

AGENDA

School Board Meeting



**Wednesday, November 26, 2014 6:00 pm Board Chambers
33 Spectacle Lake Drive
Dartmouth, NS**

- 1. CALL TO ORDER**

- 2. ELECTION OF CHAIR**

- 3. ELECTION OF VICE CHAIR**

- 4. APPROVAL OF AGENDA**

- 5. AWARDS / PRESENTATIONS**
 - 5.1 Caring School Communities – Kendra Curren-Lindala, Consultant,
Safe Schools and Andy MacNeil, Supervisor, School Administration

 - 5.2 Presentation in Honour of Transgender Awareness Month – Tracey
Jones-Grant, Coordinator, Diversity Management

- 6. CHAIR’S REPORT**

- 7. SUPERINTENDENT’S REPORT**

- 8. PUBLIC PRESENTATIONS**

- 9. APPROVAL OF MINUTES/BUSINESS ARISING FROM THE
MINUTES**

October 22, 2014

The HRSB would appreciate the support of the public and staff in creating a scent-reduced environment at all meetings. Please mute your Smartphone. Usage is restricted to outside the Board Chambers. Thank you.

Halifax Regional
School Board
33 Spectacle Lake Drive
Dartmouth NS
B3B 1X7
T 902 464-2000 Ext. 2321
F 902 464-2420

10. CORRESPONDENCE

- 10.1 Letter dated October 16, 2014 from Karen Casey, Minister of Education and Early Childhood Development re: Sites for the New Halifax South Peninsula P-6 school
- 10.2 Letter dated November 7, 2014 from Karen Casey, Minister of Education and Early Childhood Development re: Amendments to the *Education Act* respecting school review (Bill 63)

11. ITEMS FOR DECISION

12. COMMITTEE REPORTS

- 12.1 Audit Committee
 - 12.1.1 Election of Audit Committee Members
 - 12.1.2 [Report #14-11-1492 – September 30, 2014 – Quarterly Business Plan and Financial Update](#) – Terri Thompson, Director, Financial Services
- 12.2 Policy Development and Review Committee
- 12.3 Nova Scotia School Boards Association

13. INFORMATION ITEMS

- 13.1 [Report #14-10-1491 Improving the Achievement Results of African Nova Scotian Learners](#) – Elwin LeRoux, Superintendent
- 13.2 [Report #14-11-1489 - Occupational Health & Safety Quarterly Update](#) – Tracy O’Kroneg, Director, Human Resource Services and John Swales, Manager, Occupational Health and Safety

14. NOTICE OF MOTION

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15. DATES OF NEXT MEETINGS

Policy Development and Review Committee Meeting – December 10, 2014

Regular Board Meeting – December 24, 2014

Audit Committee Meeting – Wednesday, February 18, 2015

16. IN-CAMERA

16.1 Contract Extension

16.1 Contract Approval

17. ADJOURNMENT

The HRSB would appreciate the support of the public and staff in creating a scent-reduced environment at all meetings. Please mute your Smartphone. Usage is restricted to outside the Board Chambers. Thank you.

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**HALIFAX REGIONAL SCHOOL BOARD
REGULAR BOARD MEETING
MINUTES -DRAFT
October 22, 2014
6:00 p.m.**

A Regular Board Meeting was held this date in the Board Chambers,
33 Spectacle Lake Drive, Dartmouth, NS.

PRESENT: Gin Yee
Melinda Daye
Cindy Littlefair
Christy Linders
Bridget Ann Boutilier
Steve Warburton
Nancy Jakeman
Dave Wright
Sheryl Blumenthal-Harrison
Meriel Fitzgerald, Student Advisor
Hannah Waye, Student Advisor

REGRETS: Kirk Arsenault

STAFF: Elwin LeRoux, Superintendent
Selena Henderson, Corporate Secretary
Terri Thompson, Director, Financial Services
Doug Hadley, Coordinator, Communications
Tracy O’Kroneg, Acting-Director, Human Resource Services
Ron Heiman, Director, Operations Services
Tracey Jones-Grant, Coordinator, Diversity Management
Trevor Baker, Coordinator, Information Technology
Laura Conrod, Assistant to the Corporate Secretary
Denise Bell, Regional Education Officer
Heather Syms, Coordinator, Education Quality & Accountability
Susan Tomie, Coordinator, School Administration

1. CALL TO ORDER

The Chair called the meeting to order at 6:04 p.m.

A moment of silence was observed in respect for the passing of Walter Fitzgerald, former Mayor and Halifax Regional School Board School Principal, and for fallen soldier Cpl. Nathan Cirillo, and all those affected by the recent tragic events in Ottawa.

2. APPROVAL OF AGENDA

An In-Camera Item was added to the agenda: Superintendents' "Compensation Grid" and "Pay for Performance Guide Chart – Denise Bell, Regional Education Officer

It was moved and seconded (Wright/Linders) that the Board approve the agenda as amended.

(CARRIED)

3. AWARDS / PRESENTATIONS

3.1 Mi'kmaq History Month – Wyatt White, Director, Mi'kmaq Services Division, Department of Education and Early Childhood Development

Wyatt White, Director, Mi'kmaq Services Division, Department of Education and Early Childhood Development gave a presentation in recognition of Mi'kmaq History Month and answered questions from Board members.

3.2 Alternative High School Presentation – Margie Hopkins, Principal and Rona Chisholm-Cleary and Mike Page, Vice-Principals, Bedford and Forsyth Education Centres

Margie Hopkins, Principal and Rona Chisholm-Cleary and Mike Page, Vice-Principals, Bedford and Forsyth Education Centres gave a presentation on their work with Alternative High Schools and answered questions from Board members.

4. CHAIR'S REPORT

Gin Yee, Chair, presented the Chair's report. A copy of the report is filed with the minutes.

5. SUPERINTENDENT'S ANNUAL REPORT

Elwin LeRoux, Superintendent, presented the Superintendent's Annual Report. A copy of the report is filed with the minutes.

6. PUBLIC PRESENTATIONS

7. APPROVAL OF MINUTES/BUSINESS ARISING FROM THE MINUTES

It was moved and seconded (Jakeman/Daye) that the minutes/business arising from the minutes of the September 24, 2014 meeting be approved.

(CARRIED)

8. CORRESPONDENCE

9. ITEMS FOR DECISION

10. COMMITTEE REPORTS

10.1 Audit Committee

Board Member Christy Linders provided details of the upcoming Audit Committee meeting.

10.2 Policy Development and Review Committee

Board Member Steve Warburton provided an update from the October 8, 2014 Policy Development and Review Committee meeting.

10.3 Nova Scotia School Boards Association

Board Member Melinda Daye provided an update on the September Nova Scotia School Boards Association meeting and information regarding the Nova Scotia School Boards Association. Board Member Daye also led a discussion on the proposed increase in Nova Scotia School Boards Association dues.

11. INFORMATION ITEMS

11.1 Report # 14-10-1490 - Focus on Learning: English as an Additional Language – Alison King, Director, Program and Sonja Grcic-Stuart, Consultant, EAL

Board member Nancy Jakeman left the meeting at 9:05 p.m.

12. NOTICE OF MOTION

13. DATES OF NEXT MEETINGS

Policy Development and Review Committee Meeting – November 12, 2014

Audit Committee Meeting – November 19, 2014

Regular Board Meeting – November 26, 2014

14. IN-CAMERA

14.1 Superintendents’ “Compensation Grid” and “Pay for Performance Guide Chart –
Denise Bell, Regional Education Officer

15. ADJOURNMENT

It was moved and seconded (Littlefair/Linders) that the meeting be adjourned.

(CARRIED)

Meeting was adjourned at 9:50 p.m.

Gin Yee
Chair
Halifax Regional School Board

Selena Henderson
Corporate Secretary

Prepared by Laura Conrod
Assistant to the Corporate Secretary



Education and Early Childhood Development
Office of the Minister

PO Box 578, Halifax, Nova Scotia, Canada B3J 2S9 • Telephone 902 424-4236 Fax 902 424-0680 • www.ednet.ns.ca

OCT 16 2014

Mr. Gin Yee, Chair
Halifax Regional School Board
33 Spectacle Lake Drive
Dartmouth, NS B3B 1X7

Dear Mr. Yee:

In the letter from Mr. Ron Heiman to Darrell MacDonald dated July 16, 2014, regarding the Halifax Regional School Board's submission of sites for the new Halifax South Peninsula P-6 school, there is a request for an exception to the requirement to submit three sites for consideration. Mr. Heiman notes that, due to its urban location, the Site Selection Committee has been unable to identify three sites that would be acceptable to the board and, therefore, has submitted only two.

We have considered the board's request and, upon review by our Facilities Management division and the Department of Transportation & Infrastructure Renewal (TIR), I accept your rationale for not being able to find three acceptable sites and hereby grant the requested exception.

The submission of the two sites that you have identified has been passed on to TIR for their technical review, which is in progress and expected to be completed by the end of December 2014.

Yours truly,

A handwritten signature in black ink, appearing to read 'Karen Casey'.

Karen Casey
Minister of Education and Early Childhood Development

c: Ms. Sandra McKenzie, Deputy Minister, EECD
Mr. Elwin LeRoux, Superintendent, HRSB
Mr. Darrell MacDonald, Director, Facilities Management, EECD
Mr. Ron Heiman, Director, Operation Services, HRSB



Education and Early Childhood Development
Office of the Minister

PO Box 578, Halifax, Nova Scotia, Canada B3J 2S9 • Telephone 902 424-4236 Fax 902 424-0680 • www.ednet.ns.ca

NOV 07 2014

Gin Yee
Board Chair
Halifax Regional School Board
33 Spectacle Lake Drive
Dartmouth, NS B3B 1X7

Dear Mr. Yee,

I would like to notify you that amendments to the *Education Act* respecting school review (Bill 63) were proclaimed on October 17 and the School Review Policy is now available on the department's website at <http://www.ednet.ns.ca/schoolreview/>. I encourage you to share the policy with your school communities including School Advisory Councils.

Bill 63 implemented Government's response to the School Review Process Study, initiated in 2013 to address concerns about the school review process. The amendments to the *Education Act* provide authority for a Ministerial policy on school review, outline required elements of the policy, and repeal existing provisions outlining the previous school review process. Bill 63 also included a provision requiring school boards to present information annually to the public about the current and developing situation of their schools and the delivery of education programs and services in the form of a long-range outlook, which took effect on Royal Assent early this year.

The policy represents the work of a joint departmental-school board committee formed to advise on the development of the new School Review Policy.

The *Ministerial Education Act Regulations* outlining the old school review process have been repealed. The Regulations will continue to outline those circumstances in which a school board may permanently close a school without following the School Review Policy. Please note that the list of exemptions in this section has been expanded to include the circumstance in which a public school is declared unfit by the school board under Section 90 of the Act.

A copy of Bill 63 is attached for your information. An electronic version of the bill, as well as the *Education Act* and *Ministerial Education Act Regulations*, can be found at <http://nslegislature.ca/legc/index.htm>. Should you have any questions about these recent amendments or the new School Review Policy, please contact Sara Halliday, Director, Policy and Planning at sara.halliday@novascotia.ca.

Yours truly,

A handwritten signature in black ink, appearing to read 'Karen Casey'.

Karen Casey
Minister of Education and Early Childhood Development

Attachment

c: Elwin LeRoux, Superintendent, Halifax Regional School Board
Alan Lowe, Senior Advisor, School Board Relations

Public
Private

Report No. 14-11-1492
Date: November 12, 2014

HALIFAX REGIONAL SCHOOL BOARD
September 30, 2014 – Quarterly Business Plan and Financial Update

PURPOSE: To provide the Board with the September 30, 2014 second quarter business plan and financial update report.

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

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

CONTENT: The attached report covers to the end of the second quarter of the 2014-2015 fiscal year and includes the following:

1. Business Plan Priorities – a status report on actions taken up to September 30, 2014, on business plan priorities approved for 2014-2015. In some instances, the report may also note planned activities for the remainder of the 2014-2015 school year.
2. Financial Report – a financial report of actual revenues and expenditures for the period July 1, 2014 to September 30, 2014, 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, 2014 to March 31, 2015. 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, 2014. While this report outlines many initiatives undertaken over the past six months, much activity and progress on priorities and initiatives will continue to be undertaken in the remaining months of the current school year.

Progress has been achieved to-date on the priorities for 2014-2015. Results are being achieved as planned.

Overall, the projections show a net operating surplus of \$29,100. It is still early in the new school year and staffing adjustments continue. However, it is anticipated that budget targets will be met by the end of the fiscal year.

COST: N/A

FUNDING: N/A

TIMELINE: N/A

APPENDICES: Quarterly Business Plan and Financial Update – September 30, 2014.

RECOMMENDATIONS: It is recommended that the Audit Committee receive the September 30, 2014, Quarterly Business Plan and Financial Update report for information.

COMMUNICATIONS:

AUDIENCE	RESPONSIBLE	TIMELINE
General Public and schools via web site	Doug Hadley	Upon agenda posting

From: For further information please contact Terri Thompson, Director of Financial Services, at 902-464-2000 extension 2241 or e-mail at tthompson@hrsb.ca, or Kathryn Burlton, Manager of Accounting and Purchasing, at 902-464-2000 extension 2843 or e-mail at kburlton@hrsb.ca

To: Senior Staff – November 12, 2014
Audit Committee – November 19, 2014
Board – November 26, 2014

Quarterly Business Plan and Financial Update September 30, 2014

Introduction

This report provides information from staff on progress in implementing and achieving business plan priorities and a financial position update to the end of the second quarter of 2014-2015.

