

Halifax Regional School Board

December 31, 2017 - Quarterly Business Plan and Financial Update

Purpose

To provide the Governing Board, through the Audit Committee, with the December 31, 2017 third quarter business plan and financial update report.

Background

The Audit Committee and Governing Board are provided with a quarterly financial report to advise Board members 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 Governing 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 third quarter of the 2017-2018 fiscal year and includes the following:

1. Business Plan Priorities – a status report on actions taken up to December 31, 2017, on business plan priorities approved for 2017-2018. In some instances, the report may also note planned activities for the remainder of the 2017-2018 school year.
2. Financial Report – a financial report of actual revenues and expenditures for the period October 1, 2017 to December 31, 2017, 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, 2017 to March 31, 2018. 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, 2017. 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 continues to be achieved on the priorities for 2017-2018.

Overall, the projections show a net operating surplus of \$11,100. At this point in the year, staffing adjustments have stabilized. There have been favorable variances with salary costs and these have been offset by increased pressures for building maintenance. Staff will continue to monitor substitute teacher costs, utilities and snow removal costs for the final three months of the fiscal year. It is anticipated that budget targets will be met by the end of the fiscal year.

Funding Details

N/A

Timeline

N/A

Appendices

December 31, 2017 - Quarterly Business Plan and Financial Update.

Recommendations

It is recommended that the Audit Committee receive the December 31, 2017, Quarterly Business Plan and Financial Update report for information.

Communications

AUDIENCE	RESPONSIBLE	TIMELINE
Audit Committee	Director, Financial Services	February 21, 2018
Governing Board	Chair, Audit Committee	February 28, 2018

Contact

For further information please contact:

Terri Thompson, Director of Financial Services, at 902-464-2000 extension 2241 or e-mail at tthompson@hrsbc.ca

Quarterly Business Plan and Financial Update December 31, 2017

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 third quarter of 2017-2018.

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 2017-2018 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 Board staff 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 Governing Board to provide timely information on actual revenues and expenditures in relation to the approved budget. Projections are also provided to advise the Governing 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 2017-2018 to December 31, 2017.
2. Financial Report – a report of actual revenues and expenditures for the third quarter of the 2017-2018 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 2017-2018 Business Plan. Results are being experienced as planned, and progress continues to be made in achieving the Board's goals.

Financial results to the end of December 31, 2017 indicate the Board is tracking close to budget. There have been favorable variances with salary costs, and these have been offset by increased pressures for building maintenance. Results will continue to be monitored very closely over the final three 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 October 25, 2017 the Governing Board approved the Business Plan and Budget for the 2017-2018 fiscal year.

In planning for 2017-2018, the Governing Board, together with the Superintendent and Senior Staff, considered the goals as outlined in year three 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 2017-2018 school year. This third quarter report, which covers all of the activities undertaken since April 1, 2017, 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
2017-2018**

<u>Priorities</u>	<u>Progress to Date – September 30, 2017</u>	<u>Progress to Date – December 31, 2017</u>
<u>Business Plan Goal</u>		
1. To improve student achievement.		
<ul style="list-style-type: none"> Implement provincial literacy strategy for grades primary – 12. 	Board Literacy Leads participated in 4 provincial lead meetings (August 23, 24, September 27, 28). During this time, the provincial lead team continued work on developing a grade P-2 Oral Language resource and finalized a framework document for a consistent provincial implementation of Early Literacy Support. The group also discussed plans for provincial Literacy Coach professional development, identified needs and areas of focus for grades 4-12 and were debriefed on the province's plans for piloting new grades P-3 curriculum as well as grades	Board Literacy Leads participated in six provincial lead meetings (October 18, 19, November 22, 23 and December 13 and 14). During this time, the provincial lead team: <ul style="list-style-type: none"> continued work on developing a grade P-2 Oral Language resource with an online session included titled: <i>Teaching for Equity through Oral Language</i>. worked to finalize a framework document for a consistent provincial implementation of Early Literacy Support and worked to develop provincial professional learning sessions for early literacy teachers (both

<u>Priorities</u>	<u>Progress to Date – September 30, 2017</u>	<u>Progress to Date – December 31, 2017</u>
	<p>7 and 8 curriculum revision. These have implications for implementation of the provincial literacy strategy, as English Language Arts outcomes and indicators were revised through the process.</p> <p>As part of the Minister’s Action Plan all English and French Immersion P-3 teachers, administrators, resource teachers and Early Literacy Support teachers attended professional development during the 2016-17 school year. The purpose was to ensure literacy instruction is rigorous and supports high expectations for all students. Although these sessions were suspended during the job action, they were completed during the months of April and May.</p> <p>Forty teachers new to teaching in grades P-3, 4-6, and 7-12 were provided with a day of professional development in August on English Language Arts assessment and instruction.</p> <p>New Early Literacy Teachers, English (19) and French Immersion (6), received training on how to systematically administer <i>An Observation Survey of Early Literacy Achievement</i> in order to assess students for selection in early literacy support.</p> <p>To ensure a consistent provincial implementation of Early literacy support the intervention has moved to supporting students in grade 1 and grade 2 in both English and French Immersion. A total of 119</p>	<p>French and English).</p> <ul style="list-style-type: none"> discussed identified needs and areas of focus for grades 4-12 and are working to develop on-line modules that outline our plan for P-12 Literacy Instruction, assessment and reporting in alignment with the renewed curriculum, as well as, the supports and resources that will be provided to schools. <p>All Early Literacy teachers, English and French Immersion, received up to 2-4 sessions to develop teacher knowledge of strategies to support student learning.</p> <p>Literacy Coaches received 2 days of professional development focused on student centered coaching.</p> <p>The Facilitator, Literacy P-3 presented the Early Literacy Support Year End Report for 2016-17 to the Committee of the Whole on December 13, 2017.</p>

<u>Priorities</u>	<u>Progress to Date – September 30, 2017</u>	<u>Progress to Date – December 31, 2017</u>
	<p>teachers provide support. Training was also provided to new and returning 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> <p>Literacy Coaches received 2 days of professional development in September focused on setting student related goals for coaching blocks and supporting teachers with unpacking the English Language Arts outcomes to identify clear learning targets for students.</p> <p>Reading Recovery is now in 56 of our schools. Two Reading Recovery teacher leaders support 54 teachers. Of the 54 teachers, 30 of them are receiving Reading Recovery training in 2017-18.</p>	
<ul style="list-style-type: none"> Implement provincial math strategy for grades primary – 12. 	<p>Note: As of September 30, 2017, the provincial mathematics strategy has not yet been released. To support mathematics learning in HRSB schools, the following update is provided.</p> <p>The Department of Education and Early Childhood Development (EECD) funded 11.5 mathematics coaching positions and 2 additional positions are funded through the HRSB general fund. Mathematics coaches continued to provide support to teachers and administrators. This support consisted of co-teaching, one – to – one consultations and</p>	<p>Note: As of December 31, 2017, the provincial mathematics strategy has not yet been released. To support mathematics learning in HRSB schools, the following update is provided.</p> <p>The HRSB mathematics team continues to work on provincial leadership teams. The Facilitator, Mathematics Implementation attended provincial lead meetings on October 19, November 22 and 23 and December 19 and 20. This group is supporting the development of the Provincial Mathematics Strategy. Consultants attended provincial working group meetings on October 16 and 18, November 8 and December 4. These</p>

<u>Priorities</u>	<u>Progress to Date – September 30, 2017</u>	<u>Progress to Date – December 31, 2017</u>
	<p>collaboration, professional learning communities support and staff meetings around the school’s mathematics goal and teachers’ professional goals.</p> <p>The EECD funded 13 math support teacher positions and the HRSB funded 7.5 positions through the general fund. An additional 3 positions for junior high were allocated through the Council to Support Classroom Conditions. Both elementary and junior high math support teachers work in 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 learning gaps. Data collected by math support teachers showed improvement in the targeted areas.</p> <p>Program staff continue to support teachers and administrators with effective mathematics instruction and assessment practices. A more concentrated model of support is provided to priority schools. Supports include one – on – one teacher support, assisting schools in developing and implementing school improvement plans, facilitating whole school professional development opportunities, and facilitating professional learning community (PLC) conversations.</p> <p>Two priority schools received more focused supports. Three mathematics coaches were assigned to one priority school to support the</p>	<p>meetings were to support the development and implementation of the Extended Mathematics 11 course and the Mathematics Intervention in grades 7 and 8.</p> <p>Elementary and junior high mathematics coaches received professional development to increase their understanding of student centered coaching and how it relates to culturally responsive pedagogy.</p> <p>Elementary and junior high mathematics support teachers received professional development to improve their skills in providing targeted small group instruction. Coaches and mathematics support teachers new in their role received additional professional development to support their understanding of culturally responsive pedagogy.</p> <p>Program staff continue to support schools in improving mathematics teaching and learning. A focus of this support was through professional learning communities (PLCs). Staff work with PLCs to help teachers develop effective teaching strategies to support specific student need. Staff also provide whole staff professional development and work with individual teachers and administrators.</p> <p>Program staff provided professional development to approximately 100 new mathematics teachers. The sessions helped teachers to be instructionally responsive to the needs and interests of their students and to plan, teach and assess using current, research based</p>

<u>Priorities</u>	<u>Progress to Date – September 30, 2017</u>	<u>Progress to Date – December 31, 2017</u>
	<p>implementation of a school wide, small - group mathematics intervention for all students in grades primary to six. Students were initially assessed in the areas of counting, fact knowledge and number sense. Students were grouped with other students who had similar mathematics learning needs and received targeted mathematics instruction within that small group on a daily basis. This support was provided by classroom teachers, the resource teacher, and mathematics coaches. Two mathematics coaches were assigned to support teachers and students at a second priority school. The coaches provided in class and planning support for the classroom teachers and provided small group instruction for identified students.</p> <p>In the spring, professional development was provided to junior high mathematics teachers. This professional development was postponed from earlier in the year due to job action.</p> <p>Program staff contributed to the EECED Extended Math 11 lead team. In the spring, this group developed and facilitated professional development for teachers implementing this new mathematics course in the fall of 2017.</p> <p>In August, Program staff provided professional learning opportunities to new teachers in order to support their success and the experience of their students.</p>	<p>practices.</p> <p>Extended Mathematics 11 teachers received one day of professional development to support them in teaching the new aspects of this course.</p> <p>Program staff continue to work with Student Services staff to support teachers with the development of appropriate adaptations and individual program plans related to mathematics.</p> <p>Program staff have been working with Dreambox Learning to develop a pilot project involving four schools. These four schools will implement Dreambox, an online software program that supports the development of conceptual understanding of mathematics in elementary and middle grades. The pilot will start in the winter of 2018.</p>

