

# AGENDA

## School Board Meeting



Wednesday, February 26, 2014

6:00 pm

Board Chambers  
33 Spectacle Lake Drive  
Dartmouth, NS

1. **CALL TO ORDER**
2. **APPROVAL OF AGENDA**
3. **AWARDS / PRESENTATIONS**
  - 3.1 Lift Every Voice and Sing – Board Member Melinda Daye
  - 3.2 Joseph Howe Choir – Cindy Cain, Choir Director
  - 3.3 Hope Blooms
4. **CHAIR'S REPORT**
5. **SUPERINTENDENT'S REPORT**
6. **PUBLIC PRESENTATIONS**
7. **APPROVAL OF MINUTES/BUSINESS ARISING FROM THE MINUTES**

February 6, 2013 (Regular Board)
8. **CORRESPONDENCE**
9. **ITEMS FOR DECISION**
  - 9.1 Report #14-02-1451- French Immersion in the Millwood Family of Schools Report – Gary Adams, Senior Staff Advisor, and Alison Leverman, Director, Program

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

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Dartmouth NS  
B3B 1X7  
T 902 464-2000 Ext. 2321  
F 902 464-2420

9.2 Report #14-02-1452 - 2014-2015 Draft General Fund Business Plan  
– Terri Thompson, Director, Financial Services

9.3 Board Chair Gin Yee provided the following Notice of Motion:

1. That section 3.08 of the HRSB bylaws be revised to add  
“reasonable child care costs” as section 3.08 (a) (vi)
2. That section 3.08 of the HRSB bylaws be revised to add “print  
and digital advertising” as section 3.08 (a) (vii).

9.4 Board Member Steve Warburton provided the following Notice of  
Motion:

A future public Board meeting would be held at the new Charles P.  
Allen High School.

## **10. COMMITTEE REPORTS**

10.1 Audit Committee

10.1.1 Report #14-01-1449 - December 31, 2013 – Quarterly  
Business Plan and Financial Update

10.2 Policy Development and Review Committee

10.3 Nova Scotia School Boards Association

## **11. INFORMATION ITEMS**

## **12. NOTICE OF MOTION**

## **13. DATE OF NEXT MEETING**

Board Meeting – March 26, 2014

## **14. IN-CAMERA**

14.1 Personnel Matter – Mike Christie, Director, Human Resource  
Services

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14.2 NSTU Local Agreement Ratification - Mike Christie, Director,  
Human Resource Services

14.3 Contract Approval – Ron Heiman, Director, Operation Services

**15. ADJOURNMENT**

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## HALIFAX REGIONAL SCHOOL BOARD

### French Immersion in the Millwood Family of Schools

**PURPOSE:** To provide the Governing Board with a recommended French Immersion model for the Millwood Family of Schools.

**BACKGROUND:** French Immersion in the Millwood Family is currently delivered as Late Immersion, beginning in Grade 7. At the June 19<sup>th</sup>, 2013, Halifax Regional School Board meeting, the following motion was carried:

It was moved and seconded (Arsenault/Jakeman) that the Governing Board approve that the Millwood and Sackville Boundary Review Committee's recommendation to extend Early French Immersion eligibility to the Millwood Family of Schools be deferred.

In Report No. 13-03-1397, staff recommended using the 2013-2014 school year to consult with the community on a preferred model for French Immersion to serve the students within the Millwood Family of Schools. Interest, sustainability and transportation were identified as key issues to address during consultation prior to providing the Governing Board with a final recommendation.

**CONTENT:** Staff has investigated possible options, in consultation with the community, in order to provide a recommendation. Specifically, the options considered are: (1) offer both early French immersion and late French immersion delivered in the Millwood Family of Schools; (2) Offer eligibility to early French immersion (and deliver it in the Sackville Family of Schools) and deliver Late French Immersion in the Millwood Family; and (3) Offer late French immersion delivered in the Millwood Family of Schools. The third option is status quo.

Appendix 1, French Immersion in the Millwood Family of Schools, outlines the process which was followed to gather community input. Senior Staff has reviewed the feedback and supporting data in order to provide a recommendation to the Governing Board.

**COST:** N/A

**FUNDING:** N/A

**TIMELINE:** Communication and Registration, February-March 2014  
Implementation, September 2014

**APPENDIX:** **Appendix 1 - French Immersion in the Millwood Family of Schools**

**RECOMMENDATION:** **It is recommended that the Halifax Regional School Board not extend eligibility for Early Immersion to the Millwood Family of Schools.**

**COMMUNICATIONS:**

<b>AUDIENCE</b>	<b>RESPONSIBLE</b>	<b>TIMELINE</b>
Governing Board	Gary Adams	February 26, 2014
Millwood Family of Schools Principals	Danielle McNeil-Hessian	February 27, 2014
Millwood Family of Schools Community	Doug Hadley	February-March 2014

**From:** For further information please contact Gary Adams, Senior Staff Advisor at gadams@hrsbc.ca or 464-2000, ext 2312.

**To:** Senior Staff, February 17, 2014  
Halifax Regional School Board, February 26, 2014

## **Appendix 1**

### **French Immersion in the Millwood Family of Schools**

**February 2014**

#### **Consultation Process:**

In June of 2013, Report No. 13-03-1397 from the Halifax Regional School Board suggested that a decision on extending eligibility to Early Immersion in the Millwood Family of Schools be deferred. It was suggested that staff conduct further consultation during the 2013-14 school year and make a final recommendation to the Governing Board on Early French Immersion in the Millwood Family of Schools.

The following motion was passed on June 19<sup>th</sup>, 2013:

**It was moved and seconded (Arsenault/Jakeman) that the Governing Board approve that the Millwood and Sackville Boundary Review Committee's recommendation to extend Early French Immersion eligibility to the Millwood Family of Schools be deferred.**

The consultation process undertaken included a meeting of all School Advisory Councils in the Millwood Family of Schools on December 16, 2013 to hear initial thoughts on extending eligibility to Early French Immersion as well as the best means of gathering community ideas and input.

Public consultation took place during two public meetings. Meetings were held at Sackville Heights Junior High School and Sackville Heights Elementary School. Principals were joined by Central Office Staff to facilitate each meeting and attendees were provided with a brief summary of background information and key points necessary to appreciate the implications of various models. Table discussions explored ideas and identified pros and cons of models while staff circulated the room to answer questions and assist by providing clarity on data and background information. Feedback was gathered by facilitators and individual response sheets collected from all who attended.

Central Office Staff Facilitating:

Gary Adams, Senior Staff Advisor  
Alison Leverman, Director of Program  
Marlene Johns, Supervisor, School Administration

In addition, an online survey was conducted during the month of February. This survey was promoted through newsletters, advertisements distributed by schools, school-based webpages and the HRSB web page. Parents registering for 2014-15 were also advised of both the public meetings and the survey in order to hear from as many parents of primary students as possible.

Enrollment Data:

Data reviewed to inform this recommendation included the following:

- Enrollment patterns of Late Immersion at Sackville Heights Junior High
- French Immersion program enrollment at Millwood High School
- French Immersion enrollment trends in other Families of Schools
- Data on Out-of-Area Early Immersion students from Millwood Family of Schools currently in the Sackville Family of Schools
- Online Survey responses

**Millwood Family of Schools – Historical French Immersion Enrollment**

Year	Grade 7	Grade 8	Grade 9	High School	Total
2004-05	60	53	42	67	222
2005-06	68	49	46	78	241
2006-07	70	60	49	82	261
2007-08	42	53	56	97	248
2008-09	52	40	47	90	229
2009-10	42	51	33	82	208
2010-11	59	40	49	61	209
2011-12	55	60	35	64	214
2012-13	65	50	53	54	222
2013-14	71	59	48	67	245

Observations:

- French Immersion Program enrollment numbers in the Millwood Family of Schools demonstrate the lowest fluctuation from year to year when compared to other Families in the Halifax Regional School Board
- While the program enrollment is relatively small, class sizes have been viable from year to year.

**Out-of-Area Early Immersion Students from Millwood Catchment in Sackville High Family of Schools**

Gr. P	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Gr. 9	Gr. 10	Gr. 11	Gr. 12
6	4	4	2	4	2	6	2	7	5	1	3	5

- 61 students from the Millwood Catchment access Early Immersion elsewhere in the HRSB.
- Of those 61 students, 51 (84%) accessed Early Immersion in the Sackville High Family of Schools.
- All families requesting access to Early Immersion from the Millwood Family to Sackville High Family have accepted.

### Survey Findings:

The online survey was accessed a total of 142 times during the month of February. Research and Data staff analyzed the responses, identified any duplicate submissions, deleted submission with less than half of the questions answered, and processed the results from Millwood and Sackville Family of School residents. The final data set included 103 records.

The following results were compiled from this data:

- Overall satisfaction with French Immersion Program was high for respondents experiencing both Early Immersion and Late Immersion.
- 70% of Millwood Family respondents with a child in an Early Immersion program (7 of 10) are satisfied with the current location.
- 80% of those families with children currently in an Early Immersion program express a strong likelihood of remaining.
- Respondents of children in the Late Immersion program at Sackville Heights Junior High expressed a very HIGH likelihood of remaining in the program. (no LOW responses, 18.2% MEDIUM likelihood and 81.8% HIGH likelihood)
- Only 31% of respondents said that location of the Early Immersion program would be the main determining factor in their decision to enroll. (44% said it was one of many factors and 25% said it was not a factor)
- More parents expressed a HIGH likelihood of enrolling a child in Late Immersion when compared to Early Immersion responses. (39 versus 21)
- More respondents expressed support for the concept of eligibility for Early Immersion than those that would actually consider enrollment.
- Of the respondents with pre-school aged children, only 3 of 6 (50%) stated that there would be an increased likelihood of enrollment if eligibility was extended.

### Cost Implications:

If eligibility for Early Immersion was extended to the students of the Millwood Family of Schools the board would incur the following cost:

Transportation: 1 – 2 busses (\$ 64,000 – 128,000 annually)

Staffing: There is no anticipated short term impact on staffing. It should be noted that over time, if French Immersion class sizes diminish due to students leaving for access through eligibility, the potential exists for a need to add staff in order to address English classes that would become disproportionately large.

### Consultation Findings:

The following themes emerged as points for consideration from the consultation process:

- strong support was expressed for the current French Immersion model
- support for Early Immersion as an option for members of the Millwood Family of Schools was expressed
- some participants wished for access to Early Immersion within their Family of Schools
- of those expressing the desire to receive transportation to an Early Immersion program, most already have students enrolled in Early Immersion through the Out-of-Area process (Sackville Family or elsewhere)
- there is significant concern for a potentially negative impact to both the Late Immersion program at Sackville Heights Junior High and the course selection offerings at high school if overall enrollment numbers decline. (when enrollment drops due to students leaving the family, class sizes fall and course selections at the high school become more difficult to offer and staff)
- participants spoke to concerns regarding the potential imbalance in program and class size numbers that may result from expanded access to two program entry levels
- there were strong views expressed on the use of limited funds to add additional transportation for another program, questioning where the money would come from and at what impact to other educational priorities
- some parents expressed a need for more clear communication on how parents can access Early Immersion within the current model
- some participants expressed understanding that resources are limited – preferred focus on a single, vibrant program versus multiple programs that compete

### Summary:

The current Late Immersion Program in the Millwood Family is well established. This program has consistently been accessed by approximately 1/3 of all students at the Junior High level with limited attrition during the Junior High years. The Millwood Family of Schools has a relatively small student population with only five schools (1 Junior High) and experience elsewhere in the Halifax Regional School Board makes it clear that any attempt to implement both levels of Immersion within the family would not be sustainable.

Eligibility for Early Immersion outside of the Millwood Family of Schools effectively reduces the student population. This will impact enrollment numbers in Late Immersion at the junior high level and lead to increased challenges at the high school level related to course offerings. Recognizing that the enrollment numbers in either Immersion program within the family are relatively low, the long-term effect of extending eligibility could lead to removal of any Immersion program within the family if the program enrollment declines and delivery is no longer viable.

Currently any requests for access to Early Immersion from families residing in the Millwood Family of Schools have been accommodated through the Out-of-Area Request process.

**HALIFAX REGIONAL SCHOOL BOARD  
2014-2015 Draft General Fund Business Plan**

**PURPOSE:** To provide the Board with a copy of the 2014-2015 draft General Fund Business Plan that is to be submitted to the Department of Education and Early Childhood Development.

**BACKGROUND:** School boards are required to prepare an annual business plan using the template provided by the Department of Education and Early Childhood Development.

An initial draft is submitted to the Department prior to the release of budget information. A final plan is prepared and approved in the spring, along with the budget.

**CONTENT:** The attached business plan outlines the proposed goals and priorities as developed by the Board and Senior Staff for the 2014-2015 fiscal year.

At this point, funding for 2014-2015 has not been announced and the budget process has just begun. The final plan will be adjusted based on budget decisions and linked to the approved budget.

The Department of Education and Early Childhood Development has requested a draft business plan from the Halifax Regional School Board by March 7, 2014. Department officials are to review the draft plans and provide feedback for the final plan later this spring.

**COST:** N/A

**FUNDING:** N/A

**TIMELINE:** The 2014-2015 draft General Fund Business Plan is required to be submitted to the Department of Education and Early Childhood Development by March 7, 2014.

**APPENDICES** 2014-2015 Draft General Fund Business Plan

**RECOMMENDATIONS:** The Board approve the draft 2014-2015 General Fund Business Plan and forward to the Department of Education and Early Childhood Development.

**COMMUNICATIONS:**

AUDIENCE	RESPONSIBLE	TIMELINE
General Public and schools via web site	Assistant to the Corporate Secretary	Posting of the agenda

**From:** For further information please contact Terri Thompson, Director, Financial Services, 464-2000 ext.2241 or e-mail [tthompson@hrsb.ca](mailto:tthompson@hrsb.ca).

**To:** Senior Staff – February 17, 2014  
Board – February 26, 2014



**HALIFAX REGIONAL SCHOOL BOARD**

**DRAFT  
GENERAL FUND  
BUSINESS PLAN**

**2014-2015**

**HALIFAX REGIONAL SCHOOL BOARD  
DRAFT GENERAL FUND BUSINESS PLAN  
2014-2015**

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**HALIFAX REGIONAL SCHOOL BOARD  
DRAFT GENERAL FUND BUSINESS PLAN  
2014-2015**

**INTRODUCTION/PLANNING CONTEXT**

The Halifax Regional School Board (HRSB) is responsible for administering the public school system within the geographic boundary of the Halifax Regional Municipality. The board operates 137 schools serving over 48,500 students and employing about 4,730 FTE teachers and support staff.

The board works in partnership with the Department of Education and Early Childhood Development and the Halifax Regional Municipality in providing programs and services for students. The board works hard to develop the capability to address current and emerging student needs.

This business plan covers the period April 1, 2014 to March 31, 2015. While the budget covers that time frame, most if not all of the business plan priorities and initiatives are intended to fall within the next school year, September 2014 to June 2015.

Funding for 2014-2015 is expected to increase over that received in 2013-2014. However, the funding has not yet been announced. After a thorough review of the board's budget, a re-evaluation of the budget assumptions, and exploration of potential reductions, the board will work to expand some initiatives.

During the initial stages of planning for 2014-2015, the Governing Board, together with the Superintendent and Senior Staff, reviewed the goals and strategies of the Board's Strategic Plan that was developed and approved last year for the four-year period from 2013-2017. The Strategic Plan provides direction and focus to the Governing Board for the coming year. The goals and strategies from the Strategic Plan formed the basis for the Goals and Priorities included in this Business Plan. The planning also included Superintendent consultation with SACs and staff.

In summary, the board is seeing great success in many areas of operations despite challenges from declining enrolment, aging schools, and the lowest per capita student funding in the province. In the coming year, the Board will work with the Superintendent and Senior Staff to manage within the current provincial fiscal reality, to continue moving forward with system improvement initiatives, and to provide good governance and leadership.

This business plan and budget is focussed on providing resources for classrooms and student achievement and targeting support where it is needed based on schools' community report data. While the Governing Board and Superintendent are focussed on clear directions for student achievement in the coming year, there are other realities that continue to influence the business plan and budget.

The current supplementary funding agreement with the Halifax Regional Municipality was renewed for four years, beginning with the 2011-2012 fiscal year. This current agreement will end on March 31, 2015, at the end of this fiscal year. Each fiscal year of this agreement will see a further \$450,000 reduction in funding which challenges the board in making budget reduction decisions with the least impact on students and classrooms.

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In summary, the business planning and budget context is one of:

- complying with all policy, program, or service directives from the Department of Education and Early Childhood Development
- focussing on the improvement initiatives of the board – emerging from the Strategic Plan
- directing available resources to the priority areas outlined in this business plan.

**BOARD GOVERNANCE STRUCTURE**

The Halifax Regional School Board is comprised of nine elected board members and one appointed board member. Eight (8) members are elected in local electoral districts, one member is elected to represent African Nova Scotian students and families throughout the jurisdiction of the board and one member is appointed by the Province of Nova Scotia to represent Mi'kmaq students and families within the board. There are two non-voting Student Advisors on the Board.

The governance model adopted by the Board facilitates openness, accountability and input from the general public. Along with the many forms of communication that can take place between the general public and board members, the public are afforded an opportunity to appear before the Board at the regular monthly meeting on the fourth Wednesday of each month during the school year. This provides an opportunity to appear before the full Board to present issues, concerns or make recommendations to the Board.

The Board has two Standing Committees. The Audit Committee operates within the framework outlined in the Education Act Regulations and meets as required. Along with up to five members selected from the Governing Board, two community members with financial expertise have been appointed as members of the Audit Committee. The Governing Board recently formed the Policy Development and Review Committee. The primary mandate for this Committee is to advise the Board on the development of new policy, respond to any legislation that requires the addition of or change to the Board's existing policies, and to make recommendations for reviewing existing policies. The Committee is made up of all members of the Governing Board. Leadership sessions (working sessions with the Board and Senior Staff) are held weekly when no board meeting is scheduled, and could be held on other evenings if necessary and appropriate.

The Board has approved by-laws that outline the governance model, as well as rules of order and procedures for the conduct of board meetings.

**MISSION**

A strategic mission statement was developed for the Halifax Regional School Board following the appointment of the current Governing Board. The mission statement is:

***Providing a high quality education for every student every day.***

To operationalize this mission, the Governing Board with Superintendent and Senior Staff have developed a strategic plan and vision for a four-year time frame to focus the Board on specific goals and strategies.

**HALIFAX REGIONAL SCHOOL BOARD  
DRAFT GENERAL FUND BUSINESS PLAN  
2014-2015**

*Providing a safe and engaging learning environment where every student learns, grows and succeeds.*

This vision statement is a key factor in shaping the Board's Strategic Plan and the annual business planning and budgeting process.

In carrying out the Mission, the Board strives to demonstrate the following values:

- a focus on student achievement and school improvement
- a commitment to put the best educational interests of students first
- a commitment to fostering a school system where all students are actively engaged in their learning
- an ability to connect with, motivate and empower students to discover their talents and passions
- equity and fairness of opportunity and quality of programs across the system
- a welcoming and supportive learning environment for our diverse student community
- the ability to adapt and thrive in constant change
- a commitment to optimize existing resources
- forward-thinking and collaboration with partners
- recognition and support of the inter-dependence of parents, educators and the community in the success of our students
- courageous leadership

**CORE BUSINESS FUNCTIONS**

As per Section 64 (1) of the Education Act, the Halifax Regional School Board is accountable to the Minister of Education and Early Childhood Development and is responsible for the control and management of the public schools within its jurisdiction. The Board's general responsibilities are clearly outlined in Section 64 (2) of the Act.

To fulfill these general responsibilities and focus on the overall vision of continued improvement, the Board is structured with six main departments under the overall direction of the Superintendent of Schools. The core businesses of these departments are as follows:

**A. SCHOOL ADMINISTRATION**

The School Administration Department, through the office of the Director, is responsible for overall leadership and management of school operations. Core functions are broadly described as follows:

1. Develops and implements policies and procedures to provide for the effective operation of schools.
2. Supports school administrators with communication to parents and School Advisory Councils on board policies and procedures.
3. Provides for the professional development, appointment and evaluation of principals and vice-principals.

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4. Contributes to succession planning through the development and delivery of a Leadership Development Program for aspiring administrators.
5. Develops and implements programs and resources to promote practices that provide for a safe, orderly and supportive learning environment at each school site.
6. Provides leadership and support of the Continuous School Improvement process in support of student learning.
7. Administers the International Services division of the Board which includes the Nova Scotia International Students Program (NSISP).
8. Supports students, parents and community members who require assistance beyond the administration of the school.
9. Administers the Student Information System and provides support to schools.
10. Undertakes all other duties as may be assigned by the Superintendent.

**B. PROGRAM**

The Program Department, through the office of the Director, is responsible for the overall leadership in the delivery of the Public School Program (PSP) from implementation to evaluation. Core functions are broadly described as follows:

1. Provides for the delivery of special education student services under the provisions of legislation and policies.
2. Provides leadership in the area of programs, student services, race relations, cross cultural understanding and human rights (RCH), health promotion, technology integration, and education and accountability as they relate to students.
3. Provides leadership and support of the Continuous School Improvement process in support of student learning.
4. Ensures the effectiveness of delivery processes of all programs and services for students.
5. Conducts regular regional assessments and coordinates provincial and national assessments of program and student performance.
6. Partners with post-secondary and community agencies to facilitate the transition of students beyond public education and provides support in establishing other positive partnerships with the community.
7. Undertakes all other duties as may be assigned by the Superintendent.

**C. BOARD SERVICES**

The Board Services Department, through the office of the Superintendent, is responsible for the overall leadership and management of the board's executive and corporate activities. Core functions are broadly described as follows:

1. Performs the duties of the Superintendent of Schools as prescribed under the Education Act and Regulations.
2. Leads Senior Staff and provides for the supervision of all activity related to the core functions in all board departments.
3. Establishes annual objectives to address issues of planning, strategic leadership, staff development and system improvement.
4. Liaises with the Governing Board to encourage a collaborative approach to system leadership.

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5. Maintains all official Board documentation, including minutes, correspondence and communications with government agencies.
6. Provides Communications Services as they relate to system goals, outcomes, issues identification, and public support for education.
7. Provides Diversity Management Services as they relate to system goals and outcomes.
8. Provides for the review and development of Board policy.
9. Undertakes all other duties as may be assigned by the Superintendent.

**D. OPERATIONS SERVICES**

The Operations Services Department, through the office of the Director, is responsible for overall leadership and management of the building operations, technology services, facility rentals, and student transportation functions of the Board. Core functions are broadly described as follows:

1. Provides regulatory inspection, maintenance, repairs and custodial services to all schools, buildings and grounds.
2. Facilitates the planning, prioritizing, implementation and management of all short and long term capital building requirements.
3. Administers board support services in the areas of information technology.
4. Manages the student transportation through a contract with Stock Transportation.
5. Administers the rental of school buildings to community users in partnership with the Halifax Regional Municipality.
6. Undertakes all other duties as may be assigned by the Superintendent.

**E. FINANCIAL SERVICES**

The Financial Services Department, through the office of the Director, is responsible for overall leadership and management of the finance function of the Board, as well as administration of the EXCEL childcare program. Core functions are broadly described as follows:

1. Performs corporate accounting, payroll, financial reporting and regional accounting services functions for the entire board.
2. Oversees the preparation of the Board's annual business plan, budget (both General Fund and Supplementary Fund) and year-end financial statements.
3. Oversees the implementation of the board's policy and procedures for procurement.
4. Administers the EXCEL childcare program that provides before and after school child care services for parents.
5. Oversees administrative contracts and agreements on behalf of the Board.
6. Undertakes all other duties as may be assigned by the Superintendent.

**F. HUMAN RESOURCE SERVICES**

The Human Resource Services Department, through the office of the Director, is responsible for overall leadership and management of human resources within the board. Core functions are broadly described as follows:

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1. Supports recruitment, screening, hiring and retention.
2. Administers benefit plans, pension plans and insurance for all employees.
3. Supports professional development.
4. Facilitates preparation and maintenance of job descriptions, evaluation forms, personnel files and other records pertaining to employees.
5. Provides labour relations support for four unionized groups and one non-unionized group through the administration and negotiation of the collective agreements.
6. Provides support for services as mandated through the Human Rights Act, Trade Union Act and Occupational Health and Safety Act.
7. Administers compensation plans.
8. Facilitates and supports employee recognition initiatives.
9. Undertakes all other duties as may be assigned by the Superintendent.

**ANNUAL REPORT OF ACHIEVEMENTS FOR 2013-2014**

The priorities for 2013-2014 reflect the focus on student learning and school improvement. Resources in the 2013-2014 budget have been directed to support these priorities. These priorities also reflect initiatives of the Department of Education and Early Childhood Development in the 2013-2014 provincial budget.