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 2014-2015 school year to provide a timely update on work planned and undertaken.

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

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

This quarterly report is presented in two parts:

1. Business Plan Priorities – update on progress in implementing the priorities for 2014-2015 to September 30, 2014.
2. Financial Report – a report of actual revenues and expenditures for the second quarter of the 2014-2015 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 2014-2015 Business Plan. Results are being experienced as planned and progress is being made in achieving the Board's goals.

Financial results to the end of September 30, 2014 indicate the Board is tracking close to budget. Results will be monitored very closely over the remaining months of the fiscal year so that actions may be taken, when and as required, to ensure overall budget targets are met by year end.

1. BUSINESS PLAN PRIORITIES

On June 4, 2014 the Board approved the Business Plan and Budget for the 2014-2015 fiscal year.

In the first year of their term, the Board members, along with Senior Staff, undertook a formal strategic planning process leading to the development of goals and strategies for their four year term. The Board approved a strategic plan that included four goals for the year – to improve student achievement and personal success, to maximize exemplary teaching practices to support high quality instruction, 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 2014-2015 school year. This second quarter report, which covers all of the activities undertaken since April 1, 2014, 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
2014-2015**

<u>Priorities</u>	<u>Progress to Date</u>
<u>Business Plan Goal</u>	
1. To improve student achievement and personal success.	
<ul style="list-style-type: none"> • Ensure appropriate program planning is in place for every student <ul style="list-style-type: none"> ○ Analyze and interpret early literacy data to strengthen teacher practice. ○ Complete and implement the internal review of resource programming. 	<p>At the end of June, year-end student assessment data was entered into the HRSB Early Literacy Support data collection system. In September, analysis of Early Literacy Support data from 2013-2014 began.</p> <p>In September the resource review committee met to review the consolidation data from the school conversations which identified common trends in the data and areas for future professional development.</p>

<u>Priorities</u>	<u>Progress to Date</u>
<ul style="list-style-type: none"> ○ Identify and assist schools whose data indicates they require additional support. ○ Review the priority list for accessibility upgrades to schools that supports student needs and implement as funding is available. ○ Support schools in the understanding and implementation of the provincial <i>Gifted and Talented</i> guide. 	<p>A final report outlining findings and next steps is being drafted. Information from the review informed professional development that was developed for resource teachers this year in relation to early literacy support for struggling students.</p> <p>Specific schools were identified by the Continuous School Improvement (CSI) Lead Team after a thorough examination of student Provincial achievement data to be the focus of additional support in the 2014-2015 school year. A collaborative team (School Administration / Human Resource Services / Program) was established for each identified school. The team's mandate is to meet regularly with the administration team and provide additional support in order to improve student achievement. The School Administration Supervisor will lead the team's work with the school. Support to each site will be differentiated based on the context of the school needs and achievement data. To date some schools have been provided with additional staffing to assist with literacy and math learning support and some schools have received additional resources for classrooms through School Book Bureau allocations.</p> <p>The principals of the priority schools met with the Superintendent and senior staff from School Administration, Program and Human Resource Services on August 27 to discuss the importance of their work this year in collaborating with a support team to improve student achievement. The Superintendent emphasized a clear mandate to staff to address the learning needs of all students but in particular to African Nova Scotian, Aboriginal and students living in areas with a high prevalence of poverty.</p> <p>The needs assessment of accessibility upgrades has been reviewed and updated. Site visits have occurred and initial costing for the upgrades has begun. Some upgrades have been completed.</p> <p>Professional learning took place in June for the pilot schools in the Gifted Education and Talent Development pilot (Bedford South, Bicentennial, Eric Graves, Gorsebrook, Harry R. Hamilton and William King). Schools had an opportunity to further understand where they were in relation to this work. They were also given an opportunity to network with schools going through the same process. Each school shared their goals and discussed how they will collect data on students that are identified with gifts and talents.</p>

<u>Priorities</u>	<u>Progress to Date</u>
<ul style="list-style-type: none"> • Ensure an ongoing process to support all schools in their focus on school improvement planning <ul style="list-style-type: none"> ○ Implement the Continuous School Improvement (CSI) framework in all HRSB schools. ○ Assist schools in the understanding, and growth of Professional Learning Communities (PLCs). ○ Support schools to analyze, interpret and use student achievement results. 	<p>In the spring of 2014, 35 schools completed the development of new school improvement plans outlining specific instructional and assessment practices that teachers will learn about and implement in order to bring about improved student achievement in mathematics and literacy. All of these plans were approved by HRSB peer support teams.</p> <p>Principals were directed to ensure that collaborative time for Professional Learning Communities (PLCs) meetings were embedded in each school's schedule for elementary classroom and secondary math and literacy teachers in both English and French Immersion program streams.</p> <p>The focus of the April 10, 2014 Superintendent's meeting was the connection between the work of the PLC and the school's plan for improvement. Principals had an opportunity to examine their role in developing effective practices with PLCs, and in particular the alignment of instructional practices with the school's improvement plan. This alignment will link teacher professional growth plans with the school improvement plan.</p> <p>During the 2013-2014 school year two principals' collaborative learning groups examined successful practices in developing effective PLCs.</p> <p>Year-end reports were collected from schools in years 2, 3 and 4 of the Continuous School Improvement (CSI) cycle to show progress with the implementation of their school improvement plan and data to show growth.</p> <p>Program staff provided data coaching sessions to individuals and school based teams.</p> <p>Program staff is developing a data coaching professional development session for junior high principals and teachers on interpreting the grade 8 provincial assessment results. This professional development will take place in November 2014.</p> <p>In the fall of 2014, revisions were made to the HRSB Continuous School Improvement handbook, which is based on the provincial CSI framework. These modifications include improvements to the HRSB school self-assessment.</p>

<u>Priorities</u>	<u>Progress to Date</u>
	<p>There are 34 schools in year one of the Continuous School Improvement cycle for the 2014-15 school year. Over four days in September, the principal and two CSI lead teachers from each of these schools attended one full day of professional development to support their school improvement work. These sessions focused on school improvement as a data-driven process. Through data coaching, schools learned how to interpret and draw conclusions from provincial assessments, as well as how to gather both quantitative and qualitative school-based student achievement data. By synthesizing external and internal student achievement data, school teams learned how to draw conclusions about their students' strengths and areas for growth in mathematics and literacy, using this information to develop high leverage school improvement goals. There was also an emphasis on gathering and interpreting qualitative data on teacher instructional and assessment practices to support the development of the school's Continuous School Improvement plan. Information was presented on the connection among continuous school improvement, best practices for instructional effectiveness, professional learning communities, and student learning and achievement. The role of professional learning communities in closing the achievement gap for HRSB students (of African descent and those students in communities where there is a prevalence of low income) was discussed in response to the data released at the May 28, 2014 Board meeting. Teams had the opportunity to reflect on the evolution of professional learning communities at their schools, including how to move them forward along the continuum of effectiveness.</p> <p>Eleven schools are in year five of the Continuous School Improvement cycle. Members of the CSI team, within the Program Department, have supported these schools as they gathered qualitative evidence of shifts in teacher practice to support achievement of the goals. They also provided support in the analysis, interpretation and display of qualitative and quantitative data on student achievement in relation to their CSI goals in preparation for their school improvement reviews. Up to this point, two of these schools have been recognized as improving schools. School assessment teams will be visiting the remaining nine schools over the next month to review their progress toward achievement of the school improvement goals.</p>
<ul style="list-style-type: none"> • Continue to support existing and to develop new instructional leadership skills for administrators <ul style="list-style-type: none"> ○ Deliver the newly developed Instructional Leadership Program to first group of administrators. 	<p>Module one of the Instructional Leadership Program has been developed. Principals have been divided into three groups to participate in the Instructional Leadership Modules. This year 49 principals were chosen to attend. The group is representative of each family of schools and both elementary and secondary levels. The modules will be delivered over four days, October 2, November 13, January 20, and April 23.</p>

<u>Priorities</u>	<u>Progress to Date</u>
<ul style="list-style-type: none"> ○ Continue the Collaborative Learning Groups (CLG) model and ensure learning goals are driven by needs of principals. 	<p>In May and June School Administration staff updated the Leadership Development Program to include a strong focus on instructional leadership. All sessions correspond with the Principal/Vice Principal Appraisal Guide: Leadership Competencies and Indicators. During the first two sessions held this school year in August and September the focus has been on the role and responsibilities of the instructional leader and exemplary teaching practices in mathematics and literacy in grades primary through 12. Professional development sessions were jointly facilitated by Program and School Administration staff.</p> <p>All principals were asked (May 2014) to provide feedback about their 2013-2014 school year Collaborative Learning Group (CLG) experience; specifically, how it influenced their practice as an instructional leader. Some responses were:</p> <ul style="list-style-type: none"> • <i>The CLG helped me support staff to develop more effective Professional Learning Communities. Through ongoing discussions, I believe that staff at my school has a clearer understanding of what a focused PLC looks like and how we can move forward next year to support our CSI plan</i> • <i>I have taken all the knowledge gained during these CLGs back to my school and in some way used it in staff meetings, professional development sessions, in PLCs and in my own growth as instructional leader</i> • <i>Preparing for my group work gave cause for reflection about my own growth goals and inspired me to dig deeper in the research around the use of math and technology.</i> <p>Principals were also asked to identify some highlights of their CLG experience. One response was:</p> <ul style="list-style-type: none"> • <i>Our highlight was the journey we embarked on. We started out looking at program planning for each and every student to teacher responsiveness, moved on to cultural proficiency, then on to student engagement.</i> <p>In September principals established their CLG groups for the 2014-2015 school year and developed new goals based on the HRSB Strategic Plan, the school's Continuous School Improvement Plan, and their own professional development goals. A focus was put on the priority of increasing student achievement for African Nova Scotian learners, Aboriginal learners and students living in areas with a high prevalence of poverty.</p>

<u>Priorities</u>	<u>Progress to Date</u>
<ul style="list-style-type: none"> ○ Support new administrators in specific professional development for their roles. 	<p>School Administration, Finance, Program, and Human Resource staff has collaborated to provide learning opportunities to support new principals in their leadership role. In April, new principals participated in a professional learning session on Hiring/Best Practice. This session informed principals of their responsibilities related to the spring staffing process; such as, job fair, and filling term and non-teaching positions. In addition, it provided direction on filling merit based positions in screening applicants, creating interview tools, checking references and providing orientation for individuals hired.</p> <p>Professional development for new principals began in August with a review of identified priorities on the Principal To-Do list. Support and discussion that identified procedures for organizing the month's priorities such as, Continuous School improvement, PowerSchool/Registration/Enrolment, Principal/Vice Principal Appraisal Policy, Teacher Appraisal Process, Emergency Management Plans, Fire/Evacuation Drills and Schools' Plans for Communicating Student Learning took place. In September, new principals were given an opportunity to share experiences, successes/challenges and to brainstorm and share strategies for various issues they have been experiencing in their new roles. New principals examined the current and upcoming priorities for October such as IPP Reviews, Reports to the Community, Book Bureau Orders, the posting and review with staff of the Workplace Violence Prevention Plan and the Inspecting for Hazards Process. Professional development sessions were held with new principals on best practices related to effective fiscal management at the school. This professional development included an introduction and review of Financial Services, Purchasing, Schools' use of Master Cards, and Monthly Reports on Board Based Accounts (Instructional/Breakfast/Lunch Monitors/CSI/Grants) with principals.</p>
<ul style="list-style-type: none"> ● Prepare students for a fulfilling path beyond school ○ Expand co-op opportunities for high school students. 	<p>Cooperative Education courses and the Options and Opportunities (O2) Program are offered in all 15 high schools in HRSB. Thirty-three teachers have direct responsibility for the delivery of these courses while additional teachers in each of the schools work collaboratively as part of the O2 team to support students. Four of our high schools (Cole Harbour/ Duncan MacMillan/ Halifax West/ Musquodoboit Rural) are now in Year 2, having expanded to grade 11. Professional development was provided in June, in collaboration with Department of Education and Early Childhood Development, for two days in August to support 14 teachers taking on additional or new responsibilities this coming year.</p>

<u>Priorities</u>	<u>Progress to Date</u>
<ul style="list-style-type: none"> ○ Monitor success of Options and Opportunities and support schools with implementation and expansion. 	<p>Enrolment in O2 for 2014-2015 currently stands at 746 students with an average of 35 students per site for Year 2 schools and 55 students per site for Year 3 schools. At the September professional development session, O2 teachers explored strategies to examine best practices and will network with each other to support further successful implementation of the program. Retention will be part of the ongoing discussions.</p> <p>As a result of several meetings with NSCC over the past few months the process for identifying O2 students for admissions has been streamlined, making those processes less cumbersome for students, families and teachers. On October 21, 2014 NSCC will be hosting open houses province wide, and any student submitting an application at that event will have the application fees waived.</p> <p>Cooperative Education was offered during the summer months with 69 students achieving 155 credits. Of the 69 students, 42 of them participated in the Building Futures for Youth (Construction) and Test Drive (Automotive) Programs. Fifteen teachers shared the responsibility of supervising students while on all placements.</p> <p>Workshops in culinary, world host, and safety have been scheduled for early October to support students who will be starting their placements by mid-October. At present, data shows there are 654 students registered in Cooperative Education outside of O2 partnerships with a range of industries. New opportunities are being sought to meet the expanding requests of our students. At present a new partnership is being explored with Cherubini Group of Companies to explore new placements for our students. The closing of the Concepts School of Cosmetology this past spring will impact opportunities for students wishing to explore that field. Our partner at Hair Design Centre (HDC) is looking to expand the number of students to help address that.</p> <p>Students and teachers are engaged in planning a partnership event in November to show their appreciation for the support and learning that has taken place with our community partners. This will be hosted by 15 Co-op and O2 students, as well as catered to by students with culinary aspirations.</p> <p>Discovering Opportunities (at Graham Creighton Junior High School) has been funded again this year by a grant through Department of Education and Early Childhood Development. Initiatives are being explored in information technology and green technology. In addition, students hope to support a wellness week in February, as part of their learning.</p>

