

Halifax Regional School Board December 31, 2016 - Quarterly Business Plan and Financial Update

Purpose

To provide the Board, through the Audit Committee, with the December 31, 2016 third quarter business plan and financial update report.

Background

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

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

Content

The attached report covers to the end of the third quarter of the 2016-2017 fiscal year and includes the following:

1. Business Plan Priorities – a status report on actions taken up to December 31, 2016, on business plan priorities approved for 2016-2017. In some instances, the report may also note planned activities for the remainder of the 2016-2017 school year.
2. Financial Report – a financial report of actual revenues and expenditures for the period October 1, 2016 to December 31, 2016, year to-date amounts, and projections for the full year, along with an explanation of major variances.

It should be noted that the Business Plan and Budget covers the period April 1, 2016 to March 31, 2017. However, most of the business plan priorities and budget initiatives are intended to be undertaken on a school year basis.

Many of the initiatives and spending plans in these documents are related to the new school year which commenced on September 1, 2016. While this report outlines many initiatives undertaken over the past six months, much activity and progress on priorities and initiatives will continue to be undertaken in the remaining months of the current school year. Progress continues to be achieved on the priorities for 2016-2017.

Overall, the projections show a net operating surplus of \$25,700. At this point in the year, staffing adjustments have stabilized. There have been favorable variances with salary costs, but these have been offset by increased pressures for building maintenance. Staff will continue to monitor substitute teacher costs, utilities and snow removal costs for the final three months of the fiscal year. It is anticipated that budget targets will be met by the end of the fiscal year.

Funding Details

N/A

Timeline

N/A

Appendices

December 31, 2016 - Quarterly Business Plan and Financial Update.

Recommendations

It is recommended that the Audit Committee receive the December 31, 2016, Quarterly Business Plan and Financial Update report for information.

Communications

AUDIENCE	RESPONSIBLE	TIMELINE
Audit Committee	Director, Financial Services	February 15, 2017
Governing Board	Chair, Audit Committee	February 22, 2017

Contact

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Quarterly Business Plan and Financial Update December 31, 2016

Introduction

This report provides information from staff on progress in implementing and achieving Business Plan priorities and a financial position update to the end of the third quarter of 2016-2017.

The Board prepares an annual Business Plan that outlines goals and priorities for the upcoming year. Although the Business Plan covers the fiscal year (April 1 – March 31), most of the priorities are planned on the basis of the school year (September 1 – June 30). Staff has prepared this progress report on Business Plan priorities, including actions on priorities at the beginning of the 2016-2017 school year to provide a timely update on work planned and undertaken.

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

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

This quarterly report is presented in two parts:

1. Business Plan Priorities – update on progress in implementing the priorities for 2016-2017 to December 31, 2016.
2. Financial Report – a report of actual revenues and expenditures for the second quarter of the 2016-2017 fiscal year, along with year to-date results, and projections for the remainder of the fiscal year.

Summary

Progress has been achieved on the priorities in the 2016-2017 Business Plan. Results are being experienced as planned, and progress continues to be made in achieving the Board's goals.

Financial results to the end of December 31, 2016 indicate the Board is tracking close to budget. There have been favorable variances with salary costs, but these have been offset by increased pressures for building maintenance. Results will continue to be monitored very closely over the final three months of the fiscal year so that actions may be taken, when and as required, to ensure overall budget targets are met by year end.

1. BUSINESS PLAN PRIORITIES

On June 8, 2016 the Board approved the Business Plan and Budget for the 2016-2017 fiscal year.

In planning for 2016-2017, the Governing Board, together with the Superintendent and Senior Staff, considered the goals as outlined in year two of the *3Rs: Nova Scotia Action Plan for Education 2015* along with the goals of the *Board’s Strategic Plan 2013-2017*. The goals are as follows: to improve student achievement, to strengthen safe and inclusive school environments, to achieve equitable learning opportunities for all students, and to build engagement, support and confidence in HRSB.

Priorities have been developed from the strategies to support each of these goals.

Most of the work on these priorities is intended to be accomplished during the 2016-2017 school year. This third quarter report, which covers all of the activities undertaken since April 1, 2016, indicates that work is underway on most of these priorities. In some areas, this report may also highlight work planned to be undertaken for priorities during the remainder of this school year.

**BUSINESS PLAN PRIORITIES
2016-2017**

<u>Priorities</u>	<u>Progress to Date – September 30, 2016</u>	<u>Progress to Date – December 31, 2016</u>
<u>Business Plan Goal</u>		
1. To improve student achievement.		
<ul style="list-style-type: none"> Implement provincial streamlined curriculum in Grades 4 – 6 including the integration of educational technology and student assessment. 	<p>The Department of Education and Early Childhood Development (EECD) provided school boards with key messages regarding the 4-6 streamlined curriculum in early April, 2016. School board staff met with the lead team at the EECD in late April to review the professional development presentation that had been designed by the EECD and a team of lead teachers. This professional development was presented to administrators and all 4-6 teachers during the May 13, 2016 professional development day. The session introduced teachers to the new essential graduation competencies, the streamlined curriculum outcomes and</p>	<p>Literacy and Mathematics coaches and program staff have continued to support teachers in strengthening classroom assessment and instruction through supporting Professional Learning Communities, coaching/consulting and small group and individual professional development sessions.</p> <p>Program staff began developing a Google Site (website) that will contain all curriculum documents and supporting resources (videos, website links, other documents, etc.) for teachers Primary to 12. The google site will be linked</p>

<u>Priorities</u>	<u>Progress to Date – September 30, 2016</u>	<u>Progress to Date – December 31, 2016</u>
	<p>indicators and deepened teachers’ understanding of treaty education and culturally relevant pedagogy. Teachers also had the opportunity to discuss with their colleagues effective instruction and assessment planning and time to explore the technology resources being distributed to schools.</p> <p>Program staff provided direction to schools to assist with the planning and facilitation of the September 7 and 30, 2016 school-based professional development days. Schools were asked to plan the day around the board and provincial priorities. Suggestions and resources supported deepening teacher understanding of the streamlined curriculum.</p> <p>Literacy and mathematics coaches and program staff have supported teachers with the implementation of the streamlined curriculum, primarily in priority schools. This support included curriculum alignment, implementing a learning zones approach to teaching, small group instruction, and culturally relevant approaches. Staff also facilitated conversations within Professional Learning Communities and helped to plan and deliver small group and school wide professional development sessions.</p>	<p>to the HRSB Website on the staff page.</p> <p>In October and November, the central office technology integration team provided four professional development sessions with 4-6 teachers on integrating and assessing the Information and Communication Technology (ICT) outcomes and using the Innovation and Exploration kits within the streamlined curriculum. Staff continued to support these teachers with the integration of technology through in-class support, small group professional development sessions, after school sessions, and lunch and learns. The team also provided professional development on Google Apps for Education and Makerspace.</p> <p>Makercarts were placed in four elementary schools. The introduction of these carts included professional development for the lead staff members to promote their usage at their school sites.</p> <p>A cohort of thirty Core French teachers who had not previously received training on the Neurolinguistic Approach (which is the basis of the new French 4-9 curriculum) was formed. These teachers received three days of professional development focusing on various aspects of the curriculum. The professional development was followed up by coaching support for some teachers.</p>
<ul style="list-style-type: none"> Implement provincial literacy strategy for grades primary – 12. 	<p>The EECD provided funding for two literacy lead positions for HRSB. These literacy leads are a part of the provincial working committee to implement the literacy strategy P-12. In addition to supporting board level literacy implementation, these two leads are members of various provincial working groups to support the implementation of the literacy strategy.</p> <p>Ten literacy coaches were hired with the additional funding provided to HRSB through the literacy strategy and are</p>	<p>One day of provincially developed professional development was provided to all English and French Immersion P-3 teachers, resource teachers and principals in November. The professional development focused on high leverage literacy practices.</p> <p>Early Literacy teachers received two days of professional development to strengthen small group writing instruction. In addition, most Early Literacy Support teachers participated in a mentor visit where</p>

<u>Priorities</u>	<u>Progress to Date – September 30, 2016</u>	<u>Progress to Date – December 31, 2016</u>
	<p>working primarily in priority schools to support teachers in improving literacy achievement.</p> <p>In September, program staff reviewed school by school student data for Early Literacy Support and how that aligned with the Observation Survey data from 2015-2016. Staff identified schools where additional support may be required to improve student achievement. In response to this review, board staff attended school planning team meetings to assist in student selection for early literacy support. Additional coaching visits were provided to Early Literacy Support teachers based on the student achievement data.</p> <p>Professional development was provided to English and French Immersion P-3 Early Literacy Support teachers to support them in using on-going assessment information to determine instructional next steps for students.</p>	<p>they observed an actual small group lesson and discussed how to strengthen individual student's literacy skills.</p> <p>The central office literacy team supported select schools in analyzing the grade one Observation Survey results and determining next steps in student support.</p>
<ul style="list-style-type: none"> Implement provincial math strategy for grades primary – 12. 	<p>Note: As of September 30, 2016, the provincial mathematics strategy has not yet been released. To support mathematics learning in HRSB schools, the following update is provided.</p> <p>In April 2016, any teacher in a priority school who did not previously attend the mathematics assessment professional development attended one day of training to support mathematics assessment practices in their classrooms. Teachers learned how to use the assessment tools and resources developed by the HRSB central office mathematics team as well as to further develop their understanding and practice of ongoing, formative assessment. The session also focused on effective instructional strategies and how to plan instruction and assessment responsive to student background, culture and experience. These teachers also received one day for site based assessment to conference with students, analyze assessment data with colleagues, plan for future</p>	<p>Program mathematics staff have continued to create and distribute rubrics and assessment resources for teachers of mathematics grades primary to 9. These assessment resources align with units in the provincial yearly plans for each grade level and are a teaching and assessment support for classroom teachers.</p> <p>In October 2016, all mathematics coaches and Program mathematics staff attended two days of professional development provided by the Department of Education and Early Childhood Development (EECD). These sessions helped coaches refine their understanding of a student centred approach to coaching and honing their coaching skills.</p> <p>In October and November 2016, Grade 12 Mathematics teachers of Pre-Calculus, Mathematics at Work 12 and Mathematics 12 attended one day of professional development. The focus of these days was to familiarize</p>

