



# Strategic Plan 2006-08



OFFICE OF THE DIRECTOR

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October 11, 2007

Honourable Joan Burke, MHA  
Minister of Education  
P. O. Box 8700  
Confederation Building  
St. John's, NL  
A1B 4J6

Dear Minister Burke:

On behalf of the entire elected Board, it is my pleasure to present to you the Eastern School Board's Strategic Plan 2006-2008. The Strategic Plan 2006-2008 was prepared under the direction of the Board and in accordance with responsibilities mandated in the Provincial Government's *Transparency and Accountability Act*. This strategic plan represents a culmination of the Board's dedication to academic excellence and to providing safe and caring learning environments for all students under its jurisdiction. These two strategic goals, among others outlined in the plan, serve as a focal point for all Board initiatives during the 2006-2008 timeframe.

As a Board we are committed to achieving the goals of our Strategic Plan and look forward to working with you and your Department to help these goals reach fruition.

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

Sincerely,

**MILTON PEACH**  
Chair

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# 1.0 Plan at a Glance

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## VISION

The Eastern School Board challenges and develops the learning and achievement capabilities of each student in a positive, safe, caring, and socially just learning environment.

## Mission

By June 30, 2011, the Eastern School Board will have improved programming and structures that support safe and caring learning environments for students.

## Goals

### Issue 1: Education System that Supports Student Learning

**Goal 1:** By June 30, 2008, the Eastern School Board will have reconfigured, where necessary, the learning environments throughout the District to improve student learning.

#### Objectives:

1. By June 30, 2007, the Eastern School Board will have completed the CBS/Paradise/Mount Pearl component of Phase II Planning.
2. By June 30, 2008, the Eastern School Board will have completed the Greater St. John's component of Phase II Planning, and will have completed an organizational review to better support teaching and learning in the district.

## **Issue 2: Leadership Development**

**Goal 2:** By June 30, 2008, the Eastern School Board will have enhanced leadership development within the Eastern School District to support student achievement.

### **Objectives:**

1. By June 30, 2007, the Eastern School Board will have a formal leadership development program in place.
2. By June 30, 2008, the Eastern School Board will have increased interest in leadership positions in the district.

## **Issue 3: Enhanced Learning Environment**

**Goal 3:** By June 30, 2008, the Eastern School Board will have enhanced learning environments.

### **Objectives:**

1. By June 30, 2007, the Eastern School Board will have developed policies to support enhanced learning environments.
2. By June 30, 2008, the Eastern School Board will have a full complement of approved governance policies that will allow the district to be fully compliant with statutory, legislative and organizational requirements, and collective agreements.

## **Issue 4: Communications**

**Goal 4:** By June 30, 2008, the Eastern School Board will have developed and implemented a comprehensive communications plan.

## **Objectives:**

1. By June 30, 2007, the Eastern School Board will have developed strategies for improving communications with employees, and addressing stakeholder complaints.
2. By June 30, 2008, the Eastern School Board will have developed and implemented a plan that recognizes and promotes the accomplishments of students and employees.

## **2.0 Overview**

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The Eastern School District is represented by four distinct regions:

- Avalon East (east of Holyrood)
- Avalon West (west of Holyrood)
- Burin Peninsula
- Vista (Clarenville and Bonavista Peninsula)

The District is managed by the CEO/Director of Education and four Assistant Directors: Programs; Human Resources; Finance and Administration; and Rural Education and Corporate Services. The District central office is located in St. John's. There are three regional offices: Spaniard's Bay, Burin and Clarenville. Each regional office is administered by a team of professionals under the leadership of a Senior Education Officer.

The Eastern School District manages 122 schools which includes the Janeway Hospital School. There are approximately 44,000 students, and 3,800 teaching and support staff. The Eastern School District maintains approximately 5.2 million square feet of floor space annually.

## 3.0 Mandate

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Eastern School Board is responsible for all aspects of K-12 education within its district boundaries. The mandate of the Eastern School Board is derived from Sections 75 and 76 of the *Schools Act, 1997*.

Please refer to Appendix B for a more complete description of the mandate of the Board.

