

Western School Board



Strategic Plan

2006-2008

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EDU-1
W4S7
2006-08
c.2

Message from the Chair

November 24, 2006

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 two-year period from July 1, 2006 to June 30, 2008.

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 agency, 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 and of strategic planning processes 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 two 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.


Donald I. Brown, Chair

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2006-08
C.2

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	11
Conclusion	15
Appendix A: Strategic Directions	16
Appendix B: Budget	22
Appendix C: Legislation	23

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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, 2008, the Western School Board will have initiated implementation of programs and services that address priority needs in the area of student learning.

Objectives:

- 1.1 By June 30, 2007, the Western School Board will have assessed priority needs in relation to student learning.**
- 1.2 By June 30, 2008, the Western School Board will have furthered the implementation of programs and services that address priority needs in student learning.**

Issue Two: Organizational Effectiveness

Goal Two: By June 30, 2008, the Western School Board will have improved organizational effectiveness in support of student learning.

Objectives:

- 2.1 By June 30, 2007, the Western School Board will have fully assessed emerging professional development and policy needs and initiated implementation of existing priority recommendations.**
- 2.2 By June 30, 2008, the Western School Board will have implemented priority professional development and policy initiatives in support of student learning.**

Issue Three: School Organization and Infrastructure

Goal Three: By June 30, 2008, the Western School Board will have continued its actions designed to improve school organization and school infrastructure.

Objectives:

- 3.1 By June 30, 2007, the Western School Board will have initiated preliminary actions required to further the development of new infrastructure projects.**
- 3.2 By June 30, 2008, the Western School Board will take further action on processes required in the development of new school infrastructure projects.**

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 four Education Officers with administrative responsibilities and functions within the entire district. Two 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 issues
- Programs budget
- Policy development and implementation
- Training programs for teachers
- Compliance with Acts
- Reporting

Personnel 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 report is for the period beginning July 1, 2006. 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, 2005.

Year	Female	Male	Total
2005-06	6918	7391	14,309

As of July 1, 2006, there are 75 schools in the Western School District ranging in enrolment from two students (Grand Bruit) to 1014 students (Corner Brook High). The average school size is 191 students.

Student Population	Number of Schools
<100 students	31
100-200 students	13
200-300 students	17
300-400 students	7
>400 students	7
Total	75

Employees

As of July 1, 2006, the Western School District has 2111 employees. Of these, approximately 1600 are permanent employees, and the remaining work in a substitute or call-in capacity.

	Female	Male	Total
Professional Staff	795	404	1199
Student Assistants	148	3	151
Substitute Teachers	180	99	279
Support Staff	273	209	482
Total	1396	715	2111

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 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 2006-07 school year (commencing July 1, 2006) has expenditures totaling \$126,321,510.00 in the following areas:

Administration	3,090,000.00
Instructional	103,410,000.00
Operation and Maintenance	11,871,000.00
Pupil Transportation – Board Owned System	2,489,000.00
Pupil Transportation – Contracted Services	4,001,000.00
Ancillary Services	70,000.00
Interest Expense	93,500.00
Human Resources Expenditures	40,000.00
Miscellaneous Expenditures	8,100.00

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 the 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. Subsumed under this are 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 will guide its decisions and actions throughout this strategic planning cycle.

- 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 5 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 the 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 with respect to social data.
- 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

Designing systems and processes to bring about increased student learning in core subject areas is not an easy task as recent work in a number of countries has shown. Some factors that affect student learning are within the control of the Board, while other factors are not.

The Board's large geography, combined with a diverse student population in a wide array of school configurations and sizes, requires that the district develop a strong culture dedicated to improving instruction and assessment techniques that promote learning. It is critical that the district gather accurate information that allows it to align programs and services with the immediate needs of the students. Better information from a more comprehensive data management system, combined with preliminary action, will enable the district to achieve its mission.

Goal One: *By June 30 2008, the Western School Board will have initiated implementation of programs and services that address priority needs in the area of student learning.*

Measure: Initiated implementation

Indicators:

- Developed a comprehensive data management system designed to efficiently monitor student achievement.
- Initiated a system of gender analysis within the comprehensive data management system.
- Involved all schools in a School Development process that has as its focus increased student learning.
- Implemented and monitored key policies designed to support student learning including, but not exclusive to, a comprehensive student evaluation policy.
- Implemented programs and services designed to support areas of high student need (e.g., specific subject areas, individual schools, students with learning and behavioral challenges) as determined by monitoring systems.
- Developed a Learning Plan to provide additional support to schools.
- Implemented policies that support the holistic growth of the student (e.g. safe and caring schools, nutrition and active living).

