

Western School Board



Strategic Plan

2008-2011

Message from the Chair

June 30, 2008

Honourable Joan Burke, M.H.A
Minister of Education
Department of Education
Third Floor, West Block
Confederation Building
St. John's, NL A1B 4J6

Dear Minister Burke:

Pursuant to Section 5 of the *Transparency and Accountability Act*, I am pleased to present a Strategic Plan for the Western School Board covering the three-year period from July 1, 2008 to June 30, 2011.

The Western School Board is committed to excellence in the organization and administration of primary, elementary and secondary educational services within the district. The Board is committed to student learning, organizational learning, and the acquisition and wise use of resources to support learning. The Board also looks forward to working cooperatively with its stakeholders and partners to achieve the goals and objectives outlined in this document.

As a Category One entity, the Western School Board has prepared this Strategic Plan in accordance with the strategic directions of the Minister of Education found in *Appendix A*. The Board looks forward to working with Government in the co-development of educational goals to achieve our common vision for education.

The Western School Board will report on the outcomes of the identified goals and objectives through its annual report that will be submitted to the Minister of Education in November of each of the next three years.

My signature below is on behalf of the Western School Board and is indicative of our accountability for the preparation of this plan and the achievement of the specific goals and objectives in the strategic issues section.



Nada Borden, Chair

Table of Contents

Message from the Chair	i
Plan at a Glance	1
Overview of the Western School District	3
Mandate	6
Lines of Business	7
Values	8
Primary Clients	8
Vision	9
Mission	9
Strategic Issues	10
Conclusion	16
Appendix A: Strategic Directions	17
Appendix B: Budget	18
Appendix C: Legislation	19

Plan at a Glance

Vision

The vision of the Western School Board is of a learning organization in which all students achieve their maximum potential.

Mission

By 2011, the Western School Board will have improved student learning, enhanced organizational effectiveness, and enriched the learning environment.

Goals

Issue One: Student Learning

Goal One: By June 30 2011, the Western School Board will have addressed priority needs in the area of student learning.

Objectives:

- 1.1 By June 30, 2009, the Western School Board will have increased the implementation of select programs and services to address priority needs in relation to student learning.**
- 1.2 By June 30, 2010, the Western School Board will have further increased the implementation of select programs and services to address priority needs in relation to student learning.**
- 1.2 By June 30, 2011, the Western School Board will have further increased the implementation of additional select programs and services to address priority needs in relation to student learning.**

Issue Two: Organizational Effectiveness

Goal Two: By June 30, 2011, the Western School Board will have improved organizational effectiveness in support of student learning.

Objectives:

- 2.1 By June 30, 2009, the Western School Board will have enhanced organizational effectiveness in support of student learning.
- 2.2 By June 30, 2010, the Western School Board will have further enhanced organizational effectiveness in support of student learning.
- 2.3 By June 30, 2011, the Western School Board will have further improved organizational effectiveness in support of student learning.

Issue Three: School Organization and Infrastructure

Goal Three: By June 30, 2011, the Western School Board will have continued to improve school and district organization and school infrastructure.

Objectives:

- 3.1 By June 30, 2009, the Western School Board will have designed actions to improve school and district organization and school infrastructure.
- 3.2 By June 30, 2010, the Western School Board will have continued to take further action designed to improve school and district organization and school infrastructure.
- 3.3 By June 30, 2011, the Western School Board will have taken further action designed to improve school and district organization and school infrastructure.

Overview of the Western School Board

General

The Western School Board was officially established on September 1, 2004. It is composed of three former boards: the Northern Peninsula/Southern Labrador School Board (District 2), the Deer Lake/Corner Brook/St. Barbe School Board (District 3), and the Cormack Trail School Board (District 4).

The Western School District includes the western portion of Newfoundland and the southeastern portion of Labrador. The district includes southeastern Labrador, all of the Northern Peninsula, Deer Lake, Corner Brook, and Stephenville, south to Port aux Basques, and Francois on the south coast.

