

# Western School Board



## Strategic Plan

**2011-2014**

## Message from the Chair

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October 29, 2011

Honourable Clyde Jackman, MHA  
Minister of Education  
Department of Education  
P.O. Box 8700  
Third Floor, West Block  
Confederation Building  
St. John's, NL A1B 4J6

Dear Minister Jackman:

I am pleased to present the 2011-2014 Strategic Plan for the Western School Board covering the period from July 1, 2011 to June 30, 2014, in accordance with Section 5 of the *Transparency and Accountability Act*.

The Western School Board is committed to excellence in the administration and organization of primary, elementary and secondary educational services within the district through a student-centered approach. The strategic issues identified in the plan align with the appropriate strategic directions of the Minister of Education for this planning cycle (Appendix A).

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.

Sincerely,



Donald I. Brown  
Chair

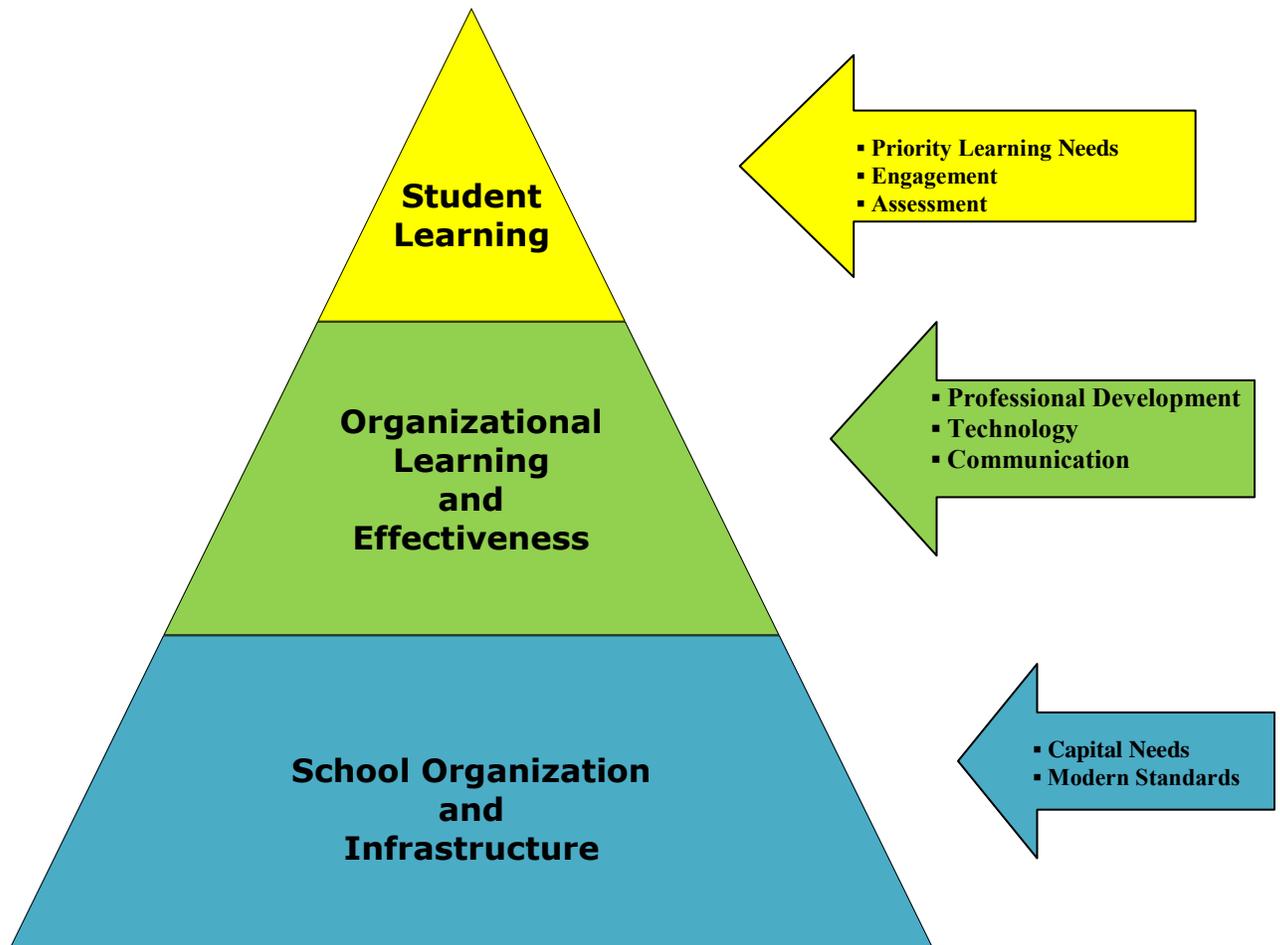
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# Strategic Plan at a Glance

