

***CAPE BRETON-VICTORIA
REGIONAL SCHOOL BOARD***

BUSINESS PLAN

2004/2005

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1. INTRODUCTION/PLANNING CONTEXT

The Cape Breton-Victoria Regional School Board provides public school programs and services to 19,191 students housed in 58 schools in Cape Breton and Victoria Counties. The school communities are steeped in culture, tradition and ethnic diversity. Schools bind communities together providing a sense of identity, continuity and stability. In each school community, the value of education is acknowledged, understood and vigorously defended.

Economic depravation combined with a declining birth rate has ravaged the continuity and stability of school communities at an alarming rate. The greatest negative impact on students and school communities in the district is caused by severe and unrelenting enrollment decline.

Future declining enrollments need not have the negative impacts they caused in the past. Future enrollment declines will provide an opportunity to decrease average class sizes and teacher work loads by decreasing the pupil teacher ratio or alternatively an opportunity for government to decrease its investment in public education by maintaining the status quo. It can be said, with a great deal of truth, that change in education service delivery evolves over an extended time frame and the quest for progress is frustrating.

Consider the following key provincial financial and service delivery indicators as we approach a decade of progress.

INTRODUCTION/PLANNING CONTEXT (CONT.)

	<u>1993-94</u>	<u>2001-02</u>	<u>Change</u>
Average Class Size	22.9	24.3	+1.4
Pupil Teacher Ratio	16.4	16.5	+0.1
Teacher FTE's	10,120.7	9,304.2	-816.5
Student Population	165,890	153,450	-12,440

These statistics can not logically be portrayed as enhancing the opportunity for student learning or service delivery. We can not change the past but we can at least take the opportunity to learn from it.

If we continue to replicate the past, based on future projections the following situations will occur. Over the past nine years we have eliminated 816.5 teaching positions based on an enrollment decline of 12,440 students. One teacher has been lost for each 15.25 students, enrollment has declined at a rate of 0.83% per year and ¹, \$42,000,000 has been permanently removed from education expenditures. On a provincial basis, School Boards are predicted to lose 15,326 students over the next five years. If we continue to eliminate teachers at the same rate of 15.2 students per teacher we will decrease the teacher workforce by 1,008 teachers at a savings of ². \$57,000,000. At present 3,391 teachers are over the age of 50 and if 2,500 leave the system over the next five years an additional savings of ³. \$37,500,000 will be generated by the salary differences between new and retiring teachers. Against these savings of \$94,500,000 over five years we must deduct ⁴. \$68,000,000 for projected teachers salary increases over the equivalent time frame. This would produce a surplus of approximately \$26,500,000.

INTRODUCTION/PLANNING CONTEXT (CONT.)

The question is whether or not these potential resources will be reinvested in the classroom for the benefit of students or siphoned off to some other cost centre or government department. The last decade failed to produce a province-wide benefit in the classroom situation of students. That is not to say that additional millions of dollars have not been spent on education. This is merely a reflection of the significant incremental cost of maintaining the status quo. The fact is that additional investment has not positively impacted the average Nova Scotia classroom. Students, parents, educators and taxpayers will be watching carefully to see if the projected enrollment decline bears fruit. The next five years will be critical.

1. 816.5 teachers x average teacher salary of \$51,369/1993/94
2. 1,008 teachers x average teacher salary of \$56,158/2003
3. 2,500 teachers x average salary differential of \$15,000
4. Projected cost of teacher salary increase at 2.5% compounded annually.
5.

Average teacher salary 2003	\$56,158
Average teacher salary 1993/94	<u>51,369</u>
Increase	\$ 4,789 = .093%/year

2. BOARD GOVERNANCE STRUCTURE

The Cape Breton-Victoria Regional School Board was created by legislative enactment which merged the former Cape Breton and Northside-Victoria District School Boards into one administrative unit. The newly created Regional Board commenced operations on April 1, 1996 and was tasked with the responsibility of providing education and support services for all students and schools previously served by the former jurisdictions. The Education Act and Regulations, Board By-Laws, Collective Agreements, applicable provisions of related provincial and federal statutes together with a newly adopted administrative structure provided the governance framework for the Board to commence operations.

The rationale behind the merger of 21 former District School Boards into 6 Regional Boards was two-fold- financial and administrative. It was reasoned that the creation of larger administrative units would reduce administrative costs and improve operational efficiency thereby directing a greater portion of education expenditures to the benefit of students. Concurrently, the ministry increased its span of control over School Boards by dealing with fewer administrative units and promoting adherence to provincially prescribed policies and initiatives. No credible argument can be advanced to support the notion that these original objectives have not been achieved.

Amendments to the Education Act have ensured School Board governance structures are more inclusive of the diverse population they serve by providing for African Nova Scotia and First Nation representation on School Boards. The number of elected Board members and the geographic

BOARD GOVERNANCE STRUCTURE (CONT.)

areas they represent has been determined independently by the Nova Scotia Utility and Review Board based on population and geographic area served.

The present Board is served by fourteen members and include the following:

Elizabeth MacPhee-Board Chair

Keith Bain-Vice-Chair

Adrian Bates

Philip Best-African Nova Scotia Representative

Myrtle Campbell

Gary Fraser

George MacDonald

Stan MacKinnon

Sandra Margettie

Darlene Morrison

Pam Nicholson

Kevin Ruelland

Wesley Stubbart

First Nations Representative-To Be Named

Board business is directed through two main committees-the Education Committee and the Management Committee. Each committee has seven members and the major functions of each committee are as follows:

BOARD GOVERNANCE STRUCTURE (CONT.)

Education Committee

The Education Committee consists of seven members and this committee, subject to Board approval, deals with the following matters:

1. Hiring of teachers, principals and school based administrators and related contractual matters.
2. Develop, deliver and implement school programs.
3. Deal with matters relating to students including attendance, discipline and protection.
4. School Advisory Councils.
5. Such other matters related to the general education operations of schools required by the Education Act and Regulations.

The committee will delegate matters relating to the administration of the school system to the Superintendent.