The boundaries of the Western School District were set by order of the Lieutenant Governor in Council in 2004 and are described as follows:

The Western Newfoundland District shall include the area bounded by a line commencing at Norman Bay, inclusive, and extending in a southerly direction around the coast to Chateau Bay, and then across the Strait of Belle Isle to Big Brook, and then in an easterly direction around the coast of the Northern Peninsula to Harbour Deep, and then in a southerly direction to the southwest tip of Red Indian Lake, and then in a southerly direction to Francois, inclusive, and then in a westerly and northerly direction around the coast to Pond Cove, and then across the Strait of Belle Isle to L'Anse au Clair, inclusive, and then in a northeasterly direction along the boundary of the Labrador School District to the point of commencement.

Governance

The Western School Board is governed by a fifteen member board, of which currently three members are female and twelve are male. Board members are elected from seven zones as described below.

Zone	Board Members
Zone 1 - Labrador South	1 Member
Zone 2 - Vinland/White Bay Central	1 Member
Zone 3 - Straits/St. Barbe	1 Member
Zone 4 - Gros Morne/Deer Lake/White Bay South	2 Members
Zone 5 - Bay of Islands/Humber	5 members
Zone 6 - Appalachia	3 members
Zone 7 - Southwest Coast	2 Members

Administration

The district administrative team is led by the Director of Education and three Assistant Directors of Education in areas of Programs, Personnel, and Finance/Administration. There are seven Education Officers with administrative responsibilities and functions within the entire district. Two of the seven education officers have specific regional responsibilities and are based in the district's two regional offices at Lower Cove in the northern zone of the district and at Stephenville in the southern zone of the district.

There are three divisions within the organizational structure of the district: programs, personnel, and finance/administration. The major areas of responsibilities of each division are:

Programs Division:

- Provincial curriculum & initiatives
- District programs & initiatives
- Professional development support
- Assessment initiatives
- Student and parent affairs
- Programs budget
- Policy development and implementation
- Training programs for teachers
- Compliance with Acts
- Reporting
- School Construction

Human Resources Division:

- Leadership development
- Teacher allocations
- Employee recruitment
- Employee evaluation
- Professional development support
- Policy development and implementation
- Labour Relations
- Liaison
- Compliance with Acts
- Reporting

Finance and Administration Division:

- Financial management
- Budget development
- Office management
- School support staff
- Support to schools
- School Board Elections
- Capital construction
- Policy development and implementation
- Maintenance and operations
- Student transportation
- Operational efficiencies
- Compliance with Acts
- Reporting

Student Population

This plan commences on July 1, 2008. Because student populations are officially recorded on the Annual General Return that is based upon student enrolment as of September of each year, student populations identified in the following table are for September, 2007.

Year	Female	Male	Total
2007-08	6450	6835	13,285

As of July 1, 2008, there are 72 schools in the Western School District ranging in enrolment from six students (William's Harbour School) to 989 students (Corner Brook Regional High). The average school size is 185 students.

Student Population	Number of Schools	%
<50 students	15	20.8
50-88 students	11	15.3
100-199 students	19	26.4
200-299 students	12	16.7
300-399 students	11	15.3
400 or more students	4	5.5
Total	72	100

Employees

As of July 1, 2008, the Western School District has 2174 employees. Of these, approximately 1625 are permanent employees, and the remaining work in a substitute or call-in capacity.

	Female	Male	Total
Professional Staff – permanent	794	406	1200
Professional Staff – substitute	256	123	379
Student Assistants – permanent	146	5	151
Student Assistants – substitute	66	3	69
Support Staff – permanent	147	127	274
Support Staff – substitute	54	47	101
Total	1463	711	2174

Long -Term Planning

The Board has engaged in many informal processes prior to the development of this plan. These processes have identified through discussion and consensus building the goals of student learning, organizational learning, and the acquisition and wise use of resources. Schools have been engaged in similar processes at their individual school levels and have identified school

based goals which complement the goals of the Board.

