

Halifax Regional School Board

September 30, 2016 - Quarterly Business Plan and Financial Update

Purpose

To provide the Board with the September 30, 2016 second quarter business plan and financial update report.

Background

The Audit Committee and Board are provided with a quarterly financial report to advise the Board on actual results compared to budget, to comment on variances, and provide projections for the entire fiscal year.

This report also includes an update on the status of business plan priorities. This quarterly reporting to the Audit Committee and Board continues on a timely basis throughout the year to highlight progress with the business plan priorities and budget.

Content

The attached report covers to the end of the second quarter of the 2016-2017 fiscal year and includes the following:

1. Business Plan Priorities – a status report on actions taken up to September 30, 2016, on business plan priorities approved for 2016-2017. In some instances, the report may also note planned activities for the remainder of the 2016-2017 school year.
2. Financial Report – a financial report of actual revenues and expenditures for the period July 1, 2016 to September 30, 2016, year to-date amounts, and projections for the full year, along with an explanation of major variances.

It should be noted that the Business Plan and Budget covers the period April 1, 2016 to March 31, 2017. However, most of the business plan priorities and budget initiatives are intended to be undertaken on a school year basis.

Many of the initiatives and spending plans in these documents are related to the new school year which commenced on September 1, 2016. While this report outlines many initiatives undertaken over the past six months, much activity and progress on priorities and initiatives will continue to be undertaken in the remaining months of the current school year.

Progress has been achieved to-date on the priorities for 2016-2017. Results are being achieved as planned.

Overall, the projections show a net operating surplus of \$25,700. It is still early in the new school year and staffing adjustments continue. However, it is anticipated that budget targets will be met by the end of the fiscal year.

Funding Details

N/A

Timeline

N/A

Appendices

Quarterly Business Plan and Financial Update – September 30, 2016.

Recommendations

It is recommended that the Audit Committee receive the September 30, 2016, Quarterly Business Plan and Financial Update report for information.

Communications

AUDIENCE	RESPONSIBLE	TIMELINE
Audit Committee	Director, Financial Services	November 23, 2016
Governing Board	Chair, Audit Committee	November 30, 2016

Contact

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Quarterly Business Plan and Financial Update September 30, 2016

Introduction

This report provides information from staff on progress in implementing and achieving business plan priorities and a financial position update to the end of the second quarter of 2016-2017.

The Board prepares an annual Business Plan that outlines goals and priorities for the upcoming year. Although the Business Plan covers the fiscal year (April 1 – March 31), most of the priorities are planned on the basis of the school year (September 1 – June 30). Staff has prepared this progress report on Business Plan priorities, including actions on priorities at the beginning of the 2016-2017 school year to provide a timely update on work planned and undertaken.

This reporting is part of an accountability framework that provides assurance that the work of the Board is being directed to the Business Plan priorities and that the intended results are being achieved.

Similarly, staff prepares a quarterly financial report for the Board to provide timely information on actual revenues and expenditures in relation to the approved budget. Projections are also provided to advise the Board on any variances that may occur in relation to the approved budget for the entire fiscal year. This allows action to be taken on a timely basis if projected results are not in line with the budget.

This quarterly report is presented in two parts:

1. Business Plan Priorities – update on progress in implementing the priorities for 2016-2017 to September 30, 2016.
2. Financial Report – a report of actual revenues and expenditures for the second quarter of the 2016-2017 fiscal year, along with year to-date results, and projections for the remainder of the fiscal year.

Summary

Progress has been achieved on the priorities in the 2016-2017 Business Plan. Results are being experienced as planned in most areas and progress is being made in achieving the Board's goals.

Financial results to the end of September 30, 2016 indicate the Board is tracking close to budget. Results will be monitored very closely over the remaining months of the fiscal year so that actions may be taken, when and as required, to ensure overall budget targets are met by year end.

1. BUSINESS PLAN PRIORITIES

On June 8, 2016 the Board approved the Business Plan and Budget for the 2016-2017 fiscal year.

In planning for 2016-2017, the Governing Board, together with the Superintendent and Senior Staff, considered the goals as outlined in year two of the *3Rs: Nova Scotia Action Plan for Education 2015* along with the goals of the *Board’s Strategic Plan 2013-2017*. The goals are as follows: to improve student achievement, to strengthen safe and inclusive school environments, to achieve equitable learning opportunities for all students, and to build engagement, support and confidence in HRSB.

Priorities have been developed from the strategies to support each of these goals.

Most of the work on these priorities is intended to be accomplished during the 2016-2017 school year. This second quarter report, which covers all of the activities undertaken since April 1, 2016, indicates that work is underway on most of these priorities. In some areas, this report may also highlight work planned to be undertaken for priorities during the remainder of this school year.

**BUSINESS PLAN PRIORITIES
2016-2017**

<u>Priorities</u>	<u>Progress to Date</u>
<u>Business Plan Goal</u>	
1. To improve student achievement.	
<ul style="list-style-type: none"> Implement provincial streamlined curriculum in Grades 4 – 6 including the integration of educational technology and student assessment. 	<p>The Department of Education and Early Childhood Development (EECD) provided school boards with key messages regarding the 4-6 streamlined curriculum in early April, 2016. School board staff met with the lead team at the EECD in late April to review the professional development presentation that had been designed by the EECD and a team of lead teachers. This professional development was presented to administrators and all 4-6 teachers during the May 13, 2016 professional development day. The session introduced teachers to the new essential graduation competencies, the streamlined curriculum outcomes and indicators and deepened teachers’ understanding of treaty education and culturally relevant pedagogy. Teachers also had the opportunity to discuss with their colleagues effective instruction and assessment planning and time to explore the technology resources being distributed to schools.</p>

<u>Priorities</u>	<u>Progress to Date</u>
	<p>Program staff provided direction to schools to assist with the planning and facilitation of the September 7 and 30, 2016 school-based professional development days. Schools were asked to plan the day around the board and provincial priorities. Suggestions and resources supported deepening teacher understanding of the streamlined curriculum.</p> <p>Literacy and mathematics coaches and program staff have supported teachers with the implementation of the streamlined curriculum, primarily in priority schools. This support included curriculum alignment, implementing a learning zones approach to teaching, small group instruction, and culturally relevant approaches. Staff also facilitated conversations within Professional Learning Communities and helped to plan and deliver small group and school wide professional development sessions.</p>
<ul style="list-style-type: none"> Implement provincial literacy strategy for grades primary – 12. 	<p>The EECD provided funding for two literacy lead positions for HRSB. These literacy leads are a part of the provincial working committee to implement the literacy strategy P-12. In addition to supporting board level literacy implementation, these two leads are members of various provincial working groups to support the implementation of the literacy strategy.</p> <p>Ten literacy coaches were hired with the additional funding provided to HRSB through the literacy strategy and are working primarily in priority schools to support teachers in improving literacy achievement.</p> <p>In September, program staff reviewed school by school student data for Early Literacy Support and how that aligned with the Observation Survey data from 2015-2016. Staff identified schools where additional support may be required to improve student achievement. In response to this review, board staff attended school planning team meetings to assist in student selection for early literacy support. Additional coaching visits were provided to Early Literacy Support teachers based on the student achievement data.</p> <p>Professional development was provided to English and French Immersion P-3 Early Literacy Support teachers to support them in using on-going assessment information to determine instructional next steps for students.</p>
<ul style="list-style-type: none"> Implement provincial math strategy for grades primary – 12. 	<p>Note: As of September 30, 2016, the provincial mathematics strategy has not yet been released. To support mathematics learning in HRSB schools, the following update is provided.</p> <p>In April 2016, any teacher in a priority school who did not previously attend the mathematics assessment professional development attended one day of training to support mathematics assessment practices in their classrooms. Teachers learned how to use the assessment tools</p>