<u>Priorities</u>	<u>Progress to Date – September 30, 2017</u>	<u>Progress to Date – December 31, 2017</u>
	<p>Teachers learned effective assessment and instruction practices. Three sessions were developed, each tailored to specific grade levels (P-3, 4-6, 7-12).</p> <p>Program staff continued to support schools with improving assessment practices by increasing understanding on using clear learning targets and success criteria. They support elementary teachers in using rubrics, assessment tools, interview tools and benchmarks for data collection and responsive instruction. Staff continue to develop rubrics for each outcome in 7-9 mathematics.</p> <p>Program staff provided professional development to all high school department heads. The professional development focused on culturally responsive pedagogy.</p>	
<ul style="list-style-type: none"> Support development and implementation of renewed provincial curriculum (grades 7 and 8 and Health curriculum grades 4 – 8) 	<p>The Department of Education and Early Childhood Development asked school boards to identify teachers to participate in curriculum renewal for grades 7 and 8 across all disciplines, as well as grades 4-6 Health. Teachers were chosen for this provincial leadership team who have strong backgrounds in their respective disciplines, employing an inquiry-based learning methodology in their practice. This work will begin in October.</p>	<p>The Department of Education and Early Childhood Development coordinated the curriculum renewal process involving teacher leaders from grades 7 and 8, as well as grades 4-6 Health. This leadership team met over several weeks in October and November, with teachers from every school board, to enhance the current curriculum outcomes for all subject areas. This will be an ongoing process throughout this school year.</p>
<ul style="list-style-type: none"> Implement school improvement planning in all schools. 	<p>In spring 2017, 22 schools were in the process of developing new Student Success plans. Eleven of these schools have completed the development of their plans,</p>	<p>At the beginning of the quarter, 36 schools were in the process of developing new Student Success plans. Seventeen of these schools have completed the development of their plans,</p>

<u>Priorities</u>	<u>Progress to Date – September 30, 2017</u>	<u>Progress to Date – December 31, 2017</u>
	<p>and 10 additional schools have established new goals in math and literacy and are in the process of completing the development of their plans. One school is still in the phase of goal development. In spring 2017, after either four or five years of implementation, 11 schools concluded their school improvement plans in mathematics and literacy. All remaining 102 schools continued implementation of their Student Success Plans.</p> <p>In fall 2017, 23 schools began the process of developing new Student Success plans. Principals from these schools attended a professional development session with staff from the Program Department outlining changes to the provincial process, sharing changes to the provincial templates and developing strategies to lead the process at their school sites. Eight of these schools have established new goals in mathematics and literacy, and the remaining schools continue their work in this area. Individualized support in plan development is being provided by staff from the Program Department.</p> <p>Many principals and teachers have continued to receive individualized support with the implementation of their Student Success plans. This includes working with individual teachers in their classrooms, collaborating with teachers on their math and literacy strategies in their professional learning communities, and accompanying principals on their walkthroughs to identify effective</p>	<p>and 11 additional schools have established new goals in math and literacy and are in the process of completing the development of their plans. Eight schools are still in the phase of analyzing data and developing goals. Two schools in years 4 and 5 made significant revisions to their improvement plans to better align with the professional learning needs of their teachers. All remaining schools continue implementation of their math and literacy Student Success plans. Members of the Program department have provided individualized support to principals and teachers in every phase of the Student Success planning process.</p> <p>Thirty-eight lead teachers from 14 elementary schools participated in a professional development day with Program staff on professional learning communities (PLCs) to:</p> <ul style="list-style-type: none"> • enhance their understanding of a PLC and the purpose of PLC work; • extend their understanding of type of work teachers can engage in as a PLC in support of the HRSB goal: to achieve equitable learning opportunities for all students. <p>Participants returned to their schools and acted as teacher leaders focused on improving the effectiveness of their PLCs. In many instances, this work has been interrupted due to the shortage of substitute teachers available to release teachers from their classrooms so they can collaborate in PLC meetings.</p> <p>Grade 6 provincial reading, writing, and</p>

<u>Priorities</u>	<u>Progress to Date – September 30, 2017</u>	<u>Progress to Date – December 31, 2017</u>
	<p>practices in instruction and assessment that are happening in their schools.</p> <p>Grades 3, 4 and 6 provincial assessment results from the 2016-17 school year were disaggregated by self-identification information. Program staff has used this information to provide targeted support to schools. This data was presented to the Governing Board at the April 2017 Committee of the Whole Meeting.</p> <p>In the summer of 2017, analysis, interpretation and disaggregation of Early Literacy Support and Reading Recovery data took place. Program staff has used this information to provide targeted supports to schools. Conclusions are currently being drawn and a report to the Governing Board is being prepared.</p>	<p>mathematics assessment results for the 2017-18 school year were received from the Department of Education and Early Childhood Development. This data is currently being analyzed, including disaggregation by self-identification information, and will be shared with the Governing Board at an upcoming Committee of the Whole meeting. Program staff is using this information to provide targeted support to schools.</p>
<ul style="list-style-type: none"> Implement a pilot strategy to gather math and literacy data from some elementary schools to monitor student achievement. <i>(HRSB response to AG Rec. 2.5)</i> 	<p>Due to a moratorium on data collection in the winter and spring of the 2016-17 school year, schools were not asked to input data into the HRSB School-Based Assessment system. However, the system was made available for teachers in Priority Schools to use in May/June and several teachers chose to enter their classroom evidence of student learning into the system at that time.</p> <p>Program staff has continued to collaborate with the Technology and Student Information System teams to enhance the data collection system. This includes a feature that will enable the disaggregation of the school-</p>	<p>From October 30 until December 8, the HRSB School-Based Assessment System was made available for all Priority School teachers to input Term 1 classroom assessment information in literacy and mathematics. Data entry is currently an item being discussed by the Council to Improve Classroom Conditions, so usage of this system was optional. Teachers in fifteen Priority Schools chose to enter information into the system in literacy and/or mathematics this fall. All Program department Facilitators, as well as Literacy and Mathematics Consultants and School Administration Supervisors have access to this data and are using it to enhance support to Priority Schools.</p>

<u>Priorities</u>	<u>Progress to Date – September 30, 2017</u>	<u>Progress to Date – December 31, 2017</u>
	<p>based data by self-identification information. Preparation is underway for the system to be available for use in Priority Schools, as well as other elementary schools upon their request, this fall.</p>	<p>The School-Based Assessment System was made available for use in additional elementary schools upon request by the principal. Ten schools requested access to the system and teachers in four of these schools chose to enter evidence of student learning in both math and literacy in the fall. This data is being used by teachers to make instructional decisions, as well as by schools and Program staff to monitor progress toward the schools' Student Success Plan goals. Additional elementary schools have indicated an interest in having access to the system during the Term 3 data entry period.</p> <p>A review of the English Program reading assessment tool teachers use to collect the data being entered into the School-Based Assessment System has taken place. Improvements to this assessment have been made. Increased rigor in administration and analysis of this assessment will result in more consistent scoring and determination of students' reading level. The Program department is currently infusing resources into all elementary schools to support them with the transition to this revised reading assessment tool.</p>
<ul style="list-style-type: none"> Implement the provincial pre-primary program. 	<p>Pre-primary is a provincial initiative that was announced in the summer of 2017. This program will support the early learning and development of young children as well as support their transition to the public school system.</p> <p>During the summer, job descriptions were</p>	<p>As of December 31, 2017 we have 14 Pre-primary programs supporting approximately 240 children. These programs are located in 12 schools across our Board. There are 31 Early Childhood Educators working in pre-primary with three of these staff defined as "additional" to support ratio and inclusion needs. The Department of Education and Early Childhood</p>

<u>Priorities</u>	<u>Progress to Date – September 30, 2017</u>	<u>Progress to Date – December 31, 2017</u>
	<p>developed and job postings were advertised for Early Childhood Educators (ECE) to staff the program. Approximately 30 staff were hired for the school sites as well as a pre-primary supervisor to oversee and provide support to the pre-primary programs and early years centre within the board.</p> <p>As of September 30th, HRSB has 12 pre-primary programs supporting approximately 200 children. These are located in 11 schools across our board. The Supervisor, Pre-Primary and the Facilitator, Literacy P-3 participated in provincial meetings to review the expectations regarding the implementation and to become familiar with the <i>Early Learning Curriculum Framework</i>.</p>	<p>Development (EECD) provided funding to hire a second pre-primary supervisor to support pre-primary expansion into the 2018-19 school year.</p> <p>Through October to December of 2017 pre-primary supervisors, along with the Board Leads of the province's eight school boards, have had three opportunities to network with Pre-primary colleagues across the province in collaboration with the EECD. Provincial pre-primary site staff were brought together on October 27, 2017 to attend professional development with focus on the <i>Nova Scotia Early Learning Curriculum Framework</i>. HRSB pre-primary site staff also participated in professional learning in December to explore and reflect on their leadership in their HRSB pre-primary environments.</p> <p>HRSB provincial pre-primary has partnered with Nova Scotia Health Authority to plan for Enhanced Vision Screening for all pre-primary children as well as the Nova Scotia Early Childhood Development Intervention Services, and the IWK program Early Intensive Behavioural Intervention (EIBI), to support children attending pre-primary with higher developmental needs. HRSB pre-primary also supports practicum students obtaining their Early Childhood Education certification from Mount Saint Vincent University and the Nova Scotia College of Early Childhood Education.</p>