<u>Priorities</u>	<u>Progress to Date</u>
<ul style="list-style-type: none"> ○ Expand the Advanced Placement program. ○ Develop formalized credit recovery model(s). ○ Pilot the new Department of Education and Early Childhood Development grade 9 curricula in the selected junior high. ○ Implement additional recommendations of the <i>Superintendent's Alternative High School Task Force Report</i>. ○ Expand Skilled Trades to an additional high school. 	<p>The Advanced Placement (AP) Program expansions include Lockview High School and Dartmouth High School. Both schools have provided students with additional AP course offerings through the course selection process for the 2014-2015 school year.</p> <p>HRSB has continued to work with all high schools to implement flexible models of credit recovery/rescue recognizing the individual context of each school's community. Documents were circulated to all high schools regarding the guidelines for delivery of credit recovery.</p> <p>Rocky Lake Junior High is implementing this pilot in the HRSB. The skills and competencies measured are aligned with expectations for 21st century learners. Students develop their ability to communicate, collaborate and to develop an inquiry based approach to problem solving.</p> <p>The project for Rocky Lake is a multi-disciplinary unit looking at the principles of sustainability in relation to food. The critical questions asked are: <i>How has the politics of food changed over the last 100 years and how does this affect consumer choices, ethical practices, environmental concerns, and technological innovation? How might our choices related to food in the present impact future challenges and opportunities?</i> The unit will be implemented starting in January 2015.</p> <p>The Bedford-Forsyth Education Centres opened in September with locations in Bedford and Dartmouth. The principal was appointed in May and staffing was assigned to the school. In addition to classroom teachers, each site has a vice principal, resource teacher and guidance counselor. A social worker, psychologist and secretary are shared between both locations. Professional development for the staff centered on the program planning process, school planning team and the development of a personalized learning plan template. During the first week of September professional development was provided on mental health and cultural proficiency. Classes began September 8 and as of September 30, the enrollment was 165 students. Student registration occurs on a continuous basis.</p> <p>Skilled Trades provides a unique opportunity for students to experience the skilled trades as a possible career opportunity. Skilled Trades courses and offerings have been expanded to Cole Harbour High School. These courses have been developed to portray work in the trades as realistically as possible in a school setting.</p>

<u>Priorities</u>	<u>Progress to Date</u>
<p><u>Business Plan Goal</u></p> <p>2. To maximize exemplary teaching practices to support high quality instruction.</p>	
<ul style="list-style-type: none"> • Create a common understanding of exemplary and innovative teaching practices through professional development grounded in research <ul style="list-style-type: none"> ○ Support teachers in the understanding and implementation of curriculum alignment (curriculum, instruction and assessment). ○ Implement the new provincial math curriculum in grades 4-6 and grade 11. 	<p>To support the implementation of Comprehensive Early Literacy Support at grade 3 in both English and French program, resource teachers and grade 3 teachers (in 24 schools) engaged in professional development to strengthen their understanding of the workshop model. The focus was placed on the component of small group instruction during student independent practice time. During the session teachers reviewed the developmental writing continuum and learned how to evaluate student writing, focusing on instructional next steps. By June 2015 all resource teachers and grade 3 teachers will have participated in this professional development.</p> <p>Program staff worked with School Administration staff to develop communication to principals around areas of classroom assessment, evaluation/grading and reporting in light of the provincial changes to reporting student learning.</p> <p>Junior high principals received a one day professional development session in September regarding the provincial changes in reporting student learning. This support emphasized the importance of aligning curriculum, assessment, evaluation and reporting practices.</p> <p>To support the implementation of the grades 4-6 and grade 11 mathematics curriculum, teachers have been provided with two days of professional development. This professional development examined mathematical content, effective pedagogy, effective assessment practices and instructional response, as well as the effective use of curriculum documents and resources. These days were held in May, June and September.</p> <p>The central office math team continued to support teachers with effective practices (aligning curriculum, instruction and assessment) to teachers at all grade levels, as they implement the mathematics curriculum.</p>

<u>Priorities</u>	<u>Progress to Date</u>
	<p>Planning began in an effort to provide technology integration support to grades 8 and 9 teachers, as part of the 2014-2015 provincial technology integration roll out. The first of the cohort sessions is planned for October.</p> <p>Central office staff was provided with a tech-tune-up professional development opportunity to help with their ongoing work in supporting teachers, as well as engaging students through technology.</p> <p>Work continued to promote Discovery Education (through our technology integration leaders) as a technology integration strategy to source online resources that support the implementation of curriculum outcomes.</p>
<ul style="list-style-type: none"> • Increase the cultural proficiency of teachers and administrators <ul style="list-style-type: none"> ○ Administer the needs assessment for teachers and administrators on cultural proficiency. Analyze the data to develop an appropriate action plan. 	<p>The Cultural Proficiency Needs Assessment Survey has been administered. The online survey was conducted from September 15 to October 3. The return rate was 28% overall. Data analysis is scheduled to be completed by November 25.</p> <p>The Survey team, with representatives from Board Services, Program and School Administration, will then interpret the data and make recommendations for an action plan.</p>
<ul style="list-style-type: none"> • Emphasize exemplary teaching in the teacher appraisal process <ul style="list-style-type: none"> ○ Review the teacher evaluation process with reference to the Department of Education and Early Childhood Development exemplary teaching practices. (From the CSI Framework – <i>Best Practices in Instruction and Assessment</i>) ○ Explore options for procuring a web-based evaluation process. 	<p>The <i>Best Practices in Instruction and Assessment</i> document has not been published by the EECD to date. Human Resources staff has contacted the Department of Education and Early Childhood Development to confirm the status and is awaiting a reply.</p> <p>Human Resource Services is currently exploring a web based solution for future use. In the meantime, Human Resource Services implemented an automated reporting process for the three-year appraisal cycle in SAP, the board’s Human Resources system. This allows for easier reporting and tracking of teachers who are scheduled to be evaluated and those who are on the Professional Growth cycle. This change was implemented September 1, 2014.</p>

<u>Priorities</u>	<u>Progress to Date</u>
<ul style="list-style-type: none"> ○ Support School Administrators in using the teacher appraisal process to improve teaching practice. 	<p>Professional development for new principals was held in August, which included a review of the Teacher Appraisal Process. Teachers enrolled in the Leadership Development Program also received training on their role as an instructional leader with an emphasis on math and literacy. A meeting was held with all principals in April 2014 to gather their feedback regarding the teacher appraisal process.</p>
<ul style="list-style-type: none"> • Encourage teachers to continuously assess the effectiveness of their instructional strategies in meeting the diverse needs of each student ○ Support teachers in the analysis, interpretation and use of classroom data to inform instructional strategies. 	<p>In September, 35 new Early Literacy, 27 English program and eight French Immersion program teachers received professional development on how to administer, score and analyze literacy assessment information to inform daily lesson planning.</p> <p>In late May and early June, all English and French Immersion Early Literacy teachers received professional development focused on supporting teachers to analyze their classroom and early literacy student assessment results to set goals for instruction and support for the upcoming school year.</p> <p>From April to June 2014 resource teachers in 33 school sites, with high numbers of students who did not meet expectations on the provincial Reading/Writing 3 (RW3) Assessment, received Early Literacy Support professional development focused on some of the professional development areas identified through the Resource Review (e.g. identifying learning goals for students using assessment information to plan for instruction, and how to provide small group reading and writing instruction, etc.). In September, resource teachers in 24 of the original 33 elementary schools continued their professional development to strengthen practices.</p>

<u>Priorities</u>	<u>Progress to Date</u>
<p><u>Business Plan Goal</u></p> <p>3. To achieve equitable learning opportunities for all students.</p>	
<ul style="list-style-type: none"> • Develop a common understanding of the breadth and depth of diversity within our school system and address any policy implications <ul style="list-style-type: none"> ○ Review and update the Diversity Management Policy. ○ Review policy recommendations of the former Diversity Management Committee and implement recommendations as policies are updated. 	<p>The Diversity Management Policy was reviewed jointly by Human Resource Services' staff and the Coordinator, Diversity Management. The draft policy is in the editing stage and will go to stakeholders for consultation this fall.</p> <p>The policy recommendations of the former Diversity Management Committee are implemented as individual policies are reviewed.</p> <p>Each policy brought forward to the Policy Development and Review Committee is reviewed against the recommendations of the former Diversity Management Committee. This is an ongoing process.</p>
<ul style="list-style-type: none"> • Establish systems and processes to analyze and report student achievement data for identified groups <ul style="list-style-type: none"> ○ Continue to promote student self-identification. ○ Merge self-identification data with student achievement data. Analyze and interpret. 	<p>Schools have continued to focus on self-identification initiatives within their sites. Approximately 71% of HRSB students have self-identified. In addition to the ongoing discussions at principal and vice principal meetings, self-identification has also been a focus of professional development for new principals in relation to the student registration process. The importance of insuring all primary students and new students registering is highlighted at every opportunity with school administrators.</p> <p>In the spring of 2014, HRSB's Research and Data Consultants used student self-identification information to disaggregate the provincial literacy assessments. Grades 3 and 6 reading comprehension and writing data was analyzed.</p>

<u>Priorities</u>	<u>Progress to Date</u>
<ul style="list-style-type: none"> ○ Communicate and respond to the most recent findings. ○ Collect and analyze data to track progress in order to support students to complete high school within an established timeline. 	<p>Results indicate there is an achievement gap between those that self-identify as African Nova Scotian learners and the overall board results. A larger achievement gap exists between the overall board results and those students that live in school catchment areas with more than one third of the family population identified as low income. This information was shared with the Governing Board in May 2014 and has provided HRSB staff with a priority focus.</p> <p>In May, the Facilitator of Staffing and Resources met with the high school principals and outlined a plan of action to track the retention rate of incoming grade 10 students. The Student Information System Technology Support Specialist has created a report within iNSchool to collect and analyze the data throughout the year. Staff will follow up with schools if necessary to ensure the data is as accurate as possible.</p>
<ul style="list-style-type: none"> ● Continue to recruit and retain staff to reflect the diversity of the student population <ul style="list-style-type: none"> ○ Implement the applicable recommendations of the Provincial Task Force regarding the hiring of Aboriginal and African-Nova Scotian teachers. ○ With the appropriate community partners, pursue Aboriginal self-identification amongst HRSB teaching staff. ○ Promote the self-identification of employees. 	<p>The final meeting of the Provincial Task Force was held on September 19, 2014. Human Resource Services is working with Coordinator, Diversity Management to finalize recommendations from the Provincial Task Force.</p> <p>A meeting will be held in November 2014 with the appropriate community partner(s) to discuss a plan to promote the self-identification of Aboriginal employees.</p> <p>Human Resource Services is working with school boards across the province to align self-identification categories to ensure commonality among self-identification data stored in our Human Resources system, SAP. Because all school boards use SAP, a common approach is required. The draft Diversity Management policy noted above will clarify how self-identification data is collected and stored and who will have access to this information.</p>

<u>Priorities</u>	<u>Progress to Date</u>
<ul style="list-style-type: none"> ○ Collect and analyze retention data and implement strategies as needed that will support the retention of diverse staff. 	<p>A new voluntary “Exit Survey” has been implemented in September 2014 to gather data from employees who chose to leave the organization to gain a better understanding why. Because we don’t have reliable base line data regarding employees who have self-identified, it is difficult to develop strategies specific to diverse staff. The promotion of employee self-identification will provide more accurate information in the future.</p>
<ul style="list-style-type: none"> ● Improve technology and transportation infrastructure to support broader access to programming <ul style="list-style-type: none"> ○ Develop new Request for Proposal in preparation for student transportation contract tender. ○ Review transportation routing. ○ Support the expansion of wireless networks in elementary schools. 	<p>The Stock Transportation contract review continues, as a means to identify opportunities for efficiencies and alternate means of service delivery, to be included in in the next tender call. Alternate transportation models are being reviewed including private taxi service, alternate bus size allocation and expanded ridership using public transit. Further clarification is being obtained from regulatory bodies and policy/practice at other boards.</p> <p>The Student Transportation Implementation Plan was completed for Millwood High and Sackville High families of schools in response to boundary revisions and grade reconfiguration effective September 2014.</p> <p>The Early French Immersion program eligibility in the Sackville High Family of schools has been expanded to the full Sackville High School catchment area.</p> <p>The Student Transportation Administrator continues to support and monitor bus route development by Stock using routing software and provides input to Stock and feedback to parents based on knowledge of the routes and how they are developed.</p> <p>An information session for School Administration supervisors to support school’s use of technology for routing and bussing information was developed over the summer.</p> <p>During the summer wireless infrastructure equipment was installed at 50 elementary schools. There are 40 elementary schools remaining which will be completed, as funding becomes available.</p>