<u>Priorities</u>	<u>Progress to Date</u>
	<p>and resources developed by the HRSB central office mathematics team as well as to further develop their understanding and practice of ongoing, formative assessment. The session also focused on effective instructional strategies and how to plan instruction and assessment responsive to student background, culture and experience. These teachers also received one day for site based assessment to conference with students, analyze assessment data with colleagues, plan for future assessment and respond to existing assessment information.</p> <p>In April 2016, junior high resource teachers attended one day of professional learning facilitated by central office mathematics staff. The goal of this session was to deepen the resource teachers' understanding of the new 7-9 curriculum as well as how to implement effective instructional and assessment practices for teaching mathematics.</p> <p>In May 2016, a student self reflection guide and review activities were created by central office mathematics staff for students in Mathematics 10 to help focus their studying before the Nova Scotia Examination (NSE). Funding was provided for teachers of Mathematics 10 to provide additional instruction to students in this course who were in danger of not successfully completing the course. Some students who were not successful in this course at the end of the year had the option to attend a summer learning opportunity for Mathematics 10.</p> <p>In September 2016, junior high teachers who were new to teaching mathematics attended one day of professional development to support the implementation of the new mathematics curriculum. The day focused on navigating the curriculum documents, the core text and yearly plan, as well as planning lessons that engaged students by teaching to and through their strengths, backgrounds and interests. Assessment practices and reflecting on the Lessons Learned document created from the Provincial Mathematics assessment results were also a part of the day.</p> <p>Program staff and mathematics coaches continued to provide site based professional development to teachers and administrators. This support consisted of one-to-one consultations, Professional Learning Communities' support and staff meetings around the school's mathematics goal. Teachers were supported in learning how to navigate and use the new curriculum documents, print and online resources, as well as understanding the expected curriculum, instruction and assessment practices.</p> <p>Elementary math support teachers continue to work in our priority schools and junior high math support teachers are working in our junior high schools with the highest mathematics needs. The math support teachers provide small group instruction and in class support to students that have been identified as requiring extra support to target specific identified</p>

<u>Priorities</u>	<u>Progress to Date</u>
	<p>learning gaps. Data collected by math support teachers showed improvement in targeted outcome areas but also in student confidence and willingness to engage with mathematical content.</p>
<ul style="list-style-type: none"> Implement the new provincial model for school improvement planning (Student Success Planning). 	<p>All HRSB schools are currently engaged in the Student Success Planning process and are being supported in a differentiated manner.</p> <p>Twenty-three schools began a new cycle of improvement in September. Professional development focused on interpretation of data and the role of Professional Learning Communities in school improvement work was provided to these schools. The new provincial student success planning framework document and new provincial templates were shared with these schools. The documents were also shared with Program staff, School Administration Supervisors and the HRSB Student Success Planning lead team.</p> <p>All remaining schools are continuing the implementation of their school improvement plans focused on improving student achievement. The new provincial documents will be shared with them later this fall.</p> <p>Additional principals and teachers have received individualized support with the implementation of their Student Success Plan, including developing an intervention model of support through their Professional Learning Community work. Professional development on this intervention model of support was provided to all literacy coaches, math coaches and math support teachers.</p> <p>In addition, Program staff continued to support teachers with effective practices (aligning curriculum, instruction and assessment) at all grade levels, as they implemented mathematics and literacy curriculum and specific strategies indicated in their improvement plans.</p> <p>High school literacy department heads received one day of professional development on how to facilitate effective Professional Learning Communities to strengthen their work as curriculum leaders.</p> <p>Adjustments have been made to further improve the Getting to Great survey questions to align with the Student Success Planning provincial documents. Additionally, non-teaching school-based staff was provided with a survey this year in relation to their school climate. This will provide additional board-level perception data on the degree to which our schools are safe and inclusive learning environments.</p>

<u>Priorities</u>	<u>Progress to Date</u>
<ul style="list-style-type: none"> Develop/implement a board wide data collection system to gather math and literacy data from all elementary schools to monitor student achievement. 	<p>Program staff continued to work on revising and refining rubrics, assessment tools, interviews tools and benchmarks for data collection to support teachers in systematically gathering evidence of student learning.</p> <p>Literacy staff worked with a lead group of teachers to develop an oral language assessment tool for Outcome 1 in grade primary (English and French Immersion). This tool was piloted in three of our priority schools.</p> <p>Mathematics resources have been shared with priority schools and professional development has been given on how to effectively use these resources. Central office mathematics staff and coaches continue to support schools and teachers in their use of these resouces.</p> <p>Program staff collaborated with the Technology and Student Information System teams to develop a data collection system that will be used in our priority schools beginning in November 2016.</p>

<u>Priorities</u>	<u>Progress to Date</u>
<p><u>Business Plan Goal</u></p> <p>2. To strengthen safe and inclusive school environments.</p>	
<ul style="list-style-type: none"> Monitor and report progress of students following Individual Program Plans (IPPs). 	<p>At the end of June, consultations between school boards and the Department of Education and Early Childhood Development (EECD) resulted in a plan to monitor progress of students who have Individual Program Plans (IPPs). During the summer, ensuing changes were made to TIENET, the provincial electronic record-keeping system, to allow boards to run reports at the end of a semester or school year, beginning 2016-2017, with respect to monitoring/reporting student progress. In September, school boards received resources to support professional development regarding the plan and changes to TIENET. HRSB provided leadership to EECD in resolving technical challenges related to TIENET that could not be foreseen until school resumed in September.</p>

<u>Priorities</u>	<u>Progress to Date</u>
<ul style="list-style-type: none"> Implement the recommendations of the Individual Program Plan (IPP) Review. 	<p>In response to the recommendations from the provincial IPP review, learning opportunities and professional development continue to be provided in a variety of formats (e.g. individual, small, and large group) to school administrators, resource, learning center, classroom teachers, and specialists. Key messages are routinely communicated to schools with respect to expectations that programming be only as special as necessary (referencing the Criteria for Development of an IPP), that meetings be documented to chronicle team decisions related to program planning, and that parents/guardians be provided minutes of Program Planning Team meetings. Insights gleaned from interviews with families of students self-identified of African descent continue to be used to inform professional development activities and learning opportunities that define and refine practices and procedures relative to the Program Planning Process.</p>
<ul style="list-style-type: none"> Develop a comprehensive business continuity management program. 	<p>During the past several months we have begun the process of developing a comprehensive business continuity management program. There has been ongoing research and information collection related to the business continuity planning process. A number of directors also attended a professional development session provided by the Association of Nova Scotian Educational Administrators on business continuity planning. Public Safety Canada has created a guide to Business Continuity Planning that outlines five stages of the business continuity planning process. We have spent time developing the first two stages, Governance and Business Impact Analysis and we will continue through all five stages until we have developed complete business continuity plans for our six major departments (Operations, Finance, Human Resources, School Administration, Program and Board Services). These plans will be coordinated to create the basis of our comprehensive business continuity management program. This information was delivered in a report to the Governing Board at the June 2016 Regular Board meeting. Since the June Board meeting, the Operations Department has worked extensively with other Boards aiming to provide province wide consistency in business continuity planning.</p>
<ul style="list-style-type: none"> Develop a monitoring process to ensure that schools are conducting all required emergency drills. 	<p>School Administration has established a number of processes to ensure schools meet compliance expectations with emergency drills. Dates have been set for all drills during the year and have been communicated to principals through the <i>Principal Calendar</i> and the <i>Principal To-Do List</i>. All drills are being recorded by schools in an electronic data base. Supervisors are able to generate reports on school compliance immediately following drill dates to ensure compliance and follow up. Details for all drills have been updated in the schools' Emergency Management Plans.</p>

<u>Priorities</u>	<u>Progress to Date</u>
<ul style="list-style-type: none"> Implement a respectful workplace program that supports the HRSB's commitment to fostering a safe and respectful work and learning environment. 	<p>The Respectful Workplace Program, led by Human Resources Services, is designed to be a resource and support for any employee, in any role, who may be concerned about issues of respect, conflict or harassment in the workplace. Services offered by the Respectful Workplace Consultant provide opportunities for timely and sensitive responses to employee concerns, including confidential consultations and coaching, facilitated conversations, and mediation. Prior to the implementation of the Respectful Workplace Program, formal investigations were requested in over 50% of cases reporting concerns about respect or harassment. Since the Respectful Workplace Program was initiated, no requests for investigation have been received. Informal resolution options were chosen by employees and facilitated by the Respectful Workplace Consultant.</p> <p>In August 2016, the Human Resource Services Department initiated an Employee Campaign to promote conversations about respect in the work and learning environment, and to increase awareness of the Respectful Workplace Program. One of the key messages of the campaign is the HRSB's commitment to fostering safe, inclusive and respectful school environments for students and staff. The campaign included the new HRSB respect logo and supporting materials, a social media campaign, stickers, buttons and postcards. In addition, a series of graphics illustrates the concept that RESPECT is the foundation of HRSB work and learning environments. In addition, the Superintendent included remarks about the campaign at the opening meeting with principals and in the welcoming video to all HRSB employees. Information was shared with all union groups in September.</p> <p>The Respectful Workplace Program has expanded opportunities for professional development designed to foster safe and respectful work and learning environments, with positive professional relationships. To date, the Respectful Workplace Consultant attended nine different schools to provide professional development sessions, while in the month of September 2016, the Consultant attended 11 different schools to provide such sessions. In April 2016, in collaboration with the School Administration Department, the Respectful Workplace Consultant provided professional development on Engaging in Difficult Conversations for principals and supervisors. A full day session on Conflict and Communication was provided to literacy and math facilitators, consultants and coaches. Sessions have included team building workshops, as well as collaborative conversations by specific school communities on the topic of respectful relationships within those communities.</p>