Management Committee

The Management Committee consists of seven members and this committee, subject to Board approval, deals with the following matters:

BOARD GOVERNANCE STRUCTURE (CONT.)

Management Committee (cont.)

1. The hiring of confidential and CUPE employees together with related negotiations and contractual matters.
2. The provision of financial resources required to manage, maintain, repair, furnish and operate school buildings and real and personal property owned or leased by the Board.
3. The approval of contracts/leases.
4. The conveyance of students.
5. Such other matters related to the general financial operations of schools required by the Education Act and Regulations.

The committees delegate matters relating to the administration of the school system to the Superintendent.

Special Board tasks are delegated to Ad Hoc Committees such as the Technology Committee and Audit Committee which report directly to the Board. All Board meetings are open to the public and their date and location are advertised in local newspapers. The Board believes that full public participation strengthens education decision making.

3. MISSION

The Cape Breton-Victoria Regional School Board is responsible for the

administration of the public school system within the boundaries of Cape Breton and Victoria Counties. The Board oversees the operation of 58 schools providing services to 19,191 students. In addition the Board oversees support operations in the areas of building maintenance, transportation and central administration incidental to the efficient delivery of program services.

Our mission is:

The Cape Breton-Victoria Regional School Board fosters a caring, dynamic, and creative environment that provides educational opportunities, promotes a love of learning , respect for others and challenges all persons to develop their full potential to become confident, versatile, lifelong learners and thinkers.

The belief statements that are the foundation of this mission statement are:

We believe.....

- C ---in life-long educational opportunities;*
- C ---in providing educational opportunities which enable each student to reach his or her potential;*
- C ---in a caring, accepting, safe and healthy school environment;*
- C ---in a school environment that promotes the self-esteem of the individual;*

MISSION (CONT.)

- C ---in an interactive partnership between and among the family, the community and the school;*

- C ---in a curriculum that reflects our cultural diversity;*
- C ---in a curriculum that addresses the intellectual, physical, emotional, social and ethical needs of students;*
- C --in a learning environment in which expression of the individual's opinion is encouraged;*
- C ---that respecting and acknowledging individual differences enhances personal growth;*
- C ---that diligence is essential in realizing an individual's full potential;*
- C --that self-discipline is the most effective method of shaping acceptable behavior.*

4. CORE BUSINESS FUNCTIONS

The Cape Breton-Victoria Regional School Board is accountable and responsible for the control and management of the schools within the jurisdiction of the Cape Breton Regional Municipality and Victoria County. Section 64 of the Education Act outlines the duties and responsibilities of the Board and creates the legislative authority for the Board to act on behalf of the government, students and taxpayers in the provision of education services.

The core business and support functions have been organized into four operational areas under the overall direction and supervision of the Superintendent of Schools.

Programs and Operations

Programs and Operations undertakes the delivery of public school programs to meet the diverse needs of all students by:

- C Implementing curriculum, programs and related services as outlined in the Public School Program.*
- C Developing and implementing programs and support services for students with special needs.*
- C Developing and implementing French Second Language programming.*
- C Developing policy and procedures for the efficient, effective daily operations of all schools.*
- C Developing and implementation of policies and procedures related to the introduction and support of information technologies into the learning situation.*

CORE BUSINESS FUNCTIONS (CONT.)

In order to promote compliance and success in its program delivery initiatives and provide appropriate guidance to staff, Programs and Operations have undertaken the following functions:

- C To provide for the development, implementation and review of approved policy*
- C To establish annual objectives to address issues of planning, strategic leadership, strategic decision-making and future relationships with funding agencies.*
- C To promote Race Relations, Cross Cultural Understanding and Human Rights*

Site-based principals ensure that the public school program and curricula are implemented, while regional staff fulfill the related duties of the Superintendent under the Education Act.

Financial Management

Financial Management is responsible for the management and control of the Board's financial resources essential to support the overall services and ongoing operations of the Board.

The Finance Department's major responsibilities include:

- C Assist the planning process for all departments by preparing annual budget forecasts for Board approval.*
- C Control all financial activities to ensure adherence to budget and report variances to managers, the Board and the Department of Education at regular intervals.*

CORE BUSINESS FUNCTIONS (CONT.)

- C Payroll and corporate accounting services.*
- C Promote accountability by regular financial reporting to the Board and other stakeholders including the preparation of annual audited financial statements.*
- C Ensure all statutory responsibilities relating to finance are adhered to in accordance with the Education Act and other applicable statutes.*
- C Maintaining Board minutes and official documents.*
- C Provide financial services to individual schools*
- C Develop policies and procedures for efficient and effective utilization of financial resources.*
- C Develop a strategic financial plan.*
- C Provide for the purchase and warehousing of goods and services.*
- C Protect the assets of the Board and provide adequate insurance coverages for properties, staff and students.*

CORE BUSINESS AND SUPPORT FUNCTIONS (CONT.)

Human Resources

Human Resources is responsible for providing the staff requirements essential to the delivery of all Board services.

The major responsibilities of the Human Resource Department include:

- C Recruitment and staff development*
- C Staff evaluation*
- C Contract negotiations and administration*
- C Grievance mediation and arbitration*
- C Staff discipline and discharge*
- C Human Resource Policies and Procedures*
- C Labour Relations and Employment Equity*
- C Legal Services*
- C Employee Benefits*
- C Ensure provisions of the Occupational Health and Safety Act are implemented.*

Support Services

Support Services Department is responsible for physical plant and transportation services essential to the delivery of education and ancillary services.

The main responsibilities of the Support Services Department include:

- C Maintenance and repair of physical plant*
- C Custodial and security services*
- C Capital improvements and replacements*
- C Energy Management*
- C Ground Maintenance*
- C Students Transportation*
- C Bus Maintenance*
- C Support Services Policies and Procedures*
- C Project management on behalf of Department of Education*

5. ANNUAL REPORT OF ACHIEVEMENTS FOR 2003-04

GOAL #1: <i>To implement measures to deal with the impact of reduced funding due to enrollment declines.</i>

Priority 1: Continue implementation of the Transition Plan by reducing the teacher complement and maximize opportunities to promote teacher retirement in conjunction with the local N. S. Teachers Union.
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The Board reduced 13.45 teaching positions achieving a permanent reduction in its annual salary budget of \$861,000. This reduction fell short of the planned reduction of 52 positions proposed in the Board's Transition Plan. In total 20.75 positions were reduced but special funding for resource teachers allowed the Board to re-hire 6.6 positions. This provides a cumulative reduction of 146.05 teaching positions over the past four fiscal years.