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## Vision

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

## Mission

By June 30, 2017, the Western School Board will have enhanced educational opportunities and supports for student achievement.

## Goals

### Issue 1: Student Learning

**Goal 1:** By June 30, 2014 the Western School District will have improved opportunities for student achievement.

#### Objectives:

1. By June 30, 2012 the Western School District will have begun implementation of select practices and procedures to address priority needs in relation to student achievement opportunities.
2. By June 30, 2013 the Western School District will have increased the implementation of select practices and procedures to address priority needs in relation to student achievement opportunities.
3. By June 30, 2014 the Western School District will have continued to implement practices to maximize student achievement opportunities.

### Issue 2: Organizational Learning and Effectiveness

**Goal 2:** By June 30, 2014 the Western School District will have improved organizational learning and effectiveness in support of student learning.

#### Objectives:

1. By June 30, 2012 the Western School District will have begun implementation of select practices and procedures to improve organizational learning and effectiveness.
2. By June 30, 2013 the Western School District will have continued to implement practices and procedures to improve organizational learning and effectiveness.
3. By June 30, 2014 the Western School District will have further implemented practices and procedures to improve organizational learning and effectiveness and identified future needs.

### **Issue 3: School Organization and Infrastructure**

**Goal 3:** By June 30, 2014 the Western School District will have improved educational environments.

#### **Objectives:**

1. By June 30, 2012, the Western School District will have taken action to improve educational environments.
2. By June 30, 2013 the Western School District will have taken further action to improve educational environments.
3. By June 30, 2014 the Western School District will have made further improvements to educational environments and identified further areas for development.

## **Overview of the Western School Board**

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The Western School District includes Southeastern Labrador, all of the Northern Peninsula, Deer Lake-White Bay, Corner Brook-Bay of Islands, Stephenville, south to Port aux Basques, and Francois on the south coast.

## Governance

The Western School Board is governed by a 15 member board, of which there are currently two vacancies. Two members of the Board are female, 11 are male. Board members are elected from seven zones as described below.

<b>Zone</b>	<b>Board Members</b>
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

See Appendix B for complete list.

## Legislation

The Western School District is a Category One entity of the Government of Newfoundland and Labrador. The following public statutes and agreements are the most significant to the governance of the duties and responsibilities of the Board:

- *Schools Act, 1997*
- *Transparency and Accountability Act*
- *Human Rights Act*
- *Occupational Health and Safety Act*
- *Access to Information and Protection of Privacy Act*
- *Financial Administration Act*
- *Public Tendering Act*
- *Public Service Collective Bargaining Act*
- *Collective Agreements with the Newfoundland and Labrador Teacher's Association, the Canadian Union of Public Employees and the Newfoundland and Labrador Association of Public Employees*



Rocky Harbour Lighthouse

## Administration

The district administrative team is led by the Director of Education and Assistant Directors' of Education for each of three divisions: Programs, Human Resources, and Finance/Administration. All three divisions are responsible for policy development and implementation and ensuring applicable legislative compliance in their respective areas. The major responsibilities of each division are:

<b>Programs</b>	<b>Human Resources</b>	<b>Finance and Administration</b>
Provincial curriculum & initiatives	Professional Development	Financial management
District programs & initiatives	Staffing allocations	Capital construction
Student assessment	Employee recruitment, retention, and succession planning	Budget development
Student and parent affairs	Employee Performance Appraisals	Student Transportation
Programs budget development	Labour Relations	Maintenance
Professional Development	Occupational Health and Safety	Information and Communication Technology
School construction		School Board Elections
Student Support Services		



Pinware River, Labrador

## Student Population

Student populations are officially recorded on the Annual General Return which is based upon student enrolment in the district as of September 30 of each year. Table 1 notes the number of students registered with the Western School District at the commencement of the last strategic planning cycle and the student population as of September 30, 2010 by gender. Student population has declined since 2007 by 1239 students (-9%).

