

AGENDA

School Board Meeting



**Wednesday, October 28, 2015 6:00 pm Board Chambers
33 Spectacle Lake Drive
Dartmouth, NS**

1. CALL TO ORDER

Mi'kmaq Heritage Month Presentation - Honour Song Performance, Students from Millwood High School: Casey Langevin, Matt Hughson, Brady Carey, Dawson Lahey, Maria Gonzalez-Savary, with Alexander Tomer, Mi'kmaq Aboriginal Student Support Worker and Students from Citadel High School: Brady Bernard, Owen Gould and Sabrina Di Mattia, with Chenice Hache – Mi'kmaq Aboriginal Student Support Worker

2. APPROVAL OF AGENDA

3. AWARDS / PRESENTATIONS

4. CHAIR'S REPORT

5. SUPERINTENDENT'S REPORT

6. PUBLIC PRESENTATIONS

6.1 Boundary review request for John W. MacLeod/ Fleming Tower School – D'Arcy Morris-Poultney, Parent

7. APPROVAL OF MINUTES/BUSINESS ARISING FROM THE MINUTES

July 7, 2015 (Special Board Meeting)
September 23, 2015 (Regular Board Meeting)
October 7, 2015 (Special Board Meeting)
October 21, 2015 (Special Board Meeting)

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

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

8. CORRESPONDENCE

- 8.1 Letter dated September 16, 2015 to Mayor Mike Savage requesting a presentation on Council's priorities for the peninsula to the Halifax Regional School Board
- 8.2 Letter dated September 25, 2015 to the Minister of Education and Early Childhood Development asking the Minister to appoint a Mi'kmaq representative to the HRSB
- 8.3 Letter received September 28, 2015 from Mayor Mike Savage in response to HRSB's presentation request in the letter dated September 16, 2015
- 8.4 Letter received September 29, 2015 from the Honourable Karen Casey, Minister of Education and Early Childhood Development, regarding Collective Bargaining
- 8.5 Letter received October 21, 2015 from Mayor Mike Savage in response to HRSB's presentation request in the letter dated September 16, 2015

9. ITEMS FOR DECISION

- 9.1 [Report #2015-06-21 – Rescind motion for a Boundary Review Charles P. Allen and Sir John A. Family of Schools](#) – Ron Heiman, Director, Operations Services
- 9.2 Board member Gin Yee's Motion:

I move that the Governing Board request that the Superintendent provide a report at the November Regular Board Meeting regarding the Halifax Regional School Board 2016-2017 Capital Construction Priorities for submission to the Department of Education and Early Childhood Development

10. COMMITTEE REPORTS

- 10.1 Audit Committee
- 10.2 Policy Development and Review Committee
 - 10.2.1 A.009 Disclosure of Wrongdoing Policy
 - 10.2.2 B.014 School Trips Policy

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10.3 Nova Scotia School Boards Association

11. INFORMATION ITEMS

- 11.1 [Report #2015-10-36 - Focus on Learning – IPP Review Report](#) – Alison King, Director, Program, Marlene Broderick, Coordinator, Student Services
- 11.2 [Report #2015-10-38 – Creating Conditions to Support Student Success in our Priority Schools](#) – Susan Tomie, Director, School Administration
- 11.3 [Report #2015-09-35 – Long Range Outlook Action Plan](#) – Ron Heiman, Director, Operations Services

12. NOTICE OF MOTION

13. DATES OF NEXT MEETINGS

Audit Committee Meeting – November 18, 2015

Regular Board Meeting – November 25, 2015

Policy Development and Review Committee – December 9, 2015

14. IN-CAMERA

- 14.1 Contract Award – Ron Heiman, Director, Operations Services
- 14.2 Student Assessment Data, Alison King, Director, Program

15. ADJOURNMENT

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

Halifax Regional
School Board
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**HALIFAX REGIONAL SCHOOL BOARD
SPECIAL BOARD MEETING
MINUTES
July 7, 2015
6:15 pm**

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

PRESENT: Melinda Daye
Christy Linders
Dave Wright
Steve Warburton
Sheryl Blumenthal-Harrison
Bridget Boutilier
Cindy Littlefair
Gin Yee
Nancy Jakeman

Denise Bell, Regional Education Officer
Ian Pickard, Counsel, McInnes Cooper

REGRETS: Kirk Arsenault

STAFF: Elwin LeRoux, Superintendent
Gary Adams, Senior Staff Advisor
Ron Heiman, Director, Operations Services
Danielle McNeil-Hessian, Director, School Administration
Alison King, Director, Program
Laura Conrod, Assistant to the Corporate Secretary
Tracy O’Kroneg, Director, Human Resource Services
Terri Thompson, Director, Finance Services
Doug Hadley, Coordinator, Communications Services

1. CALL TO ORDER

The meeting was called to order at 6:08 pm.

2. APPROVAL OF AGENDA

It was moved and seconded (Jakeman/Boutilier) that the agenda be approved as amended.

(CARRIED)

3. APPROVAL OF MINUTES

June 17, 2015 (Special Board Meeting)
June 24, 2015 (Regular Board Meeting)

It was moved and seconded (Yee/Littlefair) that that the minutes/business arising from the minutes of the June 17, 2015 (Special Board Meeting) and June 24, 2015 (Regular Board Meeting) meetings be approved.

(CARRIED)

4. IN-CAMERA ITEM

It was moved and seconded (Yee/Jakeman) to move in-camera.

(CARRIED)

4.1 Agreement Extension

It was moved and seconded (Yee/Linders) to approve the motions made in-camera.

(CARRIED)

5. DECISION ITEMS

5.1 Report # 2015-06-23 - Business Plan and Budget – Terri Thompson, Director, Financial Services

RECORDED VOTE				
DISTRICT	BOARD MEMBER NAME	YES	NO	ABSENT
1	Bridget Boutilier	X		
2	Nancy Jakeman	X		
3	Gin Yee	X		
4	Cindy Littlefair	X		
5	Christy Linders	X		
6	Sheryl Blumenthal-Harrison		X	
7	Steve Warburton	X		
8	Dave Wright	X		
African Nova Scotian	Melinda Daye	X		
Mi'kmaq	Kirk Arsenault			X

It was moved and seconded (Yee/Linders) that the Halifax Regional School Board approve the 2015-2016 Supplementary Fund Budget as presented, with a spending authority of \$16,087,000.

(CARRIED)

6. DATE OF NEXT MEETING

Regular Board Meeting – September 23, 2015

7. ADJOURNMENT

It was moved and seconded (Yee/Linders) to adjourn.

(CARRIED)

Meeting was adjourned by the Governing Board at 9:25 pm.

Melinda Daye
Chair
Halifax Regional School Board

Elwin LeRoux
Superintendent

Prepared by Laura Conrod
Assistant to the Corporate Secretary



**HALIFAX REGIONAL SCHOOL BOARD
REGULAR BOARD MEETING
MINUTES
September 23, 2015
6:00 p.m.**

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

PRESENT: Gin Yee Steve Warburton
Melinda Daye Nancy Jakeman
Cindy Littlefair Dave Wright
Christy Linders Sheryl Blumenthal-Harrison
Bridget Ann Boutilier

Denise Bell, Regional Education Officer

REGRETS: Micci Davy, Student Advisor
Shaye MacEachern, Student Advisor

STAFF: Elwin LeRoux, Superintendent
Lance Bullock, Senior Staff Advisor
Leah Kutcher, Acting Corporate Secretary
Natascha Joncas, Senior Staff Member
Terri Thompson, Director, Financial Services
Doug Hadley, Coordinator, Communications
Susan Tomie, Director, School Administration
Tracy O’Kroneg, Director, Human Resource Services
Ron Heiman, Director, Operations Services
Alison King, Director, Program
Wendy Mackey, Senior Diversity Advisor
Gerard Costard, Coordinator, Information Technology
Laura Conrod, Assistant to the Corporate Secretary

1. CALL TO ORDER

The Chair called the meeting to order at 6:06 p.m.

2. APPROVAL OF AGENDA

It was moved and seconded (Blumenthal-Harrison/Boutilier) that the Governing Board approve the agenda. The Governing Board welcomed the two new Student Advisors, Micci Davy and Shaye MacEachern, and thanks Kirk Arsenault for his contributions to the Halifax Regional School Board.

(CARRIED)

It was moved and seconded (Linders/Jakeman) that notice for the motion be waived.
(CARRIED)

It was moved and seconded (Linders/Blumenthal Harrison) that the Board Chair send a letter to the Minister of Education and Early Childhood Development asking her to make the appointment of a new Mi'kmaw representative to the currently vacant position on the Halifax Regional School Board a high priority item since we value the input from that community in our decision making and we want to ensure that they have a representative so that their voices can be heard.

(CARRIED)

3. AWARDS / PRESENTATIONS

3.1 Superintendent's Awards of Excellence – Elwin LeRoux, Superintendent and Tracy O'Kroneg, Director, Human Resource Services

Elwin LeRoux, Superintendent and Tracy O'Kroneg, Director, Human Resource Services presented the Superintendent's Awards of Excellence.

3.2 Safe Schools – Kendra Curren-Lindala, Consultant, Safe Schools, and Jasmine Metzler and Allison Dyer – Grade 8 Students from Sackville Heights Junior High School

Kendra Curren-Lindala, Consultant, Safe Schools, and Jasmine Metzler and Allison Dyer, Grade 8 Students from Sackville Heights Junior High School presented their music video "Same Love" which they made in support of Safe Schools.

4. CHAIR'S REPORT

Melinda Daye, Chair, presented the Chair's report. A copy of the report is filed with the minutes.

5. SUPERINTENDENT'S REPORT

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

6. PUBLIC PRESENTATIONS

There were no Public Presentations.

7. APPROVAL OF MINUTES/BUSINESS ARISING FROM THE MINUTES

It was moved and seconded (Linders/Littlefair) to defer approving the minutes/business arising from the minutes of the July 7, 2015 (Special Board Meeting).

