

Newfoundland and Labrador English School Board



Strategic Plan

2017-2020



STRATEGIC PLAN 2017-2020

MESSAGE FROM THE CHAIR

September 22, 2017

The Honourable Dale Kirby
Minister of Education and Early Childhood Development
Government of Newfoundland and Labrador
P.O. Box 8700, Confederation Building
St. John's, NL A1B 4J6

Dear Minister Kirby:

On behalf of the Newfoundland and Labrador English School Board, I am pleased to submit our Strategic Plan for 2017-2020.

We recognize that details of the plan may be adjusted, following the Provincial Government's review of the report of the Premier's Task Force on Improving Educational Outcomes. It is important that our plan is aligned with government's strategic directions and priorities, and we look forward to future collaboration in this regard. Meanwhile, the school board's strategic plan is based on 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. Leadership Development and 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 take this opportunity to thank all of our stakeholders who provided feedback for our consideration, and our trustees and staff from across the province for their dedication and efforts on behalf of the Board. 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,



Goronwy Price
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 an inclusive, safe and caring environment.

STRATEGIC ISSUES

1. Student Success

GOAL I:

By June 30, 2020, the Newfoundland and Labrador English School Board will have enhanced supports for student success in literacy, numeracy, and other select curricular areas.

OBJECTIVE 1:

By June 30, 2018, the Newfoundland and Labrador English School Board will have introduced, or enhanced, strategies to support student success in literacy, numeracy, and other select curricular areas.

OBJECTIVE 2:

By June 30, 2019, the Newfoundland and Labrador English School Board will have continued implementation of strategies to enhance student success in literacy, numeracy, and other select curricular areas.

OBJECTIVE 3:

By June 30, 2020, the Newfoundland and Labrador English School Board will have further implemented strategies to enhance student success in literacy, numeracy, and other select curricular areas.

2. Safe and Caring Schools

GOAL II:

By June 30, 2020, the Newfoundland and Labrador English School Board will have enhanced school environments to ensure students can learn in safe, caring and inclusive settings that support physical and mental wellness.

OBJECTIVE 1:

By June 30, 2018, the Newfoundland and Labrador English School Board will have introduced, or enhanced, initiatives to support safe, caring and inclusive learning environments that encourage physical and mental wellness.

OBJECTIVE 2:

By June 30, 2019, the Newfoundland and Labrador English School Board will have continued to implement initiatives to support safe, caring and inclusive learning environments that encourage physical and mental wellness.

OBJECTIVE 3:

By June 30, 2020, the Newfoundland and Labrador English School Board will have further implemented initiatives to support safe, caring and inclusive learning environments that encourage physical and mental wellness.

3. Leadership Development and Organizational Effectiveness

GOAL III:

By June 30, 2020, the Newfoundland and Labrador English School Board will have enhanced school leadership development and organizational effectiveness.

OBJECTIVE 1:

By June 30, 2018, the Newfoundland and Labrador English School Board will have enhanced school leadership development opportunities; expanded the use of technology programs, and improved administrative policy and practices to support teaching, learning and the effective operations of the District.

OBJECTIVE 2:

By June 30, 2019, the Newfoundland and Labrador English School Board will have continued to enhance school leadership development opportunities; expanded the use of technology programs, and improved administrative policy and practices to support teaching, learning and the effective operations of the District.

OBJECTIVE 3:

By June 30, 2020, the Newfoundland and Labrador English School Board will have further enhanced school leadership development opportunities; expanded the use of technology programs, and improved administrative policy practices to support teaching, learning and the effective operations of the District.

OVERVIEW

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

The District is overseen by a 17-member Board of Trustees (see Appendix 1)

The District is managed by the CEO/Director of Education and has three operational divisions:

1. Programs and Operations:

The Programs and Operations Division is managed by the Associate Director of Education (Programs and Operations). There are four Assistant Directors of Education (Programs) who are assigned to the four regions (Labrador, Western, Central and Avalon) and a Director of Facilities and Custodial Management. The Programs and Operations Division implements student programs, services and curriculum for the District's 254 schools and more than 66,000 students, including supports for students with exceptionalities. The Division is also responsible for property management, facilities repairs and maintenance, and capital priorities.

2. Finance and Business Administration/Student Transportation:

The Finance and Business Administration/Student Transportation Division is managed by the Assistant Director of Education (Finance and Business Administration/Student Transportation). 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. The Division is also responsible for student transportation, including contracted and board-owned busing, as well as alternate transportation.

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.