Table 1. Student Population by Gender, 2007 and 2010

Year	Female	Male	Total
2007-08	6450	6835	13285
2010-11	5919	6127	12046

Source Data: Annual General Return, Department of Education

As of July 1, 2011 there are 65 schools in the Western School District ranging in enrolment from 7 students (Douglas Academy, La Poile) to 882 students (Corner Brook Regional High). The average school size is 183 students. Table 2 shows school size with population categories ranging from 50 or less students to schools with 400 or more students.

Table 2. Schools by Student Population, September 2010

Student Population	Number of Schools	Percentage of Total Schools
50 or fewer students	12	18
50-88 students	13	20
100-199 students	15	23
200-299 students	13	20
300-399 students	7	11
400 or more students	5	8
Total	65	100

Source Data: Western School District

## Employees

As of July 1, 2011, the Western School District has 2314 employees. Of these, approximately 1628 are permanent employees, and the remaining work in a substitute or call-in capacity. Table 3 provides a breakdown of staffing allocations as of July 1, 2011.

Table 3. Staffing Allocations as of July 1, 2011

<b>Staffing Allocations</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
Teaching Staff (permanent)	365	815	1180
Teaching Staff (substitute)	117	296	413
Student Assistants (permanent)	1	124	125
Student Assistants (substitute)	2	106	108
District/School Administrative Services (permanent)	129	145	274
District/School Administrative Services (call in/temporary)	63	102	165
<b>Total</b>	<b>696</b>	<b>1618</b>	<b>2314</b>

Source Data: Human Resources Division, Western School District

## Budget

The approved budget for the Western School Board for the 2011-12 school year (commencing July 1, 2011) has expenditures totaling \$160,705,450.00. Table 4 depicts the Western School Board expenditures for 2011-12 with details noted in Appendix C.

Table 4. Western School Board Budget, 2011-12

<b>Area of Expenditure</b>	<b>Expenditures</b>
Administration	5,081,000.00
Instructional	130,424,750.00
Operation and Maintenance	16,054,800.00
Pupil Transportation – Board Owned System	4,177,900.00
Pupil Transportation – Contracted Services	4,850,000.00
Ancillary Services	44,500.00
Interest Expense	2,500.00
Human Resources	65,000.00
Miscellaneous	5,000.00



Bay of Islands

## *Vision*

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

## *Mission*

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The Western School Board, in partnership with its various stakeholders, is committed to providing maximum 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 effectiveness, and school organization and infrastructure. Through achievement of this mission, the Western School Board will have enhanced professional development, supported academic achievement, enhanced the use of technology and improved infrastructure. This is in the line with the following strategic directions as communicated by the Minister of Education:

- Educational foundations are enhanced for each student throughout the primary, elementary and secondary system.
- Improved infrastructure is in place to ensure students throughout the provincial education system receive maximum benefit from programming.

***By June 30, 2017, the Western School Board will have enhanced educational opportunities and supports for student achievement.***

Measure: Enhanced educational opportunities and supports for student achievement.

Indicators:

- Improved student learning and achievement
- Enhanced safe and caring learning environments
- Improved organizational learning and effectiveness
- Improved organization infrastructure

## Values

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<b>Accountability</b>	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.
<b>Collaboration</b>	Each person works with other staff, partners and stakeholders to achieve the Board's vision.
<b>Commitment</b>	Each person performs his/her function in accordance with district policies to the best of his/her ability.
<b>Integrity</b>	Each person upholds the values of the Board and strives to achieve its goals in a consistent manner.
<b>Respect</b>	Each person values the input of students, staff, families, and the community and responds to their needs in a caring, thoughtful and considerate manner.
<b>Innovation</b>	Each person will contribute to the improvement of organizational efficiency and effectiveness through continuous learning, creativity, and the implementation of best practices.

## Mandate

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The Western School Board has a responsibility for the organization and administration of primary, elementary and secondary education within the district. The Board, as a governance body, establishes its strategic direction for the district in line with the strategic directions as communicated by the Minister of Education, and provides guidance to senior administrative staff in the areas of programs and policy. The duties and powers of the Western School Board are specified in Sections 75 and 76 of the *Schools Act, 1997* (Appendix D).