- Revised and refined the Professional Development Model to address individual and organizational needs.

Objectives:

- 1.1 **By June 30, 2007, the Western School Board will have assessed priority needs in relation to student learning.**

Measure: Assessed priority needs

Indicators:

- Initiated development of a comprehensive data management system designed to monitor student achievement in the Western School District.
 - Initiated a system of gender analysis within the comprehensive data management system.
 - Increased the number of school development plans in place that reflect local student learning priorities.
 - Identified priority areas for policy and or program development for the 2007-08 school year based on results of 2006-07 school year.
- 1.2 **By June 30, 2008, the Western School Board will have furthered the implementation of programs and services that address priority needs in student learning.**

Issue Two: Organizational Effectiveness

Professional growth is one key area that can improve organizational effectiveness. The training level and continued professional learning of the academic staff have significant impact on student learning. There is a desire to have 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 key area for improving organizational effectiveness is policy development. The Western School Board is a relatively new organization with emerging policy needs. Effective policies ensure that decisions are consistently applied in a fair manner, support decision-making practices at every level (Board, district office and school), increase understanding of decision-making processes, and allow a more transparent process.

A third 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.

A fourth area for improving organizational effectiveness is the adjusting of staffing levels to reflect the organizational demands of the District.

Goal Two: By June 30, 2008, the Western School Board will have improved organizational effectiveness in support of student learning.

Measure: Improved organizational effectiveness

Indicators:

- Targeted professional development practices to priority learning and growth areas.
- Implemented individual learning plans for all professional groups.
- Identified policies and commenced policy development and implementation.
- 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.
- Implemented and monitored policy priorities for the district (e.g., Safe and Caring Schools).
- Communicated district policies broadly to stakeholders (e.g., parents).
- Identified and commenced implementation of technological solutions for communication and professional development.
- Adjusted and defined staffing levels at the district office to meet organizational need.

Objectives:

- 2.1 By June 30, 2007, the Western School Board will have fully assessed emerging professional development and policy needs and initiated implementation of existing priority recommendations.**

Measure: Assessed policy and professional development needs.

Indicators:

- Assessed professional development needs of priority groups.
- Offered previously identified priority professional development programming.

- Updated existing policies.
- Identified new policy areas and commenced development of appropriate policies.

2.2 **By June 30, 2008, the Western School Board will have implemented priority professional development and policy initiatives in support of student learning.**

Issue Three: School Organization and Infrastructure

The infrastructure of the Board is of paramount importance in the delivery of good education. A positive learning environment is critical, and healthy and safe schools are consistent with this goal. Priorities have been determined and communicated. In April 2006, the Board developed and presented its *Long-Term Educational Proposal (Capital and Organizational)*. This proposal outlined a plan for possible reorganization within the District and the infrastructure needs associated with the reorganizations. During this planning cycle, processes and planning will occur within the Board's timelines for implementation of the proposal. Some planning and decision-making have already been completed.

Goal Three: By June 30, 2008, the Western School Board will have continued its actions designed to improve school organization and school infrastructure.

Measure: Initiated Actions

Indicators:

- Completed planning related to approved capital projects.
- Completed public consultations according to timelines identified by the Board.

Objectives:

3.1 **By June 30, 2007, the Western School Board will have initiated preliminary actions required to further the development of new infrastructure projects.**

Measure: Initiated preliminary actions

Indicators:

- Selected sites for approved projects.
- Completed preliminary architectural plans for approved projects.
- Continued to make representations to government on other capital projects.
- Completed preliminary public consultations in selected areas.

3.2 **By June 30, 2008, the Western School Board will take further action on processes required in the development of new school infrastructure projects.**

Conclusion

The Western School Board is committed to the continued improvement of educational opportunities for the students under its care. During the two 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.

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 yearly measures and indicators 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 directions related to the Minister of Education are provided in the following pages. 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.