<u>Priorities</u>	<u>Progress to Date – September 30, 2017</u>	<u>Progress to Date – December 31, 2017</u>
<u>Business Plan Goal</u>		
2. To strengthen safe and inclusive school environments.		
<ul style="list-style-type: none"> Monitor and report progress of students following Individual Program Plans (IPPs). 	<p>The plan to monitor and report progress of students who follow Individual Program Plans (IPPs) (created in June 2016) included changes to TIENET, the provincial electronic record-keeping system. These changes were implemented in September 2016. Data input was suspended during job action. Following job action, teachers were provided support until June 30th to update all required documentation for the school year.</p> <p>HRSB Student Services staff have since recognized that the 2016 changes to TIENET will not be able to provide the data necessary to monitor progress of individual students who follow Individual Program Plans. Consequently, the HRSB Student Services staff have created a solution to run reports and report out progress of students who have IPPs for implementation during the 2017-2018 school year.</p>	<p>During the months of September to December, Program and Student Services staff have worked together to refine the process that will allow the Board to run reports and report out progress of students who have IPPs in the 2017-2018 school year. In December, Student Services Facilitators provided information to principals with respect to the process by which this data would be collected.</p>
<ul style="list-style-type: none"> Continue to implement recommendations from the IPP Review. (<i>HRSB response to AG Rec. 2.6</i>) 	<p>Program Planning Specialists and Student Services Facilitators continue to provide professional development to school staff specific to programming that is 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</p>	<p>Program Planning Specialists and Student Services Facilitators continue to communicate key messages and provide explicit support to School Administrators, Resource and Learning Centre teachers, as well as Classroom teachers on an individual or small group basis.</p> <p>Discussions focus on program planning that is responsive to the needs of the student and</p>

<u>Priorities</u>	<u>Progress to Date – September 30, 2017</u>	<u>Progress to Date – December 31, 2017</u>
	<p>Team meetings.</p> <p>In September, these key messages were communicated to new school administrators (principals and vice principals), as well as new learning center and resource teachers during professional development sessions.</p>	<p>only as special as necessary; documenting meetings to chronicle team decisions related to program planning; and providing parents/guardians with minutes of Program Planning Team meetings.</p>
<ul style="list-style-type: none"> Implement and monitor our Comprehensive Business Continuity Program. (<i>HRSB response to AG Rec. 3.6</i>) 	<p>The Business Continuity Program Charter, Command and Support Teams and the draft Central Office Emergency Response Plan have been updated for the 2017-2018 school year. Documents providing an overview of the Comprehensive Business Continuity process have been drafted and each department is working on the identification of essential services and plans to ensure their continuation in an emergency/disaster situation. A table top exercise involving all stakeholders is planned for the spring.</p> <p>All schools have Emergency Response Plans in place.</p>	<p><i>Department Action Plans</i> for each of the four critical business functions (loss of a building, loss of people, loss of IT, loss of services/equipment) are being drafted. These will be finalized prior to a table-top exercise involving all stakeholders planned for the spring. Thereafter, plans will be revised as necessary.</p>
<ul style="list-style-type: none"> Continue to ensure that schools are conducting all required emergency drills. (<i>HRSB response to AG Rec. 3.7</i>) 	<p>Schools completed and recorded emergency drills in June 2017. A final report was generated from the online database as the foundation of the report to the Governing Board on September 13, 2017. Schools reported 100% compliance with all drills during the 2016-17 school year.</p> <p>Dates for drills for the 2017-18 school year were set by the School Administration department and shared with schools through the online database and the Principal's yearly</p>	<p>Schools have completed the following drills:</p> <ul style="list-style-type: none"> 3 Fire drills 1 Lockdown drill 1 Hold and secure drill 1 Relocation drill <p>Drills continue to be monitored by School Administration supervisors to ensure ongoing compliance. All drills have been documented in the online database with 100% compliance.</p> <p>Schools have submitted updated <i>Emergency</i></p>

<u>Priorities</u>	<u>Progress to Date – September 30, 2017</u>	<u>Progress to Date – December 31, 2017</u>
	calendar. Drills continue to be monitored by School Administration supervisors to ensure ongoing compliance.	<i>Management Plans</i> as of September 29, 2017.
<ul style="list-style-type: none"> Develop a strategy to improve accessibility in our schools. 	<p>In the context of this Goal 2 priority, accessibility of schools refers to barrier free building design requirements which are described in Schedule “C” of the <i>Nova Scotia Building Code Regulations</i> made under Section 4 of the Building Code Act. The schools within HRSB were constructed to the code of the day and therefore vary in the level of barrier free code compliance when compared to the current <i>Building Code</i>. In short, newer schools are fully compliant while older schools may not be accessible, or only partially accessible to those with mobility challenges.</p> <p><i>The Education Act General Responsibilities and Powers of School Boards</i> defines one of the duties and powers within section 64 (2) (e) as: (2) A school board shall, in accordance with this Act and the regulations, (e) develop short and long term plans for the provision of barrier-free access to and within educational facilities;</p> <p>Operations Services has initiated assessment of all facilities to determine the current state of accessibility, based on the Nova Scotia Building Code. The priority for sequence of assessment is based on school age and multiple floor levels; and the factors considered include such design elements as</p>	<p>As of December 31, 2017, 32 schools have been audited and have data entry completed into the tracking file. This information will be evaluated to determine a prioritized list and scope of work for future implementation of barrier free design elements.</p> <p>The accessibility projects approved for implementation this year expanded during the third quarter to include the following:</p> <ul style="list-style-type: none"> An upgrade of the existing lift at one high school was completed. A stairwell wheelchair lift installation was completed at 1 school Stairwell platform wheelchair lift designs were completed for 4 schools for installation this year. Stairwell platform wheelchair lift designs were initiated for 3 more schools to be installed this year. Installation of pathways and ramps were completed for access to 4 portable classrooms that were moved over the summer 2017. Asphalt upgrades to parking lots and walkways continued at some schools into the school year. <p>Operations staff has also incorporated accessible design into elements of playground upgrades at two schools, and is working with schools and HRM to discuss how to</p>

<u>Priorities</u>	<u>Progress to Date – September 30, 2017</u>	<u>Progress to Date – December 31, 2017</u>
	<p>access to the building, accessible washrooms, assigned parking spaces, surface type and condition, accessibility to food and beverage areas, number of stairwells, etc.</p> <p>There are thirty six (36) multi-storey schools in HRSB that do not have vertical transport (elevators/lifts) between floors. As of September 30, thirty one (31) of these schools have been audited and data entry is in progress. This information will be evaluated to determine a prioritized list and scope of work for implementation of barrier free design elements.</p> <p>To support ongoing installation and upgrades of accessibility infrastructure, the 2017-18 tangible capital asset (TCA) repair submission to EECDD included specific accessibility lift installation projects. Additionally, several projects were initiated under Board capital that are below the TCA funding threshold.</p> <p>The accessibility projects approved for this year included the following:</p> <ul style="list-style-type: none"> • Upgrade/repair of the existing lift at one high school. • Installation of stairwell wheelchair lifts at 4 elementary schools. • Installation of pathways and ramps for access to 4 portable classrooms (moved over the summer). • Improvements to parking lots including asphalt upgrades and parking 	<p>incorporate accessible design in future playground upgrade projects.</p>

<u>Priorities</u>	<u>Progress to Date – September 30, 2017</u>	<u>Progress to Date – December 31, 2017</u>
	<p>demarcation at 4 schools over the summer.</p> <ul style="list-style-type: none"> • Various upgrades upon request from Student Services for visual aid and push button door control. 	
<ul style="list-style-type: none"> • Enhance capacity of staff to address conflict involving race and culture in culturally relevant ways. 	<p>RCH Facilitators continue to provide direct support to school based staff when issues of conflict arise involving race relations, cross cultural understanding and human rights. Professional development for school based RCH Liaisons is currently being planned.</p>	<p>In addition to the work of the RCH Facilitators that is continuing, the Senior Diversity Advisor provided professional development workshops to the Program department on Exploring Systemic Racism. The sessions were also offered to personnel in the School Administration and Human Resources departments. This is a four part series and part one and two were completed in November and December. Staff were provided sections of the <i>BLAC Report</i> and the <i>Truth and Reconciliation Report</i> as a foundation for conversation to deepen the understanding around the historical context of systemic racism in educational institutions in Nova Scotia.</p>

<u>Priorities</u>	<u>Progress to Date – September 30, 2017</u>	<u>Progress to Date – December 31, 2017</u>
<u>Business Plan Goal</u>		
3. To achieve equitable learning opportunities for all students.		
<ul style="list-style-type: none"> Develop and implement an employee self-identification process. 	<p>A working group, comprised of HR Services and Program (Diversity) staff, researched employee self-identification practices at organizations locally and nationally. A timeline and project plan for development and implementation of the self-identification survey has also been created. Relying on the gathered research, the content of the draft survey was developed and user testing is currently in progress. Data from the self-identification survey will export to an Access database in Human Resources Services for storage and reporting purposes. User testing of the survey is expected to be complete in November 2017 at which time the documents will be shared with Senior Staff for review.</p>	<p>The draft survey has been reviewed by various stakeholders and, as a result of the feedback, further revisions were required. Since changes have been made to the survey, the on-line survey tool also needs to be modified and this work is on-going. A revised draft survey and implementation plan will be shared with senior staff, union representatives and others as required next quarter.</p>
<ul style="list-style-type: none"> Enhance administrators' existing knowledge of and ability to lead learning through a culturally relevant approach. 	<p>The Diversity Team provided a one day culturally relevant symposium in May of 2017 for administrators. All high school department heads also attended a day of professional development focused on culturally relevant pedagogy and the disaggregated grade 10 provincial assessment results for HRSB.</p>	<p>At the October family of schools meeting, supervisors reviewed the <i>Provincial Student Attendance and Engagement Policy</i> and facilitated conversations with principals about how the implementation of the new policy needs to be culturally relevant.</p> <p>At the November family of schools meetings, principals were asked to share examples of culturally relevant practices that were happening at their schools. This led to deeper conversations about how to lead a school through a culturally relevant lens.</p>