<u>Priorities</u>	<u>Progress to Date</u>
<ul style="list-style-type: none"> ○ Continue to implement technology upgrades for increased wireless access. 	<p>Cole Harbor District High School was equipped for wireless access as part of the Additions and Alterations project; all high schools now have wireless access.</p>
<ul style="list-style-type: none"> • Support and enhance every school's ability to ensure that all students experience a learning environment that meets their needs for physical, social and emotional safety. <ul style="list-style-type: none"> ○ Continue to implement recommendations in the <i>Nova Scotia Anti-bullying Action Plan</i>. ○ Develop PowerSchool reports to support the revised <i>Provincial Code of Conduct</i>. ○ Support social, emotional learning curriculum within the elementary schools through the Caring School Community program. 	<p>The Safe School Committee's work continues to be reflective of the recommendations of the Nova Scotia Anti-Bullying Report. Stand Up Against Bullying Day, September 11 was recognized in schools throughout the board with participation in a variety of activities aimed at developing awareness of the impact of positive relationships on reducing bullying behavior among students. Additionally opportunities to highlight the efforts of schools occurred at the September 25 school board meeting with AJ Smeltzer's student leadership team presenting their fine arts community project. The project focused on building positive relationships within their school community.</p> <p>The Safe Schools Consultant works closely with supervisors, principals, students and parents to provide individual support in building safe school cultures and meeting the needs of individual students and their families.</p> <p>The Provincial <i>Code of Conduct</i> is still in the revision stage and has not yet been received.</p> <p>In the meantime, a professional development day was held with the Positive Effective Behaviour Supports (PEBS) lead teams from the junior high schools. The focus of the day was to link the importance of understanding data analysis of PowerSchool information with the formulation of action plans to support both positive school climate and identified groups or individuals.</p> <p>Sixteen new elementary schools across the board are participating in implementation of the Caring School Community program. Teacher leaders received their first of three professional development days on September 22. All classroom teachers in this second cohort of schools received professional development on Sept 29 to support implementation. Ongoing support will continue for the 26 schools involved in the first cohort, 2013-2014. This will bring the total schools participating in Caring School Community program to 42.</p>

<u>Priorities</u>	<u>Progress to Date</u>
<ul style="list-style-type: none"> ○ Support and expand the number of schools implementing Restorative Approaches. ○ Develop and share good digital citizenship strategies to support social, emotional and physical safety. 	<p>The Safe Schools Committee is currently evaluating available supports to schools participating in Restorative Approaches. The Committee is looking at developing a process to support additional schools wishing to implement Restorative Approaches (RA). The feedback from current schools using RA and research on effective practices with Restorative Approaches will provide guidance in developing a model of support. Schools from the JL Ilsley family of schools and Sackville Heights Junior High participated in professional development on Restorative Approaches on September 29.</p> <p>The Safe School Consultant continued to provide direct support to schools on an individual basis to address digital citizenship within their schools. <i>The Kids in the Know Program</i> will be explored by both elementary and junior high schools to support social, emotional and physical safety.</p>

Business Plan Goal

4. To build engagement, support and confidence in HRSB.

<ul style="list-style-type: none"> ● Identify and implement best practices for community engagement at both the Board and school levels <ul style="list-style-type: none"> ○ Develop professional development and resources to align with guiding principles for community engagement. ○ Develop an annual communications checklist (e.g., Board decisions, school reviews, registration information, school cancellations, school calendars, etc.). 	<p>A Community Engagement Professional Development Plan has been created and submitted for Board approval. The purpose of the professional development will be to support the Governing Board in developing skills and techniques to conduct community engagement work with their constituents.</p> <p>A checklist has been developed to expand upon the Communication Plan from 2013-2014. The checklist identifies the means by which the Halifax Regional School Board communicates.</p>
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<u>Priorities</u>	<u>Progress to Date</u>
<ul style="list-style-type: none"> • Create protocols for proactive, open and timely internal and external communication <ul style="list-style-type: none"> ○ Promote preferred tools for external communication. ○ Finalize and implement the revised communications policy. ○ Identify means of communications available to internal audiences (HRSB staff) and develop a plan to promote these tools. ○ Develop a social media protocol. 	<p>Communications uses a variety of tools to communicate with parents and school communities. Use of these tools is promoted through periodic advertisement in school newsletters, tweets, and postings on the HRSB website.</p> <p>A review of communications policies from other jurisdictions is complete and the current policy has been reformatted into the new policy format. A session with the Governing Board is being developed to gather input and determine next steps.</p> <p>The means of communication available to internal audiences include:</p> <ul style="list-style-type: none"> ○ Email ○ <i>myHRSB</i> ○ HRSB website ○ Internal mail ○ Internal telephone service ○ Twitter <p>A communications plan to promote these tools is being developed.</p> <p>A literature review of existing school board communication and social media policies and practices has been completed. Based on the information gathered, social media use by employees and students will be incorporated within the revised communications policy and/or the new digital citizenship policy.</p> <p>Revisions to the provincial Acceptable Use Policy (AUP) are meant to incorporate social media use. If a new AUP is approved by the Department of Education and Early Childhood Development, revisions will be incorporated.</p>

<u>Priorities</u>	<u>Progress to Date</u>
<ul style="list-style-type: none"> ○ Implement the policy management plan for the review of all HRSB policies. ○ Implement a process to redesign the current HRSB website. ○ Research options to standardize school websites and redesign the myHRSB intranet. 	<p>A Policy Management Plan listing prioritized Policies for update and review has been brought forward to the Policy Development and Review Committee. Detailed timelines for policy development and review underway are being further developed to support the work of the Committee. The Committee manages the Halifax Regional School Board policies through the direction of this plan.</p> <p>The new HRSB website was launched on August 5, 2014.</p> <p>Staff from Communications and Information Technology has engaged an external provider to begin the development of a template for school websites and provide advice on redesigning <i>myHRSB</i>.</p>
<ul style="list-style-type: none"> ● Nurture strong relationships with the Department of Education and Early Childhood Development, HRM and other community partners ○ Governing Board and staff continues to foster relationships with Department of Education and Early Childhood Development, HRM and community partners. ○ Governing Board seeks opportunities to promote the HRSB with Department of Education and Early Childhood Development, HRM and community partners. ○ Renew the Supplementary Fund Agreement with HRM. 	<p>Board Members have met with MLAs from all parties during a series of lunch meetings.</p> <p>The Chair of the HRSB is arranging a meeting of Board Members and Halifax Regional Councilors.</p> <p>A brochure acknowledging the support of Halifax Regional Council in enhancing programs through Supplementary Funding was sent to all schools for distribution to communities.</p>

<u>Priorities</u>	<u>Progress to Date</u>
<ul style="list-style-type: none"> • Achieve greater efficiency in the management of our facilities <ul style="list-style-type: none"> ○ Continue to implement the energy upgrade project (Phase 2). ○ Identify opportunities outside of the energy project for additional savings. Implement as funding allows. ○ Prepare annual Capital Construction plan. 	<p>There are 42 Energy Upgrade projects underway or completed of the 90 schools planned under the four year project. Of the 42, there are 11 with all measures substantially completed. The remaining 31 schools are expected to have their measures completed by the end of the 2014-2015 fiscal year. The total expenditure for the work planned in 2014-2015 is \$12.7M.</p> <p>Summary of Energy Upgrade Work completed in the first two quarters of the 2014-2015 fiscal year:</p> <p>Lighting Retrofits: 11 completed, 5 more started. New Building Automation Systems: 10 completed, 4 started. Natural Gas Boiler Conversions: 1 completed, 5 are 90% complete. Another 6 heating plants are in the tender and design phase. Water Conservation Packages: 9 completed. Building Envelope Sealing: 13 completed. Smart Meters: 8 completed.</p> <p>Planning for LED lighting projects with incentives funded through Efficiency Nova Scotia occurred over the summer. Projects will take place over the next several months.</p> <p>Operations staff has been assigned to the School Review Design Team which met on several occasions during the April – September period. This Committee was tasked with development of a revised school review process including a Long Range Outlook template. The school review process and Long Range Outlook document will assist with determining capital project priorities.</p>

2. FINANCIAL REPORT

The following report outlines the General Fund and Supplementary Fund results for the three month period ending September 30, 2014, as well as year to-date results and projections for the remainder of the fiscal year.

The statements report a projected net deficit of \$514,300, but also include a planned use of accumulated surplus in the amount of \$543,400. 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 \$29,100. It is difficult to accurately project results for the remaining half of the fiscal year at this point. Staffing adjustments are still occurring and substitute teacher costs, utilities, and snow removal costs for the last six months of the fiscal year are difficult to predict at this time. Based on results to date, and barring any unusual circumstances, it is anticipated that budget targets will be met. The variance analysis at the end of this report provides explanations for significant variances from budget or from the same period last year.

The Supplementary Fund budget amounts were presented and approved before final figures were confirmed by Halifax Regional Municipality. The final revenue allocation to HRSB is \$58,100 higher than budgeted. Despite this variance, results to date indicate that the Supplementary Fund is projected to meet budget targets by year-end with no significant issues.

**GENERAL FUND
SUMMARY OF REVENUES AND EXPENDITURES
SEPTEMBER 30, 2014**

	Actual Jul - Sep 2014-2015	Actual Year to Date 2014-2015	Budget 2014-2015	% Budget Utilized	Projection 2014-2015	Proj% Bud Util	Projected Budget Variance	Actual Year to Date 2013-2014	Line
REVENUE									
Province of Nova Scotia									
Formula Funding	71,533,319	139,629,518	266,643,200	52.4%	266,637,000	100.0%	6,200	134,151,613	R1
Provincial Initiatives	6,011,846	12,703,281	21,716,100	58.5%	22,014,500	101.4%	-298,400	2,572,404	R2
Other Provincial Initiatives and Grants	2,955,630	7,125,411	9,276,600	76.8%	11,701,300	126.1%	-2,424,700	7,214,804	R3
<i>Subtotal</i>	80,500,795	159,458,210	297,635,900	53.6%	300,352,800	100.9%	-2,716,900	143,938,820	
Halifax Regional Municipality									
Mandatory Contribution	31,459,300	59,928,100	119,856,200	50.0%	119,856,200	100.0%	0	56,937,600	R4
<i>Subtotal</i>	31,459,300	59,928,100	119,856,200	50.0%	119,856,200	100.0%	0	56,937,600	
Government of Canada									
Adult EAL	684,215	788,552	2,592,000	30.4%	2,592,000	100.0%	0	292,114	R5
French Special Projects	0	0	231,500	0.0%	231,500	100.0%	0	98,408	R6
Minority Official Language	0	18,177	208,500	8.7%	208,500	100.0%	0	237,176	R7
Other Projects	15,194	17,836	0	n/a	17,800	n/a	-17,800	58,936	R8
<i>Subtotal</i>	699,410	824,566	3,032,000	27.2%	3,049,800	100.6%	-17,800	686,634	
Board Generated Revenue									
FLEC's Program	2,634	257,550	295,000	87.3%	295,000	100.0%	0	304,108	R9
Investment Income	111,407	221,526	200,000	110.8%	321,500	160.8%	-121,500	193,582	R10
Summer School Fees	5,021	10,546	22,500	46.9%	10,500	46.7%	12,000	22,425	R11
Facilities Rental	68,948	107,887	703,000	15.3%	726,800	103.4%	-23,800	229,345	R12
EXCEL - Before and After School Program	1,810,936	4,307,192	8,431,200	51.1%	8,542,200	101.3%	-111,000	4,111,454	R13
International Services	404,462	1,312,807	3,249,100	40.4%	3,249,100	100.0%	0	1,255,040	R14
Miscellaneous	326,264	557,714	170,700	326.7%	579,300	339.4%	-408,600	396,187	R15
<i>Subtotal</i>	2,729,671	6,775,222	13,071,500	51.8%	13,724,400	105.0%	-652,900	6,512,141	
TOTAL REVENUE	<u>115,389,176</u>	<u>226,986,098</u>	<u>433,595,600</u>	<u>52.3%</u>	<u>436,983,200</u>	<u>100.8%</u>	<u>-3,387,600</u>	<u>208,075,195</u>	