(CARRIED)

8. CORRESPONDENCE

8.1 Letter received June 24, 2015 from the Honourable Karen Casey, Minister of Education and Early Childhood Development, regarding the Teachers Provincial Agreement

A letter from the Honourable Karen Casey, Minister of Education and Early Childhood Development, was shared with the Governing Board.

8.2 Letter received July 31, 2015 from the Honourable Karen Casey, Minister of Education and Early Childhood Development, regarding the HRSB Bylaws

A letter from the Honourable Karen Casey, Minister of Education and Early Childhood Development, was shared with the Governing Board.

8.3 Letter received August 13, 2015 from the Honourable Karen Casey, Minister of Education and Early Childhood Development, regarding the collective bargaining process

A letter from the Honourable Karen Casey, Minister of Education and Early Childhood Development, was shared with the Governing Board.

8.4 Letter received September 8, 2015 from the Honourable Karen Casey, Minister of Education and Early Childhood Development, regarding the Provincial Homework Policy

A letter from the Honourable Karen Casey, Minister of Education and Early Childhood Development, was shared with the Governing Board.

9. ITEMS FOR DECISION

There were no Items for Decision.

10. COMMITTEE REPORTS

10.1 Audit Committee

Board Member Nancy Jakeman provided information on the upcoming Audit Committee meeting.

10.2 Policy Development and Review Committee

Board Member Cindy Littlefair provided an update from the September 16, 2015 Policy Development and Review Committee meeting.

It was moved and seconded (Littlefair/Wright) that the Governing Board rescind D.009 Diversity Management Policy.

(CARRIED)

It was moved and seconded (Littlefair/Linders) that the Governing Board rescind C.005 Learning Resources Policy. Learning Resources Guidelines have been created to appropriately address this issue.

(CARRIED)

10.3 Nova Scotia School Boards Association

Board Member Dave Wright provided an update on the Nova Scotia School Boards Association.

11. INFORMATION ITEMS

11.1 Report #2015-09-33 – Focus on Learning: Early Years – Alison King, Director, Program, Leanne March, Principal at Rockingstone Heights School, and Renee Forbes, Lead, Early Childhood Educator for the Early Years

Leanne March, Principal at Rockingstone Heights School, and Renee Forbes, Lead, Early Childhood Educator for the Early Years presented the report and responded to the Governing Board's questions.

11.2 Report #2015-06-25 – Diversity Management Report – Tracy O'Kroneg, Director, Human Resource Services and Wendy MacKey, Senior Diversity Advisor

Tracy O’Kroneg, Director, Human Resource Services and Wendy MacKey, Senior Diversity Advisor presented the report and responded to the Governing Board’s questions.

- 11.3 Report #2015-09-28 – Occupational Health & Safety - Quarterly Update, Q2 2015, April 1 to June 30, 2015– Tracy O’Kroneg, Director, Human Resource Services and John Swales, Manager, Occupational Health & Safety

Tracy O’Kroneg, Director, Human Resource Services and John Swales, Manager, Occupational Health & Safety presented the report and responded to the Governing Board’s questions.

- 11.4 Report #2015-09-30 – Charles P. Allen High School/Bedford-Hammonds Plains Community Center Joint Use Agreement – Ron Heiman, Director, Operations Services

Ron Heiman, Director, Operations Services presented the report and responded to the Governing Board’s questions.

- 11.5 Report #2015-09-31 – Cole Harbour District High School Gymnasium Joint Use Agreement – Ron Heiman, Director, Operations Services

Ron Heiman, Director, Operations Services presented the report and responded to the Governing Board’s questions.

12. NOTICE OF MOTION

13. DATES OF NEXT MEETINGS

Policy Development and Review Committee – October 21, 2015

Regular Board Meeting – October 28, 2015

14. IN-CAMERA

It was moved and seconded (Yee/Blumenthal-Harrison) to move in-camera.

(CARRIED)

14.1 Summer Signing Report

14.2 Disclosure of Wrongdoing Annual Report

14.3 Electoral Boundary Reviews

14.4 Board Self-Assessment

**It was moved and seconded (Yee/Boutilier) to approve the motions made in-camera.
(CARRIED)**

15. ADJOURNMENT

**It was moved and seconded (Wright/Yee) that the meeting be adjourned.
(CARRIED)**

Meeting adjourned by the Governing Board at 10:14 pm.

Melinda Daye
Chair
Halifax Regional School Board

Leah Kutcher
Acting Corporate Secretary

Prepared by Laura Conrod
Assistant to the Corporate Secretary

DRAFT



**HALIFAX REGIONAL SCHOOL BOARD
SPECIAL BOARD MEETING
MINUTES
October 7, 2015
6:00 pm**

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

PRESENT: Melinda Daye
Christy Linders
Dave Wright
Steve Warburton
Sheryl Blumenthal-Harrison
Bridget Boutilier
Cindy Littlefair
Gin Yee
Nancy Jakeman

Denise Bell, Regional Education Officer
Evangeline Colman-Sadd, Assistant Auditor General
Andrew Atherton, Audit Principal
Ryan DeCoste, Audit Manager
Ann T. McDonald, Assistant Auditor General

REGRETS:

STAFF: Elwin LeRoux, Superintendent
Ron Heiman, Director, Operations Services
Natascha Joncas, Acting Corporate Secretary
Susan Tomie, Director, School Administration
Lance Bullock, Senior Staff Advisor
Alison King, Director, Program
Wendy Mackey, Senior Diversity Advisor
Tracy O'Kroneg, Director, Human Resource Services
Doug Hadley, Coordinator, Communications
Terri Thompson, Director, Financial Services

1. CALL TO ORDER

The meeting was called to order at 6:02 pm.

Melinda Daye, Board Chair, welcomed all and round table presentations were done.

2. APPROVAL OF AGENDA

It was moved and seconded (Linders/Blumenthal-Harrison) that the Governing Board amend the agenda to add item 3.2 – Contract Award.

(CARRIED)

It was moved and seconded (Littlefair/Yee) that the amended agenda be approved.

(CARRIED)

It was moved and seconded (Yee/Boutilier) to move in-camera.

(CARRIED)

3. IN-CAMERA ITEMS

3.1 Meeting with Auditor General's office

3.2 Contract Award

It was moved and seconded (Boutilier/Jakeman) to approve all motions made in-camera.

(CARRIED)

4. DATES OF NEXT MEETINGS

Policy Development and Review Committee – October 21, 2015

Regular Board Meeting – October 28, 2015

Audit Committee Meeting – November 18, 2015

5. ADJOURNMENT

It was moved and seconded (Yee/ Blumenthal-Harrison) to adjourn.

(CARRIED)

Meeting was adjourned by the Governing Board at 8:15 pm.

Melinda Daye
Chair
Halifax Regional School Board

Natascha Joncas
Acting Corporate Secretary

Prepared by Laura Conrod
Assistant to the Corporate Secretary

DRAFT



**HALIFAX REGIONAL SCHOOL BOARD
SPECIAL BOARD MEETING
MINUTES
October 21, 2015
6:00 pm**

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

PRESENT: Melinda Daye
Christy Linders
Dave Wright
Steve Warburton
Sheryl Blumenthal-Harrison
Bridget Boutilier
Cindy Littlefair
Gin Yee
Nancy Jakeman
Denise Bell, Regional Education Officer

REGRETS:

STAFF: Elwin LeRoux, Superintendent
Lance Bullock, Senior Staff Advisor
Natascha Joncas, Acting Corporate Secretary
Ron Heiman, Director, Operations Services
Susan Tomie, Director, School Administration
Alison King, Director, Program
Tracy O’Kroneg, Director, Human Resource Services
Wendy Mackey, Senior Diversity Advisor
Terri Thompson, Director, Financial Services
Doug Hadley, Coordinator, Communications Services
Laura Conrod, Assistant to the Corporate Secretary

1. CALL TO ORDER

The meeting was called to order at 6:06 pm.

2. APPROVAL OF AGENDA

It was moved and seconded (Blumenthal-Harrison/Boutilier) that the agenda be approved as amended.

(CARRIED)

It was moved and seconded (Linders/Jakeman) to move in-camera.

(CARRIED)

3. IN-CAMERA ITEMS

3.1 Auditor General's report

3.2 Contract Award

3.3 Superintendent Evaluation

It was moved and seconded (Linders/Yee) to move out of in-camera.

(CARRIED)

It was moved and seconded (Boutilier/Yee) that the Governing Board authorize staff to send the responses to the Auditor General's office on behalf of the Governing Board as drafted.

(CARRIED)

It was moved and seconded (Littlefair/Warburton) that the Governing Board approve the Purchase Order requisition for the 2015-16 energy upgrade project at J. L. Ilsley High school.

(CARRIED)

It was moved and seconded (Warburton/Yee) that the Governing Board approve Royer Thompson to conduct the Superintendent's Evaluation as per their proposal.

(CARRIED)

4. DATES OF NEXT MEETINGS

Policy Development and Review Committee – October 21, 2015

Regular Board Meeting – October 28, 2015

Audit Committee Meeting – November 18, 2015

5. ADJOURNMENT

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

(CARRIED)

Meeting was adjourned by the Governing Board at 7:40 pm.

Melinda Daye
Chair
Halifax Regional School Board

Natascha Joncas
Acting Corporate Secretary

Prepared by Laura Conrod
Assistant to the Corporate Secretary

Halifax Regional
School Board

September 16, 2015

Mayor Mike Savage
PO Box 1749
Halifax, Nova Scotia
B3J 3A5

Re: Presentation to the Halifax Regional School Board

Your Worship,

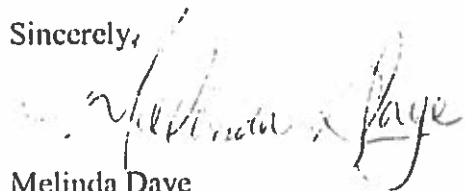
The Halifax Regional School Board (HRSB) is in the early stages of taking a closer look at the future of school facilities across the municipality. As a starting point, we plan to focus on the peninsula where on average our schools exceed 50 years in age.