<u>Priorities</u>	<u>Progress to Date – September 30, 2017</u>	<u>Progress to Date – December 31, 2017</u>
		<p>In November, the Senior Diversity Advisor provided the first of a series of professional learning sessions for principals of 15 schools on culturally relevant leadership that the diversity team is directly working with to implement culturally relevant pedagogy.</p> <p>Also in November, the Senior Diversity Advisor provided a full day of professional development on culturally relevant pedagogy to the Aspiring School Administrators program participants.</p> <p>At the December family of schools meetings, supervisors facilitated conversations about culturally relevant approaches by having principals review and discuss several definitions of cultural responsiveness as created by leading researchers in the field: Gloria Ladson-Billings, Geneva Gay, Sharroky Hollie and Django Paris and H. Samy Alim. The purpose of the discussion was to move beyond the acronym CRP to a deeper understanding of the actions required to become a culturally relevant school.</p> <p>Principals shared their current understandings and realities as well as next steps for continued growth.</p>
<ul style="list-style-type: none"> Enhance the capacity of teachers to implement culturally relevant instructional and assessment practices to improve the academic 	<p>The Diversity Team provided a one day culturally relevant pedagogy symposium in May of 2017 for teachers and administrators.</p> <p>From September 5th-September 30th,</p>	<p>The diversity team worked directly with 10 junior high schools and five high schools providing professional development to staff on culturally relevant pedagogy.</p>

<u>Priorities</u>	<u>Progress to Date – September 30, 2017</u>	<u>Progress to Date – December 31, 2017</u>
<p>achievement of African Nova Scotian, Mi'kmaq / Aboriginal and all other students.</p>	<p>professional learning was provided to teachers new to the 15 schools in which culturally relevant pedagogy was introduced in the school year 2015/2016. Implementation of culturally relevant pedagogy began in two elementary schools.</p> <p>Culturally Relevant Specialists provided direct support to classroom teachers and administrators in four priority schools.</p> <p>In spring 2017, Program staff provided professional development to all high school department heads, across all disciplines. The professional development focused on culturally responsive pedagogy.</p>	<p>The diversity team has provided 16 full days of professional development for the identified schools during this quarter.</p> <p>The Culturally Relevant Specialists have worked directly with administrators and identified teachers in 12 priority schools.</p>
<ul style="list-style-type: none"> Develop and implement a strategic approach for monitoring progress in our priority schools. 	<p>A full analysis of all priority schools' provincial mathematics and literacy data took place in the spring of 2017. This information was shared with the Board Student Success Planning (SSP) Leadership Team, and was used to identify stories of success. It has also been shared with members of the Program department so that supports can continue to be targeted at the needs of individual schools. Twelve priority schools scored above the HRSB average on at least one area measured by provincial assessments in the 2016-17 school year. As well, over half of the priority schools show evidence of improvement in mathematics and/or literacy.</p> <p>The SSP Leadership Team created a new model of leadership and responsibility for Priority Schools Support Teams in order to</p>	<p>The Facilitator, Priority Schools, provides direct support to principals and teachers in six of the 20 priority schools. School Administration Supervisors lead priority teams in six schools, and principals lead the teams in the remaining eight. The Priority Schools portfolio was established last year and includes members from both School Administration and Program departments. Its role is to determine the needs of priority schools and provide support.</p> <p>This fall, principals participated in two professional development sessions. The focus of the first was student attendance with principals examining their individual schools' data to look for trends and problem solve strategies to maximize student attendance. Targeted conversations among principals</p>

<u>Priorities</u>	<u>Progress to Date – September 30, 2017</u>	<u>Progress to Date – December 31, 2017</u>
	<p>implement a more effective approach for monitoring progress in our priority schools. A new position within the program department was created to begin in September, 2017. The Facilitator, Priority Schools provides direct support to principals and teachers in selected priority schools. The Facilitator assists schools in implementing the Public School Programs and curricula with a culturally responsive approach to maximize student learning experiences. The Facilitator coaches principals to bring about change in student achievement and shares effective practices and problem solves around challenges related to student achievement. The Facilitator provides leadership in the collection, analysis and interpretation of data related to student achievement and also supports administrators in developing a positive school culture. The Facilitator collaborates with and leads the selected priority school teams to support student achievement and monitor student progress on a weekly or bi-weekly basis.</p>	<p>took place around monitoring instruction, collecting and analyzing data, teacher collaboration, school climate and culture, and culturally responsive pedagogy.</p> <p>The second session focused on the work of collaborative teacher teams in the context of Student Success Planning and teacher professional growth. Priority teams meet often to support schools in developing high leverage instructional and assessment practice through a culturally responsive lens. Teams look at school-based and provincial data – specifically recent grade six literacy and math data, to celebrate areas of improvement, examine areas requiring additional support, and plan next steps to advance student achievement.</p> <p>Priority teams provide support to principals in a variety of ways, including literacy, numeracy, and culturally responsive pedagogy coaching, and material resources such as books and technology. Progress continues to be monitored on a regular basis.</p>
<ul style="list-style-type: none"> Continue to upgrade and enhance technology infrastructure to support more equitable student experiences. 	<p>HRSB Information Technology (IT) staff assessed high school networks and determined that Wi-Fi access is poor in some classrooms, causing an inequity for students. Staff identified the need for new Access Points which are more powerful and support higher Wi-Fi speeds. During the summer months the HRSB technology team replaced 450 access points and added 400 additional access points in all high schools.</p>	<p>Wi-Fi access in schools continues to be improved through the addition and replacement of another 150 access points. As a result, HRSB high schools currently have 100% wireless access in every learning space.</p> <p>In November and December, Operations IT staff replaced 1,000 older computers in elementary schools with Chromebooks.</p>

<u>Priorities</u>	<u>Progress to Date – September 30, 2017</u>	<u>Progress to Date – December 31, 2017</u>
	<p>As a result of the rollout of Google Apps for Education by the Department of Education and Early Childhood Development (EECD) and NS school boards, Chromebooks were introduced to HRSB classrooms. A Chromebook is a laptop with the Linux-based Chrome OS as its operating system. These devices are primarily used to perform a variety of tasks using the Google Chrome browser, with the applications and data residing in the cloud rather than on the device itself.</p> <p>In September, 900 Chromebooks were distributed and set up at all high schools to replace older computers. The Chromebooks are set up on carts of 30 making them portable for use between classrooms and accessible to all students. As of September 30 there are 12,000 Chromebooks in HRSB schools.</p> <p>In partnership with the Assistive Technology Team, IT has introduced a new strategy to have a mobile cart at every high school with 15 Chromebooks that will be readily available for Learning Centers to use with students as needed.</p> <p>An additional 17 Makerspace carts were distributed to various HRSB schools. Larger elementary schools were provided with additional innovation kits from the EECD. All elementary schools received additional Beebots for their primary-2 classrooms.</p>	<p>Elementary teachers requested Chromebooks to support lesson planning which increasingly involves the need for students to access online resources, collaborate, create, take assessments and use flexible technologies that support the personalization of learning. This also allowed more students to be introduced to the benefits of Google Apps for Education.</p>

<u>Priorities</u>	<u>Progress to Date – September 30, 2017</u>	<u>Progress to Date – December 31, 2017</u>
<u>Business Plan Goal</u>		
4. To build engagement, support and confidence in HRSB.		
<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, aligned to the goals and priorities of the HRSB business plan, was developed by Communications Services. The plan outlines a schedule of activities that will take place throughout the fiscal year. Each month, efforts to achieve the four goals are highlighted in the Superintendent’s report to the Governing Board and these efforts are regularly profiled through social media (Twitter), video (YouTube) and the board website.</p>	<p>Completed, September 2017</p>
<ul style="list-style-type: none"> Implement operations management processes that support safe and efficient schools. 	<p>In April this year, a survey was distributed to principals to obtain feedback on four key areas of custodial, maintenance and technology service delivery: Service Standards, Workplace Safety, Communication and Client Satisfaction/Confidence.</p> <p>The survey closed on May 19 and results were tabulated by Program staff. The final data set contained a total of 90 valid records, which represents 66% of HRSB principals. The final aggregated results were presented to Operations Services staff in June. By the end of September, a working group including staff from Operations Services and School Administration was organized to review the</p>	<p>The Operations survey results were reviewed by staff from Operations Services and School Administration. Based on an initial assessment of results, Operations staff began a review of internal processes including work order approval, response and tracking, before proceeding with the Operations/School Administration focus group.</p> <p>The SAP Plant Maintenance work order system has been modified to allow for use of permits on approved work orders. The Business Support Center has applied bulletins for the following:</p> <ul style="list-style-type: none"> Asbestos Mold

<u>Priorities</u>	<u>Progress to Date – September 30, 2017</u>	<u>Progress to Date – December 31, 2017</u>
	<p>data and develop strategies to respond to identified gaps including improved work order response and status communication to principals.</p> <p>Energy management projects continue to be a priority for Operations Services. There were two building automation system (BAS) upgrades included in the 2017-18 Board capital project list. The BAS upgrades provide remote access to the HVAC equipment which allows HRSB Operations Services staff to dispatch the appropriate technician based on remote diagnosis. The BAS systems also allow the ventilation equipment to be scheduled to match equipment run times to occupancy.</p> <p>Measurement and Verification (M&V) is underway to confirm the guaranteed savings (\$2M) as a result of the Energy Performance contract completed in 2016-17. The M&V process independently evaluates each of the energy efficiency measures that were implemented during the project. If it is found that overall the measures are not performing as expected, the Energy Performance contractor will investigate further.</p> <p>A posting for two additional Building Controls Technician positions was processed to help manage and maintain the BAS infrastructure. This will double the in-house resources available to install and maintain building automation and energy management systems. The controls technicians are a valuable resource responding to equipment</p>	<ul style="list-style-type: none"> • Confined Space • Hot Work • Excessive Noise • In Floor Heating <p>Bulletins provide additional site specific information for approved maintenance work orders assigned to Operations staff and contractors. This is further reinforcement to identify potential hazards and safe working procedures prior to working in a school.</p> <p>Operations staff worked with the GPS vendor to develop reports that will support oversight of the maintenance fleet operations. It is expected that reporting will be available in January 2018.</p> <p>Energy upgrade projects continue to be planned and in progress for completion this year. These include two building automation system (BAS) upgrade projects that were tendered and awarded in December, and LED lighting upgrade projects.</p> <p>Measurement and Verification (M&V) is underway to confirm the guaranteed savings (\$2.3M) as a result of the Energy Performance contract completed in 2016-17. A draft report was sent by the consultant in November 2017. The report, which is currently under review, indicates an annual savings of \$2.5M based on the contract rates.</p> <p>Two controls technicians were hired to complete the team of four. A BAS support desk and call in line are planned for</p>