<u>Priorities</u>	<u>Progress to Date</u>
<u>Business Plan Goal</u>	
3. To achieve equitable learning opportunities for all students.	
<ul style="list-style-type: none"> Demonstrate the importance of diversity by enhancing efforts to recruit and retain staff that is reflective of our student population. 	<p>Human Resource Services staff attended the Job Search Services Job Fair in April which attracted over 830 job seekers. This provided staff an opportunity to promote our substitute lists and give job seekers an idea of the types of roles HRSB has in addition to teaching careers.</p> <p>Human Resource Services staff held a Recruitment Session at the Immigrant Services Association of Nova Scotia (ISANS) in September. This session included a presentation followed by individual interviews and resulted in the hiring of a number of educational program assistant (EPA) substitutes to work in our schools.</p> <p>We continue to form/maintain partnerships with post-secondary institutions, including a presentation made to graduating administrative assistants at Eastern College in September. Through these partnerships we are able to host many successful non-teaching practicums for EPA and secretary positions in our schools.</p> <p>Human Resource Services staff will once again participate in the Welcome Home to Canada Employee Showcase (for job ready newcomers) at Pier 21 in October.</p> <p>Throughout September, 75 diverse applicants were interviewed for the non-teaching substitute lists and added over 50 new substitute teachers to support our schools.</p>
<ul style="list-style-type: none"> Build on administrators' existing knowledge and experience through additional professional learning opportunities that will advance their ability to lead with a culturally responsive approach. 	<p>The HRSB Diversity Team continued to focus its work on the Priority of improving the achievement of learners of African and Mik'maq/Aboriginal ancestry. This work was strategically undertaken through the following initiatives:</p> <p>1).Implementation of Culturally Relevant Pedagogy</p> <p>During this last quarter, the Diversity Team provided school-based administrators with professional learning opportunities to support their ability to lead from within a Culturally Responsive framework. In particular, multiple leadership meetings were held with Principals from the following schools: George Bissett, Cavalier Drive, Ellenvale Junior High, Southdale-North Woodside. Principals also attended a two-day professional development session on Culturally Responsive Pedagogy.</p>

<u>Priorities</u>	<u>Progress to Date</u>
	<p>2). Consultation and professional learning opportunities on HRSB's Race Relations, Cross Cultural Understanding and Human Rights policy</p> <p>RCH Facilitators provided professional development to Principals on matters relating to HRSB Race Relations, Cross Cultural Understanding and Human Rights policy. Sessions equipped staff with the knowledge, skill and competency to develop and foster learning environments which respect and protect the rights of all learners to an equitable educational experience. Facilitators responded to requests for support from school administrators in regards to the implementation of policy as related to RCH incidents</p> <p>3). Strengthen supports for learners of African and Mi'maq/Aboriginal ancestry</p> <p>Staff orientations were held to acquaint Principals with the Student Support Worker Program and the role and responsibilities of Student Support Workers as related to student achievement. Team members accentuated the three-fold responsibilities of advocacy, cultural identity and home-school liaison and assisted administrators in identifying how best to utilize this supportive resource.</p>
<ul style="list-style-type: none"> Enhance the capacity of teachers to deliver culturally responsive instruction and assessment practices to improve student achievement through targeted professional development. 	<p>HRSB's Diversity Team provided leadership to teachers around understanding the theoretical and practical aspects of Culturally Relevant Pedagogy (CRP), Professional development sessions and supportive learning opportunities equipped teachers to:</p> <ol style="list-style-type: none"> Challenge belief systems Develop high expectations Understand learning styles Create culturally relevant lesson plans with authentic assessments <p>More specifically, teachers at Southdale-North Woodside, Bell Park, and Dartmouth High were provided with professional development on culturally relevant instruction and assessment in April 2016. In May, 2016, the Diversity Team provided culturally responsive professional development to teaching staff at Ellenvale Junior High, Leslie Thomas Junior High, and Admiral Westphal. Furthermore, the Diversity Team supported teaching staff members at Central Spryfield Elementary in June, 2016 by providing direct CRP learning opportunities.</p> <p>Program staff collaborated with members of the Diversity Team to plan and deliver professional development to the new literacy and mathematics coaches with a focus on integrating Culturally Relevant Pedagogy within our daily instructional and assessment practices. The coaches use their new learning with teachers in HRSB priority schools.</p>

<u>Priorities</u>	<u>Progress to Date</u>
	<p>Math coach and math support teacher professional development funds were allocated to hire Dr. Lisa Lunney Borden from St. Francis Xavier University to provide two full days of mathematics focused on culturally relevant teaching professional development. This session was built on the learning that began with members of the HRSB Diversity team and extended to specifics within the context of mathematics. The coaches and math support teachers use this knowledge in their daily work with teachers and students in our schools.</p> <p>Culturally relevant teaching and assessment practices are an overarching focus of all professional development sessions created and facilitated by Program department staff.</p>
<ul style="list-style-type: none"> Tailor supports to improve academic achievement for African Nova Scotian students. 	<p>The Diversity Team was expanded to include five additional student support workers. Accordingly, team members conducted interviews to hire for newly assigned positions. Individual consultations with principals were conducted at John Martin Junior High School, Highland Park, Southdale-North Woodside, St. Joseph's A. McKay, St. Stephen's, St. Catherine's and Citadel High around understanding the significance of the Student Support Worker Program in relation to improving the achievement of African Nova Scotian learners. Student support workers also received RCH professional development on sexual orientation, gender identity, and LGBTQI communities.</p> <p>In addition, the Diversity Team received approval to hire two culturally relevant specialists to strategically support school staff in building professional teaching practices that are responsive to students and their learning styles. This staffing compliment effectively will enable the Diversity Team to provide focused support to a variety of educational stakeholders.</p> <p>All new math and literacy coaches received professional development on Culturally Relevant Pedagogy that was co-facilitated by members of the Diversity Team and Program staff. One day was held in June and a follow-up session was held in September.</p> <p>Program staff continue to collaborate with members of the Diversity Team to ensure understandings of culturally relevant practices are embedded in professional development.</p>
<ul style="list-style-type: none"> Improve and adjust supports for the Priority School model as necessary. 	<p>Priority School Support Teams met in June to share effective practices in supporting improved student achievement. Teams discussed and provided feedback on data sources they could use to improve teaching and learning in schools. These suggestions were collated and added to the Priority School Framework.</p> <p>As of September 2016, Reading Recovery is now in all of our Priority Schools. Staff used student achievement information to support Reading Recovery staffing decisions at priority</p>

<u>Priorities</u>	<u>Progress to Date</u>
	<p>schools. A decision was made to pair Reading Recovery and Early Literacy Support allocations at priority schools to maximize the expertise developed through Reading Recovery training and to increase consistency in staffing classroom positions. Reading Recovery and Early Literacy Support teachers work together with the school team to support student learning.</p> <p>Mathematics support teacher allocation at the elementary level has increased from 8.5 full-time equivalents (FTEs) for the 2015-2016 school year to 11.5 FTEs for the 2016-2017 school year. These teachers continue to work collaboratively with classroom teachers in priority schools to support students requiring additional support in mathematics.</p> <p>The HRSB literacy leads developed and shared with priority school principals a menu of supports literacy staff can provide to schools.</p> <p>The HRSB School Nutritionist is providing supports to some priority schools with regards to food literacy and how it can impact student achievement.</p> <p>The Diversity Team provided leadership and focused Culturally Relevant Pedagogical learning opportunities to designated Priority Schools (Southdale North-Woodside, Bell Park, Admiral Westphal, and Central Spryfield) during the last quarter.</p>

<u>Priorities</u>	<u>Progress to Date</u>
<p><u>Business Plan Goal</u></p> <p>4. To build engagement, support and confidence in HRSB.</p>	
<ul style="list-style-type: none"> Implement an annual strategic communication plan that supports the goals and priorities of the HRSB Business Plan. 	<p>An annual communication plan was developed by Communications Services and shared with the Superintendent and Senior Staff Advisor in September. The plan aligns with the goals and priorities as outlined in the 2016-2017 General Fund Business Plan. In addition, communication efforts support the following two additional priorities that have been identified by the Superintendent: 1) Improving the academic achievement results of our African Nova</p>