## Educational Services

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The Board's educational services include the delivery of the K-12 provincial curriculum, District programs and initiatives, and broad services and programs to support a safe and caring learning environment for all students. Educational services in support of student learning require a strong focus on organizational efficiency and effectiveness, continuous learning of all employees, and safe and caring learning environments.

The Board's educational services fall into two main categories:

### **1. Services to Students**

The Western School Board is committed to delivering the best possible learning experience for all students. This includes responsibilities for provision of curriculum materials, recruitment and retention of qualified staff, provision of curriculum support, and a broad range of learning opportunities, professional development for staff, support for students with unique learning needs, and the provision of safe and caring learning environments for all students. The Board also has responsibility to provide safe transportation to and from school to students who meet the provincial criteria for student transportation.

### **2. Organizational Services**

The Western School Board is committed to ensuring organizational efficiency and effectiveness. 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.

## ***Primary Clients***

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The Western School District has two groups of primary clients. These are students, including those who are home-schooled, and parents/guardians.

The District also works collaboratively with a number of key stakeholders and partners. These include the Department of Education, other government agencies, other educational institutions, various community groups, private companies, and contractors.

## ***Strategic Issues***

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During the 2008-11 strategic planning process the Western School Board took into consideration the strategic directions of government as communicated by the Minister of Education. The Western School Board has had considerable success in improving student achievement during the implementation of the 2008-2011 Strategic Plan.

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

objectives and strategies aligned with environmental needs and Government initiatives, such as the need for a skilled workforce, and Government’s initiatives in intermediate education. This plan identifies goals and objectives for 2011-2014, which were developed in accordance with the strategic directions established by the Minister of Education. The three strategic issues identified are: student learning, organizational learning and effectiveness, and school organization and infrastructure.

**Strategic Issue One: *Student Learning***

Student learning and achievement continues to be a primary focus for the Western School District. This plan focuses on improving student achievement through enhanced instructional and assessment practices, and appropriate interventions to address the needs of all students.

This strategic issue was developed in consideration of Government’s strategic direction focused on Academic/Learning Foundation. The primary goal is to improve opportunities for student achievement at all levels of the K-12 system with specifics noted below:

<b>GOAL 1</b>	By June 30, 2014 the Western School District will have improved opportunities for student achievement.
<b>Measure</b>	Improved opportunities for student achievement.
<b>Indicators:</b>	<ul style="list-style-type: none"> <li>• Enhanced appropriate educational programming for students and monitored and intervened as necessary.</li> <li>• Fostered practices and procedures to enhance student engagement in learning.</li> <li>• Enhanced opportunities to improve student achievement and student learning in literacy and numeracy.</li> <li>• Continued the school development process in all schools as a method for the identification and response to student learning needs.</li> <li>• Improved practices and procedures to address specific learning needs in small rural schools.</li> <li>• Enhanced safe and caring learning environments.</li> </ul>

<b>Objective 1</b>	By June 30, 2012 the Western School District will have begun implementation of select practices and procedures to address priority needs in relation to student achievement opportunities.
<b>Measure</b>	Begun implementation of select practices and procedures.
<b>Indicators:</b>	<ul style="list-style-type: none"> <li>• Increased student engagement in select schools.</li> <li>• Begun implementation of the K-12 Assessment, Evaluation, and Grading policy and procedures in all schools.</li> <li>• Continued implementation of inclusionary practices in select schools</li> <li>• Monitored and assessed initiatives/practices and professional development in literacy and numeracy.</li> <li>• Enhanced procedures and practices relating to safe and caring and respectful environments.</li> </ul>
<b>Objective 2</b>	By June 30, 2013 the Western School District will have increased the implementation of select practices and procedures to address priority needs in relation to student achievement opportunities.
<b>Objective 3</b>	By June 30, 2014 the Western School District will have continued to implement practices to maximize student achievement opportunities.



Tableland Mountains

## Strategic Issue Two: *Organizational Learning and Effectiveness*

The learning environment is supported by human resources and organizational function. Staff effectiveness and the effectiveness of the organization are critical components to a vibrant learning environment. The Western School District strives to ensure that qualified, committed professionals are hired and retained within the district. The district also strives to ensure that adequate resources, technologies, and professional development are available to staff to perform their duties effectively.