<u>Priorities</u>	<u>Progress to Date – September 30, 2017</u>	<u>Progress to Date – December 31, 2017</u>
	<p>alarms, confirming equipment is running as scheduled and troubleshooting building systems operational issues.</p> <p>Two engineering students were hired again under the Dalhousie University Science, Information Technology, Engineering Co-operative Education program for 4-month terms this year. The students focused on energy related projects, analysis of NSPI electrical utility charges, updating historical building systems data and continuing to develop an archive of 3D models of the buildings.</p> <p>With the start of the new school year, Operations staff have begun the work with staff in schools to identify, replace and remove redundant refrigeration appliances from schools.</p> <p>The Custodial team continued its focus on improving the onboarding of new casual custodial employee hires. A more structured approach to hiring custodial staff was implemented with improvements based on feedback from supervisors and custodians, with great success for the recent new hires.</p> <p>In September the team was in the final stages of vetting the online training modules in Scenario Learning provided by SIP. All new hires are required to complete an online WHMIS training before starting in their new position.</p>	<p>implementation early 2018. The BAS support line will make it much easier for staff to have access to a BAS technician to provide remote support.</p> <p>The two engineering students completed their terms under the Dalhousie University Science, Information Technology, Engineering Co-operative Education program for 4-month terms this year. The students completed the design and selection of new LED lighting for 3 schools, created BAS programs and graphics, an analysis of NSPI electrical utility charges and created 15 additional 3D building models. A new student was hired to continue with the energy initiatives in this quarter.</p> <p>As of November 2017, 110 refrigeration appliances were recorded as removed by Efficiency NS. To further analyze electricity consumption, a monitor was installed on a commercial refrigerator to confirm the actual consumption compared to previous estimates.</p> <p>The Custodial team continued its focus on fire safety this quarter. Professional development training was arranged for the caretakers in October 2017. The supervisory team presented a session on fire safety procedures to over 100 caretakers in attendance. In addition to fire safety, the employees also attended sessions on Infection Control, Energy Management and Facility Rentals in the schools.</p>

<u>Priorities</u>	<u>Progress to Date – September 30, 2017</u>	<u>Progress to Date – December 31, 2017</u>
	<p>Another custodial and maintenance departmental goal was to focus on fire safety inspection and maintenance processes. Standard procedure documents were developed for the monthly custodial inspection of pressurized sprinkler holding tanks, as well as simplified guidelines on conducting pull station test/fire drill for new and acting caretakers. The entire supervisory team has increased their knowledge on departmental compliance regarding fire safety and improved their ability to identify information and process gaps to better inform caretakers.</p> <p>The maintenance team implemented a procedure for improved tracking of Fire Department inspections and repairs, including prompt communication with principals and timely response to Fire Inspectors regarding status of order compliance.</p> <p>In June, the first edition of a newsletter “The Custodian” was distributed to custodial employees. The newsletter is intended to recognize departmental initiatives, successes, safety, operational reminders etc. The first edition was a success with our employees, leaving them looking forward to the next edition.</p> <p>In late spring, the installation of new soap dispensers was completed in half of the schools. As a result of the implementation and in comparison to last year, there was a recognized savings of just over \$10,000 in</p>	<p>Additional signage was provided to all schools that chlorinate in an effort to improve the regulatory water testing process. New labels were designed and provided to those schools.</p> <p>Standard operating procedures for training custodians on SAP was developed by custodial supervisors and rolled out this quarter.</p> <p>The second edition of <i>The Custodian</i> newsletter was created through the custodial management team and provided to all schools.</p>

<u>Priorities</u>	<u>Progress to Date – September 30, 2017</u>	<u>Progress to Date – December 31, 2017</u>
	the purchasing of soap and over 500 cases of soap packaging were diverted from the landfill.	
<ul style="list-style-type: none"> Continue to implement all responses to the Recommendations in the November 2015, Auditor General’s Report. <i>(HRSB response to AG Rec. 2.5-2.10)</i> <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>There is still a moratorium on collecting school based data. This has continued to impact the Board’s ability to collect and report on this data.</p> <p>The Minister has lifted the moratorium on provincial assessments. Students in grade 6 will have participated in math and literacy provincial assessments in late September and early October. Results from these assessments will be brought forward to the Board, once they are received from EECD.</p> <p>An update on the process for monitoring the progress of students who follow an IPP will be presented at the November Committee of the Whole meeting.</p>	<p>There is still a moratorium on collecting school based data. This has continued to impact the Board’s ability to collect and report on this data.</p> <p>A report on the Early Literacy Results for 2016-2017 was presented to the Committee of the Whole on December 13, 2017. The Minister has lifted the embargo on the Grade 6 Provincial Assessment Results. These results will be presented to the Committee of the Whole on March 6th, 2018.</p> <p>An update on the process for monitoring the progress of students who follow an IPP was presented to the Committee of the Whole on November 8, 2017.</p>

<u>Priorities</u>	<u>Progress to Date – September 30, 2017</u>	<u>Progress to Date – December 31, 2017</u>
<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>A summary report on Schools' Progress with Improvement Goals will be presented at the October 2017 Committee of the Whole meeting.</p>	<p>Completed, October 2017</p>
<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>A summary report on teacher and principal evaluation will be presented at the October 2017 Committee of the Whole meeting.</p>	<p>Completed, September 2017</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>The Governing Board is working with the Nova Scotia School Boards Association (NSSBA) to complete their annual self-assessment. The NSSBA will be presenting the self-assessment tool at the November Committee of the Whole meeting. The self-assessment tool will ensure that the key areas of responsibility for board members, including those identified in the Education Act, are measured.</p>	<p>Completed, November 2017</p>

<u>Priorities</u>	<u>Progress to Date – September 30, 2017</u>	<u>Progress to Date – December 31, 2017</u>
<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>The Governing Board issued an RFP for the superintendent evaluation process in June. The RFP specifically referenced the requirement that all key areas of responsibility, including those identified in the Education Act, be measured. A Special Board Meeting will be held in November and the board will confirm at this time that all key areas of responsibility have been addressed through the process.</p>	<p>Completed, November 2017</p>

2. FINANCIAL REPORT

The following report outlines the General Fund and Supplementary Fund results for the three month period ending December 31, 2017, as well as year to-date results and projections for the remainder of the fiscal year.

The statements report a projected net deficit of \$427,700, but also include a planned use of accumulated surplus in the amount of \$438,800. 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 \$11,100. At this point in the year, staffing adjustments have stabilized, but substitute teacher costs, utilities, and snow removal costs for the final three months of the fiscal year continue to be difficult to predict at this time. There have been favorable variances with salary costs, but these have been offset by increased pressures for building maintenance. Based on results to date, and barring any unusual circumstances, it is anticipated that budget targets will be met. Staff will continue to monitor expenditures in all categories, to ensure that we meet our targets. 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
December 31, 2017

	Actual Oct - Dec 2017-2018	Actual Year to Date 2017-2018	Budget 2017-2018	% BUD Utilized	Projection 2017-2018	PROJ % Bud Util	Projected Budget Variance	Actual Year to Date 2016-2017	Line
<u>REVENUE</u>									
Province of Nova Scotia									
Formula Funding	99,031,088	252,941,278	334,633,800	75.6%	335,560,400	100.3%	-926,600	205,488,960	R1
Provincial Initiatives	11,683,077	27,708,867	27,919,300	99.2%	28,226,000	101.1%	-306,700	23,701,459	R2
Other Provincial Initiatives and Grants	6,462,294	13,616,079	14,012,500	97.2%	15,314,500	109.3%	-1,302,000	8,653,462	R3
<i>Subtotal</i>	117,176,460	294,266,225	376,565,600	78.1%	379,100,900	100.7%	-2,535,300	237,843,881	
Halifax Regional Municipality									
Mandatory Contribution	33,872,425	101,617,275	135,489,700	75.0%	135,489,700	100.0%	0	98,951,475	R4
<i>Subtotal</i>	33,872,425	101,617,275	135,489,700	75.0%	135,489,700	100.0%	0	98,951,475	
Government of Canada									
Adult EAL	0	0	0	n/a	0	n/a	0	1,203,539	R5
French Special Projects	162,895	240,078	231,500	103.7%	231,500	100.0%	0	78,189	R6
Minority Official Language	89,943	203,803	160,600	126.9%	160,600	100.0%	0	142,009	R7
Other Projects	0	19,369	83,900	23.1%	84,400	100.6%	-500	10,017	R8
<i>Subtotal</i>	252,838	463,251	476,000	97.3%	476,500	100.1%	-500	1,433,754	
Board Generated Revenue									
Investment Income	84,741	338,867	300,000	113.0%	458,900	153.0%	-158,900	259,158	R9
Facilities Rental	161,771	233,574	567,000	41.2%	600,100	105.8%	-33,100	411,045	R10
EXCEL - Before and After School Program	2,894,040	7,788,845	9,676,400	80.5%	9,693,800	100.2%	-17,400	7,521,121	R11
International Services	1,559,706	3,265,613	4,426,800	73.8%	4,516,600	102.0%	-89,800	3,020,487	R12
Miscellaneous	135,028	774,530	476,900	162.4%	834,200	174.9%	-357,300	551,161	R13
<i>Subtotal</i>	4,835,286	12,401,430	15,447,100	80.3%	16,103,600	104.2%	-656,500	11,762,971	
TOTAL REVENUE	<u>156,137,009</u>	<u>408,748,180</u>	<u>527,978,400</u>	<u>77.4%</u>	<u>531,170,700</u>	<u>100.6%</u>	<u>-3,192,300</u>	<u>349,992,082</u>	
<u>EXPENDITURES</u>									
<u>BOARD GOVERNANCE</u>									
Stipends and Benefits	34,963	104,927	139,800	75.1%	139,900	100.1%	-100	76,501	B1
Supplies and Materials	278	1,147	5,000	22.9%	5,000	100.0%	0	1,586	B2
NSSBA Dues	0	95,000	95,000	100.0%	95,000	100.0%	0	85,000	B3
Other Non Salary Expenditures	18,652	76,365	111,200	68.7%	111,200	100.0%	0	51,217	B4
Total Board Governance	<u>53,893</u>	<u>277,439</u>	<u>351,000</u>	<u>79.0%</u>	<u>351,100</u>	<u>100.0%</u>	<u>-100</u>	<u>214,304</u>	

