



**PERFORMANCE-BASED
ANNUAL REPORT 2012-13
CONSEIL SCOLAIRE FRANCOPHONE PROVINCIAL
TERRE-NEUVE-ET-LABRADOR**



MESSAGE FROM THE CHAIR

St John's, September 18, 2013

Honourable Clyde Jackman, MHA
Minister of Education
Department of Education
P.O. Box 8700
St John's, NL A1B 4J6

Dear Minister:

In compliance with the *Transparency and Accountability Act* requirements for Category 1 entities, please accept the 2012-13 Annual Performance Report of the *Conseil scolaire francophone provincial de Terre-Neuve-et-Labrador* (CSFP).

The CSFP has experienced and continues to experience strong and steady growth. With a school enrolment of over 348 students this year, and a predicted enrolment of 375 students for 2013-14, we can say that the CSFP is in good health, but that it faces major challenges.

This growth is creating organizational issues, particularly in terms of infrastructure, as the *École des Grands Vents* in St John's is nearing its maximum capacity. The CSFP school board will find it challenging to address the situation within the current physical limitations of the *Centre scolaire et communautaire des Grands-Vents*.

In addition, the CSFP school board has established outcomes, together with new policies which allow it to review its strategic plan and better adjust to these outcomes. This 2012-13 annual report is thus focused on the objectives which are identified throughout.

My signature below is on behalf of CSFP school board and indicates accountability for the results reported in 2012-2013.

Thank you for your cooperation in the development of Francophone education in Newfoundland and Labrador.

Sincerely,

Ali Chaisson, Chair



PROFILE OF THE CONSEIL SCOLAIRE FRANCOPHONE PROVINCIAL

CSFP Vision

The vision of the Conseil scolaire francophone provincial is that of a system of education, defined by the French language and francophone cultures, which supports the success of all students, the building of their identities, their personal fulfilment and their global vision.

Mission

By June 30, 2017, the Conseil scolaire francophone provincial will have enhanced the French education system to ensure students have the skills needed for success while maintaining their French cultural identity.

Mandate

The mandate of the CSFP is to provide prescribed and approved programs for primary, elementary and secondary students in the French-first-language school system. Annex A provides a complete list of the duties and powers of the CSFP as cited in the *Schools Act, 1997*.



PROFILE OF THE CSFP

The CSFP administration offices are located in the *Centre scolaire et communautaire des Grands-Vents* at 65 Ridge Road, St. John's, NL.

As of September 30, 2012, the CSFP had an enrolment of 348 students, from Kindergarten to Grade 12. In addition, the CSFP anticipates an increase of approximately 8% for the 2013-14 school year. An agreement with the Conseil scolaire du Littoral in Québec ✓ is still in effect to provide education for children from L'Anse-au-Clair.

The five CSFP schools are categorized as “small schools” and are located in St John’s, Cape St. George, Mainland, Labrador City and Happy Valley-Goose Bay.

The CSFP’s total budget was \$8.077 million as at July 1, 2013.¹ The financial statements can be found in Annex B. (Will be revised once financial statements are available)

For the 2012-13 school year, the CSFP School Board trustees were as follows, with two vacant positions.

CSFP TRUSTEES		
(as of June 30, 2013)		
Surname	First name	Community
Chaisson	Ali	St. John’s (Chair)
Lefrançois	Brenda	St. John’s (Executive)
Pitre-Payne	Dinah	Labrador East (Executive)
Bastien	Yves	Labrador West
Roberds	Josiane	Labrador East
Hall	Edna	West Coast
Rouzes	June	West Coast
Rafuse	Eileen	West Coast

¹ See document on page 14



For the 2012-13 school year, the breakdown of CSFP staff was as follows:

CSFP STAFF, 2012-13			
Category:	Female	Male	Total:
CSFP Office	6	5	11
Teachers	33	11	44
Principals	3	2	5
Other	17	5	22
Total	59	23	82

LINES OF BUSINESS OF THE CSFP

The CSFP has two lines of business:

1. Programs and Services, Kindergarten to Grade Twelve

French-first-language schools offer Kindergarten to Grade 12 programs and courses prescribed or approved by the Department of Education. In addition, French-first-language schools provide children with an opportunity to complete the *Bon départ* (KinderStart) program the year before they begin Kindergarten, as a means of preparing them for the Kindergarten program.