<b>ANNUAL REPORT OF ACHIEVEMENTS FOR 2013-2014</b>	
<u>Priorities</u>	<u>Progress to Date</u>
<b><u>Business Plan Goal</u></b>	
<b>1. To improve student achievement and personal success.</b>	
<ul style="list-style-type: none"> <li>• <b>Ensure appropriate program planning is in place for every student</b> <ul style="list-style-type: none"> <li>○ Expand the implementation of the Provincial <i>Succeeding in Reading</i> framework to include grade 3.</li> <li>○ Develop and implement an internal review of resource programming.</li> <li>○ Identify and assist schools whose data indicates they require additional support.</li> </ul> </li> </ul>	<p>In preparation for the expansion of the <i>Succeeding in Reading</i> framework to grade 3, board staff developed a process to identify the professional development needs of elementary resource teachers. These teachers will be providing the support to the grade 3 students.</p> <p>A board level committee comprised of members from the mathematics, literacy and student services teams met several times to analyze data collected from schools and principals. Draft recommendations have been created and further conversations with resource and classroom teachers as well as principals are being scheduled to gather additional input. The next step will be to create an implementation plan for the resource review findings.</p> <p>Central office staff provided site-based support to schools whose data indicated they needed support. For example, School Administration and Program staff provided ongoing on-site support to Nelson Whynder consisting</p>

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<b>ANNUAL REPORT OF ACHIEVEMENTS FOR 2013-2014</b>	
<u>Priorities</u>	<u>Progress to Date</u>
<ul style="list-style-type: none"> <li>○ Develop a priority list for accessibility upgrades to schools that supports student needs and implement as funding is available.</li>   <li>○ Support schools in the understanding and implementation of the revised provincial gifted and talented guide.</li> </ul>	<p>of professional development for teachers, assessing student reading levels, instructional leadership coaching for administrators and infusion of resources.</p> <p>Support was also provided to schools who identified needs in the areas of instruction and assessment.</p> <p>Site visits to schools on the priority list have occurred and initial costing for the accessibility upgrades has begun. Some upgrades have been completed.</p> <p>A core team of Program and Student Services staff met to plan professional learning for the six schools involved in the gifted education and talent development project. Contact was made with each school to collect feedback on the schools' understanding in relation to the implementation of the provincial gifted and talented guide and the priorities set by the board. This feedback/evidence was used to differentiate a plan for the upcoming professional learning session on January 30.</p>
<ul style="list-style-type: none"> <li>• <b>Ensure an ongoing process to support all schools in their focus on school improvement planning</b> <ul style="list-style-type: none"> <li>○ Implement appropriate elements of Continuous School Improvement framework for all schools (137 schools over 5 years).</li>   <li>○ Implement the Continuous School Improvement framework for 35 schools developing their improvement plans.</li>   <li>○ Assist schools in the understanding, establishment, and growth of Professional Learning Communities.</li>   <li>○ Support schools in the identification and collection of appropriate classroom data.</li> </ul> </li> </ul>	<p>A HRSB Continuous School Improvement handbook was developed and provided to all principals. A professional development session was held to introduce the handbook, which contained provincial guidelines and HRSB expectations for the Continuous School Improvement process.</p> <p>The self-assessment component of the Continuous School Improvement process was refined in response to feedback from schools. Program staff was assigned to support schools in year one of the continuous school improvement cycle. These assigned staff members provided site-based support to schools in year one of the Continuous School Improvement cycle as they worked through their self-assessments.</p> <p>A second day of professional development for year one schools was developed.</p> <p>Program staff has been working with provincial assessment data (as it becomes available) to provide to schools. This data supports the work of professional learning communities.</p> <p>Program staff has provided site-based support to schools for professional learning communities (PLCs) which is differentiated based on the status of the PLCs.</p> <p>All grade 2 teachers participated in professional learning focused on administering reading records to support their collection of classroom data.</p> <p>Support was provided, upon request, to secondary school teachers in the collection of classroom data in relation to the effective use of the gradebook within PowerSchool.</p>

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<ul style="list-style-type: none"> <li>○ Develop and implement data coaching sessions for schools.</li> </ul>	<p>Program staff has been working with schools in year one of the five year Continuous School Improvement cycle to support them with using their data to inform their self-assessments.</p> <p>Program staff provided site-based data coaching sessions with principals and teachers of schools in other years of the school improvement implementation process as requested.</p> <p>In October, all grade 2 teachers participated in a professional development session focused on the administration of the HRSB Grade 2 Literacy Assessment and ways to use the information gained to inform next steps for teacher collaboration in professional learning communities (PLCs), classroom instruction and/or assessment. As well, emphasis was placed on how the information gained through this assessment can be used along with other sources of literacy information to inform overall school improvement initiatives in literacy.</p>
<ul style="list-style-type: none"> <li>• <b>Continue to support existing and to develop new instructional leadership skills for administrators</b> <ul style="list-style-type: none"> <li>○ Support administrators in the understanding and implementation of curriculum alignment (curriculum, instruction and assessment).</li> <li>○ Assist administrators in the understanding, establishment, and growth of Professional Learning Communities.</li> </ul> </li> </ul>	<p>Supervisors continue to discuss curriculum alignment with principals as part of the principal appraisal process. Sessions were held for principals and vice principals on using the Teacher Appraisal process as a tool to transform teacher practice. Policy D.008 <i>Supervision and Appraisal for School-based Teaching Staff</i> was reviewed. The Indicators of Quality Instruction identified in the teacher appraisal tool were discussed; <i>Planning and Preparation, Engaging all Students in Learning, Creating Effective Learning Environments, and Professional Practice</i>. Participants took part in classroom walkthroughs and were given samples of checklists they could use as instructional leaders to know what English language arts and math instruction should look and sound like.</p> <p>School Administration staff developed a document outlining probing questions that supervisors could use with principals for reflection on their practice as instructional leaders in order to assist them with a common understanding of the scope and role of an instructional leader.</p> <p>During the first Superintendent's meeting Program and School Administration staff facilitated a session with all principals on the new Continuous School Improvement Handbook. Emphasis was placed on connecting the importance of collaboration through professional learning communities in improving teaching and learning. At the end of the session principals provided feedback on their learning needs in relation to developing a culture of collaboration through professional learning communities.</p> <p>Feedback indicated that principals wanted to learn more about leadership in developing effective collaborative teams, dealing with resistant staff, and scheduling options.</p> <p>School Administration collected additional data that will be used to ensure that all schools will have professional learning communities scheduled during the school day.</p>

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<ul style="list-style-type: none"> <li>○ School Administration and Program develop a curriculum/program for administrators focussed on instructional leadership.</li>   <li>○ Continue the Collaborative Learning Groups' model and ensure learning goals are driven by needs of principals.</li>   <li>○ Support new administrators in specific professional development for their roles.</li> </ul>	<p>The committee has met and is in the process of creating three sessions on Instructional Leadership which will be delivered to principals over a three year period.</p> <p>The Principal Collaborative Learning Groups (CLG) met in September and November. This involved 21 groups of principals engaged in learning specific to their own professional growth grounded in the Halifax Regional School Board Strategic Plan. The principals explored topics such as exemplary teaching in literacy; Professional Learning Communities as a vehicle for promoting the Continuous School Improvement process and improving student achievement and cultural proficiency. Program and School Administration staff, outside agencies and professional articles guided the learning. Principals were encouraged to reflect on their leadership practice in relation to their learning and how they can impact instruction and student learning. The CLGs identified learning targets for their next meeting.</p> <p>School Administration supervisors continued sessions with the 12 new principals. Sessions were held on Finance and Fire Safety. The finance session focused on helping principals understand their responsibilities related to school-based funds and their instructional budget. Effective financial practices were shared by staff from the Finance Department. The Fire Safety session was facilitated by Operations staff and focused on helping principals understand their roles in relation to legislation. Professional development was provided for new principals, vice principals, teacher leaders in the Citadel High Family of Schools on implementing culturally relevant pedagogy through instructional leadership. Participants had an opportunity to develop an understanding of culturally relevant pedagogy as an engagement strategy for all students, examining the critical components as they relate to the teacher appraisal process.</p>
<ul style="list-style-type: none"> <li>● <b>Prepare students for a fulfilling path beyond school</b> <ul style="list-style-type: none"> <li>○ Expand co-op opportunities for high school students.</li>   <li>○ Expand Options and Opportunities to all high schools.</li> </ul> </li> </ul>	<p>Co-op students from the high schools began placements as early as mid-October 2013. This past fall saw an increased commitment from Maritime Forces Atlantic in the number and types of opportunities for students to gain valuable exposure to that work place setting (last year 14, this year 24).</p> <p>At the end of October HRSB hosted a career fair which provided approximately 1,000 students with the opportunity to connect with a wide range of industry partners and post-secondary institutions. The application deadline for the summer Construction Association of Nova Scotia initiative was in December and 55 students have applied for 28 spots.</p> <p>In addition, the Auto Sector Council delivered an information session to 28 students for their summer program; they hope to increase their placements to 28 from the eight of last summer. Forty students participated in World Host training in October which was facilitated by Tourism Industry Association of Nova Scotia. The focus of the workshop was customer service skills.</p> <p>Each of the new Options and Opportunities (O2) schools have had a very busy fall with the introduction of the program. Both Halifax West and Cole Harbour have cohorts of 20 while Duncan MacMillan and Musquodoboit Rural High</p>

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<ul style="list-style-type: none"> <li>○ Expand the Advanced Placement program.</li>   <li>○ Review credit recovery models to formalize delivery.</li>   <li>○ Involve staff in update of Department of Education and early Childhood Development grade 9 curricula.</li> </ul>	<p>School are working with groups of 15 and 16. The staff continues to work with their counterparts and board personnel to support a successful delivery of O2 in their schools.</p> <p>Lockview High School has been selected as an Advanced Placement site for the 2014-2015 school year.</p> <p>Dartmouth High is planning the expansion of Advanced Placement course offerings for the 2014-2015 school year.</p> <p>Draft Credit Recovery/Rescue Guidelines have been created. There is also an accompanying Credit Recovery powerpoint presentation and a document titled <i>Important Points to Remember</i>. These documents will be circulated to all high schools early in the new year.</p> <p>Each Board was asked to identify a junior high school to participate in a 3 week interdisciplinary unit pilot next school year. This is part of the grade 9 curriculum review. Rocky Lake Junior High will be the HRSB site.</p>
<b><u>Business Plan Goal</u></b>	
<b>2. To maximize exemplary teaching practices to support high quality instruction.</b>	
<ul style="list-style-type: none"> <li>• <b>Create a common understanding of exemplary and innovative teaching practices through professional development grounded in research</b> <ul style="list-style-type: none"> <li>○ Support teachers in the understanding and implementation of curriculum alignment (Curriculum, instruction and assessment)</li> </ul> </li> </ul>	<p>At the request of schools, site-based support was provided in the areas of classroom assessment, evaluation/grading and reporting. This support emphasized the importance of aligning curriculum, assessment, evaluation and reporting practices. This support was provided to 21 elementary schools, 10 junior high schools and one high school, as well as math and literacy coaches. These professional development sessions were also requested and offered to the new teacher cohorts (one full day for junior high and a 1.5 hour session for elementary).</p> <p>All P-3 English and French Immersion teachers and one administrator from each site participated in a site based professional development day focused on strengthening writing assessment and instructional practices. To ensure the professional development met the needs of all teachers, board staff created a variety of professional development sessions and posted them to a Moodle site. School sites then designed their own day based on teacher experience and learning needs.</p> <p>A professional development day was provided to grade 7-9 English language arts, French language arts and resource teachers who requested additional professional development. The session focused on conferring within a workshop model with an emphasis on teacher language to align curriculum, instruction and assessment.</p>

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<ul style="list-style-type: none"> <li>○ Implement math curriculum in grades P-3 and grade 10.</li> </ul>	<p>The central office mathematics team and the Department of Education and Early Childhood Development (EECD) prepared the first day of professional development to support teachers with the implementation of the revised grades 4-6 mathematics curriculum which will start in September, 2014. A lead team of classroom teachers and mathematics coaches provided input and planned the professional development. All grade 4-6 classroom teachers, resource teachers and an administrator attended this professional development which was held during the November professional development days.</p> <p>As part of the continuous support during the implementation of the revised P-3 mathematics curriculum, all resource teachers in grades P-6 attended one day of professional development in mathematics. This day was planned and delivered by the central mathematics team with support from the program planning specialists.</p> <p>Based on feedback from classroom teachers, administrators, and mathematics coaches, professional development was developed to support teachers of combined grades during the implementation of the P-3 mathematics curriculum. A session was held with a focus group consisting of classroom teachers and coaches, to assist in planning this professional development. All teachers in combined classes (P-3/4) were invited to attend one day of professional development. The response was very positive and participants requested an additional day in March.</p> <p>All grade 3 French Immersion mathematics teachers received a day of professional development coordinated by the province.</p> <p>Central office mathematics team provided site based professional development to P-3 classroom teachers and administration who required additional support. This support consisted of one on one consultation, small group support, P-3 staff sessions, and opportunities to visit and observe classrooms demonstrating effective mathematics instruction. Teachers were supported in learning how to navigate and use the new curriculum documents, print resources and online resources, as well as understanding the expected pedagogy, aligning curriculum, instruction and assessment practices and how to explain curriculum changes to parents.</p> <p>The central office mathematics team continues to ensure teachers have the necessary documents and resources needed to effectively implement the curriculum by identifying missing resources and supplying the resources when possible.</p> <p>Mathematics coaches continued to provide in-class support for teachers with the implementation of the P-3 curriculum.</p> <p>The central office mathematics team has collected feedback from teachers in terms of their professional development needs. Using this information, planning was started for a conference style professional development day that will be held during the upcoming February professional development days.</p> <p>As part of the continuous support during the implementation of the revised grade 10 mathematics curricula, feedback was received from two different sources: a focus group consisting of grade 10 mathematics teachers was assembled to discuss their professional development needs, and mathematics</p>

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<ul style="list-style-type: none"> <li>○ Support secondary teachers to expand pedagogical strategies to explore outcomes with wireless network.</li> </ul>	<p>department heads were brought in to provide feedback on the implementation to date and to plan for future professional development based on the needs at their sites. Based on this feedback, planning for the professional development day for all grade 10-12 mathematics teachers will be held during the upcoming February professional development days.</p> <p>Support is being provided to grade 10 mathematics teachers upon request.</p> <p>Teachers teaching Mathematics 10 in French Immersion were brought in for professional development coordinated by the province.</p> <p>In November, all junior high teachers and administrators attended a full day conference entitled <i>Innovation in Teaching and Learning</i>. Conference attendees participated in a key note focusing on the “bring your own device” model and had the option to select from 32 different sessions which focused on integrating technology, engaging our learners and exemplary teaching practices. Feedback was collected from all participants and individual responses for next steps were provided. Sessions in response to this feedback have been developed.</p> <p>Technology integration leaders provided professional learning in technology integration to grade 7 teachers.</p> <p>Sixty-seven HRSB students have enrolled in Nova Scotia Virtual School (NSVS) courses for the second semester.</p>
<ul style="list-style-type: none"> <li>● <b>Increase the cultural proficiency of teachers and administrators</b> <ul style="list-style-type: none"> <li>○ Develop and administer a needs assessment for teachers and administrators on cultural proficiency.</li> <li>○ Analyze data collected on needs assessment.</li> </ul> </li> </ul>	<p>Work continues on refining the needs assessment tool with an expected roll out date in Spring 2014.</p> <p>The data will be analyzed once it has been collected.</p>
<ul style="list-style-type: none"> <li>● <b>Emphasize exemplary teaching in the teacher appraisal process</b> <ul style="list-style-type: none"> <li>○ Assist principals to connect evaluation to high quality teaching.</li> </ul> </li> </ul>	<p>Human Resource staff will meet with principals on April 10 to lay the groundwork for making teacher evaluation more effective.</p>
<ul style="list-style-type: none"> <li>● <b>Encourage teachers to continuously assess the effectiveness of their instructional strategies in meeting the diverse needs of each student</b> <ul style="list-style-type: none"> <li>○ Support schools to create effective Professional Learning Communities focussed on developing exemplary teaching practices in support of student learning.</li> </ul> </li> </ul>	<p>Superintendent's meetings continue to focus on helping school administrators schedule collaborative time within the instructional day. Data analysis is ongoing and will be used to determine where additional resources will be necessary to reach the goal.</p>

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<b><u>Business Plan Goal</u></b>	
<b>3. To achieve equitable learning opportunities for all students.</b>	
<ul style="list-style-type: none"> <li>• <b>Develop a common understanding of the breadth and depth of diversity within our school system and address any policy implications</b> <ul style="list-style-type: none"> <li>○ Develop a diversity services plan.</li> <li>○ Review and update initiatives of the Diversity Management Committee related to the Employment Systems Review.</li> <li>○ Review policy recommendations of the Diversity Management Committee and implement recommendations as policies are updated.</li> </ul> </li> </ul>	<p>The draft plan will be reviewed by senior staff in February.</p> <p>Outstanding items have been addressed. Re-establishment of the team will be determined during a future review of the <i>Diversity Management Policy</i>.</p> <p>New and revised policies continue to be reviewed against the recommendations from the former Diversity Committee.</p>
<ul style="list-style-type: none"> <li>• <b>Establish systems and processes to analyze and report student achievement data for identified groups</b> <ul style="list-style-type: none"> <li>○ Continue to promote student self-identification.</li> <li>○ Merge self-identification data with the student achievement data and complete analysis and interpretation.</li> <li>○ Develop Communication plan to report findings.</li> <li>○ Create a common understanding of supporting students to complete high school within an established timeline. Identify data sources to track data.</li> </ul> </li> </ul>	<p>Throughout the fall, schools continued to focus on self-identification initiatives within their sites. December data revealed that 74% of primary students had self-identified. This was a significant increase from the 44% reported in September.</p> <p>By the end of December, 75% of our students had self-identified. School Administration Supervisors are focusing on supporting principals whose schools have not increased the number of students self-identifying.</p> <p>Program has received results for the following assessments:</p> <ul style="list-style-type: none"> <li>• the HRSB Literacy Assessment in Grade 2</li> <li>• the provincial Reading and Writing in Grade 3</li> <li>• Reading, Writing and Mathematics in Grade 6</li> <li>• Reading, Writing and Mathematics in Grade 8</li> </ul> <p>Staff began working to organize and interpret the data.</p> <p>Reports are being developed and will be shared over the next quarter in a variety of ways.</p> <p>The Facilitator of Staffing and Resources is collaborating with the Student Information System Technology Support Specialist to develop a plan to obtain data related to high school completion.</p>

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<ul style="list-style-type: none"> <li>• <b>Continue to recruit and retain staff to reflect the diversity of the student population</b> <ul style="list-style-type: none"> <li>○ Facilitate and support a Provincial Task Force regarding the hiring of Aboriginal and African-Nova Scotian teachers.</li> <li>○ Promote the use of all equity hiring tools in the four collective agreements.</li> <li>○ Promote the self-identification of employees.</li> <li>○ Identify strategies that will support the retention of diverse staff.</li> </ul> </li> </ul>	<p>The Task Force met on November 7. It was agreed that material would be shared amongst members including the history of Aboriginal and African Nova Scotian education and the current barriers and successes for universities and school boards. The meeting was well attended and the membership grew following the meeting. Four universities, eight school boards, the Department of Education and Early Childhood Development, and four Aboriginal and African Nova Scotian educational organizations are participating, with the potential for some expansion. The next three meetings are scheduled for January 15, February 26 and March 26, 2014.</p> <p>For the 2014-15 school year staffing process, the equity article of the NSTU Local Agreement (10.18) will be fully applied with emphasis on Aboriginal and African Nova Scotian teachers. The selected equity teachers will have priority over all other term teachers. Optimizing the equity articles from other collective agreements will be further explored in a meeting of HR Managers on February 4.</p> <p>A plan will be developed at a future meeting on January 29.</p> <p>Human Resource staff will be generating a report to assess turnover rates for employees who have self-identified. A template for an exit interview will be developed. In light of a recent survey of exiting educational program assistants (EPAs) there will be a proposal to create an EPA casual pool to retain casuals who work frequently – preference will be given to those who self-identify.</p>
<ul style="list-style-type: none"> <li>• <b>Improve technology and transportation infrastructure to support broader access to programming</b> <ul style="list-style-type: none"> <li>○ Review student transportation contract and current practices to seek opportunities for alternative delivery of service. (e.g., rural schools).</li> </ul> </li> </ul>	<p>Other NS School Boards Transportation Coordinators have been queried on alternate transportation models and agreements have been obtained for review.</p> <p>NS Motor Carrier Division has confirmed that use of passenger vans with limited seating is permitted. Opportunities for application and impact to be determined.</p> <p>Private service has been investigated in one rural area of HRSB but service is limited to students aged 15 and older. This service is used for some team sport transportation.</p> <p>The discounted school board rate for student bus passes increased from \$45 to \$50 per month per student. This is still much lower than the \$70 student monthly bus pass rate and the \$58 child's pass. Citadel High is the only high school relying solely on Metro Transit for regular bus service to students. Staff is assessing potential benefits of expanding Metro Transit ridership to other high schools.</p>



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	Herring Cove Junior High each had a cohort of students and teachers trained in student led conferences reflecting the core principles of a restorative approach.
<b><u>Business Plan Goal</u></b>	
<b>4. To build engagement, support and confidence in HRSB.</b>	
<ul style="list-style-type: none"> <li>• <b>Identify and implement best practices for community engagement at both the board and school levels</b> <ul style="list-style-type: none"> <li>○ Research best practices for community engagement at the board level.</li> <li>○ Review existing policies regarding community engagement and make necessary revisions.</li> </ul> </li> </ul>	<p>Senior staff has met to review findings of best practice research by Corporate Secretary. Some methodologies identified through this exercise have been recommended for implementation with the roll out of the next Boundary Review process, which is starting January, 2014.</p> <p>The Coordinator, Diversity Management is working with the Boundary Review planning team in development of strategies for community engagement and delivery of community engagement sessions.</p> <p>The Superintendent, Corporate Secretary and Planner attended a professional development session, hosted by the Nova Scotia School Boards Association, on community engagement on October 17 and 18.</p> <p>A Boundary Review Policy is under development and will include specific procedures regarding communication and community engagement.</p> <p>Presentation to senior staff by the Corporate Secretary took place on December 2, 2013. This session provided an overview of “best practices” for means of engaging community and provided an opportunity to reflect on ways to incorporate these strategies into future engagement opportunities.</p> <p>Operations Services and Board Services have developed a new community engagement strategy for upcoming School Boundary Reviews.</p> <p>Policy Development and Review Committee is ensuring that community engagement is considered during the development or revision of all policies.</p>
<ul style="list-style-type: none"> <li>• <b>Create protocols for proactive, open and timely internal and external communication</b> <ul style="list-style-type: none"> <li>○ Identify means of communications available to external audiences (parents/guardians and community partners) and develop a plan to promote these tools.</li> </ul> </li> </ul>	<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>Tools the HRSB is currently using to communicate with parents/guardians and community partners are:</p> <ul style="list-style-type: none"> <li>• Twitter – Approximately 9,900 Twitter followers and 80 schools using twitter (<i>as of December 31</i>)</li> </ul>

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<ul style="list-style-type: none"> <li>○ Review existing communications policy and make necessary revisions.</li>   <li>○ Develop and implement a social media protocol. Review and revise Acceptable Use Policy (add social media).</li>   <li>○ Develop a policy management plan for the review of all HRSB policies.</li> </ul>	<ul style="list-style-type: none"> <li>• Text message and e-mail – Approximately 33,000 e-mail addresses and phone numbers are subscribers within the HRSB notification system (<i>as of December 31</i>)</li> <li>• HRSB website (<i>Apr. 1 – Dec. 31</i>) <ul style="list-style-type: none"> <li>○ 4,709,189 total hits to <a href="http://www.hrsb.ca">www.hrsb.ca</a></li> <li>○ Unique page views: 3,414,529</li> <li>○ Unique visitors: 677,193</li> <li>○ Top 6 pages viewed: <ol style="list-style-type: none"> <li>1. Home page: 2,154,220</li> <li>2. Staff page: 702,687</li> <li>3. Employment: 215,729</li> <li>4. Job postings: 188,013</li> <li>5. Calendars: 98,621</li> <li>6. Home address look up: 69,810</li> </ol> </li> </ul> </li> </ul> <p>The Coordinator, Communications and Communications Officer have reviewed communications policies from other jurisdictions. The current policy is being reformatted into the new policy format and a consultation process with various partners is being planned.</p> <p>The Coordinator of Communications has started a literature review of existing school board social media policies and practices. Work on developing a protocol will commence in the spring.</p> <p>A timeline for approving revisions to the provincial <i>Acceptable Use Policy (AUP)</i> has not been established. If a new AUP is approved by the Department of Education and Early Childhood Development, revisions will be incorporated.</p> <p>A revised policy management plan will be reviewed by the Policy Development and Review Committee at its February meeting. This committee will be responsible for implementing the policy management plan through revisions, development and review of HRSB policies.</p>
<ul style="list-style-type: none"> <li>• <b>Nurture strong relationships with the Department of Education and Early Childhood Development, HRM and Other community partners</b> <ul style="list-style-type: none"> <li>○ Governing Board fosters relationships with Department of Education and Early Childhood Development, HRM and community partners based on open, honest and respectful communication.</li>   <li>○ Governing Board seeks opportunities to promote the HRSB with Department of Education and Early Childhood Development, HRM and community partners.</li> </ul> </li> </ul>	<p>The Governing Board continues to foster strong relationships with the Department of Education and Early Childhood Development, HRM and other community partners through joint meetings, special events and ongoing involvement throughout the communities they serve. The Governing Board continues to have involvement with the Nova Scotia School Board Association (NSSBA). The Board Chair has met with the Mayor of HRM, the Minister of Education and Early Childhood Development, and the Premier.</p> <p>The Governing Board continues to work with the NSSBA and promotes the HRSB through meetings and professional development sessions with this organization. Individual Governing Board members also promote the HRSB within their communities through meetings and special events.</p>

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<b>ANNUAL REPORT OF ACHIEVEMENTS FOR 2013-2014</b>	
<u>Priorities</u>	<u>Progress to Date</u>
<ul style="list-style-type: none"> <li>• <b>Achieve greater efficiency in the management of our facilities</b> <ul style="list-style-type: none"> <li>○ Implement the approved energy management savings proposal (Phase 1).</li> <li>○ Identify opportunities outside of the energy project for additional savings.</li> <li>○ Review and revise Facility Plan for approval by Board.</li> <li>○ Implement SAP Plant Maintenance preventative maintenance processes.</li> </ul> </li> </ul>	<p>There are a total of 32 schools where energy upgrade projects have been initiated and awarded to contractors for completion this fiscal year. The funding allocation for projects to be completed this year has been adjusted to \$7.8 M.</p> <p>The lighting upgrade projects were completed at Alderney Elementary, Dutch Settlement, East St. Margaret's, Harry R. Hamilton and Joseph Giles schools.</p> <p>Feasibility studies commenced in December for consideration of hybrid hot water tanks, and indirect LED lighting for gymnasiums. An audit of vending machines was completed, resulting in 60 vending machine "energymisers" being supplied at no cost. Installation of the vending machine devices is expected to begin in January.</p> <p>Complete utility data from the last three years has been entered into the Utility Direct database. This has permitted better analysis of consumption and cost data and identification of anomalies.</p> <p>The Controls Technician continues to receive training and is spending more time in a support role to troubleshoot school environmental systems. Some schools have had building control components converted from older technology to new digital devices.</p> <p>Staff met with the Governing Board to review the highlights from the Facility Master Plan document. A project list has been established (based on the initial review of the plan) for consideration of business case development and proposal for project submissions to the Department of Education and Early Childhood Development in April 2014.</p> <p>A motion was approved by the Board that supports grade reconfiguration to P-5, 6-8, and 9-12. Community consultation must precede implementation of grade reconfiguration.</p> <p>In November, a boundary review for Park West and Grosvenor-Wentworth Park schools was recommended by staff and approved by the Board.</p> <p>The work to create preventive maintenance orders for building hazard inspections has moved from the test client to production or the live SAP environment. The work orders will be ready for automated distribution to principals in January 2014.</p> <p>The Special Projects Manager is developing facility inspection processes using hand held technology that will permit on site data entry by maintenance personnel and administration during the inspection and maintenance of building systems.</p> <p>The calendar has been created in the SAP production client (live system) that will support development of schedules for preventive maintenance orders.</p>

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**GOALS**

The Governing Board and Senior Staff have established the following goals to guide the development of business plan priorities:

1. To improve student achievement and personal success.
2. To maximize exemplary teaching practices to support high quality instruction.
3. To achieve equitable learning opportunities for all students.
4. To build engagement, support and confidence in HRSB.