Priority 2: Assess the Board's infrastructure to ensure a high standard of effectiveness and efficiency in the maintenance and operation of Board facilities.

The Board permanently closed the following schools in 2003/04; George's River, Lakevale, Grand Mira and MacDonald Complex. MacDonald Complex was closed due to subsidence and is not scheduled for replacement due to capacity issues. These closures yield a permanent annual saving of approximately \$207,625. The Board reduced two buses resulting in a permanent saving of \$132,542 and will review the recommendations of a region-wide transportation study for implementation.

ANNUAL REPORT OF ACHIEVEMENTS FOR 2003-04 (CONT.)

GOAL#2: To promote a curriculum that reflects our cultural diversity and addresses the intellectual, physical, emotional, social and ethical needs of our students.

Priority 1: To continue the Information Economy Initiative Extension in terms of capability and support for all Grade 4 Classes.

1. The infrastructure to support the grade four rollout is in place.
2. Hardware and software have been received.
3. Tech support is provided on a regular basis.
4. The first workshops for all grade four teachers on teaching strategies in a four-computer classroom are completed.

Priority 2: To promote the integration of technology throughout the curriculum.

1. The goal of technology integration is clearly established as an objective of the Board Strategic Plan update.
2. The role of the principal in technology integration has been discussed at elementary and secondary principals' meetings.
3. Meetings were held between technology and curriculum facilitators on ways to improve technology integration.
4. The mentorship program has been started in various schools.
5. Curriculum related workshops have taken place at the Staff Development Centre.
6. The Board has seconded an additional facilitator to work directly with classroom staff on the integration of technology into the curriculum.

ANNUAL REPORT OF ACHIEVEMENTS FOR 2003-04 (CONT.)

Priority 3: To set a protocol for information entry and implement usage of this data by Central Administration through the Operations Department.

1. The SIS system is near completion and all data is accessible with the exception of two schools. The format will eliminate repetition and duplication as well as access to updated student and staff information.

Priority 4: To establish an Assistive Technology Team to implement training sessions as necessary throughout the Board.

1. The Assistive Technology team is in place and is operational.

Priority 5: Complete installation of computer technology in all grade 7 classrooms, including professional development

1. The infrastructure to support the grade seven rollout is in place.
2. Hardware and software have been received.
3. Tech support is provided on a regular basis.
4. Workshops for all grade seven have been held and more are planned.

ANNUAL REPORT OF ACHIEVEMENTS FOR 2003-04 (CONT.)

Priority 6: To promote a curriculum that provides educational opportunities for all students to excel according to their abilities, needs and interests.

1. The 26th Annual Public Speaking event involved 150 students from grades 4-12. Planning is well underway to hold the 27th annual event in April 2004.
2. Heritage Fair '03 was a tremendous event with outstanding project displays from students, grades 4-9.
3. The Art Exhibit held in Gallery 11, UCCB, during the month of May 2003 was an outstanding display of works of art from students in grades 4-12. The Heritage Fair Committee is in the process of finalizing the Fair for May 13 and 14, 2004.
4. The String program continues to grow under the direction of Winnie Chafe offering students a unique opportunity to have instruction in an orchestral stringed instrument.
5. Throughout the region, most schools offer choir where choral and vocal technique is developed.

Priority 7: To continue with the implementation of a comprehensive literacy strategy for grades primary to six.

1. All professional development in Language Arts focused on a balanced literacy approach, effective use of instructional time, teaching strategies, and assessment practices have been initiated.
2. Timetables reflected the protection of instructional time for literacy.

Priority 8: To provide professional development support to teachers as they implement the new science curriculum for P-1 (year two) and for year one (grade two).

1. Each grade primary and one teacher participated in two full days of professional development which focused on the new science curriculum for grades primary and one (September 2002 and February 2003).
2. Coordinator recommended ninety minutes per cycle instructional time for Science P-1.

ANNUAL REPORT OF ACHIEVEMENTS FOR 2003-04 (CONT.)

Priority 9: To continue with Reading Recovery™ teacher-in-training thereby increasing the number of students in grade one who will access the service.

1. Increased the number of schools that will provide Reading Recovery by five, thereby increasing the number of students who can access the service.

Priority 10: To promote an enhanced role of the elementary arts specialists in the implementation of EPS's current priorities - primarily literacy and math initiatives.

1. The majority of arts specialists have been a part of in-school in-servicing in literacy and math strategies.
2. At the elementary level, assessment strategies include authentic performance, portfolios, reflective response sheets, learning logs, etc., as presented in the Music P-6 and Visual Arts P-6 curriculum documents.

Priority 11: To promote the integration of technology in arts classes at the secondary level.

1. Technology continues to be integrated in arts classes where possible.
2. Two of our elementary music teachers have been involved with a composition project with Acadia University utilizing the Sibelius program. It is planned to offer teachers an in-depth knowledge of this valuable program in the 03/04 term.
3. A questionnaire will be devised and sent out this term to ascertain the level of technology integration at the secondary level and the comfort level of teachers with this integration.

ANNUAL REPORT OF ACHIEVEMENTS FOR 2003-04 (CONT.)

Priority 12: To support teachers as they implement year two of Health Education, Grades 4-6 and year one, Grades P-3.

1. The Health Curriculum Guide (P-6) is not yet available to schools across the province.
2. Professional development related to Health education was provided in February 2003. Plans are in place to in-service all grades 4-6 teachers prior to May 2004.

Priority 13: To promote the sharing of resources between/among all staff of the Cape Breton-Victoria Regional School Board.

