

# AGENDA

## Committee of the Whole Meeting



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Wednesday, January 10, 2018

6:00 pm

**Board Chambers**  
**33 Spectacle Lake Drive**  
**Dartmouth, NS**

**1. CALL TO ORDER**

*We acknowledge that we are in Mi'kma'ki, which is the traditional ancestral territory of the Mi'kmaq people.*

**2. RECORD OF ATTENDANCE**

**3. APPROVAL OF AGENDA**

**4. APPROVAL OF MINUTES/BUSINESS ARISING FROM THE MINUTES**

December 13, 2017

**5. AWARDS / PRESENTATIONS**

**6. INFORMATION ITEMS**

6.1 Report #2018-01-01 – Focus on Learning: Reading Recovery Annual Report, Alison King, Director, Program, and Paula Evans, Facilitator, Literacy Implementation P-3

6.2 Report #2018-01-02 – Report on Incident Tracking Referrals for Discriminatory and Racist Behavior 2015-2017 – Susan Tomie, Director, School Administration, and Wendy Mackey, Senior Diversity Advisor

6.3 Report #2018-12-52 - Naming of Sackville Heights Junior High School – Elwin LeRoux, Superintendent

**7. PUBLIC PRESENTATIONS**

**8. DATE OF NEXT MEETING**

Policy Development and Review Committee – January 17, 2018

Regular Governing Board Meeting – January 24, 2018

Committee of the Whole Meeting – February 14, 2018

Audit Committee – February 21, 2018

**9. IN-CAMERA**

**10. ADJOURNMENT**



**HALIFAX REGIONAL SCHOOL BOARD  
COMMITTEE OF THE WHOLE  
MINUTES  
December 13, 2017  
6:00 p.m.**

**PRESENT:** Archy Beals  
Suzy Hansen  
Linda MacKay  
Jessica Rose  
Gin Yee  
Bridget Boutilier  
Cindy Littlefair  
Jennifer Raven  
Dave Wright

**REGRETS:** Nancy Jakeman

**STAFF:** Elwin LeRoux, Superintendent  
Steve Gallagher, Senior Staff Advisor  
Selena Henderson, Corporate Secretary  
Terri Thompson, Director, Financial Services  
Tracy O’Kroneg, Director, Human Resource Services  
Ron Heiman, Director, Operations Services  
Alison King, Director, Program  
Wendy Mackey, Senior Diversity Advisor  
Susan Tomie, Director, School Administration  
Doug Hadley, Coordinator, Communications  
Matt Smeltzer, Wireless and Infrastructure Specialist  
Athena Leclair, Administrative Assistant to the Corporate Secretary

**1. CALL TO ORDER**

The Chair called the meeting to order at 6:03 p.m.

**2. RECORD OF ATTENDANCE**

Let the record show that all board members are in attendance with the exception of Board Member Nancy Jakeman.

**3. APPROVAL OF AGENDA**

The agenda was amended to note that the in-camera minutes being approved will be September 13, 2017, not October 11, 2017 as the board did not go in-camera in October.

It was moved and seconded (Raven/Boutilier) that the Governing Board approve the agenda as amended.

(CARRIED)

**4. APPROVAL OF MINUTES/BUSINESS ARISING FROM THE MINUTES**

It was moved and seconded (Boutilier/Beals) that the Governing Board approve the November 8, 2017 minutes.

(CARRIED)

**5. AWARDS / PRESENTATIONS**

5.1 Mindfulness Presentation – Shannon Hartlen, Psychologist, South Shore Regional School Board and Kelly Humphries, Psychologist, South Shore Regional School Board

Shannon Hartlen, Psychologist, South Shore Regional School Board and Kelly Humphries, Psychologist, South Shore Regional School Board presented and responded to questions from Board Members.

**6. INFORMATION ITEMS**

6.1 Report #2017-11-49 – Focus on Learning: Early Literacy Support Year End Report 2016-2017, Alison King, Director, Program and Paula Evans, Facilitator, Literacy Implementation P-3

Alison King, Director, Program, and Paula Evans, Facilitator, Literacy Implementation P-3 presented the report and responded to questions from Board Members.

6.2 Report #2017-11-44 – Capital Infrastructure and Improvement Priorities, Ron Heiman, Director, Operations Services

Ron Heiman, Director, Operations Services presented the report and responded to questions from Board Members.

Board Chair Gin Yee requested to waive the rule or order to allow Board Member Dave Wright to give notice of the following two motions:

I move that the Chair of the Halifax Regional School Board write a letter to the Minister of Education and Early Childhood Development requesting an update on capital funding to respond to our most recent Capital List (Report 2016-02-06), the results of our School Review Process from 2016 (Confirm Date & Report #), and the list presented in Report 2017-11-44 in regards to the pressing need to address the aging infrastructure in the Citadel High Family of Schools.

I move that the Chair of the Halifax Regional School Board write a letter to the Minister of Education and Early Childhood Development requesting an update on capital funding to respond to our most recent capital list (Report 2016-02-06) and the list presented in Report 2017-11-44 in regards to the pressing need to address the enrolment pressure (overcrowding) in the CP Allen Family of Schools.