Prior to engaging in any public discussion, the HRSB would like to learn more about the Regional Plan approved by Regional Council in 2014. Specifically, the board would like to develop a better understanding of Council's priorities for the peninsula.

I am asking for your assistance in identifying someone who could give a presentation of this nature to the HRSB. I believe this would be of great value to the board. If you would like to discuss further, you can contact me at 464-2000 ext. 2321 or by e-mail at mdaye@hrsb.ca.

I look forward to hearing from you in the near future.

Sincerely,



Melinda Daye
Chair, Halifax Regional School Board



September 25, 2015

The Honourable Karen Casey
Minister of Education and Early Childhood Development
4th Floor, Trade Mart Building
2021 Brunswick Street
P.O. Box 578
Halifax, NS B3J 2S9

Dear Minister Casey:

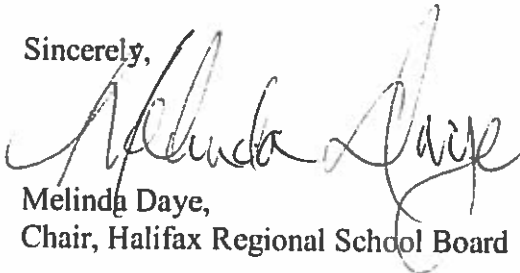
At our Regular Board Meeting on September 23, 2015, the Halifax Regional School Board (HRSB) passed the following motion:

That the Board Chair send a letter to the Minister of Education asking her to make the appointment of a new Mi'kmaq representative to the currently vacant position on the HRSB a high priority item since we value the input from that community in our decision making and we want to ensure that they have a representative so that their voices can be heard.

As Chair of the Governing Board, I would ask that you appoint a Mi'kmaq representative to the HRSB at your earliest convenience. We are committed to improving the academic achievement results of our Mi'kmaq students and it is critical to have someone who can advocate on their behalf. We also feel strongly that Mi'kmaq students need to see themselves reflected in the make-up of the Governing Board.

I thank you for your attention to this matter and look forward to your response.

Sincerely,



Melinda Daye,
Chair, Halifax Regional School Board

cc: Board Members

SEP 28 2015

HALIFAX



MIKE SAVAGE

MAYOR
LE MAIRE
ME'R

1841 Argyle Street
PO Box 1749
Halifax, Nova Scotia
Canada B3J 3A5

902.490.4010
1.800.835.6428

mayor@halifax.ca
halifax.ca
@mikesavagehrm

September 22, 2015

Melinda Daye, Chair
Halifax Regional School Board
33 Spectacle Lake Drive
Dartmouth, NS B3B 1X7

Dear Ms. Daye;

Melinda

Thank you for your letter dated September 16, 2015 requesting a presentation to members of HRSB on our Regional Plan.

I have taken the liberty of forwarding your request to Bob Bjerke, Director of Planning and Development for review and further follow-up. You may also contact Mr. Bjerke directly at 902-490-4450 or bjerkeb@halifax.ca.

Feel free to contact me if I can be of further assistance.

Kindest regards,

Mike Savage
Mike Savage
Mayor

c: Bob Bjerke ,Chief Planner, Planning and Development



SEP 29 2015

**Education and Early Childhood Development
Office of the Minister**

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

September 29, 2015

Dear School Board Chairs:

The province started its negotiations with the Nova Scotia Teachers' Union today, Tuesday, September 29th. We are committed to meaningful collective bargaining that will achieve better learning outcomes for our students, respects and values the role of teachers and is affordable to tax payers.

Education is a priority for the province as we implement *Nova Scotia's Action Plan for Education*. In order to deliver a modern education system for students, significant areas within the Teachers Provincial Agreement will need re-visioning. We are looking to take a fresh approach that is in the best interest of students. The items we will be discussing support the priorities of the Action Plan. They are student-centered, teacher-focused and they will be within the fiscal plan of the province. We are optimistic we will reach positive outcomes for both student learning and teachers.

We will be open and transparent as we move forward with negotiations. To that end, here is a link to a fact sheet explaining the wage offer <http://novascotia.ca/psc/public-service-sustainability-mandate/>.

Yours truly,

A handwritten signature in black ink that reads "Karen Casey".

Karen Casey
Minister of Education and Early Childhood Development

c School Board Superintendents

OCT 21 2015

HALIFAX



MIKE SAVAGE

MAYOR
LE MAIRE
ME'R

1841 Argyle Street
PO Box 1749
Halifax, Nova Scotia
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902.490.4010
1.800.835.6428

mayor@halifax.ca
halifax.ca
@mikesavagehrm

October 16, 2015

Melinda Daye, Chair
Halifax Regional School Board
33 Spectacle Lake Drive
Dartmouth, NS B3B 1X7

Dear Ms. Daye,

Melinda

Thank you for your request of a presentation to the Halifax Regional School Board of the 2014 Regional Plan.

Bob Bjerke, Chief Planner and Director of Planning and development has recommended Jacob Ritchie, Manager, Urban Design as the best person to present the requested information. Jacob's extensive knowledge of the Regional Plan and Centre Plan will be an asset to your discussion of school facilities across the municipality with particular attention to urban areas such as the peninsula.

Bob has spoken with Mr. Ritchie who is looking forward to presenting and answering any questions the board may have. Mr. Ritchie's office phone is 902490-6510 or ritchi@halifax.ca

Please don't hesitate to contact me if you need further assistance.

Kindest regards,

Mike Savage

Mike Savage

Mayor

cc. Bob Bjerke Chief Planner and Director, Planning and Development

Jacob Ritchie Manager, Urban Design, Planning and Development

HALIFAX REGIONAL SCHOOL BOARD
Rescind Motion for Boundary Review of
Charles P. Allen High and Sir John A Macdonald High Schools

PURPOSE: To request that the Governing Board rescind the motion for a Boundary Review that includes Hammonds Plains Consolidated, Kingswood Elementary, Madeline Symonds Middle, Charles P. Allen High, Tantallon Elementary, Five Bridges Junior High and Sir John A. Macdonald High Schools.

BACKGROUND: At the September 28, 2011 Regular Board meeting, the Governing Board approved a recommendation from report 11-08-1313 for a boundary review of schools in the Charles P. Allen High Family of Schools, specifically: Bedford South, Basinview Drive Community, Sunnyside Elementary, Kingswood Elementary, Madeline Symonds Middle and Bedford Junior High schools.

The Bedford Boundary Review was completed April 25, 2012. At that time the Governing Board approved several motions in response to staff report recommendations from the Bedford Boundary Review (report 12-04-1341). One of the motions approved a future boundary review as noted below:

It was moved and seconded (Blumenthal-Harrison/Yee) that the Board approve the recommendation from senior staff to direct staff to carry out a boundary review which would include the following schools:

*Hammonds Plains Consolidated School,
Kingswood Elementary School,
Madeline Symonds Middle School,
Charles P. Allen High School,
Tantallon Elementary School,
Five Bridges Junior High School,
Sir John A. Macdonald High School.*

Due to other boundary review priorities being completed in the last two years, and the subsequent development of a provincial School Review Policy, this Boundary review has not yet been initiated.

In October 2014 the province approved the provincial School Review Policy for use by all school boards. The Policy requires a Long-Range Outlook to be prepared by School Boards.

The policy also states that “A school board’s decision to review a group of schools is informed by, and a school review is conducted in the context of, the information contained in the Long-Range Outlook.”

The HRSB Long-Range Outlook (Report 2015-04-13) was approved by the Governing Board at the Regular Board meeting on April 22,

2015 and will inform the Board on future recommendations for processes such as school reviews, boundary reviews, grade configuration and capital construction requests.

CONTENT:

HRSB staff has developed a prioritized Long-Range Outlook Action Plan. The priorities have been determined after consideration of Board wide facility pressures such as aging infrastructure and the impacts of increasing and decreasing enrollment.

In the context of the information now available from the Long-Range Outlook, the motion of the Governing Board for the Boundary Review does not reflect the priorities evident from the Long-Range Outlook data nor does it consider alternative solutions to address some of the facility concerns in this region of the Board.

For example, the overutilization within the Sir John A Macdonald High Family of Schools might be addressed through grade reconfiguration or capital funding request without impacting the CPA Family of Schools.

It is understood that data in the Long-Range Outlook may support the requirement for a Boundary Review or School Options Committee School Review for some of the schools identified (or not identified) in the original motion. If so, initiation of a Review will be presented to the Governing Board for approval, but this would occur within the sequence and scope of the Long-Range Outlook Action Plan.

COST:

N/A.

FUNDING:

N/A.

TIMELINE:

N/A.

APPENDICES:

Appendix A: Capacity utilization Charts for Charles P. Allen and Sir John A. Macdonald High Families of Schools from Long-Range Outlook.

RECOMMENDATIONS:

It is recommended that the Governing Board rescind the motion to direct staff to carry out a Boundary Review which would include the following schools:

Hammonds Plains Consolidated School,
Kingswood Elementary School,
Madeline Symonds Middle School,
Charles P. Allen High School,
Tantallon Elementary School,
Five Bridges Junior High School,
Sir John A. Macdonald High School.