## 4.0 Lines of Business

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The Eastern School Board has three main lines of business. They are:

- 1. Curriculum, Programs and International Education**  
Responsibilities include providing for the full range of curriculum implementation, student assessment and evaluation, student placement; distance learning; supporting the core program with programs designed to improve the teaching and learning process, and teacher professional development. The board also develops and provides support for school development. The Board actively supports and promotes secondary initiatives to attract international students and develop international partnerships
- 2. Student Support Services**  
Responsibilities include the implementation, administration, and monitoring of programs and services to students with special needs. This includes implementation of provincial policy on Individual Student Support Services Plans (ISSP) as well as the Pathways to Graduation Program.
- 3. Administration**  
The Board has responsibility for following provincial financial legislation and regulation; acquisition of materials, equipment, and services; school construction in conjunction with the Department of Education; properties and facilities management; transportation management; support staff payroll; collaborating with the Department of Education on teacher payroll; and school finance.

## 5.0 Values

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The core values of the Eastern School Board are the fundamental principles that guide behaviour and decision making. The values of the Eastern School District are student centered, as it is the students of the Province that the District is serving.

**Quality Service:** Each person provides timely responses to stakeholder requests and needs.

**Respect:** Each person will ensure a safe, welcoming, inclusive environment that nurtures student achievement and responds to stakeholder needs in a caring, thoughtful and considerate manner.

**Innovation:** Each person will encourage and embrace new ways that challenge traditional methods to ensure that our students and staff are exposed to leading edge / state-of-the-art / inspiring/ stimulating programs and technology.

**Accountability:** Each person will act in a socially and fiscally responsible manner.

**Student Centred:** Each person will work to ensure that the success of the student is maintained as our highest priority.

**Openness:** Each person will work to ensure a transparent decision-making process and develop effective communications among students, staff, family and the community.

**Integrity:** Each person will be open, honest, and ethical by sharing information with a commitment to being open and transparent with all stakeholders.

## 6.0 Primary

## Clients

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The Eastern School Board has two groups of primary clients; children/students and families/parents.

## 7.0 Vision

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The Eastern School Board challenges and develops the learning and achievement capabilities of each student in a positive, safe, caring, and socially just learning environment for students.

## 8.0 Mission

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A vision is a statement that identifies the horizon towards which the district is moving. The mission identifies key areas of growth and focus for the district encompassing the next two planning cycles. The mission represents an intention to improve the learning environment for students. This common direction is one which all stakeholders can find a connection with and support during this planning cycle. The vision also distinguishes the measures and indicators that will aid in the monitoring and evaluation of the plan.

**Mission:** By June 30, 2011, the Eastern School Board will have improved programming and supported safe and caring learning environments for students.

**Measure 1:** Improved programming to support an enhanced learning environment.

**Indicators:**

- Maximized teacher resources
- Improved test results
- Increased teacher professional development
- Increased number of students in academic programming

- Increased use of technology
- Improved instruction
- Increased K-6 math achievement and supports

**Measure 2:** Supported a safe and caring learning environment

**Indicators:**

- Improved infrastructure
- Increased safe schools policies
- Increased school development plans
- Increased number of schools in compliance with provincial policy.
- Increased maintenance of schools

## 9.0 Strategic Issues

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In consideration of the Board's mandate under sections 75 and 76 of the *School's Act 1997*, the Minister of Education's strategic directions and the financial resources of the Board, the following areas have been identified as goals for the next two years. The objectives for each of the goals focus on a one-year time frame, while the Board and the public can use the measures and indicators for monitoring and evaluating the success of the district in these areas within the plan's timeframe.

The four identified issues are the Board's focus for the time period ending in June 2008. In the next planning stage the Board will evaluate the organization in light of the targets set within this document and set goals to further its mission.

### **Issue 1: Education System that Supports Student Learning**

The Board's Draft Long Term Capital Plan has established the framework for the future direction of the District. Many complex and challenging issues, however, remain to be resolved. In urban areas of the District such as St. John's, Mount Pearl, Paradise and Conception Bay South, decisions are related to building overcapacity and location. School buildings are not located in the current growth areas. In addition, student enrolment in all schools in the Paradise/Conception Bay South area are at, or near, identified capacity and further population growth is anticipated.