<u>Priorities</u>	<u>Progress to Date</u>
	<p>Scotian students and Mi'kmaq/Aboriginal students; and 2) Improving the academic achievement results in our priority schools.</p> <p>Within the annual communication plan is a monthly calendar that guides the work of Communications. Weekly "deliverables" are then established to ensure the daily work is focused on supporting the goals of the business plan. Each of the four goals are highlighted in the Superintendent's monthly report to the Governing Board. In addition, Communications looks for opportunities each week to celebrate the work of the system toward meeting the four business plan goals through social media, video and the board website.</p> <p>Some examples include: Introduction of the new 4-6 curriculum, Respectful Workplaces Campaign, celebrating Mi'kmaq Heritage Month, launch of the Stock bus tracker, rebranding the EXCEL Child Care program and supporting the school review process.</p>
<ul style="list-style-type: none"> Continue community engagement to support the Long-Range Outlook. 	<p>The Long-Range Outlook 2016 (LRO) was approved by the Governing Board on June 22, 2016 at its regular board meeting. The data within the LRO was updated based on information from the 2015-2016 school year, including September 30, 2015 enrollment.</p> <p>This year, in addition to the copy of the LRO on the HRSB web site, copies were distributed to the 15 branch locations of the Halifax Public Library.</p> <p>The LRO <i>Action Plan</i> was presented to the Governing Board at a special board meeting on August 31, 2016. It includes priorities for processes (school reviews) for the current and future years. School reviews follow the provincial School Review Policy to develop recommendations for decision by the Governing Board on possible school closure.</p> <p>A Recommendation to Review the Auburn Drive and Cole Harbour District High Family of Schools was approved by the Governing Board at a special board meeting on September 14, 2016. Previous engagement with the School Advisory Council members at these schools helped inform staff in developing the scope of the Recommendation to Review.</p> <p>School Administration and Operations staff have planned an engagement session with school communities to have conversations regarding the updated Long-Range Outlook. The plan includes workshops with the SAC members by Family of Schools which will occur in the fall of 2016.</p>

<u>Priorities</u>	<u>Progress to Date</u>
<ul style="list-style-type: none"> Implement Facility Management Processes that support safe and efficient school buildings. 	<p>There are numerous facility management process initiatives being developed for implementation this year by the Operations Services management team.</p> <p>The Contract Specialist has been working with staff to analyze maintenance expenditures with the intent to align and distribute the maintenance budget proportionately to specific cost elements, based on historic expenditures. This is the first step to improve the ability to project expenditures on this budget line, and control expenditures within the approved budget allocation.</p> <p>A capital project management tool has been developed and further improved over the summer to accurately record and report on all Tangible Capital Asset (TCA) Repairs, Board capital and maintenance project expenditures and work progress. This has allowed timely detailed response to monthly requests from EECD regarding current spend positions for each project.</p> <p>Handheld technology (iPads) have been assigned to the Maintenance and Custodial Supervisors. This allows them to easily track site visits and record observations of facility conditions. The observations assist with development of capital budgets, preventative maintenance plans and repair schedules. It also provides immediate access to school data and other pertinent forms while at schools.</p> <p>The \$34M <i>Lights Off! Green On!</i> energy upgrade project is in its fourth and final year of implementation. There are 15 schools included in this phase of work, which includes upgrades to the lighting, building automation, plumbing and building envelope. Real-time energy metering and dashboards displays were installed in 15 schools this past summer for a total of 87 HRSB schools with Energy Dashboard displays. The majority of the measures are anticipated to be substantially completed by early January 2017.</p> <p>A refrigeration appliance audit was initiated over the summer through a partnership with Efficiency Nova Scotia. The data continues to be collected and will be used to identify opportunities to reduce the appliance load in schools and develop a strategy for removal and replacement with efficient appliances where appropriate. A total of 805 refrigerators and freezers have been counted thus far in 80 schools (at least 10% of these are 15 years old or older). The audit is expected to be completed by early November 2016.</p> <p>Staff began introducing new hand soap dispensers in schools. The new dispensers will decrease packaging waste by up to 90%, reduce storage requirements and delivery frequency. It is anticipated that once all dispensers are installed, there will be a 30% reduction in soap purchased. Hand soap is currently the third highest custodial supply expense at \$65,000 annually.</p>

<u>Priorities</u>	<u>Progress to Date</u>
	<p>Improvements have been made to the hiring process for casual custodial employees. This has resulted in being able to maintain a casual pool of employees that are filling our vacancies, reducing overtime costs.</p> <p>Efficiencies have also been achieved in the caretaker job filling process. This has historically been an onerous task which required a minimum of three weeks to complete for each round of postings. Through efforts from staff to assess each step, the process has been revised which reduced the posting completion time to two weeks.</p> <p>Focus continues on workplace safety and regulatory training for employees. Operations staff is working with the Human Resource Services department to access on-line training through a web portal established by the NS School Insurance Exchange (SIP). A meeting occurred at the SIP office with representation from HRSB (OHS, Operations), SIP and the service provider to begin planning for a phased roll out of this training opportunity, starting with Operations Services. The program allows for specialized training by employee group and tracking of each employee's training record.</p> <p>A one year memorandum of understanding (MOU) was signed by HRSB and HRM which established parameters for access to school gymnasiums after hours by schools, HRM programs and community programs. The MOU was presented to principals at the start of the school year and an advisory committee meets monthly to discuss and respond to process concerns. Early reports from the advisory committee indicate that the process is being followed and few concerns are arising to date. The MOU will inform future negotiation of the Service Exchange Agreement, which is a condition of the Supplementary Funding Agreement between HRM and HRSB.</p> <p>The new contract with Stock Transportation Ltd. for student transportation services started July 1, 2016. It includes a revised reporting format for submission by Stock Transportation management team of contract start up conditions and monthly reporting on key performance indicators. This reporting will begin with September's report, due after the first week of October. Monthly meetings will be scheduled to ensure reporting requirements are met and to discuss and respond to operational matters.</p> <p>Following an audit of the board's security, measures were implemented to mitigate "blind spots" and reduce internet connections going directly out to the internet. During the summer a FortiGate appliance was installed which provides critical security controls. The internet connectivity was changed at every school and configured to connect into the central datacenter at 33 Spectacle, which now allows rapid response and provision of security as it is required.</p>

<u>Priorities</u>	<u>Progress to Date</u>
<ul style="list-style-type: none"> Implement all responses to the Recommendations in the November 2015, Auditor General's Report. <p>Recommendation 2.5 Management at Chignecto-Central, Halifax and Strait Regional School Boards should ensure sufficient data is collected to assess student progress in both numeracy and literacy.</p> <p>Recommendation 2.6 The governing boards of the Chignecto-Central, Halifax and Strait Regional School Boards should ensure they receive and review reports on student progress including reports on provincial, board or school-based assessment results, and students on individual program plans.</p> <p>Recommendation 2.7 The governing boards of Chignecto-Central, Halifax and Strait Regional School Boards should require management to provide appropriate information to allow the boards to understand whether goals outlined in the continuous school improvement process have been achieved.</p>	<p>The reports will come to the Governing Board on the scheduled December, 2016, January, 2017 and March, 2017, Regular Board meetings.</p> <p>Alison King, Director of Program, presented a number of reports to the Governing Board on student provincial and board-based assessment results.</p> <p>She also presented a follow-up report from the Individual Program Plan Review Report 2014-15 on Response to the Individual Program Plan Review 2014-2015 to the Governing Board at the May 25, 2016 Regular Board meeting.</p> <p>Board Member Dave Wright moved the following motion at the September 28, 2016 Regular Board meeting: I move that the Governing Board request the Superintendent provide a report at the November 2016 Meeting, with regards to Student Individual Program Plans (IPP) as per Recommendation 2.6 of the Auditor General 2015 report.</p> <p>Reports can be found on the HRSB website.</p> <p>Susan Tomie, Director, School Administration Summary presented a report on Schools' Progress with Improvement Goals at the September 28, 2016 Regular Board meeting</p> <p>Reports can be found on the HRSB website.</p>

<u>Priorities</u>	<u>Progress to Date</u>
<p>Recommendation 2.8 The governing boards of Chignecto-Central, Halifax and Strait Regional School Boards should obtain and review information on whether teacher and principal evaluations are completed according to board policy, including summary results; and whether staff development needs are met.</p> <p>Recommendation 2.9 The governing boards of Chignecto-Central, Halifax and Strait Regional School Boards should complete annual self-assessments to measure performance against all key areas of responsibility, including those identified in the Education Act.</p> <p>Recommendation 2.10 The governing boards of Chignecto-Central and Halifax Regional School Boards should ensure the superintendent evaluation process includes all key areas of responsibility, including those identified in the Education Act.</p>	<p>Tracy O'Kroneg, Director, Human Resource Services presented a Summary Report on Teacher and Principal Evaluation at the September 28, 2016, Regular Board meeting</p> <p>Reports can be found on the HRSB website.</p> <p>The Governing Board Members completed a self-assessment survey and reviewed the results at an in-camera meeting on July 6, 2016. The Chair tabled a report on the Governing Board Self-Assessment Results at the September 28, 2016, Regular Board meeting</p> <p>Reports can be found on the HRSB website.</p> <p>The Governing Board completed the Superintendent's Appraisal on September 14, 2016 in an In-camera meeting. The contracted facilitator fulfilled the mandate under 64(2) (m) of the Education Act and was in compliance with the Auditor General's recommendation and measured all key areas of responsibility. Royer Thompson was engaged to complete the evaluation.</p> <p>The following motion was approved by the Governing Board: It was moved and seconded (Blumenthal-Harrison/Wright) that the Governing Board accept the Superintendent Evaluation as presented by Royer-Thompson.</p>

2. **FINANCIAL REPORT**

The following report outlines the General Fund and Supplementary Fund results for the three month period ending September 30, 2016, as well as year to-date results and projections for the remainder of the fiscal year.