2. Transportation

The CSFP is responsible for providing return transportation for students between their homes and the school in accordance with Department of Education policies.



CSFP PARTNERS' CONTRIBUTIONS

To achieve the objectives and goals in its strategic plan, the CSFP works with the following partners:

1. Newfoundland and Labrador Department of Education
The Department is responsible for ensuring compliance with the *Schools Act, 1997*, which defines the roles and duties of school boards. The Department determines the learning programs and develops the administrative and educational policies that apply to the school boards. The boards are accountable to the Department for the management of programs and services, as well as for the management and administration of human and financial resources. About 84.5% of the CSFP's total budget is acquired from the Department.
2. Canadian Heritage
Canadian Heritage is the federal department responsible for negotiating the federal/provincial cost-shared agreement for Official Languages in Education (OLE) programs with the Province of Newfoundland and Labrador. This agreement ensures funding for the additional services and programs needed for minority-language education and the promotion of the French language and culture. About 13.6% of the CSFP's total budget comes from this agreement. The remainder of the CSFP's budget (1.9%) comes from rental of space in the Centre scolaire et communautaire des Grands-Vents and the Centre scolaire et communautaire Sainte-Anne.
3. Francophone organizations
At the provincial level, agreements with the *Fédération des parents francophones de Terre-Neuve-et-Labrador* remain in force for the delivery of community French-language recuperation programs, with the *Association communautaire francophone de Saint-Jean* for the operation of the *Centre scolaire et communautaire des Grands-Vents*, with the *Association régionale de la Côte Ouest* for the operation of the *Centre scolaire et communautaire Sainte-Anne*. As well, the *Réseau de développement économique et d'employabilité de Terre-Neuve-et-Labrador* organized a Career Day on November 16, 2012, in which students from the *École des Grands-Vents* participated, and organized entrepreneurship activities in CSFP schools during the Winter and Spring of 2013.
4. Other agencies
The agreement with the former Labrador School Board for sharing school transportation in Happy Valley-Goose Bay and Labrador City remained in effect. In addition, the agreement with the *Commission scolaire du Littoral* of Quebec continued, so that the Francophone students from the L'Anse-au-Clair area could attend Mgr-Scheffer School in Lourdes-de-Blanc-Sablon, Quebec.



HIGHLIGHTS AT THE CSFP

Increase in numbers

Enrollment at CSFP schools increased by 15% during 2012-13. The increase was primarily at the École des Grands-Vents in St John's. Overall, enrolment rose from 306 students to 348 this year.

Technology improvements

Since last fall, the CSFP has opened up its Internet network in order to encourage the adoption and implementation of technology in classrooms. Schools have increased access to Wi-Fi, and can now access social media applications and YouTube for educational purposes. This initiative has been very well received, as the schools are interested in embracing the integration of 21st century technology.

The acquisition and installation of interactive whiteboards is ongoing and training on their use in the classroom will be provided this year. There will be an increase in the implementation of classroom technology this year.

Safe and Caring Schools

During a two-day closeout in February all educational staff and school principals spent a half-day focused on Safe and Caring Schools. They had the opportunity to participate in the provincial consultation, facilitated by an official from the Department of Education, on proposed revisions to the Safe and Caring Schools Policy, as well as the policies, protocols and legislation governing student behaviour.

CSFP School Board

In order to ensure that information for board meetings is easily accessible to trustees and to encourage attendance by trustees, the district has provided all trustees with tablets. In addition, CSFP School Board meetings are now webcast via the CSFP's Website.



ISSUES AND OBJECTIVES FOR THE 2012-2013 SCHOOL YEAR

Three issues were used as guidelines for CSFP activities from July 1, 2012 to June 30, 2013:

1. Improving the quality of education in French;
2. Communication; and
3. Improved organizational effectiveness.

Issue 1: Improving the quality of education in French

In general, the situation of the Conseil scolaire francophone provincial de Terre-Neuve-et-Labrador resembles that of Canada's other 28 Francophone school boards outside Quebec. Some of the challenges faced by the CSFP are:

- difficulty promoting and affirming Francophone culture and identity in a largely Anglophone environment;
- a mandated integration of culture and community into the curriculum, above and beyond the academic program, in order to promote the development of students' identity as Francophone;
- recruitment and retention of staff;
- students transferring to the English school district before starting high school, owing particularly to the challenge of the limited course selection.