The Board's approach to business planning is to ensure there is a link between the business plan and the achievement of success with the 2013-2017 strategic plan.

**PRIORITIES FOR 2014-2015**

**1. To improve student achievement and personal success.**

- Ensure appropriate program planning is in place for every student
  - Analyze and interpret early literacy data to strengthen teacher practice.
  - Implement the internal review of resource programming.
  - 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 *Gifted and Talented* guide.
- Ensure an ongoing process to support all schools in their focus on school improvement planning
  - Implement the Continuous School Improvement (CSI) framework for the schools developing their improvement plans.
  - Assist schools in the understanding, establishment, and growth of Professional Learning Communities (PLCs).
  - Support schools to analyze, interpret and use student achievement results.
- Continue to support existing and to develop new instructional leadership skills for administrators
  - Deliver the newly developed instructional leadership program to first group of administrators.
  - Continue the Collaborative Learning Groups (CLG) model and ensure learning goals are driven by needs of principals.
  - Support new administrators in specific professional development for their roles.

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- Prepare students for a fulfilling path beyond school
  - Expand co-op opportunities for high school students.
  - Monitor success of Options and Opportunities and support schools with implementation and expansion.
  - 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 *Superintendents Alternative High School Task Force Report*, as funding permits.
  - Expand Skilled Trades to an additional high school.

**2. To maximize exemplary teaching practices to support high quality instruction.**

- Create a common understanding of exemplary and innovative teaching practices through professional development grounded in research
  - Support teachers in the understanding and implementation of curriculum alignment (curriculum, instruction and assessment).
  - Implement math curriculum in grades 4-6 and grade 11.
  - Support secondary teachers to expand pedagogical strategies to explore outcomes with wireless networks.
  - Support increased use of innovative teaching practices in junior high schools.
- Increase the cultural proficiency of teachers and administrators
  - Administer the needs assessment for teachers and administrators on cultural proficiency. Analyze the data and develop an appropriate action plan.
- Emphasize exemplary teaching in the teacher appraisal process
  - Review the teacher evaluation process in light of Department of Education and Early Childhood Development exemplary teaching practices. (From the CSI Framework – *Best Practices in Instruction and Assessment*)
  - Explore options for procuring a web-based evaluation process.
  - Support School Administrators in using the teacher appraisal process to improve teaching practice.
- 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.

**3. To achieve equitable learning opportunities for all students.**

- Develop a common understanding of the breadth and depth of diversity within our school system and address any policy implications
  - Review and update the Diversity Management Policy.
  - Review policy recommendations of the former Diversity Management Committee and implement recommendations as policies are updated.

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- Establish systems and processes to analyze and report student achievement data for identified groups
  - Continue to promote student self-identification.
  - Merge self-identification data with student achievement data. Analyze and interpret.
  - 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.
  
- Continue to recruit and retain staff to reflect the diversity of the student population
  - 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.
  - Collect and analyze retention data and implement strategies that will support the retention of diverse staff.
  
- Improve technology and transportation infrastructure to support broader access to programming
  - Develop new Request for Proposal in preparation for student transportation contract tender.
  - Audit transportation routing.
  - Support the expansion of wireless networks in elementary schools.
  - Continue to implement technology upgrades for increased wireless access.
  
- 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.
  - Continue to implement recommendations in the *Nova Scotia Anti-bullying Action Plan*.
  - Develop PowerSchool reports to support the revised Provincial *Code of Conduct*.
  - Support and expand the number of schools implementing Restorative Approaches.
  - Develop and share good digital citizenship strategies to support social, emotional and physical safety.

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

- Identify and implement best practices for community engagement at both the board and school levels
  - 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.).
  
- Create protocols for proactive, open and timely internal and external communication
  - 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.

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- Develop a social media protocol.
  - 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.
- 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.
  - Achieve greater efficiency in the management of our facilities
    - 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.

**PERFORMANCE MEASURES**

**Goal 1: To improve student achievement and personal success.**

<b>PERFORMANCE MEASURES</b>			
<b>Performance Measures</b>	<b>Target &amp; Reporting Year</b>	<b>Baseline Data and Year</b>	<b>Performance</b>
% of grade 1 students who received Early Literacy Support and met classroom year end benchmarks.	To increase annually the percentage of grade 1 students who received Early Literacy Support and met classroom year end reading benchmarks.	The baseline year is 2011-12, <b>57%</b> (577 students) of the 1,006 students met year end classroom reading benchmarks.	<b>Target Not Achieved:</b>  <b>For 2012-13, 47% (533 students) of the 1,138 students met year end classroom reading benchmarks.</b>
% of grade 2 students who received Early Literacy Support in grade 1 and met the HRSB grade 2 Literacy Assessment benchmark for reading.	To increase annually the percentage of grade 2 students who received Early Literacy Support in grade 1 and met the HRSB grade 2 Literacy Assessment reading benchmark.	The baseline year is the 2012-13 results for the HRSB grade 2 Literacy Assessment. <b>31%</b> (301) of the 974 students who received Early Literacy Support in grade 1 met the <b>revised</b> HRSB grade 2 Literacy Assessment benchmark for reading.	<b>Target Achieved:</b>  <b>For 2013-14, 35% (380 students) of the 1,072 students who received Early Literacy Support in grade 1 met the HRSB grade 2 Literacy Assessment benchmark for reading.</b>

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<b>PERFORMANCE MEASURES</b>			
<b>Performance Measures</b>	<b>Target &amp; Reporting Year</b>	<b>Baseline Data and Year</b>	<b>Performance</b>
<p>The gap between high school class marks and the Nova Scotia Exams (NSE) is narrowed:</p> <p>Average difference between class marks and NSE marks</p>	<p>The target will be to narrow the gap by 10% in the 2012-13 school year</p>	<p>Baseline data is the June 2009 results.</p> <p>In 2009 the average difference between high school Mathematics 12 class marks and the Nova Scotia Mathematics 12 Examination marks was 20.8 points.</p> <p>In 2009 the average difference between high school Advanced Mathematics 12 class marks and the Nova Scotia Advanced Mathematics 12 Examination marks was 18.3 points.</p>	<p><b>Target Not Achieved:</b></p> <p><b>The average difference between high school Mathematics 12 class marks and the Nova Scotia Mathematics 12 Examination marks was 19.2 points. The gap narrowed by 7.7% compared to 2009.</b></p> <p><b>Target Achieved:</b></p> <p><b>The average difference between high school Advanced Mathematics 12 class marks and the Nova Scotia Advanced Mathematics 12 Examination marks was 12.2 points. The gap narrowed by 33.3% compared to 2009.</b></p>
<p>High school students graduate within 3 years of entering high school:</p> <p>% of students graduating after 3 years of high school</p>	<p>The target will be to increase the June 2013 percentage by 5% from the June 2011 results</p>	<p>Baseline data is the results from June 2011.</p> <p>The total number of students graduating is 3,864. Of that number, 3,421 or 88.5% graduated within three years.</p>	<p><b>Target Not Achieved:</b></p> <p><b>The total number of students graduating is 3,703. Of that number, 3,338 or 90.1% graduated within three years.</b></p>

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**Goal 2: To maximize exemplary teaching practices to support high quality instruction.**

<b>PERFORMANCE MEASURES</b>			
<b>Performance Measures</b>	<b>Target &amp; Reporting Year</b>	<b>Baseline Data and Year</b>	<b>Performance</b>
% of teachers in grades P-3 who have successfully implemented the new mathematics curriculum.	<b>100%</b> of teachers in grades P-3 who have successfully implemented the new mathematics curriculum in the 2013- 2014 school year.	The baseline year is 2012-2013 at 0% of mathematics teachers in grades P-3 teaching the new mathematics curriculum.	Pending

**Goal 3: To achieve equitable learning opportunities for all students.**

<b>PERFORMANCE MEASURES</b>			
<b>Performance Measures</b>	<b>Target &amp; Reporting Year</b>	<b>Baseline Data and Year</b>	<b>Performance</b>
An increased number of students will be enrolled in IB, AP, Skilled Trades and O2.	To increase the number of students in IB and AP by September 30, 2015.	In September of 2012 there were 694 (IB 450) students enrolled in IB and AP.	Pending
	To increase the number of students in Skilled Trades and O2 by September 30, 2015.	In September of 2012 there were 693 (O2 523) students enrolled in Skilled Trades and O2.	Pending
Improve technology infrastructure to support broader access to programming:  % of schools with wireless infrastructure	Install Wireless Infrastructure in all HRSB schools by the end of the 2015-2016 school year.	At the end of 2012-2013, 22% of HRSB schools have a complete wireless infrastructure.	Pending
Number of policies that include consideration of the Diversity Management Committee recommendations	By June 2016, 100% of the recommended changes to policies are implemented as these policies are reviewed.	4 of the 30 policies with recommended changes have been implemented as of 2012-13	Pending
Percentage of school based staff who received professional development that supports diversity management	25% of school based staff by June 2014, with 100% by June 2016	100% of principals have received Cultural Proficiency training.	Pending

**Goal 4: To build engagement, support, and confidence in HRSB.**

<b>PERFORMANCE MEASURES</b>			
<b>Performance Measures</b>	<b>Target &amp; Reporting Year</b>	<b>Baseline Data and Year</b>	<b>Performance</b>
An increased percentage of parents/guardians feeling satisfied with the quality of their children's education.	To increase by 1% the percentage of parents/guardians who respond "always" or "usually" to the question: <i>do you feel your child is receiving a quality</i>	Baseline data is the percentage of parents/guardians who respond "always" or "usually" to the question: <i>do you feel your child is</i>	Pending

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<b>PERFORMANCE MEASURES</b>			
<b>Performance Measures</b>	<b>Target &amp; Reporting Year</b>	<b>Baseline Data and Year</b>	<b>Performance</b>
	<i>education?</i> in the 2014-2015 Getting to Great Survey	<i>receiving a quality education?</i> in the 2012-2013 Getting to Great Survey: <ul style="list-style-type: none"> <li>• P-6 Parent/Guardians (N=4386): 83%</li> <li>• 7-9 Parent/Guardians (N=1506): 72%</li> <li>• 10-12 Parent/Guardians (N=1207): 72%</li> </ul>	
A significant increase in the number of parents and community members accessing HRSB's publications or communications tools	To increase visitors to <a href="http://www.hrsb.ca">www.hrsb.ca</a> by 1% for the period April 1 – May 1, 2016.  To increase by 2% the number of unique visitors to the Superintendent's Annual Report in the 30 days following its release.  To increase the number of Twitter followers to HRSB_Official to 10,000 by May 1, 2016	Baseline data will be the number of visitors to <a href="http://www.hrsb.ca">www.hrsb.ca</a> from April 1 – May 1, 2013. (Total visits: 235,978 Unique visits: 106,238)  Baseline data will be the number of unique visitors to the Superintendent's Annual Report in the 30 days following its release November 28, 2012. (7042 page loads, 2506 unique visits, 2316 first time visits)  Baseline data will be the number of Twitter followers to HRSB_Official as of May 1, 2013 (6892 followers).	Pending  <b>Target Achieved:</b>  <b>There were 2,836 unique visitors to the Superintendent's Annual Report in the 30 days following its release.</b>  <b>Target Achieved:</b>  <b>As of January 31, 2014, the HRSB had 10,980 followers.</b>
Broader community engagement through the adoption of best practices	To maintain the percentage of parents/guardians who respond "yes" to the statement: <i>my child's school invites parent/guardian and community involvement</i> in the 2014-2015 Getting to Great Survey.	Baseline data will be the percentage of parents/guardians who respond "yes" to the statement: <i>my child's school invites parent/guardian and community involvement</i> in the 2012-2013 Getting to Great Survey. <ul style="list-style-type: none"> <li>• P-6 Parent/Guardians (N= 4267): 95%</li> <li>• 7-9 Parent/Guardians (N= 1441): 84%</li> <li>• 10-12 Parent/Guardians (N= 1134): 81%</li> </ul>	Pending

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<b>PERFORMANCE MEASURES</b>			
<b>Performance Measures</b>	<b>Target &amp; Reporting Year</b>	<b>Baseline Data and Year</b>	<b>Performance</b>
Achieve greater efficiency in the management of our facilities.  % energy consumption reduction and dollar value of reduction	Reduce energy consumption by 2964 GigaJoules by 2014-15. (This currently represents 0.75% of energy used by HRSB.)	2012-13 base year for energy consumption:  396,328 GJ	

**2012-2013 Goal: To continue to improve school safety.**

<b>PERFORMANCE MEASURES – 2012-2013 Goals</b>			
<b>Performance Measures</b>	<b>Target &amp; Reporting Year</b>	<b>Baseline Data and Year</b>	<b>Performance</b>
Fewer workplace injuries and less work time lost due to workplace injuries:  # of weeks of lost time due to workplace injuries	The target will be to reduce work time lost due to workplace injuries by 10% by 2012-13	Baseline data will be data from the 2009-10 school year  <b>There were 614.8 weeks of lost time due to workplace injuries (155.3 teacher, 459.5 WCB).</b>	<b>Target Not Achieved:</b>  <b>There were 757.2 weeks of lost time due to workplace injuries (209.1 teacher, 548.1 WCB).</b>

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**FINANCE AND OPERATIONS**

**A. KEY FINANCIAL INDICATORS**

**GENERAL FUND**

	<b>2012-2013 ACTUAL</b>	<b>2013-2014 FORECASTED*</b>	<b>2014-2015 BUDGET</b>
<b><u>REVENUE</u></b>			
Province of Nova Scotia	\$284,699,589	\$284,315,800	
Halifax Regional Municipality	106,256,000	113,875,200	
Government of Canada	2,683,409	2,652,100	
Board Generated Revenues	12,631,590	13,195,000	
<b>TOTAL REVENUE</b>	<b>\$406,270,588</b>	<b>\$414,038,100</b>	
<b><u>EXPENDITURES</u></b>			
<b>SCHOOL ADMINISTRATION</b>			
Salaries – Teachers	\$234,201,820	\$243,147,000	
Salaries – Non-teachers	29,051,761	29,833,100	
Benefits	29,932,564	23,645,200	
Student Services	79,915	75,900	
Program Support Resources	8,719,326	7,861,400	
Administration	51,660	46,200	
Professional Development	47,778	125,000	
International Services	2,200,307	2,256,000	
Summer School	26,215	27,900	
Adult and Community Education	351,592	420,600	
<b>TOTAL – SCHOOL ADMINISTRATION</b>	<b>\$304,662,938</b>	<b>\$307,438,300</b>	
<b>PROGRAM</b>			
Salaries – Teachers	\$8,741,191	\$8,761,400	
Salaries – Non-teachers	473,842	485,300	
Benefits	644,753	689,800	
Special Education & Student Support	2,079,155	2,313,900	
Program Support Resources	3,590,347	6,097,300	
Administration	89,572	72,000	
Professional Development	1,314,886	1,961,200	
<b>TOTAL – PROGRAM</b>	<b>\$16,933,746</b>	<b>\$20,380,900</b>	
<b>BOARD SERVICES</b>			
Board Governance	\$250,401	\$275,500	
Board Services	1,502,920	1,276,600	
<b>TOTAL – BOARD SERVICES</b>	<b>\$1,753,321</b>	<b>\$1,552,100</b>	

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	<b>2012-2013 ACTUAL</b>	<b>2013-2014 FORECASTED*</b>	<b>2014-2015 BUDGET</b>
<b>OPERATIONS SERVICES</b>			
Administration	\$2,310,311	\$2,316,200	
Custodial Services	21,165,073	21,412,800	
Maintenance Services	7,209,672	7,410,900	
Plant Operations	14,387,225	15,147,000	
Capital Projects	2,742,529	1,623,800	
Student Transportation	17,501,098	17,992,500	
Technology Services	3,601,541	4,837,100	
Facilities Rental	528,064	476,500	
<b>TOTAL – OPERATIONS SERVICES</b>	<b>\$69,445,513</b>	<b>\$71,216,800</b>	
<b>FINANCIAL SERVICES</b>			
Administration	\$2,400,159	\$2,396,200	
EXCEL – Before & After School Program	4,472,921	5,264,100	
Adult EAL	2,109,454	2,105,600	
<b>TOTAL – FINANCIAL SERVICES</b>	<b>\$8,982,534</b>	<b>\$9,765,900</b>	
<b>HUMAN RESOURCES SERVICES</b>			
Administration	\$2,108,105	\$2,195,000	
Staff Development	2,079,059	2,085,600	
<b>TOTAL – HUMAN RESOURCE SERVICES</b>	<b>\$4,187,164</b>	<b>\$4,280,600</b>	
<b>TOTAL – EXPENDITURES</b>	<b>\$405,965,216</b>	<b>\$414,634,600</b>	
<b>EXCESS/(DEFICIT) OF REVENUES OVER EXPENDITURES</b>	<b>\$305,372</b>	<b>(\$596,500)</b>	
<b>OPENING ACCUMULATED SURPLUS</b>	<b>\$15,236,632</b>	<b>\$16,073,805</b>	
<b>CLOSING ACCUMULATED SURPLUS</b>	<b>\$16,073,805</b>	<b>\$15,477,305</b>	
<b>Designation of Accumulated Surplus:</b>			
General Fund – Unrestricted	\$2,156,559	\$2,160,959	
General Fund – Program Resources	323,663	323,663	
General Fund – Capital Amortization	8,187,165	7,586,265	
School Based Funds	5,406,418	5,406,418	

\* Forecast Based on December 31, 2013 Financial Results

**Note -** The expenditure numbers in 2012-2013 and 2013-2014 exclude school generated funds transactions. For more detail, refer to the audited financial statements on the board's web site at [www.hrsb.ca](http://www.hrsb.ca).

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**B. COST PRESSURES**

The following information outlines the major cost pressures of the HRSB for the 2014-2015 fiscal year.

**Teachers' Salaries and Benefits**

Teachers' salaries and benefits comprise the largest portion of the board's budget. A new provincial collective agreement was reached, effective August 1, 2012 through to July 31, 2015. The budget includes a 3% increase effective August 1, 2014. The pay rate for substitute teachers will increase by 3.0% as well, effective August 1, 2014.

In addition to salary scale increases, there are other annual cost pressures for the teacher employee group. Teachers are eligible for step increases or increments if they have not reached the top salary step for their license level. With the significant number of retirements in the past several years, many of the newly hired teachers are eligible for annual step increases. It is estimated that increments in 2014-2015 will amount to almost \$3.9 million in additional annual salary expenditures.

Teachers can qualify for license upgrades if they have completed the necessary educational requirements. Based on recent experience, it is projected that 200 teachers will qualify for a license upgrade in 2014-2015 at an average value of \$7,100. This results in an annual cost pressure of almost \$1.5 million.

There will be cost pressures in teacher benefits. While the Canada Pension Plan (CPP) rate has stayed the same, the maximum earnings amount has increased. Employment Insurance (EI) rates have risen, as well as the maximum earnings amount for EI. As a result, statutory benefits for most teachers have increased by 3.1%. Along with these increases, the employer cost of contributing to the NSTU Salary Continuation Plan will increase as teacher salaries increase, since these contributions are based on a percentage of salary.

Teacher retirements impact the budget. As teachers at the top of the scale retire, salaries for teachers' replacements are typically lower on the salary scale. With about 100 retirements estimated in 2014, salary expenditures in the fiscal year 2014-2015 may be reduced by almost \$1.6 million.

**Non-teacher Salaries and Benefits**

Non-teaching salaries and benefits comprise the next largest component of the board's budget. There are three union agreements, a non-union professional employees group and casuals that make up the non-teaching employee group.

The current CUPE agreement expires July 31, 2014. The budget includes an estimated increase effective August 1, 2014. The current NSGEU agreement includes a 2.5% increase effective October 1, 2014. The NSUPE agreement includes a 3.0% increase effective August 1, 2014. The PEG salary scales expired on March 31, 2014. The Governing Board has not yet approved any increase for PEG effective April 1, 2014. The cost pressure for the Board for the increases for these employee groups will be in the area of \$1.6 million for the 2014-2015 budget.

There are other cost pressures within these employee groups as well. Most of the salary scales in these collective agreements have step increases that employees receive based on years of service.

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Employees who have not yet reached the final step will be eligible for a pay increment on their anniversary date.

Regularly assigned EXCEL and lunch monitor staff received a 2% increase in 2013-2014 effective August 1, 2013, to acknowledge the permanent assignment these employees have throughout the school year. EXCEL Head Instructors received an increase effective April 1, 2013, however, Assistant Instructors and lunch monitor staff increases have not yet been determined.

There are also benefits' cost pressures. While the CPP rate has stayed the same, the maximum earnings amount has increased. Workers' Compensation Board (WCB) and Employment Insurance (EI) rates have risen, as well as the maximum earnings amount for both WCB and EI. As a result, statutory benefits for most non-teachers have increased by as much as 3.4%. The contribution rate for the pension plan for non-teachers has increased by 10.36% of salary to 11.96%, resulting in an increase to pension costs of 15.4%. Along with these increases, the employer cost of contributing to the pension plan and Long Term Disability plan increase as non-teacher salaries increase, since these contributions are based on a percentage of salary, as well as employer sharing of medical/dental premiums.

### **Other**

**Student Transportation** – A major non-salary expenditure of the board is the contracted student transportation service. The current contract with Stock Transportation provides for a 2.5% increase beginning in September 2014, as well as the full year impact of the September 2013 increase. This results in an increase of approximately \$0.45 million over the budget in 2014-2015.

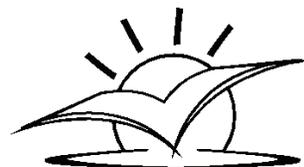
### **Operations**

Costs continue to increase for operating and maintaining our school and office buildings. Heating oil prices have risen substantially during the winter of 2013-2014, more than 8% from January 2012 to January 2013. Despite a reduction in estimates for heating fuel consumption, there is a cost pressure to increase the heating fuel budget in 2013-2014.

The board has undertaken several energy efficiency projects over the last number of years. These projects have resulted in reductions in electricity consumption, but due to cost increases, the overall cost for electricity is expected to increase by approximately 3%.