<u>Priorities</u>	<u>Progress to Date – September 30, 2016</u>	<u>Progress to Date – December 31, 2016</u>
	<p>assessment and respond to existing assessment information.</p> <p>In April 2016, junior high resource teachers attended one day of professional learning facilitated by central office mathematics staff. The goal of this session was to deepen the resource teachers' understanding of the new 7-9 curriculum as well as how to implement effective instructional and assessment practices for teaching mathematics.</p> <p>In May 2016, a student self reflection guide and review activities were created by central office mathematics staff for students in Mathematics 10 to help focus their studying before the Nova Scotia Examination (NSE). Funding was provided for teachers of Mathematics 10 to provide additional instruction to students in this course who were in danger of not successfully completing the course. Some students who were not successful in this course at the end of the year had the option to attend a summer learning opportunity for Mathematics 10.</p> <p>In September 2016, junior high teachers who were new to teaching mathematics attended one day of professional development to support the implementation of the new mathematics curriculum. The day focused on navigating the curriculum documents, the core text and yearly plan, as well as planning lessons that engaged students by teaching to and through their strengths, backgrounds and interests. Assessment practices and reflecting on the Lessons Learned document created from the Provincial Mathematics assessment results were also a part of the day.</p> <p>Program staff and mathematics coaches continued to provide site based professional development to teachers and administrators. This support consisted of one-to-one consultations, Professional Learning Communities' support and staff meetings around the school's mathematics goal.</p>	<p>teachers with curriculum documents and course resources including financial mathematics (Mathematics 12), hands on learning opportunities (Mathematics at Work 12) and new outcomes included in the new curriculum around logic and reasoning (Pre-Calculus 12).</p> <p>In November 2016, junior high mathematics teachers attended one day of professional learning created and facilitated by Program staff. The goal of this session was to continue to support teachers with the implementation of the new junior high mathematics curriculum. Maximizing the information within the curriculum documents, using rubrics and assessment tools as well as responding to assessment through differentiated interventions were highlighted throughout the day.</p> <p>On the December 1st school based professional development day, mathematics coaches, math support teachers and Program mathematics staff supported schools in the planning and/or facilitation of the day of professional development.</p> <p>This fall, the EECD created working groups and lead teams for the development and refinement of the Nova Scotia mathematics curricula. In October and November 2016, Program staff contributed to the EECD Extended Math 11 working group and the lead team for Pre-calculus grades 11 and 12.</p> <p>In November, Program staff developed a question bank of Mathematics 10 questions to provide support to mathematics 10 teachers with creating a mid-course assessment and/or review materials.</p> <p>Program mathematics staff have provided support for schools in year one of the Student Success Planning cycle as well as continued support for our priority</p>

<u>Priorities</u>	<u>Progress to Date – September 30, 2016</u>	<u>Progress to Date – December 31, 2016</u>
	<p>Teachers were supported in learning how to navigate and use the new curriculum documents, print and online resources, as well as understanding the expected curriculum, instruction and assessment practices.</p> <p>Elementary math support teachers continue to work in our priority schools and junior high math support teachers are working in our junior high schools with the highest mathematics needs. The math support teachers provide small group instruction and in class support to students that have been identified as requiring extra support to target specific identified learning gaps. Data collected by math support teachers showed improvement in targeted outcome areas but also in student confidence and willingness to engage with mathematical content.</p>	<p>schools identified for more intensive support.</p> <p>Program mathematics staff and mathematics coaches continued to support teachers and administrators through professional development tailored to the unique needs of the school or educator. This support included individual consultations, facilitating Professional Learning Communities' conversations and joining staff meetings to discuss the school's mathematics goal. Teachers were supported in learning how to navigate and use the curriculum documents, print and online resources to support instruction and assessment, as well as understanding the expected curriculum.</p> <p>Mathematics support continued to be offered within our priority schools and within our junior high schools with the highest mathematics needs. Mathematics support teachers provided both small group instruction and in class support to students who have been identified as requiring extra support to target specific identified learning gaps. Students working with Mathematics support teachers are making gains both academically and in their attitudes towards their mathematics learning.</p>
<ul style="list-style-type: none"> Implement the new provincial model for school improvement planning (Student Success Planning). 	<p>All HRSB schools are currently engaged in the Student Success Planning process and are being supported in a differentiated manner.</p> <p>Twenty-three schools began a new cycle of improvement in September. Professional development focused on interpretation of data and the role of Professional Learning Communities in school improvement work was provided to these schools. The new provincial student success planning framework document and new provincial templates were shared with these schools. The documents were also shared with Program staff, School Administration Supervisors and the HRSB Student Success Planning lead team.</p>	<p>Fourteen elementary schools in year one of Student Success Planning (SSP) participated in professional development focused on the interpretation and use of student achievement and survey data, as well as the role of professional learning communities in the school improvement process. During and following the professional development sessions on literacy, mathematics, and school improvement, Program staff supported schools in the analysis and interpretation of their school data and the development of their new goals. There are currently three priority schools in year one of Student Success Planning and they are being supported in a differentiated manner.</p>

<u>Priorities</u>	<u>Progress to Date – September 30, 2016</u>	<u>Progress to Date – December 31, 2016</u>
	<p>All remaining schools are continuing the implementation of their school improvement plans focused on improving student achievement. The new provincial documents will be shared with them later this fall.</p> <p>Additional principals and teachers have received individualized support with the implementation of their Student Success Plan, including developing an intervention model of support through their Professional Learning Community work. Professional development on this intervention model of support was provided to all literacy coaches, math coaches and math support teachers.</p> <p>In addition, Program staff continued to support teachers with effective practices (aligning curriculum, instruction and assessment) at all grade levels, as they implemented mathematics and literacy curriculum and specific strategies indicated in their improvement plans.</p> <p>High school literacy department heads received one day of professional development on how to facilitate effective Professional Learning Communities to strengthen their work as curriculum leaders.</p> <p>Adjustments have been made to further improve the Getting to Great survey questions to align with the Student Success Planning provincial documents. Additionally, non-teaching school-based staff was provided with a survey this year in relation to their school climate. This will provide additional board-level perception data on the degree to which our schools are safe and inclusive learning environments.</p>	<p>Five junior high schools and one high school have continued to engage in the self-assessment process and are in various stages of developing their new Student Success Plans.</p> <p>Central office Program staff continued to support teachers with effective practices (aligning curriculum, instruction and assessment) at all grade levels, as they implemented both the math and literacy curriculum in relation to their SSP goals.</p>
<ul style="list-style-type: none"> Develop/implement a board wide data collection system to gather math and literacy data from all 	<p>Program staff continued to work on revising and refining rubrics, assessment tools, interviews tools and benchmarks for data collection to support teachers in systematically gathering evidence of student learning.</p>	<p>Literacy coaches and board staff continued to provide professional development to select teachers in priority schools in the administration of a running record using the Fountas and Pinnell Benchmark Assessment kits.</p>

<u>Priorities</u>	<u>Progress to Date – September 30, 2016</u>	<u>Progress to Date – December 31, 2016</u>
<p>elementary schools to monitor student achievement.</p>	<p>Literacy staff worked with a lead group of teachers to develop an oral language assessment tool for Outcome 1 in grade primary (English and French Immersion). This tool was piloted in three of our priority schools.</p> <p>Mathematics resources have been shared with priority schools and professional development has been given on how to effectively use these resources. Central office mathematics staff and coaches continue to support schools and teachers in their use of these resources.</p> <p>Program staff collaborated with the Technology and Student Information System teams to develop a data collection system that will be used in our priority schools beginning in November 2016.</p>	<p>Further mathematics resources have been developed to support the collection of classroom assessment data. Central office mathematics staff and coaches continue to support schools and teachers in their use of these resources.</p> <p>Some priority schools began to administer school based data collection in literacy and mathematics and enter the results in the HRSB data collection system. (Current NSTU job action impacted the implementation of this initiative.)</p>

<u>Priorities</u>	<u>Progress to Date – September 30, 2016</u>	<u>Progress to Date – December 31, 2016</u>
<p><u>Business Plan Goal</u></p> <p>2. To strengthen safe and inclusive school environments.</p>		
<ul style="list-style-type: none"> Monitor and report progress of students following Individual Program Plans (IPPs). 	<p>At the end of June, consultations between school boards and the Department of Education and Early Childhood Development (EECD) resulted in a plan to monitor progress of students who have Individual Program Plans (IPPs). During the summer, ensuing changes were made to TIENET, the provincial electronic record-keeping system, to allow boards to run reports at the end of a semester or school year, beginning 2016-2017, with respect to monitoring/reporting student progress. In September, school boards received resources to support professional development regarding the plan and changes to TIENET. HRSB provided leadership to EECD in resolving technical challenges related to TIENET that could not be foreseen</p>	<p>Professional development opportunities continued to be provided in a variety of formats (e.g. individual, small, and large group) to school administrators, resource, learning centre, classroom teachers, and specialists with respect to the electronic changes to TIENET. Program Planning Specialists provided follow-up to school staff in need of ongoing support to implement changes.</p>

<u>Priorities</u>	<u>Progress to Date – September 30, 2016</u>	<u>Progress to Date – December 31, 2016</u>
	until school resumed in September.	
<ul style="list-style-type: none"> Implement the recommendations of the Individual Program Plan (IPP) Review. 	<p>In response to the recommendations from the provincial IPP review, learning opportunities and professional development continue to be provided in a variety of formats (e.g. individual, small, and large group) to school administrators, resource, learning centre, classroom teachers, and specialists. Key messages are routinely communicated to schools with respect to expectations that programming be only as special as necessary (referencing the Criteria for Development of an IPP), that meetings be documented to chronicle team decisions related to program planning, and that parents/guardians be provided minutes of Program Planning Team meetings. Insights gleaned from interviews with families of students self-identified of African descent continue to be used to inform professional development activities and learning opportunities that define and refine practices and procedures relative to the Program Planning Process.</p>	<p>Conversations and professional development opportunities continue to embed the insights gleaned from interviews with parents/guardians as follow-up to the IPP Review.</p> <p>Implementation of recommendations of the IPP Review outlined in the previous Business Plan update remains ongoing.</p> <p>Professional development was planned for January to assist schools in how to develop appropriate individual program plans as well as adaptations. This professional development has been impacted by current NSTU job action and will be rescheduled for later in the school year.</p>
<ul style="list-style-type: none"> Develop a comprehensive business continuity management program. 	<p>During the past several months we have begun the process of developing a comprehensive business continuity management program. There has been ongoing research and information collection related to the business continuity planning process. A number of directors also attended a professional development session provided by the Association of Nova Scotian Educational Administrators on business continuity planning. Public Safety Canada has created a guide to Business Continuity Planning that outlines five stages of the business continuity planning process. We have spent time developing the first two stages, Governance and Business Impact Analysis and we will continue through all five stages until we have developed complete business continuity plans for our six major departments (Operations, Finance, Human Resources, School Administration, Program and Board Services). These plans will be coordinated to create the basis of our comprehensive business continuity management program.</p>	<p>The Senior Staff Advisor and Director of Operations have met several times with managers from the Internal Services department of the Provincial government to receive inservicing regarding the creation and implementation of a comprehensive business continuity program. Business Continuity Planning templates have been adapted for use in a school board environment.</p> <p>Meetings have been held with all department Directors to provide an overview of the business continuity planning process and each Director has created departmental business continuity management teams. The Directors have also begun the process of identifying critical business functions and have started to consider the minimum human and material resources that would be necessary to respond to and recover from any major threats to the Board's business continuity.</p>