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 throughout the province. This includes implementing curriculum and educational programs, human resources, finances and operations, facilities maintenance and student transportation. (See Appendix 2)

Students

In 2016-17 there were 254 schools operated throughout the District. NLESB had a varied school population, with school populations ranging from two (2) students (Raymond Ward Memorial, Norman Bay) to 972 students (Holy Heart of Mary High School, St. John's). The District serves just over 66,000 students throughout Newfoundland and Labrador.

Region	Number of Students 2016-17
LABRADOR	3,643
WESTERN	11,506
CENTRAL	15,342
AVALON	35,691
TOTAL	66,182

Note: District regions were realigned, effective September 2016, with some schools moving from the Eastern region to Central region; some from Central moving to Western, and schools along the Labrador Straits moving from Western regional jurisdiction to Labrador. The Eastern region is now referred to as Avalon region.

Employees

NLESD employs approximately 8100 full-time, part-time, casual employees, and support staff to deliver curriculum and programs and to support the business functions of the District.

Employee Group	Labrador	Western	Central	Avalon	Total Number of Employees (2016-17)
TEACHING STAFF	335	1,092	1,276	2,476	5,179
STUDENT ASSISTANTS	23	140	167	422	752
SUPPORT STAFF	133	228	438	645	1,444
CASUAL EMPLOYEES	21	119	173	204	517
SUBTOTAL	512	1,579	2,054	3,747	7,892
REGIONAL OFFICES, HEADQUARTERS	Executive, Executive Support, Managers, Non-Union, Non-Management (176), Senior Education Officers (22) and Program Specialists (36).				234
TOTAL NUMBER OF EMPLOYEES					8,126

*These totals do not include substitute teachers (2127) and casual student assistants (429).

LINES OF BUSINESS

The Board has the following key lines of business:

1. Services to Students

NLESB has responsibility for curriculum implementation; student assessment and evaluation; student placement and teacher professional development. NLESB offers programs as approved by the Department of Education and Early Childhood Development, 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 Board also has responsibility for transporting students to and from school, in compliance with federal and provincial legislation and Department of Education and Early Childhood Development requirements.

2. Organizational Services

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 an inclusive 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.

INCLUSION

Each person is committed to an inclusive educational environment that recognizes and celebrates diversity, and where all members of the school community feel they belong, realize their potential and contribute to the life of the school.

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 goals and objectives.

ACCOUNTABILITY

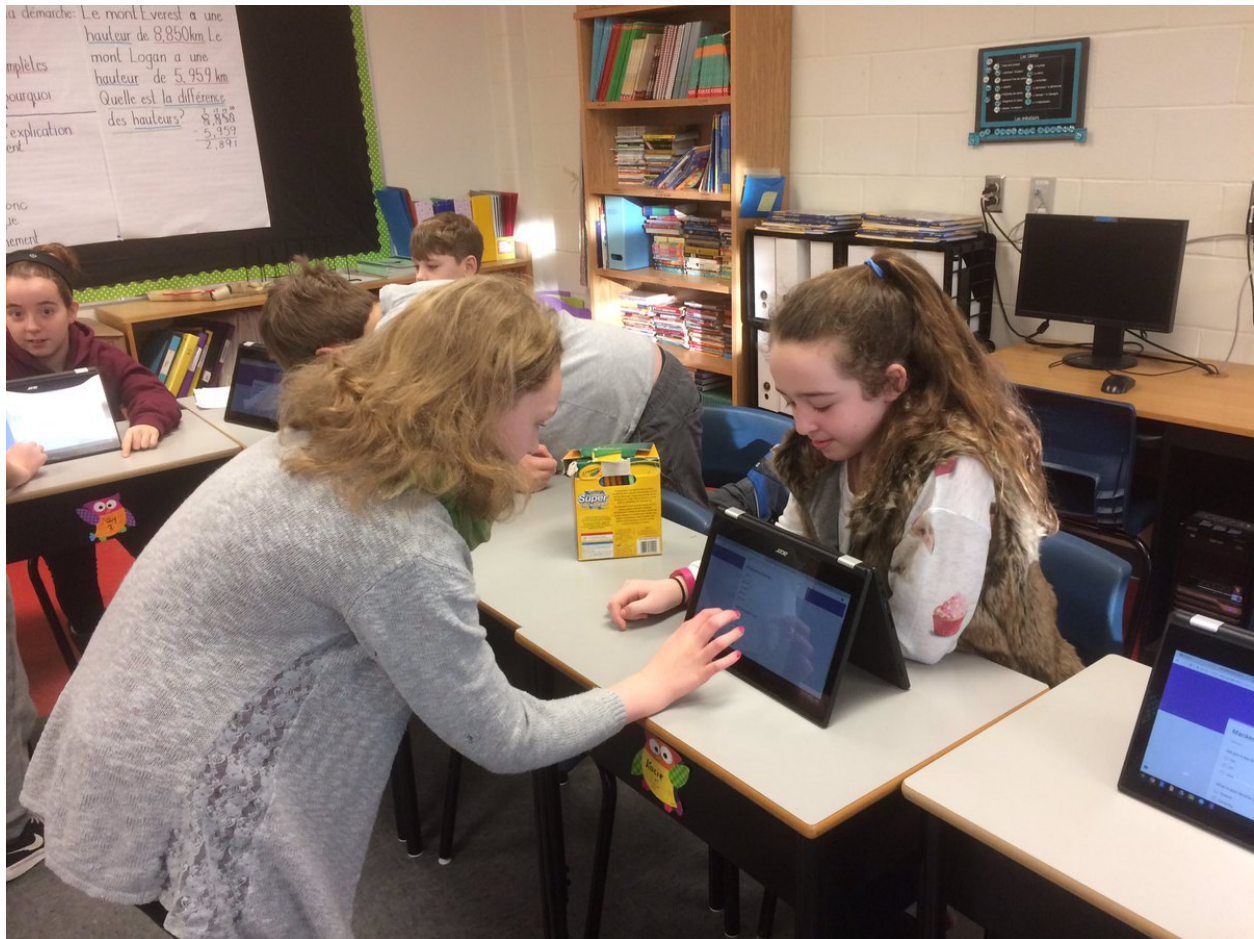
Each person is accountable for his or her actions and fulfills his or her role in an ethical and responsible manner.