One important aspect of the long-term planning process was the development and public presentation of the Board's *Long Term Educational Proposal (Capital and Organizational)*. This plan was developed after requests by government for a long-term plan for facility upgrades, facility redevelopment, new construction, and school consolidations. As part of the planning process, schools were grouped in thirty-four geographic areas and each area was reviewed and recommendations were made. The implementation of this plan has already led to school reorganization, requests to Government for capital funding, significant renovations in schools, and the announcement of two new schools. The Long-Term Educational Plan also outlines time-frames for further consultation and identifies other areas of educational and capital need.

Budget

The approved budget for the Western School District for the 2008-09 school year (commencing July 1, 2008) has expenditures totaling \$134,889,376.00 in the following areas:

Administration	4,014,200.00
Instructional	107,286,526.00
Operation and Maintenance	14,421,580.00
Pupil Transportation – Board Owned System	3,974,570.00
Pupil Transportation – Contracted Services	5,110,000.00
Ancillary Services	25,000.00
Interest Expense	7,500.00
Human Resources Expenditures	50,000.00

Details of the budget are found in *Appendix B*.

Mandate

The mandate of the Western School Board is established under Sections 75 and 76 of the *Schools Act, 1997*. It can best be summarized that the Board has responsibility for the organization and administration of primary, elementary and secondary education within the district. Please see Appendix C for a complete list of Duties and responsibilities listed under legislation.

Lines of Business

The Board's lines of business relate to the provision of maximum learning opportunities for all students. This mandate includes the delivery of the K-12 provincial programs, other programs supported by the Board, and broad services and programs to support a safe and caring environment for students.

The pursuit of the Board's lines of business related to student learning requires organizational effectiveness, the ongoing learning of all employees, and the acquisition, distribution, and wise use of appropriate resources.

The Board's lines of business fall into two major categories:

1. Services to Students

Responsibility in this area is the provision of quality teaching and learning experiences for students. This includes responsibilities for provision of curriculum materials, recruitment and retention of qualified staff, provision of curriculum support, professional development for staff, support for students with special needs, and provision of high quality and safe environments for students and staff. The Board also undertakes a wide range of extra-curricular activities for students.

2. Organizational Support Services

The Board has responsibility to provide safe transportation to and from school to students who qualify for transportation. This responsibility is achieved through a Board owned transportation system as well as contracted services.

The Board is responsible for the provision of janitorial services in all of its facilities. This responsibility is achieved through a Board operated janitorial system.

The Board is responsible for the provision of maintenance services for all its facilities. This responsibility is achieved through a Board operated maintenance system as well as selected contracted services.

The Board is responsible for the acquisition and wise use of resources. This responsibility is achieved through a Board operated financial and operations system, capital planning processes, and partnerships with the Department of Education and other funding agencies.

Values

The Western School Board has identified six key values that guided its strategic planning during the 2006-08 planning period. These remain as important values and are retained in the 2008-11 strategic plan.

Accountability Each person fulfils the roles and responsibilities of his/her assigned position in accordance with established Board policies and through the wise use of resources.

Collaboration Each person works with other staff, partners and stakeholders to achieve the Board's vision.

Commitment Each person performs his/her function in accordance with district policies to the best of his/her ability.

Integrity Each person upholds the values of the Board and strives to achieve its goals in a consistent manner.

Respect Each person values the input of students, staff, families, and the community and responds to their needs in a caring, thoughtful and considerate manner.

Innovation Each person will contribute to the improvement of organizational effectiveness through continuous learning, creativity, and the implementation of best practices.

Primary Clients

The primary clients of the Western School Board are children between the ages of 4 and 21 who are enrolled as students in the K-12 school system. This includes the general student body as well as others with special characteristics and needs which include, but are not limited to, students with special learning or behavioral needs, French Immersion students, Level 4 students, home-schooled students, and international students.

The Board also works with a number of stakeholders and partners. These include parents, Department of Education, other government agencies, other educational agencies, various community groups, companies, and contractors.

Vision

The vision of the Western School Board is of a learning organization in which all students achieve their maximum potential.