### **Summary**

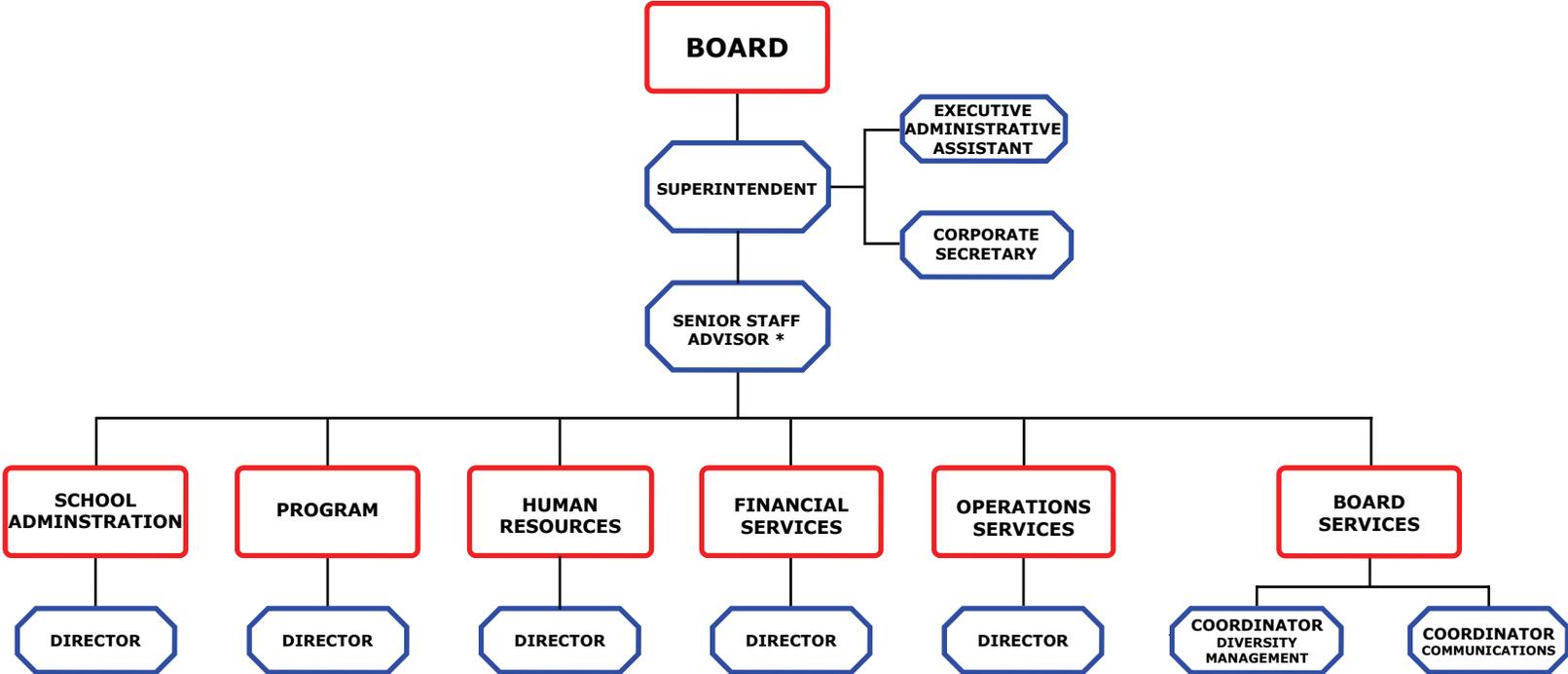
With about 83% of the Board's budget comprising salaries and benefits, the main cost pressures for 2014-2015 are in these areas. As noted, expenditures continue to increase each year, often in areas uncontrollable by the Board. The Board's revenue is determined by the Provincial Government and expenditures are a direct function of the number of students, the number and size of school buildings, and the legislated Public School Program that must be delivered. There is little flexibility to adjust to annual revenues that do not match cost increases without impacting resources at the school and classroom level.



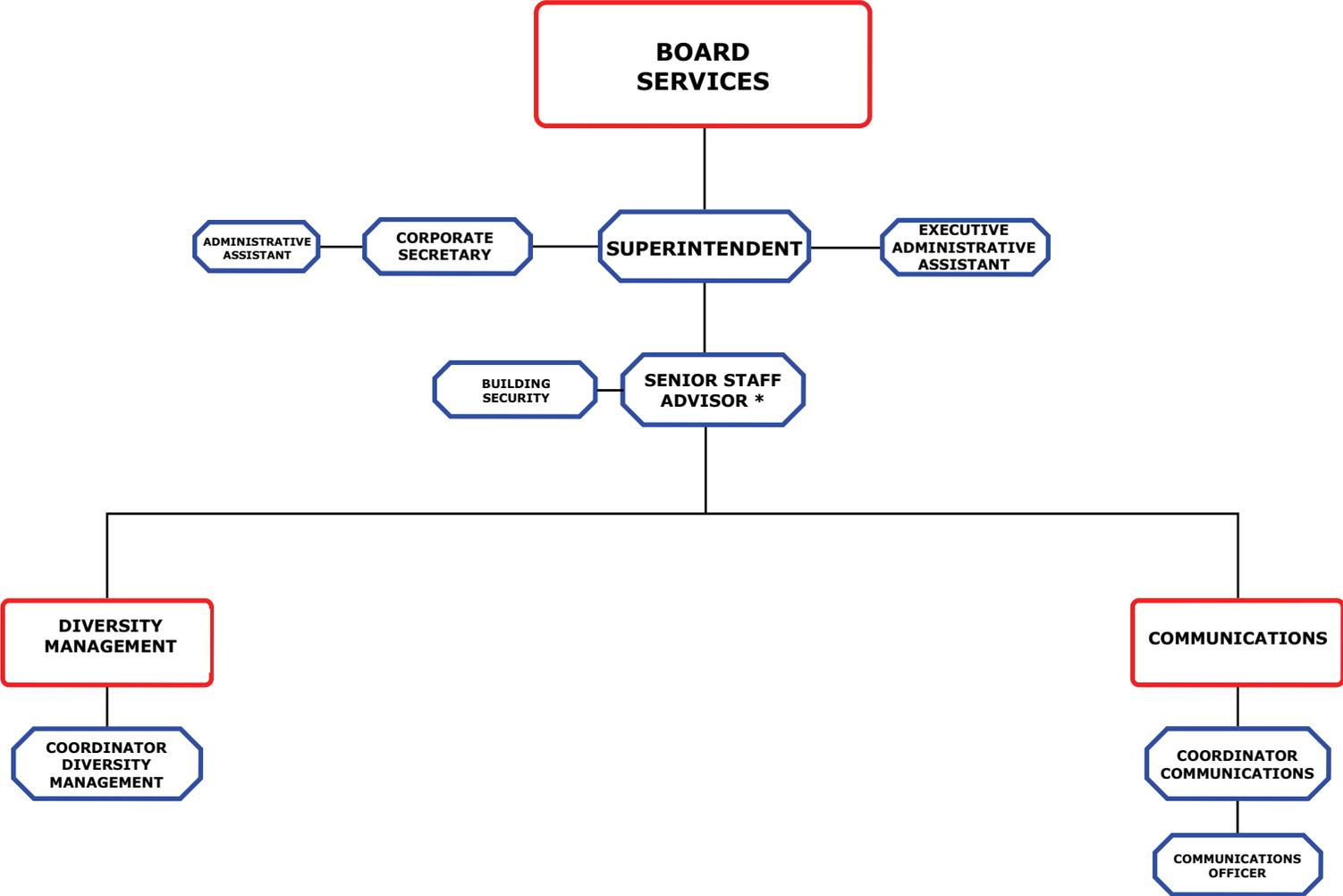
Halifax Regional  
School Board

# Organizational Structure February 2014

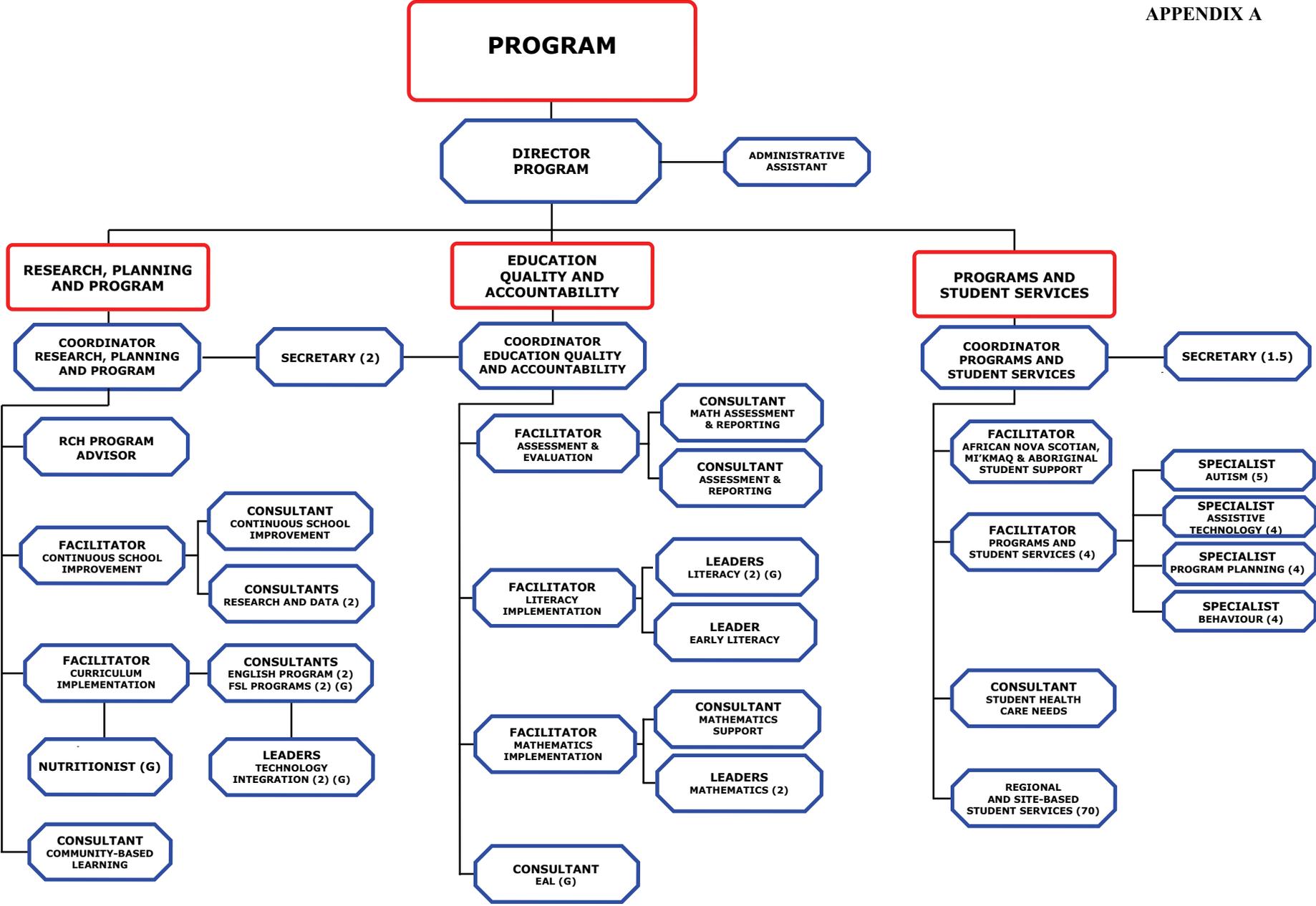
*February 1, 2014*



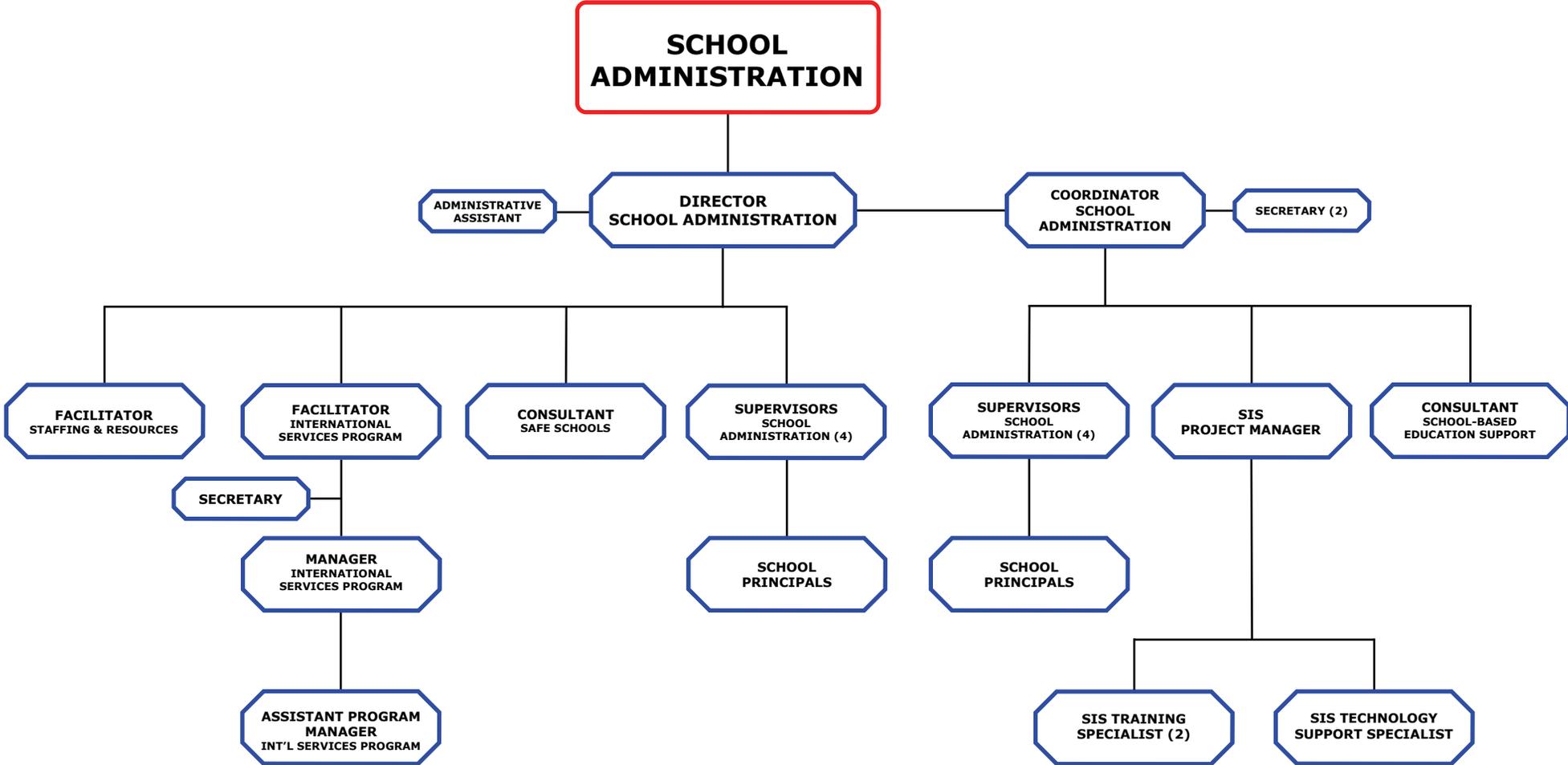
*\* For reporting purposes, the Directors and the Coordinators of Communications and Diversity Management report to the Superintendent. In the day-to-day operations of the HRSB, the Senior Staff Advisor provides direction to the Directors and Coordinators, and in the absence of the Superintendent fulfills the role of Acting Superintendent.*



\* For reporting purposes, the Coordinators of Communications and Diversity Management report to the Superintendent. In the day-to-day operations of the HRSB, the Senior Staff Advisor provides direction to the Coordinators, and in the absence of the Superintendent fulfills the role of Acting Superintendent.

