Halifax
Regional Centre for Education

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September 4, 2019

Dear SAC Chair and Principal,

This is the first email to SAC Chairs using the new **gnspes email accounts**. These will be the accounts used for communications with SACs. SAC communications and supporting documents and information can be found on the SAC link on the homepage of the HRCE website.

Thank you to each SAC for submitting their **Annual Report** at the end of June. Please find attached feedback from those reports. Annual reports will be submitted again in June 2020 so please keep track of your work to improve student success.

SAC Funds were provided to each school in late spring. Each school received $5000 plus $1 per students for April 1, 2019 - March 31, 2020. Funds will be replenished again in the spring for April 1, 2020 – March 31, 2021. SACs are expected to spend their funds within the school year they are intended for, please try not to have any carry forward. I have attached *Funding Guidelines* for your reference.

Attached is a copy of the new *Extracurricular Activity Supervision Policy* which was released by the EECD in August. Thank you to SACs for their input and feedback on the creation of this final draft.

School Supervisors will be connecting with principals about feedback from the EECD on draft **Agreements and By-laws**. It is our goal to have all drafts finalized by the end of October. Thank you for your work on this.

Thank you
Susan Tomie
Director, School Administration

School Advisory Council

Feedback on Annual Reports

2018-19

Please describe a summary of work undertaken by the SAC to improve student achievement and school performance.

- Reviewed, discussed and provided input and feedback on school Student Success Plan
- Reviewed school and Provincial assessment results, conclusions and discussed next steps needed
- Reviewed cohort data
- Reviewed and discussed professional development offered to teachers throughout the year to support student achievement
- Reviewed self-identification data and learned about culturally responsive practices to support student success
- Advised principal about and provided input on school communication effectiveness and ways to support home/school relationships
- Made decisions about how SAC funds were to be allocated and spent to support student success
- Assisted with the promotion of "I can…" statements
- Discussed and supported transitions from one school to the next
- Provided input and feedback on school wide events such as student led conferences
- Learned about workshop model, three part lessons, professional learning communities and student success planning
- Applied and received "Love of Reading" grant
- Assisted with the creation of learning commons
- Engaged in discussion of Unassigned Instructional Time (UIT)
- Had a focus on culturally responsive pedagogy (CRP), social emotional learning (SEL), food literacy, breakfast program, and self-regulation
- Provided input on what special events and guest speakers should be considered
- Discussed attendance workers and ways to continue to improve school attendance and student success

Please list any significant milestones and success stories that the SAC would like to highlight.

SACs shared examples of milestones and success stories that were unique to their school and reflected the needs of their community.

Many SACs were involved in supporting improved communication with families, community partnerships, issues with enrolment, physical infrastructure, traffic, student safety, and effective practices to support positive student behavior.

Please describe any related sub-committee work undertaken by SAC members (e.g., School Options Committee).

Reviewed and provided feedback on provincial policies:
  ✓ Extracurricular Supervision Activity Policy
  ✓ Assessment Policy
  ✓ Inclusive Education Policy
 	
• Provided feedback on the updated SAC handbook
• Participated in an online consultation on student transportation for both HRCE and EECD
• Aligned SAC Agreement and By-laws with new Regulations
• Participated in an online consultation on inclement weather planning for HRCE
• Discussed capital projects
• Supported student incentive programs at the school
• Reviewed and provided input on student fees
• Approved student school supply list
• Determined how to spend money left over from student fees
• Helped to problem solve physical space issues to accommodate enrolment growth
• Supported bell change application
• Decided on student photography contract
• Decide on lunch programs which will be offered at the school, challenges and ways to improve
• Applied for grants such as school beautification and engagement
• Provided input on rebranding school logo
• Created a subcommittee for safe grad

Statements of Revenues and Expenditures:

Expenditures supporting the school improvement plan (e.g., providing resources to support math and literacy instruction).
Examples of purchases funded by SACs
• Substitute days for staff to support math and literacy instruction/ common marking sessions • Teachers hired to provide extra literacy/numeracy support to students • Posters to support school Student Success Plan (SSP) goals and well-being • Field trips that support SSP goals • Parent portal for online booking of parent teacher interviews • SoCan film license *Literacy* • Conference tables with writable tabletops

- Fountas & Pinnell levelled books (elementary)
- Fountas & Pinnell prompting guides (secondary)
- Readers and Writers workshop resources
- PM levelled books
- High interest, low vocabulary books
- French language books
- Classroom library books
- Culturally Relevant texts
- Guided Reading books
- *Writers in Schools* program
- *The Writing Strategies Book*
- School newspaper
- Guest authors
- Listening centers
- Literacy assessment kits
- C-pens for scanning text and reading back