COMMUNICATIONS:

AUDIENCE	RESPONSIBLE	TIMELINE
Principals of Schools Included in Motion	Director Operations Services	Upon Decision by Governing Board

From:

For further information please contact:

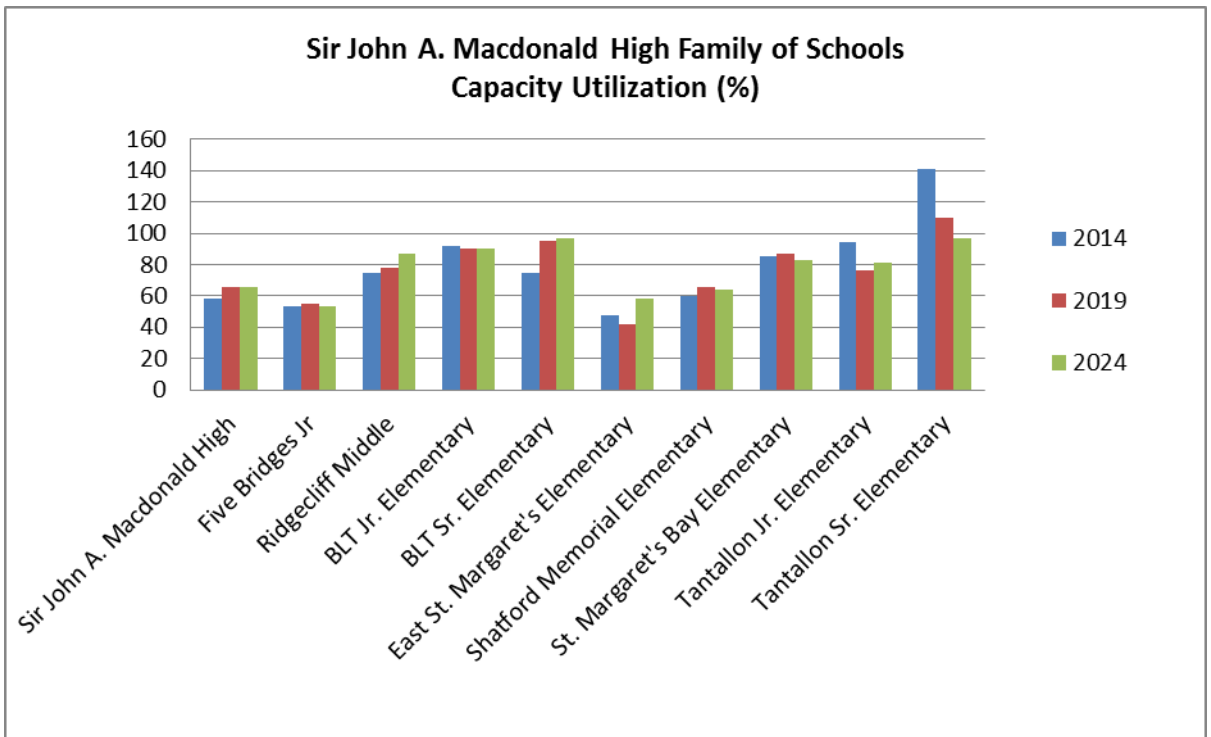
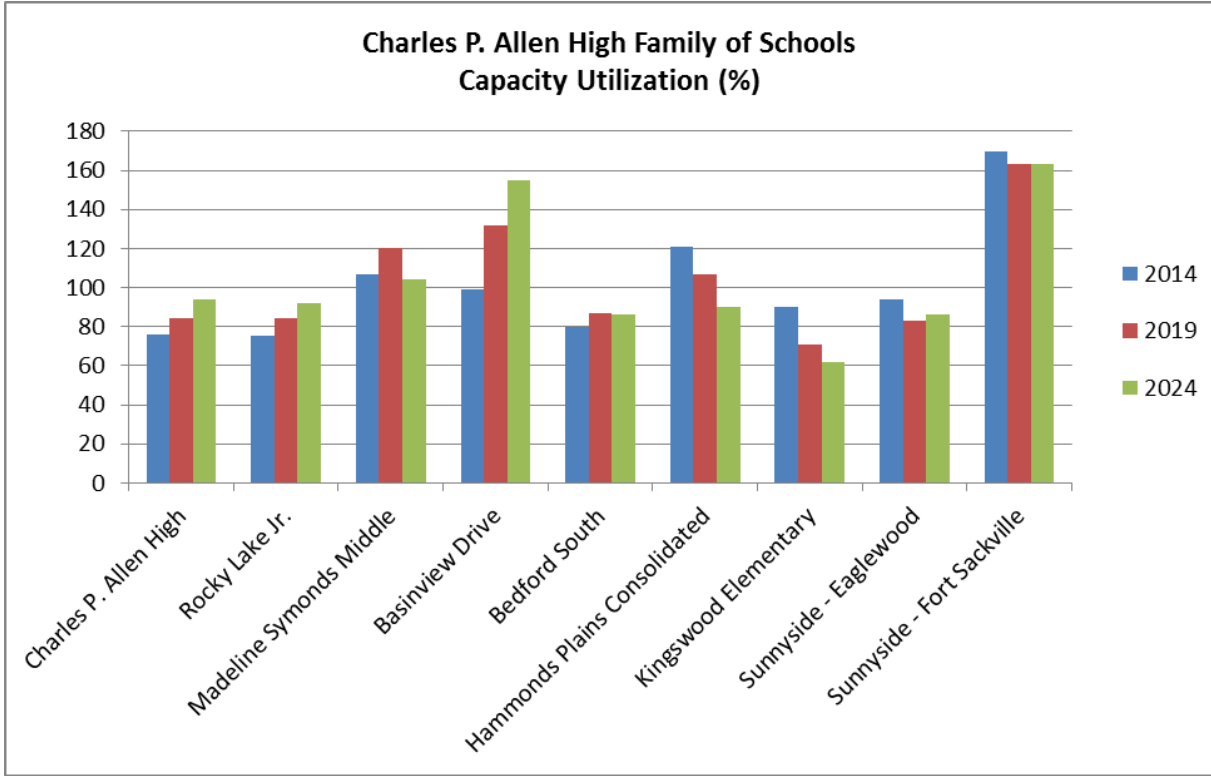
Ron Heiman, Director Operations Services
Phone: 464-2000 ext 2144
E-mail: rheiman@hrsb.ca

To:

Senior Staff: October 6, 2015
Board: October 28, 2015

Filename: [\\columbia\departments\Facilities\Heiman-Sheehan-Fagan\Reports\Board Reports](#)
Date last revised: *October 12, 2015*

Appendix A: Capacity Utilization Charts (HRSB Long-Range Outlook)



DISCLOSURE OF WRONGDOING

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- A. DISCLOSURE OF WRONGDOING FORM**

PREAMBLE

Public confidence is the foundation of all strong public institutions. The Halifax Regional School Board is committed to maintaining the highest ethical standards and professional values in pursuit of public confidence.

The Halifax Regional School Board believes:

- Trust, transparency and accountability are an instrumental part of our ability to serve the public;
- A proactive approach to Disclosure of Wrongdoing will be conducive to creating a fair and objective school board working environment and will promote high standards of accountability.

APPLICATION OF POLICY

This policy applies to all employees of the Halifax Regional School Board.

DEFINITIONS

Employee means a person working for the Halifax Regional School Board, including probationary, permanent, casual, term, or seconded employees.

Gross Mismanagement means a deliberate act or omission showing a reckless or willful disregard for the efficient management of significant School Board resources.

Reprisal Action means action taken against an employee who has made a Disclosure of Wrongdoing, in good faith, under this policy. Reprisal actions include:

- A disciplinary measure;
- Demotion of the employee;
- Termination of the employee;
- Any measure that adversely affects the employment or working conditions of the employee; or
- A threat to take any of the aforementioned measures.

Wrongdoing includes:

- conduct that contravenes any Act of the Parliament of Canada or of the Nova Scotia Legislature, including but not limited to the Education Act and Regulations under the Act, if the contravention relates to the official activities of employees or any public funds or assets;
- Gross Mismanagement;
- any act or an omission that creates a substantial and specific danger to the life, health or safety of a person or persons;
- knowingly directing or counseling a person to commit a wrongdoing; or
- taking a Reprisal Action against an employee.

Wrongdoing does not include:

- Complaints involving Harassment as defined by the Halifax Regional School Board's Harassment Policy (A. 008). Please refer to that policy to process all related complaints.

1.0 GENERAL PRINCIPLES

1.1 To support accountability, transparency and public confidence, the following general principles will apply in regards to Disclosure of Wrongdoing:

- 1.1.1 The Halifax Regional School Board is committed to providing the highest standard of service to the public;
- 1.1.2 The Halifax Regional School Board believes its employees are committed to acting professionally, with integrity and in the best interest of students and the public;
- 1.1.3 Employees should be encouraged to come forward if they believe that Wrongdoing has taken place;
- 1.1.4 All Disclosures of Wrongdoing should be investigated and pursued in good faith;
- 1.1.5 All employees shall cooperate to the fullest extent possible in any investigation of an alleged Wrongdoing;
- 1.1.6 This policy will not replace or be in contradiction with any of the Halifax Regional School Board's Collective Agreements. To the extent of any contradiction the Collective Agreements shall govern.

1.2 Protection Against Reprisal Action

- 1.2.1 Employees shall be protected against Reprisal Action when making a Disclosure of Wrongdoing under this policy;
- 1.2.2 No person shall take a Reprisal Action against an employee who makes a Disclosure of Wrongdoing in good faith;
- 1.2.3 An employee who feels that a Reprisal Action has been taken against him or her may file a written complaint to the Superintendent or the Chair of the Governing Board;
- 1.2.4 This policy balances the employee's protection against Reprisal Action for disclosing the Wrongdoing with the rights of the alleged wrongdoer.

1.3 Confidentiality

While confidentiality cannot be guaranteed, the Halifax Regional School Board will strive to maintain confidentiality in the following ways:

- 1.3.1 To the extent possible, investigations involving Wrongdoing will be conducted in a private and confidential manner;
- 1.3.2 To the extent possible, the Halifax Regional School Board will protect the identity of persons involved in the disclosure process and employees, witnesses and persons, about whom the allegations of Wrongdoing are being made, shall be protected from publication;
- 1.3.3 No persons shall knowingly publicly disclose any information that comes to their knowledge in the performance of their duties under this policy. Public disclosure of this nature may result in disciplinary action under Section 1.5 of this Policy.

1.4 False or Misleading Disclosures

- 1.4.1 No person shall knowingly make false or misleading statements in a Disclosure of Wrongdoing or in the course of any investigation of Wrongdoing. False or misleading statements of this nature may result in disciplinary action under Section 1.5 of this Policy.