INNOVATION

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

WHO WE SERVE

The primary group of individuals served by the Newfoundland and Labrador English School Board is the students in our schools.



OUR 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 consultation and planning process carried out between January and March of 2017. This included a review of the Provincial Government's strategic directions (See Appendix 3), planning sessions, and consultations or focus groups with both internal and external stakeholders.

The strategic goals build on work undertaken as part of the 2014-2017 Strategic Plan. The indicators provided for each goal reflect our expected results by June 30, 2020.



STRATEGIC ISSUE: STUDENT SUCCESS

Rationale

The Newfoundland and Labrador English School Board works to ensure that students have the opportunity to achieve academic success at all levels of the K-12 education system.

During consultations for its 2017-2020 Strategic Plan, the Board heard from stakeholders that it is important to continue to focus on core literacy and numeracy skills and targeted interventions to support student success. This focus will also align the work of the Board with Provincial Government directions focused on K-12 curriculum, teaching and learning. 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. We will continue to implement the K-6 Literacy for Learning Plan and Assessment Framework, and extend that plan to include Grades 7-9. Efforts around numeracy will continue to focus on core skills, interventions, online resources for teachers and students, as well as the development of a comprehensive, District-wide numeracy plan focused on Grades 6-9. The Board expects all schools to maintain a focus on core literacy and numeracy and to ensure this focus is incorporated into school growth and development plans.

As a direct result of priorities expressed through consultations with students, parents, school councils and District/school staff members, the Board is also focusing on strengthening support for students with autism spectrum disorder (through professional learning for staff); identifying additional resources and activities to support financial literacy, and developing a plan to support computer coding in schools.

We will:

- Use established benchmarks and measures to assess student progress;
- Provide evidence-based interventions and resources for students who are experiencing difficulty with their literacy and numeracy development;
- Provide professional learning to support literacy instruction;
- Develop a comprehensive, District-wide numeracy plan for Grades 6-9;
- Identify resources and activities to support select curricular areas; and
- Enhance the use of technology to support teaching and learning.

GOAL I:

By June 30, 2020, the Newfoundland and Labrador English School Board will have enhanced supports for student success in literacy, numeracy and other select curricular areas.

INDICATORS

- Supported school-based literacy and numeracy initiatives
- Enhanced supports in select curricular areas
- Extended the K-6 Literacy for Learning Plan to include Grades 7-9



OBJECTIVE 1:

By June 30, 2018, the Newfoundland and Labrador English School Board will have introduced, or enhanced, strategies to support student success in literacy, numeracy, and other select curricular areas.