Math
- Math manipulatives
- Storage containers for math manipulatives
- Math assessment kits
- French resources for math
- Logic and reasoning puzzles and games

Well-Being
- Classroom snacks for students
- Transition day activities
- Flexible seating/ standing desks
- Dramatic play-based toys
- Indigenous Literacy resources
- African Djembe drums
- Cultural celebrations
- Student workshops on well-being
- Physical Education equipment
- Music equipment/ instrument repair
- Spark bikes
- Social emotional curriculum resources (i.e. Caring Schools Community)
- Creation of safe spaces for students
- Outdoor play equipment
- Art Club
- Girls Empowerment workshops

Learning Resources and Technology
- Guest speakers
- 3-D printer

- LCD projectors/ white boards
- Mimeo teaching interactive whiteboard
- Document cameras
- Visual timers
- Resources for outdoor learning spaces to support student engagement
- Purchase of online subscriptions: BrainPop, Co Space, Spell City, Everyday Speech, Book Maker)
- French resources for Science and Social Studies
- Science equipment (ex. microscopes, magnets, anatomy models)
- Learning commons equipment and furniture
- Osmos, Merge cubes and other STEM activities
- Headsets and noise cancellation headsets
- Chromebooks/ Chromebook carts
- iPads / iPad carts
- Computer speakers
- School communication sign
- Makerspace

Expenditures supporting policy development and implementation (e.g., supporting and promoting new policies).

Student Attendance and Engagement Policy
- Purchase of bus tickets to support attendance
- Provided transportation for students to write the DELF exam or for co-curricular events

Note: many of the purchases listed in previous section fall under student well-being and can be connected to the Attendance and Engagement Policy

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Expenditures covering operational expenses; up to 20 per cent of provincial SAC funding may be used as operational expenses, if necessary, to encourage and support member participation).

- Food/snacks/refreshments for SAC meetings

Note: the majority of SACs used all funds to support SSP goals and improved student success. Overall, very little funds were spent to support SAC meetings.

School Advisory Council Spending Guidelines

This information is intended to assist school advisory councils (SACs) in their budgeting of provincial funding provided to support their mandates.

Calculation of Funding

- An annual funding allocation of $5,000, plus one dollar per student, will be provided to each school with an SAC. If an SAC represents multiple schools, each school will receive its own budget of $5,000 plus one dollar per student. The SAC will decide how this funding will be spent for each school.

- The regional centres for education (RCEs) and the Conseil scolaire acadien provincial (CSAP) will each maintain a registry of the SACs for schools within their jurisdiction. The registries will be used by the Department of Education and Early Childhood Development, RCEs, and CSAP to guide funding distribution.

Funding Parameters

- Annual funding will be provided to SACs for use during the current school year. Funds are not intended to carry-over for use in subsequent years.

- Funding will be managed according to existing RCE and CSAP policies. SACs will not establish a bank account to hold these funds. Principals will manage this funding the same as they do their other school funds (e.g., student support grants).

- SAC funding decisions should be made during meetings.

- While an SAC may serve more than one school (i.e., a joint or regional SAC), funding must be spent at the school it was allocated to.

Reporting

- Any funds used by SACs must be accounted for and reported on. The SAC Handbook includes an annual report template with guidance on financial reporting. If further guidance on financial reporting is needed SAC members should approach the school principal, who may then refer them to the SAC representative at their RCE.

- All expenditures must fit into one of the three spending categories below:

  - supporting the school improvement plan (e.g., providing resources to support math and literacy instruction).

  - supporting policy development and implementation (e.g., supporting and promoting new policies).

  - covering operational expenses. Up to 20 per cent of provincial SAC funding may be used as operational expenses, if necessary, to encourage and support member participation.

Extracurricular Activity Supervision Policy

Approval Date: August 2019

Effective Date: September 2019

1. Policy Statement

Extracurricular activities are a valuable and important part of education programming. Studies have linked involvement in these activities to students' having an increased sense of belonging in their communities and at school and to increased engagement in their learning. Extracurricular activities can also provide opportunities for families and community members to contribute to the school community.

Family and community engagement with schools can help improve student achievement and attendance, and encourage greater community-wide support for schools.