GENERAL FUND
SUMMARY OF REVENUES AND EXPENDITURES
December 31, 2017

	Actual Oct - Dec 2017-2018	Actual Year to Date 2017-2018	Budget 2017-2018	% BUD Utilized	Projection 2017-2018	PROJ % Bud Util	Projected Budget Variance	Actual Year to Date 2016-2017	Line
--	----------------------------------	-------------------------------------	---------------------	-------------------	-------------------------	--------------------	---------------------------------	-------------------------------------	------

OFFICE OF THE SUPERINTENDENT

Salaries	190,099	736,811	894,700	82.4%	901,900	100.8%	-7,200	886,612	OS1
Benefits	33,696	168,230	216,400	77.7%	214,700	99.2%	1,700	106,812	OS2
Supplies and Materials	21,816	44,866	75,000	59.8%	75,000	100.0%	0	61,708	OS3
Professional Services	72,308	187,640	350,000	53.6%	350,000	100.0%	0	179,440	OS4
Other Non Salary Expenditures	8,200	21,428	39,500	54.2%	41,100	104.1%	-1,600	25,483	OS5
Total Office of the Superintendent	<u>326,119</u>	<u>1,158,975</u>	<u>1,575,600</u>	<u>73.6%</u>	<u>1,582,700</u>	<u>100.5%</u>	<u>-7,100</u>	<u>1,260,055</u>	

FINANCIAL SERVICES

Administration

Salaries	460,555	1,263,923	1,714,100	73.7%	1,713,600	100.0%	500	1,236,918	F1
Benefits	98,624	301,477	431,200	69.9%	420,000	97.4%	11,200	289,123	F2
Supplies and Materials	32,891	93,214	157,700	59.1%	147,700	93.7%	10,000	99,861	F3
Travel	1,039	2,048	3,000	68.3%	3,000	100.0%	0	1,906	F4
Liability Insurance	95,994	287,981	384,000	75.0%	384,000	100.0%	0	287,413	F5
Professional Services	294	294	39,000	0.8%	39,000	100.0%	0	0	F6
Service Fees	885	2,617	7,500	34.9%	5,000	66.7%	2,500	4,551	F7
Total Financial Services	<u>690,281</u>	<u>1,951,555</u>	<u>2,736,500</u>	<u>71.3%</u>	<u>2,712,300</u>	<u>99.1%</u>	<u>24,200</u>	<u>1,919,771</u>	

HUMAN RESOURCE SERVICES

Administration

Salaries	543,153	1,431,191	1,951,000	73.4%	1,927,400	98.8%	23,600	1,398,252	H1
Benefits	105,770	333,606	474,600	70.3%	465,600	98.1%	9,000	320,309	H2
Supplies and Materials	47,701	79,376	105,300	75.4%	141,800	134.7%	-36,500	59,136	H3
Staff Development	34,990	59,773	91,000	65.7%	91,000	100.0%	0	53,834	H4
Travel	825	1,859	5,000	37.2%	5,000	100.0%	0	3,202	H5
Pension Top-Ups	4,474	13,692	24,100	56.8%	24,100	100.0%	0	27,020	H6
Total Human Resource Services	<u>736,913</u>	<u>1,919,497</u>	<u>2,651,000</u>	<u>72.4%</u>	<u>2,654,900</u>	<u>100.1%</u>	<u>-3,900</u>	<u>1,861,753</u>	

**GENERAL FUND
SUMMARY OF REVENUES AND EXPENDITURES
December 31, 2017**

	Actual Oct - Dec 2017-2018	Actual Year to Date 2017-2018	Budget 2017-2018	% BUD Utilized	Projection 2017-2018	PROJ % Bud Util	Projected Budget Variance	Actual Year to Date 2016-2017	Line
<u>SCHOOL ADMINISTRATION</u>									
Salaries - Teachers									
Classroom	51,508,114	143,806,749	191,167,700	75.2%	189,014,300	98.9%	2,153,400	139,785,875	S1
Special Education	8,165,335	21,540,385	28,983,400	74.3%	28,661,600	98.9%	321,800	19,125,500	S2
Student Support	3,859,949	10,406,924	13,878,000	75.0%	13,754,800	99.1%	123,200	8,711,107	S3
Guidance	2,148,537	5,987,751	7,852,000	76.3%	7,926,700	101.0%	-74,700	5,484,264	S4
Teacher Administrators	7,007,568	19,663,789	25,664,700	76.6%	25,627,100	99.9%	37,600	19,394,363	S5
Board Administration	443,443	1,280,543	1,626,100	78.7%	1,655,500	101.8%	-29,400	1,253,433	S6
Substitutes	4,040,523	8,184,477	13,032,100	62.8%	11,962,700	91.8%	1,069,400	8,893,724	S7
<i>Subtotal</i>	77,173,468	210,870,618	282,204,000	74.7%	278,602,700	98.7%	3,601,300	202,648,265	
Salaries - Non-Teachers									
Educational Program Assistants	6,972,257	18,249,534	24,820,100	73.5%	25,383,600	102.3%	-563,500	16,918,538	S8
Library Support Specialists	62,132	140,220	161,900	86.6%	163,100	100.7%	-1,200	270,362	S9
School Secretaries	1,937,177	4,222,270	5,979,300	70.6%	6,022,600	100.7%	-43,300	4,109,298	S10
Board Administration	57,075	147,770	204,400	72.3%	200,900	98.3%	3,500	135,993	S11
Student Support	307,704	827,532	1,259,900	65.7%	1,185,900	94.1%	74,000	706,830	S12
Security	11,791	36,809	87,600	42.0%	47,800	54.6%	39,800	65,377	S13
Lunch Supervision	701,411	1,623,027	2,537,800	64.0%	2,564,100	101.0%	-26,300	1,522,798	S14
<i>Subtotal</i>	10,049,546	25,247,162	35,051,000	72.0%	35,568,000	101.5%	-517,000	23,729,195	
Benefits									
Statutory	2,293,757	11,773,799	17,439,500	67.5%	17,324,200	99.3%	115,300	11,572,516	S15
Medical/Dental/Salary Continuation	5,867,238	17,110,634	22,766,500	75.2%	22,873,600	100.5%	-107,100	4,370,853	S16
Service Awards	546,725	1,650,175	2,186,900	75.5%	2,196,900	100.5%	-10,000	1,588,575	S17
Pension	9,633,415	28,422,756	37,992,200	74.8%	37,910,100	99.8%	82,100	2,693,104	S18
<i>Subtotal</i>	18,341,134	58,957,365	80,385,100	73.3%	80,304,800	99.9%	80,300	20,225,049	
Program Support Resources									
Classroom Supplies and Equipment	2,240,013	3,756,055	5,314,700	70.7%	5,963,800	112.2%	-649,100	3,257,801	S19
School Technology	649,433	831,049	756,000	109.9%	2,056,000	272.0%	-1,300,000	627,302	S20
Data Lines	232,068	416,840	544,700	76.5%	558,700	102.6%	-14,000	361,790	S21
Circuit/Resource Travel	52,511	122,884	258,300	47.6%	273,500	105.9%	-15,200	159,592	S22
Textbook Credit Allocation	1,816,501	2,956,333	2,840,600	104.1%	3,767,200	132.6%	-926,600	1,990,491	S23
Other Non Salary Expenditures	54,323	163,720	211,900	77.3%	256,900	121.2%	-45,000	139,660	S24
Other Projects	146,976	260,168	383,600	67.8%	541,800	141.2%	-158,200	103,984	S25
<i>Subtotal</i>	5,191,825	8,507,048	10,309,800	82.5%	13,417,900	130.1%	-3,108,100	6,640,620	
Professional Development									
System Leadership/Student Info Systems	38,193	82,857	150,000	55.2%	150,000	100.0%	0	68,727	S26

**GENERAL FUND
SUMMARY OF REVENUES AND EXPENDITURES
December 31, 2017**

	Actual Oct - Dec 2017-2018	Actual Year to Date 2017-2018	Budget 2017-2018	% BUD Utilized	Projection 2017-2018	PROJ % Bud Util	Projected Budget Variance	Actual Year to Date 2016-2017	Line
International Services									
Revenue	1,559,706	3,265,613	4,426,800	73.8%	4,516,600	102.0%	-89,800	3,020,487	S27
Expenditure	1,069,110	2,542,215	3,505,700	72.5%	3,612,700	103.1%	-107,000	2,080,756	S28
<i>Net Revenue</i>	490,596	723,398	921,100	78.5%	903,900	98.1%	17,200	939,731	
Adult and Community Education									
Summer School	0	37,502	15,000	250.0%	37,500	250.0%	-22,500	15,410	S29
Night School	0	0	0	n/a	0	n/a	0	0	S30
Nova Scotia Student Adult Learning	77,764	210,486	280,000	75.2%	280,000	100.0%	0	180,515	S31
<i>Subtotal</i>	77,764	247,988	295,000	84.1%	317,500	107.6%	-22,500	195,924	
Total School Administration	<u>111,941,040</u>	<u>306,455,253</u>	<u>411,900,600</u>	<u>74.4%</u>	<u>411,973,600</u>	<u>100.0%</u>	<u>-73,000</u>	<u>255,588,536</u>	
<u>PROGRAM</u>									
Salaries - Teachers									
Special Education	2,047,042	5,636,458	7,764,400	72.6%	7,459,200	96.1%	305,200	4,952,200	P1
Board Administration	923,799	2,375,506	3,163,400	75.1%	3,160,400	99.9%	3,000	2,064,570	P2
<i>Subtotal</i>	2,970,841	8,011,964	10,927,800	73.3%	10,619,600	97.2%	308,200	7,016,769	
Salaries - Non-Teachers									
Board Administration	90,907	218,621	304,100	71.9%	303,300	99.7%	800	221,638	P3
Student Services Secretaries	80,825	169,440	252,900	67.0%	244,300	96.6%	8,600	152,034	P4
Tutors	21,685	87,296	142,700	61.2%	138,900	97.3%	3,800	93,635	P5
<i>Subtotal</i>	193,418	475,356	699,700	67.9%	686,500	98.1%	13,200	467,307	
Benefits									
Statutory	52,462	352,527	550,300	64.1%	550,100	100.0%	200	332,318	P6
Medical/Dental/Salary Continuation	214,187	613,451	822,400	74.6%	826,500	100.5%	-4,100	112,160	P7
Service Awards	22,200	65,000	87,200	74.5%	87,200	100.0%	0	56,400	P8
Pension	364,420	1,052,911	1,418,200	74.2%	1,415,900	99.8%	2,300	42,968	P9
<i>Subtotal</i>	653,270	2,083,888	2,878,100	72.4%	2,879,700	100.1%	-1,600	543,846	