Mission

The Western School Board, in partnership with its various stakeholders, is committed to providing student learning opportunities in safe, nurturing environments. Its commitment is to enable its students to achieve their full potential and to enable them to become lifelong learners. These commitments have been expressed within the broad goals of student learning, organizational learning and the acquisition and wise use of resources. To enable these commitments to be realized, the Board has identified three main strategic issues: student learning, organizational learning and school infrastructure. The Board's Mission is derived from these three strategic issues.

By 2011, the Western School Board will have improved student learning, enhanced organizational effectiveness, and enriched the learning environment.

Measure 1: Improved student learning

Indicators:

- Increased the number of students performing at or above level three in criterion-referenced testing in areas of under-achievement in Mathematics and Language Arts.
- Implemented an extensive School Development Process aimed at maintaining areas of achievement that are at or above level three in criterion-referenced testing and increasing student achievement in areas below level three in criterion-referenced testing.
- Implemented an extensive School Development Process aimed at increasing the level of student satisfaction as indicated in the School Climate and Culture Data of the School Development Process.
- Increased the percentage of students graduating at academic and

advanced levels.

- Increased access to and enrolment in programs in the Arts, Skilled Trades, Citizenship and other areas of interest to students throughout the district.

Measure 2: Enhanced organizational effectiveness

Indicators:

- Implemented policies that are up-to-date and reflective of the needs of the District.
- Implemented technological solutions in order to achieve better communication, professional development, and organizational effectiveness.
- Completed capital projects within the time-frames established by the Board and Government.
- Included in decision-making processes, relating to school consolidation and other areas identified by the Board, consideration of stakeholder input.

Measure 3: Enriched learning environment

Indicators:

- Enhanced programming and services to support the relevant needs of the regions within the District.
- Ensured professional development opportunities to meet the needs of all employees and of the organization.

Strategic Issues

Issue One: Student Learning

During the 2008-11 strategic planning process the Western School Board took into consideration the strategic directions of government as communicated by the Minister of Education. The Western School Board has had considerable success in improving student achievement during the implementation of the 2006-08 Strategic Plan.

The Board's large geography, combined with a diverse student population in a wide array of school configurations and sizes, requires that the district continue to gather accurate information that allows it to align programs and services to meet the learning needs of all students. It is also important that

the District develop objectives and strategies aligned with environmental needs and Government initiatives, such as the need for a skilled workforce, and Government's initiatives in intermediate education.

Goal One: *By June 30 2011, the Western School Board will have addressed priority needs in the area of student learning.*

Measure: Implemented policies, plans, and services

Indicators:

- Continued to refine and implement a comprehensive data management system designed to efficiently monitor student achievement at the district and school levels. This system will assist with the monitoring of external, internal, and gender specific data.
- Ensured that most schools have developed and begun implementation of a School Development Plan focusing on increasing student achievement.
- Continued to assess and monitored the implementation of key policies designed to support student learning including, but not exclusive to, a comprehensive student evaluation policy.
- Further implemented and refined a process to support areas of high student need (e.g., specific subject areas, individual school development plans, students with learning and behavioral challenges, etc.) as determined by data management and other monitoring systems
- Implemented practices, in all schools, that support the holistic growth of the student (e.g., safe and caring schools, nutrition, active living, and inclusion).
- Ensured appropriate literacy and numeracy supports for students and schools in the District.
- Implemented improvements in intermediate education consistent with Department of Education initiatives.
- Developed and implemented consistent delivery practices for student support services in the District.
- Provided school programs (e.g., skilled trades and technology) which enhance the development of a skilled and qualified workforce.
- Improved career development processes for students through guidance, career counseling and course offerings.
- Provided professional development relating to the assessment of student achievement, both internal and external.

Objectives:

1.1 By June 30, 2009, the Western School Board will have

increased the implementation of select programs and services to address priority needs in relation to student learning.

Indicators:

- Ensured comprehensive data use in all schools in the Western School District.
- Ensured select schools in the Western School District have developed a school development plan using the new school development model.
- Monitored and ensured continued implementation of existing school development plans.
- Begun the process to examine reporting at the intermediate level.
- Provided and defined roles of Literacy and Numeracy supports in selected schools.
- Studied and begun implementation of Government's initiatives following from the Intermediate Report.
- Developed preliminary procedures for student support services delivery based on currently modern practices and best practices of previous districts.
- Begun implementation of skilled trades and technology programs in selected schools in the district.
- Begun implementation of guidance plan for each school.