The statements report a projected net deficit of \$440,000, but also include a planned use of accumulated surplus in the amount of \$465,700. This amount relates to the designation for accumulated surplus for Capital Amortization. As assets are amortized, the future value resides in the Board's accumulated surplus, and does not come from current year's operations. This results in a projected General Fund operating surplus of \$25,700. It is difficult to accurately project results for the remaining half of the fiscal year at this point. Staffing adjustments are still occurring and substitute teacher costs, utilities, and snow removal costs for the last six months of the fiscal year are difficult to predict at this time. Based on results to date, and barring any unusual circumstances, it is anticipated that budget targets will be met. The variance analysis at the end of this report provides explanations for significant variances from budget or from the same period last year.

Results to date indicate that the Supplementary Fund is projected to meet budget targets by year-end with no significant issues.

GENERAL FUND
SUMMARY OF REVENUES AND EXPENDITURES
September 30, 2016

	Actual Jul - Sep 2016-2017	Actual Year to Date 2016-2017	Budget 2016-2017	% BUD Utilized	Projection 2016-2017	PROJ % Bud Util	Projected Budget Variance	Actual Year to Date 2015-2016	Line
<u>REVENUE</u>									
Province of Nova Scotia									
Formula Funding	65,333,541	131,957,345	271,384,100	48.6%	271,384,000	100.0%	100	137,474,887	R1
Provincial Initiatives	2,557,309	12,749,889	22,601,700	56.4%	23,260,700	102.9%	-659,000	7,231,188	R2
Other Provincial Initiatives and Grants	2,756,903	5,631,505	8,679,100	64.9%	9,387,400	108.2%	-708,300	4,712,432	R3
<i>Subtotal</i>	70,647,753	150,338,740	302,664,900	49.7%	304,032,100	100.5%	-1,367,200	149,418,507	
Halifax Regional Municipality									
Mandatory Contribution	34,508,700	65,967,650	131,935,300	50.0%	131,935,300	100.0%	0	62,917,900	R4
<i>Subtotal</i>	34,508,700	65,967,650	131,935,300	50.0%	131,935,300	100.0%	0	62,917,900	
Government of Canada									
Adult EAL	129,354	740,762	2,143,400	34.6%	2,143,400	100.0%	0	741,773	R5
French Special Projects	0	78,189	231,500	33.8%	231,500	100.0%	0	0	R6
Minority Official Language	0	142,009	160,600	88.4%	160,600	100.0%	0	0	R7
Other Projects	286	11,793	0	n/a	11,800	n/a	-11,800	262,126	R8
<i>Subtotal</i>	129,641	972,753	2,535,500	38.4%	2,547,300	100.5%	-11,800	1,003,899	
Board Generated Revenue									
Investment Income	75,314	145,325	300,000	48.4%	299,700	99.9%	300	126,427	R9
Facilities Rental	134,315	172,509	700,000	24.6%	700,000	100.0%	0	184,782	R10
EXCEL - Before and After School Program	1,967,211	4,685,165	9,571,200	49.0%	9,532,900	99.6%	38,300	4,495,347	R11
International Services	450,570	1,709,213	3,875,100	44.1%	4,002,800	103.3%	-127,700	1,371,304	R12
Miscellaneous	261,349	491,821	229,000	214.8%	506,800	221.3%	-277,800	465,834	R13
<i>Subtotal</i>	2,888,759	7,204,033	14,675,300	49.1%	15,042,200	102.5%	-366,900	6,643,693	
TOTAL REVENUE	<u>108,174,853</u>	<u>224,483,176</u>	<u>451,811,000</u>	<u>49.7%</u>	<u>453,556,900</u>	<u>100.4%</u>	<u>-1,745,900</u>	<u>219,983,999</u>	

**GENERAL FUND
SUMMARY OF REVENUES AND EXPENDITURES
September 30, 2016**

	Actual Jul - Sep 2016-2017	Actual Year to Date 2016-2017	Budget 2016-2017	% BUD Utilized	Projection 2016-2017	PROJ % Bud Util	Projected Budget Variance	Actual Year to Date 2015-2016	Line
<u>EXPENDITURES</u>									
<u>BOARD GOVERNANCE</u>									
Stipends and Benefits	29,033	58,067	116,100	50.0%	116,100	100.0%	0	57,177	B1
Supplies and Materials	35	683	5,000	13.7%	5,000	100.0%	0	2,266	B2
NSSBA Dues	0	85,000	85,000	100.0%	85,000	100.0%	0	85,000	B3
Other Non Salary Expenditures	8,727	32,357	110,600	29.3%	110,600	100.0%	0	27,162	B4
Total Board Governance	<u>37,796</u>	<u>176,107</u>	<u>316,700</u>	<u>55.6%</u>	<u>316,700</u>	<u>100.0%</u>	<u>0</u>	<u>171,605</u>	
<u>OFFICE OF THE SUPERINTENDENT</u>									
Salaries	259,862	545,547	1,187,200	46.0%	1,187,200	100.0%	0	315,126	OS1
Benefits	28,766	77,818	136,500	57.0%	147,000	107.7%	-10,500	49,082	OS2
Supplies and Materials	24,640	45,683	75,000	60.9%	75,000	100.0%	0	35,251	OS3
Professional Services	65,348	138,305	250,000	55.3%	400,000	160.0%	-150,000	117,613	OS4
Other Non Salary Expenditures	5,172	17,732	67,400	26.3%	67,400	100.0%	0	10,283	OS5
Total Office of the Superintendent	<u>383,788</u>	<u>825,085</u>	<u>1,716,100</u>	<u>48.1%</u>	<u>1,876,600</u>	<u>109.4%</u>	<u>-160,500</u>	<u>527,355</u>	
<u>FINANCIAL SERVICES</u>									
Administration									
Salaries	378,464	785,301	1,686,600	46.6%	1,673,800	99.2%	12,800	772,576	F1
Benefits	89,753	194,183	420,900	46.1%	406,100	96.5%	14,800	199,587	F2
Supplies and Materials	14,205	62,040	158,500	39.1%	158,500	100.0%	0	51,975	F3
Travel	259	830	3,000	27.7%	3,000	100.0%	0	1,584	F4
Liability Insurance	95,805	191,608	377,000	50.8%	383,200	101.6%	-6,200	171,390	F5
Professional Services	0	0	39,000	0.0%	39,000	100.0%	0	37,890	F6
Service Fees	1,384	1,625	7,500	21.7%	7,500	100.0%	0	5,918	F7
Total Financial Services	<u>579,870</u>	<u>1,235,588</u>	<u>2,692,500</u>	<u>45.9%</u>	<u>2,671,100</u>	<u>99.2%</u>	<u>21,400</u>	<u>1,240,921</u>	

GENERAL FUND
SUMMARY OF REVENUES AND EXPENDITURES
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	Actual Jul - Sep 2016-2017	Actual Year to Date 2016-2017	Budget 2016-2017	% BUD Utilized	Projection 2016-2017	PROJ % Bud Util	Projected Budget Variance	Actual Year to Date 2015-2016	Line
<u>HUMAN RESOURCE SERVICES</u>									
Administration									
Salaries	422,385	884,273	1,851,800	47.8%	1,870,000	101.0%	-18,200	856,873	H1
Benefits	100,250	223,189	447,600	49.9%	444,500	99.3%	3,100	212,599	H2
Supplies and Materials	13,433	36,655	148,300	24.7%	148,300	100.0%	0	37,655	H3
Staff Development	3,104	20,056	91,000	22.0%	96,600	106.2%	-5,600	31,564	H4
Travel	721	2,157	5,000	43.1%	5,000	100.0%	0	800	H5
Pension Top-Ups	8,967	18,053	24,100	74.9%	24,100	100.0%	0	24,950	H6
Total Human Resource Services	<u>548,859</u>	<u>1,184,383</u>	<u>2,567,800</u>	<u>46.1%</u>	<u>2,588,500</u>	<u>100.8%</u>	<u>-20,700</u>	<u>1,164,443</u>	