From this standpoint, the CSFP strives to ensure that its schools provide an excellent quality of education from Kindergarten to Grade 12. The work the CSFP does to ensure a high quality of education is supportive of Government's strategic direction of "Educational foundations are enhanced for each student throughout the primary, elementary and secondary system."

Goal One: By June 30, 2014, the Conseil scolaire francophone provincial will have improved the quality and quantity of its educational services.

Measure: Improved quality and quantity of educational services

Indicators:

- Improved access to educational services
- Improved cultural identity development services
- Improved use of modern technologies



2012-13 Objective

By June 30, 2013, the Conseil scolaire francophone provincial will have implemented new or revised educational services.

Measure: Implemented new or revised educational services

Indicators:

- Drafted report on quality and quantity of educational services
- Implemented support document for French-language acquisition program
- Implemented a teacher discussion and exchange forum
- Consulted with the Department of Education on opportunities to improve academic achievement and course selection

Indicator: Drafted report on quality and quantity of educational services

The CSFP hired consulting group Raymond Chabot Grant Thornton who submitted a report in December on the quantity and quality of educational services, indicating areas where the CSFP could make improvements. These areas included continuing to focus on the goals and objectives of the strategic plan, so that the planning and implementation of initiatives are clearly aligned with student learning and achievement. With the implementation of the school development model in schools ongoing, and new requirements regarding analysis of evaluation data, several of the improvements suggested in the report have been made.

Indicator: Implemented support document for French-language acquisition program

The Senior Education Officer developed a framework document to support the delivery of *Francisation* services in 2012-2103. *Francisation* is a language-acquisition support for a student whose first language is not French or requires development of his/her French-language skills. The goal of *francisation* is the development of students' French-language skills so that they may progress in all academic areas. The document provided information pertaining to the rationale for the programme, options for service delivery, and examples of activities and strategies for language development. The document also included suggestions for materials and web sites to support French-language development. The document was supplied to schools and *Francisation* teachers during the fall of 2012-2013.

Indicators: Implemented a teacher discussion and exchange forum

The CSFP increased the opportunities for teachers to communicate by providing access to Skype and Microsoft Lync. A video-conferencing system allowed for virtual meetings between teachers and program specialists at the district level and during the fall of 2012, meetings were held with new teachers across the district using this technology.



Indicator: Consulted with the Department of Education on opportunities to improve academic achievement and course selection

The CSFP consulted with the Department of Education during the fall and winter of 2012-2013 regarding enhanced course offerings for high school students. One of the CSFP's challenges, its course availability, will be partially remedied since the CSFP has decided, in cooperation with the Department of Education, to set up a skilled trades course at École Sainte-Anne. The classroom will be reconfigured during the summer of 2013. The equipment will also be delivered so that the course can start in September and the teacher received training at the end of the 2012-13 school year. In addition, the CSFP is still holding discussions with the department about offering on-line courses in French, with the eventual goal of diversifying and increasing course offerings.

The CSFP continues to support professional development with regard to multi-grade teaching, professional learning communities and bringing technology into the classroom. These three areas are ongoing areas of development for our educational organization.

Objective for 2013-14

By June 30, 2014, the CSFP will have evaluated the quality of its educational services.

Measure: Evaluated the quality of educational services

Indicators:

- Assessed the implementation of course/subject and evaluation descriptors
- Continued discussions with the Department of Education to diversify course offerings for CSFP students
- Implemented more information and communications technology initiatives and technology-based courses for CSFP students

Issue 2: Communication

The CSFP recognizes that it must improve its links and communications with stakeholders with a view to both its development and the quality of the services provided. The CSFP therefore commenced a series of meetings/consultations with school communities as well as with school staff and students during the spring of 2013 in Labrador and St. John's. The main objective of the meetings was to dialogue with staff and communities to learn about their priorities and concerns while discussing the CSFP's current challenges. The CSFP plans to continue these meetings/consultations in the communities on the West coast in early 2013-14.



Francophone schools are essential for French First Language instruction, particularly in a minority language environment. Despite the quality education provided by the CSFP, and the rights established under Article 23 of the Canadian Charter of Rights and Freedoms, many parents choose not to avail of their right to educate their children in French. It is, therefore, imperative to actively promote French First Language schools as a viable option for Francophones and right-holders. From the standpoint of information on both the right to an education in French and the services provided and to be developed, the CSFP must meet with these communities every year. This contact is and will remain a priority for the CSFP.