1. Circulation of items in stock at the Resource Centre has increased by 45%.
2. There is a significant change in the number of staff personnel who utilize the site.
3. Multi-cultural resource package for P-3 has been developed.
4. Native literature boxes (4-6) have been developed.

Priority 14: To develop a policy statement for the School Library Program which reflects the mission statement of the Cape Breton-Victoria Regional School Board.

1. A policy statement for the School Library program is being developed by our school based library technicians. It is expected to be in place by March 1, 2004.
2. School library orders reflect a rise in the number of texts that describe the multi-cultural, multi-racial, multi-ethnic character of Canadian society.

ANNUAL REPORT OF ACHIEVEMENTS FOR 2003-04 (CONT.)

Priority 15: To support the implementation of Canadian History 11 and continue to promote and support African Canadian, Mi'kmaq and Gaelic Studies.

1. All high schools are offering a History 11 credit.
2. An IT Professional Development facilitator has been hired who has assigned account numbers and web mail through *ednet* for all students.
3. Canadian History 11 in-service in conjunction with Heritage Fair, May 2003.
4. A two-day provincial in-service for Mi'kmaq 10 and African Canadian Studies 11 was held in September 2003
5. Regional Professional Development day, November 19, focused on Canadian History 11, Mi'kmaq Studies 10, and African Canadian Studies 11.
6. Additional time was given to Gaelic Studies at Rankin.

Priority 16: To support the middle school "Provincial Literacy Initiative" (Active Readers 7) and its continuation into Grade 8.

1. A Language Arts facilitator (P-12) was hired.
2. All grade seven English Language Arts have received the Active Reader 7 student resources.
3. All junior high resource teachers have received student resources.
4. An Active Reader 7 liaison team has been formed in each school including: teacher, resource, and principal.
5. A restructured Active Reader 8 team has been formed.
6. Schools have received the Active Reader 8 resources.
7. A full day for English Language Arts teachers and content teachers on reading comprehensive strategies was held on November 19, 2003.
8. A grade nine exam committee has been formed to focus on assessment practices and to provide professional development on November 24, 2003.

ANNUAL REPORT OF ACHIEVEMENTS FOR 2003-04 (CONT.)

Priority 17: To support and expand the Nova Scotia International Student Program to welcome more students and include additional high school partnerships.

1. Increased the number of International Students from 37 to 46.
2. Working towards increasing the number of schools participating in the program.
3. A Program Manager has been hired (80% FTE).
4. An additional Homestay Coordinator is in place.

Priority 18: To ensure all schools have school improvement plans that embrace meaningful parent/guardian engagement that supports student success

1. In September 2003, six schools that have recently undergone consolidation started the process of developing school improvement plans. Facilitators, trained in the development of school improvement plans, have been assigned to assist these schools in the process.
2. St. Michael's Junior High School and Riverview High School are participating in the Provincial School Improvement and Accreditation Pilot Program. St. Michael's is in year two of the pilot program while Riverview started in September 2003.
3. We continue to receive updated School improvement plans, as well as, annual reports.
4. Plans are underway to assist all schools in developing meaningful school improvement plans that support student learning.
5. School Advisory Councils and School Improvement Plans are key issues in the Board's new Strategic Plan (October, 2003)

ANNUAL REPORT OF ACHIEVEMENTS FOR 2003-04 (CONT.)

Priority 19: To continue with the development and implementation of the Physical Education Safety Guidelines.

1. All principals were given an overview of the safety guidelines at the Principals' meeting in August. The guides were sent to all schools. New teachers on staff were given a copy of the guidelines.
2. Teachers were in-serviced on the guides. Plans for a presentation on the Safety Guidelines for all principals is in the works.

Priority 20: To establish a minimum daily standard for physical education in the elementary schools.

1. Pilot schools have been created to explore increased physical education at various grade levels.
2. Elementary physical education staff have switched to offering 30 minute classes where possible to increase the number of times the students are receiving physical education.
3. One school in the Board is providing daily physical education to their primaries which has been well received by all involved.

Priority 21: To continue to work with the Active School Community Pilot.

1. Cusack/Cornwallis have activities organized for all grade levels in the complex. These activities take place after school, on the weekend, along with family nights in the evening. A March Break for students is also planned in conjunction with a community group in the area. The new playground equipment purchased is providing a much needed facility for play during recess, lunch and after school. The schools Breakfast Program as well as a change in the schools canteen is encouraging healthier eating.

ANNUAL REPORT OF ACHIEVEMENTS FOR 2003-04 (CONT.)

Priority 22: To implement Health/PDR Grade 7 including the portfolio

component as well as the appropriate resources.

1. A group of six teachers will be part of a leadership team being trained by the Department of Education to provide professional development to the grade seven Health/PDR teachers in the Board.

Priority 23: To enhance professional development initiatives for French second language teachers, focusing on implementation of Core French Curriculum guides (grades 4-12) and with particular emphasis on second language literacy skills and its' linkage to first language literacy skills.

1. Maintenance of trained Leadership Teams as a means to deliver curriculum to French Second Language teachers (Core French 4-6, Core French 7-9, Core French 10-12, Late French Immersion 7-9, Late French Immersion 10-12).
2. Ongoing Professional Development opportunities and in-servicing for French Second Language Teachers (i.e., September 19, 2003 - Junior High French; October 16-17, 2003 - Senior High Core French; November 19, 2003 - all French Second Language Teachers).
3. Continued reinforcement of French Special Projects through the joint efforts of the Cape Breton-Victoria Regional School Board and the French Language Branch of the Nova Scotia Department of Education to enhance and financially support French Second Language initiatives (i.e., Grade Six Intensive Core French Pilot at Riverside Elementary School.)

ANNUAL REPORT OF ACHIEVEMENTS FOR 2003-04 (CONT.)

Priority 24: To support ongoing professional development initiatives for Late French Immersion teachers (7-12) with emphasis on implementation of Late French Immersion curriculum guides (7-9) (10-12) and continued support for “Histoire du Canada 11.”