**GENERAL FUND
SUMMARY OF REVENUES AND EXPENDITURES
SEPTEMBER 30, 2014**

	Actual Jul - Sep 2014-2015	Actual Year to Date 2014-2015	Budget 2014-2015	% Budget Utilized	Projection 2014-2015	Proj% Bud Util	Projected Budget Variance	Actual Year to Date 2013-2014	Line
<u>EXPENDITURES</u>									
<u>SCHOOL ADMINISTRATION</u>									
Salaries - Teachers									
Classroom	40,736,717	86,217,521	175,075,100	49.2%	176,337,500	100.7%	-1,262,400	83,214,007	S1
Special Education	5,443,134	11,716,020	24,819,500	47.2%	24,311,300	98.0%	508,200	11,305,835	S2
Student Support	2,133,015	4,382,336	9,424,500	46.5%	9,288,200	98.6%	136,300	4,127,280	S3
Library and Guidance	1,425,501	2,871,746	6,395,400	44.9%	6,307,400	98.6%	88,000	2,745,794	S4
Teacher Administrators	5,732,577	12,217,850	24,628,500	49.6%	24,664,300	100.1%	-35,800	11,875,721	S5
Board Administration	374,976	802,147	1,622,600	49.4%	1,623,600	100.1%	-1,000	758,556	S6
Substitutes	1,073,262	4,844,084	13,232,900	36.6%	13,735,000	103.8%	-502,100	4,377,063	S7
<i>Subtotal</i>	56,919,183	123,051,703	255,198,500	48.2%	256,267,300	100.4%	-1,068,800	118,404,256	
Salaries - Non-Teachers									
Educational Program Assistants	4,617,768	9,676,895	21,274,900	45.5%	20,971,800	98.6%	303,100	9,253,145	S8
Library Support Specialists	62,748	168,335	390,200	43.1%	369,800	94.8%	20,400	186,631	S9
School Secretaries	599,746	2,309,396	5,835,400	39.6%	5,825,900	99.8%	9,500	2,149,653	S10
Board Administration	37,640	90,364	200,100	45.2%	198,300	99.1%	1,800	84,128	S11
Student Support	172,451	357,879	822,700	43.5%	783,000	95.2%	39,700	287,533	S12
Security	21,681	43,029	87,100	49.4%	87,100	100.0%	0	53,824	S13
Lunch Supervision	594,822	863,138	2,427,500	35.6%	2,427,500	100.0%	0	830,363	S14
<i>Subtotal</i>	6,106,856	13,509,036	31,037,900	43.5%	30,663,400	98.8%	374,500	12,845,277	
Benefits									
Statutory	3,423,380	8,929,699	16,036,700	55.7%	16,049,800	100.1%	-13,100	8,665,787	S15
Medical/Dental/Salary Continuation	1,082,786	1,945,209	3,411,800	57.0%	4,427,400	129.8%	-1,015,600	1,556,604	S16
Service Awards	521,050	1,042,100	2,084,200	50.0%	2,084,200	100.0%	0	1,044,270	S17
Pension	706,901	1,549,354	3,463,500	44.7%	3,437,800	99.3%	25,700	1,266,132	S18
<i>Subtotal</i>	5,734,117	13,466,362	24,996,200	53.9%	25,999,200	104.0%	-1,003,000	12,532,791	
Student Services									
Travel - Student Services	6,293	21,637	61,200	35.4%	61,200	100.0%	0	16,749	S19
Other Non Salary Expenditures	0	23	15,000	0.2%	15,000	100.0%	0	3,244	S20
<i>Subtotal</i>	6,293	21,660	76,200	28.4%	76,200	100.0%	0	19,993	

**GENERAL FUND
SUMMARY OF REVENUES AND EXPENDITURES
SEPTEMBER 30, 2014**

	Actual Jul - Sep 2014-2015	Actual Year to Date 2014-2015	Budget 2014-2015	% Budget Utilized	Projection 2014-2015	Proj% Bud Util	Projected Budget Variance	Actual Year to Date 2013-2014	Line
Program Support Resources									
Classroom Supplies and Equipment	1,273,170	1,968,791	4,209,600	46.8%	4,300,300	102.2%	-90,700	782,255	S21
School Technology	349,139	457,788	756,000	60.6%	756,000	100.0%	0	226,319	S22
Data Lines	180,085	225,884	530,800	42.6%	530,800	100.0%	0	215,768	S23
Circuit/Resource Travel	21,480	58,985	187,100	31.5%	187,100	100.0%	0	69,042	S24
Textbook Credit Allocation	261,093	1,030,079	2,565,400	40.2%	2,565,400	100.0%	0	1,020,290	S25
Other Non Salary Expenditures	60,918	87,708	190,000	46.2%	190,900	100.5%	-900	99,823	S26
Provincial Math/Literacy Strategies	19,363	19,363	269,800	7.2%	269,800	100.0%	0	0	S27
Other Projects	16,970	42,623	118,200	36.1%	218,200	184.6%	-100,000	66,939	S28
<i>Subtotal</i>	2,182,219	3,891,223	8,826,900	44.1%	9,018,500	102.2%	-191,600	2,480,436	
Administration									
Supplies and Materials	2,645	3,598	20,000	18.0%	20,000	100.0%	0	2,987	S29
Other Non Salary Expenditures	4,468	11,197	31,500	35.5%	31,500	100.0%	0	10,188	S30
<i>Subtotal</i>	7,113	14,796	51,500	28.7%	51,500	100.0%	0	13,175	
Professional Development									
System Leadership/Student Info Systems	18,502	53,682	125,000	42.9%	125,000	100.0%	0	59,865	S31
International Services									
Revenue	404,462	1,312,807	3,249,100	40.4%	3,249,100	100.0%	0	1,255,040	S32
Expenditure	408,303	1,089,925	2,500,100	43.6%	2,499,800	100.0%	300	981,457	S33
<i>Net Revenue</i>	-3,841	222,882	749,000	29.8%	749,300	100.0%	-300	273,583	
Summer School									
Revenue	5,021	10,546	22,500	46.9%	10,500	46.7%	12,000	22,425	S34
Expenditure	16,980	17,180	22,500	76.4%	17,400	77.3%	5,100	27,888	S35
<i>Net Revenue</i>	-11,959	-6,634	0		-6,900		6,900	-5,463	
Adult and Community Education									
FLEC's - Night School	845	3,367	15,000	22.4%	15,000	100.0%	0	4,254	S36
Nova Scotia Student Adult Literacy	68,978	139,274	280,000	49.7%	280,000	100.0%	0	104,990	S37
<i>Subtotal</i>	69,823	142,641	295,000	48.4%	295,000	100.0%	0	109,244	
Total School Administration	<u>71,469,388</u>	<u>155,258,207</u>	<u>323,129,800</u>	<u>48.0%</u>	<u>325,013,300</u>	<u>100.6%</u>	<u>-1,883,500</u>	<u>147,474,381</u>	

**GENERAL FUND
SUMMARY OF REVENUES AND EXPENDITURES
SEPTEMBER 30, 2014**

PROGRAM	Actual Jul - Sep 2014-2015	Actual Year to Date 2014-2015	Budget 2014-2015	% Budget Utilized	Projection 2014-2015	Proj% Bud Util	Projected Budget Variance	Actual Year to Date 2013-2014	Line
Salaries - Teachers									
Special Education	1,470,512	3,100,682	6,372,100	48.7%	6,371,600	100.0%	500	2,872,661	P1
Student Support	90,885	160,311	262,900	61.0%	336,400	128.0%	-73,500	164,466	P2
Board Administration	532,190	1,194,442	2,349,300	50.8%	2,343,400	99.7%	5,900	1,348,168	P3
<i>Subtotal</i>	2,093,587	4,455,435	8,984,300	49.6%	9,051,400	100.7%	-67,100	4,385,295	
Salaries - Non-Teachers									
Board Administration	59,823	140,531	285,700	49.2%	276,100	96.6%	9,600	114,310	P4
Student Services Secretaries	20,768	83,607	218,700	38.2%	216,200	98.9%	2,500	76,498	P5
<i>Subtotal</i>	80,591	224,138	504,400	44.4%	492,300	97.6%	12,100	190,808	
Benefits									
Statutory	92,167	279,867	469,800	59.6%	483,000	102.8%	-13,200	270,473	P6
Medical/Dental/Salary Continuation	26,037	44,978	70,200	64.1%	112,300	160.0%	-42,100	28,450	P7
Service Awards	22,675	45,350	90,700	50.0%	90,700	100.0%	0	45,800	P8
Pension	10,464	28,647	65,700	43.6%	66,400	101.1%	-700	20,471	P9
<i>Subtotal</i>	151,342	398,842	696,400	57.3%	752,400	108.0%	-56,000	365,193	
Special Education and Student Support									
Tutors/Support for Alternative Arrangements	17,230	73,748	90,000	81.9%	120,900	134.3%	-30,900	59,780	P10
Supplies and Materials	19,343	20,887	168,000	12.4%	168,000	100.0%	0	27,394	P11
Assistive Technology Equipment	9,615	16,682	301,600	5.5%	301,600	100.0%	0	102,168	P12
Innovation Challenge	84,237	185,127	380,300	48.7%	380,300	100.0%	0	178,225	P13
SEIRC/Special Needs Support	7,007	21,967	482,400	4.6%	482,400	100.0%	0	24,887	P14
Travel - Student Services	9,543	35,503	85,000	41.8%	85,000	100.0%	0	24,541	P15
Contracted Services	0	379,225	1,389,300	27.3%	1,389,300	100.0%	0	306,162	P16
<i>Subtotal</i>	146,975	733,138	2,896,600	25.3%	2,927,500	101.1%	-30,900	723,156	
Program Support Resources									
Supplies and Materials	22,363	73,126	233,500	31.3%	233,500	100.0%	0	152,457	P17
Provincial Program Initiatives and Projects	658,311	1,625,389	5,382,800	30.2%	6,248,100	116.1%	-865,300	1,165,919	P18
<i>Subtotal</i>	680,673	1,698,516	5,616,300	30.2%	6,481,600	115.4%	-865,300	1,318,376	
Administration									
Supplies and Materials	6,109	8,788	35,000	25.1%	35,000	100.0%	0	14,969	P19
Other Non Salary Expenditures	7,713	18,882	42,500	44.4%	42,500	100.0%	0	12,970	P20
<i>Subtotal</i>	13,822	27,670	77,500	35.7%	77,500	100.0%	0	27,939	

**GENERAL FUND
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	Actual Jul - Sep 2014-2015	Actual Year to Date 2014-2015	Budget 2014-2015	% Budget Utilized	Projection 2014-2015	Proj% Bud Util	Projected Budget Variance	Actual Year to Date 2013-2014	Line
Professional Development									
Curriculum Implementation	-80	52,255	339,500	15.4%	335,300	98.8%	4,200	18,387	P21
Literacy Implementation	89,826	141,093	250,200	56.4%	250,300	100.0%	-100	126,722	P22
Mathematics Implementation	15,070	140,257	374,300	37.5%	680,900	181.9%	-306,600	129,815	P23
Assessment and Evaluation	4,710	7,279	13,800	52.7%	29,200	211.6%	-15,400	3,782	P24
Continuous School Improvement	1,448	17,906	120,100	14.9%	154,200	128.4%	-34,100	21,421	P25
Student Services	6,091	20,802	191,600	10.9%	222,700	116.2%	-31,100	8,586	P26
RCH	13,557	46,093	242,800	19.0%	356,600	146.9%	-113,800	41,255	P27
<i>Subtotal</i>	130,623	425,685	1,532,300	27.8%	2,029,200	132.4%	-496,900	349,969	
Total Program	<u>3,297,614</u>	<u>7,963,425</u>	<u>20,307,800</u>	<u>39.2%</u>	<u>21,811,900</u>	<u>107.4%</u>	<u>-1,504,100</u>	<u>7,360,735</u>	
<u>BOARD SERVICES</u>									
Board Governance									
Stipends and Benefits	25,650	51,300	108,300	47.4%	108,300	100.0%	0	51,358	B1
Supplies and Materials	2,974	3,793	5,000	75.9%	5,000	100.0%	0	494	B2
NSSBA Dues	0	85,000	85,000	100.0%	85,000	100.0%	0	85,000	B3
Other Non Salary Expenditures	13,913	45,230	78,600	57.5%	78,600	100.0%	0	44,230	B4
<i>Subtotal</i>	42,538	185,323	276,900	66.9%	276,900	100.0%	0	181,082	
Board Services									
Salaries	190,512	399,222	847,100	47.1%	819,700	96.8%	27,400	382,831	B5
Benefits	25,861	65,797	140,600	46.8%	136,700	97.2%	3,900	61,748	B6
Supplies and Materials	11,463	29,593	70,000	42.3%	70,000	100.0%	0	28,393	B7
Professional Services	50,037	69,125	250,000	27.7%	250,000	100.0%	0	41,679	B8
Other Non Salary Expenditures	11,212	19,959	72,400	27.6%	72,400	100.0%	0	9,876	B9
<i>Subtotal</i>	289,086	583,696	1,380,100	42.3%	1,348,800	97.7%	31,300	524,527	
Total Board Services	<u>331,624</u>	<u>769,019</u>	<u>1,657,000</u>	<u>46.4%</u>	<u>1,625,700</u>	<u>98.1%</u>	<u>31,300</u>	<u>705,609</u>	