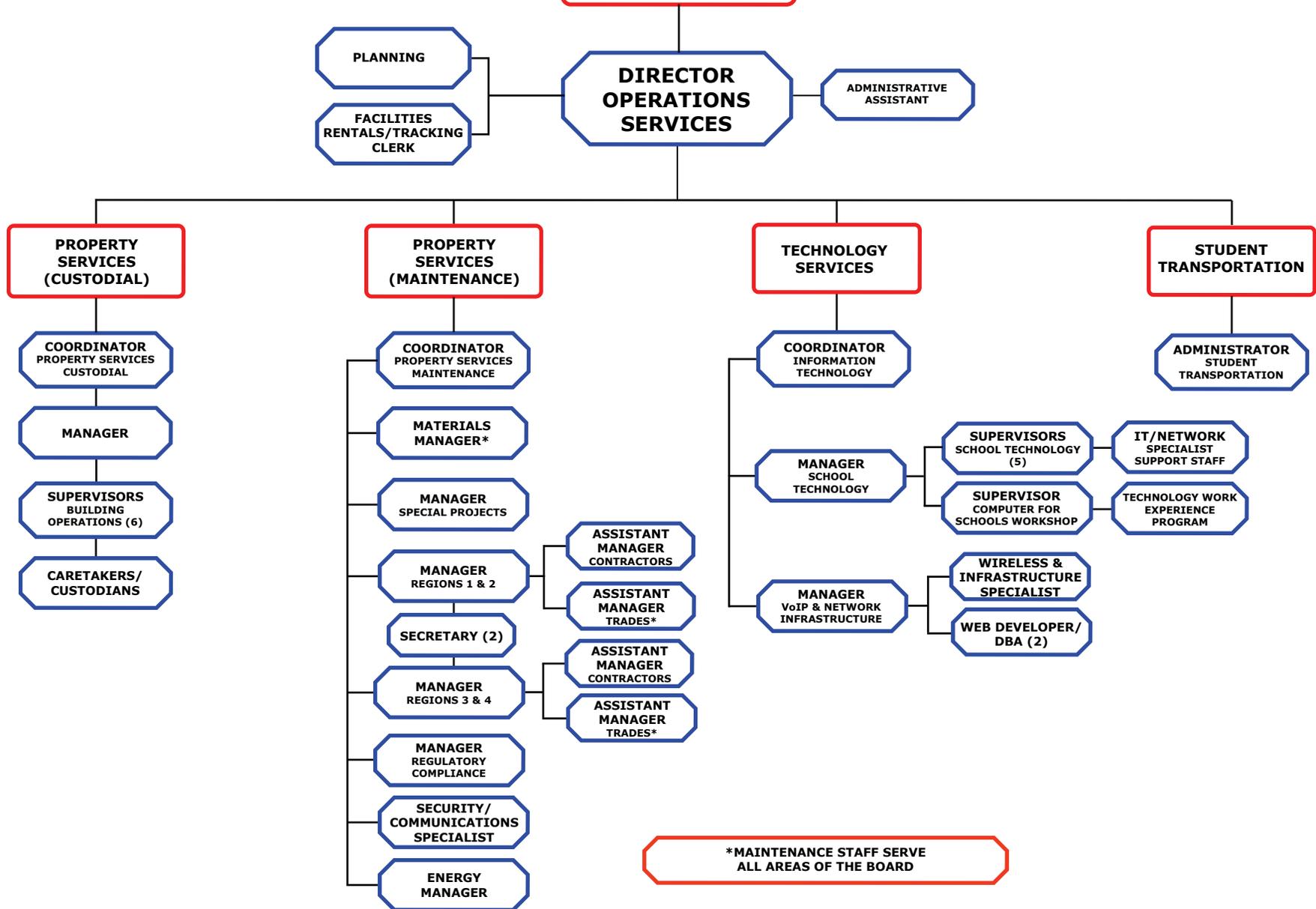


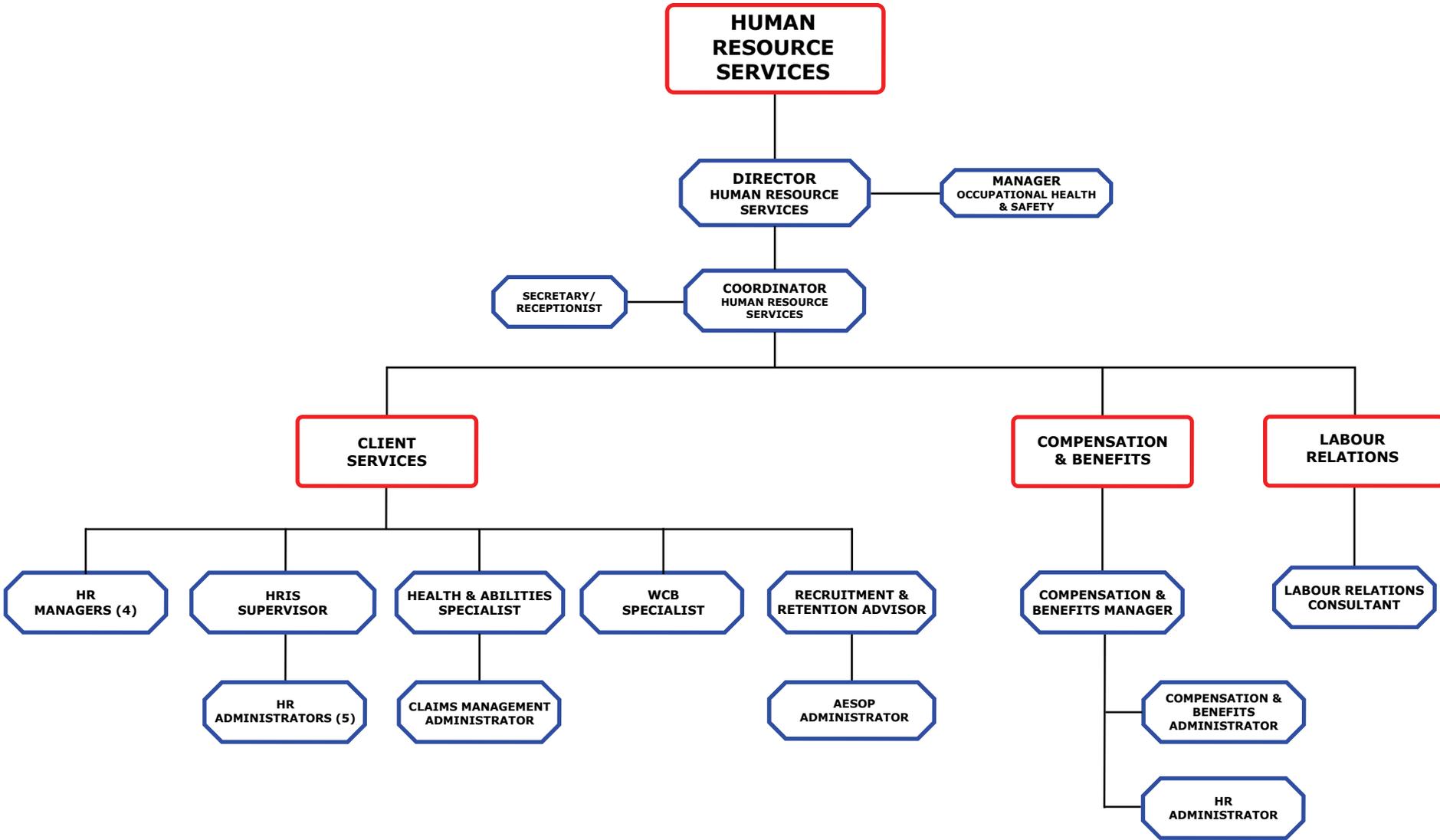
G—Government Grant

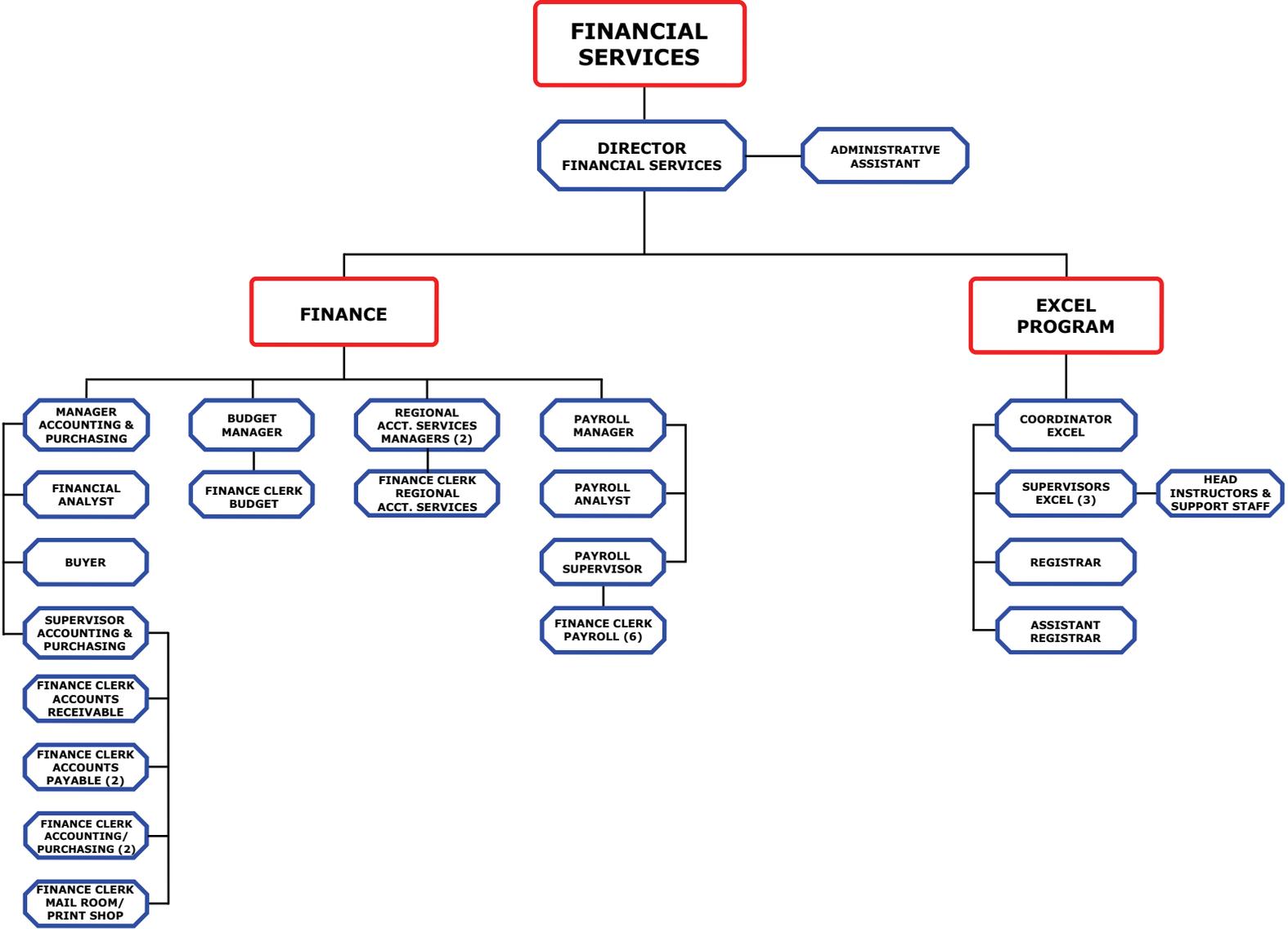


# OPERATIONS SERVICES

APPENDIX A







**HALIFAX REGIONAL SCHOOL BOARD  
DRAFT GENERAL FUND BUSINESS PLAN  
2014-2015**

**Appendix B – Key Facts**

Key Fact Category	September 30, 2012	September 30, 2013
<b>Students</b>		
Total Number of Students	49,027	48,596
Average Class Size P-2	22.0	22.5
Average Class Size 3-6	24.0	24.2
Average Class Size 7-9	25.1	25.0
Average Class Size 10-12	25.3	25.5
Total Number of Classes & Sections	3,730	3,358
<b>Teachers</b>		
Instruction FTEs	2,402.9	2,379.5
Administrative FTEs	226.9	228.9
Resource FTEs	300.6	308.7
Student Support FTEs	244.7	251.6
Program Support FTEs	16.0	15.0
<b>School Support Staff</b>		
Education Assistants	3,980.2/205	4,044.6/205
Library Technicians	74.1/205	67.6/205
Student Supervision	950/186	950/186
School Secretaries	1,123.5/206	1,123.5/206
Student Support Workers	119/205	133/205
<b>Board Governance</b>		
School Board Members	10.0	10.0
Board Support Staff FTEs	2.0	2.0
<b>Regional Administration</b>		
Senior Management FTEs	7.0	7.0
Program Management FTEs	29.0	27.0
Operational Management FTEs	45.0	46.0
Administration Support FTEs	14.0	15.0
Secretarial/Clerical FTEs	31.5	31.5
<b>Technology</b>		
Students/Instructional Computer	3.48	3.13
Technical Support FTEs	34.0	35.0
Computers & Devices/Technician	652	633
<b>Property Services</b>		
Total School Sq. Ft.	7,700,071	7,741,990
Sq. Ft./Student	157.1	159.3
Private Operator Sq. Ft.	742,825	746,425
Operating Cost/Sq. Ft.	\$6.23	\$6.28
Bd. Custodial/Sq. Ft.	0.091	0.091
Con. Custodial/Sq. Ft.	0.078	0.089
Sq. Ft./Custodial Hour	2,858.3	2,870.5
Operating Capital	\$935,200	\$935,200
<b>Transportation</b>		
Total Buses Operated	243	246
Total Students Transported	22,428 + 850 passes	23,729 + 780 passes
Total Cost/Student Transported	\$715	\$758
Average Bus Load	90	96.5
Cost/Unit – Contracted	\$68,511	\$69,662
Cost/Unit – Board	n/a	n/a
Number of Operating Days	186	186

**HALIFAX REGIONAL SCHOOL BOARD  
DRAFT GENERAL FUND BUSINESS PLAN  
2014-2015**

**Definitions and Calculations:****Students (all based on Sept 30th statistics):**

Total Number of Students: Sept. 30th Total Enrolment (funded & unfunded)  
 Average Class Size P-2  
 Average Class Size 3-6  
 Average Class Size 7-9  
 Total Number of Classes & Sections 10-12

**Teachers:**

Instruction FTEs: All teaching staff delivering programs to students  
 Administrative FTEs: Principals and Vice Principals (no Department heads)  
 Resource FTEs: Resource Teacher Allocation  
 Student Support FTEs: Prog. Adv./Speech Lang. Path./L.D. Specialists/Guidance/ etc.  
 Program Support FTEs: Program Consultants

**School Support Staff:**

Education Assistants: Total hours of services per day and number of days paid  
 Library Technicians: Total hours of services per day and number of days paid  
 Student Supervision: Total hours of services per day and number of days paid  
 School Secretaries: Total hours of services per day and number of days paid  
 Student Support Workers: Total hours of services per day and number of days paid

**Board Governance:**

School Board Members: Number of School Board Members  
 Board Support Staff FTEs: Board Secretary - Recording Secretary

**Regional Administration:**

Senior Management FTEs: Superintendent, Asst. Super., Exec. Directors, Director,  
 Asst. Director  
 Program Management FTEs: Coordinators, Supervisors (all program departments)  
 Operational Management FTEs: Coordinators, Supervisors (all operations departments)  
 Administrative Support FTEs: Asst. Coordinators, Admin. Assts., Communications, OH&S  
 Secretarial/Clerical FTEs: Secretarial & Clerical Staff

**Technology:**

Student/Instructional Computer: Ratio of Number of Students: Computers  
 Technical Support FTEs: System Administrators, Technologists, Technicians  
 Computers & Devices/Technician: Total Computers & Devices across Board/Technical Support FTEs

**Property Service:**

Total School Sq. Ft.: Total square footage of all schools operated by board  
 Sq. Ft. /Student: Total square footage divided by Sept. 30th enrolment  
 Maintained Sq. Ft.: Total square footage of all schools maintained by board  
 Private Operator Sq. Ft.: Total square footage of all schools maintained by Private Operators  
 Operating Costs/Sq. Ft.: Total operating cost/Sq. Ft. of all schools maintained by board  
 Bd. Custodial/Sq. Ft.: Custodial Hours/Sq. Ft. maintained by Board Employed Staff  
 Con. Custodial/Sq. Ft.: Custodial Hours/Sq. Ft. Maintained by Contracted Staff  
 Sq. Ft./Custodial Hour: Total square footage divided by number of custodial staff hours  
 Operating Capital: Operating Capital/Sq. Ft. for all schools maintained by board

**Transportation:**

Total Buses Operated: Total units operated on a daily basis by board and contractors  
 Total Students Transported: Total students transported each day (counted only once)  
 Total Cost/Student Transported: Total transportation cost divided by students transported  
 Average Bus Load: Total students transported divided by total buses operated  
 Cost/Unit - Contracted: Annual operating cost/unit  
 Cost/Unit - Board: Annual operating cost/unit  
 Number of Operating Days: Number of days transportation system actually operated

Public   
Private

Report No. 14-01-1449  
Date: February 3, 2014

**HALIFAX REGIONAL SCHOOL BOARD**  
**December 31, 2013 – Quarterly Business Plan and Financial Update**

**PURPOSE:** To provide the Board, through the Audit Committee, with the December 31, 2013 third 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 third quarter of the 2013-2014 fiscal year and includes the following:

1. Business Plan Priorities – a status report on actions taken up to December 31, 2013, on business plan priorities approved for 2013-2014. In some instances, the report may also note planned activities for the remainder of the 2013-2014 school year.
2. Financial Report – a financial report of actual revenues and expenditures for the period October 1, 2013, to December 31, 2013, 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, 2013, to March 31, 2014. 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 3, 2013. While this report outlines many initiatives undertaken over the past nine 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 2013-2014. Results are being achieved as planned in most priority areas.

Overall, the projections show a net operating surplus of \$4,300. At this point in the year, staffing adjustments have stabilized. Staff will continue to monitor substitute teacher costs, utilities and snow removal

costs for the final three months of the fiscal year. 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 – December 31, 2013.

**RECOMMENDATIONS:** It is recommended that the Audit Committee receive the December 31, 2013, Quarterly Business Plan and Financial Update report for information.

**COMMUNICATIONS:**

AUDIENCE	RESPONSIBLE	TIMELINE
General Public and schools via web site	Assistant to the Corporate Secretary	Posting of the agenda

**From:** For further information please contact Terri Thompson, Director of Financial Services, at 464-2000 extension 2241 or e-mail at [tthompson@hrrsb.ca](mailto:tthompson@hrrsb.ca), or Kathryn Burlton, Manager of Accounting and Purchasing, at 464-2000 extension 2843 or e-mail at [kburlton@hrrsb.ca](mailto:kburlton@hrrsb.ca)

**To:** Senior Staff – February 3, 2014  
Audit Committee – February 12, 2014  
Board – February 26, 2014

## **Quarterly Business Plan and Financial Update December 31, 2013**

### **Introduction**

This report provides information from staff on progress in implementing and achieving business plan priorities and a financial position update to the end of the third quarter of 2013-2014.

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 2013-2014 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 2013-2014 to December 31, 2013.
2. Financial Report – a report of actual revenues and expenditures for the third quarter of the 2013-2014 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 2013-2014 Business Plan. Results are being experienced as planned in most areas and progress is being made in achieving the Board's goals.

Financial results to the end of December 31, 2013 indicate the Board is tracking close to budget. Results will be monitored very closely over the final three months of the fiscal year so that actions may be taken, when and as required, to ensure overall budget targets are met by year end.

**1. BUSINESS PLAN PRIORITIES**

On June 12, 2013 the Board approved the Business Plan and Budget for the 2013-2014 fiscal year.

The Board members and 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 – 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 2013-2014 school year. This third quarter report, which covers all of the activities undertaken since April 1, 2013, 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  
2013-2014**

<u>Priorities</u>	<u>Progress to Date – September 30, 2013</u>	<u>Progress to Date – December 31, 2013</u>
<b><u>Business Plan Goal</u></b>		
<b>1. To improve student achievement and personal success.</b>		
<ul style="list-style-type: none"> <li>• Ensure appropriate program planning is in place for every student               <ul style="list-style-type: none"> <li>○ Expand the implementation of the provincial <i>Succeeding in Reading</i> framework to include grade 3.</li> </ul> </li> </ul>	<p><i>Succeeding in Reading</i> will be expanding to grade three beginning in March 2014. This will allow time for teachers of this grade to focus on the implementation of the new mathematics curriculum. It will also give Program staff time to identify, purchase and infuse students' print resources to support grade three. Schools are continuing to identify and provide support for grade three students not meeting the Language</p>	<p>In preparation for the expansion of the <i>Succeeding in Reading</i> framework to grade 3, board staff developed a process to identify the professional development needs of elementary resource teachers. These teachers will be providing the support to the grade 3 students.</p>

<u>Priorities</u>	<u>Progress to Date – September 30, 2013</u>	<u>Progress to Date – December 31, 2013</u>
<ul style="list-style-type: none"> <li>○ Develop and implement an internal review of resource programming.</li>   <li>○ Identify and assist schools whose data indicates they require additional support.</li>   <li>○ Develop a priority list for accessibility upgrades to schools that supports student needs and implement as funding is available.</li> </ul>	<p>Arts outcomes through the school planning team process.</p> <p>A committee of elementary principals and program staff met in June to review present models of resource being utilized at their schools. This information will inform next steps within the review process.</p> <p>Additional staffing was given to schools that were identified as inner city, rural and high needs. School administration supervisors, in consultation with Program staff and school principals, provided targeted support where needs were identified.</p> <p>Provincial, board and school data for the 2012-2013 school year is being reviewed to identify schools that require additional support.</p> <p>A needs assessment of accessibility upgrades has been conducted and a priority list of schools requiring accessibility upgrades has been created.</p>	<p>A board level committee comprised of members from the mathematics, literacy and student services teams met several times to analyze data collected from schools and principals. Draft recommendations have been created and further conversations with resource and classroom teachers as well as principals are being scheduled to gather additional input. The next step will be to create an implementation plan for the resource review findings.</p> <p>Central office staff provided site-based support to schools whose data indicated they needed support. For example, School Administration and Program staff provided ongoing on-site support to Nelson Whynder consisting of professional development for teachers, assessing student reading levels, instructional leadership coaching for administrators and infusion of resources.</p> <p>Support was also provided to schools who identified needs in the areas of instruction and assessment.</p> <p>Site visits to schools on the priority list have occurred and initial costing for the accessibility upgrades has begun. Some upgrades have been completed.</p>

<u>Priorities</u>	<u>Progress to Date – September 30, 2013</u>	<u>Progress to Date – December 31, 2013</u>
<ul style="list-style-type: none"> <li>○ Support schools in the understanding and implementation of the revised provincial gifted and talented guide.</li> </ul>	<p>Professional learning opportunities were provided for the selected gifted and talented pilot schools in June 2013. These learning opportunities on gifted education and talent development being provided to schools are based on their identified needs. The six schools that were identified to participate in the pilot (Bedford South, Bicentennial, Eric Graves, Gorsebrook, Harry R. Hamilton and William King) began to discuss how evidence will be collected to support students with gifts and talents.</p>	<p>A core team of Program and Student Services staff met to plan professional learning for the six schools involved in the gifted education and talent development project. Contact was made with each school to collect feedback on the schools' understanding in relation to the implementation of the provincial gifted and talented guide and the priorities set by the board. This feedback/evidence was used to differentiate a plan for the upcoming professional learning session on January 30.</p>
<ul style="list-style-type: none"> <li>• Ensure an ongoing process to support all schools in their focus on school improvement planning</li> <li>○ Implement appropriate elements of Continuous School Improvement framework for all schools (137 schools over 5 years).</li> <li>○ Implement the Continuous School Improvement framework for 35 schools developing their improvement plans.</li> </ul>	<p>A meeting with the Superintendent and Principals is being planned for October to introduce the new Provincial Continuous School Improvement framework and expectations for HRSB schools.</p> <p>An additional thirty five schools began the Continuous School Improvement process again this September. Continuous School Improvement staff as well as math and literacy staff have been assigned to specifically support these schools this year. All schools sent a team consisting of the principal and two teachers to attend a one day professional development session to support their efforts to improve student achievement.</p> <p>Thirty one schools developed new school improvement plans that outlined specific instructional and assessment practices that teachers would learn about and implement in order to bring about improved student achievement in the areas targeted in their plans. All of</p>	<p>A HRSB Continuous School Improvement handbook was developed and provided to all principals. A professional development session was held to introduce the handbook, which contained provincial guidelines and HRSB expectations for the Continuous School Improvement process.</p> <p>The self-assessment component of the Continuous School Improvement process was refined in response to feedback from schools. Program staff was assigned to support schools in year one of the continuous school improvement cycle. These assigned staff members provided site-based support to schools in year one of the Continuous School Improvement cycle as they worked through their self-assessments.</p> <p>A second day of professional development for year one schools was developed.</p>

<u>Priorities</u>	<u>Progress to Date – September 30, 2013</u>	<u>Progress to Date – December 31, 2013</u>
<ul style="list-style-type: none"> <li>○ Assist schools in the understanding, establishment, and growth of Professional Learning Communities.</li>   <li>○ Support schools in the identification and collection of appropriate classroom data.</li>   <li>○ Develop and implement data coaching sessions for schools.</li> </ul>	<p>these plans were approved by HRSB peer review teams. These schools were offered support from program staff on their September Professional Development day to begin the professional development component of their school improvement plans. Year-end reports to show progress with the implementation of their school improvement plan and data to evidence growth were collected from schools in years 2 and 3 of the Continuous School Improvement cycle.</p> <p>The Continuous School Improvement facilitator, consultant and data consultant provided one on one coaching to the principals and in some cases lead teams of teachers in year four in the spring of 2013. The purpose was to support their instructional leadership and data literacy skills so they can use data more effectively to understand their student’s needs, change teacher practice, and guide Professional Learning Communities’ work.</p> <p>Program staff supports schools in the understanding of balanced assessment practices and the importance of collecting multiple sources of information so that teachers can respond to student needs. This support was provided in pull-out professional development sessions, site visits, and work with school Professional Learning Communities.</p> <p>The Continuous School Improvement team staff supported several principal Collaborative Learning Groups in the area of professional learning community practices to leverage improvement in student achievement. Continuous School Improvement staff as</p>	<p>Program staff has been working with provincial assessment data (as it becomes available) to provide to schools. This data supports the work of professional learning communities.</p> <p>Program staff has provided site-based support to schools for professional learning communities (PLCs) which is differentiated based on the status of the PLCs.</p> <p>All grade 2 teachers participated in professional learning focused on administering reading records to support their collection of classroom data.</p> <p>Support was provided, upon request, to secondary school teachers in the collection of classroom data in relation to the effective use of the gradebook within PowerSchool.</p> <p>Program staff has been working with schools in year one of the five year Continuous School Improvement cycle to support them with using their data to inform their self-assessments.</p>

<u>Priorities</u>	<u>Progress to Date – September 30, 2013</u>	<u>Progress to Date – December 31, 2013</u>
	<p>well as other Program staff provided on site, one on one coaching to principals and teachers to help them further develop their Professional Learning Communities' practices.</p>	<p>Program staff provided site-based data coaching sessions with principals and teachers of schools in other years of the school improvement implementation process as requested.</p> <p>In October, all grade 2 teachers participated in a professional development session focused on the administration of the HRSB Grade 2 Literacy Assessment and ways to use the information gained to inform next steps for teacher collaboration in professional learning communities (PLCs), classroom instruction and/or assessment. As well, emphasis was placed on how the information gained through this assessment can be used along with other sources of literacy information to inform overall school improvement initiatives in literacy.</p>
<ul style="list-style-type: none"> <li>• Continue to support existing and to develop new instructional leadership skills for administrators</li> <li>○ Support administrators in the understanding and implementation of curriculum alignment (curriculum, instruction and assessment).</li> </ul>	<p>Supervisors discuss curriculum alignment with principals as part of the principal appraisal process. Supervisor and principal classroom walk throughs are followed by reflective discussions. They share observations and then collaborate on reflective questions that can be used in a follow up conversation with the teachers (way of modelling formative feedback to staff). This reflection on the connection between actions and behaviors and results leads to deeper understanding of what it means to be an instructional leader and how it impacts on student achievement. It also enables both the principal and supervisor to see where they may need more support, either through increased knowledge, understanding or resources.</p>	<p>Supervisors continue to discuss curriculum alignment with principals as part of the principal appraisal process. Sessions were held for principals and vice principals on using the Teacher Appraisal process as a tool to transform teacher practice. Policy D.008 <i>Supervision and Appraisal for School-based Teaching Staff</i> was reviewed. The Indicators of Quality Instruction identified in the teacher appraisal tool were discussed; <i>Planning and Preparation, Engaging all Students in Learning, Creating Effective Learning Environments, and Professional Practice</i>. Participants took part in classroom walkthroughs and were given samples of checklists they could use as instructional leaders to know what English language arts and math instruction should look and sound like.</p>



<b><u>Priorities</u></b>	<b><u>Progress to Date – September 30, 2013</u></b>	<b><u>Progress to Date – December 31, 2013</u></b>
<p>administrators focussed on instructional leadership.</p> <ul style="list-style-type: none"> <li>○ Continue the Collaborative Learning Groups' model and ensure learning goals are driven by needs of principals.</li> <li>○ Support new administrators in specific professional development for their roles.</li> </ul>	<p>focusing on instructional leadership. The committee will look at what has been done in the past, what is working well, and how to improve instructional leadership practices by reviewing the educational research.</p> <p>Feedback was collected from principals on the impact of the work and their own professional growth. Comments such as "It gave me the confidence that I needed and the support from the group whenever I had a question", "I incorporated the ideas discussed to look for quality teaching", "The Collaborative Learning Groups provided direction and a forum for my work with teachers at my school site" and "My staff was glad to see that I was also involved in Collaborative Learning Groups (Professional Learning Communities) at another level beyond school." In addition feedback on the direction of Collaborative Learning Groups for the coming year was used to form new Collaborative Learning Groups based on similar learning needs/ goals.</p> <p>School Administration supervisors facilitated professional learning sessions for new principals. Sessions were held in the spring on Hiring Best Practices, School Configurations/Staffing and Scheduling. Sessions on Finances, Continuous School Improvement, and Professional Learning Communities' expectations were held in September.</p>	<p>period.</p> <p>The Principal Collaborative Learning Groups (CLG) met in September and November. This involved 21 groups of principals engaged in learning specific to their own professional growth grounded in the Halifax Regional School Board Strategic Plan. The principals explored topics such as exemplary teaching in literacy; Professional Learning Communities as a vehicle for promoting the Continuous School Improvement process and improving student achievement and cultural proficiency. Program and School Administration staff, outside agencies and professional articles guided the learning. Principals were encouraged to reflect on their leadership practice in relation to their learning and how they can impact instruction and student learning. The CLGs identified learning targets for their next meeting.</p> <p>School Administration supervisors continued sessions with the 12 new principals. Sessions were held on Finance and Fire Safety. The finance session focused on helping principals understand their responsibilities related to school-based funds and their instructional budget. Effective financial practices were shared by staff from the Finance Department. The Fire Safety session was facilitated by Operations staff and focused on helping principals understand their roles in relation to legislation. Professional development was provided for new principals, vice principals, teacher leaders in the Citadel High Family of Schools on implementing culturally relevant pedagogy through instructional leadership.</p>

<u>Priorities</u>	<u>Progress to Date – September 30, 2013</u>	<u>Progress to Date – December 31, 2013</u>
		<p>Participants had an opportunity to develop an understanding of culturally relevant pedagogy as an engagement strategy for all students, examining the critical components as they relate to the teacher appraisal process.</p>
<ul style="list-style-type: none"> <li>• Prepare students for a fulfilling path beyond school <ul style="list-style-type: none"> <li>○ Expand co-op opportunities for high school students.</li> <li>○ Expand Options and Opportunities to all high schools.</li> </ul> </li> </ul>	<p>Co-op opportunities exist in all 15 high schools. Development of relationships and expanding on partnerships (that are similar to the Construction Association of Nova Scotia (CANS) summer program) has broadened awareness around these opportunities. During the summer students were exposed to the automotive industry through a pilot called Test Drive. Eight students were successful in earning three co-op credits each. In addition HRSB ran a culinary initiative for four students who each completed two credits. Our summer co-op offerings saw an increase in credits earned with 98.5 earned in 2012 and 142 in the summer of 2013. Outside of the summer program, HRSB continues to develop community partnerships and build relationships with industry to bring more co-op experiences to students. New starting in the fall of 2013: Staples for IT Maintenance and repair/ SimplyCast web management.</p> <p>Options and Opportunities (O2) is now offered in all 15 high schools. The four high schools that introduced O2 this fall were: Halifax West, Cole Harbour, Duncan MacMillan, and Musquodoboit Rural. School staff</p>	<p>Co-op students from the high schools began placements as early as mid-October 2013. This past fall saw an increased commitment from Maritime Forces Atlantic in the number and types of opportunities for students to gain valuable exposure to that work place setting (last year 14, this year 24). At the end of October HRSB hosted a career fair which provided approximately 1,000 students with the opportunity to connect with a wide range of industry partners and post-secondary institutions. The application deadline for the summer Construction Association of Nova Scotia initiative was in December and 55 students have applied for 28 spots.</p> <p>In addition, the Auto Sector Council delivered an information session to 28 students for their summer program; they hope to increase their placements to 28 from the eight of last summer. Forty students participated in World Host training in October which was facilitated by Tourism Industry Association of Nova Scotia. The focus of the workshop was customer service skills.</p> <p>Each of the new Options and Opportunities (O2) schools have had a very busy fall with the introduction of the program. Both Halifax West and Cole Harbour have cohorts of 20 while Duncan</p>