Goal Two: By June 30, 2014, the Conseil scolaire francophone provincial will have improved communication with newcomers, parents and the public.

Measure: Improved communication

Indicators:

- Enhanced communication tools for right- holders
- Improved websites for the Conseil scolaire francophone provincial and French schools
- Increased publicity for French schools in the different media

2012-13 Objective

By June 30, 2013, the Conseil scolaire francophone provincial will have initiated the use of its communications tools.

Measure: Initiated use of communication tools

Indicators:

- Completed improvements to CSFP websites
- Initiated the development of a promotional information kit

Indicator: Completed improvements to CSFP websites

The CSFP has completely revised the format and content of its website (www.csfpl.ca), and those of the five schools under its jurisdiction. Training has been provided for the principals and designated teachers so that the sites can be regularly updated to make them meaningful tools for communication between the schools and the CSFP, as well as with parents and the communities served by the CSFP.

The CSFP website is also used to raise awareness of the CSFP school board and its activities, such as the live streaming of public meetings and the CSFP school board's Annual General Meeting.



The CSFP has also clarified its administrative directive on right holders. This directive, as well as all CSFP directives, is now available on the website of the CSFP and its schools. The definition of right-holders is also clearly defined on the revamped form for admission to schools under the CSFP.

Indicator : Initiated the development of a promotional information kit

The CSFP has finished gathering information on the schools which can be found on the website of the CSFP and of its schools, thus creating a starting point for an information kit. This information includes the communities served by each school, the programs and services offered, co-curricular projects and extracurricular activities each school offers, and photographs of each school. Information brochures will be created in 2013-2014, as part of the promotion plan for student recruitment.

Objective for 2013-14:

By June 30, 2014, the Conseil scolaire francophone provincial will have evaluated and modified its communication tools.

Measure: Evaluated and modified communication tools

Indicators:

- Produced and distributed an information document for right holders
- Revised and modified select communication tools

Issue 3: Improved Organizational Effectiveness

The CSFP needs to improve its organizational effectiveness and work in this area naturally impacts its staff. For that reason, every school principal asked each teacher to provide them with their work plan which ensured teachers follow the provincially prescribed curriculum and evaluation procedures. Teaching staff was supported in meeting this professional requirement.

In addition, school principals will receive professional support and will be supervised and evaluated under the new administrative directive on the evaluation of school administrations.

Goal Three: By June 30, 2014, the Conseil scolaire francophone provincial will have improved its organizational effectiveness.

Measure: Improved organizational effectiveness

**Indicators:**

- Improved administrative policies and procedures
- Improved the organization of district office personnel
- Enhanced position descriptions for district office personnel
- Improved professional development for district personnel and trustees
- Developed a personnel recruitment and retention strategy

2012-13 Objective

By June 30, 2013, the Conseil scolaire francophone provincial will have continued activities to improve organizational effectiveness.

Measure: Continued activities to improve organizational effectiveness

Indicators:

- Conducted a study of central office operations
- Initiated training of the PowerSchool system in three schools. Completed the pilot stage of training in the two initial 'pilot' schools
- Conducted training on the school development plan
- Initiated development of a recruitment and retention strategy
- Initiated development of an updated policies and procedures manual

Indicator: Conducted a study of central office operations

A study of central office operations was carried out, following one of the recommendations from the report by Raymond Chabot Grant Thornton. Conducted by an outside consultant in November 2012, the analysis consisted of a study of the organizational practices and individual interviews with staff. A preliminary report was submitted to CSFP in December 2012 and the analysis was shared with office staff and the school board trustees. Acting on one of the consultant's recommendations, a new hierarchical and communications approach was presented and explained to the CSFP's administrative staff, including school principals. In addition, the CSFP is committed to a decentralization and employee accountability process in every area.

Indicator: Initiated training of the PowerSchool system in three schools. Completed the pilot stage of training in the two initial 'pilot' schools.

With the cooperation of the Department of Education, the CSFP began the implementation of PowerSchool. In-servicing of PowerSchool for the principals and secretaries of the two pilot schools, École Notre-Dame-du-Cap and École des Grands-Vents, was completed. In-servicing was initiated for the remaining schools in May 2013. The remaining three schools will be in-serviced in 2013-2014 thereby allowing for full implementation by 2014-2015. The system will facilitate the management of student files, and allow for more efficient communication related to student learning and achievement.



