador English School Board will have enhanced supports for student success in literacy and numeracy.

MEASURE: Enhanced supports

INDICATORS

- Developed and implemented K-6 Literacy Plan and Assessment Framework
- Developed and implemented strategies to address priority numeracy challenges for grades 7-12
- Supported school-based literacy and numeracy initiatives.

OBJECTIVE 1:

By June 30, 2015, the Newfoundland and Labrador English School Board will have begun implementation of strategies to enhance student success in literacy and numeracy

MEASURE: Begun implementation

INDICATORS:

- Developed K-6 Literacy Plan and Assessment Framework
- Communicated Literacy Plan and Assessment Framework to school community members
- Begun to implement an assessment framework for grades K-6
- Begun to implement Benchmark Assessment Systems (BAS) 1 and 2 in grades K-6
- Facilitated professional development to support literacy instruction
- Identified priority areas for addressing numeracy learning challenges in grades 7-12
- Supported the use of the 21st Century Model of Learning and digital technologies for literacy and numeracy instruction

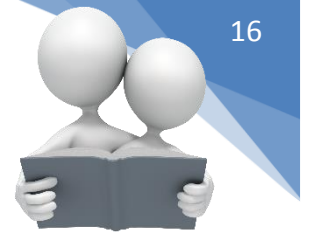
OBJECTIVE 2:

By June 30, 2016, the Newfoundland and Labrador English School Board will have continued implementation of strategies to enhance student success in literacy and numeracy.

OBJECTIVE 3:

By June 30, 2017, the Newfoundland and Labrador English School Board will have further implemented strategies to enhance student success in literacy and numeracy.





STRATEGIC ISSUE: SAFE AND CARING SCHOOLS

Rationale

The Newfoundland and Labrador English School Board is committed to providing safe, caring, healthy and socially just learning environments that are conducive to learning. Through our Strategic Plan for 2014-2017 we will focus on the implementation of a number of initiatives derived from the Department of Education's new Safe and Caring Schools Policy. This priority was identified based on the feedback from stakeholders during our strategic planning process as well as consideration of the Department's policy. The NLESB will promote school-wide Positive Behavior Supports (PBS), which can contribute to positive school environments and lead to a reduction in student behaviours that result in disciplinary measures, including bullying behaviours.

Over the next three years, the NLESB will support the following implementation:

- School-wide Positive Behaviour Supports (PBS) and bullying intervention protocol in all schools;
- Resources to promote digital citizenship and online safety; and,
- Professional development for staff to support safe and caring schools.

To help ensure student safety, the Board will also review all school facilities from a security perspective and enhance school building access controls such as entrance systems.

Through a "Comprehensive School Health Approach" as outlined by the Pan Canadian Joint Consortium for School Health, the Board supports student health and wellness and promotes active and healthy living. The Board also supports accessible and equitable educational programs and services, taking into account vulnerable student populations. The NLESB plans to continue support for existing initiatives that relate to student health and wellness and social justice. However, through consultations the Board heard that positive mental health is essential to student success. The NLESB will promote positive mental health with students and identify ways to intervene early to prevent mental health issues. We will explore best practices and resources to promote positive mental health. We will identify existing school initiatives and resources and provide professional development and training for select staff relevant to this topic. We will also explore partnerships with other agencies, such as the Department of Health and Community Services and the regional health authorities, to assist with the promotion of positive mental health, and to address identified mental health issues.



This priority is in line with the *Safe and Caring Schools focus area* of the provincial government's strategic direction:

“Primary, elementary and secondary education: Educational foundations are enhanced for each student throughout the primary, elementary and secondary system,”

as well as the *air quality, fire and life safety focus area* of the strategic direction:

“Improved infrastructure is in place for students throughout the provincial education system.”

GOAL II:

By June 30, 2017, the Newfoundland and Labrador English School Board will have enhanced school environments to ensure students can learn in safe, caring and healthy settings.

MEASURE: Enhanced school environments

INDICATORS

- Implemented safe and caring schools initiatives
- Enhanced school facilities
- Supported positive mental health



OBJECTIVE 1:

By June 30, 2015, the Newfoundland and Labrador English School Board will have implemented initiatives to support safe, caring and healthy environments that are conducive to learning.

MEASURE: Implemented initiatives

INDICATORS

- Implemented resources to support digital citizenship and online safety
- Begun to implement school-wide Positive Behaviour Supports (PBS) and bullying intervention protocol
- Enhanced professional development regarding PBS and bullying protocol
- Assessed school facilities
- Reviewed resources and best practices to support positive mental health



OBJECTIVE 2:

By June 30, 2016, the Newfoundland and Labrador English School Board will have continued to implement initiatives to support safe, caring and healthy environments that are conducive to learning.

OBJECTIVE 3:

By June 30, 2017, the Newfoundland and Labrador English School Board will have further implemented initiatives to support safe, caring and healthy environments that are conducive to learning.