**GENERAL FUND
SUMMARY OF REVENUES AND EXPENDITURES
SEPTEMBER 30, 2014**

	Actual Jul - Sep 2014-2015	Actual Year to Date 2014-2015	Budget 2014-2015	% Budget Utilized	Projection 2014-2015	Proj% Bud Util	Projected Budget Variance	Actual Year to Date 2013-2014	Line
<u>OPERATIONS SERVICES</u>									
Administration									
Salaries	416,605	881,587	1,803,300	48.9%	1,788,600	99.2%	14,700	830,210	O1
Benefits	95,264	220,105	433,700	50.8%	432,200	99.7%	1,500	195,634	O2
Travel	5,609	11,694	35,000	33.4%	35,000	100.0%	0	8,157	O3
Other Non Salary Expenditures	19,332	34,208	47,500	72.0%	64,500	135.8%	-17,000	36,566	O4
<i>Subtotal</i>	536,809	1,147,594	2,319,500	49.5%	2,320,300	100.0%	-800	1,070,566	
Custodial Services									
Salaries	3,200,638	6,361,997	13,107,000	48.5%	13,087,300	99.8%	19,700	5,841,165	O5
Benefits	1,051,906	2,102,056	4,359,700	48.2%	4,317,600	99.0%	42,100	1,885,418	O6
Supplies and Equipment	180,498	399,197	788,400	50.6%	788,400	100.0%	0	355,274	O7
Building Rental Expense	457,527	915,055	1,840,500	49.7%	1,840,500	100.0%	0	876,146	O8
Contracted Services	178,259	330,426	2,057,900	16.1%	2,057,900	100.0%	0	346,743	O9
<i>Subtotal</i>	5,068,828	10,108,731	22,153,500	45.6%	22,091,700	99.7%	61,800	9,304,747	
Maintenance Services									
Salaries	458,918	911,218	1,842,000	49.5%	1,844,800	100.2%	-2,800	755,448	O10
Benefits	148,366	299,931	638,000	47.0%	622,000	97.5%	16,000	251,173	O11
Supplies and Equipment	1,236,762	2,011,512	4,104,600	49.0%	4,104,600	100.0%	0	1,305,465	O12
Vehicle Operating Expense	55,692	126,438	200,000	63.2%	200,000	100.0%	0	100,529	O13
Contracted Services - Maintenance	123,666	333,279	800,000	41.7%	800,000	100.0%	0	413,498	O14
Relocation Expenses	22,866	23,926	50,000	47.9%	50,000	100.0%	0	20,481	O15
<i>Subtotal</i>	2,046,270	3,706,303	7,634,600	48.5%	7,621,400	99.8%	13,200	2,846,595	
Plant Operations									
Insurance	154,508	337,230	665,100	50.7%	647,500	97.4%	17,600	343,874	O16
Utilities - Electricity	1,034,191	2,477,425	5,765,100	43.0%	5,765,100	100.0%	0	2,233,769	O17
Utilities - Heating Fuel	607,142	1,777,064	7,963,700	22.3%	7,963,700	100.0%	0	1,528,651	O18
Utilities - Water / Sewer	293,193	514,580	1,189,000	43.3%	1,189,000	100.0%	0	386,961	O19
Utilities - Telephone	20,019	29,088	67,000	43.4%	67,000	100.0%	0	35,278	O20
<i>Subtotal</i>	2,109,053	5,135,387	15,649,900	32.8%	15,632,300	99.9%	17,600	4,528,533	

**GENERAL FUND
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	Actual Jul - Sep 2014-2015	Actual Year to Date 2014-2015	Budget 2014-2015	% Budget Utilized	Projection 2014-2015	Proj% Bud Util	Projected Budget Variance	Actual Year to Date 2013-2014	Line
Capital Projects	2,821,406	3,850,291	1,024,200	375.9%	1,567,600	153.1%	-543,400	2,016,285	O21
Student Transportation	162,576	5,371,398	18,619,000	28.8%	18,619,000	100.0%	0	4,824,022	O22
Technology Services									
Salaries	557,468	1,122,576	2,262,600	49.6%	2,249,800	99.4%	12,800	1,035,991	O23
Benefits	145,797	298,987	598,000	50.0%	588,700	98.4%	9,300	260,319	O24
Computer Services - Schools	81,195	214,237	403,600	53.1%	484,700	120.1%	-81,100	175,411	O25
Computer Supplies - Administration	6,723	17,425	79,100	22.0%	79,100	100.0%	0	32,063	O26
O'Connell Drive Refresh	24,850	24,850	147,000	16.9%	147,000	100.0%	0	8,075	O27
P3 Information Technology Sinking Fund	259,212	288,904	1,134,900	25.5%	1,134,900	100.0%	0	5,996	O28
IEI Non Salary Expenses	42,141	52,675	122,900	42.9%	122,900	100.0%	0	70,063	O29
Travel	10,998	21,417	68,000	31.5%	68,000	100.0%	0	32,843	O30
Professional Services	19,101	22,712	406,000	5.6%	406,000	100.0%	0	26,734	O31
Telephone/Fax/Data	28,894	56,175	132,000	42.6%	132,000	100.0%	0	50,621	O32
<i>Subtotal</i>	1,176,380	2,119,957	5,354,100	39.6%	5,413,100	101.1%	-59,000	1,698,117	
Facilities Rentals									
Revenue	68,948	107,887	703,000	15.3%	726,800	103.4%	-23,800	229,345	O33
Salaries	42,026	110,323	412,600	26.7%	351,700	85.2%	60,900	111,947	O34
Benefits	9,343	26,474	83,100	31.9%	71,800	86.4%	11,300	24,451	O35
Service Contract	0	0	52,400	0.0%	52,400	100.0%	0	0	O36
Other Non Salary Expenditures	130	272	5,000	5.4%	5,000	100.0%	0	924	O37
<i>Subtotal</i>	51,499	137,068	553,100	24.8%	480,900	86.9%	72,200	137,322	
<i>Net Revenue</i>	17,449	-29,181	149,900	-19.5%	245,900	164.0%	-96,000	92,023	
Total Operations Services	<u>13,972,820</u>	<u>31,576,730</u>	<u>73,307,900</u>	<u>43.1%</u>	<u>73,746,300</u>	<u>100.6%</u>	<u>-438,400</u>	<u>26,426,187</u>	

**GENERAL FUND
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	Actual Jul - Sep 2014-2015	Actual Year to Date 2014-2015	Budget 2014-2015	% Budget Utilized	Projection 2014-2015	Proj% Bud Util	Projected Budget Variance	Actual Year to Date 2013-2014	Line
<u>FINANCIAL SERVICES</u>									
Administration									
Salaries	388,221	765,921	1,606,500	47.7%	1,604,800	99.9%	1,700	702,557	F1
Benefits	96,146	199,992	400,800	49.9%	397,900	99.3%	2,900	176,796	F2
Supplies and Materials	23,258	42,554	185,000	23.0%	185,000	100.0%	0	66,909	F3
Travel	606	1,410	3,000	47.0%	3,000	100.0%	0	883	F4
Liability Insurance	60,036	120,071	227,900	52.7%	240,100	105.4%	-12,200	113,939	F5
Professional Services	0	0	38,100	0.0%	38,100	100.0%	0	0	F6
Service Fees	2,032	4,759	25,000	19.0%	25,000	100.0%	0	10,394	F7
<i>Subtotal</i>	570,298	1,134,708	2,486,300	45.6%	2,493,900	100.3%	-7,600	1,071,477	
Excel - Before and After School Program									
Revenue	1,810,936	4,307,192	8,431,200	51.1%	8,542,200	101.3%	-111,000	4,111,454	F8
Salaries	533,345	1,669,956	4,549,900	36.7%	4,664,300	102.5%	-114,400	1,363,025	F9
Benefits	70,439	203,412	550,700	36.9%	545,300	99.0%	5,400	161,699	F10
Other	74,312	191,615	641,200	29.9%	641,200	100.0%	0	185,610	F11
<i>Subtotal</i>	678,097	2,064,983	5,741,800	36.0%	5,850,800	101.9%	-109,000	1,710,334	
<i>Net Revenue</i>	1,132,840	2,242,209	2,689,400	83.4%	2,691,400	100.1%	-2,000	2,401,120	
Adult EAL									
Revenue	684,215	788,552	2,592,000	30.4%	2,592,000	100.0%	0	292,114	F12
Expenditure	234,336	816,164	2,592,000	31.5%	2,592,000	100.0%	0	762,559	F13
<i>Net Revenue</i>	449,879	-27,612	0		0		0	-470,446	
Total Financial Services	<u>1,482,731</u>	<u>4,015,855</u>	<u>10,820,100</u>	<u>37.1%</u>	<u>10,936,700</u>	<u>101.1%</u>	<u>-116,600</u>	<u>3,544,370</u>	

**GENERAL FUND
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	Actual Jul - Sep 2014-2015	Actual Year to Date 2014-2015	Budget 2014-2015	% Budget Utilized	Projection 2014-2015	Proj% Bud Util	Projected Budget Variance	Actual Year to Date 2013-2014	Line
<u>HUMAN RESOURCE SERVICES</u>									
Administration									
Salaries	370,341	782,296	1,668,600	46.9%	1,668,200	100.0%	400	778,329	H1
Benefits	93,521	205,304	416,700	49.3%	406,500	97.6%	10,200	193,004	H2
Pension Top-Ups	12,373	24,698	40,000	61.7%	40,000	100.0%	0	24,686	H3
Supplies and Materials	26,258	46,468	101,100	46.0%	101,100	100.0%	0	62,063	H4
Travel	201	946	7,200	13.1%	7,200	100.0%	0	3,318	H5
Service Contracts	0	20	5,000	0.4%	5,000	100.0%	0	1,756	H6
<i>Subtotal</i>	502,693	1,059,732	2,238,600	47.3%	2,228,000	99.5%	10,600	1,063,156	
Staff Development									
Professional Development	291,277	301,809	2,134,400	14.1%	2,135,600	100.1%	-1,200	371,317	H7
<i>Subtotal</i>	291,277	301,809	2,134,400	14.1%	2,135,600	100.1%	-1,200	371,317	
Total Human Resource Services	<u>793,970</u>	<u>1,361,541</u>	<u>4,373,000</u>	<u>31.1%</u>	<u>4,363,600</u>	<u>99.8%</u>	<u>9,400</u>	<u>1,434,472</u>	
TOTAL EXPENDITURES	<u>91,348,147</u>	<u>200,944,775</u>	<u>433,595,600</u>	<u>46.3%</u>	<u>437,497,500</u>	<u>100.9%</u>	<u>-3,901,900</u>	<u>186,945,754</u>	
NET SURPLUS/(DEFICIT)	<u>24,041,028</u>	<u>26,041,323</u>	<u>0</u>		<u>-514,300</u>		<u>514,300</u>	<u>21,129,440</u>	
PLANNED USE OF ACCUMULATED SURPLUS					<u>543,400</u>				
NET OPERATING SURPLUS (DEFICIT)					<u>29,100</u>				

**SUMMARY OF REVENUES AND EXPENDITURES
SEPTEMBER 30, 2014
SUPPLEMENTARY FUND**

	Actual Jul - Sep 2014-2015	Actual Year to Date 2014-2015	Budget 2014-2015	% Budget Utilized	Projection 2014-2015	Projected Variance	Actual Year to Date 2013-2014
<u>REVENUE</u>							
Supplementary Funding	4,026,875	8,279,650	16,501,200	50.2%	16,559,300	-58,100	8,505,550
<u>EXPENDITURES</u>							
Classroom Teachers							
Elementary Music	189,200	398,935	809,500	49.3%	809,500	0	383,432
Junior High Music and Art	140,158	275,357	557,500	49.4%	557,500	0	261,474
Physical Education	0	0	0	n/a	0	0	263,031
Elementary Art	136,933	291,433	587,900	49.6%	587,900	0	276,678
Additional Teachers	781,078	1,643,335	3,411,000	48.2%	3,424,600	-13,600	1,653,047
Fine Arts	333,818	756,857	1,528,800	49.5%	1,528,800	0	733,465
<i>Subtotal</i>	1,581,187	3,365,916	6,894,700	48.8%	6,908,300	-13,600	3,571,126
Special Education							
Resource Teachers	576,650	1,209,689	2,438,600	49.6%	2,438,600	0	1,365,394
Social Workers	114,062	244,526	494,000	49.5%	494,000	0	238,197
Educational Program Assistants	249,405	460,773	956,700	48.2%	956,700	0	439,318
<i>Subtotal</i>	940,118	1,914,988	3,889,300	49.2%	3,889,300	0	2,042,909
Library and Guidance							
Library Support Specialists	552,501	1,096,788	2,257,000	48.6%	2,257,000	0	1,067,614
Guidance	63,244	260,274	260,100	100.1%	260,100	0	368,767
<i>Subtotal</i>	615,745	1,357,062	2,517,100	53.9%	2,517,100	0	1,436,381
Curriculum Leadership							
<i>Subtotal</i>	100,117	201,721	401,700	50.2%	401,700	0	202,348
Other							
Student Services Secretaries	2,458	9,923	26,100	38.0%	26,100	0	8,969
Early Learning Opportunities	82,099	162,793	361,500	45.0%	361,500	0	157,239
Secretaries	3,964	15,638	40,900	38.2%	40,900	0	14,094
Student Support Workers	27,945	57,620	120,500	47.8%	120,500	0	57,610
<i>Subtotal</i>	116,467	245,974	549,000	44.8%	549,000	0	237,911

**SUMMARY OF REVENUES AND EXPENDITURES
SEPTEMBER 30, 2014
SUPPLEMENTARY FUND**

	Actual Jul - Sep 2014-2015	Actual Year to Date 2014-2015	Budget 2014-2015	% Budget Utilized	Projection 2014-2015	Projected Variance	Actual Year to Date 2013-2014
Benefits							
Statutory	212,803	504,586	900,900	56.0%	935,400	-34,500	567,124
Medical/Dental/Salary Continuation	85,796	167,287	351,400	47.6%	351,400	0	160,812
Service Awards	25,000	50,000	100,900	49.6%	100,900	0	50,000
Pension	101,039	209,318	450,100	46.5%	450,100	0	198,350
<i>Subtotal</i>	424,638	931,190	1,803,300	51.6%	1,837,800	-34,500	976,285
Substitutes	35,310	143,997	353,100	40.8%	353,100	0	151,520
Program Support							
Program Supplies and Materials	13,812	27,745	73,000	38.0%	83,000	-10,000	42,226
Therapeutic Swim Program	0	8,795	20,000	44.0%	20,000	0	7,718
<i>Subtotal</i>	13,812	36,539	93,000	39.3%	103,000	-10,000	49,944
TOTAL EXPENDITURES	<u>3,827,393</u>	<u>8,197,386</u>	<u>16,501,200</u>	<u>49.7%</u>	<u>16,559,300</u>	<u>-58,100</u>	<u>8,668,424</u>
NET SURPLUS (DEFICIT)	<u>199,482</u>	<u>82,264</u>	<u>0</u>		<u>0</u>	<u>0</u>	<u>-162,874</u>