Indicator: Conducted professional learning on the school development plan.

Professional learning on the School Development Model was completed for all principals in the fall of 2012 subsequent to the receipt of the translation of the model in the summer of 2012. École des Grands-Vents and École Notre-Dame-du-Cap were identified to begin implementation during 2012-2013. The Senior Education Officer worked with the staff of each school for two days to complete the internal review, whereby each staff created its Three-Four Year School Development Plan. These schools will continue their work in 2013-2014, creating their One-Year School Development Plan, and implementing the initiatives identified in their plans. As well, they will complete the work of defining their values, vision and mission. The remaining schools will implement the School Development Model in 2013-2014, and will have completed the internal review and developed their Three-Four Year School Development Plan by the end of the 2013-2014 school year.

Indicator: Initiated development of a recruitment and retention strategy.

The development of a recruitment and retention strategy for teachers was not initiated in 2012-2013 due to competing priorities. It will, however, remain a priority for 2013-2014, as recruiting and retaining qualified teachers are essential to maintaining the quality of instruction and educational services.

Indicator: Initiated development of an updated policies and procedures manual.

The CSFP initiated the development of an updated policies and procedures manual during 2012-13. All directives were reviewed in November and December 2012 by office staff and revisions to the directives were initiated in January 2013. Directives regarding admission of students and the transfer of students between schools were updated, as were those pertaining to administration (Security and safety of students; Use of mobile devices; Administration of medication; Purchasing material; School inventory). Other directives were revised, including those regarding Respectful workplace, Scents in the workplace, and Complaints.

Directives regarding Student Evaluation and Teacher Evaluation were updated; the procedures and regulations are being developed and piloted in 2013-2014. The revision and updating of directives will continue in 2013-2014, so that they will reflect currently modern standards and practices. All up-to-date directives are communicated to the schools and posted on the CSFP website.

Objective for 2013-14:

By June 30, 2014, the Conseil scolaire francophone provincial will have further implemented activities to improve organizational effectiveness.



Measure: Further implemented activities to improve organizational effectiveness

Indicators:

- Continued to revise/update select directives, policies and procedures
- Improved administrative office organization
- Initiated development of a recruitment and retention strategy

HIGHLIGHTS BY SCHOOL

École Boréale: Students still have access to free milk every day. Students participated in a variety of *Dictée PGL* competitions and the provincial public speaking contest. In addition, students took part in the *Maths en herbe* competition in June. Violin lessons were also provided for students and they had access to a variety of physical activities.

École Notre-Dame-du-Cap: In addition to official programs, the school also offered accordion and painting lessons to students (with a local artist and in cooperation with ARCO (*Association régionale de la Côte ouest*). In cooperation with the Department of Education, Play and Learn Week, was organized, with the involvement of parents. Lastly, with the cooperation of four teachers, after-school sports were available throughout the school year.

École Ste-Anne: Art and music were also important at École Ste-Anne, in cooperation with the Department of Education, through OLEP (Official Languages in Education Programs) and with ARCO. In addition, a project, *Monsieur Vert*, helped to make students aware of environmental issues. Lastly, four students at the school took part in activities at the *Festival jeunesse de l'Acadie*, in Truro, Nova Scotia.

École des Grands-Vents: Culture was also important at Grands-Vents, with two bands helping students to express themselves through music. The school also provided for sports, including skating and swimming. Lastly, the school worked closely with its partners on community activities, including the *Association communautaire francophone de Saint-Jean* for the *Festival du vent*, and the School Lunch Association.

Centre éducatif l'ENVOL: Again this year, the school in Labrador City provided a range of physical (swimming, outdoor winter activities) and cultural (guitar, Francophone Association) activities. Centre éducatif l'ENVOL was also host to the district's public speaking event, *Concours d'art oratoire*.