1.2 By June 30, 2010, the Western School Board will have further increased the implementation of select programs and services to address priority needs in relation to student learning.

1.3 By June 30, 2011, the Western School Board will have further increased the implementation of additional select programs and services to address priority needs in relation to student learning.

Issue Two: Organizational Effectiveness

Two of the focus areas in the strategic directions from government applicable to the Western School Board concerned technology and learning supports. Therefore, the Western School Board, in the development of its second goal, focused on having an organization that is continually learning and that is responsive to the changing needs of the student.

It is important to have growth and development plans for all individuals in the organization, with these plans focused on identified needs. Good professional development plans support school and district development practices. A second area for improving organizational effectiveness is better communication and professional development through the enhanced use of

technology. The Board is committed to improving its technology functions.

Thirdly, the organization and scheduling of schools to ensure maximum learning is an important aspect of organization effectiveness. Consistent with the Department of Education's focus in intermediate education, the District will examine the structure and organization of intermediate schools, and of program delivery for intermediate students.

Policy development, review, and implementation remain an important priority of the Western School Board.

Processes and policies to protect confidential information is also a necessary aspect of organizational effectiveness.

Goal Two: By June 30, 2011, the Western School Board will have improved organizational effectiveness in support of student learning.

Measure: Enhanced organizational effectiveness

Indicators:

- Provided professional development for priority learning areas, as indicated by achievement and School Climate and Culture Data and program needs.
- Ensured that individual learning plans are in place for all professional groups, and are adapted to address continuous learning needs.
- Identified and developed new policy as required.
- Reviewed policies on a regular basis to ensure that they are responsive to the changing needs of the system and responsive to human rights issues such as gender, race, religion, sexual orientation, etc.
- Further implemented technological solutions for communication, professional development, and delivery of curriculum outcomes.
- Continued to adjust staffing levels and define staffing roles at the district office to meet strategic organizational needs.
- Revised and refined the Professional Development Model to address individual and organizational needs using on-line technology.
- Promoted at the intermediate level scheduling strategies to provide a more student centered learning experience for students. (e.g., advisories/common planning time/teaming etc.)
- Improved protection of confidential information.

Objectives:

- 2.1 By June 30, 2009, the Western School Board will have enhanced organizational effectiveness in support of student learning.**

Indicators:

- Provided professional development for new programs and priority needs.
- Monitored and provided supports for professional learning plans in all schools.
- Defined roles of Education Officers in relation to student learning support in selected schools.
- Provided information and other professional development to schools relating to intermediate schooling and organization.
- Improved IT infrastructure and service delivery in selected schools.
- Begun to develop and communicate security policies relating to IT usage.
- Continued policy development, review, and implementation.

2.2 By June 30, 2010, the Western School Board will have further enhanced organizational effectiveness in support of student learning.

2.3 By June 30, 2011, the Western School Board will have further improved organizational effectiveness in support of student learning.

Issue Three: School Organization and Infrastructure

The Board's Long-Term Educational Proposal has established a vision and process for school organization in the District. It outlines a plan for possible reorganization and the necessary infrastructure improvements required for specific areas of the District. The proposal will evolve through a number of phases and will be guided by the priorities and timelines established by the Board, in consideration of available fiscal resources. Significant capital funding has already been provided by the Department of Education and will be necessary in the future, to complete the capital work evolving from the school organization process. The Board is committed to working with the Department of Education toward successful completion of capital projects, as infrastructure is also one of the focus areas of the strategic directions communicated by the Minister of Education.

Other types of organizational initiatives and infrastructure improvements will also be required to support the goals of the Board. These improvements would include initiatives in areas such as life safety, improvement in program facilities, and ensuring appropriate property disposal.

Goal Three: By June 30, 2011, the Western School Board will have continued to improve school and district organization

and school infrastructure.