Description	Projection Variance to Budget	YTD Actual Variance to Prev YTD	Explanation
Revenue:			
Province of Nova Scotia			
R2 Provincial Initiatives	-298,400		Received additional Provincial grants that were not included in the budget. (Offset by projected expenditures.)
R3 Other Provincial Initiatives and Grants	-2,424,700		Received additional Provincial grants that were not included in the budget. (Offset by projected expenditures.)
Government of Canada			
R8 Other Projects	-17,800		Additional grants/revenues that were unbudgeted, with accompanying expenditure projections.
Board Generated Revenues			
R10 Investment Income	-121,500		Interest revenues earned in the April - September period were higher than budgeted.
R15 Misc Board Generated Revenues	-408,600		Additional grants/revenues that were unbudgeted, with accompanying expenditure projections.
Expenditures:			
School Administration			
S1-7 Salaries - Teachers	-1,068,800		Teachers salaries are tracking higher than budgeted for this fiscal year, including substitute teacher costs.
S8 Education Program Assistants	303,100		Educational Program Assistant costs are tracking slightly under budget for this fiscal year.
S16 Medical/Dental/Salary Continuation	-1,015,600		Changes to the provincial NSTU disability plan have increased these costs for the 2014-15 fiscal year. These costs are projected to be funded with additional provincial revenues.
S21 Classroom Supplies and Equipment	-90,700		Additional grants/revenues that were unbudgeted, with accompanying expenditure projections.
		-1,186,500	Schools have purchased more resources during the April - September time period than in the same period last year. The current year includes new expenditures for Student Support grants of more than \$700,000.
Program			
P2 Student Support Teachers	-73,500		Additional grants/revenues that were unbudgeted, with accompanying expenditure projections.
P10 Tutors/Support for Alternative Arrangements	-30,900		Tutor costs are tracking above budget, similar to experience in 2013-14, with no budget adjustment.
P18 Provincial Program Initiatives and Projects	-865,300		Additional grants/revenues that were unbudgeted, with accompanying expenditure projections.
P21-27 Professional Development	-496,900		Additional grants/revenues that were unbudgeted, with accompanying expenditure projections.
Operations Services			
O5-6 Custodial Salaries and Benefits	61,800		Custodial salary and benefit costs are tracking below budget.
O12 Maintenance Supplies and Equipment		-706,000	Expenditures to date have resulted in an increase to the current level of expenditures for minor maintenance projects as compared to the same time period for last year.
O16 Insurance	17,600		Property insurance rates have decreased relative to liability rates, reflected in Financial Services. (See F5)
O21 Capital Projects	-543,400		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		-1,834,000	The April - September expenditures related to a number of capital projects (to be reimbursed by the EECD) are higher in 2014-15 as compared to 2013-14.
O25 Technology Services Computer Services - Schools	-81,100		Additional grants/revenues that were unbudgeted, with accompanying expenditure projections.

Description	Projection Variance to Budget	YTD Actual Variance to Prev YTD	Explanation
Financial Services			
F5 Liability Insurance	-12,200		Liability insurance rates have increased relative to property rates, reflected in Operations Services. (See O16)
F8 Excel Before & After Program - Revenues	-111,000		Additional students registered, over budgeted number of students, and new sites opened.
F8 Excel Before & After Program - Revenues		-195,700	Excel experienced growth during the 2013-14 school year. This growth is included in the April - September 2014 period, but not in the April - September 2013 period.
F12 Adult EAL Revenue		-496,400	Due to timing differences, for the April - September 2014 period, we have invoiced for reimbursement more than was invoiced for the same period last year.

HALIFAX REGIONAL SCHOOL BOARD

Improving the Achievement Results of African Nova Scotian Learners

PURPOSE: To provide the Governing Board with a report outlining how the Halifax Regional School Board is working to improve the achievement results of African Nova Scotian students.

BACKGROUND: On May 28, 2014, the Governing Board received report *14-05-1470 “Focus on Learning: Grade 3 and 6 Provincial Assessment Report”* for information. This report provided an overview of Grade 3 and Grade 6 literacy results.

Thanks to students and their families completing self-identification information, for the first time, the HRSB was able to disaggregate or “pull apart” data by ancestry and report on the achievement results of African Nova Scotian students.

At its regular Board meeting on September 24, 2014, the Governing Board approved the following motion:

*“WHEREAS the Governing Board received data from the Provincial Assessment results in May 2014 that assisted in highlighting challenges experienced by many African Nova Scotian learners;
WHEREAS the African Nova Scotian community has expressed concerns about these challenges for a number of years;
WHEREAS we have an opportunity to use data to better address the needs of African Nova Scotian learners;
I move that the Governing Board request a staff report by the November Regular Board Meeting to outline how the Halifax Regional School Board is responding to needs of African Nova Scotian students as highlighted in the Provincial Assessment results.” (Daye/Jakeman)*

CONTENT: The Halifax Regional School Board has been focused on the achievement of *every student* for many years. Although the ability to report with confidence the achievement results for African Nova Scotian students is new, directing resources to support African Nova Scotian students is not new. Appendix A briefly describes supports currently in place for African Nova Scotian students. Many of these have been grown and developed over a number of years, while others are new. A brief description of each item is included in order to illustrate the current focus of each support.

COST: within existing budget

FUNDING: N/A

TIMELINE: N/A

APPENDICES: Appendix A

RECOMMENDATIONS: That the Governing Board accept this report for information.

COMMUNICATIONS:

AUDIENCE	RESPONSIBLE	TIMELINE
Governing Board	Elwin LeRoux, Superintendent	November 26, 2014
Website	Doug Hadley	November 26, 2014

From: Elwin LeRoux, Superintendent, eleroux@hrsb.ca, (902) 464-2000 ext. 2312

Appendix A

Improving the Achievement Results of African Nova Scotian Learners



Make the achievement of African Nova Scotian students a priority

Following the identification of an achievement gap between our African Nova Scotian students and their peers, the Superintendent established this as a system priority. Senior Staff and the Continuous School Improvement (CSI) Lead Team set goals aligned with this priority. This leads to priority actions, many of which are included herein.



Focus Superintendent's meetings on the achievement of African Nova Scotian students

The focus of the Superintendent's meetings with principals this year, beginning with the August opening session, is on improving achievement results of African Nova Scotian students. A core team, including School Administration and Program staff, has provided leadership in planning these meetings. The outcomes for the Superintendent's Meetings focus on historical context, culture, belief systems and culturally relevant pedagogy.

Mr. Robert Upshaw, Executive Director of the Black Educators Association, facilitated the October 30 session, sharing insights and experiences as a strategy to explore historical context, culture and belief systems. The session had a positive impact on participants.

"The session was truly inspiring, Robert is a great speaker/teacher/educational leader, the historical context was great to put everything in context, the resources presented will be great, the ability to start to re-think about what we do every day and how it affects student achievement is the biggest take-away and that teachers are models, again 'always pushing' the envelope and having those courageous conversations- are we doing all that we can for all the students we see every day..."

Future sessions will focus on culturally relevant pedagogy and will be facilitated by both local and international experts in this field.



Reassignment of staff

There are many things that make a positive difference in student achievement. Most important are classroom instruction and instructional leadership. To expand the current resources and supports available in HRSB, the Superintendent has temporarily reassigned Wendy Mackey from her position as a School Administration Supervisor. Wendy will work collaboratively with central office staff and school-based staff to positively impact classroom instruction. Her recent Master's degree and experience teaching at St. FX University assure a focus on culturally relevant pedagogy and instructional leadership to enhance the

achievement of African Nova Scotian learners. This work will complement and enhance the efforts of current central office staff.

Ongoing work with administrators on Cultural Proficiency

Cultural Proficiency has been an agenda item on each Family of Schools meeting for the past several years. Our goal has been to increase the understanding of cultural proficiency and develop a critical lens for school leaders. The book, *The Cultural Proficiency Journey: Moving Beyond Ethical Barriers Toward Profound School Change*, has been a foundation text for discussions. The same professional development was provided to vice-principals at their Family of Schools meetings. As a result of this learning, principals have been engaging in conversations and activities with their staff to broaden teachers' understanding of cultural proficiency. Each session with principals has built on the previous learning in the area of cultural proficiency and has provided principals with guided activities they can use with their staff to engage in the same learning and thought provoking conversations to examine belief systems and expectations. This year, based on the foundation of learning we have set in understanding the diversity and culture of the students we serve, we will move to a focus on providing leadership to culturally responsive instruction and assessment.

Ongoing efforts to promote student self-identification

Each year, School Administration Supervisors have discussions with individual principals regarding their success to date and strategies for increased student self-identification. In Family of Schools and Unit Meetings, self-identification continued as an item on each agenda. Principals are given the opportunity to view their current school data in relation to other schools as well as an opportunity to share strategies for encouraging self-identification. Collectively, principals are invited to maximize upcoming opportunities to increase self-identification, including Primary Orientation, Late Registration and Student Verification Forms (at the beginning of the school year), parent-Teacher Nights, and personal follow-up with parents/ guardians. Our aim is to have 100% of students in our schools self-identified in order to support programming decisions and student learning. Self-identification will also assist us in determining the allocation of resources and personnel to best support the achievement of all students. We are encouraging all parents and students to identify their Ancestry and Aboriginal Identity.

Hiring decisions to promote African Nova Scotian administrators

School Administration reviews the list of candidates who express an interest for administrative positions or the Leadership Development Program. When candidates have self-identified, the Director/ Coordinator weigh that in making selection decisions for positions as a means by which we support the promotion of African Nova Scotian administrators prior to making recommendations to the Superintendent. School Administration encourages current principals in our system to self-identify and support

candidates of African descent who show leadership qualities that we wish to promote in accordance with *Policy D.003 Recruitment and Selection of Principals and Vice-Principals* and *Policy D.004 Recruiting and Hiring Staff*. School Administration believes that the promotion of candidates of African descent will provide role models for students and staff that reflect our Board's diverse population and ultimately impact student learning.

Efforts to recruit and retain African Nova Scotian teachers


Human Resources (HR) successfully recruited applicants for the number of contracts allowed (16) in the collective agreement under the employment equity provision. Of the 16 contracts awarded, nine applicants self-identified as African Nova Scotian, four self-identified as Aboriginal and three self-identified as racially visible.

Over the past year, HR has participated in a number of events and initiatives to work towards hiring a more diverse staff. HRSB has also developed partnerships with community organizations like Immigrant Settlement and Integration Services and the Watershed Association Development Enterprise (Preston area community development). These partnerships allow HR to work with organizations in attracting staff from various cultural backgrounds. There have also been job fair opportunities with these groups, which have been valuable in making community connections.

Continuity in Schools

Relationships are important. This is especially true between teachers, students and their families. Strong positive relationships assure a foundation of caring and trust, which are particularly important when working to improve achievement results. While not absolute, continuous staffing changes at a school can have a negative impact in this regard. Strategic use of the staffing provisions in the Teacher's Regional Collective Agreement can increase continuity in schools.

HR continues to promote the use of "Article 10.04" whereby up to 38 positions can be targeted for the purpose of diversity and schools who meet the definition of "high needs" under the NSTU Regional Collective Agreement. This provision allows the principal to select a qualified, permanent teacher for a posted position without consideration of seniority. The teacher must commit to remain at the school for a minimum of three years providing greater continuity and stability for the school.

 Recent advances in the collective agreement include the ability to recall a term teacher to a vice-principal relief position for the following year, to a maximum of 25 schools. In addition, if an "Article 10.04" position noted above does not get filled by a permanent teacher, the principal can rehire the term teacher for the following year. These changes provide greater stability for schools, often in areas of high turnover.

Continued priority to applicants who self-identify for educational leaves

Under the Teacher's Provincial Collective Agreement, teachers can apply for an "educational leave" to pursue their studies full time. Each year, the HRSB must identify program areas that will be given priority by the Professional Development Committee in selecting a limited number of successful applicants. The HRSB has identified Diversity as a program priority and applicants who self-identify are also given priority.

Developing a partnership with the BEA to support new African Nova Scotian teachers



HR and the BEA have met to discuss opportunities to partner together to support the hiring and retention of African Nova Scotian teachers. The new African Nova Scotian teachers who were awarded a contract this year were invited to attend a session on October 30, 2014 hosted jointly by HR and the BEA. The session was intended to be an informal discussion and sharing of ideas of how we can support new African Nova Scotian teachers.

Aboriginal and African Nova Scotian Teachers Task Force



The HRSB led the creation of a provincial Task Force to make recommendations regarding the recruitment and retention of African Nova Scotian and Aboriginal teachers. The committee included representation from a number of school boards, community partners and the Department of Education and Early Childhood Development (EECD). The final meeting was held on September 19, 2014 and the recommendations are now being finalized. It is expected the recommendations will be communicated to all stakeholders who participated on the Task Force by the end of December, 2014.