This policy focuses specifically on recognizing who can lead and supervise extracurricular activities for students. It aims to increase opportunities for family and community members to become registered volunteers with schools in their communities. This policy works in connection with other related regional centre for education (RCE), Conseil scolaire acadien provincial (CSAP), and provincial policies, including those involving volunteers.

2. Definitions

extracurricular activities: activities and experiences that do not fall within the scope of the regular curriculum and do not result in academic credit. Activities may occur on or off school property and outside of regular school hours.

registered volunteer: adults, 18 years or older, who are not employees of an RCE or CSAP but who interact with students, or groups of students, within a school or during activities associated with a school, including extracurricular activities. Registered volunteers are approved by school principals and must complete and provide proof of all necessary background checks.
Note: This definition does not include students in the public school system.

3. Policy Objective

This policy supports the ongoing safe and equitable provision of extracurricular activities for students, ensuring they are led and supervised by an employee of an RCE, CSAP, a registered volunteer, or a combination thereof.

4. Guiding Principles

This policy is built on the following guiding principles:

• The safety and security of students should be the first and foremost consideration.
• The involvement of family and community members as registered volunteers in extracurricular activities is valued and important in cultivating relationships between communities and schools.

- Extracurricular activities can be led by an employee of an RCE, CSAP, a registered volunteer, or a combination thereof.
- Inclusion is an important consideration for extracurricular activities.

5.   Application

This policy applies to RCEs, CSAP, and all Nova Scotia public schools and associated programs. The directives outlined in this policy replace the directives in existing policies covering the same issue.

6.   Policy Directives

School administrators must have access to a range of options respecting supervision to support the availability and delivery of extracurricular activities in their schools.

Principals or their designates may allocate responsibility for supervising extracurricular activities to

- an employee of an RCE or CSAP who has volunteered to lead the activity
- a registered volunteer

Principals must consider all available options for supervising extracurricular activities including employees of RCEs, CSAP, and registered volunteers.

Principals or their designates have the authority to make the final decisions on whether or not to offer an extracurricular activity, who will lead the activity, and the appropriate ratio of adults to students for that activity.

Any registered volunteers who are supporting or leading extracurricular activities must meet all safety requirements and background checks respecting working with students as required by the RCE or CSAP. Registered volunteers must also meet certification and safety requirements set by any organization or body responsible for the oversight of the activity that they are supervising.

School administrators and employees of an RCE or CSAP must ensure that all policies and procedures are followed in conducting all necessary background checks for both employees and registered volunteers assigned to supervise extracurricular activities. These checks must be provided to the school and up-to-date in accordance with policies related to volunteers.

7.   Responsibilities

The Department of Education and Early Childhood Development (EECD) is responsible for

- communicating the *Extracurricular Activity Supervision Policy* to the appropriate staff at the RCEs and CSAP.
- ensuring that RCE and CSAP personnel understand their roles and responsibilities related to this policy.

RCEs and CSAP are responsible for

- reviewing and amending policies and procedures related to supervision of extracurricular activities to reflect these directives.

- communicating the *Extracurricular Activity Supervision Policy* to school administrators.
- providing support to school administrators when implementing the policy.

Employees of the RCE or CSAP are responsible for

- adhering to all RCE or CSAP and provincial policies related to extracurricular activities.

Principals and vice principals are responsible for

- ensuring all required policies, procedures, and forms related to supervising extracurricular activities are implemented at the school level.
- ensuring that all employees of the RCEs, CSAP, and registered volunteers participating in or leading extracurricular activities, complete orientation on relevant RCE and CSAP policies and are aware of any necessary information required to ensure the safety of the students they are supervising.
- ensuring opportunities for supervising extracurricular activities are available to teachers and community and family members, and that registered volunteers are supported in schools.
- ensuring that parents of students participating in extracurricular activities are informed about who is leading the activity or activities.

Registered volunteers are responsible for

- completing all processes and forms as required by RCE or CSAP policies.
- acting within the scope of their duties as a registered volunteer with the RCE or CSAP to maintain accident and liability coverage under the School Insurance Program (SIP).
- adhering to any other RCE, CSAP, or provincial policies related to their interactions with students (e.g., student transportation policy, school trip policy, volunteer policy).

8. Monitoring

EECD staff are responsible for monitoring this policy and reviewing it annually. As part of the yearly review, staff may recommend amendments, as needed.

9. References

This policy should be read in context with other policies including those related to volunteers, student protection, school trips, and the transportation of students. Please seek out the relevant policies for your RCE or CSAP.