Measure: Initiated actions in organization and infrastructure

Indicators:

- Completed planning related to approved capital projects.
- Completed public consultations according to timelines identified by the Board.
- Completed construction/renovations for program improvements in schools.
- Completed life safety improvements in facilities.
- Completed property disposals according to time-lines established by the Board and as approved by the Minister.
- Continued to provide Government with information respecting capital projects prioritized by the Board.

Objectives:

- 3.1 By June 30, 2009, the Western School Board will have designed actions to improve school and district organization and school infrastructure.**

Measure: Initiated actions in organization and infrastructure

Indicators:

- Completed public consultations in selected areas.
 - Completed planning related to selected approved capital projects.
 - Completed construction of Skilled Trades and Technology suites in selected schools.
 - Initiated a process for assessment of priority needs in relation to fire and life safety in district schools/properties.
- 3.4 By June 30, 2010, the Western School Board will have continued to take further action designed to improve school and district organization and school infrastructure.**
- 3.5 By June 30, 2011, the Western School Board will have taken further action designed to improve school and district organization and school infrastructure.**

Conclusion

The Western School Board is committed to the continued improvement of educational opportunities for the students under its care. During the three year period covered by this Strategic Plan, it is intended that the educational system in the Western School District will significantly benefit from these strategic initiatives.

The Board is pleased with the success of its 2006-08 strategic plan and looks forward to further successes as it embarks on its 2008-11 strategic plan.

This Strategic Plan has identified the strategic issues of Student Learning, Organizational Effectiveness, and School Organization and Infrastructure. By focusing on these three issues, the Board is confident that its Vision and Mission will be accomplished.

The Board cannot achieve this without the continued positive working relationships with its partners and stakeholders. The Board is committed to fostering these positive relationships.

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

Appendix A: Strategic Directions

Strategic Directions of government are the articulation of desired physical, social or economic outcomes and normally require action by more than one Government entity. These directions are usually communicated by Government through platform documents, Throne and Budget speeches, policy documents and other communications. The *Transparency and Accountability Act* requires departments and public bodies to take into account these strategic directions in the preparation of their performance based plans. This action will facilitate the integration of planning practices across Government and will ensure that all entities are moving forward on key commitments.

The strategic direction applicable to the Western School Board is listed below. The table below indicates whether the directions have been addressed in this Strategic Plan or in other plans. In preparing this Strategic Plan, components of each direction have been addressed and marked accordingly in the tables below. For a complete list of all strategic direction 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 branch/divisional work plans of the Board
1. Safety and tolerance				✓
2. Curriculum		✓		
3. Technology		✓		
4. Learning supports		✓		
5. Infrastructure		✓		
6. Achievement		✓		
7. Library resources				✓

Appendix B: Budget

REVENUE	BUDGET (2007-08) (APPROVED)	BUDGET (2008-09) (APPROVED)
Provincial Government Grants - Operating	120,304,709	123,875,900
Provincial Government Grants - Special	1,324,043	885,200
Pupil Transportation - Board Owned System	4,677,500	3,929,570
Pupil Transportation - Contracted Services	2,988,400	5,050,000
Ancillary Revenue	122,500	102,500
Miscellaneous Revenue	112,500	156,500
IGA Projects	38,200	93,900
HRDC Provincial And Federal Projects	385,575	413,747
Other District Projects	459,240	382,059
Transfer from Capital/Board Equity	0	0
	130,412,667	134,889,376
EXPENDITURES		
Administration	2,983,772	4,014,200
Instructional	105,845,072	107,286,526
Operation And Maintenance	13,731,410	14,421,580
Pupil Transportation - Board Owned System	3,038,400	3,974,570
Pupil Transportation - Contracted Services	4,710,000	5,110,000
Ancillary Services	35,000	25,000
Interest Expense	7,500	7,500
Human Resources Expenditures	50,000	50,000
Miscellaneous Expenditures	11,513	0
	130,412,667	134,889,376
SURPLUS/(DEFICIT) FOR PERIOD	0	0

Appendix C: Legislation

Schools Act

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.