<u>Priorities</u>	<u>Progress to Date – September 30, 2016</u>	<u>Progress to Date – December 31, 2016</u>
	<p>This information was delivered in a report to the Governing Board at the June 2016 Regular Board meeting. Since the June Board meeting, the Operations Department has worked extensively with other Boards aiming to provide province wide consistency in business continuity planning.</p>	
<ul style="list-style-type: none"> Develop a monitoring process to ensure that schools are conducting all required emergency drills. 	<p>School Administration has established a number of processes to ensure schools meet compliance expectations with emergency drills. Dates have been set for all drills during the year and have been communicated to principals through the <i>Principal Calendar</i> and the <i>Principal To-Do List</i>. All drills are being recorded by schools in an electronic data base. Supervisors are able to generate reports on school compliance immediately following drill dates to ensure compliance and follow up. Details for all drills have been updated in the schools' Emergency Management Plans.</p>	<p>All schools have met with compliance with the following scheduled drills as required:</p> <ul style="list-style-type: none"> Fire Drill #1 (Sept 8-15) Lockdown Drill #1 (Sept 19-23) Hold and Secure Drill (Sept 26-30) Fire Drill #2 (Oct 3-7) Fire Drill #3 (Oct 31-Nov 4)
<ul style="list-style-type: none"> Implement a respectful workplace program that supports the HRSB's commitment to fostering a safe and respectful work and learning environment. 	<p>The Respectful Workplace Program, led by Human Resources Services, is designed to be a resource and support for any employee, in any role, who may be concerned about issues of respect, conflict or harassment in the workplace. Services offered by the Respectful Workplace Consultant provide opportunities for timely and sensitive responses to employee concerns, including confidential consultations and coaching, facilitated conversations, and mediation. Prior to the implementation of the Respectful Workplace Program, formal investigations were requested in over 50% of cases reporting concerns about respect or harassment. Since the Respectful Workplace Program was initiated, no requests for investigation have been received. Informal resolution options were chosen by employees and facilitated by the Respectful Workplace Consultant.</p> <p>In August 2016, the Human Resource Services Department initiated an Employee Campaign to promote conversations</p>	<p>The Human Resource Services Department has continued to promote awareness of the Respectful Workplace Program, and provide professional development under the framework of the program. In October, vice principals received an information session during their collective meeting. In November, communication was sent to all teaching and non-teaching HRSB employees, confirming the services offered by the program. The Respectful Workplace Consultant met with the local NSTU presidents in early November to provide additional information about the services offered.</p> <p>From October through December, professional development sessions were provided in five different schools. During the Provincial conference day in October, educational program assistants participated in sessions on respect in the workplace, communication styles and responding to conflict. Professional</p>

<u>Priorities</u>	<u>Progress to Date – September 30, 2016</u>	<u>Progress to Date – December 31, 2016</u>
	<p>about respect in the work and learning environment, and to increase awareness of the Respectful Workplace Program. One of the key messages of the campaign is the HRSB's commitment to fostering safe, inclusive and respectful school environments for students and staff. The campaign included the new HRSB respect logo and supporting materials, a social media campaign, stickers, buttons and postcards. In addition, a series of graphics illustrates the concept that RESPECT is the foundation of HRSB work and learning environments. In addition, the Superintendent included remarks about the campaign at the opening meeting with principals and in the welcoming video to all HRSB employees. Information was shared with all union groups in September.</p> <p>The Respectful Workplace Program has expanded opportunities for professional development designed to foster safe and respectful work and learning environments, with positive professional relationships. To date, the Respectful Workplace Consultant attended nine different schools to provide professional development sessions, while in the month of September 2016, the Consultant attended 11 different schools to provide such sessions. In April 2016, in collaboration with the School Administration Department, the Respectful Workplace Consultant provided professional development on Engaging in Difficult Conversations for principals and supervisors. A full day session on Conflict and Communication was provided to literacy and math facilitators, consultants and coaches. Sessions have included team building workshops, as well as collaborative conversations by specific school communities on the topic of respectful relationships within those communities.</p>	<p>development on engaging in difficult conversations was provided to principals, vice principals, department heads and supervisors in November. The Respectful Workplace Consultant also facilitated team meetings related to communication, collaboration and relationships within the work and learning environment.</p> <p>Individual employees are making timely requests for services offered by the Respectful Workplace Program. Early intervention is facilitating timely and informal resolution of concerns. No requests for formal investigation have been received.</p>

<u>Priorities</u>	<u>Progress to Date – September 30, 2016</u>	<u>Progress to Date – December 31, 2016</u>
<p><u>Business Plan Goal</u></p> <p>3. To achieve equitable learning opportunities for all students.</p>		
<ul style="list-style-type: none"> Demonstrate the importance of diversity by enhancing efforts to recruit and retain staff that is reflective of our student population. 	<p>Human Resource Services staff attended the Job Search Services Job Fair in April which attracted over 830 job seekers. This provided staff an opportunity to promote our substitute lists and give job seekers an idea of the types of roles HRSB has in addition to teaching careers.</p> <p>Human Resource Services staff held a Recruitment Session at the Immigrant Services Association of Nova Scotia (ISANS) in September. This session included a presentation followed by individual interviews and resulted in the hiring of a number of educational program assistant (EPA) substitutes to work in our schools.</p> <p>We continue to form/maintain partnerships with post-secondary institutions, including a presentation made to graduating administrative assistants at Eastern College in September. Through these partnerships we are able to host many successful non-teaching practicums for EPA and secretary positions in our schools.</p> <p>Human Resource Services staff will once again participate in the Welcome Home to Canada Employee Showcase (for job ready newcomers) at Pier 21 in October.</p> <p>Throughout September, 75 diverse applicants were interviewed for the non-teaching substitute lists and added over 50 new substitute teachers to support our schools.</p>	<p>This fall, employees from Human Resource Services participated in a number of recruitment events to promote HRSB as a potential employer. These included a Career Fair at Eastern College where we spoke with students from a wide range of programs to identify positions within HRSB which may be a fit. We also attended the YMCA Job Fair in Halifax in November and invited qualified participants we met to interview for various roles within HRSB. Subsequently, many have begun working with the Board.</p> <p>With assistance from the School Administration team, we were able to coordinate hands-on training in our student information system for members of our substitute secretary pool to enhance their knowledge and ability to use the system. We recognize the impact meaningful training has on employee retention and satisfaction. Work has also begun on an enhanced orientation program for our educational program assistant non-teaching substitute group which will assist them in being successful in this important role supporting schools.</p> <p>Human Resources work with school administrators when they identify volunteers and current employees who may be suitable for other employment opportunities within the Board. We recognize the value these individuals bring in terms of knowledge of the school community and established rapport with students. Many volunteers and lunch monitors have been successful in transferring their skill set to other roles within the Board and school administrators have been pivotal in this process.</p>

<u>Priorities</u>	<u>Progress to Date – September 30, 2016</u>	<u>Progress to Date – December 31, 2016</u>
		<p>HRSB will be holding interviews/information sessions through our partnerships with community organizations in an attempt to remove barriers associated with travelling to our Burnside office for interviews. Substitutes provide vital service to schools in the communities where they live and we are committed to supporting them through the hiring process.</p>
<ul style="list-style-type: none"> Build on administrators' existing knowledge and experience through additional professional learning opportunities that will advance their ability to lead with a culturally responsive approach. 	<p>The HRSB Diversity Team continued to focus its work on the Priority of improving the achievement of learners of African and Mik'maq/Aboriginal ancestry. This work was strategically undertaken through the following initiatives:</p> <p>1).Implementation of Culturally Relevant Pedagogy</p> <p>During this last quarter, the Diversity Team provided school-based administrators with professional learning opportunities to support their ability to lead from within a Culturally Responsive framework. In particular, multiple leadership meetings were held with Principals from the following schools: George Bissett, Cavalier Drive, Ellenvale Junior High, Southdale-North Woodside. Principals also attended a two-day professional development session on Culturally Responsive Pedagogy.</p> <p>2). Consultation and professional learning opportunities on HRSB's Race Relations, Cross Cultural Understanding and Human Rights policy.</p> <p>RCH Facilitators provided professional development to Principals on matters relating to HRSB Race Relations, Cross Cultural Understanding and Human Rights policy. Sessions equipped staff with the knowledge, skill and competency to develop and foster learning environments which respect and protect the rights of all learners to an equitable educational experience. Facilitators responded to requests for support from school administrators in</p>	<p>Culturally Relevant Pedagogy remains a continued focus within the Halifax Regional School Board. The Diversity Team expanded following the approval to hire two Culturally Relevant Specialists. These educational specialists work directly with school based administrators and teachers to support the board-wide priority of improving academic achievement for African Nova Scotian and students of Mi'kmaq Aboriginal ancestry.</p> <p>School-based administrators identified specific goals for follow-up support. Collated information resulted in staff research to develop two subsequent professional development modules:</p> <ul style="list-style-type: none"> Belief Systems and High Expectations Culturally Relevant Assessment and Authentic Assessment <p>Additionally, three video segments have been produced in conjunction with HRSB's Communications Officer. These videos provide practical information and strategies for teachers and administrators around implementing culturally relevant practices pedagogy within classroom, through a Mi'kmaq/Aboriginal lens and in support of newcomers.</p>

<u>Priorities</u>	<u>Progress to Date – September 30, 2016</u>	<u>Progress to Date – December 31, 2016</u>
	<p>regards to the implementation of policy as related to RCH incidents</p> <p>3). Strengthen supports for learners of African and Mi'maq/Aboriginal ancestry</p> <p>Staff orientations were held to acquaint Principals with the Student Support Worker Program and the role and responsibilities of Student Support Workers as related to student achievement. Team members accentuated the three-fold responsibilities of advocacy, cultural identity and home-school liaison and assisted administrators in identifying how best to utilize this supportive resource.</p>	
<ul style="list-style-type: none"> Enhance the capacity of teachers to deliver culturally responsive instruction and assessment practices to improve student achievement through targeted professional development. 	<p>HRSB's Diversity Team provided leadership to teachers around understanding the theoretical and practical aspects of Culturally Relevant Pedagogy (CRP), Professional development sessions and supportive learning opportunities equipped teachers to:</p> <ol style="list-style-type: none"> Challenge belief systems Develop high expectations Understand learning styles Create culturally relevant lesson plans with authentic assessments <p>More specifically, teachers at Southdale-North Woodside, Bell Park, and Dartmouth High were provided with professional development on culturally relevant instruction and assessment in April 2016. In May, 2016, the Diversity Team provided culturally responsive professional development to teaching staff at Ellenvale Junior High, Leslie Thomas Junior High, and Admiral Westphal. Furthermore, the Diversity Team supported teaching staff members at Central Spryfield Elementary in June, 2016 by providing direct CRP learning opportunities.</p> <p>Program staff collaborated with members of the Diversity Team to plan and deliver professional development to the</p>	<p>During the last quarter, the Diversity Team provided 249 classroom teachers with professional development in Culturally Relevant Pedagogy, with 29 of the proposed 34 schools having received Culturally Relevant Pedagogy training to date.</p> <p>An online resource site has been developed to house professional development resources in support of educational leadership, teaching and learning and will be made available during the next quarter.</p> <p>Additionally, a draft guide has been created to assist central office and school-based staff operationalizing Culturally Relevant Practice.</p> <p>Under the leadership of the HRSB P-3 Literacy Lead, information on how to intentionally embed culturally responsive practices into regular literacy instruction was incorporated into the provincial P-3 Literacy professional development day.</p> <p>Culturally relevant teaching and assessment practices continue to be a focus of all professional development</p>

<u>Priorities</u>	<u>Progress to Date – September 30, 2016</u>	<u>Progress to Date – December 31, 2016</u>
	<p>new literacy and mathematics coaches with a focus on integrating Culturally Relevant Pedagogy within our daily instructional and assessment practices. The coaches use their new learning with teachers in HRSB priority schools.</p> <p>Math coach and math support teacher professional development funds were allocated to hire Dr. Lisa Lunney Borden from St. Francis Xavier University to provide two full days of mathematics focused on culturally relevant teaching professional development. This session was built on the learning that began with members of the HRSB Diversity team and extended to specifics within the context of mathematics. The coaches and math support teachers use this knowledge in their daily work with teachers and students in our schools.</p> <p>Culturally relevant teaching and assessment practices are an overarching focus of all professional development sessions created and facilitated by Program department staff.</p>	<p>sessions created and facilitated by Program department staff.</p>
<ul style="list-style-type: none"> • Tailor supports to improve academic achievement for African Nova Scotian students. 	<p>The Diversity Team was expanded to include five additional student support workers. Accordingly, team members conducted interviews to hire for newly assigned positions. Individual consultations with principals were conducted at John Martin Junior High School, Highland Park, Southdale-North Woodside, St. Joseph's A. McKay, St. Stephen's, St. Catherine's and Citadel High around understanding the significance of the Student Support Worker Program in relation to improving the achievement of African Nova Scotian learners.</p> <p>Student support workers also received RCH professional development on sexual orientation, gender identity, and LGBTQI communities.</p> <p>In addition, the Diversity Team received approval to hire two culturally relevant specialists to strategically support school staff in building professional teaching practices that</p>	<p>The Diversity Team continues to provide strategic direction to the student support worker program. In consultation with School Administration and Program, new referral and consent forms were updated to better align the job competencies with 2016-2017 Business Plan and Budgets goal and priorities.</p> <p>Joint monthly team meetings are held at Central Office for Mi'kmaq/Aboriginal and African Nova Scotian student support workers to enhance the capacity of staff to support and facilitate the improvement of designated students.</p> <p>Student support workers attended several professional development sessions to assist them in providing advocacy, cultural identity and home-school/community support to learners. Sessions includes Google docs,</p>