**GENERAL FUND
SUMMARY OF REVENUES AND EXPENDITURES
December 31, 2017**

	Actual Oct - Dec 2017-2018	Actual Year to Date 2017-2018	Budget 2017-2018	% BUD Utilized	Projection 2017-2018	PROJ % Bud Util	Projected Budget Variance	Actual Year to Date 2016-2017	Line
Special Education and Student Support									
Supplies and Materials	155,222	282,653	459,700	61.5%	459,700	100.0%	0	267,174	P10
Provincial Initiatives	265,450	713,678	1,423,100	50.1%	1,756,800	123.4%	-333,700	841,354	P11
Travel - Student Services	26,288	58,000	80,000	72.5%	95,000	118.8%	-15,000	49,661	P12
Contracted Services	776,055	1,194,387	1,238,300	96.5%	1,322,800	106.8%	-84,500	1,017,021	P13
<i>Subtotal</i>	1,223,015	2,248,719	3,201,100	70.2%	3,634,300	113.5%	-433,200	2,175,209	
Program Support Resources									
Supplies and Materials	25,338	136,466	228,200	59.8%	228,200	100.0%	0	174,475	P14
Other Non Salary Expenditures	10,352	20,312	32,100	63.3%	32,100	100.0%	0	21,426	P15
Provincial Program Initiatives and Projects	1,549,399	3,779,474	7,532,300	50.2%	8,533,300	113.3%	-1,001,000	3,318,041	P16
<i>Subtotal</i>	1,585,089	3,936,252	7,792,600	50.5%	8,793,600	112.8%	-1,001,000	3,513,942	
Professional Development									
	548,168	1,274,263	4,115,400	31.0%	4,437,100	107.8%	-321,700	1,075,017	P17
Total Program	<u>7,173,801</u>	<u>18,030,443</u>	<u>29,614,700</u>	<u>60.9%</u>	<u>31,050,800</u>	<u>104.8%</u>	<u>-1,436,100</u>	<u>14,792,092</u>	
<u>OPERATIONS SERVICES</u>									
Administration									
Salaries	554,989	1,563,812	2,017,500	77.5%	2,068,000	102.5%	-50,500	1,464,624	O1
Benefits	107,833	358,702	484,300	74.1%	492,200	101.6%	-7,900	337,259	O2
Travel	13,916	28,718	40,000	71.8%	44,000	110.0%	-4,000	33,343	O3
Other Non Salary Expenditures	6,931	23,141	32,500	71.2%	32,500	100.0%	0	34,471	O4
<i>Subtotal</i>	683,669	1,974,372	2,574,300	76.7%	2,636,700	102.4%	-62,400	1,869,698	
Custodial Services									
Salaries	3,445,634	9,507,161	12,792,400	74.3%	12,800,200	100.1%	-7,800	9,593,270	O5
Benefits	1,143,424	3,219,991	4,250,900	75.7%	4,277,700	100.6%	-26,800	3,215,492	O6
Supplies and Equipment	228,098	619,057	868,400	71.3%	1,030,200	118.6%	-161,800	665,534	O7
Building Rental Expense	481,238	1,443,715	1,935,400	74.6%	1,937,100	100.1%	-1,700	1,447,028	O8
Contracted Services	543,245	725,237	1,761,000	41.2%	1,761,000	100.0%	0	584,246	O9
<i>Subtotal</i>	5,841,640	15,515,161	21,608,100	71.8%	21,806,200	100.9%	-198,100	15,505,570	

**GENERAL FUND
SUMMARY OF REVENUES AND EXPENDITURES
December 31, 2017**

	Actual Oct - Dec 2017-2018	Actual Year to Date 2017-2018	Budget 2017-2018	% BUD Utilized	Projection 2017-2018	PROJ % Bud Util	Projected Budget Variance	Actual Year to Date 2016-2017	Line
Maintenance Services									
Salaries	462,304	1,243,651	1,912,300	65.0%	1,738,200	90.9%	174,100	1,353,299	O10
Benefits	158,503	433,287	657,200	65.9%	588,100	89.5%	69,100	454,235	O11
Supplies and Equipment	1,444,585	3,717,406	4,954,000	75.0%	5,551,000	112.1%	-597,000	3,358,282	O12
Vehicle Operating Expense	62,448	175,649	250,000	70.3%	250,000	100.0%	0	155,617	O13
TCA Expense (Vehicle)	26,685	50,751	89,000	57.0%	89,000	100.0%	0	24,369	O14
Contracted Services - Maintenance	97,254	243,136	291,800	83.3%	291,800	100.0%	0	243,136	O15
<i>Subtotal</i>	2,251,780	5,863,881	8,154,300	71.9%	8,508,100	104.3%	-353,800	5,588,938	
Plant Operations									
Insurance	202,085	633,634	838,400	75.6%	836,500	99.8%	1,900	583,649	O16
Utilities - Electricity	1,116,754	2,938,996	5,050,000	58.2%	4,850,000	96.0%	200,000	3,340,232	O17
Utilities - Heating Fuel	809,244	1,664,282	4,935,500	33.7%	4,800,000	97.3%	135,500	2,263,633	O18
Utilities - Water / Sewer	276,993	690,025	1,200,000	57.5%	1,200,000	100.0%	0	767,828	O19
Utilities - Telephone	9,666	24,447	38,000	64.3%	38,000	100.0%	0	25,370	O20
<i>Subtotal</i>	2,414,742	5,951,383	12,061,900	49.3%	11,724,500	97.2%	337,400	6,980,711	
Capital Projects	706,595	1,774,439	1,661,800	106.8%	3,566,200	214.6%	-1,904,400	4,857,772	O21
Student Transportation	7,344,910	13,620,717	20,196,000	67.4%	20,196,000	100.0%	0	12,764,277	O22
Technology Services									
Salaries	610,488	1,703,932	2,295,900	74.2%	2,270,900	98.9%	25,000	1,652,219	O23
Benefits	149,756	447,579	608,300	73.6%	601,600	98.9%	6,700	430,089	O24
Supplies/Equipment	30,831	218,612	772,000	28.3%	822,500	106.5%	-50,500	317,258	O25
Travel	18,446	36,391	55,000	66.2%	55,000	100.0%	0	35,133	O26
Professional Services	69,854	210,512	545,500	38.6%	545,500	100.0%	0	107,774	O27
Telephone/Fax/Data	25,702	72,178	116,900	61.7%	116,900	100.0%	0	65,781	O28
<i>Subtotal</i>	905,077	2,689,206	4,393,600	61.2%	4,412,400	100.4%	-18,800	2,608,254	
Facilities Rentals									
Revenue	161,771	233,574	567,000	41.2%	600,100	105.8%	-33,100	411,045	O29
Expenditure	202,842	288,850	522,700	55.3%	523,500	100.2%	-800	290,019	O30
<i>Net Revenue</i>	-41,071	-55,276	44,300	-124.8%	76,600	172.9%	-32,300	121,026	
Total Operations Services	<u>20,351,255</u>	<u>47,678,008</u>	<u>71,172,700</u>	<u>67.0%</u>	<u>73,373,600</u>	<u>103.1%</u>	<u>-2,200,900</u>	<u>50,465,239</u>	

**GENERAL FUND
SUMMARY OF REVENUES AND EXPENDITURES
December 31, 2017**

	Actual Oct - Dec 2017-2018	Actual Year to Date 2017-2018	Budget 2017-2018	% BUD Utilized	Projection 2017-2018	PROJ % Bud Util	Projected Budget Variance	Actual Year to Date 2016-2017	Line
<u>OTHER PROGRAMS</u>									
Excel - Before and After School Program									
Revenue	2,894,040	7,788,845	9,676,400	80.5%	9,693,800	100.2%	-17,400	7,521,121	OP1
Salaries	1,798,053	3,708,684	5,723,200	64.8%	5,511,600	96.3%	211,600	3,677,334	OP2
Benefits	210,422	454,075	698,200	65.0%	657,200	94.1%	41,000	443,014	OP3
Other	103,456	225,632	367,400	61.4%	352,300	95.9%	15,100	306,452	OP4
<i>Subtotal</i>	2,111,931	4,388,391	6,788,800	64.6%	6,521,100	96.1%	267,700	4,426,800	
<i>Net Revenue</i>	782,109	3,400,455	2,887,600	117.8%	3,172,700	109.9%	-285,100	3,094,321	
Adult - English as an Additional Language									
Revenue	-446	178,810	170,000	105.2%	178,800	105.2%	-8,800	1,538,103	OP5
Expenditure	-446	178,810	170,000	105.2%	178,800	105.2%	-8,800	1,538,103	OP6
<i>Net Revenue</i>	0	0	0	n/a	0	n/a	0	0	
Pre-Primary Program									
Revenue	1,227,500	1,227,500	1,017,500	120.6%	1,227,500	120.6%	-210,000	0	OP7
Salaries	321,202	407,986	775,600	52.6%	725,400	93.5%	50,200	0	OP8
Benefits	87,045	110,018	241,900	45.5%	195,400	80.8%	46,500	0	OP9
Other	37,462	38,016	0	n/a	278,700	n/a	-278,700	0	OP10
<i>Subtotal</i>	445,709	556,019	1,017,500	54.6%	1,199,500	117.9%	-182,000	0	
<i>Net Revenue</i>	781,791	671,481	0	n/a	28,000	n/a	-28,000	0	
Total Other Programs	<u>2,557,194</u>	<u>5,123,220</u>	<u>7,976,300</u>	<u>64.2%</u>	<u>7,899,400</u>	<u>99.0%</u>	<u>76,900</u>	<u>5,964,902</u>	
TOTAL EXPENDITURES	<u>143,830,496</u>	<u>382,594,391</u>	<u>527,978,400</u>	<u>72.5%</u>	<u>531,598,400</u>	<u>100.7%</u>	<u>-3,620,000</u>	<u>332,066,651</u>	
NET SURPLUS/(DEFICIT)	<u>12,306,514</u>	<u>26,153,789</u>	<u>0</u>		<u>-427,700</u>		<u>427,700</u>	<u>17,925,431</u>	
PLANNED USE OF ACCUMULATED SURPLUS					<u>438,800</u>				
NET OPERATING SURPLUS/(DEFICIT)					<u>11,100</u>				