<u>Priorities</u>	<u>Progress to Date – September 30, 2013</u>	<u>Progress to Date – December 31, 2013</u>
<ul style="list-style-type: none"> <li>○ Expand the Advanced Placement program.</li>   <li>○ Review credit recovery models to formalize delivery.</li>   <li>○ Involve staff in update of Department of Education and Early Childhood Development grade 9 curricula.</li> </ul>	<p>involved in O2 participated in professional development led by the Department of Education and Early Childhood Development in August.</p> <p>The Advanced Placement program was expanded to now include Dartmouth High beginning September 2013.</p> <p>Program staff has collected tracking forms from each high school that outlines their implementation of Credit Recovery. HRSB has identified four main approaches that schools have been using. Board guidelines are being reviewed. Schools presently use these guidelines to create their individual Credit Recovery models with the goal of creating more standardization in the development and implementation of these models. It has been noted that there must be some flexibility in the delivery of Credit Recovery to address the individual context of each high school community.</p> <p>HRSB has representation on the provincial Grade 9 Curriculum Review Committee which has written a vision document that captures their work to date. This document was the culmination of a year's meetings as well as a two-day session in the spring of 2013. The committee has compiled significant data from current research and is focused on pursuing a model based on inquiry-based learning, principles of 21<sup>st</sup> century learning, the nature of student engagement, and the</p>	<p>MacMillan and Musquodoboit Rural High School are working with groups of 15 and 16. The staff continues to work with their counterparts and board personnel to support a successful delivery of O2 in their schools.</p> <p>Lockview High School has been selected as an Advanced Placement site for the 2014-2015 school year.</p> <p>Dartmouth High is planning the expansion of Advanced Placement course offerings for the 2014-2015 school year.</p> <p>Draft Credit Recovery/Rescue Guidelines have been created. There is also an accompanying Credit Recovery powerpoint presentation and a document titled <i>Important Points to Remember</i>. These documents will be circulated to all high schools early in the new year.</p> <p>Each Board was asked to identify a junior high school to participate in a 3 week interdisciplinary unit pilot next school year. This is part of the grade 9 curriculum review. Rocky Lake Junior High will be the HRSB site.</p>

<u>Priorities</u>	<u>Progress to Date – September 30, 2013</u>	<u>Progress to Date – December 31, 2013</u>
	integration of current technologies in the learning environment. The next phase involves the writing of an interdisciplinary project and a writer has been contracted by the Department of Education and Early Childhood Development to work with the committee on this aspect of the project.	
<p><b><u>Business Plan Goal</u></b></p> <p><b>2. To maximize exemplary teaching practices to support high quality instruction.</b></p>		
<ul style="list-style-type: none"> <li>• Create a common understanding of exemplary and innovative teaching practices through professional development grounded in research <ul style="list-style-type: none"> <li>○ Support teachers in the understanding and implementation of curriculum alignment (curriculum, instruction and assessment).</li> </ul> </li> </ul>	<p>Curriculum alignment professional learning has been embedded in all mathematics, literacy and assessment professional development to support a deeper understanding of this process.</p>	<p>At the request of schools, site-based support was provided in the areas of classroom assessment, evaluation/grading and reporting. This support emphasized the importance of aligning curriculum, assessment, evaluation and reporting practices. This support was provided to 21 elementary schools, 10 junior high schools and one high school, as well as math and literacy coaches. These professional development sessions were also requested and offered to the new teacher cohorts (one full day for junior high and a 1.5 hour session for elementary).</p> <p>All P-3 English and French Immersion teachers and one administrator from each site participated in a site based professional development day focused on strengthening writing assessment and instructional practices. To ensure the professional development met the needs of all teachers, board staff created a variety of professional development sessions and</p>

<u>Priorities</u>	<u>Progress to Date – September 30, 2013</u>	<u>Progress to Date – December 31, 2013</u>
<ul style="list-style-type: none"> <li>○ Implement math curriculum in grades P-3 and grade 10.</li> </ul>	<p>To support the implementation of the P-3 and grade 10 mathematics curriculum, teachers have been provided with 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:</p> <p style="padding-left: 40px;">April – All P-3 Principals received one day of professional development</p> <p style="padding-left: 40px;">May – All P-3 resource teachers received one day of professional development</p>	<p>posted them to a Moodle site. School sites then designed their own day based on teacher experience and learning needs.</p> <p>A professional development day was provided to grade 7-9 English language arts, French language arts and resource teachers who requested additional professional development. The session focused on conferring within a workshop model with an emphasis on teacher language to align curriculum, instruction and assessment.</p> <p>The central office mathematics team and the Department of Education and Early Childhood Development (EECD) prepared the first day of professional development to support teachers with the implementation of the revised grades 4-6 mathematics curriculum which will start in September, 2014. A lead team of classroom teachers and mathematics coaches provided input and planned the professional development. All grade 4-6 classroom teachers, resource teachers and an administrator attended this professional development which was held during the November professional development days.</p> <p>As part of the continuous support during the implementation of the revised P-3 mathematics curriculum, all resource teachers in grades P-6 attended one day of professional development in mathematics. This day was planned and delivered by the central mathematics team with support from the program planning specialists.</p> <p>Based on feedback from classroom teachers, administrators, and mathematics coaches, professional development was developed to support</p>

<u>Priorities</u>	<u>Progress to Date – September 30, 2013</u>	<u>Progress to Date – December 31, 2013</u>
	<p>May – All grade 10 mathematics teachers and department heads received one day of professional development  May / June – All P-3 classroom teachers received one day of professional development  September – All teachers new to the grade P-3 levels received one day of professional development  September – All grade 10 mathematics teachers and department heads received one day of professional development  September – All grade 3 classroom teachers received one day of professional development</p> <p>The new math curriculum in grades P-3 and grade 10 has been implemented effective September 2013.</p>	<p>teachers of combined grades during the implementation of the P-3 mathematics curriculum. A session was held with a focus group consisting of classroom teachers and coaches, to assist in planning this professional development. All teachers in combined classes (P-3/4) were invited to attend one day of professional development. The response was very positive and participants requested an additional day in March.</p> <p>All grade 3 French Immersion mathematics teachers received a day of professional development coordinated by the province.</p> <p>Central office mathematics team provided site based professional development to P-3 classroom teachers and administration who required additional support. This support consisted of one on one consultation, small group support, P-3 staff sessions, and opportunities to visit and observe classrooms demonstrating effective mathematics instruction. Teachers were supported in learning how to navigate and use the new curriculum documents, print resources and online resources, as well as understanding the expected pedagogy, aligning curriculum, instruction and assessment practices and how to explain curriculum changes to parents.</p> <p>The central office mathematics team continues to ensure teachers have the necessary documents and resources needed to effectively implement the curriculum by identifying missing resources and supplying the resources when possible.</p> <p>Mathematics coaches continued to provide in-class support for teachers with the implementation of the P-3 curriculum.</p>

<u>Priorities</u>	<u>Progress to Date – September 30, 2013</u>	<u>Progress to Date – December 31, 2013</u>
<ul style="list-style-type: none"> <li>○ Support secondary teachers to expand pedagogical strategies to explore outcomes with wireless network.</li> </ul>	<p>Planning is underway for a junior high conference with a focus on innovation in teaching and learning.</p> <p>We continue to support high schools in the use of technology to improve student engagement and learning. A total of 240 Moodle courses have been set up for high school teachers to use in the delivery of curriculum. Also a total of 58 students are enrolled in</p>	<p>The central office mathematics team has collected feedback from teachers in terms of their professional development needs. Using this information, planning was started for a conference style professional development day that will be held during the upcoming February professional development days.</p> <p>As part of the continuous support during the implementation of the revised grade 10 mathematics curricula, feedback was received from two different sources: a focus group consisting of grade 10 mathematics teachers was assembled to discuss their professional development needs, and mathematics department heads were brought in to provide feedback on the implementation to date and to plan for future professional development based on the needs at their sites. Based on this feedback, planning for the professional development day for all grade 10-12 mathematics teachers will be held during the upcoming February professional development days.</p> <p>Support is being provided to grade 10 mathematics teachers upon request.</p> <p>Teachers teaching Mathematics 10 in French Immersion were brought in for professional development coordinated by the province.</p> <p>In November, all junior high teachers and administrators attended a full day conference entitled <i>Innovation in Teaching and Learning</i>. Conference attendees participated in a key note focusing on the “bring your own device” model and had the option to select from 32 different sessions which focused on integrating technology, engaging our learners and exemplary teaching practices. Feedback was</p>

<u>Priorities</u>	<u>Progress to Date – September 30, 2013</u>	<u>Progress to Date – December 31, 2013</u>
	<p>online courses through the Nova Scotia Virtual School (NSVS). We currently have one HRSB teacher who offers French Immersion online courses as part of the Nova Scotia Virtual School offerings.</p>	<p>collected from all participants and individual responses for next steps were provided. Sessions in response to this feedback have been developed.</p> <p>Technology integration leaders provided professional learning in technology integration to grade 7 teachers.</p> <p>Sixty-seven HRSB students have enrolled in Nova Scotia Virtual School (NSVS) courses for the second semester.</p>
<ul style="list-style-type: none"> <li>• Increase the cultural proficiency of teachers and administrators <ul style="list-style-type: none"> <li>○ Develop and administer a needs assessment for teachers and administrators on cultural proficiency.</li> </ul> </li> </ul>	<p>All teachers who participated in the New Teacher cohort received a professional development session on the topic of culturally responsive teaching and its relationship to the RCH in Learning and Racial Equity policies.</p> <p>A team has been struck consisting of members from Board Services, Program, and School Administration. The team will develop a needs assessment from which data can be collected.</p> <p>The data will be analyzed once it has been collected.</p>	<p>Work continues on refining the needs assessment tool with an expected roll out date in Spring 2014.</p>
<ul style="list-style-type: none"> <li>• Emphasize exemplary teaching in the teacher appraisal process <ul style="list-style-type: none"> <li>○ Assist principals to connect evaluation to high quality teaching.</li> </ul> </li> </ul>	<p>A meeting with principals, facilitated by Human Resources, will reinforce the connection between consistent, effective evaluation and effective teaching.</p>	<p>Human Resource staff will meet with principals on April 10 to lay the groundwork for making teacher evaluation more effective.</p>

<u>Priorities</u>	<u>Progress to Date – September 30, 2013</u>	<u>Progress to Date – December 31, 2013</u>
	The meeting will lay the groundwork for updating the Supervision and Appraisal for School-based Teaching Staff Policy in 2014-15. The meeting will be held in early Spring, 2014.	
<ul style="list-style-type: none"> <li>• Encourage teachers to continuously assess the effectiveness of their instructional strategies in meeting the diverse needs of each student <ul style="list-style-type: none"> <li>○ Support schools to create effective Professional Learning Communities focussed on developing exemplary teaching practices in support of student learning.</li> </ul> </li> </ul>	Data was collected to ensure that all schools had scheduled time in place for Professional Learning Communities. The data from all principals included the scheduling and grouping of collaborative teams (Professional Learning Communities) for September 2013. Professional Learning Communities' practices regarding scheduling were shared at family of schools meetings. Professional development was provided to principals to effectively use Professional Learning Communities' minutes to improve student achievement.	Superintendent's meetings continue to focus on helping school administrators schedule collaborative time within the instructional day. Data analysis is ongoing and will be used to determine where additional resources will be necessary to reach the goal.
<p><b><u>Business Plan Goal</u></b></p> <p><b>3. To achieve equitable learning opportunities for all students.</b></p>		
<ul style="list-style-type: none"> <li>• 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"> <li>○ Develop a diversity services plan.</li> </ul> </li> </ul>	Consultation was hosted with senior staff and coordinators to provide input into the plan. A draft plan	The draft plan will be reviewed by senior staff in February.

<u>Priorities</u>	<u>Progress to Date – September 30, 2013</u>	<u>Progress to Date – December 31, 2013</u>
<ul style="list-style-type: none"> <li>○ Review and update initiatives of the Diversity Management Committee related to the Employment Systems Review</li> <li>○ Review policy recommendations of the Diversity Management Committee and implement recommendations as policies are updated.</li> </ul>	<p>has been developed which will be reviewed during future consultations with senior staff.</p> <p>The 2009-2013 Diversity Management Plan has been reviewed. Outstanding items will be addressed by the HR Coordinator and Diversity Management Coordinator. The team will be re-established to look at future employment system reviews.</p> <p>Recent policies brought before the Governing Board were reviewed against the Diversity Management policy recommendations.</p>	<p>Outstanding items have been addressed. Re-establishment of the team will be determined during a future review of the <i>Diversity Management Policy</i>.</p> <p>New and revised policies continue to be reviewed against the recommendations from the former Diversity Committee.</p>
<ul style="list-style-type: none"> <li>● Establish systems and processes to analyze and report student achievement data for identified groups</li> <li>○ Continue to promote student self-identification.</li> </ul>	<p>In Family of Schools and Unit Meetings in April, May and June 2013, self-identification continued as an item on each agenda. Principals were 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 were 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).</p>	<p>Throughout the fall, schools continued to focus on self-identification initiatives within their sites. December data revealed that 74% of primary students had self-identified. This was a significant increase from the 44% reported in September.</p> <p>By the end of December, 75% of our students had self-identified. School Administration Supervisors are focusing on supporting principals whose schools have not increased the number of students self-</p>

<u>Priorities</u>	<u>Progress to Date – September 30, 2013</u>	<u>Progress to Date – December 31, 2013</u>
<ul style="list-style-type: none"> <li>○ Merge self-identification data with the student achievement data and complete analysis and interpretation.</li> <li>○ Develop communication plan to report findings.</li> <li>○ Create a common understanding of supporting students to complete high school within an established timeline. Identify data sources to track data.</li> </ul>	<p>In September, School Administration Supervisors began to have discussions with individual principals regarding their success to date and strategies for the fall.</p> <p>As Department of Education and Early Childhood Development and HRSB data become available, staff will merge these data files with our self-identification data. Reports will be generated so that analysis and interpretation of the data can be completed. Once these initial files are created, identified groups can be tracked as they participate in subsequent assessments throughout their school careers.</p> <p>A communication plan will then be developed to report out the findings to various audiences.</p> <p>Three copies of the <i>High School Intervention Framework</i> were distributed to all high schools at the start of the school year and simultaneously posted to Document Depot. The Framework provides schools with guidance/ suggestions in helping school staff program for students who struggle to be successful in school. At the September high school principals meeting administrators were reminded that the <i>Framework</i> is available to help school teams plan interventions to support students who struggle in a consistent manner across the school board while at the same time providing an opportunity to develop supports that best address the individual needs of students. Data sources have been identified including self-identification information merged with drop outs and credits obtained in high school.</p>	<p>identifying.</p> <p>Program has received results for the following assessments:</p> <ul style="list-style-type: none"> <li>• the HRSB Literacy Assessment in Grade 2</li> <li>• the provincial Reading and Writing in Grade 3</li> <li>• Reading, Writing and Mathematics in Grade 6</li> <li>• Reading, Writing and Mathematics in Grade 8.</li> </ul> <p>Staff began working to organize and interpret the data.</p> <p>Reports are being developed and will be shared over the next quarter in a variety of ways.</p> <p>The Facilitator of Staffing and Resources is collaborating with the Student Information System Technology Support Specialist to develop a plan to obtain data related to high school completion.</p>

<u>Priorities</u>	<u>Progress to Date – September 30, 2013</u>	<u>Progress to Date – December 31, 2013</u>
<ul style="list-style-type: none"> <li>• Continue to recruit and retain staff to reflect the diversity of the student population <ul style="list-style-type: none"> <li>○ Facilitate and support a Provincial Task Force regarding the hiring of Aboriginal and African-Nova Scotian teachers.</li> <li>○ Promote the use of all equity hiring tools in the four collective agreements.</li> <li>○ Promote the self-identification of employees.</li> </ul> </li> </ul>	<p>After consultation with the Department of Education and Early Childhood Education, HRSB sent invitations for this first meeting of the Task Force to Department representatives: Aboriginal and African Nova Scotia organizations, all Nova Scotia school boards, and all education degree-granting universities of Nova Scotia. This was further to an HRSB Board motion during its June 2012 meeting. The first meeting is scheduled for November 7, 2013. The invitation noted that there would be a series of four meetings throughout the year.</p> <p>Pursuant to the Board motion of June 2012, 13 term teachers have self-identified as African Nova Scotian or Aboriginal. A meeting of HR staff has been scheduled for October 30 to document and discuss the utilization of the employment equity articles in all collective agreements.</p> <p>The Diversity Management Coordinator and Director of Human Resource Services will be meeting in October to determine the best way to collect and store self-identification data. Once a plan is in place, there will be surveying of employees and promotion of self-identification will be considered.</p>	<p>The Task Force met on November 7. It was agreed that material would be shared amongst members including the history of Aboriginal and African Nova Scotian education and the current barriers and successes for universities and school boards. The meeting was well attended and the membership grew following the meeting. Four universities, eight school boards, the Department of Education and Early Childhood Development, and four Aboriginal and African Nova Scotian educational organizations are participating, with the potential for some expansion. The next three meetings are scheduled for January 15, February 26 and March 26, 2014.</p> <p>For the 2014-15 school year staffing process, the equity article of the NSTU Local Agreement (10.18) will be fully applied with emphasis on Aboriginal and African Nova Scotian teachers. The selected equity teachers will have priority over all other term teachers. Optimizing the equity articles from other collective agreements will be further explored in a meeting of HR Managers on February 4.</p> <p>A plan will be developed at a future meeting on January 29.</p>

<u>Priorities</u>	<u>Progress to Date – September 30, 2013</u>	<u>Progress to Date – December 31, 2013</u>
<ul style="list-style-type: none"> <li>○ Identify strategies that will support the retention of diverse staff.</li> </ul>	<p>The October 30 meeting will also include a discussion around retention strategies. Employees in designated groups and other HRSB departments will be consulted prior to generating a strategy document.</p>	<p>Human Resource staff will be generating a report to assess turnover rates for employees who have self-identified. A template for an exit interview will be developed. In light of a recent survey of exiting educational program assistants (EPAs) there will be a proposal to create an EPA casual pool to retain casuals who work frequently – preference will be given to those who self-identify.</p>
<ul style="list-style-type: none"> <li>● Improve technology and transportation infrastructure to support broader access to programming</li> <li>○ Review student transportation contract and current practices to seek opportunities for alternative delivery of service. (e.g., rural schools).</li> </ul>	<p>Staff is investigating alternative student transportation service delivery models including private service to determine operational and legal parameters and limitations.</p> <p>Expanded use of Metro Transit is also being investigated to accommodate or augment out of area, special needs or regular service requests.</p> <p>Stock Transportation has investigated and proposed alternative service delivery opportunities for remote schools. These have not been implemented but continue to be assessed for cost/service benefit.</p>	<p>Other NS School Boards Transportation Coordinators have been queried on alternate transportation models and agreements have been obtained for review.</p> <p>NS Motor Carrier Division has confirmed that use of passenger vans with limited seating is permitted. Opportunities for application and impact to be determined.</p> <p>Private service has been investigated in one rural area of HRSB but service is limited to students aged 15 and older. This service is used for some team sport transportation.</p> <p>The discounted school board rate for student bus passes increased from \$45 to \$50 per month per student. This is still much lower than the \$70 student monthly bus pass rate and the \$58 child's pass. Citadel High is the only high school relying solely on Metro Transit for regular bus service to students. Staff is assessing potential benefits of expanding Metro Transit ridership to other high schools.</p>

<u>Priorities</u>	<u>Progress to Date – September 30, 2013</u>	<u>Progress to Date – December 31, 2013</u>
<ul style="list-style-type: none"> <li data-bbox="233 256 516 315">○ Audit transportation routing.</li>   <li data-bbox="233 683 579 802">○ Support the expansion of wireless networks in junior high and senior high schools.</li>   <li data-bbox="233 927 569 1045">○ Continue to implement technology upgrades for increased wireless access.</li> </ul>	<p data-bbox="604 256 1241 467">Stock has reviewed school start times throughout the system and proposed revisions to improve transportation schedule efficiencies. Several recommendations for revised school start and end times were implemented in September 2013 that resulted in offsetting increased costs for bus additions to service other areas of the Board.</p> <p data-bbox="604 500 1247 618">HRSB staff is working with Stock to review routing and to seek opportunities for further efficiencies. Access to routing software and associated training for the HRSB Transportation Administrator is in progress.</p> <p data-bbox="604 683 1251 862">Funding has been allocated to provide wireless infrastructure in all Junior High Schools. During the summer equipment was installed at 25 of the 39 Junior High schools and the remaining schools are scheduled to be completed by March 31, 2014. All high schools have wireless infrastructure in place.</p> <p data-bbox="604 927 1230 1073">Under the Information Economy Initiative Extension project the strategy is to have a ceiling mounted LCD projector in all Junior High classrooms. Thirty-five schools have been completed to date and we are on target for completion as planned by March 31, 2014.</p> <p data-bbox="604 1105 1215 1170">HRSB installed the technology for the new CP Allen High School including wireless.</p> <p data-bbox="604 1203 1257 1406">The Department of Education and Early Childhood Development is implementing a pilot project through the Khan Academy at Oxford School called Mathematics Engagement Pilot Project (MEPP) that provides a one to one tablet to all grade seven students. HRSB IT staff is providing tech support for implementation and throughout the duration of the pilot.</p>	<p data-bbox="1287 256 1898 435">Stock has completed the analysis for Millwood High and Sackville High families of schools to report on the impact of additional bussing requirements with two school closures scheduled for July 2014. A report will be presented to Transition Committees in January and February 2014.</p> <p data-bbox="1287 467 1906 586">The Student Transportation Administrator is able to monitor and assess details of bus routes established by Stock using routing software. Courtesy bussing has allowed for improved access by students.</p> <p data-bbox="1287 683 1913 802">Wireless installation has been completed at 38 of the 39 junior high schools and the remaining school is scheduled to have installation completed by March 31, 2014.</p> <p data-bbox="1287 927 1908 1013">Thirty seven junior high schools have had installation upgrades completed and the remainder will be completed as planned by March 31, 2014.</p>

<u>Priorities</u>	<u>Progress to Date – September 30, 2013</u>	<u>Progress to Date – December 31, 2013</u>
<ul style="list-style-type: none"> <li>• 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.</li> <li>○ Develop an implementation plan for recommendations in the <i>Nova Scotia Anti-bullying Action Plan</i>.</li> </ul>	<p>The Safe Schools Committee is aligning their long range plan for professional development and supports to schools with the recommendations from the Nova Scotia Anti-bullying Action Plan. Professional Development in May of last year focused on follow-up school-based reflection at the Junior and Senior High level connected to a conference presented by Ron Morrish, author of <i>All Due Respect</i>. This work addresses practical classroom based strategies in support of pro-social adolescent behaviours. Professional Development was also provided to all principals via School Administration Supervisors reviewing PowerSchool Incident Reporting Data and promoted the proactive use of incident data to effectively respond to, and support, students' behavioural needs at both the school-wide and individual levels. Planning is currently underway and sessions are being developed in order to provide staff members from all Junior and Senior High Schools with a full day conference on November 12 with topics closely aligned to the recommendations.</p>	<p>The Safe Schools Committee response to the recommendations from the Nova Scotia Anti-Bullying Action Plan focused this quarter on supporting professional development related to social/emotional learning that addresses bullying and cyber bullying. A cohort of 25 elementary schools (rural, urban, suburban) was selected by School Administration for participation in a new social emotional learning curriculum, <i>Caring School Community Program</i>. The funding for this program was a result of a grant from the Department of Education and Early Childhood Development and an internal grant from Health Promotion, Program Department. Two professional development sessions have been held in support of implementation of this <i>Caring School Community Program</i>.</p> <p>A <i>Safe and Caring Schools</i> conference was held in November. Principals, guidance counselors and two teachers from all junior and senior high schools attended a full day session on social/emotional learning. The focus of this conference was to provide the participants with an opportunity to attend sessions to promote awareness of such issues as bullying, culture proficiency, digital citizenship, data collection and school climate. In addition, the Safe School Consultant provided sessions on cyberbullying on three different bus cluster professional development days for junior high staff.</p>

<b><u>Priorities</u></b>	<b><u>Progress to Date – September 30, 2013</u></b>	<b><u>Progress to Date – December 31, 2013</u></b>
<ul style="list-style-type: none"> <li>○ Develop reports in PowerSchool to support monitoring learning environments and to support strategies for improvement.</li>   <li>○ Support and expand the number of schools implementing Restorative Approaches.</li> </ul>	<p>Board staff was represented on the Provincial Committee creating Incident Tracking Reports to analyze office referrals and incident consequences via PowerSchool. School Admin Supervisors demonstrated these reports during a principal meeting (Admin Unit) and facilitated dialogue around strategies to effectively use this data to reflect on proactive behavioural supports and strategic design of the learning environment.</p> <p>Support was provided to three schools previously using a restorative approach including refresher sessions for St. Joseph’s A. MacKay, Sycamore Lane, and John Martin Junior High. Student restorative approach sessions were held at John Martin Junior High and the development of a restorative approach student led conference pilot. The trained student facilitators will be called on to lead a restorative conference among students when ‘low level’ conflict occurs. The process is in the beginning stages and will progress throughout the year.</p> <p>Since the spring of 2013 there have been two Restorative Approach information sessions for principals who are interested in learning about a restorative approach. In addition thirty staff attended a restorative approach foundational principles workshop to learn more about a restorative approach. Thirty-five schools have indicated an interest in adopting a restorative approach, this school year. On September 30<sup>th</sup> there was a restorative approach PD session for the eleven schools in the JL Ilsley Family of Schools.</p>	<p>Board staff continues to work with the Department of Education and Early Childhood Development (EECD) staff to create new reports within PowerSchool. EECD has struck a committee to review the current Code of Conduct. The development of a revised code will influence the incident tracking reports.</p> <p>The principal and a teacher from 25 elementary schools participated in a restorative approach foundational concepts workshop. In addition, each of these teachers also received restorative circle training. Oxford School and Herring Cove Junior High each had a cohort of students and teachers trained in student led conferences reflecting the core principles of a restorative approach.</p>