INDICATORS:

- Fully implemented the Benchmark Assessment Systems (BAS) 1 and 2 in Grades 1-6
- Identified and supported additional schools in the use of Levelled Literacy Intervention (LLI) resources
- Developed professional learning to support reading and writing initiatives
- Begun to extend the Literacy for Learning Plan to include Grades 7-9
- Developed a comprehensive District-wide Numeracy Plan for Grades 6-9
- Promoted and engaged in events/activities to highlight the importance of literacy and numeracy to student success
- Provided professional learning for teachers and support staff on autism spectrum disorder
- Identified resources and activities to support financial literacy
- Developed a plan to support computer coding activities in schools
- Expanded the use of technology to support teaching and learning
- Enhanced teacher training in the use of assistive technology

OBJECTIVE 2:

By June 30, 2019, the Newfoundland and Labrador English School Board will have continued implementation of strategies to enhance student success in literacy, numeracy and other select curricular areas.

OBJECTIVE 3:

By June 30, 2020, the Newfoundland and Labrador English School Board will have further implemented strategies to enhance student success in literacy, numeracy and other select curricular areas.





STRATEGIC ISSUE: SAFE AND CARING SCHOOLS

Rationale

The Newfoundland and Labrador English School Board is committed to providing inclusive, safe, caring, healthy and socially-just learning environments. Through our Strategic Plan for 2017-2020, we will continue to focus on the implementation of initiatives derived from the Department of Education and Early Childhood Development's Safe and Caring Schools Policy, as well as initiatives to support the physical and mental well-being of students. These priorities were identified based on feedback from stakeholders during our strategic planning consultation process.

Over the next three years, NLESB will:

- Continue to support school-wide Positive Behaviour Supports (PBS) and bullying intervention protocols, based on data collection and analysis;
- Continue to develop and implement internet and social media safety initiatives;
- Support and promote physical and mental wellness initiatives;
- Implement upgrades to District facilities to increase accessibility; and
- Implement an improved Occupational Health and Safety program for District staff.

To help ensure inclusive learning environments, the Board will assess school facilities with a view to identifying barriers to access. We will identify funding sources and develop a multi-year workplan that takes a systematic approach to addressing priority concerns.

NLESB also plans to expand training for school staff in Mental Health First Aid, increase "Go-To Teacher" training at the school level, and continue to explore effective means of promoting and supporting active, healthy lifestyles through collaboration with inter-agency and community-based partners.



GOAL II:

By June 30, 2020, the Newfoundland and Labrador English School Board will have enhanced school environments to ensure students can learn in safe, caring and inclusive settings that support physical and mental wellness.

INDICATORS

- Implemented safe and caring schools initiatives
- Supported positive mental health
- Supported physical wellness
- Enhanced accessibility of District facilities
- Improved Occupational Health and Safety programming for District staff
- Enhanced school bus safety



OBJECTIVE 1:

By June 30, 2018, the Newfoundland and Labrador English School Board will have introduced, or enhanced, initiatives to support safe, caring and inclusive environments that encourage physical and mental wellness.

INDICATORS

- Used data collection and analysis to support implementation of school-wide Positive Behaviour Supports (PBS) and bullying intervention protocols
- Continued to develop and monitor delivery of internet and social media safety initiatives
- Enhanced current initiatives and expanded professional learning on LGBTQ initiatives
- Expanded school-based programs and professional learning to support mental wellness
- Enhanced delivery of professional learning on Active Schools initiative
- Supported and promoted initiatives that encourage active, healthy lifestyles
- Developed a multi-year plan to increase accessibility in District facilities
- Began implementation of enhanced Occupational Health and Safety programming for District staff
- Expanded implementation of SafePupil school bus safety training.



OBJECTIVE 2:

By June 30, 2019, the Newfoundland and Labrador English School Board will have continued to implement initiatives to support safe, caring and inclusive environments that encourage physical and mental wellness.

OBJECTIVE 3:

By June 30, 2020, the Newfoundland and Labrador English School Board will have further implemented initiatives to support safe, caring and inclusive environments that encourage physical and mental wellness.





STRATEGIC ISSUE: LEADERSHIP DEVELOPMENT and ORGANIZATIONAL EFFECTIVENESS

RATIONALE

The Newfoundland and Labrador English School Board is committed to the development of strong school leadership; using technology to enhance and streamline processes, and to using public resources in a manner which maximizes organizational effectiveness.

Support for student learning is the Board's primary responsibility, and research shows the number one influence on student learning is teaching, followed closely by school administration. Strong schools have strong leaders. The Board is committed to building school leadership capacity in the K-12 system by providing leadership development opportunities for those who have an interest, and the potential, to become effective leaders in their schools.