1.5 Disciplinary Action

- 1.5.1 An employee may be subject to appropriate disciplinary action, including, but not limited to suspension, termination of employment or demotion, if the employee:
 - 1.5.1.1 Commits a Wrongdoing;
 - 1.5.1.2 Takes a Reprisal Action against an employee who makes a disclosure in good faith;
 - 1.5.1.3 Makes a Disclosure of a Wrongdoing that is false, misleading, frivolous, vexatious or in bad faith;
 - 1.5.1.4 Publicly discloses information that comes to their knowledge in performance of their duties under this Policy.

1.6 Procedural Fairness

- 1.6.1 An employee accused of Wrongdoing has a right to answer any allegations that may result in the employer making a report or recommendation that adversely affects them;
- 1.6.2 If deemed appropriate, and if permitted under any applicable Collective Agreement, an employee may be required to go on paid leave while the alleged Wrongdoing is being investigated.

2.0 ROLES AND RESPONSIBILITIES

2.1 Superintendent (or designate) is responsible for:

- 2.1.1 Oversight of this Policy and related procedures including but not limited to education, training and implementation;
- 2.1.2 Responding to any Disclosures of Wrongdoing that are reported to him/her in accordance with the procedures of this Policy;
- 2.1.3 Periodically reviewing this Policy and procedures;
- 2.1.4 Submitting an Annual Report to the Governing Board indicating whether or not there are any Disclosures of Wrongdoing and reporting these in accordance with the procedures of this policy;
- 2.1.5 Acting in accordance with this Policy.

2.2 Direct Supervisor is responsible for:

- 2.2.1 Ensuring employees are aware of this Policy and procedures;
- 2.2.2 Submitting a report in writing to the Director of Human Resource Services (or a designate), within 14 days of receiving the disclosure from an employee;
- 2.2.3 Responding to any Disclosure of Wrongdoing that is reported to him/her in accordance with the procedures of this Policy; and
- 2.2.4 Acting in accordance with this Policy.

2.3 Director of Human Resource Services (or designate) is responsible for:

- 2.3.1 Assigning an internal or external investigator; and

2.3.2 Acting in accordance with this Policy.

2.4 Employees are responsible for:

2.4.1 Acting in accordance with this Policy.

SCHOOL TRIPS POLICY

CONTENTS

- 1.0 PRINCIPLES**
- 2.0 POLICY FRAMEWORK**
- 3.0 AUTHORIZATION**

1.0 PRINCIPLES

- 1.1 The Board recognizes the value of curricular school trips and encourages schools to consider trips as important for student learning.
- 1.2 The Board recognizes that extracurricular trips contribute to the total development of students and as such are of value and must be considered on their own merit.
- 1.3 The Board is committed to the safety of students and staff on school trips.
- 1.4 The Board believes all students will be provided with equitable opportunities to participate in school trips.

2.0 POLICY FRAMEWORK

- 2.1 The Halifax Regional School Board is committed to ensuring school trips are provided in accordance with the following act, guidelines and policies:
 - 2.1.1 *Motor Carrier Act*
 - 2.1.2 *Ontario Physical Education Safety Guidelines*
 - 2.1.3 *A.011 Student Transportation Policy*
 - 2.1.4 *B.012 School and Bus Cancellation Policy*
 - 2.1.5 *Provincial Code of Conduct*
 - 2.1.6 *D.007 Student Protection Policy*
 - 2.1.7 *E.002 Accounting for School Based Funds Policy*

TRIPS POLICY

Revised: October 2010

3.0 AUTHORIZATION

3.1 The Superintendent is authorized to issue procedures in support of this policy.

HALIFAX REGIONAL SCHOOL BOARD Individual Program Plan Review 2014-2015

PURPOSE: To inform the Governing Board of the findings of the 2014-2015 Individual Program Plan Review.

BACKGROUND: In December 2014, the Minister of Education and Early Childhood Development released provincial data on the number of Individual Program Plans (IPPs) for the past 10 years. At the same time, the Minister asked Department staff to work with school boards to develop a process and a scoring rubric by which to review IPPs.

In November, prior to the Minister's announcement, Superintendent LeRoux committed to analyzing the details of Individual Program Plans for students who self-identified as being of African Descent. Some of the IPPs that were reviewed as part of the provincial mandate included a random sample of students who self-identified as being of African Descent.

The Halifax Regional School Board reviewed 292 IPPs that were randomly selected by the Department of Education & Early Childhood Development.

CONTENT: The report outlines the IPP review process, a summary of the findings of the review, areas of strength, areas requiring attention, and recommendations.

COST: There may be financial implications for this budget year.

FUNDING: Within existing budget

TIMELINE: Ongoing

APPENDICES: Appendix A: Individual Program Plan Review Report

RECOMMENDATIONS: It is recommended that the Governing Board accept the IPP Review Report for information.

COMMUNICATIONS:

AUDIENCE	RESPONSIBLE	TIMELINE
Governing Board	Alison King	October 28, 2015

From: For further information please contact Alison King, Director, Program; aking@hrsb.ca or (902) 464-2000, ext. 2567; or Marlene Broderick, Coordinator, Student Services; mbroderick@hrsb.ca or (902) 464-2000, ext. 4372.

To: Governing Board

HALIFAX REGIONAL SCHOOL BOARD

Creating Conditions to Support Student Success in our Priority Schools

- PURPOSE:** To provide the Governing Board with information outlining how the Halifax Regional School Board is providing support to improve student achievement in elementary schools whose achievement results in literacy and math over the past five years of provincial achievement indicate additional support is required.
- BACKGROUND:** In May 2014, shortly following the presentation of provincial assessment results to the Governing Board, Report #14-05-1470, *Focus on Learning; Grade 3 and 6 Provincial Literacy Assessment Data*, a comprehensive analysis of the past five years of provincial assessment results in literacy and math was completed to answer the superintendent's question: *Which of our schools have gained traction with their school improvement efforts, and which schools have not?* Staff identified elementary schools trending below the provincial average. The Board's school improvement leadership team provided direction to all department staff that it was their priority to support the work to strengthen improvement at these schools.
- CONTENT:** The following report outlines the supports that have been put in place to create conditions to support student success since 2014 at elementary schools whose achievement results in literacy and math have been consistently below the provincial average. The focus of the work of the Board's school improvement leadership team and the priority school support teams has been to support the Board's goals;
- Goal 1: To improve student achievement
 - Goal 2: To strengthen safe and inclusive school environments
 - Goal 3: To achieve equitable learning opportunities for all students
 - Goal 4: To build engagement, support and confidence in HRSB
- COST:** Within existing budget
- FUNDING:** N/A
- TIMELINE:** Actions began in the 2014-15 school year and are ongoing.
- APPENDICES:** Appendix A

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

COMMUNICATIONS:

AUDIENCE	RESPONSIBLE	TIMELINE
Governing Board	Susan Tomie Director, School Administration	October 28, 2015

From: *Susan Tomie, Director, School Administration, stomie@hrsb.ca, (902) 464-2000 Ext 2275*

To: Senior Staff October 13, 2015
Governing Board October 28, 2015

Creating Conditions to Support Student Success in our Priority Schools October 2015

1. Making the achievement of students in our lowest performing elementary schools a priority

In May 2014, after elementary provincial literacy assessment results were shared with the Governing Board, Report #14-05-1470, *Focus on Learning: Grade 3 and 6 Provincial Literacy Assessment Data*, a comprehensive analysis of the last five years of provincial results was completed to answer the superintendent's question: *Which of our schools have gained traction with their school improvement efforts and which schools have not?* In particular, the analysis determined whose data is trending consistently at or above provincial average and whose data is below average indicating the need for additional support.

Staff identified elementary schools whose performance on provincial standardized assessments was consistently below the average. These schools became the priority for **all** departments with the goal to provide supports that would improve student achievement.

2. Creating a model of support for the priority schools

The Board's school improvement leadership team, under the direction of the superintendent, developed a model of support to work with identified elementary schools to improve student achievement. The first action was to establish **priority school support teams**. Leadership of each team was assigned to the School Administration Supervisor. Membership includes the Human Resources Manager, the Student Services Facilitator, Program facilitators or coordinators, the school principal and vice principal.

The superintendent met with priority school support team members in the fall of 2014. At this meeting, he gave a clear message- the academic achievement results of these schools was his priority, the priority of each department, and was to be each team's priority as well. Throughout the year, the superintendent and members of the Board's school improvement leadership team met with team members to monitor progress and to hear suggestions about interventions and supports that were positively influencing student achievement.

This is a model to address changes in our system, a model to create the conditions within which priority schools can thrive. It is a model of collaboration between staff of Program, School Administration, Human Resources and school-based administrators. Teams meet regularly to review data, plan strategies and actions to create change in classroom teaching and student learning. School-based administrators play a key role in assisting the team in understanding the unique context of their school. They work closely with supports such as math and literacy coaches and consultants, the safe schools consultant, program planning team and behavioral

specialists, and Human Resources managers to guide improvement in classrooms with teacher instructional practice and student achievement.

3. Focus of the support model

The key focus of the priority school support teams is to be responsive to the needs of the school. Support and intervention does not look the same at each site. Schools are working closely with Board staff to identify perceived barriers that affect student success and establish plans to assist with moving forward.

The model continues to evolve as we learn from the experience. Principals provided feedback after the first year. Feedback was overwhelmingly positive. Principals have expressed appreciation for the support and the opportunity to work within a team environment to improve student learning, embrace new strategies and problem solve around perceived barriers to improvement.

In the second year of support, changes have been made to the make-up of the teams reflective of feedback from year one. Each priority school support team has a designated ***math and literacy lead*** from the Program department to ensure strong leadership in key areas of learning. Connected to the math and literacy lead are ***designated math and literacy coaches*** who work directly in classrooms to support teacher practice. This change in team make-up allows priority school support teams to focus discussions on assessment data in literacy and math and make informed decisions about strategies and interventions to support progress with school improvement goals in a responsive and timely manner.