1. Continued support and promotion of the Late French Immersion Program.
2. Initial implementation of new curriculum guides for Late French Immersion (French Language Arts 7-9 / 10-12) and purchase of resource materials for teachers.
3. Upcoming in-service (January) by Susan MacDonald on the topic of reading and writing strategies for Late French Immersion students. Purchase of resource materials to support this initiative.
4. Continued support for “Histoire du Canada 11”. An in-service to be delivered in the new year as a follow-up to the three professional development days last winter. Purchase of learning resources to support this initiative.

Priority 25: To provide socio-cultural enrichment opportunities to French Second Language students with the goal to decrease the attrition rate among high school core French students and to foster a positive attitude towards acquiring a second language.

1. Ongoing partnership with cultural liaison - Conseil Scolaire Acadien Provincial.
2. Opportunities provided to French teachers and students to enrich their language teaching and learning (i.e., cultural visits to Cheticamp and Ile Madame, theater productions, musical performances, immersion days and cultural workshops).
3. Local participation in the pilot “Core French 12 On-line” for students unable to take grade 12 French at their school (February 2004).

ANNUAL REPORT OF ACHIEVEMENTS FOR 2003-04 (CONT.)

Priority 26: Supporting Student Success: Provincial Resource Handbook

1. Lead Team for CB-VRSB is identified and trained.
2. School teams identified and trained regarding the Handbook.
3. All schools in-serviced on the Resource Handbook.
4. Lead Team is meeting to review school evaluations and plan next steps.

Priority 27: Success for All Students: Strategic issue - Cape Breton-Victoria Regional School Board Strategic Plan.

1. The focus of the Strategic Issue returned to Inclusion.
2. The Issue was approved as part of the revised CB-VRSB Strategic Plan.
3. A committee of representative stakeholders identified a number of objectives and actions.
4. The initial focus is a three-month pilot emphasizing the development of a service delivery model.

Priority 28: Success for All Students: Learning for Life pilot

1. Re-focused "Learning for Life" to Career Education.
2. A committee of representative stakeholders identified a number of objectives and actions.
3. A pilot proposal related to career awareness at the grade 9 level was received from Memorial High School.
4. Training in the Comprehensive Guidance model, including Career Education has been provided for new guidance counselors.

ANNUAL REPORT OF ACHIEVEMENTS FOR 2003-04 (CONT.)

Priority 29: To continue the implementation of Board-wide math leadership strategy that supports the delivery of math outcomes by teachers.

1. All schools have a math leader in place.
2. There are eight math mentors taking part in cognitive coaching as part of their mentorship training. Some have begun mentoring teachers at their schools.
3. All math leaders and their principals at the P-9 level have received PD on the math strategy.
4. Math leaders in the P-9 schools have begun to deliver math PD to their staffs as part of the math strategy.
5. Math materials are being ordered for the resource centre at the SDC.
6. Assessment workshops have been scheduled for grades 7, 8, and 9 math teachers.
7. Math leaders state that mental math is being done in their schools.
8. Junior high principals are looking at schedules for next year to allow for one hour of math per day.
9. The Grade 10 students at Sydney Academy are registered in year-long math programs - 10 Extended, 10 Plus, and 10 Foundations Plus. A brochure for elementary parents is being prepared at the provincial level for distribution to all parents.

ANNUAL REPORT OF ACHIEVEMENTS FOR 2003-04 (CONT.)

Priority 30: To establish a model for appropriate behavior within all schools under the jurisdiction of the Board. This shall occur at the school level and be consistent with the Provincial Code of Conduct, the Cape Breton-Victoria Regional School Board Student Discipline Policy and the school Code of Conduct. This process is to include a Needs Assessment, Climate Definition, and Implementation Plan. All shareholders are to be part of this process and strategy.

1. The in-service for all schools in September on developing School Codes of Conduct was most successful and the CD provided contained extensive resource material.
2. The initiative which has had its lead from the Central Office level has now moved to the school and each school based administrative unit must sustain this initiative.
3. Positive and Effective Behavior Support, Cooperative Discipline and several other strategies are being presented and shared at the school level.

Priority 31: To promote and advance RCH education and understanding for all staff and students.

1. Conducted in-servicing for all RCH advisors.
2. Assisted the RCH advisors in organizing activities in their schools with regard to RCH issues (i.e. African Heritage Month, Mi'Kmaq Heritage Month, gender issues, etc.)
3. Conducted workshops for high school administrators: principals, vice-principals, guidance counsellors, on the promotion of new courses (i.e., African Canadian Literature, Mi'Kmaq Studies, Gaelic Language, etc.)
4. Developed of a strategic plan to promote the RCH department and its initiatives.
5. Presentations to students.

ANNUAL REPORT OF ACHIEVEMENTS FOR 2003-04 (CONT.)

Priority 32: To implement Phase I of the “Learning for Life” plan.

The Cape Breton-Victoria Regional School Board targeted additional funding for professional support for students with special needs. Fourteen Resource positions were added to work with students with special needs throughout the regional school board. A lead team for Assistive Technology was created to support the technological needs of students with special needs. In addition, the Cape Breton-Victoria Regional School Board has received approval for pilot projects focusing on more individual attention and support for students with special needs.

Priority 33: To pilot the “Increasing Learning Success” Program at the high school level.

1. Second year of “Pilot” at Sydney Academy.
2. Received \$5000.00 from Department of Education.
3. A committee comprised of the staff and principal meet to discuss this initiative.
4. The pilot will be completed this year with a Summer Institute to be held in July. The four pilot schools will have input to turn the draft paper into a final document.

ANNUAL REPORT OF ACHIEVEMENTS FOR 2003-04 (CONT.)

GOAL #3 To enhance public confidence and participation in Board decisions by promoting openness and accountability in the delivery of its core functions.

Priority 1: To assist the Department of Education with the development and promulgation of a provincial Conflict of Interest Policy to assist employees in avoiding Conflict of Interest.

The Board provided staff support to the Department of Education in developing a province-wide Conflict of Interest Policy. The policy was successfully completed and individual Boards have adopted similar policy wordings.