<u>Priorities</u>	<u>Progress to Date – September 30, 2013</u>	<u>Progress to Date – December 31, 2013</u>
<b><u>Business Plan Goal</u></b>		
<b>4. To build engagement, support and confidence in HRSB.</b>		
<ul style="list-style-type: none"> <li>• Identify and implement best practices for community engagement at both the board and school levels <ul style="list-style-type: none"> <li>○ Research best practices for community engagement at the board level.</li> </ul> </li>   <li>○ Review existing policies regarding community engagement and make necessary revisions.</li> </ul>	<p>The Corporate Secretary, Planner and Communications Officer are currently gathering research on best practices for community engagement.</p> <p>The Coordinator, Diversity Management has received community engagement training through a program called “The Art of Hosting”. The training is designed to build community, activate collective intelligence, foster individual and collaborative leadership practices, drive innovative thinking, and foster community building.”</p> <p>The Communications Officer attended a conference in July. Topics included “Strategically Engaging the Community in the 21<sup>st</sup> Century” and “Engaging and Communicating with Diverse Audiences.”</p> <p>The Superintendent, Corporate Secretary and Planner are attending a professional development session, hosted by the Nova Scotia School Boards Association, on community engagement on October 17 and 18.</p> <p>The Policy and Review Committee has been struck by the Governing Board and will be consulted on this priority. The Corporate Secretary has reviewed existing policies regarding community engagement and will make recommendations to the Policy and Review</p>	<p>Senior staff has met to review findings of best practice research by Corporate Secretary. Some methodologies identified through this exercise have been recommended for implementation with the roll out of the next Boundary Review process, which is starting January, 2014.</p> <p>The Coordinator, Diversity Management is working with the Boundary Review planning team in development of strategies for community engagement and delivery of community engagement sessions.</p> <p>The Superintendent, Corporate Secretary and Planner attended a professional development session, hosted by the Nova Scotia School Boards Association, on community engagement on October 17 and 18.</p> <p>A Boundary Review Policy is under development and will include specific procedures regarding communication and community engagement.</p> <p>Presentation to senior staff by the Corporate</p>

<u>Priorities</u>	<u>Progress to Date – September 30, 2013</u>	<u>Progress to Date – December 31, 2013</u>
	Committee.	<p>Secretary took place on December 2, 2013. This session provided an overview of “best practices” for means of engaging community and provided an opportunity to reflect on ways to incorporate these strategies into future engagement opportunities.</p> <p>Operations Services and Board Services have developed a new community engagement strategy for upcoming School Boundary Reviews.</p> <p>Policy Development and Review Committee is ensuring that community engagement is considered during the development or revision of all policies.</p>
<ul style="list-style-type: none"> <li>• Create protocols for proactive, open and timely internal and external communication <ul style="list-style-type: none"> <li>○ Identify means of communications available to external audiences (parents/guardians and community partners) and develop a plan to promote these tools.</li> </ul> </li> </ul>	<p>Tools the HRSB is currently using to communicate with parents/guardians and community partners are:</p> <ul style="list-style-type: none"> <li>• Twitter – Approximately 7,500 Twitter followers and 65 schools using twitter (<i>as of September 30</i>)</li> <li>• Text message and e-mail – 14,476 e-mail addresses and phone numbers are subscribes within the HRSB notification system (<i>as of September 30</i>)</li> <li>• HRSB website (<i>Apr. 1 – Sept. 30</i>) <ul style="list-style-type: none"> <li>○ 3,066,032 total hits to <a href="http://www.hrsb.ca">www.hrsb.ca</a></li> <li>○ Unique page views: 2,228,992</li> <li>○ Top 6 pages viewed: <ol style="list-style-type: none"> <li>1. Home page: 1,310,982</li> <li>2. Staff page: 443,288</li> <li>3. Employment: 173,503</li> <li>4. Job postings: 151,495</li> </ol> </li> </ul> </li> </ul>	<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>Tools the HRSB is currently using to communicate with parents/guardians and community partners are:</p> <ul style="list-style-type: none"> <li>• Twitter – Approximately 9,900 Twitter followers and 80 schools using twitter (<i>as of December 31</i>)</li> <li>• Text message and e-mail – Approximately 33,000 e-mail addresses and phone numbers are subscribers within the HRSB notification system (<i>as of December 31</i>)</li> <li>• HRSB website (<i>Apr. 1 – Dec. 31</i>) <ul style="list-style-type: none"> <li>○ 4,709,189 total hits to <a href="http://www.hrsb.ca">www.hrsb.ca</a></li> </ul> </li> </ul>

<u>Priorities</u>	<u>Progress to Date – September 30, 2013</u>	<u>Progress to Date – December 31, 2013</u>
<ul style="list-style-type: none"> <li>○ Review existing communications policy and make necessary revisions.</li>   <li>○ Develop and implement a social media protocol. Review and revise Acceptable Use Policy (add social media).</li> </ul>	<ul style="list-style-type: none"> <li>5. Calendars: 67,063</li> <li>6. Home address look up: 53,913</li>   <li>○ Top Devices used: <ul style="list-style-type: none"> <li>1. Desktop</li> <li>2. Mobile</li> <li>3. Tablet</li> </ul> </li> </ul> <p>Communications is currently working on a plan to further promote and increase the number of users for each of these tools. This includes periodic advertisement in school newsletters, tweets, and postings on the HRSB website.</p> <p>The Coordinator, Communications and Communications Officer are currently reviewing communications policies from other jurisdictions. Focus groups with various partners are being planned.</p> <p>The Department of Education and Early Childhood Development has struck a committee to review the provincial <i>Acceptable Use Policy</i>. The Coordinator of Information Technology is a member of the committee. The committee plans to incorporate the use of social media in the revised policy. The HRSB policy will be revised once the provincial policy has been finalized.</p> <p>The Communications Officer attended a conference in July. One of the sessions attended was “Social Media for Schools: Diving Beyond ‘Should We?’ Discussions.”</p>	<ul style="list-style-type: none"> <li>○ Unique page views: 3,414,529</li> <li>○ Unique visitors: 677,193</li> <li>○ Top 6 pages viewed: <ul style="list-style-type: none"> <li>1. Home page: 2,154,220</li> <li>2. Staff page: 702,687</li> <li>3. Employment: 215,729</li> <li>4. Job postings: 188,013</li> <li>5. Calendars: 98,621</li> <li>6. Home address look up: 69,810</li> </ul> </li> </ul> <p>The Coordinator, Communications and Communications Officer have reviewed communications policies from other jurisdictions. The current policy is being reformatted into the new policy format and a consultation process with various partners is being planned.</p> <p>The Coordinator of Communications has started a literature review of existing school board social media policies and practices. Work on developing a protocol will commence in the spring.</p> <p>A timeline for approving revisions to the provincial <i>Acceptable Use Policy (AUP)</i> has not been established. 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 – September 30, 2013</u>	<u>Progress to Date – December 31, 2013</u>
<ul style="list-style-type: none"> <li>○ Develop a policy management plan for the review of all HRSB policies.</li> </ul>	<p>The Policy Update Plan has been developed and was reviewed by the Governing Board on September 18, 2013.</p>	<p>A revised policy management plan will be reviewed by the Policy Development and Review Committee at its February meeting. This committee will be responsible for implementing the policy management plan through revisions, development and review of HRSB policies.</p>
<ul style="list-style-type: none"> <li>• Nurture strong relationships with the Department of Education and Early Childhood Development, HRM and other community partners</li> <li>○ Governing Board fosters relationships with Department of Education and Early Childhood Development, HRM and community partners based on open, honest and respectful communication.</li> <li>○ Governing Board seeks opportunities to promote the HRSB with Department of Education and Early Childhood Development, HRM, and community partners.</li> </ul>	<p>The Governing Board fosters relationships with the Department of Education and Early Childhood Development, HRM and community partners on a regular basis through meetings, luncheons, special events, and through involvement with the Nova Scotia School Board Association.</p> <p>The Governing Board has representatives on the Nova Scotia School Board Association and works to promote the HRSB through its initiatives and discussions. Also, the HRSB has partnered with the Department of Education and Early Childhood Development on a regular basis to host announcements in HRSB schools. Governing Board members are also involved individually in events and meetings within their districts which promote the good work being done in the HRSB.</p>	<p>The Governing Board continues to foster strong relationships with the Department of Education and Early Childhood Development, HRM and other community partners through joint meetings, special events and ongoing involvement throughout the communities they serve. The Governing Board continues to have involvement with the Nova Scotia School Board Association (NSSBA). The Board Chair has met with the Mayor of HRM, the Minister of Education and Early Childhood Development, and the Premier.</p> <p>The Governing Board continues to work with the NSSBA and promotes the HRSB through meetings and professional development sessions with this organization. Individual Governing Board members also promote the HRSB within their communities through meetings and special events.</p>

<u>Priorities</u>	<u>Progress to Date – September 30, 2013</u>	<u>Progress to Date – December 31, 2013</u>
<ul style="list-style-type: none"> <li>• Achieve greater efficiency in the management of our facilities               <ul style="list-style-type: none"> <li>○ Implement the approved energy management savings proposal (Phase 1).</li> <li>○ Identify opportunities outside of the energy project for additional savings.</li> </ul> </li> </ul>	<p>The energy performance contract has been awarded to MCW Custom Energy Solutions and projects have been initiated at twenty schools for completion in 2013-14 with a value of \$8.5 M.</p> <p>The Energy Manager has been working with Efficiency NS and has initiated lighting upgrade projects at five schools that do not fall within the energy performance contract. The project costs are recovered within two years through utility savings at each site.</p> <p>The Energy Manager reviews utility billing to identify trends and anomalies that may provide opportunities for savings. Anomalies identified have included vendor billing errors and consumption spikes due to system breakdowns.</p> <p>The Controls Technician position has been filled and this employee is undergoing training, orientation and is working with the Energy Manager to identify opportunities for operational efficiencies within our building HVAC automation and control systems.</p>	<p>There are a total of 32 schools where energy upgrade projects have been initiated and awarded to contractors for completion this fiscal year. The funding allocation for projects to be completed this year has been adjusted to \$7.8 M.</p> <p>The lighting upgrade projects were completed at Alderney Elementary, Dutch Settlement, East St. Margarets, Harry R. Hamilton and Joseph Giles schools.</p> <p>Feasibility studies commenced in December for consideration of hybrid hot water tanks, and indirect LED lighting for gymnasiums. An audit of vending machines was completed, resulting in 60 vending machine “energymisers” being supplied at no cost. Installation of the vending machine devices is expected to begin in January.</p> <p>Complete utility data from the last three years has been entered into the Utility Direct database. This has permitted better analysis of consumption and cost data and identification of anomalies.</p> <p>The Controls Technician continues to receive training and is spending more time in a support role to troubleshoot school environmental systems. Some schools have had building control components converted from older technology to new digital devices.</p>



## 2. **FINANCIAL REPORT**

The following report outlines the General Fund and Supplementary Fund results for the three month period ending December 31, 2013, as well as year to-date results and projections for the remainder of the fiscal year.

The statements report a projected net deficit of \$596,600, but also include a planned use of accumulated surplus in the amount of \$600,900. 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 \$4,300. At this point in the year, staffing adjustments have stabilized, but substitute teacher costs, utilities, and snow removal costs for the final three months of the fiscal year continue to be difficult to predict at this time. Based on results to date, and barring any unusual circumstances, it is anticipated that budget targets will be met. Staff will continue to monitor expenditures in all categories, to ensure that we meet our targets. The variance analysis at the end of this report provides explanations for significant variances from budget or from the same period last year.

The final Supplementary Fund budget amounts confirmed by HRM after budget amounts were presented and approved were \$48,600 lower than expected. Despite this variance, results to date indicate that the Supplementary Fund is projected to meet budget targets by year-end with no major issues.

**GENERAL FUND  
SUMMARY OF REVENUES AND EXPENDITURES  
DECEMBER 31, 2013**

	Actual Oct - Dec 2013-2014	Actual Year to Date 2013-2014	Budget 2013-2014	% Budget Utilized	Projection 2013-2014	Proj% Bud Util	Projected Budget Variance	Actual Year to Date 2012-2013	Line
<b>REVENUE</b>									
<b>Province of Nova Scotia</b>									
Formula Funding	71,079,868	205,231,481	268,752,100	76.4%	268,734,100	100.0%	18,000	203,727,184	R1
Provincial Initiatives	1,002,231	3,086,411	4,689,800	65.8%	4,723,500	100.7%	-33,700	3,347,122	R2
Other Provincial Initiatives and Grants	2,548,792	10,276,820	8,257,800	124.4%	10,858,300	131.5%	-2,600,500	7,649,901	R3
<i>Subtotal</i>	74,630,891	218,594,711	281,699,700	77.6%	284,315,900	100.9%	-2,616,200	214,724,207	
<b>Halifax Regional Municipality</b>									
Mandatory Contribution	28,468,800	85,406,400	113,875,200	75.0%	113,875,200	100.0%	0	79,692,000	R4
<i>Subtotal</i>	28,468,800	85,406,400	113,875,200	75.0%	113,875,200	100.0%	0	79,692,000	
<b>Government of Canada</b>									
Adult EAL	664,193	956,307	2,105,600	45.4%	2,105,600	100.0%	0	953,823	R5
French Special Projects	0	98,408	231,500	42.5%	233,500	100.9%	-2,000	30,310	R6
Minority Official Language	0	237,176	208,500	113.8%	237,200	113.8%	-28,700	139,833	R7
Other Projects	370	59,305	0	n/a	75,900	n/a	-75,900	49,387	R8
<i>Subtotal</i>	664,563	1,351,196	2,545,600	53.1%	2,652,200	104.2%	-106,600	1,173,353	
<b>Board Generated Revenue</b>									
FLEC's Program	3,209	307,317	420,600	73.1%	427,600	101.7%	-7,000	225,295	R9
Investment Income	66,810	260,392	380,000	68.5%	324,400	85.4%	55,600	279,253	R10
Summer School Fees	0	22,425	24,100	93.0%	22,400	92.9%	1,700	24,050	R11
Facilities Rental	40,142	269,487	703,000	38.3%	771,600	109.8%	-68,600	329,018	R12
EXCEL - Before and After School Program	2,518,138	6,629,592	7,740,900	85.6%	8,229,600	106.3%	-488,700	6,203,384	R13
International Services	985,903	2,240,943	2,824,900	79.3%	3,062,800	108.4%	-237,900	2,100,750	R14
Miscellaneous	55,275	426,462	3,300	12923.1%	356,500	10803.0%	-353,200	218,302	R15
<i>Subtotal</i>	3,669,477	10,156,618	12,096,800	84.0%	13,194,900	109.1%	-1,098,100	9,380,052	
<b>TOTAL REVENUE</b>	<b><u>107,433,731</u></b>	<b><u>315,508,926</u></b>	<b><u>410,217,300</u></b>	<b><u>76.9%</u></b>	<b><u>414,038,200</u></b>	<b><u>100.9%</u></b>	<b><u>-3,820,900</u></b>	<b><u>304,969,612</u></b>	

**GENERAL FUND  
SUMMARY OF REVENUES AND EXPENDITURES  
DECEMBER 31, 2013**

	Actual Oct - Dec 2013-2014	Actual Year to Date 2013-2014	Budget 2013-2014	% Budget Utilized	Projection 2013-2014	Proj% Bud Util	Projected Budget Variance	Actual Year to Date 2012-2013	Line
<b><u>EXPENDITURES</u></b>									
<b><u>SCHOOL ADMINISTRATION</u></b>									
<b>Salaries - Teachers</b>									
Classroom	45,450,246	128,664,253	164,593,800	78.2%	167,073,000	101.5%	-2,479,200	124,415,405	S1
Special Education	6,306,244	17,612,079	23,600,400	74.6%	23,179,400	98.2%	421,000	16,755,430	S2
Student Support	2,366,277	6,493,557	8,488,600	76.5%	8,491,000	100.0%	-2,400	5,692,622	S3
Library and Guidance	1,503,404	4,249,198	5,482,900	77.5%	5,528,700	100.8%	-45,800	4,105,554	S4
Teacher Administrators	6,449,549	18,325,270	24,218,800	75.7%	23,966,600	99.0%	252,200	17,716,634	S5
Board Administration	450,603	1,209,159	1,611,100	75.1%	1,578,900	98.0%	32,200	1,045,182	S6
Substitutes	4,705,745	9,082,808	12,751,500	71.2%	13,329,400	104.5%	-577,900	8,561,107	S7
<i>Subtotal</i>	67,232,068	185,636,323	240,747,100	77.1%	243,147,000	101.0%	-2,399,900	178,291,934	
<b>Salaries - Non-Teachers</b>									
Educational Program Assistants	5,624,120	14,877,265	20,344,200	73.1%	20,317,200	99.9%	27,000	13,763,363	S8
Library Support Specialists	99,603	286,234	407,000	70.3%	387,400	95.2%	19,600	350,913	S9
School Secretaries	1,909,705	4,059,358	5,742,400	70.7%	5,800,700	101.0%	-58,300	3,897,881	S10
Board Administration	56,074	140,202	192,300	72.9%	192,800	100.3%	-500	101,992	S11
Student Support	179,399	473,746	701,100	67.6%	665,100	94.9%	36,000	465,614	S12
Security	22,016	75,840	119,200	63.6%	106,000	88.9%	13,200	96,782	S13
Lunch Supervision	586,065	1,416,427	2,364,000	59.9%	2,364,000	100.0%	0	1,407,025	S14
<i>Subtotal</i>	8,476,981	21,329,071	29,870,200	71.4%	29,833,200	99.9%	37,000	20,083,570	
<b>Benefits</b>									
Statutory	1,876,231	10,542,832	15,410,300	68.4%	15,395,800	99.9%	14,500	9,957,401	S15
Medical/Dental/Salary Continuation	905,817	2,462,634	3,152,400	78.1%	3,221,400	102.2%	-69,000	2,279,854	S16
Service Awards	521,050	1,565,320	2,084,200	75.1%	2,086,400	100.1%	-2,200	1,555,650	S17
Pension	818,403	2,085,311	2,889,200	72.2%	2,941,600	101.8%	-52,400	1,993,206	S18
<i>Subtotal</i>	4,121,501	16,656,097	23,536,100	70.8%	23,645,200	100.5%	-109,100	15,786,112	
<b>Student Services</b>									
Travel - Student Services	21,249	37,998	89,500	42.5%	60,900	68.0%	28,600	51,093	S19
Other Non Salary Expenditures	4,424	7,667	15,000	51.1%	15,000	100.0%	0	1,435	S20
<i>Subtotal</i>	25,672	45,665	104,500	43.7%	75,900	72.6%	28,600	52,528	

**GENERAL FUND  
SUMMARY OF REVENUES AND EXPENDITURES  
DECEMBER 31, 2013**

	<b>Actual Oct - Dec 2013-2014</b>	<b>Actual Year to Date 2013-2014</b>	<b>Budget 2013-2014</b>	<b>% Budget Utilized</b>	<b>Projection 2013-2014</b>	<b>Proj% Bud Util</b>	<b>Projected Budget Variance</b>	<b>Actual Year to Date 2012-2013</b>	<b>Line</b>
<b>Program Support Resources</b>									
Classroom Supplies and Equipment	1,285,353	2,067,608	3,526,800	58.6%	3,528,100	100.0%	-1,300	2,098,831	S21
School Technology	281,844	508,163	756,000	67.2%	756,000	100.0%	0	564,256	S22
Data Lines	127,208	342,976	608,600	56.4%	530,100	87.1%	78,500	432,412	S23
Circuit/Resource Travel	49,649	118,691	187,100	63.4%	187,100	100.0%	0	121,309	S24
Textbook Credit Allocation	778,049	1,798,339	2,544,500	70.7%	2,544,500	100.0%	0	1,782,246	S25
Other Non Salary Expenditures	28,371	128,194	190,000	67.5%	192,200	101.2%	-2,200	140,504	S26
Other Projects	45,273	112,212	135,500	82.8%	123,500	91.1%	12,000	115,709	S27
<i>Subtotal</i>	2,595,747	5,076,183	7,948,500	63.9%	7,861,500	98.9%	87,000	5,255,267	
<b>Administration</b>									
Supplies and Materials	3,756	6,743	20,000	33.7%	15,000	75.0%	5,000	10,512	S28
Other Non Salary Expenditures	9,868	20,056	37,400	53.6%	31,200	83.4%	6,200	18,768	S29
<i>Subtotal</i>	13,623	26,798	57,400	46.7%	46,200	80.5%	11,200	29,281	
<b>Professional Development</b>									
System Leadership	-27,860	32,005	175,000	18.3%	125,000	71.4%	50,000	317,768	S30
<b>International Services</b>									
Revenue	985,903	2,240,943	2,824,900	79.3%	3,062,800	108.4%	-237,900	2,100,750	S31
Expenditure	561,641	1,543,098	2,129,500	72.5%	2,256,000	105.9%	-126,500	1,526,334	S32
<i>Net Revenue</i>	424,262	697,846	695,400	100.4%	806,800	116.0%	-111,400	574,416	
<b>Summer School</b>									
Revenue	0	22,425	24,100	93.0%	22,400	92.9%	1,700	24,050	S33
Expenditure	32	27,920	24,100	115.9%	27,900	115.8%	-3,800	25,795	S34
<i>Net Revenue</i>	-32	-5,495	0		-5,500		5,500	-1,745	
<b>Adult and Community Education</b>									
FLEC's - Night School	2,497	6,751	20,000	33.8%	20,000	100.0%	0	4,893	S35
Nova Scotia Student Adult Literacy	64,403	169,392	400,600	42.3%	400,600	100.0%	0	245,955	S36
<i>Subtotal</i>	66,900	176,144	420,600	41.9%	420,600	100.0%	0	250,849	
<b>Total School Administration</b>	<b><u>83,066,306</u></b>	<b><u>230,549,305</u></b>	<b><u>305,013,000</u></b>	<b><u>75.6%</u></b>	<b><u>307,438,500</u></b>	<b><u>100.8%</u></b>	<b><u>-2,425,500</u></b>	<b><u>221,619,436</u></b>	

**GENERAL FUND  
SUMMARY OF REVENUES AND EXPENDITURES  
DECEMBER 31, 2013**

<b>PROGRAM</b>	<b>Actual Oct - Dec 2013-2014</b>	<b>Actual Year to Date 2013-2014</b>	<b>Budget 2013-2014</b>	<b>% Budget Utilized</b>	<b>Projection 2013-2014</b>	<b>Proj% Bud Util</b>	<b>Projected Budget Variance</b>	<b>Actual Year to Date 2012-2013</b>	<b>Line</b>
<b>Salaries - Teachers</b>									
Special Education	1,646,250	4,518,911	6,029,700	74.9%	5,949,200	98.7%	80,500	4,262,424	P1
Student Support	69,426	233,892	301,300	77.6%	296,800	98.5%	4,500	201,064	P2
Board Administration	616,485	1,964,653	2,617,600	75.1%	2,515,400	96.1%	102,200	2,158,579	P3
<i>Subtotal</i>	2,332,161	6,717,456	8,948,600	75.1%	8,761,400	97.9%	187,200	6,622,066	
<b>Salaries - Non-Teachers</b>									
Board Administration	78,797	193,107	307,800	62.7%	274,600	89.2%	33,200	220,887	P4
Student Services Secretaries	69,688	146,186	214,400	68.2%	210,700	98.3%	3,700	125,226	P5
<i>Subtotal</i>	148,485	339,293	522,200	65.0%	485,300	92.9%	36,900	346,114	
<b>Benefits</b>									
Statutory	50,000	320,473	466,000	68.8%	480,100	103.0%	-14,100	290,271	P6
Medical/Dental/Salary Continuation	17,584	46,033	60,000	76.7%	63,300	105.5%	-3,300	41,354	P7
Service Awards	22,900	68,700	91,600	75.0%	91,600	100.0%	0	65,625	P8
Pension	16,834	37,305	53,900	69.2%	54,800	101.7%	-900	37,611	P9
<i>Subtotal</i>	107,319	472,512	671,500	70.4%	689,800	102.7%	-18,300	434,861	
<b>Special Education and Student Support</b>									
Tutors/Support for Alternative Arrangements	28,019	87,798	90,000	97.6%	118,000	131.1%	-28,000	79,223	P10
Supplies and Materials	73,830	101,224	168,000	60.3%	168,000	100.0%	0	109,883	P11
Assistive Technology Equipment	63,312	165,480	296,500	55.8%	296,500	100.0%	0	165,379	P12
Innovation Challenge/Spec Ed Pilot Projects	128,222	306,447	412,000	74.4%	412,000	100.0%	0	263,145	P13
SEIRC	32,222	57,109	106,400	53.7%	106,400	100.0%	0	47,333	P14
Travel - Student Services	24,010	48,551	103,100	47.1%	90,500	87.8%	12,600	62,143	P15
Contracted Services	700,043	1,006,205	1,015,400	99.1%	1,122,500	110.5%	-107,100	860,796	P16
<i>Subtotal</i>	1,049,658	1,772,814	2,191,400	80.9%	2,313,900	105.6%	-122,500	1,587,902	
<b>Program Support Resources</b>									
Supplies and Materials	28,397	180,854	233,500	77.5%	257,200	110.1%	-23,700	199,206	P17
Provincial Program Initiatives and Projects	870,034	2,067,286	4,603,300	44.9%	5,840,100	126.9%	-1,236,800	2,061,076	P18
<i>Subtotal</i>	898,431	2,248,140	4,836,800	46.5%	6,097,300	126.1%	-1,260,500	2,260,283	
<b>Administration</b>									
Supplies and Materials	4,282	19,251	41,000	47.0%	30,000	73.2%	11,000	23,525	P19
Other Non Salary Expenditures	12,349	25,319	49,500	51.1%	42,000	84.8%	7,500	33,050	P20
<i>Subtotal</i>	16,631	44,569	90,500	49.2%	72,000	79.6%	18,500	56,576	