Over the next three years, the Board will improve its technological systems and administrative practices to ensure that resources are deployed equitably and that the Board is able to continue to deliver high quality educational programs for students.

The initiatives to be carried out as part of the Strategic Plan 2017-2020 will build on the work undertaken since the four former English school boards were amalgamated into one province-wide board in 2013. Over the next three years, the Board will:

- Introduce and begin implementation of an enhanced Emerging Leaders Program to identify and support new school administrators; and
- Enhance the use of technology and administrative practices to improve hiring practices; manage day-to-day human resource requirements in schools; improve school transportation planning and procedures; better manage inventory controls, and improve school financial management procedures.

The District will also continue to introduce, review and revise policies for district-wide implementation, and work to enhance communication with stakeholders.

GOAL III:

By June 30, 2020, the Newfoundland and Labrador English School Board will have enhanced school leadership development and organizational effectiveness.

INDICATORS:

- Enhanced school leadership development opportunities
- Enhanced use of select technology systems
- Improved financial controls, administrative policies and practices



OBJECTIVE 1:

By June 30, 2018, the Newfoundland and Labrador English School Board will have enhanced school leadership development opportunities; expanded the use of technology, and improved administrative policy and practices to support teaching, learning and the effective operations of the District.

INDICATORS

- Introduced enhanced Emerging Leaders Program and began implementation
- Enhanced use of electronic personnel systems
- Enhanced school transportation procedures and practices
- Improved purchasing processes and approval procedures
- Enhanced inventory controls
- Improved school-based financial management procedures
- Reviewed and revised District policies
- Enhanced communication to stakeholders

OBJECTIVE 2:

By June 30, 2019, the Newfoundland and Labrador English School Board will have continued to enhance school leadership development opportunities; expanded the use of technology, and improved administrative policy and practices to support teaching, learning and the effective operations of the District.

OBJECTIVE 3:

By June 30, 2020, the Newfoundland and Labrador English School Board will have further enhanced school leadership development opportunities; expanded the use of technology, and improved administrative policy and practices to support teaching, learning and the effective operations of the District.

SUMMARY

Through this Strategic Plan for 2017-2020, the Newfoundland and Labrador English School Board of Trustees has identified priorities that will support student academic achievement and success, safe and caring schools, school leadership development 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 the Provincial Government.

While these are the strategic priorities outlined for the next three years, the Newfoundland and Labrador English School District continues to address many other priorities through its divisional work plans and through partnerships with the Department of Education and Early Childhood Development and other agencies.



We are also cognizant that this plan may require some amendments, pending the Provincial Government's review of recommendations contained in the report of the Premier's Task Force on Improving Educational Outcomes, which was released on July 25, 2017.

APPENDIX 1: Newfoundland and Labrador English School Board of Trustees

REGION	TRUSTEE
Avalon	Mr. Corey Parsons Mr. Hilary Primmer Mr. Hayward Blake Mr. Kevin Ryan Ms. Jennifer Aspell Mr. Keith Culleton Mr. Peter Whittle Mr. John Smith
Central	Mr. Thomas Kendell (Vice-Chair) Mr. John George Mr. Winston Carter
Western	Mr. Scott Burden Mr. Bruce Cluney Mr. Wayne Lee
Labrador	Mr. Raymond Bennett Mr. Goronwy Price (Chair) Mr. Lester Simmons

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 2017-2020 to align with relevant strategic directions established by the Provincial Government (See Strategic Direction #2: K-12 Education).

Strategic directions are the articulation of desired physical, social, or economic outcomes that normally require action by, or involvement of, more than one government entity. These directions are generally communicated by the Provincial Government through platform documents, Throne and budget speeches, and policy documents. The *Transparency and Accountability Act* requires entities to consider these strategic directions in the preparation of their performance-based plans. This facilitates the integration of planning practices across the government.

Department of Education and Early Childhood Development

Strategic Direction #1: Early Learning and Child Care

Outcome: Supported a continuum of early learning opportunities for children through enhanced early learning and child care services.

This outcome supports the policy direction of government and will require focus in the following areas:

- Early childhood learning programs and service
- Progress on 10-year child care strategy

Strategic Direction #2: K-12 Education

Outcome: An improved K-12 education system.

This outcome supports the policy direction of government and will require focus in the following areas:

- Curriculum
- Teaching and Learning

Strategic Direction #3: Library Services

Outcome: Improved public library services

This outcome supports the policy direction of government and will require focus in the following areas:

- Provincial public library services