<u>Priorities</u>	<u>Progress to Date – September 30, 2016</u>	<u>Progress to Date – December 31, 2016</u>														
	<p>are responsive to students and their learning styles. This staffing compliment effectively will enable the Diversity Team to provide focused support to a variety of educational stakeholders.</p> <p>All new math and literacy coaches received professional development on Culturally Relevant Pedagogy that was co-facilitated by members of the Diversity Team and Program staff. One day was held in June and a follow-up session was held in September.</p> <p>Program staff continue to collaborate with members of the Diversity Team to ensure understandings of culturally relevant practices are embedded in professional development.</p>	<p>PowerSchool, and cultural competence for student support workers: LGBTQ Awareness (African Nova Scotian only), and Go-To Mental Health awareness training.</p> <p>In keeping with the Department of Education and Early Childhood Development's request, HRSB's student support worker program selected a priority for 2016-2017. Staff recognized the importance of valuing the cultural and academic identities of students and will deliberately seek out opportunities to provide messaging (posters, events) which reflects high expectations and affirm students' identities.</p> <p>Thirteen schools have been allocated 30 substitute teacher days to provide additional literacy and mathematical instruction to students at the elementary and junior high levels. Schools are as follows:</p> <table data-bbox="1255 816 1787 1027"> <tr> <td>Nelson Whynder</td> <td>Ian Forsyth</td> </tr> <tr> <td>Rockingstone Heights</td> <td>Bell Park</td> </tr> <tr> <td>Central Spryfield</td> <td>John McNeil</td> </tr> <tr> <td>Admiral Westphal</td> <td>Ross Road</td> </tr> <tr> <td>St. Joseph's A. McKay</td> <td>Bicentennial</td> </tr> <tr> <td>Joseph Howe</td> <td>John Martin</td> </tr> <tr> <td>Southdale North Woodside</td> <td></td> </tr> </table> <p>Several culturally relevant initiatives were facilitated in support of Mi'maq/Aboriginal and African Nova Scotian students including:</p> <ul data-bbox="1255 1174 1902 1409" style="list-style-type: none"> - Sackville High Cultural Day - Dalhousie Mi'kmaq Flag Raising Ceremony Mawio'mi - African Nova Scotian High School Tour of Dalhousie University - African Nova Scotian Lake Loon and Cherry Brook Student Conference - Mi'kmaq/Aboriginal High School Students Tour of Dalhousie University 	Nelson Whynder	Ian Forsyth	Rockingstone Heights	Bell Park	Central Spryfield	John McNeil	Admiral Westphal	Ross Road	St. Joseph's A. McKay	Bicentennial	Joseph Howe	John Martin	Southdale North Woodside	
Nelson Whynder	Ian Forsyth															
Rockingstone Heights	Bell Park															
Central Spryfield	John McNeil															
Admiral Westphal	Ross Road															
St. Joseph's A. McKay	Bicentennial															
Joseph Howe	John Martin															
Southdale North Woodside																

<u>Priorities</u>	<u>Progress to Date – September 30, 2016</u>	<u>Progress to Date – December 31, 2016</u>
		<p>Program and School Administration staff met with high schools principals in October to assist them in understanding how to disaggregate their student assessment data by African Ancestry and Aboriginal Identity. This data will be further examined in future meetings to identify additional strategies to support students.</p>
<ul style="list-style-type: none"> Improve and adjust supports for the Priority School model as necessary. 	<p>Priority School Support Teams met in June to share effective practices in supporting improved student achievement. Teams discussed and provided feedback on data sources they could use to improve teaching and learning in schools. These suggestions were collated and added to the Priority School Framework.</p> <p>As of September 2016, Reading Recovery is now in all of our Priority Schools. Staff used student achievement information to support Reading Recovery staffing decisions at priority schools. A decision was made to pair Reading Recovery and Early Literacy Support allocations at priority schools to maximize the expertise developed through Reading Recovery training and to increase consistency in staffing classroom positions. Reading Recovery and Early Literacy Support teachers work together with the school team to support student learning.</p> <p>Mathematics support teacher allocation at the elementary level has increased from 8.5 full-time equivalents (FTEs) for the 2015-2016 school year to 11.5 FTEs for the 2016-2017 school year. These teachers continue to work collaboratively with classroom teachers in priority schools to support students requiring additional support in mathematics.</p> <p>The HRSB literacy leads developed and shared with priority school principals a menu of supports literacy staff can provide to schools.</p>	<p>The Diversity Team provided Culturally Relevant Pedagogy professional development to staff members from 11 of the 20 priority schools.</p> <p>In November, plans were developed to more intensively support two schools with Professional Learning Communities. Program staff, coaches and math support teachers were strategically allocated to these schools, along with substitute release time to enable extended focused conversations dedicated to student learning. These plans have been placed on hold until the end of the current NSTU job action.</p> <p>Allocation of mathematics and literacy coaching time and mathematics support teacher time was adjusted depending on the schools' needs as identified by the priority school team.</p>

<u>Priorities</u>	<u>Progress to Date – September 30, 2016</u>	<u>Progress to Date – December 31, 2016</u>
	<p>The HRSB School Nutritionist is providing supports to some priority schools with regards to food literacy and how it can impact student achievement.</p> <p>The Diversity Team provided leadership and focused Culturally Relevant Pedagogical learning opportunities to designated Priority Schools (Southdale North-Woodside, Bell Park, Admiral Westphal, and Central Spryfield) during the last quarter.</p>	

<u>Priorities</u>	<u>Progress to Date – September 30, 2016</u>	<u>Progress to Date – December 31, 2016</u>
<u>Business Plan Goal</u>		
4. To build engagement, support and confidence in HRSB.		
<ul style="list-style-type: none"> Implement an annual strategic communication plan that supports the goals and priorities of the HRSB Business Plan. 	<p>An annual communication plan was developed by Communications Services and shared with the Superintendent and Senior Staff Advisor in September. The plan aligns with the goals and priorities as outlined in the 2016-2017 General Fund Business Plan. In addition, communication efforts support the following two additional priorities that have been identified by the Superintendent: 1) Improving the academic achievement results of our African Nova Scotian students and Mi'kmaq/Aboriginal students; and 2) Improving the academic achievement results in our priority schools.</p> <p>Within the annual communication plan is a monthly calendar that guides the work of Communications. Weekly “deliverables” are then established to ensure the daily work is focused on supporting the goals of the Business Plan. Each of the four goals are highlighted in the Superintendent’s monthly report to the Governing Board.</p>	<p>The November Superintendent’s Report highlighted work on all four goals of the Business Plan, including: videos illustrating what math support can look like in the Priority Schools Support Model; how students at Cole Harbour District High and Sir Robert Borden celebrated Mi'kmaq Heritage Month; and providing an overview of Culturally Relevant Pedagogy.</p> <p>Communications support was provided to the School Options Committee undertaking the school review in the Auburn Drive/Cole Harbour Families of Schools.</p> <p>Communications Services is now using Venngage, a software program which allows users with non-design backgrounds to create infographics using templates. An infographic highlighting the four Business Plan goals was included in the November Superintendent’s Report (Pg. 2)</p>

<u>Priorities</u>	<u>Progress to Date – September 30, 2016</u>	<u>Progress to Date – December 31, 2016</u>
	<p>In addition, Communications looks for opportunities each week to celebrate the work of the system toward meeting the four Business Plan goals through social media, video and the board website.</p> <p>Some examples include: Introduction of the new 4-6 curriculum, Respectful Workplaces Campaign, celebrating Mi'kmaq Heritage Month, launch of the Stock bus tracker, rebranding the EXCEL Child Care program and supporting the school review process.</p>	
<ul style="list-style-type: none"> Continue community engagement to support the Long-Range Outlook. 	<p>The Long-Range Outlook 2016 (LRO) was approved by the Governing Board on June 22, 2016 at its regular board meeting. The data within the LRO was updated based on information from the 2015-2016 school year, including September 30, 2015 enrollment.</p> <p>This year, in addition to the copy of the LRO on the HRSB web site, copies were distributed to the 15 branch locations of the Halifax Public Library.</p> <p>The LRO <i>Action Plan</i> was presented to the Governing Board at a special board meeting on August 31, 2016. It includes priorities for processes (school reviews) for the current and future years. School reviews follow the provincial School Review Policy to develop recommendations for decision by the Governing Board on possible school closure.</p> <p>A Recommendation to Review the Auburn Drive and Cole Harbour District High Family of Schools was approved by the Governing Board at a special board meeting on September 14, 2016. Previous engagement with the School Advisory Council members at these schools helped inform staff in developing the scope of the Recommendation to Review.</p> <p>School Administration and Operations staff have planned</p>	<p>Professional development was held with members of School Advisory Councils (SAC) across the Board on November 3 and 8. During these sessions, SACs spent time reviewing the Long-Range Outlook and its role in future planning for school space in the HRSB. Sessions were led by School Administration supervisors and Operations staff.</p>

<u>Priorities</u>	<u>Progress to Date – September 30, 2016</u>	<u>Progress to Date – December 31, 2016</u>
	<p>an engagement session with school communities to have conversations regarding the updated Long-Range Outlook. The plan includes workshops with the SAC members by Family of Schools which will occur in the fall of 2016.</p>	
<ul style="list-style-type: none"> Implement Facility Management Processes that support safe and efficient school buildings. 	<p>There are numerous facility management process initiatives being developed for implementation this year by the Operations Services management team.</p> <p>The Contract Specialist has been working with staff to analyze maintenance expenditures with the intent to align and distribute the maintenance budget proportionately to specific cost elements, based on historic expenditures. This is the first step to improve the ability to project expenditures on this budget line, and control expenditures within the approved budget allocation.</p> <p>A capital project management tool has been developed and further improved over the summer to accurately record and report on all Tangible Capital Asset (TCA) Repairs, Board capital and maintenance project expenditures and work progress. This has allowed timely detailed response to monthly requests from EECD regarding current spend positions for each project.</p> <p>Handheld technology (iPads) have been assigned to the Maintenance and Custodial Supervisors. This allows them to easily track site visits and record observations of facility conditions. The observations assist with development of capital budgets, preventative maintenance plans and repair schedules. It also provides immediate access to school data and other pertinent forms while at schools.</p> <p>The \$34M <i>Lights Off! Green On!</i> energy upgrade project is in its fourth and final year of implementation. There are 15 schools included in this phase of work, which includes upgrades to the lighting, building automation, plumbing and building envelope. Real-time energy metering and</p>	<p>The process to analyze maintenance expenditures against building system maintenance requirements continues with the intent to align the maintenance budget accordingly to appropriate cost elements and improve budget projections. Together with ongoing use and development of the project management tool and improved communications the maintenance expenditure controls are showing positive results.</p> <p>To further assist with budget projections, staff has engaged utility service providers such as Nova Scotia Power Incorporated and Halifax Regional Water Commission to obtain electronic records of historical and ongoing consumption and expense data. This direct access to data significantly reduces manual data entry and potential for error, while providing opportunities for trending, anomaly analysis and cost projection.</p> <p>The Maintenance management team has initiated work to develop parameters for facility condition audit reporting. A workshop was attended that included representatives from other boards and the province with a goal to apply best practice to a standard for all school boards in the province.</p> <p>The \$34M <i>Lights Off! Green On!</i> energy upgrade project is in its fourth and final year of implementation. There are 15 schools included in this phase of work, which includes upgrades to the lighting, building automation, plumbing and building envelope. Real-time energy metering and dashboards displays were installed in 15 schools this past summer for a total of 87 HRSB schools with Energy</p>