4. Professional development for principals

Principals in the priority schools have participated in professional development sessions to support their growth as instructional leaders. During the 2014-2015 school year, they were grouped as a cohort in a four day instructional leadership program developed by School Administration and Program staff. This program used current research on school leadership practices to improve teaching and student achievement to guide the learning of principals.

Principals participated in additional professional development sessions on topics such as effective use of coaches, response to intervention models and culturally responsive pedagogy.

The priority schools principals formed collaborative learning groups that met five times during the year for half-day sessions on strategies to support improved student achievement.

5. The strategic allocation of resources

At the start of the initiative, the Board's school improvement leadership team made the decision to prioritize the allocation of **math and literacy coaches** to the priority schools. This ensured a concentrated effort to support the instructional practices of teachers whose learners most needed support- a data-driven decision.

In year one, the superintendent was able to provide **financial support** to each of the priority schools (\$20,000) to assist with the purchase of resources (or technology) for math and literacy learning and to provide books and other materials that reflected the diversity of the students.

Reading Recovery was re-introduced in the 2014-2015 school year to a small number of schools in Nova Scotia by the *Department of Education and Early Childhood Development*. When deciding where to allocate this intervention, priority schools were given first consideration. In 2015-2016, provincial funding for eight additional Reading Recovery sites was provided to the Halifax board. All were allocated to priority schools.

A new math intervention was developed and piloted in several priority schools in the 2014-2015 school year. This **math support teacher** provides direct support to individuals or small groups of students who are not progressing as expected in mathematics. Gaps in mathematical understanding are identified and focused instruction is provided to accelerate students to grade level. Student assessment data indicated that this intervention was having a positive effect on student learning. As a result, the number of math support teachers for the 2015-2016 was increased so that all priority schools will receive the benefit of this intervention.

Staffing and enrolment numbers are reviewed at priority schools and if feasible, **additional staff resources** are considered to address class size and student needs with a specific focus on math and literacy instruction.

6. A focus on culturally responsive pedagogy

During the 2014-2015 school year all principals, vice principals, and priority school support team members attended professional development sessions that focused learning and discussion on culturally responsive pedagogy and, in particular, supporting the achievement of African Nova Scotian students. Sessions were designed by a team from School Administration and Program in collaboration with the superintendent and the Board's school improvement leadership team. Sessions were led by Board staff, community members, and **Dr. Kimberley McLeod**, from Houston, Texas, an expert in the area of culturally responsive instruction and leadership. Professional development sessions focused on culturally responsive pedagogy, the historical context of our African Nova Scotian community and leadership practices that help examine belief systems and systemic racism.

Additional work on developing culturally responsive pedagogy was a highlighted focus in six priority schools. In collaboration with School Administration supervisors, direct support was provided to support school-based administrators and teachers. Principals and vice principals attended professional learning sessions on leadership to support and monitor culturally responsive instruction at their sites. Teachers received professional development on understanding their students' learning styles to create lessons that were culturally responsive, clarifying understanding of provincial outcomes, and how to use assessment data to improve student achievement.

In addition to this work, professional development on culturally responsive pedagogy was provided to School Administration supervisors, Program staff, speech language pathologists, psychologists and guidance counsellors.

Culturally responsive pedagogy sessions were developed for Family of School meetings for both principals and vice principals. Sessions built on previous learning and helped school-based administrators broaden their understanding of instructional leadership to support improved student achievement and culturally responsive teaching.

This November the learning will expand to include all teachers working in the priority schools. On November's Bus Cluster professional development days, the teaching staff at priority schools will work with Dr. Kimberley McLeod. As mentioned above, Dr. McLeod has been providing professional development for school-based administrators and board staff over the past year. Her work in November with teachers will ensure continuity in messaging on culturally responsive teaching.

7. Role of data

Priority school support teams have been using a variety of data sources, along with the school's plan for improvement, to assist with gaining a greater understanding of student achievement at each of the priority schools. They are using data sources from provincial, school and board-based assessments in both math and literacy to determine interventions and supports to move students along in their learning. Strategies in each school's plan for improvement have guided interventions and helped to identify teachers' learning needs.

Priority school support teams are able to work closely with school staff to analyze data as it relates to self-identification information, cohorts and individual students. Assessment data is assisting teams to monitor progress and to determine stories of success. The sharing of these stories helps all priority school support teams build capacity for improvement; learning from each other strengthens the collaborative approach to improvement across the system.

8. Human Resources

The Human Resources managers met with the school-based administrators at each of the priority schools to review staffing, discuss strategies and investigate concerns. These meetings resulted in the emergence of themes across many schools that have the potential to improve student achievement results in priority schools. Of particular concern to principals, was the frequent change in staff each year.

Article 10.04 of the local *Nova Scotia Teachers Union* (NSTU) agreement allows the Board to fill up to 38 permanent positions by way of merit (as opposed to seniority) for the specific purpose of addressing: (a) high needs schools, (b) schools that are historically hard to staff, (c) rural schools and (d) diversity. Teachers placed in positions according to Article 10.04 accept the position for a three year commitment. The priority schools were given first priority for use of all such positions for the 2015-2016 school year. If any of the 38 positions are not filled with a permanent teacher, Human Resources has the ability to use 14 of those vacancies to recall term teachers who have taught at the school in the previous year in an effort to increase continuity. All 14 vacancies were used in the priority schools.

The NSTU contract allows for 26 vice principal relief positions to be filled by a term teacher selected by the principal. This allows schools to hire term teachers with whom they know and are comfortable that the working relationship between the vice principal and term teacher will be successful. For 2015-16, the positions were first allocated to priority schools before being distributed among other schools.

Human Resources managers are working closely with principals to ensure practices and policies to support teacher performance are being implemented and supported to ensure high quality teaching in each classroom every day.

9. Operations Services

Operations Services has committed to ensuring appropriate support for property service concerns at priority schools. Some strategies have included; attention to building appearance including increased interior painting, priority ranking for response to work order requests for maintenance, installation of additional technology devices and infrastructure (LCDs, and computers), frequent site visits by supervisory team to work with custodial staff and principals to monitor and improve cleaning standards, and increased communication with the school principals and vice principals to support operation needs as they arise.

Looking forward

Key areas that will be a focus for the work of priority school support teams this year include:

- ***Dedicated math and literacy leads and coaches*** on each priority school support team;
- ***Culturally Responsive Pedagogy*** professional development for all teachers working in priority schools, and continued learning in this area for all school-based administrators and Board staff;
- A closer look at ***classroom assessment data*** and how to effectively use the data to inform instruction to help students meet with success;
- ***Provincial assessment preparation*** to assist students with putting their best effort forward and feeling comfortable with the assessment format;
- A closer examination of the ***School Planning Team*** and effective practices to support student programming and success to meet every student's needs;
- ***Walkthrough training*** with principals to effectively change teacher practice and improve student achievement;
- Support for priority schools continues as a focus and expectation for ***all departments***. As new or additional resources become available, such as through the implementation of the *Department of Education and Early Childhood Development's Action Plan*, priority will be given to the identified schools;
- The Board's school improvement leadership team will continue to monitor and analyze student achievement data to determine which schools require additional support to ensure student success;
- Continued sharing of **success stories** to inform the Governing Board and build capacity for improvement across the schools.

This is the work of our system; to create the conditions to ensure student success.

HALIFAX REGIONAL SCHOOL BOARD Long-Range Outlook Action Plan

PURPOSE: To provide information to the Governing Board regarding the proposed Long-Range Outlook Action Plan.

BACKGROUND: In October 2014 the province approved the provincial School Review Policy for use by all school boards. The policy contains sixteen directives (A to P) boards must follow during a school review process.

Directive A states: “A school review may be considered when a Long-Range Outlook has been completed by a school board, as required by the education act and outlined in Appendix A: Preparing a Long-Range Outlook.”

The policy further states that “A school board’s decision to review a group of schools is informed by, and a school review is conducted in the context of, the information contained in the Long-Range Outlook.” The circumstances identified in the Outlook which may lead to a review of schools are also listed in the School Review Policy.

The Halifax Regional School Board (HRSB) staff presented a complete Long-Range Outlook to the Governing Board on April 22, 2015. After approval by the Governing Board, staff obtained feedback from school communities through on line submissions and engagement with the School Advisory Councils.

Specifically, SAC’s were asked three questions at Family of Schools meetings throughout May 2015:

- *What enrollment trends do you notice about specific schools in your Family; about the Family in general?*
- *What do you notice about the capacity of the school building in your Family?*
- *Is there other feedback you would like to provide?*

Responses were collected from each Family of Schools. The comments received have been reviewed by staff. This information along with the data from the Long-Range Outlook is used by staff to support recommendations for actions to implement facility planning processes such as school reviews, boundary reviews, grade configuration and capital construction requests over the next five years.

The HRSB web site questions were:

- *What thoughts do you have about the information presented in the Long-Range Outlook? What do you believe is the most important to guide the Board’s future planning decisions? Where would you start?*

- *Any specific comments about a particular school or Family of Schools?*

There were only 14 respondents to these web site questions.

CONTENT:

HRSB staff has developed a prioritized list of actions for Family of Schools to address the Board's facility needs.

As described in the School Review Policy Directive A, there are six circumstances described that might be identified in the Long-Range Outlook and may lead to a school review by a School Options Committee. These include:

- a school or group of schools is unable to, or projected to be unable to, provide a suitable and equitable range of learning opportunities for students, due to declining enrolment;
- reorganization involving a school or group of schools could enhance program and learning opportunities for students;
- reorganization involving a school or group of schools could optimize use of school facilities across the school board;
- a school's combination of teaching or learning spaces is not suitable to provide programs/is not accessible/does not serve the community, and retrofitting and/or enlarging the facility may be cost prohibitive;
- one or more of the schools in a group is experiencing higher building maintenance expenses than average for the school board and/or is in need of major capital improvements; and
- safety and/or environmental concerns are associated with the building.