This strategic issue was developed considering the strategic direction of Government focused on academic/learning foundation.

<b>GOAL 2</b>	By June 30, 2014 the Western School District will have improved organizational learning and effectiveness in support of student learning.
<b>Measure</b>	Improved organizational learning and effectiveness.
<b>Indicators</b>	<ul style="list-style-type: none"> <li>• Increased professional development opportunities for employees to enhance organizational learning in support of student learning.</li> <li>• Improved collaborative structures in schools to maximize organizational effectiveness to support student learning.</li> <li>• Increased opportunities to account for greater employee performance.</li> <li>• Ensured ongoing and appropriate communication to enhance organizational effectiveness.</li> <li>• Enhanced policy development consistent with legislative requirements and district goals.</li> <li>• Improved and refined technological solutions to support communication, organizational effectiveness, and organizational learning.</li> </ul>
<b>Objective 1</b>	By June 30, 2012 the Western School District will have begun implementation of select practices and procedures to improve organizational learning and effectiveness.
<b>Measure</b>	Begun implementation of select practices and procedures to improve organizational learning and effectiveness.
<b>Indicators:</b>	<ul style="list-style-type: none"> <li>• Monitored professional learning plans of teachers and other staff in select schools and organizational divisions.</li> <li>• Implemented collaborative structures in select schools.</li> <li>• Begun redevelopment of Protocol Agreements with select School Councils.</li> </ul>

	<ul style="list-style-type: none"> <li>• Implemented the first phase of the new district website.</li> <li>• Improved technological infrastructure to ensure greater proficiency in organization function.</li> <li>• Ensured review, monitoring, and implementation of appropriate policy.</li> </ul>
<b>Objective 2</b>	By June 30, 2013 the Western School District will have continued to implement practices and procedures to improve organizational learning and effectiveness.
<b>Objective 3</b>	By June 30, 2014 the Western School District will have further implemented practices and procedures to improve organizational learning and effectiveness and identified future needs.



Moose in Gros Morne National Park

## Strategic Issue Three: *School Organization and Infrastructure*

The Western School District strives to provide educational facilities aligned with currently modern standards that ensure quality programming and optimal learning environments. This plan focuses on enhancing school infrastructure for instructional program benefits, and also on safe and caring environments that promote student learning through facilities management.

This strategic issue was developed in consideration of the strategic direction of Government focused on infrastructure.

<b>GOAL 3</b>	By June 30, 2014 the Western School District will have improved educational environments.
<b>Measure</b>	Improved educational environments.
<b>Indicators:</b>	<ul style="list-style-type: none"> <li>Developed plans for approved capital projects as related to improved educational environments.</li> <li>Completed public consultations as necessary relating to capital projects.</li> <li>Provided Government with information regarding capital projects and major maintenance projects prioritized by the Board.</li> <li>Completed construction/renovations for identified priority program improvements.</li> <li>Monitored and, as necessary, addressed air quality, fire safety, general building maintenance, and cleaning issues.</li> </ul>
<b>Objective 1</b>	By June 30, 2012, the Western School District will have taken action to improve educational environments.
<b>Measure</b>	Action taken to improve educational environments.
<b>Indicators:</b>	<ul style="list-style-type: none"> <li>Planned and developed selected approved capital projects.</li> <li>Engaged in public consultations in selected areas.</li> <li>Completed major maintenance upgrades in select schools.</li> <li>Assessed cleaning levels and standards in select schools.</li> </ul>
<b>Objective 2</b>	By June 30, 2013 the Western School District will have taken further action to improve educational environments.
<b>Objective 3</b>	By June 30, 2014 the Western School District will have made further improvements to educational environments and identified further areas for development.