Priority 2: To adhere to the enhanced reporting requirements as amended by the Financial Measures Act respecting the disclosure of salaries and benefits for School Board employees and elected officials.

The Board has met the reporting guidelines developed to date and is committed to making any suggested amendments.

Priority 3: To assist the Department of Education with the development and promulgation of salary and benefit guidelines for senior School Board employees targeted in the Financial Measures Act.

The Board has provided staff support to the Department of Education Compensation Committee. The committee has evaluated senior education positions and forwarded the results to the Department of Education.

ANNUAL REPORT OF ACHIEVEMENTS FOR 2003-04 (CONT.)

Priority 4: To present an annual report on School Based Funds in appropriate form to the Board and the Department of Education.

A report on School Based Funds has been received from schools and will be compiled and forwarded to the Department of Education prior to March 31, 2004.

Priority 5: Development of policies for staff evaluation.

Principal Evaluation Policy completed and implemented. Evaluation for remaining staff is in research and development stage.

Priority 6: Development of an Attendance Management Policy.

Procedures have been instituted to monitor and improve employee attendance on a monthly basis. Attendance policy is still outstanding.

Priority 7: Review of existing Human resources policies.

Child Abuse, Sexual Harassment and Discrimination policies have been reviewed and updated and implementation is scheduled by the spring of 2004.

6. GOALS

In concert with the Board's Mission and Belief Statements the following goals will set the Board's strategic direction:

1. *To implement measures to deal with the impact of reduced funding due to enrollment declines.*
2. *To promote a curriculum that reflects our cultural diversity and addresses the intellectual, physical, emotional, social and ethical needs of students.*
3. *To enhance public confidence and participation in Board decisions by promoting openness and accountability in the delivery of its core functions.*

7. PRIORITIES FOR 2004-05

Goal #1 *To implement measures to deal with the impact of reduced funding due to enrollment declines.*

Priority 1: Continue implementation of the Transition Plan by reducing the teacher complement, and maximize opportunities to promote teacher retirement in conjunction with the local N. S. Teachers Union.

Priority 2: Assess the Board's infrastructure to ensure a high standard of effectiveness and efficiency in the maintenance and operation of Board facilities.

Goal #2: *To promote a curriculum that reflects our cultural diversity and addresses the intellectual, physical, emotional, social and ethical needs of our students.*

Priority 1: To facilitate the transition of students from grades six to seven.

Priority 2: To support/promote literacy teaching across the curriculum (Grades P-9).

Priority 3: To promote the alignment of Literacy tasks with curriculum outcomes.

PRIORITIES FOR 2004-05 (CONT.)

Priority 4: To continue providing professional development to teachers as they implement the new health curriculum in grades primary to six.

Priority 5: To continue providing professional development support to teachers as they implement the new science curriculum in grades primary, one and two.

Priority 6: To continue the promotion of music education through performance

Priority 7: To continue with the implementation of Reading Recovery™ across the Board.

Priority 8: To develop web pages for both the School Library Program and the Staff Resource Centre which reflects the mission statement of Cape Breton-Victoria Regional School Board.

Priority 9: To establish a task force to review course offerings and selections at the high school level in support of a balanced program of studies.

Priority 10: To continue the implementation of the Board-wide math leadership strategy that supports the delivery of math outcomes by the teachers.

Priority 11: To continue to establish a minimum daily standard for physical education in the elementary schools.

PRIORITIES FOR 2004-05 (CONT.)

Priority 12: To continue to work with the Active School Community Pilot.

Priority 13: To implement Health/PDR Grade 8 including the portfolio component as well as the appropriate resources.

Priority 14: To enhance professional development initiatives for French Second Language teachers (Core French 4-12 and Extended Core French / Late French Immersion 7-12) focusing on Curriculum Guide implementation, with a particular emphasis on second language literacy skills.

Priority 15: To explore and promote alternate means of delivery of Core French programs within the Cape Breton-Victoria Regional School Board, such as “Intensive Core French”, Grade six.

Priority 16: To establish student awareness and increase student participation in Worksite Safety Programs including “free” online safety courses: WHMIS, Rights & Responsibilities, Occupational Health & Safety Act.

Priority 17: To continue to establish and promote active, effective School Advisory Councils in all schools in the Cape Breton-Victoria Regional School Board.

Priority 18: To continue to support the development and implementation of a comprehensive literacy strategy for the grade primary to six level and extend that support to grade seven and beyond.

PRIORITIES FOR 2004-05 (CONT.)

Priority 19: To promote and advance RCH education and understanding for all staff and students.

Priority 20: Career Education Awareness at the Junior High Level

Priority 21: Strategic Issue: Inclusion

Priority 22: To improve the attendance of students in the CB-VRSB.

Priority 23: To develop alternative strategies for dealing with inappropriate student behavior in our schools.

Priority 24: To initiate a review of existing "Alternative Educational" opportunities for students within the CB-VRSB.

Priority 25: To provide appropriate technology and technical assistance to support all learning spaces P-12.

PRIORITIES FOR 2004-05 (CONT.)

Priority 26: To celebrate successes and give recognition for accomplishments of students and staff who are integrating technology with curriculum.

Priority 27: To provide support for innovative projects which integrate technology with curriculum.

Priority 28: To ensure the use of technology as a means of data management and communication among all the stakeholders of the Cape Breton-Victoria Regional School Board.

Priority 29: To conduct a needs assessment and program review of the vocational program at Memorial Composite High School to maximize and enhance the programs offered.

PRIORITIES FOR 2004-05 (CONT.)

Goal #3	<i>To enhance public confidence and participation in Board decisions by promoting openness and accountability in the delivery of its core functions.</i>
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Priority 1:	To assist the Government of Nova Scotia, through Project Emerge, with the design and implementation of a provincial payroll system for School Boards.
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Priority 2:	To ensure the composition, meetings, duties and directions for Board Audit Committees outlined in the Education Act Regulations are met.
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Priority 3:	To conduct audits of school accounts to determine compliance with Board policy for school based funds.
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Priority 4:	To continue with contract negotiations and settlements.
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Priority 5:	To plan for fair and efficient distribution of Human Resources.
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Priority 6:	To continue development of absenteeism initiatives.
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Priority 7:	To ensure that Board employment policies are fair and equitable.
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PRIORITIES FOR 2004-05 (CONT.)