African Nova Scotian Student Support Workers

Seventeen African Nova Scotian Student Support Workers provide targeted support to students in our schools. Primarily they provide support to students in junior high and high schools. Support sometimes extends to elementary schools as needed.

The Student Support Worker Program continues to be acknowledged by students, families and staff as being a very significant and effective support for students.

Provincial targeted grant funding for literacy and mathematics

African Nova Scotian Student Literacy and Mathematics Projects will support 16 schools this year – seven elementary, six junior high, three P-9 and one senior high. A combination of tutors and substitute teachers will deliver individual and small group instruction in collaboration with administration and classroom teachers.

Provincial Racial Equity Policy implementation

Last May, new teachers (1-5 years experience) received a professional development session on Culturally Responsive Pedagogy, Anti-racist Education and their relationship to the Board's RCH in Learning Policy and the EECD's Racial Equity policies. Participants were provided with three relevant resources.

New teachers also received a professional development session on Connecting Curriculum and Classroom Practice Using a Cultural Lens and Using a Critical Eye When Reviewing/previewing Curriculum and Resource Materials. These professional development sessions will also be delivered to teachers who are new to HRSB this year.

In September, African Nova Scotian Student Support Workers received professional development on the topic of Understanding Cultural Proficiency, Cultural Relevancy and the Anti-Racist Education. Participants were provided with a relevant resource.

Professional development opportunities are provided to other teachers as well. These include sessions on Culturally Responsive Pedagogy, Anti-racist Education and their relationship to the Board's RCH In Learning Policy and the EECD's Racial Equity policies, Bias Evaluation Instrument and its use to identify examples of bias that may be found in curriculum/resource materials.

Individual schools will receive professional learning opportunities that will increase their knowledge of the principles of cultural proficiency with emphasis on culturally relevant pedagogy and what it looks like in their classrooms and schools.

Updating the Continuous School Improvement (CSI) school self-assessment



In September 2014, the CSI school self-assessment was revised. At the elementary and junior high levels, this revision included explicitly worded questions for teacher reflection with respect to the cultural relevancy of their instruction and assessment practices. These reflective questions provide schools with the opportunity to develop and implement instructional strategies to support their mathematics and literacy goals in the area of culturally relevant pedagogy. The high school self-assessment also underwent revision. Within this document, cultural proficiency and culturally relevant teaching are clearly defined and six questions for teacher reflection were developed. The resulting information will inform schools' CSI plans.

Continued efforts to analyze assessment data by ancestry

In June 2014, Grade 8 students took part in the RWM8 (reading, writing, mathematics) provincial assessment. The analysis of this data by ancestry is ongoing, both at the board and individual school level. Research and Data Consultants are also in the process of

analyzing the 2013-14 Grade 4 math data and two years of Grades 6 and 8 math data (by ancestry).

Continued funding for Early Learning Opportunities programs

HRSB has continued to fund five elementary schools to support Early Learning Opportunities programs (from supplementary funding). These programs, for 3 and 4 year olds, are in communities where there are significant numbers of African Nova Scotian students (Nelson Whynder, Joseph Howe, Rockingstone, South Woodside and Harbour View).

Strategically locating SchoolsPlus in identified schools

SchoolsPlus sites have been expanded within the HRSB to now include the Cole Harbour and Sackville High families of schools.

Targeted support to students who did not meet expectations (Grade 3 literacy results)



As a part of this support, schools with high populations of African Nova Scotian students, who did not meet expectations on the Grade 3 assessment, will be receiving additional support from an Early Literacy Support teacher. This Early Literacy Support teacher will provide direct instruction to these Grade 4 students who did not meet expectation of last year's Provincial Grade 3 Reading and Writing assessment. The students' progress will be tracked.

A Literacy Coach was assigned to Nelson Whynder Elementary School



A literacy coach of African Ancestry with a strong understanding of early literacy acquisition, and who is skilled in culturally proficient practices, has been placed at Nelson Whynder Elementary School full time to support teachers and students for the 2014-15 school year. This teacher is a member of the EECD Cultural Proficiency lead team.

Professional Development for staff who support classroom instruction



Math and literacy coaches as well as board staff who support them from the Literacy, Mathematics, Assessment, Curriculum Implementation and CSI teams, will be engaging in professional development on cultural proficiency and culturally relevant instructional practices. This six part module is being facilitated by a provincial lead team including members from the province's African Nova Scotian Services and Mi'kmaq Services Divisions. This professional development began in October and will be completed in June. Along with attending the professional development, this group will also be reading and discussing the professional resource, "The Cultural Proficiency Journey" by Franklin Campbell Jones, Brenda Campbell Jones and Randall B. Lindsey. A session will also be provided to coaches and board

staff to review Dr. Noma LeMoine's work, as it relates to literacy learning for students of African descent.

Professional Development to Program Department Staff

NEW

Professional development sessions have been scheduled for all Program staff in relation to the board's strategic plan, specifically emphasizing the focus on improving student achievement through culturally responsive instruction and assessment (with an emphasis on improving student achievement for African Nova Scotian learners). This mirrors the professional development for principals being delivered through the Superintendent's Meetings.

Exploring best approach to analyze the details of IPP data

NEW

With support from EECD, we are currently investigating a process by which we will examine data about students who follow Individualized Program Plans and who have self-identified as African Nova Scotian.

Changing delivery model of coaching support

NEW

Literacy and Mathematics coaches are being assigned to schools not only based on teacher requests but also based on school/student need as determined by HRSB's CSI lead team.

HALIFAX REGIONAL SCHOOL BOARD
Occupational Health & Safety – Quarterly Update – Q3 2014
July 1, 2014 to September 30, 2014

PURPOSE: To inform the Governing Board of Occupational Health & Safety (OHS) issues.

BACKGROUND: Reporting on a quarterly basis is part of a due diligence process so the Governing Board is aware of the Halifax Regional School Board's OHS significant statistics and activities.

CONTENT: Please see Appendix A - Occupational Health & Safety Quarterly Update, Q3 2014 - July 1, 2014 to September 30, 2014.

COST: N/A

FUNDING: N/A

TIMELINE: N/A

APPENDIX: Appendix A - Occupational Health & Safety Quarterly Update, Q3 2014, July 1, 2014 to September 30, 2014.

RECOMMENDATION: The Board accept the report for information.

COMMUNICATIONS: N/A

From: John Swales, Manager, Occupational Health & Safety
(jswales@hrsb.ca)
Tracy O’Kroneg, Director, Human Resource Services
(tokroneg@hrsb.ca)

Occupational Health & Safety
Quarterly Update
Q3 2014
July 1 to September 30, 2014

School Insurance Program (SIP) – Reported Incidents

Group	Incidents		
	Reporting Quarter	Year Before Quarter	Preceding Quarter
	Jul 1 to Sep 30, 2014	Jul 1 to Sep 30, 2013	Apr 1 to Jun 30, 2014
Employees:	34	N/A	106
Other, incl. students:	315	N/A	674

Nova Scotia Teacher’s Union (NSTU)

This group of employees is not covered by WCB.

NSTU	Injury On Duty Applications		
	Reporting Quarter	Year Before Quarter	Preceding Quarter
	Jul 1 to Sep 30, ‘14	Jul 1 to Sep 30, ‘13	Apr 1 to Jun 30, ‘14
Injuries on Duty	3	6	9

OH&S Division of Department Labour and Workforce Development

Workplaces Inspected:	Workplaces with Compliance Orders Issued:	Total Compliance Orders Issued:
0	0	0

Workers’ Compensation Board (WCB) Claims

Thirty-three (33) claims were submitted to the Workers’ Compensation Board. Nine of the submitted claims had no associated costs. Eleven claims resulted in some time lost from work and payment of wage benefits, a similar number to the previous Q3 although the weeks of benefits increased.

The custodial group had zero claims over the summer in relation to floor stripping activities, one of our historically most hazardous activities. This is a great success and may be attributed to the focus on this activity by the DOERS Committee and ongoing emphasis managers place on accident prevention. “Tool Box” talks were developed and delivered, additional training and also the provision of anti-slip footwear to every employee involved in this activity. However, there was a single incident, the result of a slip on a wet floor that resulted in an extended claim accounting for 11 of the 26 weeks of time loss in the quarter.

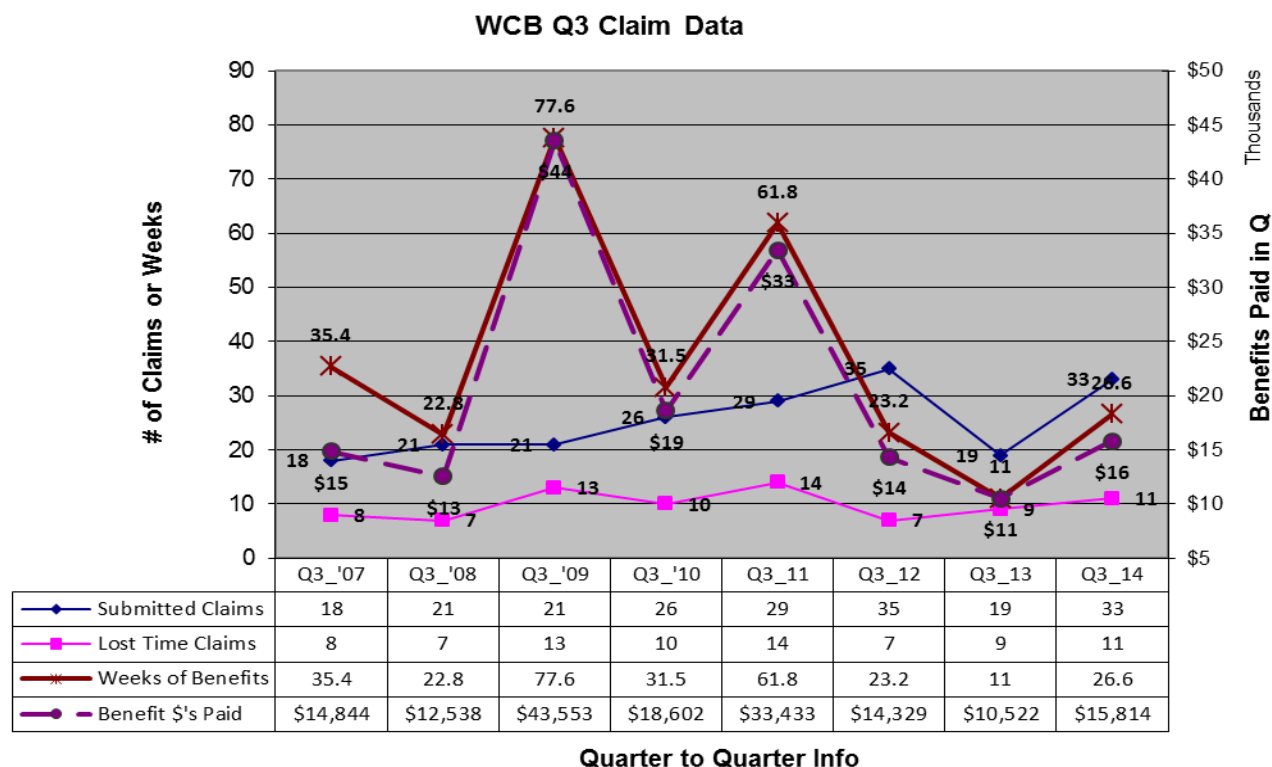
A new type of dolly was introduced into schools prior to summer clean-up. The custodial group and an ergonomics team piloted different dollies, selected one and suggested a simple modification. These dollies are in use with multiple tasks and reduced loads on the user, ultimately reducing muscular skeletal / soft tissue injuries.

Submitted to WCB	Submitted	No Claim	Med Costs Only	Benefit Weeks +/- Med costs (LT Claim)	Weeks of Paid Benefits	SEVERITY (Weeks / LT Claim)
CUPE	12	8	2	2	2.8	1.4
NSUPE	15	1	7	7	19.2	2.7
NSGEU	0	0	0	0		
EXCEL / Lunch	6	0	4	2	4.6	2.3
PEG	0	0	0	0		
Totals	33	9	13	11	26.2	2.4

One claim, the result of a slip, accounted for 11.2 weeks of lost time. One worker suffered a concussion due to a strike to the back of the head by a student. All of the employees injured during the period have returned to work, two of which are working part-time until they are able to resume full duties.

There is also a correction to the reported WCB claims for the previous quarter. Seven claims reported in Q2 2014 actually occurred in July, and therefore are now reported in Q3 2014. Statistical tables and graphs have been adjusted and will be reflected in future reports.

The following graph shows 3rd quarter 2014 WCB data in relation to previous 3rd quarter data.



Data was downloaded as of October 20, 2014. The claims continue to mature until they are closed.

Training

School Administration Supervisors and members of the DOERS safety group facilitated professional development sessions on hazard assessment and incident investigation for all Vice-Principals.

Student Services facilitated Non-Violent Crisis Intervention training for fifty-six (56) EPA's.

Trades and Custodial groups continued with weekly "Tool-Box" talks or Five Minute safety talks.

Several first aid recertification sessions and Nonviolent Crisis Intervention training sessions are scheduled in October and November.

Requests For Action

None were received in the reporting period.

Regulation

The regulations under the *Nova Scotia Occupational Health and Safety Act* are currently under review and the consultation period will end February 27, 2015. Additional information will be provided in a future report.