CONSEIL SCOLAIRE FRANCOPHONE PROVINCIAL	
BUDGET FOR 2012-13 FISCAL YEAR	
(WILL BE UPDATED WHEN FINANCIAL STATEMENTS ARE AVAILABLE)	
CURRENT REVENUE:	
OLEP GRANTS	\$1 100 354.00
DEPARTMENT OF EDUCATION GRANTS	\$6 841 800.00
DONATIONS	\$0.00
ANCILLIARY SERVICES	\$135 000.00
MISCELLANEOUS	\$1 500.00
TOTAL:	\$8 078 654.00
CURRENT EXPENDITURES	
ADMINISTRATION COSTS	\$617 500.00
EDUCATIONAL PROGRAMS	\$4 623 000.00
MAINTENANCE AND OPERATIONS	\$699 000.00
SCHOOL TRANSPORTATION	\$451 000.00
MISCELLANEOUS EXPENSES	\$175 000.00
FEDERAL PROJECTS – SERVICES	\$918 556.00
FEDERAL PROJECTS – COMMUNITIES	\$181 798.00
AMORTIZATION OF CAPITAL ASSETS	\$412 800.00
ANCILLARY SERVICES	\$0.00
TOTAL:	\$8 078 654.00
SURPLUS/DEFICIT	\$0.00



ANNEX A

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.

1997 cS-12.2 s75

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.

1997 cS-12.2 s76

Composition of conseil scolaire

95. (1) The conseil scolaire, not exceeding 12 trustees, shall be elected by the voting members of the conseils d'ecole established under section 102 from among the voting members.
- (2) Notwithstanding subsection (1),
 - (a) employees of the conseil scolaire;
 - (b) a person who has a contract with, or an interest in a contract with, the conseil



scolaire; and

(c) unless prior written approval is given by the minister, employees of the department of the government responsible for education are not eligible for election to the conseil scolaire.

(3) The number of trustees to be elected by each conseil d'ecole shall be set and may be changed by order of the minister on the recommendation of the conseil scolaire.

(4) Notwithstanding subsection (3), the first elected conseil scolaire shall comprise 10 trustees elected as follows:

(a) 4 from the conseil d'ecole de Port au Port;

(b) 2 from the conseil d'ecole de l'ouest du Labrador ;

(c) 2 from the conseil d'ecole de l'est du Labrador ; and

(d) 2 from the conseil d'ecole de St. John's .

(5) The conseil scolaire shall be elected not later than 30 days after the election of the conseils d'ecole under section 102.

1997 cS-12.2 s95

Building funds

100. The minister shall pay out money voted by the Legislature for the construction, recommendations of the conseil scolaire.

Conseil d'ecole - voting members

102. (1) There shall be a conseil d'ecole responsible for each French first language school.

(2) The number of elected members comprising a conseil d'ecole, not exceeding 9, and each school for which the conseil d'ecole is responsible, shall be set and may be changed by order of the minister on the recommendation of the conseil scolaire.

(3) Notwithstanding subsection (2), the first elected

(a) conseil d'ecole de Port au Port shall be responsible for each French first language school located in Mainland and Cape St. George;

(b) conseil d'ecole de l'ouest du Labrador shall be responsible for each French first language school located in Labrador City or Wabush;

(c) conseil d'ecole de l'est du Labrador shall be responsible for each French first language school located in Happy Valley - Goose Bay; and

(d) conseil d'ecole de St. John's shall be responsible for each French first language school located in St. John's .

(4) A parent of

(a) a student enrolled in a French first language school;

(b) a child registered to attend a French first language school; and

(c) a child who is eligible under this Act to be registered to attend a French first language school and who is not registered in another school

may vote in an election of members to a conseil d'ecole responsible for that school.

(5) A candidate for election to a conseil d'ecole shall be

(a) at least 18 years of age;

(b) a citizen of Canada or a lawful resident of Canada ;



- (c) a resident of the province; and
- (d) nominated by a person eligible to vote in an election of members to that conseil d'ecole.
- (6) The principal of or a teacher in a French first language school is not eligible to be a candidate for election under this section to the conseil d'ecole responsible for that school.
- (7) The director of the conseil scolaire is not eligible to be a candidate for election to a conseil d'ecole.
- (8) Where fewer members are elected to a conseil d'ecole than the number set by order of the minister, the minister shall on the recommendation of the conseil scolaire or the interim conseil scolaire established under section 114 appoint the
- (9) A member elected or appointed to a conseil d'ecole under this section shall be a voting member of the conseil d'ecole.
- (10) The election of members to a conseil d'ecole shall be held at the same time as board elections are held under section 53 or at the time the minister directs on the recommendation of the conseil scolaire and the term of office of a member elected to a conseil d'ecole shall be the same as that of a trustee.

1997 cS-12.2 s102



ANNEX B

Financial Statements

(Will be added once received)