SCHOOL ADMINISTRATION

Salaries - Teachers

Classroom	42,623,825	91,139,858	183,473,200	49.7%	183,556,100	100.0%	-82,900	89,880,207	S1
Special Education	5,752,246	12,190,474	25,838,900	47.2%	25,291,800	97.9%	547,100	12,052,179	S2
Student Support	2,274,321	4,981,312	11,543,600	43.2%	11,319,400	98.1%	224,200	4,962,957	S3
Guidance	1,632,528	3,440,410	7,230,900	47.6%	7,156,800	99.0%	74,100	3,384,909	S4
Teacher Administrators	5,867,782	12,585,698	25,314,200	49.7%	25,252,300	99.8%	61,900	12,375,749	S5
Board Administration	377,851	815,470	1,625,400	50.2%	1,625,600	100.0%	-200	832,096	S6
Substitutes	544,909	4,451,456	13,032,100	34.2%	13,203,600	101.3%	-171,500	4,795,115	S7
<i>Subtotal</i>	59,073,462	129,604,678	268,058,300	48.3%	267,405,600	99.8%	652,700	128,283,212	

Salaries - Non-Teachers

Educational Program Assistants	4,861,563	10,490,357	22,581,100	46.5%	23,051,300	102.1%	-470,200	10,174,197	S8
Library Support Specialists	67,786	166,809	391,700	42.6%	369,600	94.4%	22,100	194,111	S9
School Secretaries	446,341	2,204,990	6,006,000	36.7%	5,915,600	98.5%	90,400	2,299,786	S10
Board Administration	28,714	84,357	209,500	40.3%	190,200	90.8%	19,300	92,950	S11
Student Support	219,661	407,965	948,200	43.0%	935,100	98.6%	13,100	412,101	S12
Security	20,013	42,028	87,100	48.3%	87,100	100.0%	0	42,695	S13
Lunch Supervision	423,103	899,770	2,521,400	35.7%	2,521,400	100.0%	0	909,527	S14
<i>Subtotal</i>	6,067,182	14,296,275	32,745,000	43.7%	33,070,300	101.0%	-325,300	14,125,367	

GENERAL FUND
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	Actual Jul - Sep 2016-2017	Actual Year to Date 2016-2017	Budget 2016-2017	% BUD Utilized	Projection 2016-2017	PROJ % Bud Util	Projected Budget Variance	Actual Year to Date 2015-2016	Line
Benefits									
Statutory	3,555,240	9,458,758	16,948,300	55.8%	16,870,800	99.5%	77,500	9,272,009	S15
Medical/Dental/Salary Continuation	1,335,660	2,806,684	5,880,800	47.7%	5,899,400	100.3%	-18,600	2,305,212	S16
Service Awards	529,525	1,059,050	2,117,900	50.0%	2,118,100	100.0%	-200	1,029,000	S17
Pension	730,408	1,662,519	3,709,000	44.8%	3,725,600	100.4%	-16,600	1,631,519	S18
<i>Subtotal</i>	6,150,832	14,987,011	28,656,000	52.3%	28,613,900	99.9%	42,100	14,237,740	
Program Support Resources									
Classroom Supplies and Equipment	602,118	1,345,975	4,199,800	32.0%	4,289,700	102.1%	-89,900	959,708	S19
School Technology	205,341	240,885	756,000	31.9%	756,000	100.0%	0	221,256	S20
Data Lines	180,779	226,188	544,700	41.5%	544,700	100.0%	0	184,798	S21
Circuit/Resource Travel	27,456	82,476	248,300	33.2%	248,300	100.0%	0	79,704	S22
Textbook Credit Allocation	288,563	1,130,224	2,807,800	40.3%	2,807,800	100.0%	0	1,038,667	S23
Other Non Salary Expenditures	34,973	72,691	221,500	32.8%	221,500	100.0%	0	96,613	S24
Other Projects	36,287	70,460	111,000	63.5%	268,600	242.0%	-157,600	54,187	S25
<i>Subtotal</i>	1,375,517	3,168,899	8,889,100	35.6%	9,136,600	102.8%	-247,500	2,634,934	
Professional Development									
System Leadership/Student Info Systems	3,717	44,660	125,000	35.7%	125,000	100.0%	0	64,511	S27
International Services									
Revenue	450,570	1,709,213	3,875,100	44.1%	4,002,800	103.3%	-127,700	1,371,304	S28
Expenditure	470,658	1,237,950	2,957,100	41.9%	3,043,500	102.9%	-86,400	1,255,540	S29
<i>Net Revenue</i>	-20,088	471,263	918,000	51.3%	959,300	104.5%	-41,300	115,764	
Adult and Community Education									
Summer School	14,979	15,410	23,500	65.6%	15,400	65.5%	8,100	39,667	S30
Night School	0	0	15,000	0.0%	15,000	100.0%	0	0	S31
Nova Scotia Student Adult Learning	48,260	106,116	280,000	37.9%	280,000	100.0%	0	132,795	S32
<i>Subtotal</i>	63,239	121,526	318,500	38.2%	310,400	97.5%	8,100	172,462	
Total School Administration	<u>73,204,607</u>	<u>163,461,000</u>	<u>341,749,000</u>	<u>47.8%</u>	<u>341,705,300</u>	<u>100.0%</u>	<u>43,700</u>	<u>160,773,767</u>	

GENERAL FUND
SUMMARY OF REVENUES AND EXPENDITURES
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PROGRAM	Actual Jul - Sep 2016-2017	Actual Year to Date 2016-2017	Budget 2016-2017	% BUD Utilized	Projection 2016-2017	PROJ % Bud Util	Projected Budget Variance	Actual Year to Date 2015-2016	Line
Salaries - Teachers									
Special Education	1,505,963	3,205,891	6,577,000	48.7%	6,508,900	99.0%	68,100	3,181,577	P1
Board Administration	608,660	1,280,027	2,816,500	45.4%	2,771,300	98.4%	45,200	1,409,414	P2
<i>Subtotal</i>	<u>2,114,623</u>	<u>4,485,918</u>	<u>9,393,500</u>	<u>47.8%</u>	<u>9,280,200</u>	<u>98.8%</u>	<u>113,300</u>	<u>4,590,990</u>	
Salaries - Non-Teachers									
Board Administration	50,067	138,464	309,300	44.8%	310,000	100.2%	-700	148,253	P3
Student Services Secretaries	14,041	82,698	227,700	36.3%	221,900	97.5%	5,800	83,693	P4
Tutors	4,543	67,900	112,700	60.2%	140,200	124.4%	-27,500	61,543	P5
<i>Subtotal</i>	<u>68,651</u>	<u>289,063</u>	<u>649,700</u>	<u>44.5%</u>	<u>672,100</u>	<u>103.4%</u>	<u>-22,400</u>	<u>293,488</u>	
Benefits									
Statutory	93,498	285,450	494,100	57.8%	488,900	98.9%	5,200	282,657	P6
Medical/Dental/Salary Continuation	34,163	72,653	150,400	48.3%	149,900	99.7%	500	53,910	P7
Service Awards	18,800	37,600	75,200	50.0%	75,200	100.0%	0	38,550	P8
Pension	7,117	24,372	69,500	35.1%	64,600	92.9%	4,900	26,898	P9
<i>Subtotal</i>	<u>153,579</u>	<u>420,075</u>	<u>789,200</u>	<u>53.2%</u>	<u>778,600</u>	<u>98.7%</u>	<u>10,600</u>	<u>402,015</u>	
Special Education and Student Support									
Supplies and Materials	92,441	144,520	434,500	33.3%	434,500	100.0%	0	23,253	P10
Provincial Initiatives	112,933	554,836	1,442,200	38.5%	1,825,400	126.6%	-383,200	314,854	P11
Travel - Student Services	11,998	28,131	80,000	35.2%	80,000	100.0%	0	29,745	P12
Contracted Services	0	350,163	1,243,200	28.2%	1,243,200	100.0%	0	487,390	P13
<i>Subtotal</i>	<u>217,373</u>	<u>1,077,650</u>	<u>3,199,900</u>	<u>33.7%</u>	<u>3,583,100</u>	<u>112.0%</u>	<u>-383,200</u>	<u>855,242</u>	
Program Support Resources									
Supplies and Materials	44,779	108,293	238,100	45.5%	238,100	100.0%	0	89,720	P14
Other Non Salary Expenditures	3,548	9,894	32,100	30.8%	32,100	100.0%	0	10,819	P15
Provincial Program Initiatives and Projects	507,437	1,780,728	6,162,100	28.9%	6,792,100	110.2%	-630,000	1,504,597	P16
<i>Subtotal</i>	<u>555,764</u>	<u>1,898,915</u>	<u>6,432,300</u>	<u>29.5%</u>	<u>7,062,300</u>	<u>109.8%</u>	<u>-630,000</u>	<u>1,605,135</u>	
Professional Development									
	160,817	345,009	3,653,900	9.4%	4,049,600	110.8%	-395,700	489,552	P17
Total Program	<u>3,270,806</u>	<u>8,516,630</u>	<u>24,118,500</u>	<u>35.3%</u>	<u>25,425,900</u>	<u>105.4%</u>	<u>-1,307,400</u>	<u>8,236,423</u>	