STRATEGIC ISSUE: ORGANIZATIONAL EFFECTIVENESS

RATIONALE

The Newfoundland and Labrador English School Board strives to use its public resources wisely and will carry out work over the next three years to improve organizational effectiveness. The Board will improve its technological systems and administrative practices to ensure that resources are deployed equitably and the Board is able to deliver high quality educational programs for our students.

The NLESB was formed in September 2013, bringing together four regional school boards into a provincial school board. While there were many similarities, each of the school boards had its own distinct systems, policies and practices. Feedback during the consultation process emphasized the importance of good technological resources and support, and consistent administrative practices such as policies and communications. The initiatives to be carried out as part of the Strategic Plan 2014-2017 builds on work completed in the transition year for the Board.

Over the next three years the NLESB will implement a variety of technological improvements including:

- Acquiring software and improving long-term planning for school systems;
- Acquiring software and improving long-term planning for bussing;
- Establishing a district-wide area network and common email system;
- Expanding the Student Electronic Information System (PowerSchool), to all schools; and,
- Implementing an electronic personnel package.

The Board will also enhance the process for assessing our school facilities; continue to develop, review and revise district policies; develop and begin to implement an information management plan; and, enhance province-wide communications to stakeholders.

This goal is in line with the focus area of *air quality, fire and life safety* and *program enhancements* of the provincial government's strategic direction:

"Improved infrastructure is in place for students throughout the provincial education system."



GOAL III:

By June 30, 2017, the Newfoundland and Labrador English School Board will have enhanced organizational effectiveness.

MEASURE: Enhanced organizational effectiveness

INDICATORS:

- Enhanced select technological systems
- Enhanced select administrative practices
- Enhanced facilities assessments

OBJECTIVE 1:

By June 30, 2015, the Newfoundland and Labrador English School Board will have enhanced select technological systems and select administrative practices to support teaching, learning and the operations of the district.

MEASURE: Enhanced select technological systems and administrative practices

INDICATORS

- Acquired planning software and began implementation for school systems
- Acquired planning software and began implementation for bussing
- Enhanced electronic personnel systems
- Enhanced electronic student information system
- Enhanced district policies
- Reviewed information management practices
- Enhanced communications to stakeholders.

OBJECTIVE 2:

By June 30, 2016, the Newfoundland and Labrador English School Board will have further enhanced select technological systems and select administrative practices to support teaching, learning and the operations of the district.



OBJECTIVE 3:

By June 30, 2017, the Newfoundland and Labrador English School Board will have continued to enhance select technological systems and select administrative practices to support teaching, learning and the operations of the district.



SUMMARY

Through this Strategic Plan for 2014-2017, the Newfoundland and Labrador English School Board of Trustees has identified priorities that will support student academic achievement and success in school, safe and caring schools and organizational effectiveness.

We believe that the goals and objectives we have identified in this plan require significant commitment and effort, but are achievable. By focusing on these three issues, the Board is making progress towards achieving its mission and supporting the strategic directions of government.

The outcomes associated with the annual objectives will be reported in the Board's Annual Report published each winter.

While these are the strategic priorities outlined for the next three years, the district continues to address many other priorities through its divisional work plans and through partnerships with the Department of Education and other agencies.



APPENDIX 1: Newfoundland and Labrador English School Board of Trustees

REGION	TRUSTEE
Eastern	Mr. Milton Peach (Chair) Mr. George Sheppard Mr. John McCarthy Mr. Eric Snow Mr. Fred Douglas Mr. Rick Martin
Central	Mr. John George Ms. Kim Cheeks Mr. Newman Harris
Western	Ms. Nada Bordon Mr. Don Brown Mr. Wayne Lee
Labrador	Mr. Goronwy Price (Vice-Chair) Mr. Guy Elliott Mr. Gary Baikie



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 2014-2017 to align with the strategic directions established by Government. The strategic directions applicable to the Board are listed below. Some specific components may be addressed in the other plans as responsive needs are horizontal in nature involving a multitude of Government agencies.

Title: Primary, Elementary and Secondary Education

Strategic Direction: Educational foundations are enhanced for each student throughout the primary, elementary and secondary system.

COMPONENTS OF STRATEGIC DIRECTION	THIS DIRECTION IS ADDRESSED:		
	IN THE BOARD'S STRATEGIC PLAN	IN THE BOARD'S OPERATIONAL PLAN	IN THE BRANCH/DIVISION AL WORK PLANS OF THE BOARD
1. Curriculum			
2. Academic Achievement	✓		
3. Inclusive Education			✓
4. Safe and Caring Schools	✓		
5. Library Services (including infrastructure)			



Title: K-12 School Infrastructure

Strategic Direction: Improved infrastructure is in place for students throughout the provincial education system.

COMPONENTS OF STRATEGIC DIRECTION	THIS DIRECTION IS ADDRESSED:		
	IN THE BOARD'S STRATEGIC PLAN	IN THE BOARD'S OPERATIONAL PLAN	IN THE BRANCH/ DIVISIONAL WORK PLANS OF THE BOARD
1. Capital Infrastructure			
2. Repairs and maintenance			✓
3. Air quality, fire and life safety issues	✓		
4. Program Enhancements	✓		





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