**It was moved and seconded (Yee/Raven) to waive the rule of order to allow Board Member Dave Wright to present his two motions that will be brought forward at the January 24, 2018 Regular Board Meeting.**

**(CARRIED)**

**7. PUBLIC PRESENTATIONS**

**8. DATES OF NEXT MEETINGS**

Committee of the Whole Meeting – January 10, 2018

Policy Development and Review Committee Meeting – January 17, 2018

Regular Governing Board Meeting – January 24, 2018

Audit Committee Meeting – February 21, 2018

**9. IN-CAMERA**

**It was moved and seconded (Wright/Hansen) to move in-camera.**

**(CARRIED)**

**It was moved and seconded (Rose/Wright) to move out of in-camera.**

**(CARRIED)**

9.1 Approval of October 11, 2017 In-Camera Minutes

**This item was amended to read *September 13, 2017 In-Camera minutes.***

**It was moved and seconded (Raven/Beals) that the minutes from the September 13, 2017 In-camera sessions be approved.**

**(CARRIED)**

9.2 Student Assessment Data

**10. ADJOURNMENT**

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

Meeting adjourned by the Governing Board at 8:41 p.m.

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Linda MacKay  
Chair  
Halifax Regional School Board

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Selena Henderson  
Corporate Secretary

Prepared by Athena Leclair  
Administrative Assistant to the Corporate  
Secretary

DRAFT

## Halifax Regional School Board Focus on Learning: Reading Recovery Year End Report 2016-2017

### Purpose

To provide the Committee of the Whole with an overview of the progress of students supported through Reading Recovery in 2016-2017.

### Background

The mission of the Halifax Regional School Board (HRSB) is to *provide a high quality education for every student every day*. To support this mission, the Early Literacy Support framework recognizes that there are multiple layers of instructional support intended to guide our children in developing and sustaining effective literacy skills. The first layer of support for all children is quality classroom instruction. The second layer is short term intervention provided by Early Literacy Support or Reading Recovery. A third layer of support is provided to students who need more long term intervention through resource support.

**Reading Recovery** is an intervention that provides individually designed and delivered lessons to selected grade one students. Support consists of 30 minute daily lessons targeting reading, writing and oral language development through one on one instruction for up to 20 weeks. There are 3 possible outcomes for students who complete their series of lessons: Accelerated Progress, Substantial Progress and Limited Progress.

Reading Recovery is supported by a grant from the Department of Education and Early Childhood Development. During the 2016-2017 school year, 31 elementary schools in HRSB were allocated staffing for Reading Recovery.

### Content

There were 260 grade 1 English program students who received Reading Recovery support. The overall results for Reading Recovery show that all students demonstrated growth in their literacy development with 31% of students achieving Accelerated Progress, and 12% and 57% achieving Substantial and Limited Progress respectively.

Students achieving Accelerated Progress improved an average of 12 instructional text levels from entry to exit and continued to experience literacy growth with the support of their classroom teachers and maintained grade level benchmarks at year end. Students who achieved Substantial Progress improved an average of 13 instructional text levels from entry to exit and also continued to experience growth in their literacy development. At year end they demonstrated that they maintained the improvement achieved during Reading Recovery and had continued to experience growth in their literacy development. Students who achieved Limited Progress improved an average of 8 instructional text levels from entry to exit and demonstrated at year end that this improvement was not only maintained but that they also continued to experience growth in their literacy development.

In the 31 Reading Recovery schools, the proportion of students of African descent in the Reading Recovery program is greater than the overall Grade 1 population. On average, students of African descent began Reading Recovery ahead of their non-African descent peers by 1.7 reading levels, made almost identical growth, and ended ahead by an average of 1.6 reading levels.

Results disaggregated by Aboriginal Identity are not presented due to the small sample size.

### Cost

N/A

### Funding

Targeted funding from EECD

### Timeline

On-going

## Appendix

N/A

## Recommendations

It is recommended the Committee of the Whole receive the Reading Recovery Year End Report 2016-2017 for information.

## Communications

AUDIENCE	RESPONSIBLE	TIMELINE
Committee of the Whole	Alison King	January 10, 2018

## Contact

For further information, please contact Alison King, Director, Program and Student Services at [aking@hrsb.ca](mailto:aking@hrsb.ca) or 464-2000 ext. 2567



## Halifax Regional School Board

### Report on Incident Tracking Referrals for Discriminatory and Racist Behavior 2015-2017

#### Purpose

To provide the Governing board with a report of the number of incidents reported through Incident Tracking Referrals in Power School for the categories of discriminatory and racist behavior, as defined in the *Provincial School Code of Conduct* for the 2015-17 school year (Appendix A).

#### Background

On November 22, 2017, the Governing Board (Raven/Beals) approved the following motion:

*I move that the superintendent provide a report of the number of incidents reported in PowerSchool for the categories “Discriminatory” and “Racist” behaviors, as defined in the provincial Code of Conduct for the 2016-17 school year.*

#### Content

In June 2015, the *Department of Education and Early Childhood Development* released a new Provincial School Code of Conduct for implementation in the 2015-16 school year. The policy defines discriminatory and racist behaviors as follows.