GENERAL FUND
SUMMARY OF REVENUES AND EXPENDITURES
September 30, 2016

	Actual Jul - Sep 2016-2017	Actual Year to Date 2016-2017	Budget 2016-2017	% BUD Utilized	Projection 2016-2017	PROJ % Bud Util	Projected Budget Variance	Actual Year to Date 2015-2016	Line
<u>OPERATIONS SERVICES</u>									
Administration									
Salaries	447,261	945,778	1,993,900	47.4%	1,992,900	99.9%	1,000	891,713	O1
Benefits	104,013	237,382	477,700	49.7%	476,400	99.7%	1,300	223,212	O2
Travel	9,107	18,701	35,000	53.4%	35,000	100.0%	0	15,569	O3
Other Non Salary Expenditures	11,342	24,798	47,500	52.2%	47,500	100.0%	0	25,024	O4
<i>Subtotal</i>	571,723	1,226,658	2,554,100	48.0%	2,551,800	99.9%	2,300	1,155,518	
Custodial Services									
Salaries	2,907,655	6,132,323	12,714,200	48.2%	12,735,300	100.2%	-21,100	6,251,622	O5
Benefits	992,372	2,078,060	4,263,200	48.7%	4,269,200	100.1%	-6,000	2,077,120	O6
Supplies and Equipment	190,900	409,958	868,400	47.2%	868,400	100.0%	0	444,420	O7
Building Rental Expense	479,471	957,295	1,921,700	49.8%	1,921,700	100.0%	0	961,068	O8
Contracted Services	144,289	174,924	1,783,600	9.8%	1,793,600	100.6%	-10,000	371,294	O9
<i>Subtotal</i>	4,714,687	9,752,560	21,551,100	45.3%	21,588,200	100.2%	-37,100	10,105,523	
Maintenance Services									
Salaries	414,747	890,807	1,935,700	46.0%	1,894,300	97.9%	41,400	861,400	O10
Benefits	137,962	296,382	650,600	45.6%	630,700	96.9%	19,900	289,487	O11
Supplies and Equipment	961,429	1,726,918	4,354,000	39.7%	4,254,000	97.7%	100,000	2,119,793	O12
Vehicle Operating Expense	56,819	102,917	264,000	39.0%	264,000	100.0%	0	114,476	O13
TCA Expense (Vehicle)	8,123	16,246	75,000	21.7%	75,000	100.0%	0	18,474	O14
Contracted Services - Maintenance	225,334	444,639	891,800	49.9%	1,041,800	116.8%	-150,000	371,858	O15
<i>Subtotal</i>	1,804,413	3,477,908	8,171,100	42.6%	8,159,800	99.9%	11,300	3,775,489	
Plant Operations									
Insurance	184,848	398,801	776,700	51.3%	770,700	99.2%	6,000	366,060	O16
Utilities - Electricity	913,247	2,081,367	5,138,600	40.5%	5,138,600	100.0%	0	2,067,908	O17
Utilities - Heating Fuel	162,127	982,891	5,238,700	18.8%	5,238,700	100.0%	0	1,362,390	O18
Utilities - Water / Sewer	309,369	477,392	1,189,000	40.2%	1,189,000	100.0%	0	461,879	O19
Utilities - Telephone	9,503	15,070	45,000	33.5%	45,000	100.0%	0	17,582	O20
<i>Subtotal</i>	1,579,093	3,955,521	12,388,000	31.9%	12,382,000	100.0%	6,000	4,275,819	
Capital Projects									
	1,464,838	1,471,534	1,454,700	101.2%	2,070,400	142.3%	-615,700	659,151	O21

**GENERAL FUND
SUMMARY OF REVENUES AND EXPENDITURES
September 30, 2016**

	Actual Jul - Sep 2016-2017	Actual Year to Date 2016-2017	Budget 2016-2017	% BUD Utilized	Projection 2016-2017	PROJ % Bud Util	Projected Budget Variance	Actual Year to Date 2015-2016	Line
Student Transportation	26,450	5,604,528	19,015,700	29.5%	19,195,700	100.9%	-180,000	5,477,770	O22
Technology Services									
Salaries	495,444	1,061,523	2,258,600	47.0%	2,223,800	98.5%	34,800	1,089,606	O23
Benefits	130,898	286,467	593,100	48.3%	586,000	98.8%	7,100	296,453	O24
Supplies/Equipment	102,775	220,373	584,800	37.7%	584,800	100.0%	0	689,981	O25
Travel	10,518	20,047	68,000	29.5%	68,000	100.0%	0	20,743	O26
Professional Services	31,021	92,054	474,600	19.4%	524,600	110.5%	-50,000	30,507	O27
Telephone/Fax/Data	25,287	40,208	124,000	32.4%	124,000	100.0%	0	79,975	O28
<i>Subtotal</i>	795,942	1,720,671	4,103,100	41.9%	4,111,200	100.2%	-8,100	2,207,264	
Facilities Rentals									
Revenue	134,315	172,509	700,000	24.6%	700,000	100.0%	0	184,782	O29
Expenditure	15,931	83,119	542,600	15.3%	545,100	100.5%	-2,500	43,383	O30
<i>Net Revenue</i>	118,385	89,390	157,400	56.8%	154,900	98.4%	2,500	141,399	
Total Operations Services	<u>10,973,077</u>	<u>27,292,500</u>	<u>69,780,400</u>	<u>39.1%</u>	<u>70,604,200</u>	<u>101.2%</u>	<u>-823,800</u>	<u>27,699,918</u>	
<u>OTHER PROGRAMS</u>									
Excel - Before and After School Program									
Revenue	1,967,211	4,685,165	9,571,200	49.0%	9,532,900	99.6%	38,300	4,495,347	OP1
Salaries	403,041	1,808,352	5,589,500	32.4%	5,536,900	99.1%	52,600	1,756,835	OP2
Benefits	57,471	225,149	674,100	33.4%	665,300	98.7%	8,800	221,530	OP3
Other	97,085	211,413	463,000	45.7%	463,000	100.0%	0	212,615	OP4
<i>Subtotal</i>	557,596	2,244,914	6,726,600	33.4%	6,665,200	99.1%	61,400	2,190,980	
<i>Net Revenue</i>	1,409,615	2,440,251	2,844,600	85.8%	2,867,700	100.8%	-23,100	2,304,366	

**GENERAL FUND
SUMMARY OF REVENUES AND EXPENDITURES
September 30, 2016**

	Actual Jul - Sep 2016-2017	Actual Year to Date 2016-2017	Budget 2016-2017	% BUD Utilized	Projection 2016-2017	PROJ % Bud Util	Projected Budget Variance	Actual Year to Date 2015-2016	Line
Adult - English as an Additional Language									
Revenue	129,354	740,762	2,143,400	34.6%	2,143,400	100.0%	0	741,773	OP5
Expenditure	127,055	740,865	2,143,400	34.6%	2,143,400	100.0%	0	676,342	OP6
<i>Net Revenue</i>	2,300	-103	0		0		0	65,431	
Total Other Programs	<u>684,651</u>	<u>2,985,780</u>	<u>8,870,000</u>	<u>33.7%</u>	<u>8,808,600</u>	<u>99.3%</u>	<u>61,400</u>	<u>2,867,322</u>	
TOTAL EXPENDITURES	<u>89,683,454</u>	<u>205,677,072</u>	<u>451,811,000</u>	<u>45.5%</u>	<u>453,996,900</u>	<u>100.5%</u>	<u>-2,185,900</u>	<u>202,681,753</u>	
NET SURPLUS/(DEFICIT)	<u>18,491,398</u>	<u>18,806,104</u>	<u>0</u>	<u>4.2%</u>	<u>-440,000</u>		<u>440,000</u>	<u>17,302,246</u>	
PLANNED USE OF ACCUMULATED SURPLUS					<u>465,700</u>				
NET OPERATING SURPLUS/(DEFICIT)					<u>25,700</u>				