<u>Priorities</u>	<u>Progress to Date – September 30, 2016</u>	<u>Progress to Date – December 31, 2016</u>
	<p>dashboards displays were installed in 15 schools this past summer for a total of 87 HRSB schools with Energy Dashboard displays. The majority of the measures are anticipated to be substantially completed by early January 2017.</p> <p>A refrigeration appliance audit was initiated over the summer through a partnership with Efficiency Nova Scotia. The data continues to be collected and will be used to identify opportunities to reduce the appliance load in schools and develop a strategy for removal and replacement with efficient appliances where appropriate. A total of 805 refrigerators and freezers have been counted thus far in 80 schools (at least 10% of these are 15 years old or older). The audit is expected to be completed by early November 2016.</p> <p>Staff began introducing new hand soap dispensers in schools. The new dispensers will decrease packaging waste by up to 90%, reduce storage requirements and delivery frequency. It is anticipated that once all dispensers are installed, there will be a 30% reduction in soap purchased. Hand soap is currently the third highest custodial supply expense at \$65,000 annually. Improvements have been made to the hiring process for casual custodial employees. This has resulted in being able to maintain a casual pool of employees that are filling our vacancies, reducing overtime costs.</p> <p>Efficiencies have also been achieved in the caretaker job filling process. This has historically been an onerous task which required a minimum of three weeks to complete for each round of postings. Through efforts from staff to assess each step, the process has been revised which reduced the posting completion time to two weeks.</p> <p>Focus continues on workplace safety and regulatory training for employees. Operations staff is working with</p>	<p>Dashboard displays. The work is 95% complete and will be completed within budget and on schedule this fiscal year.</p> <p>An LED lighting upgrade to the gym lights at two additional schools have been added to the scope of work under the project.</p> <p>The results of the Eco Pilot project initiated at one school last year show further savings of up to 20% on the school's utility costs. The technology monitors building systems and modulates based on real time conditions to only operate as necessary and maintain building occupancy comfort.</p> <p>The refrigeration appliance audit initiated over the summer through a partnership with Efficiency Nova Scotia is now completed. There are just over 1,250 refrigeration appliances board wide with an annual operating cost of approximately \$140,000. Of the audited appliances, at least 400 appliances are 10 years or older and eligible for the Appliance Retirement Program through Efficiency Nova Scotia. Retiring these appliances would result in a rebate of \$12,000 and would save approximately \$42,000 per year in electricity costs.</p> <p>Two engineering co-op students are scheduled to start their four month Co-Op term in January. The students will be focused on energy related projects, updating historical building systems data and developing an archive of 3D models of the buildings. The building system information will assist with future capital infrastructure upgrade and preventive maintenance planning.</p> <p>The soap dispenser installation project has been completed in approximately 25% of schools and is being expanded to another 25% of schools starting in January.</p>

<u>Priorities</u>	<u>Progress to Date – September 30, 2016</u>	<u>Progress to Date – December 31, 2016</u>
	<p>the Human Resource Services department to access on-line training through a web portal established by the NS School Insurance Exchange (SIP). A meeting occurred at the SIP office with representation from HRSB (OHS, Operations), SIP and the service provider to begin planning for a phased roll out of this training opportunity, starting with Operations Services. The program allows for specialized training by employee group and tracking of each employee's training record.</p> <p>A one year memorandum of understanding (MOU) was signed by HRSB and HRM which established parameters for access to school gymnasiums after hours by schools, HRM programs and community programs. The MOU was presented to principals at the start of the school year and an advisory committee meets monthly to discuss and respond to process concerns. Early reports from the advisory committee indicate that the process is being followed and few concerns are arising to date. The MOU will inform future negotiation of the Service Exchange Agreement, which is a condition of the Supplementary Funding Agreement between HRM and HRSB.</p> <p>The new contract with Stock Transportation Ltd. for student transportation services started July 1, 2016. It includes a revised reporting format for submission by Stock Transportation management team of contract start up conditions and monthly reporting on key performance indicators. This reporting will begin with September's report, due after the first week of October. Monthly meetings will be scheduled to ensure reporting requirements are met and to discuss and respond to operational matters.</p> <p>Following an audit of the board's security, measures were implemented to mitigate "blind spots" and reduce internet connections going directly out to the internet. During the summer a FortiGate appliance was installed which</p>	<p>The custodial staffing process continues to improve through task analysis, job shadowing and training. The time allocation to this task has further improved beyond earlier reports to require less than one week to complete, for each posting round. Advertising employment opportunities are now posted in outlying communities in an effort to increase our resources in areas that historically have been identified as challenging to staff. Successful placement in these schools reduces overtime custodial costs.</p> <p>Staff continues to develop the data base and processes for access to online workplace training.</p> <p>The MOU between HRSB and HRM is resulting in an improved process for ensuring community access to school gyms after hours. HRM Recreation staff have begun analysis of the booking data to identify trends as indicators of success or items for further communication. It is too early to draw conclusions from the data.</p> <p>The Student Transportation annual bus route audit was initiated in October but was not completed within this quarter. As a result of current NSTU job action the audit has been postponed while staff has been reconfiguring bus routes at all Families of Schools. The rerouting began in December to comply with 20 minute supervisory limitation before and after daily instruction. This time consuming process will continue into the new calendar year and the route audit will be completed subsequently.</p> <p>Operations staff completed upgrades to the energy management server configurations to support internet security improvements. With training, the work was completed in-house at a fraction (10%) of the potential contractor cost.</p> <p>A report was presented to senior staff regarding the</p>

<u>Priorities</u>	<u>Progress to Date – September 30, 2016</u>	<u>Progress to Date – December 31, 2016</u>
	<p>provides critical security controls. The internet connectivity was changed at every school and configured to connect into the central datacentre at 33 Spectacle, which now allows rapid response and provision of security as it is required.</p>	<p>ongoing work of the Team of Doers. This team of central office and school staff representatives meets regularly to develop and implement strategies to reduce workplace injuries. Senior staff is the sponsor group and the process is supported by a WCB workplace consultant. The board is seeing success through improved hazard identification, incident reporting and investigation, and return to work processes. There has also been improved awareness with workplace safety talks developed for Operations staff as well as Learning Centre and educational program assistant employees.</p>
<ul style="list-style-type: none"> • Implement all responses to the Recommendations in the November 2015, Auditor General's Report. <p>Recommendation 2.5 Management at Chignecto-Central, Halifax and Strait Regional School Boards should ensure sufficient data is collected to assess student progress in both numeracy and literacy.</p> <p>Recommendation 2.6 The governing boards of the Chignecto-Central, Halifax and Strait Regional School Boards should ensure</p>	<p>The reports will come to the Governing Board on the scheduled December, 2016, January, 2017 and March, 2017, Regular Board meetings.</p> <p>Alison King, Director of Program, presented a number of reports to the Governing Board on student provincial and board-based assessment results.</p> <p>She also presented a follow-up report from the Individual Program Plan Review Report 2014-15 on Response to the</p>	<p>The NSTU job action has impacted the ability to collect this data.</p> <p>Alison King, Director, Program presented a report that outlined the HRSB's plan to monitor the progress of students who follow an Individual Program Plan during the Committee of the Whole meeting on November 16, 2016.</p> <p>Reports can be found on the HRSB website.</p>

<u>Priorities</u>	<u>Progress to Date – September 30, 2016</u>	<u>Progress to Date – December 31, 2016</u>
<p>they receive and review reports on student progress including reports on provincial, board or school-based assessment results, and students on individual program plans.</p> <p>Recommendation 2.7 The governing boards of Chignecto-Central, Halifax and Strait Regional School Boards should require management to provide appropriate information to allow the boards to understand whether goals outlined in the continuous school improvement process have been achieved.</p> <p>Recommendation 2.8 The governing boards of Chignecto-Central, Halifax and Strait Regional School Boards should obtain</p>	<p>Individual Program Plan Review 2014-2015 to the Governing Board at the May 25, 2016 Regular Board meeting.</p> <p>Board Member Dave Wright moved the following motion at the September 28, 2016 Regular Board meeting: I move that the Governing Board request the Superintendent provide a report at the November 2016 Meeting, with regards to Student Individual Program Plans (IPP) as per Recommendation 2.6 of the Auditor General 2015 report.</p> <p>Reports can be found on the HRSB website.</p> <p>Susan Tomie, Director, School Administration presented a summary report on Schools' Progress with Improvement Goals at the September 28, 2016 Regular Board meeting.</p> <p>Reports can be found on the HRSB website.</p> <p>Tracy O'Kroneg, Director, Human Resource Services presented a Summary Report on Teacher and Principal Evaluation at the September 28, 2016, Regular Board meeting</p> <p>Reports can be found on the HRSB website.</p>	<p>Completed, September 2016</p> <p>Completed, September 2016</p>

<u>Priorities</u>	<u>Progress to Date – September 30, 2016</u>	<u>Progress to Date – December 31, 2016</u>
<p>and review information on whether teacher and principal evaluations are completed according to board policy, including summary results; and whether staff development needs are met.</p> <p>Recommendation 2.9 The governing boards of Chignecto-Central, Halifax and Strait Regional School Boards should complete annual self-assessments to measure performance against all key areas of responsibility, including those identified in the Education Act.</p> <p>Recommendation 2.10 The governing boards of Chignecto-Central and Halifax Regional School Boards should ensure the superintendent evaluation process includes all key areas</p>	<p>The Governing Board Members completed a self-assessment survey and reviewed the results at an in-camera meeting on July 6, 2016. The Chair tabled a report on the Governing Board Self-Assessment Results at the September 28, 2016, Regular Board meeting</p> <p>Reports can be found on the HRSB website.</p> <p>The Governing Board completed the Superintendent's Appraisal on September 14, 2016 in an In-camera meeting. The contracted facilitator fulfilled the mandate under 64(2) (m) of the Education Act and was in compliance with the Auditor General's recommendation and measured all key areas of responsibility. Royer Thompson was engaged to complete the evaluation.</p> <p>The following motion was approved by the Governing Board:</p>	<p>Completed, September 2016</p> <p>Completed, September 2016</p>

<u>Priorities</u>	<u>Progress to Date – September 30, 2016</u>	<u>Progress to Date – December 31, 2016</u>
of responsibility, including those identified in the Education Act.	It was moved and seconded (Blumenthal-Harrison/Wright) that the Governing Board accept the Superintendent Evaluation as presented by Royer-Thompson.	

2. FINANCIAL REPORT

The following report outlines the General Fund and Supplementary Fund results for the three month period ending December 31, 2016, as well as year to-date results and projections for the remainder of the fiscal year.