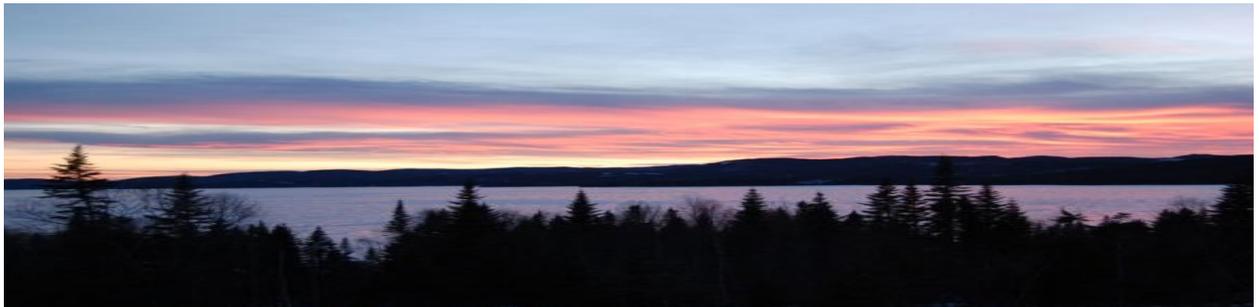
## Conclusion

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

This Strategic Plan has identified the strategic issues of Student Learning, Organizational Learning and Effectiveness, and School Organization Infrastructure. By focusing on these three issues, the Board is confident of its direction towards completing the Mission, hence moving the organization closer to realizing its Vision. The Board cannot achieve this without continued positive working relationships with its partners and stakeholders. The Board is committed to fostering these positive relationships.

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



George's Lake

## Appendix A: Strategic Directions

As required by the *Transparency and Accountability Act*, the Western School Board developed its Strategic Plan 2011-14 to align with the strategic directions established by Government. The strategic directions applicable to the Western School Board are listed below. Some specific components may be addressed in the other plans as responsive needs are horizontal in nature involving a multitude of Government agencies.

**Title:** Academic/Learning Foundation

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

Components of Strategic Direction	Being Addressed by Other Entities Reporting to the Minister	This Direction is addressed:		
		in the Board's Strategic Plan	in the Board's Operational Plan	in the branch/divisional work plans of the Board
1. Student Supports, especially for struggling learners		✓		
2. Curriculum				✓
3. Academic Achievement		✓		
4. Character Education programming				✓
5. Library resources				✓

**Title:** Infrastructure

**Strategic Direction:** Improved infrastructure is in place to ensure students throughout the provincial education system receive maximum benefit from programming.

Components of Strategic Direction	Being Addressed by Other Entities Reporting to the Minister	This Direction is addressed:		
		in the Board's Strategic Plan	in the Board's Operational Plan	in the branch/divisional work plans of the Board
1. K-12 school infrastructure		✓		
2. Public post-secondary new infrastructure	✓			
3. Repairs and maintenance		✓		
4. Facility Upgrades		✓		
5. Air quality, fire, and life safety issues		✓		
6. Program enhancements		✓		

## **Appendix B:**

### **School Board Trustees**

<b>Zone</b>	<b>Board Member(s)</b>
Zone 1 - Labrador South	Normore, Dennis
Zone 2 - Vinland/White Bay Central	Burden, Scott
Zone 3 - Straits/St. Barbe	Brown, Don
Zone 4 - Gros Morne/Deer Lake/White Bay South	Aubert, Christopher Vacancy
Zone 5 - Bay of Islands/Humber	Alteen, June Barrett, Carl Barrett, Robert Borden, Nada Wilson, Paul
Zone 6 - Appalachia	Foley, Brian Lee, Wayne Nolan, Valentina
Zone 7 - Southwest Coast	Fiander, Samuel Mushrow, Lloyd

## Appendix C: Budget

	<b>Approved (2011-12)</b>
<b>REVENUE</b>	
Provincial Government Grants - Operating	148,994,300
Provincial Government Grants - Special	780,700
Pupil Transportation - Board Owned System	4,132,900
Pupil Transportation - Contracted Services	4,800,000
Ancillary Revenue	44,000
Miscellaneous Revenue	107,500
IGA Projects	55,050
HRDC & Miscellaneous Grants	441,000
Other District Projects	900,000
Transfer from Capital / Board Equity	450,000
	<b>160,705,450</b>
<b>EXPENDITURES</b>	
Administration	5,081,000
Instructional	130,424,750
Operation & Maintenance	16,054,800
Pupil Transportation - Board Owned System	4,177,900
Pupil Transportation - Contracted Services	4,850,000
Ancillary Services	44,500
Interest Expense	2,500
Human Resources Expenditures	65,000
Miscellaneous Expenditures	5,000
	<b>160,705,450</b>
<b>SURPLUS/(DEFICIT) FOR PERIOD</b>	<b>0</b>

## **Appendix D: 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.