Due to the scope and complexity of the issues emanating from restructuring, the Board is recommending a more thorough review of current models of instructional delivery. This review will analyze current models being used in the system and consider the re-alignment of feeder systems around the concept of neighborhood schools. Alternate grade level configurations will also be explored in an effort to optimize program offerings. Throughout this review, a consultation process will be established to provide all stakeholders an opportunity for input. The resulting model may have applicability to the entire district.

**Goal 1:** By June 30, 2008, the Eastern School Board will have reconfigured, where necessary, the learning environments throughout the District to support student learning.

**Measure 1:** Reconfigured learning environments.

**Indicators:**

- Completed and implemented organizational review.
- Presented proposals and rationales to government for required supportive facilities.
- Completed assessments of all district schools.
- Completed Phase II Restructuring Plan.

**Objectives:**

1. By June 30, 2007, the Eastern School Board will have completed the CBS/Paradise/Mount Pearl component of Phase II Planning.

**Measure 1:** Completed CBS/Paradise/Mount Pearl Planning Document.

**Indicators:**

- Completed Phase II planning.
  - Restructured feeder systems.
2. By June 30, 2008, the Eastern School Board will have completed the Greater St. John's component of Phase II Planning, and will have completed an organizational review to better support teaching and learning in the district.

**Issue 2: Leadership Development**

Improving student achievement is one of the key cornerstones of the Eastern School Board. The research literature has demonstrated that leadership has a meaningful and substantial impact on teaching and learning and, therefore, student achievement. Recent analysis of Eastern School District administrative staffing patterns indicate both a drop in the quantity of applicants interested in taking on formal leadership roles and the quality of the skills and abilities that these applicants bring to their new positions. This problem is exacerbated by the fact that many Eastern School District leaders are nearing retirement or are leaving the profession. This phenomenon makes it increasingly challenging for the Board to meet its mandate. Given the

integral role played by school leaders the Board is recommending a comprehensive Leadership Succession Program be developed. This program will provide opportunities for new employees to be identified as potential leaders; training and skills development to potential leaders; and support to those that are successful in obtaining leadership positions. Eastern School Board recognizes that leadership and succession planning help support the system through the capturing and transmission of corporate knowledge, skill development and apprenticeship opportunities for school leaders.

**Goal 2:** By June 30, 2008, the Eastern School Board will have enhanced leadership development within the Eastern School District to support student achievement.

**Measure 1:** Enhanced leadership development.

**Indicators:**

- Established and implemented a formal leadership development program.
- Increased participation in administrative competitions.
- Increased interest in leadership positions.
- Established a succession plan.

**Objectives:**

1. By June 30, 2007, the Eastern School Board will have a formal leadership development program in place.

**Measure 1:** Formal Leadership Development Program.

**Indicators:**

- Formalized the program.
  - Completed program (group one).
2. By June 30, 2008, the Eastern School Board will have increased interest in leadership positions in the district.

### **Issue 3: Enhanced Learning Environment**

In response to a growing concern about the safety and well-being of students in our schools, the Department of Education began the implementation of a Safe and Caring Schools Initiative in the fall of 2001. This initiative has been proactive in developing curriculum and programs aimed at early intervention and education on violence prevention, and in developing safe and caring learning environments in our schools. The Eastern School Board believes that all students, employees and volunteers within the District have a right to a safe, secure and caring environment and that such environments can be created in district schools. Such environments develop out of an atmosphere of mutual respect and partnerships between the home, school and community.

Eastern School District was formed in 2004 and evolved out of four previously distinct school districts. Each of these school districts was governed by policies that reflected the organizational culture and community expectations in their respective regions. The formation of a new entity called Eastern School District resulted in a much larger school district both in terms of geography and students. This change also brought together a much larger group of educational stakeholders that had been previously represented by smaller boards. In the past two years the board has governed with a blend of adopted /interim policies and the use of policies/guidelines that previously governed specific regions. To alleviate this situation, the Board will direct considerable strategic attention to governance policy creation in the next two years.