The statements report a projected net deficit of \$440,000, but also include a planned use of accumulated surplus in the amount of \$465,700. This amount relates to the designation for accumulated surplus for Capital Amortization. As assets are amortized, the future value resides in the Board's accumulated surplus, and does not come from current year's operations. This results in a projected General Fund operating surplus of \$25,700. At this point in the year, staffing adjustments have stabilized, but substitute teacher costs, utilities, and snow removal costs for the final three months of the fiscal year continue to be difficult to predict at this time. There have been favorable variances with salary costs, but these have been offset by increased pressures for building maintenance. Based on results to date, and barring any unusual circumstances, it is anticipated that budget targets will be met. Staff will continue to monitor expenditures in all categories, to ensure that we meet our targets. The variance analysis at the end of this report provides explanations for significant variances from budget or from the same period last year.

Results to date indicate that the Supplementary Fund is projected to meet budget targets by year-end with no significant issues.

**GENERAL FUND
SUMMARY OF REVENUES AND EXPENDITURES
December 31, 2016**

	Actual Oct - Dec 2016-2017	Actual Year to Date 2016-2017	Budget 2016-2017	% BUD Utilized	Projection 2016-2017	PROJ % Bud Util	Projected Budget Variance	Actual Year to Date 2015-2016	Line
<u>REVENUE</u>									
Province of Nova Scotia									
Formula Funding	73,531,615	205,488,960	271,384,100	75.7%	271,384,000	100.0%	100	210,024,903	R1
Provincial Initiatives	9,731,270	22,481,159	22,601,700	99.5%	23,296,100	103.1%	-694,400	18,532,627	R2
Other Provincial Initiatives and Grants	3,907,693	9,539,198	8,679,100	109.9%	9,834,900	113.3%	-1,155,800	5,273,860	R3
<i>Subtotal</i>	87,170,578	237,509,318	302,664,900	78.5%	304,515,000	100.6%	-1,850,100	233,831,391	
Halifax Regional Municipality									
Mandatory Contribution	32,983,825	98,951,475	131,935,300	75.0%	131,935,300	100.0%	0	94,376,850	R4
<i>Subtotal</i>	32,983,825	98,951,475	131,935,300	75.0%	131,935,300	100.0%	0	94,376,850	
Government of Canada									
Adult EAL	797,341	1,538,103	2,143,400	71.8%	2,143,400	100.0%	0	837,401	R5
French Special Projects	0	78,189	231,500	33.8%	231,500	100.0%	0	34,220	R6
Minority Official Language	0	142,009	160,600	88.4%	160,600	100.0%	0	85,198	R7
Other Projects	-1,775	10,017	0	n/a	10,000	n/a	-10,000	262,863	R8
<i>Subtotal</i>	795,566	1,768,318	2,535,500	69.7%	2,545,500	100.4%	-10,000	1,219,682	
Board Generated Revenue									
Investment Income	113,833	259,158	300,000	86.4%	339,500	113.2%	-39,500	144,820	R9
Facilities Rental	238,536	411,045	700,000	58.7%	700,000	100.0%	0	332,422	R10
EXCEL - Before and After School Program	2,835,955	7,521,121	9,571,200	78.6%	9,431,100	98.5%	140,100	7,205,545	R11
International Services	1,311,273	3,020,487	3,875,100	77.9%	4,122,400	106.4%	-247,300	2,369,216	R12
Miscellaneous	59,340	551,161	229,000	240.7%	566,200	247.2%	-337,200	577,333	R13
<i>Subtotal</i>	4,558,938	11,762,971	14,675,300	80.2%	15,159,200	103.3%	-483,900	10,629,336	
TOTAL REVENUE	<u>125,508,906</u>	<u>349,992,082</u>	<u>451,811,000</u>	<u>77.5%</u>	<u>454,155,000</u>	<u>100.5%</u>	<u>-2,344,000</u>	<u>340,057,259</u>	

**GENERAL FUND
SUMMARY OF REVENUES AND EXPENDITURES
December 31, 2016**

	Actual Oct - Dec 2016-2017	Actual Year to Date 2016-2017	Budget 2016-2017	% BUD Utilized	Projection 2016-2017	PROJ % Bud Util	Projected Budget Variance	Actual Year to Date 2015-2016	Line
<u>EXPENDITURES</u>									
<u>BOARD GOVERNANCE</u>									
Stipends and Benefits	18,434	76,501	116,100	65.9%	104,400	89.9%	11,700	83,542	B1
Supplies and Materials	903	1,586	5,000	31.7%	5,000	100.0%	0	2,725	B2
NSSBA Dues	0	85,000	85,000	100.0%	85,000	100.0%	0	85,000	B3
Other Non Salary Expenditures	18,859	51,217	110,600	46.3%	90,600	81.9%	20,000	46,394	B4
Total Board Governance	<u>38,197</u>	<u>214,304</u>	<u>316,700</u>	<u>67.7%</u>	<u>285,000</u>	<u>90.0%</u>	<u>31,700</u>	<u>217,660</u>	
<u>OFFICE OF THE SUPERINTENDENT</u>									
Salaries	341,065	886,612	1,187,200	74.7%	1,184,000	99.7%	3,200	610,110	OS1
Benefits	28,994	106,812	136,500	78.3%	152,000	111.4%	-15,500	74,242	OS2
Supplies and Materials	16,025	61,708	75,000	82.3%	75,000	100.0%	0	65,393	OS3
Professional Services	41,135	179,440	250,000	71.8%	400,000	160.0%	-150,000	171,876	OS4
Other Non Salary Expenditures	7,750	25,483	67,400	37.8%	63,900	94.8%	3,500	32,392	OS5
Total Office of the Superintendent	<u>434,970</u>	<u>1,260,055</u>	<u>1,716,100</u>	<u>73.4%</u>	<u>1,874,900</u>	<u>109.3%</u>	<u>-158,800</u>	<u>954,013</u>	
<u>FINANCIAL SERVICES</u>									
Administration									
Salaries	451,617	1,236,918	1,686,600	73.3%	1,668,200	98.9%	18,400	1,196,599	F1
Benefits	94,940	289,123	420,900	68.7%	404,200	96.0%	16,700	292,232	F2
Supplies and Materials	37,820	99,861	158,500	63.0%	158,500	100.0%	0	85,781	F3
Travel	1,076	1,906	3,000	63.5%	3,000	100.0%	0	2,281	F4
Liability Insurance	95,805	287,413	377,000	76.2%	383,200	101.6%	-6,200	257,085	F5
Professional Services	0	0	39,000	0.0%	39,000	100.0%	0	2,809	F6
Service Fees	2,926	4,551	7,500	60.7%	7,500	100.0%	0	7,949	F7
Total Financial Services	<u>684,184</u>	<u>1,919,771</u>	<u>2,692,500</u>	<u>71.3%</u>	<u>2,663,600</u>	<u>98.9%</u>	<u>28,900</u>	<u>1,844,736</u>	

**GENERAL FUND
SUMMARY OF REVENUES AND EXPENDITURES
December 31, 2016**

	Actual Oct - Dec 2016-2017	Actual Year to Date 2016-2017	Budget 2016-2017	% BUD Utilized	Projection 2016-2017	PROJ % Bud Util	Projected Budget Variance	Actual Year to Date 2015-2016	Line
<u>HUMAN RESOURCE SERVICES</u>									
Administration									
Salaries	513,979	1,398,252	1,851,800	75.5%	1,871,200	101.0%	-19,400	1,334,381	H1
Benefits	97,119	320,309	447,600	71.6%	445,400	99.5%	2,200	305,353	H2
Supplies and Materials	21,838	58,493	148,300	39.4%	148,300	100.0%	0	81,096	H3
Staff Development	33,778	53,834	91,000	59.2%	96,600	106.2%	-5,600	59,511	H4
Travel	1,688	3,845	5,000	76.9%	5,000	100.0%	0	1,641	H5
Pension Top-Ups	8,967	27,020	24,100	112.1%	24,100	100.0%	0	18,352	H6
Total Human Resource Services	<u>677,369</u>	<u>1,861,753</u>	<u>2,567,800</u>	<u>72.5%</u>	<u>2,590,600</u>	<u>100.9%</u>	<u>-22,800</u>	<u>1,800,334</u>	

SCHOOL ADMINISTRATION

Salaries - Teachers

Classroom	48,646,016	139,785,875	183,473,200	76.2%	182,476,500	99.5%	996,700	138,528,784	S1
Special Education	6,935,026	19,125,500	25,838,900	74.0%	25,172,300	97.4%	666,600	18,643,132	S2
Student Support	3,729,794	8,711,107	11,543,600	75.5%	11,544,000	100.0%	-400	7,634,769	S3
Guidance	2,043,854	5,484,264	7,230,900	75.8%	7,199,500	99.6%	31,400	5,221,024	S4
Teacher Administrators	6,808,665	19,394,363	25,314,200	76.6%	25,240,500	99.7%	73,700	19,068,234	S5
Board Administration	437,963	1,253,433	1,625,400	77.1%	1,627,400	100.1%	-2,000	1,265,918	S6
Substitutes	4,442,267	8,893,724	13,032,100	68.2%	13,049,700	100.1%	-17,600	9,474,898	S7
<i>Subtotal</i>	73,043,587	202,648,265	268,058,300	75.6%	266,309,900	99.3%	1,748,400	199,836,760	

Salaries - Non-Teachers

Educational Program Assistants	6,428,181	16,918,538	22,581,100	74.9%	23,000,300	101.9%	-419,200	16,116,805	S8
Library Support Specialists	103,553	270,362	391,700	69.0%	368,000	93.9%	23,700	315,861	S9
School Secretaries	1,904,308	4,109,298	6,006,000	68.4%	5,897,700	98.2%	108,300	4,190,660	S10
Board Administration	51,635	135,993	209,500	64.9%	199,100	95.0%	10,400	150,794	S11
Student Support	298,865	706,830	948,200	74.5%	957,400	101.0%	-9,200	655,103	S12
Security	26,173	68,201	87,100	78.3%	139,900	160.6%	-52,800	66,202	S13
Lunch Supervision	620,204	1,519,974	2,521,400	60.3%	2,521,400	100.0%	0	1,626,118	S14
<i>Subtotal</i>	9,432,919	23,729,195	32,745,000	72.5%	33,083,800	101.0%	-338,800	23,121,543	