In considering the circumstances described above, HRSB staff has reviewed the information in the Long-Range Outlook pertaining to utilization of program space and age/condition of infrastructure as the main factors to establish a prioritized action list.

Assessment of enrollment capacity and utilization of space shows that there are schools within HRSB that have increasing and decreasing enrollment which is impacting optimal use of school facilities across the Board.

Overutilization of schools requires alterations to program space (sometimes changing its intended use) or portable classrooms to accommodate increasing numbers of students. There are areas within the Board where enrollment is already above capacity at schools and is projected to continue to increase. These situations may require a reconsideration of catchment areas and requests for a new school.

Underutilization of schools results in a surplus of space and inefficient operation of facilities. There are schools within HRSB that have steadily declining enrollment. While not as urgent as increasing enrollment, it does also require consideration to optimize use.

With *aging infrastructure*, as an increasing number of school buildings reach or go beyond their intended design life cycle, the value of maintenance and deferred maintenance increases. If not addressed then major capital improvements such as renovation or replacement of schools is required. HRSB has many schools that would be considered as aging infrastructure beyond their intended life cycle and must begin the process of identifying these schools for review to determine a replacement or consolidation and closure strategy.

Other factors to be considered regarding the future state of schools include optimal enrollment sizes, grade configuration, student transportation, culture, geography, equitable learning opportunities, residential development, fiscal accountability, community partnerships, and more. These will become part of the discussion and decision during the action processes listed below.

The action plan below is a prioritized list of school reviews to be performed by School Options Committees. The action plan sequence was determined considering the Long-Range Outlook and the factors discussed above. Each proposed review will be initiated by a *Recommendation to Review* report from staff for approval by the Governing Board. The first two actions are recommended to be started in the 2015-16 school year with the remainder to follow as resources can support.

In summary the recommended actions over the next five years for each Family of Schools include:

School Year	Family of Schools	Action	Rationale
<u>2015-16:</u>	Citadel	School Options Committee	Capital
	Cole Harbour District	School Options Committee	Optimize use
	Eastern Passage	School Options Committee	Optimize use
<u>2016-20:</u>	Charles P. Allen	School Options Committee	Optimize use
	Citadel High	School Options Committee	Capital
	Dartmouth	School Options Committee	Optimize use
	Halifax West	School Options Committee	Optimize use
	J.L. Ilsley	School Options Committee	Optimize use
	Millwood	School Options Committee	Optimize use
	Sir John A. Macdonald	School Options Committee	Optimize use
	Lockview	School Options Committee	Capital
	Prince Andrew	School Options Committee	Optimize use
	Musquodoboit Rural	School Options Committee	Capital
	Eastern Shore District	School Options Committee	Optimize use
Sackville	School Options Committee	Optimize use	

The Auburn Drive, Duncan MacMillan and Bedford/Forsyth Education Centres Families of Schools are not included on the list above. They are considered not to have circumstances that would warrant a review by a School Options Committee at this time.

COST: N/A.

FUNDING: Funding for future processes is allocated within the HRSB Operations Services budget and will be confirmed through the staff report to the Governing Board that accompanies each process approval request.

TIMELINE: The first three action items are recommended to be started in the 2015-16 school year with the remainder to follow as resources can support.

APPENDICES: N/A

RECOMMENDATIONS: It is recommended that the Governing Board receive the Long-Range Outlook Action Plan for information.

COMMUNICATIONS:

From: Ron Heiman, Director Operations Services
Phone: 464-2000 ext 2144
E-mail: rheiman@hrsb.ca

To: Senior Staff: October 6, 2015
Board: October 28, 2015

Filename: [\\columbia\departments\Facilities\Heiman-Sheehan-Fagan\Reports\Board Reports](#)
Date last revised: *October 12, 2015*



Providing a high quality education
for every student every day

Halifax Regional School Board Individual Program Plan Review Report

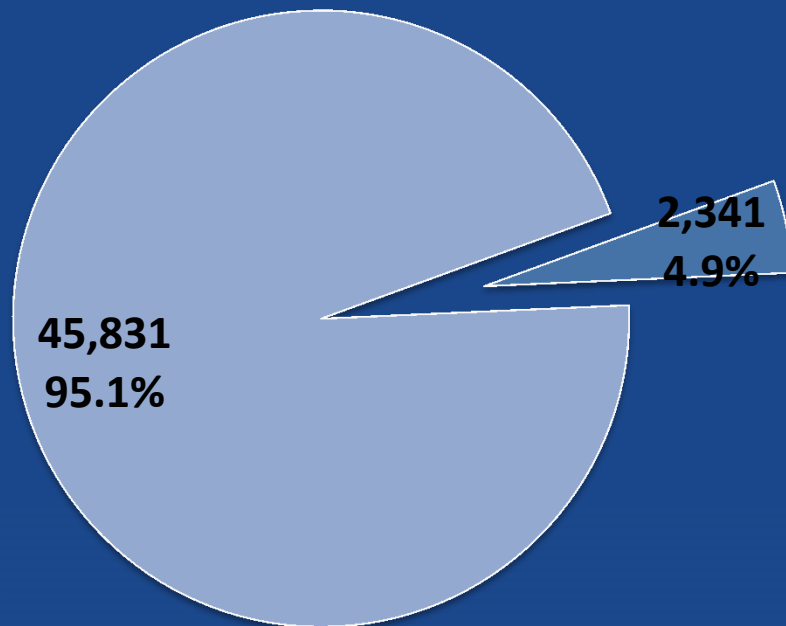
Marlene Broderick
Coordinator, Student Services
October 28, 2015

Method: Random Sample

- Total Student Enrolment in HRSB: 48,172
- Total # Students in HRSB with an IPP: 2,341 (as of Jan 2015)
- Total # IPPs Reviewed in HRSB Random Sample: 292
 - Total # African Ancestry Student IPPs Reviewed: 124
 - Total # Aboriginal Identity Student IPPs Reviewed: 50
 - Total # Other Student IPPs Reviewed: 118

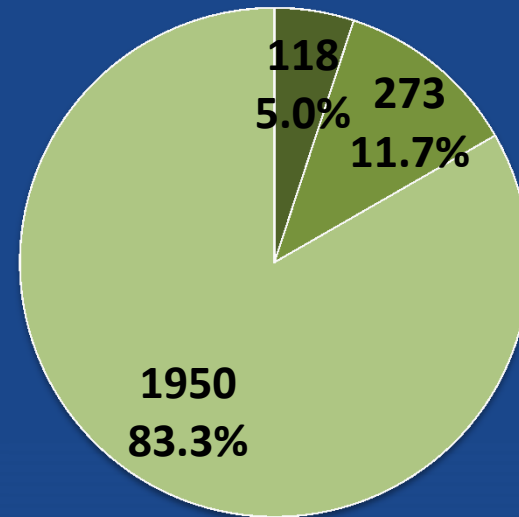
Students in the HRSB with an IPP

Total Student Enrolment: 48,172



- All Students with an IPP
- All Students without an IPP

Students with an IPP: 2,341
(January, 2015)

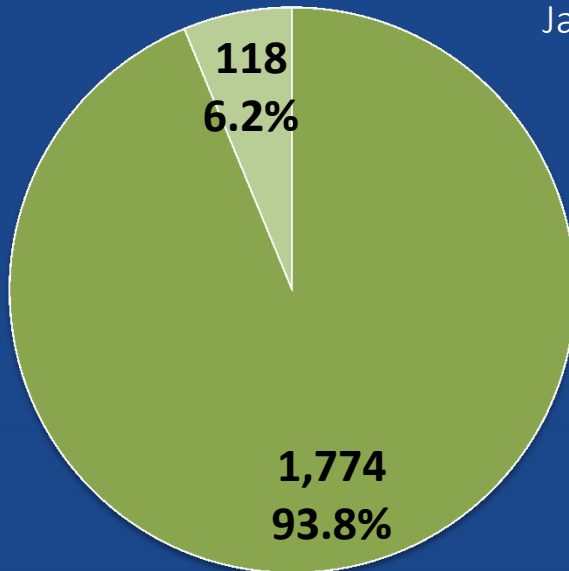


- Self-identified Aboriginal Identity Students with an IPP
- Self-identified African Ancestry Students with an IPP
- All Other Students with an IPP

Percent of Self-identified Aboriginal Identity and African Ancestry Students with an IPP

Self-identified Students of
Aboriginal Identity (1,892)

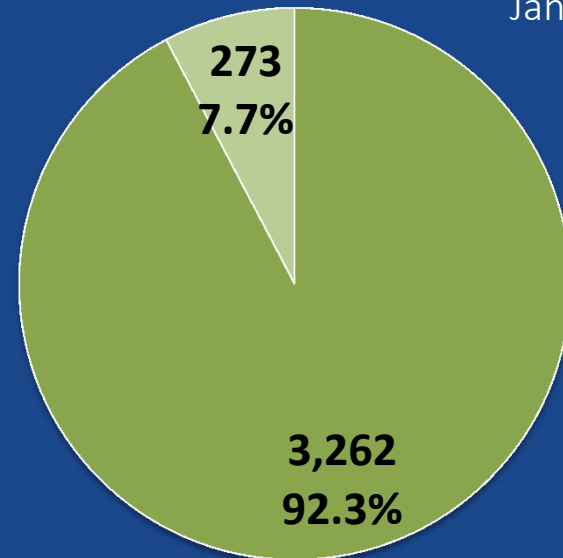
Jan 2015



■ Without an IPP ■ With an IPP

Self-identified Students of
African Ancestry (3,535)

Jan 2015



■ Without an IPP ■ With an IPP

The Review Process: An Overview

- Diverse Review Team assembled and provided 1-day training.
- Review period determined: March 2 to March 13.
- Student records reviewed, both paper and electronic files.
- Team Debrief held on final day.
- Data compiled and final report prepared for DEECD in June.
- Follow-up PD outlined as well as plans for individual investigations.