Priority 8:	To provide professional development support to staff, focusing on meaningful and relevant employment issues.
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Priority 9:	Development of performance appraisals for staff evaluation.
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Priority 10:	To implement a professional development plan for aspiring administrators.
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Priority 11:	To implement the provincial and local initiative as they relate to Integrated Data Management.
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Priority 12:	To provide Health and Safety training for staff.
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APPENDIX C

OUTCOME MEASURES

Goal #1: To implement measures to deal with the impact of reduced funding due to enrollment declines.

Priority 1: Continue implementation of the Transition Plan by reducing the teacher complement, in relation to enrollment decline.

OUTCOME	MEASURE	TARGET
Reduction of salary costs in relation to enrollment decline.	Actual number of teaching positions reduced.	Projected staff reductions outlined in the Transition Plan.

Priority 2: Assess the Board's infrastructure to ensure a high standard of effectiveness and efficiency in the maintenance and operation of Board facilities.

OUTCOME	MEASURE	TARGET
A high standard of efficiency and effectiveness in the operation of Board facilities and infrastructure.	Cost per square foot to maintain facilities. Cost per bus to maintain bus fleet.	A square footage cost at or below the provincial average for School Boards. Cost per bus at or below the provincial average for School Boards.

OUTCOME MEASURES (CONT.)

Goal #2: To promote a curriculum that reflects our cultural diversity and addresses the intellectual, physical, emotional, social and ethical needs of our students.

Priority 1: To facilitate the transition of students from grades six to seven.

OUTCOME	MEASURE	TARGET
Develop a plan aimed to increase support for students as they transition from grade six to seven.	The development of a regional plan and an accompanying brochure.	Schools will have an opportunity to provide input into the development of a plan.
Communicate the importance of a smooth transition from elementary to secondary to all stakeholders in education.	The communication of the plan to all stakeholders.	Communicating with parents via parent/teacher conferencing, as well as through the SAC, and the school's communication plan will help in the transitioning of students.
Prepare a brochure, one section of which will include information on strategies that will help to improve student learning.	Discussions, observations and surveys will indicate the successful transition of students from grades six to seven.	The brochure will be distributed to all stakeholders.
		Students entering grade seven are better prepared to handle the transition.

OUTCOME MEASURES (CONT.)

Priority 2: To support/promote literacy teaching across the curriculum (Grades P-9).

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OUTCOME	MEASURE	TARGET
Professional development sessions will address specific teaching strategies, the use of literacy resources, and school/classroom dynamics and structure.	<p>Classroom practice will reflect the implementation of literacy curriculum outcomes in content area subjects.</p> <p>School timetables will reflect changes in structure and scheduling to accommodate school-wide literacy initiatives.</p> <p>Resources to support literacy learning will be visible in all classrooms.</p>	<p>Students will begin to see literacy as important to/integral parts of all subjects.</p> <p>Teacher practice will begin to reflect the importance of literacy.</p> <p>Content area teachers will begin to use strategies specific to their discipline to facilitate literacy learning.</p>

OUTCOME MEASURES (CONT.)

Priority 3: To promote the alignment of Literacy tasks with curriculum outcomes.
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OUTCOME	MEASURE	TARGET
<p>Professional development will address alternate assessment tools and resources.</p> <p>Classroom organization and teaching strategies which facilitate assessment practices will inform instruction.</p>	<p>Assessment practices are aligned with specific literacy outcomes.</p> <p>Assessment practices accommodate learners' abilities, needs and intelligences.</p>	<p>Student portfolios will evidence frequent assessment and various types of assessment.</p> <p>Teachers will consistently use a variety of assessment strategies to measure achievement of outcomes and to identify areas for instruction.</p> <p>Parents will receive a more comprehensive picture of their children's strengths and needs.</p>

OUTCOME MEASURES (CONT.)

Priority 4: To continue providing professional development to teachers as they implement the new health curriculum in grades primary to six.

OUTCOME	MEASURE	TARGET
<p>Implementation support workshops will provide teachers with an opportunity to see how the specific curriculum outcomes for each grade level are related.</p> <p>Attempts will be made to link health education with other areas of curriculum, i.e., language arts, physical education, science . . .</p>	<p>Use of curriculum guides.</p> <p>Creative use of instructional time.</p> <p>Long/short-range plans target specific outcomes.</p> <p>The principal, as instructional leader, monitors the implementation through regularly scheduled visits.</p>	<p>All grades primary to six teachers will use the new health guide and appropriate resources to implement the curriculum.</p> <p>Students will be engaged in cross-curriculum activities which will allow them to increase their conceptual understanding of active healthy living lifestyles.</p>

OUTCOME MEASURES (CONT.)

Priority 5: To continue providing professional development support to teachers as they implement the new science curriculum in grades primary, one and two.

OUTCOME	MEASURE	TARGET
<p>Classroom organization, teaching strategies, and creative use of instructional time will be addressed through professional development.</p>	<p>Classroom practice reflects specific curriculum outcomes for grades primary, one and/or two.</p> <p>Timetables include instructional/class time for hands-on, minds-on science.</p> <p>Timetables reflect 90 minutes of instructional time per cycle for science related activities.</p> <p>The principal, as instructional leader, monitors the implementation process through regularly scheduled visits.</p>	<p>Students will be engaged in hands-on, minds-on activities that will allow them to develop a new understanding of "science".</p> <p>The variety of learning experiences described in the science curriculum guide(s) provides multiple ways for students to demonstrate their understanding.</p>

OUTCOME MEASURES (CONT.)

Priority 6: To continue the promotion of music education through performance.