**GENERAL FUND
SUMMARY OF REVENUES AND EXPENDITURES
December 31, 2016**

	Actual Oct - Dec 2016-2017	Actual Year to Date 2016-2017	Budget 2016-2017	% BUD Utilized	Projection 2016-2017	PROJ % Bud Util	Projected Budget Variance	Actual Year to Date 2015-2016	Line
Benefits									
Statutory	2,113,759	11,572,516	16,948,300	68.3%	16,880,500	99.6%	67,800	11,305,080	S15
Medical/Dental/Salary Continuation	1,564,169	4,370,853	5,880,800	74.3%	5,916,800	100.6%	-36,000	3,581,002	S16
Service Awards	529,525	1,588,575	2,117,900	75.0%	2,118,100	100.0%	-200	1,586,550	S17
Pension	1,030,585	2,693,104	3,709,000	72.6%	3,689,500	99.5%	19,500	2,601,365	S18
<i>Subtotal</i>	5,238,037	20,225,049	28,656,000	70.6%	28,604,900	99.8%	51,100	19,073,997	
Program Support Resources									
Classroom Supplies and Equipment	1,911,827	3,257,801	4,199,800	77.6%	4,313,500	102.7%	-113,700	3,189,406	S19
School Technology	386,417	627,302	756,000	83.0%	1,073,000	141.9%	-317,000	692,124	S20
Data Lines	135,602	361,790	544,700	66.4%	544,700	100.0%	0	254,240	S21
Circuit/Resource Travel	77,116	159,592	248,300	64.3%	248,900	100.2%	-600	134,998	S22
Textbook Credit Allocation	860,267	1,990,491	2,807,800	70.9%	2,807,800	100.0%	0	1,829,445	S23
Other Non Salary Expenditures	66,969	139,660	221,500	63.1%	212,100	95.8%	9,400	147,530	S24
Other Projects	33,525	103,984	111,000	93.7%	268,600	242.0%	-157,600	86,781	S25
<i>Subtotal</i>	3,471,721	6,640,620	8,889,100	74.7%	9,468,600	106.5%	-579,500	6,334,524	
Professional Development									
System Leadership/Student Info Systems	24,067	68,727	125,000	55.0%	125,000	100.0%	0	83,733	S27
International Services									
Revenue	1,311,273	3,020,487	3,875,100	77.9%	4,122,400	106.4%	-247,300	2,369,216	S28
Expenditure	842,806	2,080,756	2,957,100	70.4%	3,118,100	105.4%	-161,000	2,126,345	S29
<i>Net Revenue</i>	468,467	939,731	918,000	102.4%	1,004,300	109.4%	-86,300	242,871	
Adult and Community Education									
Summer School	0	15,410	23,500	65.6%	15,400	65.5%	8,100	23,465	S30
Night School	0	0	15,000	0.0%	15,000	100.0%	0	0	S31
Nova Scotia Student Adult Learning	74,398	180,515	280,000	64.5%	280,000	100.0%	0	187,640	S32
<i>Subtotal</i>	74,398	195,924	318,500	61.5%	310,400	97.5%	8,100	211,105	
Total School Administration	<u>92,127,536</u>	<u>255,588,536</u>	<u>341,749,000</u>	<u>74.8%</u>	<u>341,020,700</u>	<u>99.8%</u>	<u>728,300</u>	<u>250,788,007</u>	

**GENERAL FUND
SUMMARY OF REVENUES AND EXPENDITURES
December 31, 2016**

PROGRAM	Actual Oct - Dec 2016-2017	Actual Year to Date 2016-2017	Budget 2016-2017	% BUD Utilized	Projection 2016-2017	PROJ % Bud Util	Projected Budget Variance	Actual Year to Date 2015-2016	Line
Salaries - Teachers									
Special Education	1,746,309	4,952,200	6,577,000	75.3%	6,476,700	98.5%	100,300	4,909,787	P1
Board Administration	784,543	2,064,570	2,816,500	73.3%	2,746,200	97.5%	70,300	2,083,280	P2
<i>Subtotal</i>	2,530,851	7,016,769	9,393,500	74.7%	9,222,900	98.2%	170,600	6,993,067	
Salaries - Non-Teachers									
Board Administration	83,174	221,638	309,300	71.7%	305,900	98.9%	3,400	252,813	P3
Student Services Secretaries	69,336	152,034	227,700	66.8%	219,100	96.2%	8,600	155,613	P4
Tutors	25,735	93,635	112,700	83.1%	140,900	125.0%	-28,200	93,190	P5
<i>Subtotal</i>	178,245	467,307	649,700	71.9%	665,900	102.5%	-16,200	501,617	
Benefits									
Statutory	46,868	332,318	494,100	67.3%	511,800	103.6%	-17,700	328,870	P6
Medical/Dental/Salary Continuation	39,507	112,160	150,400	74.6%	150,200	99.9%	200	84,551	P7
Service Awards	18,800	56,400	75,200	75.0%	75,200	100.0%	0	57,825	P8
Pension	18,597	42,968	69,500	61.8%	62,300	89.6%	7,200	46,484	P9
<i>Subtotal</i>	123,772	543,846	789,200	68.9%	799,500	101.3%	-10,300	517,729	
Special Education and Student Support									
Supplies and Materials	122,654	267,174	434,500	61.5%	434,500	100.0%	0	173,286	P10
Provincial Initiatives	286,518	841,354	1,442,200	58.3%	1,825,400	126.6%	-383,200	816,464	P11
Travel - Student Services	21,530	49,661	80,000	62.1%	80,000	100.0%	0	46,874	P12
Contracted Services	666,858	1,017,021	1,243,200	81.8%	1,133,200	91.2%	110,000	1,151,428	P13
<i>Subtotal</i>	1,097,560	2,175,209	3,199,900	68.0%	3,473,100	108.5%	-273,200	2,188,052	
Program Support Resources									
Supplies and Materials	66,181	174,475	238,100	73.3%	238,100	100.0%	0	97,102	P14
Other Non Salary Expenditures	11,532	21,426	32,100	66.7%	32,100	100.0%	0	20,484	P15
Provincial Program Initiatives and Projects	1,537,313	3,318,041	6,162,100	53.8%	7,014,600	113.8%	-852,500	2,944,163	P16
<i>Subtotal</i>	1,615,027	3,513,942	6,432,300	54.6%	7,284,800	113.3%	-852,500	3,061,749	
Professional Development									
	730,008	1,075,017	3,653,900	29.4%	4,374,100	119.7%	-720,200	947,661	P17
Total Program	<u>6,275,462</u>	<u>14,792,092</u>	<u>24,118,500</u>	<u>61.3%</u>	<u>25,820,300</u>	<u>107.1%</u>	<u>-1,701,800</u>	<u>14,209,875</u>	

GENERAL FUND
SUMMARY OF REVENUES AND EXPENDITURES
December 31, 2016

	Actual Oct - Dec 2016-2017	Actual Year to Date 2016-2017	Budget 2016-2017	% BUD Utilized	Projection 2016-2017	PROJ % Bud Util	Projected Budget Variance	Actual Year to Date 2015-2016	Line
<u>OPERATIONS SERVICES</u>									
Administration									
Salaries	518,847	1,464,624	1,993,900	73.5%	1,983,300	99.5%	10,600	1,393,166	O1
Benefits	99,877	337,259	477,700	70.6%	473,100	99.0%	4,600	317,088	O2
Travel	14,642	33,343	35,000	95.3%	49,000	140.0%	-14,000	21,388	O3
Other Non Salary Expenditures	9,673	34,471	47,500	72.6%	56,300	118.5%	-8,800	39,472	O4
<i>Subtotal</i>	643,039	1,869,698	2,554,100	73.2%	2,561,700	100.3%	-7,600	1,771,114	
Custodial Services									
Salaries	3,460,947	9,593,270	12,714,200	75.5%	12,873,300	101.3%	-159,100	9,726,713	O5
Benefits	1,137,433	3,215,492	4,263,200	75.4%	4,260,700	99.9%	2,500	3,237,113	O6
Supplies and Equipment	255,576	665,534	868,400	76.6%	868,400	100.0%	0	625,039	O7
Building Rental Expense	489,732	1,447,028	1,921,700	75.3%	1,925,200	100.2%	-3,500	1,431,494	O8
Contracted Services	409,322	584,246	1,783,600	32.8%	1,790,900	100.4%	-7,300	654,833	O9
<i>Subtotal</i>	5,753,010	15,505,570	21,551,100	71.9%	21,718,500	100.8%	-167,400	15,675,192	
Maintenance Services									
Salaries	462,492	1,353,299	1,935,700	69.9%	1,803,300	93.2%	132,400	1,322,150	O10
Benefits	157,853	454,235	650,600	69.8%	613,800	94.3%	36,800	447,560	O11
Supplies and Equipment	1,152,125	2,879,043	4,354,000	66.1%	4,583,000	105.3%	-229,000	3,847,739	O12
Vehicle Operating Expense	52,700	155,617	264,000	58.9%	264,000	100.0%	0	171,172	O13
TCA Expense (Vehicle)	8,123	24,369	75,000	32.5%	75,000	100.0%	0	27,711	O14
Contracted Services - Maintenance	277,737	722,375	891,800	81.0%	1,041,800	116.8%	-150,000	660,112	O15
<i>Subtotal</i>	2,111,029	5,588,938	8,171,100	68.4%	8,380,900	102.6%	-209,800	6,476,443	
Plant Operations									
Insurance	184,848	583,649	776,700	75.1%	769,600	99.1%	7,100	534,914	O16
Utilities - Electricity	1,258,866	3,340,232	5,138,600	65.0%	5,100,000	99.2%	38,600	3,007,943	O17
Utilities - Heating Fuel	1,280,742	2,263,633	5,238,700	43.2%	5,100,000	97.4%	138,700	2,565,934	O18
Utilities - Water / Sewer	290,436	767,828	1,189,000	64.6%	1,314,000	110.5%	-125,000	721,757	O19
Utilities - Telephone	10,300	25,370	45,000	56.4%	42,000	93.3%	3,000	29,808	O20
<i>Subtotal</i>	3,025,191	6,980,711	12,388,000	56.4%	12,325,600	99.5%	62,400	6,860,356	
Capital Projects									
	3,386,238	4,857,772	1,454,700	333.9%	2,719,100	186.9%	-1,264,400	2,465,174	O21

**GENERAL FUND
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	Actual Oct - Dec 2016-2017	Actual Year to Date 2016-2017	Budget 2016-2017	% BUD Utilized	Projection 2016-2017	PROJ % Bud Util	Projected Budget Variance	Actual Year to Date 2015-2016	Line
Student Transportation	7,159,749	12,764,277	19,015,700	67.1%	19,195,700	100.9%	-180,000	12,610,237	O22
Technology Services									
Salaries	590,696	1,652,219	2,258,600	73.2%	2,206,500	97.7%	52,100	1,674,476	O23
Benefits	143,622	430,089	593,100	72.5%	584,100	98.5%	9,000	437,886	O24
Supplies/Equipment	96,885	317,258	584,800	54.3%	704,800	120.5%	-120,000	794,157	O25
Travel	15,086	35,133	68,000	51.7%	60,000	88.2%	8,000	35,363	O26
Professional Services	15,720	107,774	474,600	22.7%	524,600	110.5%	-50,000	32,089	O27
Telephone/Fax/Data	25,573	65,781	124,000	53.0%	124,000	100.0%	0	102,176	O28
<i>Subtotal</i>	887,582	2,608,254	4,103,100	63.6%	4,204,000	102.5%	-100,900	3,076,148	
Facilities Rentals									
Revenue	238,536	411,045	700,000	58.7%	700,000	100.0%	0	332,422	O29
Expenditure	206,899	290,019	542,600	53.4%	527,400	97.2%	15,200	268,580	O30
<i>Net Revenue</i>	31,636	121,026	157,400	76.9%	172,600	109.7%	-15,200	63,843	
Total Operations Services	<u>23,172,739</u>	<u>50,465,239</u>	<u>69,780,400</u>	<u>72.3%</u>	<u>71,632,900</u>	<u>102.7%</u>	<u>-1,852,500</u>	<u>49,203,243</u>	
<u>OTHER PROGRAMS</u>									
Excel - Before and After School Program									
Revenue	2,835,955	7,521,121	9,571,200	78.6%	9,431,100	98.5%	140,100	7,205,545	OP1
Salaries	1,868,983	3,677,334	5,589,500	65.8%	5,456,800	97.6%	132,700	3,525,854	OP2
Benefits	217,864	443,014	674,100	65.7%	658,800	97.7%	15,300	426,808	OP3
Other	95,038	306,452	463,000	66.2%	448,000	96.8%	15,000	397,389	OP4
<i>Subtotal</i>	2,181,885	4,426,800	6,726,600	65.8%	6,563,600	97.6%	163,000	4,350,051	
<i>Net Revenue</i>	654,070	3,094,321	2,844,600	108.8%	2,867,500	100.8%	-22,900	2,855,494	