**SUPPLEMENTARY FUND
SUMMARY OF REVENUES AND EXPENDITURES
December 31, 2017**

	Actual Oct - Dec 2017-2018	Actual Year to Date 2017-2018	Budget 2017-2018	% BUD Utilized	Projection 2017-2018	PROJ % Bud Util	Projected Budget Variance	Actual Year to Date 2016-2017
--	----------------------------------	-------------------------------------	---------------------	-------------------	-------------------------	--------------------	---------------------------------	-------------------------------------

REVENUES

Supplementary Funding	3,767,200	11,301,600	15,068,800	75.0%	15,068,800	100.0%	0	11,661,675
-----------------------	------------------	-------------------	-------------------	--------------	-------------------	---------------	----------	-------------------

EXPENDITURES

Classroom Teachers

Elementary Music	241,726	653,801	830,800	78.7%	851,700	102.5%	-20,900	620,808
Junior High Music and Art	157,964	467,199	597,800	78.2%	605,600	101.3%	-7,800	463,527
Elementary Art	158,889	460,559	620,200	74.3%	603,600	97.3%	16,600	473,147
Additional Teachers	433,026	1,672,195	2,095,300	79.8%	2,083,400	99.4%	11,900	2,104,069
Fine Arts	582,567	1,420,509	1,980,700	71.7%	1,928,500	97.4%	52,200	1,203,748
<i>Subtotal</i>	1,574,172	4,674,264	6,124,800	76.3%	6,072,800	99.2%	52,000	4,865,298

Special Education

Resource Teachers	258,206	1,208,086	1,396,200	86.5%	1,426,700	102.2%	-30,500	1,874,464
Social Workers	255,894	544,148	832,000	65.4%	801,800	96.4%	30,200	383,935
Educational Program Assistants	227,247	592,824	959,900	61.8%	839,300	87.4%	120,600	709,289
<i>Subtotal</i>	741,348	2,345,058	3,188,100	73.6%	3,067,800	96.2%	120,300	2,967,687

Library

Library Support Specialists	670,191	1,855,050	2,503,700	74.1%	2,489,000	99.4%	14,700	1,687,104
<i>Subtotal</i>	670,191	1,855,050	2,503,700	74.1%	2,489,000	99.4%	14,700	1,687,104

Curriculum Leadership

	0	0	0	n/a	0	n/a	0	150,909
--	---	---	---	-----	---	-----	---	---------

Other

Student Services Secretaries	0	0	0	n/a	0	n/a	0	19,105
Early Learning Opportunities	0	123,554	125,100	98.8%	123,600	98.8%	1,500	262,838
Early Childhood Educators	169,053	261,673	413,900	63.2%	419,900	101.4%	-6,000	0
Secretaries	16,338	32,016	47,800	67.0%	46,900	98.1%	900	30,109
Student Support Workers	0	1,248	0	n/a	1,200	n/a	-1,200	83,461
<i>Subtotal</i>	185,390	418,490	586,800	71.3%	591,600	100.8%	-4,800	395,514

**SUPPLEMENTARY FUND
SUMMARY OF REVENUES AND EXPENDITURES
December 31, 2017**

	Actual Oct - Dec 2017-2018	Actual Year to Date 2017-2018	Budget 2017-2018	% BUD Utilized	Projection 2017-2018	PROJ % Bud Util	Projected Budget Variance	Actual Year to Date 2016-2017
Benefits								
Statutory	162,551	614,958	1,037,200	59.3%	864,000	83.3%	173,200	670,782
Medical/Dental/Salary Continuation	115,372	309,023	456,300	67.7%	423,500	92.8%	32,800	295,999
Service Awards	0	0	0	n/a	0	n/a	0	59,550
Pension	124,313	335,461	494,500	67.8%	464,100	93.9%	30,400	340,905
<i>Subtotal</i>	402,236	1,259,442	1,988,000	63.4%	1,751,600	88.1%	236,400	1,367,236
Substitutes	87,720	204,680	292,400	70.0%	292,400	100.0%	0	230,230
Program Support								
Program Supplies and Materials	42,905	69,612	360,000	19.3%	788,600	219.1%	-428,600	46,947
Therapeutic Swim Program	8,104	14,501	25,000	58.0%	15,000	60.0%	10,000	6,780
<i>Subtotal</i>	51,010	84,113	385,000	21.8%	803,600	208.7%	-418,600	53,727
TOTAL EXPENDITURES	<u>3,712,067</u>	<u>10,841,097</u>	<u>15,068,800</u>	<u>71.9%</u>	<u>15,068,800</u>	<u>100.0%</u>	<u>0</u>	<u>11,717,706</u>
NET SURPLUS/(DEFICIT)	<u>55,133</u>	<u>460,503</u>	<u>0</u>		<u>0</u>		<u>0</u>	<u>-56,031</u>

Description	Projection Variance to Budget	YTD Actual Variance to Prev YTD	Explanation
<u>Revenue:</u>			
Province of Nova Scotia			
R1 Formula Funding	-926,600		Received additional Provincial grants that were not included in the budget. (Offset by projected expenditures.)
R2 Provincial Initiatives	-306,700		Received additional Provincial grants that were not included in the budget. (Offset by projected expenditures.)
R3 Other Prov Initiatives and Grants	-1,302,000		Received additional Provincial grants that were not included in the budget. (Offset by projected expenditures.)
Government of Canada			
R5 Adult English as an Additional Language		1,203,500	HRSB is no longer the sponsor for the Adult EAL program, effective April 1, 2017.
Board Generated Revenues			
R9 Investment Income	-158,900		Interest rates have risen during this fiscal year.
R13 Misc Board Generated Revenues	-357,300		Additional grants/revenues that were unbudgeted, with accompanying expenditure projections.
<u>Expenditures:</u>			
School Administration			
S1-S7 Salaries - Teachers	3,601,300		Teachers salaries continue to track lower than budgeted for this fiscal year, and a shortage of substitute teachers has also impacted this projection.
S8 Salaries - Educational Program Assistants	-536,500		More students have required the support of an EPA and additional staff have had to be added.
S16 Benefits - Medical/Dental/Sal Continuation		-12,739,800	Beginning in April 2017, school boards are recording and reporting employee group benefit costs for NSTU members. This continues to be funded by EECD, but will now appear in board financial statements.
S18 Benefits - Pension		-25,729,700	Beginning in April 2017, school boards are recording and reporting pension costs for NSTU members. This continues to be funded by EECD, but will now appear in board financial statements.
S19 Classroom Supplies and Equipment	-161,400 -487,700		Additional grants/revenues that were unbudgeted, with accompanying expenditure projections. Additional funds have been allocated to school instructional budgets.
S20 School Technology	-1,300,000		Additional funds have been allocated to provide increased technology infrastructure to schools.
S23 Textbook Credit Allocation	-926,600		Additional grants/revenues that were unbudgeted, with accompanying expenditure projections.
S25 Other Projects	-158,200		Additional grants/revenues that were unbudgeted, with accompanying expenditure projections.

Description	Projection Variance to Budget	YTD Actual Variance to Prev YTD	Explanation
Program			
P1 Salaries - Teachers	305,200		Staffing changes and delays in filling vacant positions have resulted in projections below budget.
P7 Benefits - Medical/Dental/Sal Continuation		-501,300	Beginning in April 2017, school boards are recording and reporting employee group benefit costs for NSTU members. This continues to be funded by EECD, but will now appear in board financial statements.
P9 Benefits - Pension		-1,009,900	Beginning in April 2017, school boards are recording and reporting pension costs for NSTU members. This continues to be funded by EECD, but will now appear in board financial statements.
P11 Special Education - Provincial Initiatives	-333,700		Additional grants/revenues that were unbudgeted, with accompanying expenditure projections.
P13 Special Education - Contracted Services	-84,500		Number of tuition supports approved by DEECD was higher than the amount budgeted for 2017-18.
P16 Provincial Program Initiatives and Projects	-1,001,000		Additional grants/revenues that were unbudgeted, with accompanying expenditure projections.
P17 Professional Development	-321,700		Additional grants/revenues that were unbudgeted, with accompanying expenditure projections.
Operations Services			
O7 Custodial Supplies and Equipment	-161,800		Additional funds have been allocated to assist in the purchase of additional custodial equipment.
O10/11 Maintenance Salaries and Benefits	243,200		Maintenance salary and benefit costs are tracking below budget.
O12 Maintenance Supplies and Equipment	-597,000		Additional funds have been allocated to help offset the increased pressures for building maintenance.
O17 Utilities - Electricity	200,000		Energy management projects have increased efficiencies and decreased electricity consumption by more than originally projected.
O18 Utilities - Heating Fuel	135,500		Seasonably warmer temperatures leading to reduced consumption of heating fuels have resulted in projected savings as compared to budget.
O21 Capital Projects		3,083,300	The April - December expenditures related to a number of capital projects (to be reimbursed by the EECD) are higher in 2016-17 as compared to 2017-18.
O21 Capital Projects	-438,800		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	-1,465,600		Additional funds have been allocated to provide capital infrastructure support to overall system.
Other Programs			
OP2-4 EXCEL - Before & After School - Expenditures	267,700		Expenditures are tracking slightly under budget, primarily in the area of program wages.
OP5 Adult - English as an Additional Language - Revenues		1,359,300	HRSB is no longer the sponsor for the Adult EAL program, effective April 1, 2017.
OP6 Adult - English as an Additional Language - Expenditures		1,359,300	HRSB is no longer the sponsor for the Adult EAL program, effective April 1, 2017.