**Discriminatory behavior**- includes any discrimination based on race, culture, ethnicity, religion, creed, sex, sexual orientation, gender, gender identity, gender expression, physical disability or mental disability, mental illness, age, national or aboriginal origin, socio-economic status, or appearance.

**Racist behavior**- includes using racial/cultural slurs, engaging in racial/ethnic name calling, or actions, or inciting others to use racist language and engage in racist behaviors.

Schools are required to record and track incidents of unacceptable behavior through the provincial online *Incident Referral Form* in PowerSchool (the electronic student information database). The attached report summarizes the data recorded for discriminatory and racist behavior using the *Incident Referral Form* for the 2015-17 school years.

Schools are expected to respond to unacceptable behaviors immediately, to use proactive and preventative approaches to reduce occurrence of unacceptable behavior and maintain environments that are conducive to teaching and learning. Responses to unacceptable behaviors are to address consequences in a fair manner, be responsive to the age and developmental level of the student(s), be consistent with the standards established in the provincial *Special Education Policy*, reflect the severity of the behavior, and to assist the student(s) in developing new behaviors and strategies to reduce the reoccurrence of unacceptable behaviors.

The *Provincial School Code of Conduct* outlines a list of possible consequences that schools take in response to unacceptable behaviors. These include:

- Conferencing with student or parent
- Creating a plan for restitution
- Coaching to develop new behaviors
- Restorative approaches
- Mediation

- Detention
- Loss of privilege(s)
- Referral to school guidance counsellor
- Referral to the Program Planning Team
- Referral to the RCH advisor (*HRSB-RCH Liaison*)
- Referral to assessment and counselling
- Referral to student support worker
- Referral to behavioral support
- Referral to Schools Plus
- In-school suspension
- Involvement of outside agencies such as police, mental health services, and child welfare
- Out of school suspension

In addition to consequences as defined by the *Provincial School Code of Conduct*, HRSB staff assists schools with incidents of discriminatory and racist behaviors through supports from the School Administration supervisor, Diversity team members, and Safe Schools consultant. Each school has a voluntary RCH Liaison teacher who acts as an educational facilitator in the areas of race relations, cross cultural understanding and human rights, sexual harassment and gender equity. The Diversity team and School Administration staff provides ongoing support and professional learning for school administrators and RCH liaison teachers. The ongoing work to build culturally responsive practices and leadership among administrators and teachers is further assisting with building capacity in this area.

### **Funding Details**

N/A

### **Timeline**

N/A

### **Appendices**

Appendix A

### **Recommendations**

That the Governing Board accepts this report for information.

### **Communications**

<b>AUDIENCE</b>	<b>RESPONSIBLE</b>	<b>TIMELINE</b>
Governing Board	Susan Tomie	January 10, 2018

### **Contact**

For further information, please contact Susan Tomie, Director, School Administration, [stomie@hrsb.ca](mailto:stomie@hrsb.ca), (902) 464-2000 ext.2275

## Report on Incident Tracking Referrals for Discriminatory and Racist Behavior (2015-2017)

	<b>2015-2016</b>	<b>2016-2017</b>
Discriminatory behavior incidents	152	170
Racist behavior incidents	175	190
<b>Total</b>	<b>327</b>	<b>360</b>

	<b>2015-2016</b>	<b>2016-2017</b>
Discriminatory or Racist Behavior Incidents at elementary	182	184
Discriminatory or Racist Behavior Incidents at secondary	145	176
<b>Total</b>	<b>327</b>	<b>360</b>

## **Halifax Regional School Board Naming of Sackville Heights Junior High School**

### **Purpose**

To provide information to the Governing Board that the name of Sackville Heights Junior High School will remain the same.

### **Background**

The Governing Board passed a motion at its November 2017 board meeting to approve the initiation of the re-naming process for Sackville Heights Junior High School under policy A.001 Naming or Re-naming Schools.

Due to a boundary review being completed in the 2012-2013 school year, the school's grade configuration changed to grade 6-8; effectively becoming a middle school. As a result, the re-naming process was started.

### **Content**

The results of an online survey regarding a request to re-name the school indicated that the majority of the school community members do not want the name of the school to change. Due to the results of this survey, the School Advisory Council has advised that they do not wish to move forward with the process of renaming the school.

### **Funding Details**

n/a

### **Timeline**

n/a.

### **Appendices**

Appendix A: Letter or request from Sackville Heights Junior High School.

### **Recommendations**

That the Governing Board receive this report for information.

### **Communications**

<b>AUDIENCE</b>	<b>RESPONSIBLE</b>	<b>TIMELINE</b>
<b>Governing Board</b>	<b>Elwin LeRoux, Superintendent</b>	<b>January 10, 2018</b>

### **Contact**

For further information, please contact Elwin LeRoux, Superintendent, by email: [eleroux@hrsb.ca](mailto:eleroux@hrsb.ca) or by phone (902) 464-22000 ext. 2312.