**Goal 3:** By June 30, 2008, the Eastern School Board will have enhanced learning environments.

**Measure 1:** Enhanced learning environments.

**Indicators:**

- Continued implementation of Safe and Caring Schools Policy.
- Implemented the district's nutrition policy.
- Implemented a district co-curricular and athletics policy.
- Implemented the district's smoke free environment policy.
- Implement approved governance policies.

## **Objectives:**

1. By June 30, 2007, the Eastern School Board will have developed policies to support enhanced learning environments.

**Measure 1:** Enhanced learning environments.

### **Indicators:**

- Established a District safe and caring school team.
  - Continued with implementation of the nutrition policy.
  - Established a school team (or working group) with responsibility for safe and caring school teams in 50% of schools.
  - Developed District safe and caring schools policy.
  - Implemented the District's smoke free environment policy.
2. By June 30, 2008, the Eastern School Board will have a full complement of approved governance policies that will allow the District to be fully compliant with statutory, legislative and organizational requirements, and collective agreements.

## **Issue 4: Communications**

When Eastern School District was formed in 2004 it brought together four distinct regions of the province previously represented by four separate school boards. Given the geographic size of the district and the fact that the district encompasses large urban schools and small rural and isolated schools, effective communications is, and will continue to be, an on-going issue. The Board is committed to developing and implementing a comprehensive communications plan that will achieve a more proactive approach to communications and in turn, improve communications with all stakeholders.

**Goal 4:** By June 30, 2008, the Eastern School Board will have developed and implemented a comprehensive communications plan.

**Measure 1:** Developed Communications Plan.

**Indicators:**

- Increased organizational self-awareness.
- Increased visibility of Eastern School Board.
- Increased promotion of good news stories.

**Objectives:**

1. By June 30, 2007, the Eastern School Board will have developed strategies for improving communications with employees, and addressing stakeholder complaints.

**Measure:** Improved communication.

**Indicators:**

- Prepared Monthly Director's Newsletters.
  - Re-designed District Web page.
2. By June 30, 2008, the Eastern School Board will have developed and implemented a plan that recognizes and promotes the accomplishments of students and employees.

# 10.0 Appendix A: Strategic Directions

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				
	Being implemented 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;					X
Implement a technology plan that addresses technological literacy and promotes implementation of technology-based curriculum;					X
Promote implementation of programs and strategies which address healthy living and physical education;					X
Implement applied programs, wherever feasible, to enhance opportunities for students choosing to pursue applied options at the post-secondary level;					X
Implement the fine arts strategy;					X
Implement mandatory career education which includes a community contribution component;					X
Facilitate enhanced e-learning opportunities through video conferencing capacity and other multi-media resources; and					X
Ensure individual school-based enhancements to the prescribed curriculum, paid for through school fees, are affordable and available to all within the school.					X

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				
	Being implemented 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;			X		
Implement the school development model;					X
Develop a plan to enable more students to meet provincial standards in language arts and math by age 12;					X
Ensure comprehensive programs across all departments and agencies are accessed to meet the learning needs of all children;	X				
Ensure all schools are safe and caring learning environments which promote respect for diversity, a sense of belonging and student well being;	X				
Ensure the school bus fleet is safe;					X
Support the recruitment and retention of qualified teaching professionals; and				X	
Provide strategic professional development for teachers.					X

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				
	Being implemented 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;			X		
Ensure teaching resources are utilized to facilitate optimal class size in prescribed areas; and					X
Enhance collection processes related to Newfoundland and Labrador Student Loans.	X				

4. **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				
	Being implemented 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;	X				
Leadership;					X
Gender-based analysis by government entities;					X
Quality of life of Aboriginal women; and	X				
Employment opportunities					X

5. **Title:** Violence  
**Strategic Direction:** Reduction of violence. It requires system intervention in the following areas;

Focus Areas of the Strategic Direction	This Direction is/was				
	Being implemented 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;			X		
Aboriginal women and children;	X				
Public awareness and attitudes; and					X
Legislation, policy and services					X

# 11.0 Appendix B: Legislated Mandate

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**Source:** *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.