**GENERAL FUND  
SUMMARY OF REVENUES AND EXPENDITURES  
DECEMBER 31, 2013**

	Actual Oct - Dec 2013-2014	Actual Year to Date 2013-2014	Budget 2013-2014	% Budget Utilized	Projection 2013-2014	Proj% Bud Util	Projected Budget Variance	Actual Year to Date 2012-2013	Line
<b>Professional Development</b>									
Curriculum Implementation	41,973	84,760	382,500	22.2%	364,000	95.2%	18,500	156,425	P21
Literacy Implementation	42,128	168,850	201,900	83.6%	290,200	143.7%	-88,300	141,479	P22
Mathematics Implementation	129,448	259,263	273,700	94.7%	693,700	253.5%	-420,000	27,548	P23
Assessment and Evaluation	87,833	91,614	78,800	116.3%	78,800	100.0%	0	62,450	P24
Continuous School Improvement	26,371	47,792	75,000	63.7%	70,000	93.3%	5,000	28,166	P25
Student Services	53,475	62,061	190,000	32.7%	180,000	94.7%	10,000	90,298	P26
RCH	26,506	67,761	210,700	32.2%	284,500	135.0%	-73,800	31,030	P27
<i>Subtotal</i>	407,733	782,102	1,412,600	55.4%	1,961,200	138.8%	-548,600	537,395	
<b>Total Program</b>	<b><u>4,960,417</u></b>	<b><u>12,376,885</u></b>	<b><u>18,673,600</u></b>	<b><u>66.3%</u></b>	<b><u>20,380,900</u></b>	<b><u>109.1%</u></b>	<b><u>-1,707,300</u></b>	<b><u>11,845,196</u></b>	
<b><u>BOARD SERVICES</u></b>									
<b>Board Governance</b>									
Honoraria and Benefits	25,549	76,907	102,600	75.0%	102,600	100.0%	0	76,776	B1
Supplies and Materials	446	1,010	5,000	20.2%	5,000	100.0%	0	3,995	B2
NSSBA Dues	0	85,000	85,000	100.0%	85,000	100.0%	0	85,000	B3
Other Non Salary Expenditures	13,496	57,656	82,900	69.5%	82,900	100.0%	0	41,491	B4
<i>Subtotal</i>	39,491	220,573	275,500	80.1%	275,500	100.0%	0	207,262	
<b>Board Services</b>									
Salaries	225,891	608,721	809,200	75.2%	811,400	100.3%	-2,200	585,705	B5
Benefits	23,901	85,649	125,600	68.2%	127,800	101.8%	-2,200	85,528	B6
Supplies and Materials	17,194	45,587	70,000	65.1%	65,000	92.9%	5,000	49,579	B7
Professional Services	85,058	126,737	270,000	46.9%	200,000	74.1%	70,000	110,409	B8
Other Non Salary Expenditures	12,390	22,266	82,400	27.0%	72,400	87.9%	10,000	24,776	B9
<i>Subtotal</i>	364,433	888,961	1,357,200	65.5%	1,276,600	94.1%	80,600	855,997	
<b>Total Board Services</b>	<b><u>403,924</u></b>	<b><u>1,109,534</u></b>	<b><u>1,632,700</u></b>	<b><u>68.0%</u></b>	<b><u>1,552,100</u></b>	<b><u>95.1%</u></b>	<b><u>80,600</u></b>	<b><u>1,063,259</u></b>	

**GENERAL FUND  
SUMMARY OF REVENUES AND EXPENDITURES  
DECEMBER 31, 2013**

	Actual Oct - Dec 2013-2014	Actual Year to Date 2013-2014	Budget 2013-2014	% Budget Utilized	Projection 2013-2014	Proj% Bud Util	Projected Budget Variance	Actual Year to Date 2012-2013	Line
<b><u>OPERATIONS SERVICES</u></b>									
<b>Administration</b>									
Salaries	513,138	1,343,347	1,758,700	76.4%	1,796,400	102.1%	-37,700	1,209,652	01
Benefits	97,830	293,463	396,300	74.1%	414,100	104.5%	-17,800	264,142	02
Travel	9,302	17,459	53,000	32.9%	30,000	56.6%	23,000	18,734	03
Other Non Salary Expenditures	11,607	48,173	54,500	88.4%	75,700	138.9%	-21,200	82,161	04
<i>Subtotal</i>	631,877	1,702,443	2,262,500	75.2%	2,316,200	102.4%	-53,700	1,574,688	
<b>Custodial Services</b>									
Salaries	3,586,182	9,427,347	12,750,500	73.9%	12,703,000	99.6%	47,500	9,261,688	05
Benefits	1,136,602	3,022,020	4,068,500	74.3%	4,079,500	100.3%	-11,000	2,929,650	06
Supplies and Equipment	214,033	569,307	788,400	72.2%	788,400	100.0%	0	579,745	07
Building Rental Expense	439,641	1,315,787	1,756,400	74.9%	1,773,300	101.0%	-16,900	1,304,802	08
Contracted Services	576,220	922,964	2,013,200	45.8%	2,068,600	102.8%	-55,400	826,237	09
<i>Subtotal</i>	5,952,678	15,257,425	21,377,000	71.4%	21,412,800	100.2%	-35,800	14,902,123	
<b>Maintenance Services</b>									
Salaries	484,003	1,239,451	1,897,700	65.3%	1,692,200	89.2%	205,500	1,281,957	010
Benefits	154,010	405,183	580,700	69.8%	549,100	94.6%	31,600	409,050	011
Supplies and Equipment	1,067,430	2,372,895	4,104,600	57.8%	4,104,600	100.0%	0	2,645,684	012
Vehicle Operating Expense	70,498	171,027	200,000	85.5%	215,000	107.5%	-15,000	135,035	013
Contracted Services - Maintenance	210,407	623,904	800,000	78.0%	800,000	100.0%	0	508,843	014
Relocation Expenses	18,570	39,052	50,000	78.1%	50,000	100.0%	0	14,372	015
<i>Subtotal</i>	2,004,918	4,851,513	7,633,000	63.6%	7,410,900	97.1%	222,100	4,994,941	
<b>Plant Operations</b>									
Insurance	158,200	502,074	635,800	79.0%	661,400	104.0%	-25,600	521,600	016
Utilities - Electricity	1,893,409	4,127,178	5,871,100	70.3%	5,707,500	97.2%	163,600	3,611,521	017
Utilities - Heating Fuel	1,779,385	3,308,036	7,661,100	43.2%	7,661,100	100.0%	0	3,081,556	018
Utilities - Water / Sewer	309,748	696,709	989,000	70.4%	1,050,000	106.2%	-61,000	583,225	019
Utilities - Telephone	11,249	46,527	67,000	69.4%	67,000	100.0%	0	51,540	020
<i>Subtotal</i>	4,151,990	8,680,523	15,224,000	57.0%	15,147,000	99.5%	77,000	7,849,442	

**GENERAL FUND  
SUMMARY OF REVENUES AND EXPENDITURES  
DECEMBER 31, 2013**

	Actual Oct - Dec 2013-2014	Actual Year to Date 2013-2014	Budget 2013-2014	% Budget Utilized	Projection 2013-2014	Proj% Bud Util	Projected Budget Variance	Actual Year to Date 2012-2013	Line
<b>Capital Projects</b>	5,450,844	7,467,130	1,091,900	683.9%	1,623,800	148.7%	-531,900	3,283,868	O21
<b>Student Transportation</b>	7,097,740	11,921,763	17,992,500	66.3%	17,992,500	100.0%	0	11,464,155	O22
<b>Technology Services</b>									
Salaries	582,966	1,623,957	2,179,800	74.5%	2,181,200	100.1%	-1,400	1,504,248	O23
Benefits	129,381	389,700	542,400	71.8%	539,900	99.5%	2,500	360,008	O24
Computer Services - Schools	171,316	315,994	110,000	287.3%	316,000	287.3%	-206,000	50,085	O25
Computer Supplies - Administration	28,238	60,301	107,100	56.3%	107,100	100.0%	0	86,316	O26
O'Connell Drive Refresh	15,000	18,075	121,600	14.9%	121,600	100.0%	0	16,190	O27
P3 Information Technology Sinking Fund	743	6,738	907,400	0.7%	907,400	100.0%	0	3,529	O28
IEI Non Salary Expenses	30,271	100,335	122,900	81.6%	122,900	100.0%	0	95,251	O29
Travel	13,935	46,778	76,700	61.0%	62,000	80.8%	14,700	44,036	O30
Professional Services	6,330	33,064	381,000	8.7%	367,000	96.3%	14,000	40,829	O31
Telephone/Fax/Data	29,795	80,415	132,000	60.9%	112,000	84.8%	20,000	92,360	O32
<i>Subtotal</i>	1,007,974	2,675,358	4,680,900	57.2%	4,837,100	103.3%	-156,200	2,292,852	
<b>Facilities Rentals</b>									
Revenue	40,142	269,487	703,000	38.3%	771,600	109.8%	-68,600	329,018	O33
Salaries	134,412	246,359	396,400	62.1%	354,600	89.5%	41,800	232,044	O34
Benefits	22,306	46,758	81,700	57.2%	67,700	82.9%	14,000	42,438	O35
Service Contract	52,400	52,400	52,400	100.0%	52,400	100.0%	0	0	O36
Other Non Salary Expenditures	261	1,185	5,000	23.7%	1,800	36.0%	3,200	1,648	O37
<i>Subtotal</i>	209,380	346,702	535,500	64.7%	476,500	89.0%	59,000	276,130	
<i>Net Revenue</i>	-169,238	-77,215	167,500	-46.1%	295,100	176.2%	-127,600	52,888	
<b>Total Operations Services</b>	<b><u>26,507,402</u></b>	<b><u>52,902,856</u></b>	<b><u>70,797,300</u></b>	<b><u>74.7%</u></b>	<b><u>71,216,800</u></b>	<b><u>100.6%</u></b>	<b><u>-419,500</u></b>	<b><u>46,638,199</u></b>	

**GENERAL FUND  
SUMMARY OF REVENUES AND EXPENDITURES  
DECEMBER 31, 2013**

	Actual Oct - Dec 2013-2014	Actual Year to Date 2013-2014	Budget 2013-2014	% Budget Utilized	Projection 2013-2014	Proj% Bud Util	Projected Budget Variance	Actual Year to Date 2012-2013	Line
<b><u>FINANCIAL SERVICES</u></b>									
<b>Administration</b>									
Salaries	430,388	1,132,946	1,562,300	72.5%	1,537,200	98.4%	25,100	1,078,931	F1
Benefits	87,035	263,830	369,000	71.5%	370,600	100.4%	-1,600	245,920	F2
Supplies and Materials	66,092	133,000	210,000	63.3%	189,800	90.4%	20,200	140,607	F3
Travel	1,408	2,291	5,000	45.8%	3,700	74.0%	1,300	1,560	F4
Liability Insurance	56,969	170,908	257,200	66.4%	227,900	88.6%	29,300	192,868	F5
Professional Services	0	0	45,000	0.0%	37,000	82.2%	8,000	0	F6
Service Fees	1,912	12,306	30,000	41.0%	30,000	100.0%	0	48,349	F7
<i>Subtotal</i>	643,804	1,715,281	2,478,500	69.2%	2,396,200	96.7%	82,300	1,708,236	
<b>Excel - Before and After School Program</b>									
Revenue	2,518,138	6,629,592	7,740,900	85.6%	8,229,600	106.3%	-488,700	6,203,384	F8
Salaries	1,462,061	2,825,086	4,105,600	68.8%	4,161,800	101.4%	-56,200	2,421,222	F9
Benefits	162,444	324,143	483,800	67.0%	487,400	100.7%	-3,600	262,700	F10
Other	189,944	375,554	600,300	62.6%	614,900	102.4%	-14,600	373,074	F11
<i>Subtotal</i>	1,814,449	3,524,783	5,189,700	67.9%	5,264,100	101.4%	-74,400	3,056,996	
<i>Net Revenue</i>	703,689	3,104,809	2,551,200	121.7%	2,965,500	116.2%	-414,300	3,146,387	
<b>Adult EAL</b>									
Revenue	664,193	956,307	2,105,600	45.4%	2,105,600	100.0%	0	953,823	F12
Expenditure	666,823	1,429,382	2,105,600	67.9%	2,105,600	100.0%	0	1,387,863	F13
<i>Net Revenue</i>	-2,630	-473,076	0		0		0	-434,040	
<b>Total Financial Services</b>	<b><u>3,125,076</u></b>	<b><u>6,669,446</u></b>	<b><u>9,773,800</u></b>	<b><u>68.2%</u></b>	<b><u>9,765,900</u></b>	<b><u>99.9%</u></b>	<b><u>7,900</u></b>	<b><u>6,153,095</u></b>	

**GENERAL FUND  
SUMMARY OF REVENUES AND EXPENDITURES  
DECEMBER 31, 2013**

	Actual Oct - Dec 2013-2014	Actual Year to Date 2013-2014	Budget 2013-2014	% Budget Utilized	Projection 2013-2014	Proj% Bud Util	Projected Budget Variance	Actual Year to Date 2012-2013	Line
<b><u>HUMAN RESOURCE SERVICES</u></b>									
<b>Administration</b>									
Salaries	447,381	1,225,710	1,676,000	73.1%	1,643,700	98.1%	32,300	1,121,120	H1
Benefits	87,416	280,420	392,800	71.4%	392,700	100.0%	100	252,945	H2
Pension Top-Ups	12,325	37,011	41,800	88.5%	41,800	100.0%	0	36,975	H3
Supplies and Materials	31,131	93,194	106,100	87.8%	103,800	97.8%	2,300	69,692	H4
Travel	1,832	5,151	8,200	62.8%	8,000	97.6%	200	4,435	H5
Service Contracts	450	2,205	7,000	31.5%	5,000	71.4%	2,000	4,235	H6
<i>Subtotal</i>	580,535	1,643,691	2,231,900	73.6%	2,195,000	98.3%	36,900	1,489,403	
<b>Staff Development</b>									
Professional Development	345,059	716,376	2,095,000	34.2%	2,085,600	99.6%	9,400	669,096	H7
<i>Subtotal</i>	345,059	716,376	2,095,000	34.2%	2,085,600	99.6%	9,400	669,096	
<b>Total Human Resource Services</b>	<b><u>925,595</u></b>	<b><u>2,360,067</u></b>	<b><u>4,326,900</u></b>	<b><u>54.5%</u></b>	<b><u>4,280,600</u></b>	<b><u>98.9%</u></b>	<b><u>46,300</u></b>	<b><u>2,158,499</u></b>	
<b>TOTAL EXPENDITURES</b>	<b><u>118,988,721</u></b>	<b><u>305,968,093</u></b>	<b><u>410,217,300</u></b>	<b><u>74.6%</u></b>	<b><u>414,634,800</u></b>	<b><u>101.1%</u></b>	<b><u>-4,417,500</u></b>	<b><u>289,477,685</u></b>	
<b>NET SURPLUS/(DEFICIT)</b>	<b><u>-11,554,990</u></b>	<b><u>9,540,833</u></b>	<b><u>0</u></b>		<b><u>-596,600</u></b>		<b><u>596,600</u></b>	<b><u>15,491,927</u></b>	
<b>PLANNED USE OF ACCUMULATED SURPLUS</b>					<b><u>600,900</u></b>				
<b>NET OPERATING SURPLUS (DEFICIT)</b>					<b><u>4,300</u></b>				

**SUMMARY OF REVENUES AND EXPENDITURES  
DECEMBER 31, 2013  
SUPPLEMENTARY FUND**

	Actual Oct - Dec 2013-2014	Actual Year to Date 2013-2014	Budget 2013-2014	% Budget Utilized	Projection 2013-2014	Projected Variance	Actual Year to Date 2012-2013
<b><u>REVENUE</u></b>							
<b>Supplementary Funding</b>	4,252,775	12,758,325	17,059,700	74.8%	17,011,100	48,600	13,150,745
<b><u>EXPENDITURES</u></b>							
<b><u>SCHOOL ADMINISTRATION</u></b>							
<b>Classroom Teachers</b>							
Elementary Music	210,156	593,588	770,200	77.1%	772,800	-2,600	581,806
Junior High Music and Art	144,097	405,571	516,300	78.6%	524,700	-8,400	392,450
Physical Education	0	259,723	259,500	100.1%	259,700	-200	574,402
Elementary Art	153,678	430,356	561,300	76.7%	562,100	-800	410,064
Additional Teachers	875,785	2,532,139	3,433,200	73.8%	3,330,500	102,700	2,541,056
Fine Arts	401,629	1,135,093	1,516,300	74.9%	1,488,000	28,300	1,117,137
<i>Subtotal</i>	1,785,345	5,356,471	7,056,800	75.9%	6,937,800	119,000	5,616,914
<b>Special Education</b>							
Resource Teachers	625,402	1,990,796	2,549,600	78.1%	2,535,500	14,100	2,314,723
Social Workers	130,464	368,660	480,400	76.7%	480,500	-100	356,530
Educational Program Assistants	252,287	691,604	935,400	73.9%	909,700	25,700	662,926
<i>Subtotal</i>	1,008,152	3,051,061	3,965,400	76.9%	3,925,700	39,700	3,334,179
<b>Library and Guidance</b>							
Library Support Specialists	617,929	1,685,543	2,185,400	77.1%	2,195,500	-10,100	1,599,276
Guidance	201,848	570,615	736,600	77.5%	742,000	-5,400	541,670
<i>Subtotal</i>	819,777	2,256,158	2,922,000	77.2%	2,937,500	-15,500	2,140,946
<b>Curriculum Leadership</b>							
	105,133	307,481	411,000	74.8%	403,100	7,900	306,524
<b>Other</b>							
Student Services Secretaries	8,293	17,262	25,500	67.7%	24,300	1,200	16,937
Early Learning Opportunities	88,679	245,918	308,100	79.8%	317,700	-9,600	217,235
School Secretaries	13,153	27,247	40,100	67.9%	38,200	1,900	26,623
Student Support Workers	38,624	89,421	116,800	76.6%	116,600	200	82,546
<i>Subtotal</i>	148,750	379,848	490,500	77.4%	496,800	-6,300	343,341

**SUMMARY OF REVENUES AND EXPENDITURES  
DECEMBER 31, 2013  
SUPPLEMENTARY FUND**

	Actual Oct - Dec 2013-2014	Actual Year to Date 2013-2014	Budget 2013-2014	% Budget Utilized	Projection 2013-2014	Projected Variance	Actual Year to Date 2012-2013
<b>Benefits</b>							
Statutory	162,593	728,902	916,800	79.5%	1,006,800	-90,000	690,449
Medical/Dental/Salary Continuation	86,409	247,008	343,000	72.0%	326,200	16,800	243,558
Service Awards	25,000	75,000	108,300	69.3%	102,100	6,200	85,800
Pension	104,467	302,041	374,100	80.7%	389,600	-15,500	268,606
<i>Subtotal</i>	378,469	1,352,950	1,742,200	77.7%	1,824,700	-82,500	1,288,414
<b>Substitutes</b>	113,640	265,160	378,800	70.0%	378,800	0	280,210
<b>Program Support</b>							
Program Supplies and Materials	12,725	54,951	73,000	75.3%	86,700	-13,700	67,961
Therapeutic Swim Program	3,423	11,142	20,000	55.7%	20,000	0	12,168
<i>Subtotal</i>	16,149	66,092	93,000	71.1%	106,700	-13,700	80,128
<b>TOTAL EXPENDITURES</b>	<b><u>4,375,415</u></b>	<b><u>13,035,221</u></b>	<b><u>17,059,700</u></b>	<b><u>76.4%</u></b>	<b><u>17,011,100</u></b>	<b><u>48,600</u></b>	<b><u>13,390,656</u></b>
<b>NET SURPLUS (DEFICIT)</b>	<b><u>-122,640</u></b>	<b><u>-276,896</u></b>	<b><u>0</u></b>		<b><u>0</u></b>	<b><u>0</u></b>	<b><u>-239,912</u></b>

Description	Projection Variance to Budget	YTD Actual Variance to Prev YTD	Explanation
<b>Revenue:</b>			
<b>Province of Nova Scotia</b>			
R3 Other Provincial Initiatives/Grants	-2,600,500		Received additional Provincial grants that were not included in the budget. (Offset by projected expenditures.)
<b>Government of Canada</b>			
R8 Other Projects	-75,900		Additional grants/revenues that were unbudgeted, with accompanying expenditure projections.
<b>Board Generated Revenues</b>			
R15 Misc Board Generated Revenues	-353,200		Additional grants/revenues that were unbudgeted, with accompanying expenditure projections.
<b>Expenditures:</b>			
<b>School Administration</b>			
S1-6 Salaries - Teachers	-1,822,000		Teachers salaries are tracking higher than budgeted for this fiscal year. (Average cost per teacher higher than budgeted.)
S7 Salaries - Teachers - Substitutes	-577,900		Substitute teacher costs are tracking higher than budgeted.
S30 Professional Development		285,800	Amounts spent in 2012-13 included salary and benefit costs for the Student Information Systems (SIS) project. These costs are reflected in the Board Administration section for the current year.
S31 International Services - Revenues	-237,900		Additional students over the budgeted enrolment amounts, resulting in additional revenues.
S32 International Services - Expenditures	-126,500		Additional students over the budgeted enrolment amounts with resulting increased expenditure projections.
<b>Program</b>			
P1 Special Education Teachers	80,500		Staffing changes and delays in filling vacant positions have resulted in projections that are lower than budgeted.
P3 Board Administration Teachers	102,200		Staffing changes and delays in filling vacant positions have resulted in projections that are lower than budgeted.
P10 Tutors/Support for Alternative Arrangements	-28,000		Tutor costs are tracking above budget, similar to experience in 2012-13, with no budget adjustment.
P16 Contracted Services	-107,100		Number of tuition supports approved by DOE exceeded amount budgeted for 2013-14.
P18 Provincial Program Initiatives and Projects	-1,236,800		Additional grants/revenues that were unbudgeted, with accompanying expenditure projections.
P21-27 Professional Development	-548,600		Additional grants/revenues that were unbudgeted, with accompanying expenditure projections.
P23 Math Implementation PD		-231,700	Additional grants were received in the 2012-13 school for Math PD. A number of sessions were held in the April - December 2013 period, more significant than in the same time period for the previous year.
<b>Operations Services</b>			
O5-6 Custodial Salaries and Benefits	36,500		Custodial salary and benefit costs are tracking slightly under budget.
O10-11 Maintenance Salaries and Benefits	237,100		Maintenance employees budgeted for the full fiscal year, but staff turnover results in delays in hiring maintenance employees.
O12 Maintenance Supplies and Equipment		272,800	Expenditures to date have resulted in a reduction to the current level of expenditures for minor maintenance projects as compared to the same time period for last year.
O16 Insurance	-25,600		Property insurance rates have increased relative to liability rates, reflected in Financial Services. (See F5)
O17 Utilities - Electricity	163,600		Projected electricity costs are coming in lower than budgeted.
O21 Capital Projects	-600,900		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		-4,183,300	The April - December expenditures related to a number of capital projects (net of recoveries, to be reimbursed by the EECD) are higher in 2013-14 as compared to 2012-13.
O25 Technology Services Computer Services - Schools	-206,000		Additional grants/revenues that were unbudgeted, with accompanying expenditure projections.

Description	Projection Variance to Budget	YTD Actual Variance to Prev YTD	Explanation
<b>Financial Services</b>			
F1-2 Salaries and Benefits	23,500		Staffing changes and delays in filling vacant positions have resulted in projections that are lower than budgeted.
F5 Liability Insurance	29,300		Liability insurance rates have decreased relative to property rates, reflected in Operations Services. (See O16)
F8 Excel Before & After Program - Revenues	-488,700		Additional students registered, over budgeted number of students, and new sites opened.
F8 Excel Before & After Program - Revenues		-426,200	Excel experienced growth during the 2012-13 school year. This growth is included in the April - December 2013 period, but not in the April - December 2012 period.
<b>Human Resource Services</b>			
H1-2 Salaries and Benefits	32,400		Staffing changes and delays in filling vacant positions have resulted in projections that are lower than budgeted.