**GENERAL FUND
SUMMARY OF REVENUES AND EXPENDITURES
December 31, 2016**

	Actual Oct - Dec 2016-2017	Actual Year to Date 2016-2017	Budget 2016-2017	% BUD Utilized	Projection 2016-2017	PROJ % Bud Util	Projected Budget Variance	Actual Year to Date 2015-2016	Line
Adult - English as an Additional Language									
Revenue	797,341	1,538,103	2,143,400	71.8%	2,143,400	100.0%	0	837,401	OP5
Expenditure	797,237	1,538,103	2,143,400	71.8%	2,143,400	100.0%	0	1,301,837	OP6
<i>Net Revenue</i>	103	0	0		0		0	-464,436	
Total Other Programs	<u>2,979,123</u>	<u>5,964,902</u>	<u>8,870,000</u>	<u>67.2%</u>	<u>8,707,000</u>	<u>98.2%</u>	<u>163,000</u>	<u>5,651,888</u>	
TOTAL EXPENDITURES	<u>126,389,579</u>	<u>332,066,651</u>	<u>451,811,000</u>	<u>73.5%</u>	<u>454,595,000</u>	<u>100.6%</u>	<u>-2,784,000</u>	<u>324,669,757</u>	
NET SURPLUS/(DEFICIT)	<u>-880,673</u>	<u>17,925,431</u>	<u>0</u>		<u>-440,000</u>		<u>440,000</u>	<u>15,387,502</u>	
PLANNED USE OF ACCUMULATED SURPLUS					<u>465,700</u>				
NET OPERATING SURPLUS/(DEFICIT)					<u>25,700</u>				

**SUPPLEMENTARY FUND
SUMMARY OF REVENUES AND EXPENDITURES
December 31, 2016**

	Actual Oct - Dec 2016-2017	Actual Year to Date 2016-2017	Budget 2016-2017	% BUD Utilized	Projection 2016-2017	PROJ % Bud Util	Projected Budget Variance	Actual Year to Date 2015-2016
<u>REVENUES</u>								
Supplementary Funding	<u>3,887,225</u>	<u>11,661,675</u>	<u>15,548,800</u>	<u>75.0%</u>	<u>15,548,800</u>	<u>100.0%</u>	<u>0</u>	<u>12,070,800</u>
<u>EXPENDITURES</u>								
Classroom Teachers								
Elementary Music	215,208	620,808	813,500	76.3%	808,500	99.4%	5,000	623,710
Junior High Music and Art	162,994	463,527	609,900	76.0%	605,500	99.3%	4,400	446,850
Elementary Art	166,292	473,147	620,900	76.2%	617,700	99.5%	3,200	463,364
Additional Teachers	746,000	2,104,069	2,808,000	74.9%	2,777,300	98.9%	30,700	2,403,003
Fine Arts	419,731	1,203,748	1,576,400	76.4%	1,567,500	99.4%	8,900	1,215,970
<i>Subtotal</i>	1,710,226	4,865,298	6,428,700	75.7%	6,376,500	99.2%	52,200	5,152,896
Special Education								
Resource Teachers	657,188	1,874,464	2,469,600	75.9%	2,444,400	99.0%	25,200	1,895,916
Social Workers	134,377	383,935	499,100	76.9%	499,100	100.0%	0	390,661
Educational Program Assistants	255,774	709,289	940,600	75.4%	944,400	100.4%	-3,800	713,176
<i>Subtotal</i>	1,047,339	2,967,687	3,909,300	75.9%	3,887,900	99.5%	21,400	2,999,754
Library and Guidance								
Library Support Specialists	602,083	1,687,104	2,233,200	75.5%	2,287,200	102.4%	-54,000	1,699,990
<i>Subtotal</i>	602,083	1,687,104	2,233,200	75.5%	2,287,200	102.4%	-54,000	1,699,990
Curriculum Leadership								
	0	150,909	150,800	100.1%	150,900	100.1%	-100	335,752
Other								
Student Services Secretaries	8,620	19,105	27,100	70.5%	27,100	100.0%	0	18,942
Early Learning Opportunities Secretaries	95,224	262,838	359,900	73.0%	352,800	98.0%	7,100	267,438
Student Support Workers	13,545	30,109	42,200	71.3%	42,600	100.9%	-400	29,841
<i>Subtotal</i>	28,591	83,461	119,900	69.6%	113,500	94.7%	6,400	88,084
<i>Subtotal</i>	145,980	395,514	549,100	72.0%	536,000	97.6%	13,100	404,305

**SUPPLEMENTARY FUND
SUMMARY OF REVENUES AND EXPENDITURES
December 31, 2016**

	Actual Oct - Dec 2016-2017	Actual Year to Date 2016-2017	Budget 2016-2017	% BUD Utilized	Projection 2016-2017	PROJ % Bud Util	Projected Budget Variance	Actual Year to Date 2015-2016
Benefits								
Statutory	180,160	670,782	883,700	75.9%	941,700	106.6%	-58,000	676,834
Medical/Dental/Salary Continuation	107,513	295,999	438,100	67.6%	407,200	92.9%	30,900	273,715
Service Awards	19,850	59,550	79,400	75.0%	79,400	100.0%	0	61,275
Pension	123,396	340,905	454,600	75.0%	460,100	101.2%	-5,500	335,088
<i>Subtotal</i>	430,919	1,367,236	1,855,800	73.7%	1,888,400	101.8%	-32,600	1,346,913
Substitutes	98,670	230,230	328,900	70.0%	328,900	100.0%	0	236,880
Program Support								
Program Supplies and Materials	21,979	46,947	73,000	64.3%	73,000	100.0%	0	58,392
Therapeutic Swim Program	1,051	6,780	20,000	33.9%	20,000	100.0%	0	15,309
<i>Subtotal</i>	23,030	53,727	93,000	57.8%	93,000	100.0%	0	73,701
TOTAL EXPENDITURES	<u>4,058,248</u>	<u>11,717,706</u>	<u>15,548,800</u>	<u>75.4%</u>	<u>15,548,800</u>	<u>100.0%</u>	<u>0</u>	<u>12,250,190</u>
NET SURPLUS/(DEFICIT)	<u>-171,023</u>	<u>-56,031</u>	<u>0</u>		<u>0</u>		<u>0</u>	<u>-179,391</u>

Description	Projection Variance to Budget	YTD Actual Variance to Prev YTD	Explanation
Revenue:			
Province of Nova Scotia			
R2 Provincial Initiatives	-694,400		Received additional Provincial grants that were not included in the budget. (Offset by projected expenditures.)
R3 Other Prov Initiatives and Grants	-1,155,800		Received additional Provincial grants that were not included in the budget. (Offset by projected expenditures.)
Government of Canada			
R8 Other Projects		252,800	2015-16 included a prior years HST claim that had been denied, but was subsequently paid.
Board Generated Revenues			
R13 Misc Board Generated Revenues	-337,200		Additional grants/revenues that were unbudgeted, with accompanying expenditure projections.
Expenditures:			
Office of the Superintendent			
OS4 Professional Services	-150,000		School Review costs will cause this expenditure line to exceed the budget.
School Administration			
S1-S7 Salaries - Teachers	1,748,400		Teachers salaries are tracking lower than budgeted for this fiscal year, including substitute teacher costs.
S8 Salaries - Educational Program Assistants	-419,200		More students have required the support of an EPA and additional staff have had to be added.
S10 Salaries - School Secretaries	108,300		The salary costs for school secretaries are tracking below budet.
S13 Security	-52,800		Additional security costs for before school and lunch supervision have been incurred as a result of the current job action.
S19 Classroom Supplies and Equipment	-113,700		Additional grants/revenues that were unbudgeted, with accompanying expenditure projections.
S20 School Technology	-317,000		Additional funds allocated to provide increased technology infrastructure to schools.
S25 Other Projects	-157,600		Additional grants/revenues that were unbudgeted, with accompanying expenditure projections.
S28 International Services - Revenues	-247,300		We have accepted additional students through the NS International Student Program (NSISP), which has resulted in additional revenues and increased expenditures.
S29 International Services - Expenditures	-161,000		
Program			
P1-P2 Salaries - Teachers	170,600		Staffing changes and delays in filling vacant positions have resulted in projections below budget.
P11 Special Education - Provincial Initiatives	-383,200		Additional grants/revenues that were unbudgeted, with accompanying expenditure projections.
P13 Special Education - Contracted Services	110,000		Number of tuition supports approved by DEECD was lower than the amount budgeted for 2016-17.

Description	Projection Variance to Budget	YTD Actual Variance to Prev YTD	Explanation
P16 Provincial Program Initiatives and Projects	-852,500		Additional grants/revenues that were unbudgeted, with accompanying expenditure projections.
P17 Professional Development	-720,200		Additional grants/revenues that were unbudgeted, with accompanying expenditure projections, as well as additional funds allocated to provide increased literacy support to schools.
Operations Services			
O5 Custodial Salaries	-159,100		The budget includes assumptions related to the staffing process for vacant custodial positions. Improvements to this process have resulted in positions being filled by permanent employers more quickly, as opposed to being filled by a casual employee.
O10/11 Maintenance Salaries and Benefits	169,200		Maintenance salary and benefit costs are tracking below budget.
O12 Maintenance Supplies and Equipment		968,700	The April - December expenditures are lower in 2016-17 as compared to 2015-16.
O12 Maintenance Supplies and Equipment	-229,000		Additional funds have been allocated to help offset the increased pressures for building maintenance.
O15 Contracted Services - Maintenance	-150,000		Increased pressures for regulatory maintenance requirements have resulted in costs exceeding budget.
O18 Heating Fuel	138,700		Lower natural gas costs as compared to budget have resulted in lower projected costs.
O19 Water / Sewer	-125,000		Increased costs related to stormwater surcharges have resulted in increased projection of costs.
O21 Capital Projects		-2,392,600	The April - December expenditures related to a number of capital projects (to be reimbursed by the EECD) are higher in 2016-17 as compared to 2015-16.
O21 Capital Projects	-465,700		Capital cost amortization for building improvements incurred in prior years come from the accumulated surplus, for capital cost amortization, and is not included in the budget.
O21 Capital Projects	-798,700		Additional funds have been allocated to provide capital infrastructure support to overall system.
O22 Student Transportation	-180,000		Changes in the number of students requiring bussing have led to the addition of 4 buses this school year.
O25 Technology Supplies and Equipment		476,900	Technology refresh for the 10 P3 schools takes place approximately once every five years. There were significant purchases completed in the 2015-16 fiscal year, and very few in the 2016-17 fiscal year.
O25 Technology Supplies and Equipment	-120,000		Additional funds allocated to provide increased technology infrastructure support to overall system.
Other Programs			
OP1 EXCEL - Before & After School - Revenues	140,100		Refunds were issued to parents for the school closure in December as a result of the job action. Revenues were down slightly compared to the amounts budgeted.
OP1 EXCEL - Before & After School - Revenues		-315,600	Despite revenues being down compared to budget, enrolment has been steady as the revenue increase for the 2016-17 school year provides for an increase in 2016-17 as compared to 2015-16.
OP2-4 EXCEL - Before & After School - Expenditures	163,000		Expenditures are tracking slightly under budget, primarily in the area of program wages.