Two Questions Asked When Reviewing Each IPP

Question 1:

Was the decision to create an IPP for this student supported by evidence that the student cannot achieve grade level curriculum outcomes therefore requiring individualized programming?

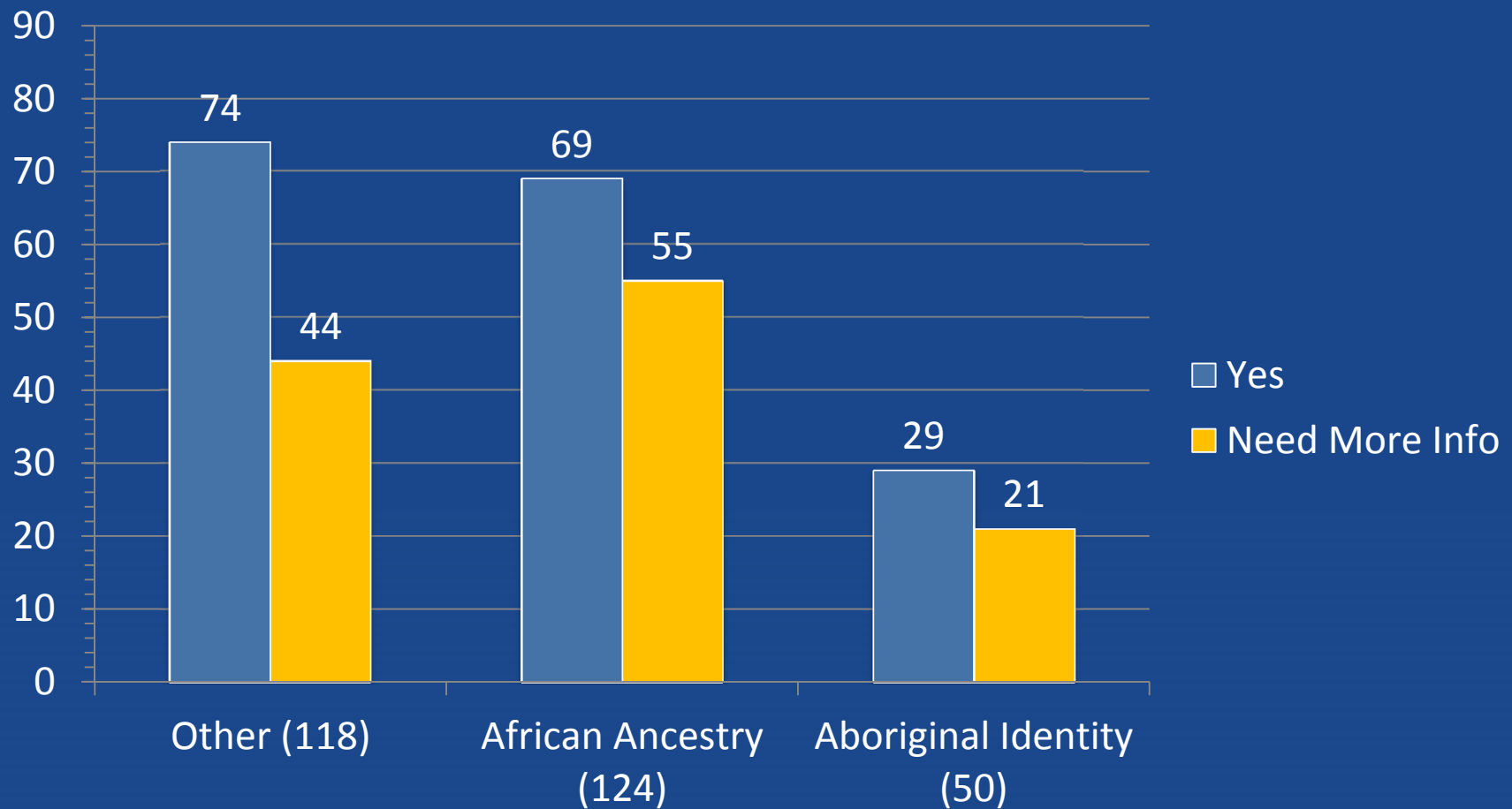
- Yes
- Needs More Information

Question 2:

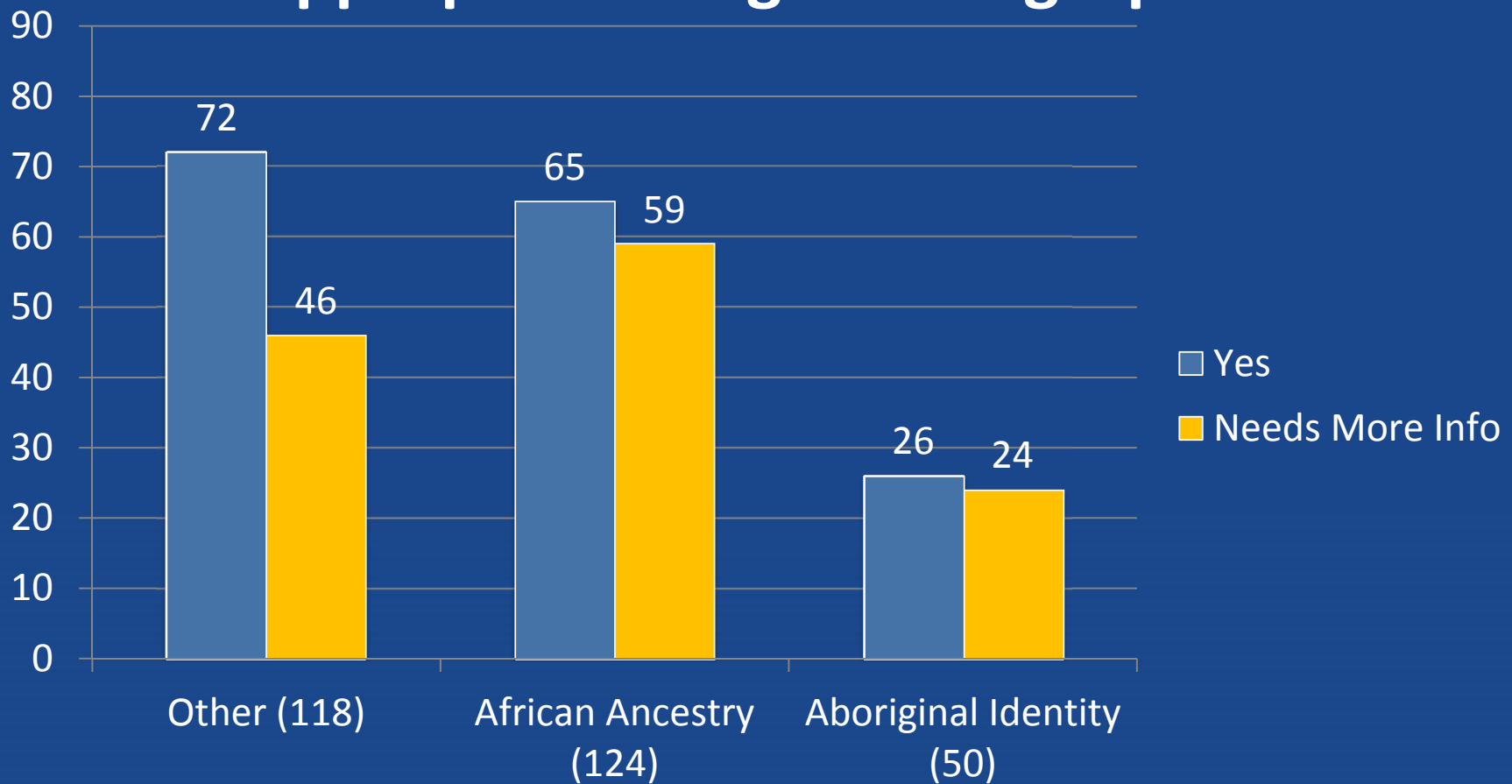
Does the overall evidence suggest that an IPP is the most appropriate programming option for this student?

- Yes
- Needs More Information

The Decision To Create IPP Supported by Evidence



Evidence Suggesting IPP Most Appropriate Programming Option



Areas of Strength:

- **Considerable documentation exists** relative to students' strengths, challenges, and interests.
- There is evidence that **some Program Planning Teams know their students extremely well** and have written collaborative plans that honor the strengths, challenges, interests, and aspirations of students.
- There are **direct parallels between the intensive support** provided to Teachers by Program Planning Specialists and **teachers' increased capacities to program appropriately.**
- There is **evidence of well-developed Transition Outcomes.**
- Evidence exists that **some Program Planning Teams monitor and review their IPPs with parents/guardians on a regular basis.**

Areas Requiring Attention:

- **Absence of Meeting Minutes** documenting conversations of programming decisions
- **Overuse of standardized tests** as the single source of information upon which to base programming decisions
- Evidence of **culturally responsive instruction**
- IPPs developed for students with **high rates of absenteeism**
- IPPs that remain the **same over years**
- **Depth of understanding** on the part of some teachers to understand developmental learning, Public School Curriculum and how to instruct/assess through a culturally relevant lens
- **Individual consultations** are necessary with families, staff, and students (as appropriate) to investigate stories in “need of more information”



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Next Steps For HRSB ...

- That Program Planning Teams appoint note-takers to record Minutes of Meetings.
- That beginning in the fall of 2015, Student Services, in partnership with other HRSB divisions, will begin individual consultations with families, staff, and students (as appropriate) to investigate stories in “need of more information”.
- That Central Office staff who have a responsibility to support student learning work collaboratively with school teams to support culturally responsive instruction and assessment as the norm.



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Next Steps For HRSB ...

- That schools be given explicit direction during professional development opportunities regarding the expectation to collect evidence of learning from a variety of sources, across multiple contexts, before enlisting support for standardized testing.
- That a plan be developed to monitor student progress on Individual Program Plans (IPPs).