**SUPPLEMENTARY FUND
SUMMARY OF REVENUES AND EXPENDITURES
September 30, 2016**

	Actual Jul - Sep 2016-2017	Actual Year to Date 2016-2017	Budget 2016-2017	% BUD Utilized	Projection 2016-2017	PROJ % Bud Util	Projected Budget Variance	Actual Year to Date 2015-2016
<u>REVENUES</u>								
Supplementary Funding	<u>3,750,850</u>	<u>7,774,450</u>	<u>15,548,800</u>	<u>50.0%</u>	<u>15,548,800</u>	<u>100.0%</u>	<u>0</u>	<u>8,047,200</u>
<u>EXPENDITURES</u>								
Classroom Teachers								
Elementary Music	186,468	405,599	813,500	49.9%	812,300	99.9%	1,200	404,199
Junior High Music and Art	138,814	300,533	609,900	49.3%	608,100	99.7%	1,800	285,472
Elementary Art	142,947	306,855	620,900	49.4%	619,900	99.8%	1,000	298,863
Additional Teachers	569,507	1,358,068	2,808,000	48.4%	2,792,300	99.4%	15,700	1,625,841
Fine Arts	362,488	784,017	1,576,400	49.7%	1,572,200	99.7%	4,200	770,139
<i>Subtotal</i>	1,400,224	3,155,072	6,428,700	49.1%	6,404,800	99.6%	23,900	3,384,514
Special Education								
Resource Teachers	553,244	1,217,276	2,469,600	49.3%	2,452,000	99.3%	17,600	1,233,768
Social Workers	115,181	249,558	499,100	50.0%	499,100	100.0%	0	249,558
Educational Program Assistants	215,285	453,515	940,600	48.2%	941,900	100.1%	-1,300	463,706
<i>Subtotal</i>	883,709	1,920,348	3,909,300	49.1%	3,893,000	99.6%	16,300	1,947,031
Library and Guidance								
Library Support Specialists	515,444	1,085,021	2,233,200	48.6%	2,284,600	102.3%	-51,400	1,098,077
<i>Subtotal</i>	515,444	1,085,021	2,233,200	48.6%	2,284,600	102.3%	-51,400	1,098,077
Curriculum Leadership								
	34,769	150,909	150,800	100.1%	150,900	100.1%	-100	221,086
Other								
Student Services Secretaries	2,473	10,486	27,100	38.7%	27,100	100.0%	0	10,333
Early Learning Opportunities Secretaries	85,367	167,614	359,900	46.6%	354,500	98.5%	5,400	175,099
Student Support Workers	3,870	16,564	42,200	39.3%	42,500	100.7%	-300	16,419
<i>Subtotal</i>	24,098	54,870	119,900	45.8%	117,100	97.7%	2,800	55,958
<i>Subtotal</i>	115,808	249,534	549,100	45.4%	541,200	98.6%	7,900	257,809

**SUPPLEMENTARY FUND
SUMMARY OF REVENUES AND EXPENDITURES
September 30, 2016**

	Actual Jul - Sep 2016-2017	Actual Year to Date 2016-2017	Budget 2016-2017	% BUD Utilized	Projection 2016-2017	PROJ % Bud Util	Projected Budget Variance	Actual Year to Date 2015-2016
Benefits								
Statutory	213,809	490,622	883,700	55.5%	895,800	101.4%	-12,100	501,248
Medical/Dental/Salary Continuation	90,488	188,486	438,100	43.0%	417,900	95.4%	20,200	176,825
Service Awards	19,850	39,700	79,400	50.0%	79,400	100.0%	0	40,850
Pension	105,078	217,509	454,600	47.8%	459,300	101.0%	-4,700	213,731
<i>Subtotal</i>	429,226	936,317	1,855,800	50.5%	1,852,400	99.8%	3,400	932,653
Substitutes	32,890	131,560	328,900	40.0%	328,900	100.0%	0	135,360
Program Support								
Program Supplies and Materials	11,245	24,969	73,000	34.2%	73,000	100.0%	0	46,722
Therapeutic Swim Program	1,424	5,729	20,000	28.6%	20,000	100.0%	0	8,560
<i>Subtotal</i>	12,669	30,698	93,000	33.0%	93,000	100.0%	0	55,282
TOTAL EXPENDITURES	<u>3,424,739</u>	<u>7,659,458</u>	<u>15,548,800</u>	<u>49.3%</u>	<u>15,548,800</u>	<u>100.0%</u>	<u>0</u>	<u>8,031,813</u>
NET SURPLUS/(DEFICIT)	<u>326,111</u>	<u>114,992</u>	<u>0</u>		<u>0</u>		<u>0</u>	<u>15,387</u>

Description	Projection Variance to Budget	YTD Actual Variance to Prev YTD	Explanation
<u>Revenue:</u>			
Province of Nova Scotia			
R2 Provincial Initiatives	-659,000		Received additional Provincial grants that were not included in the budget. (Offset by projected expenditures.)
R3 Other Prov Initiatives and Grants	-708,300		Received additional Provincial grants that were not included in the budget. (Offset by projected expenditures.)
Government of Canada			
R8 Other Projects		250,300	2015-16 included a prior years HST claim that had been denied, but was subsequently paid.
Board Generated Revenues			
R13 Misc Board Generated Revenues	-277,800		Additional grants/revenues that were unbudgeted, with accompanying expenditure projections.
<u>Expenditures:</u>			
Office of the Superintendent			
OS4 Professional Services	-150,000		School Review costs will cause this expenditure line to exceed the budget.
School Administration			
S1-S7 Salaries - Teachers	652,700		Teachers salaries are tracking lower than budgeted for this fiscal year, including substitute teacher costs.
S8 Salaries - Educational Program Assistants	-470,200		More students have required the support of an EPA and additional staff have had to be added.
S10 Salaries - School Secretaries	90,400		The salary costs for school secretaries are tracking below budet.
S19 Classroom Supplies and Equipment	-89,900		Additional grants/revenues that were unbudgeted, with accompanying expenditure projections.
S25 Other Projects	-157,600		Additional grants/revenues that were unbudgeted, with accompanying expenditure projections.
S28 International Services - Revenues	-127,700		We have accepted additional students through the NS International Student Program (NSISP), which has resulted in additional revenues and increased expenditures.
S29 International Services - Expenditures	-86,400		

Description	Projection Variance to Budget	YTD Actual Variance to Prev YTD	Explanation
Program			
P11 Special Education - Provincial Initiatives	-383,200		Additional grants/revenues that were unbudgeted, with accompanying expenditure projections.
P16 Provincial Program Initiatives and Projects	-630,000		Additional grants/revenues that were unbudgeted, with accompanying expenditure projections.
P17 Professional Development	-395,700		Additional grants/revenues that were unbudgeted, with accompanying expenditure projections.
Operations Services			
O10/11 Maintenance Salaries and Benefits	61,300		Maintenance salary and benefit costs are tracking below budget.
O12 Maintenance Supplies and Equipment		392,900	The April - September expenditures are lower in 2016-17 as compared to 2015-16.
O12 Maintenance Supplies and Equipment	100,000		Temporarily unfilled vacancies in maintenance positions led to increased contract work for small projects.
O15 Contracted Services - Maintenance	-150,000		Funds have been re-allocated from the Supplies and Equipment line to the Contracted Services line.
O18 Heating Fuel		379,500	The April - September expenditures in 2015-16 were higher than expenditures for the same period in 2016-17, related to the colder spring in 2015-16.
O21 Capital Projects		-812,400	The April - September expenditures related to a number of capital projects (to be reimbursed by the EECD) are higher in 2016-17 as compared to 2015-16.
O21 Capital Projects	-465,700		Capital cost amortization for building improvements incurred in prior years come from the accumulated surplus, for capital cost amortization, and is not included in the budget.
O21 Capital Projects	-150,000		A capital project from 2015-16 had additional costs carryforward into 2016-17, although the project was closed from EECD's perspective. These funds may not be collectible from EECD and have been included as a budget variance at this time.
O22 Student Transportation	-180,000		Changes in the number of students requiring bussing have led to the addition of 4 buses this school year.
O25 Technology Supplies and Equipment		469,600	Technology refresh for the 10 P3 schools takes place approximately once every five years. There were significant purchases completed in the 2015-16 fiscal year, and very few in the 2016-17 fiscal year.