1. 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. This requires that the Department and its boards and agencies will:

Focus Areas of the Strategic Direction	This Direction is/was				
	To be addressed by other entities reporting to the Minister	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;					✓
Implement a technology plan that addresses technological literacy and promotes implementation of technology-based curriculum;					✓
Promote implementation of programs and strategies which address healthy living and physical education;			✓		

Focus Areas of the Strategic Direction	This Direction is/was				
	To be addressed by other entities reporting to the Minister	Addressed only in specific sub-areas (rationale included in the plan)	Addressed in the:		
			strategic plan	operational plan	branch/divisional work-plans
Implement applied programs, wherever feasible, to enhance opportunities for students choosing to pursue applied options at the post-secondary level;					✓
Implement the fine arts strategy;					✓
Implement mandatory career education which includes a community contribution component;					✓
Facilitate enhanced e-learning opportunities through video conferencing capacity and other multi-media resources; and					✓
Ensure individual school-based enhancements to the prescribed curriculum, paid for through school fees, are affordable and available to all within the school.					✓

2. 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. This requires that the Department and its boards and agencies will:

Focus Areas of the Strategic Direction	This Direction is/was				
	To be addressed by other entities reporting to the Minister	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;			✓		
Implement the school development model;			✓		
Develop a plan to enable more students to meet provincial standards in language arts and math by age 12;			✓		
Ensure comprehensive programs across all departments and agencies are accessed to meet the learning needs of all children;					✓
Ensure all schools are safe and caring learning environments which promote respect for diversity, a sense of belonging and student well being;			✓		
Ensure the school bus fleet is safe;					✓
Support the recruitment and retention of qualified teaching professionals; and					✓
Provide strategic professional development for teachers.			✓		

3. Title: Financial Support for Learning

Strategic Direction: Funding levels and budgeting priorities are consistent with Government's fiscal policy. This requires that the Department and its boards and agencies will:

Focus Areas of the Strategic Direction	This Direction is/was				
	To be addressed by other entities reporting to the Minister	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;			✓		
Ensure teaching resources are utilized to facilitate optimal class size in prescribed areas; and					✓
Enhance collection processes related to Newfoundland and Labrador Student Loans.	✓				

4. Title: Information Resources

Strategic Direction: Improved local information resources are available and used by the province's schools and the public. This requires that the Department and its boards and agencies will:

Focus Areas of the Strategic Direction	This Direction is/was				
	To be addressed by other entities reporting to the Minister	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;		✓			
Promote IT skills and expand the use of computer technology to help improve education, training and information sharing in rural communities; and					✓
Improve access to information and resources by creating synergies between public libraries and other entities.					✓

5. Title: Women's Equity

Strategic Direction: Women sharing equitably in social and economic benefits. It requires systemic intervention in the following areas:

Focus Areas of the Strategic Direction	This Direction is/was				
	To be addressed by other entities reporting to the Minister	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;	✓				
Gender-based analysis by government entities;			✓		
Quality of life of Aboriginal women; and	✓				
Employment opportunities.	✓				

6. Title: Violence

Strategic Direction: Reduction of violence. It requires systemic intervention in the following areas:

Focus Areas of the Strategic Direction	This Direction is/was				
	To be addressed by other entities reporting to the Minister	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;			✓		
Aboriginal women and children;	✓				
Public awareness and attitudes; and	✓				
Legislation, policy and services.			✓		

Appendix B: Budget

REVENUE	BUDGET (2005-06) (APPROVED)	BUDGET (2005-06) (ACTUALS)	BUDGET (2006-07) (PROPOSED)
Provincial Government Grants - Operating	116,805,100	116,029,924	116,982,558
Provincial Government Grants - Special	1,182,500	1,387,419	1,037,041
Pupil Transportation - Board Owned System	2,449,000	2,720,245	2,684,518
Pupil Transportation - Contracted Services	4,027,500	3,711,539	4,527,500
Ancillary Revenue	132,500	143,238	137,500
Miscellaneous Revenue	290,000	382,625	255,500
IGA Projects	56,000	55,859	57,950
HRDC Provincial And Federal Projects	130,000	305,574	290,910
Other District Projects	0	433,054	148,033
Transfer from Capital/Board Equity		44,724	200,000
	125,072,600	125,214,201	126,321,510
EXPENDITURES			
Administration	3,090,000	2,975,309	2,601,700
Instructional	103,410,000	103,208,594	103,874,387
Operation And Maintenance	11,871,000	12,278,918	12,265,126
Pupil Transportation - Board Owned System	2,489,000	2,677,827	2,805,118
Pupil Transportation - Contracted Services	4,001,000	3,813,631	4,660,000
Ancillary Services	70,000	65,471	75,000
Interest Expense	93,500	34,229	2,500
Human Resources Expenditures	40,000	24,533	30,000
Miscellaneous Expenditures	8,100	4,634	7,679
	125,072,600	125,083,146	126,321,510
SURPLUS/(DEFICIT) FOR PERIOD	0	131,055	(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.