OUTCOME	MEASURE	TARGET
Instrumental teachers will develop a skills chart with indicators for the various levels of skill development.	The principal, as instructional leader, will monitor student numbers in the band program.	An increase in the number of students participating in the band program.
Professional development will promote and nurture specific skill level and performance experiences of band students.	Feedback from teachers with respect to entry level skill development at the junior and senior high level.	Improvement in teacher satisfaction with student instrumental skills at the entry levels.

OUTCOME MEASURES (CONT.)

Priority 7: To continue with the implementation of Reading Recovery™ across the Board.

OUTCOME	MEASURE	TARGET
<p>Increase the number of schools that will provide early intervention, Reading Recovery™, to grade one students at risk for learning how to read and write.</p> <p>Increase the number of students who, by meeting the Reading Recovery™ criteria, are being serviced through this early intervention.</p>	<p>Schools identify a teacher willing and interested in being trained in Reading Recovery™.</p> <p>A teacher-in-training for Reading Recovery™ class enables more schools/students to access the service.</p>	<p>An increase in the number of trained Reading Recovery™ teachers will enable those schools to begin the implementation of Reading Recovery™.</p> <p>An increase in the number of grade one students (within a servicing school), who meet the criteria, being serviced through Reading Recovery™.</p>

OUTCOME MEASURES (CONT.)

Priority 8:	To develop web pages for both the School Library Program and the Staff Resource Centre which reflects the mission statement of Cape Breton-Victoria Regional School Board.
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OUTCOME	MEASURE	TARGET
<p>Cape Breton-Victoria Regional School Board school libraries and Resource Centre will continue to build on their circulation and sharing of resources to complement the curriculum outcomes.</p> <p>Enable all students, staff, parents/guardians in the Cape Breton-Victoria Regional School Board to have access to texts and resources for their individual purposes.</p>	<p>The circulation of texts and resources from the Staff Resource Centre will increase.</p> <p>Visits to web pages by all stakeholders across the Cape Breton-Victoria Regional School Board will be noted.</p> <p>Requests for specific texts or resources via web pages will be addressed.</p>	<p>All school library technicians will maintain a web page for their school(s) libraries which provides an overview of resources and programs offered in their building.</p> <p>Web pages for both the schools with a library program, and with the Staff Resource Centre, will be linked from their respective buildings on the Board server.</p>

Priority 9: To establish a task force to review course offerings and selections at the high school level in support of a balanced program of studies.

OUTCOME	MEASURE	TARGET
<p>A high school program that supports and ensures a diverse and balanced curriculum.</p>	<p>Teachers, administrators (site/central office), parents review the high school student curriculum.</p> <p>Recommend a balanced curriculum program</p>	<p>All high school students, beginning in Grade 10, will have the opportunity and direction to have a balanced program of studies.</p>

OUTCOME MEASURES (CONT.)

Priority 10: To continue the implementation of the Board-wide math leadership strategy that supports the delivery of math outcomes by the teachers.

OUTCOME	MEASURE	TARGET
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<p>Math leaders will continue to provide and implement a plan to promote the provincial math strategy in all schools.</p> <p>Math mentorship will expand beyond the initial eight schools.</p> <p>Continue to provide principals with appropriate PD to ensure the math curriculum outcomes are achievable in their schools.</p> <p>Continue to develop a bank of mathematical resource materials to assist all teachers including teachers of students with adaptations and IPP's.</p> <p>Continue to develop a strategy to improve student assessment.</p> <p>Continue the full year grade 10 pilot course in math.</p> <p>Pilot a grade 10 essentials math course.</p> <p>Work to have better placement of students in high school math courses.</p> <p>Communicate the importance of a coherent mathematics program to parents and how they can help.</p>	<p>Coordinators and principals will monitor the implementation of the math strategy in their school.</p> <p>The use of manipulatives and appropriate resources by the students will be visible in math.</p> <p>A collection of math resources will be available at the SDC.</p> <p>Classroom assessment will more closely reflect the assessment models in the guide and math resource document.</p> <p>All grade 10 math students at the pilot school will enrol in the full year pilot course.</p> <p>Struggling math students requiring only two math credits to graduate will take the essentials course.</p> <p>Focus groups on homework and the ways parents can support their children in mathematics.</p> <p>More students in foundations math and fewer students in advanced math courses.</p>	<p>All classrooms will reflect strategies and assessment as outlined in the guide.</p> <p>All math teachers will be familiar with the existing curriculum documents and outcomes.</p> <p>Teachers will make use of the resources at the SDC.</p> <p>All grade primary to two students will have a minimum of 45 minutes of math a day. All grade 3-9 students will have a minimum of one hour of math per day. All students in grades 1-9 will have five minutes of mental math per day.</p> <p>Assessment task will be aligned with the curriculum outcomes.</p> <p>High school students completing the year-long grade 10 math will be better prepared to continue with their study of math.</p> <p>Students taking essentials will receive math instruction that better prepares them with math skill for everyday life.</p> <p>All required math outcomes will be covered in high school math courses.</p> <p>Brochures will be distributed to all parents.</p>
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OUTCOME MEASURES (CONT.)

Priority 11: To continue to establish a minimum daily standard for physical education in the elementary schools.

OUTCOME	MEASURE	TARGET
<p>Positive personal and social behaviours and interpersonal relationships are developed through active involvement in a variety of physical activities in all movement categories.</p> <p>Students acquire leadership skills and an understanding of the benefits of physical education as a part of the total educational experience.</p>	Discussions, observations, focus groups, surveys will indicate the success.	A movement towards all students receiving a minimum standard for physical education.

Priority 12: To continue to work with the Active School Community Pilot.

OUTCOME	MEASURE	TARGET
To increase physical and social environments which support active healthy lifestyles among children/youth through collaboration among teachers, students, parents, administration and community leaders.	Discussions, observations, focus groups, surveys will indicate the success.	All students at the pilot site as well as the family of schools show an increase in physical activity.

OUTCOME MEASURES (CONT.)

Priority 13: To implement Health/PDR Grade 8 including the portfolio component as well as the appropriate resources.

OUTCOME	MEASURE	TARGET
Teachers will implement Health/PDR 8 as described in the Program of Studies.	<p>Monitor teacher use of instructional and assessment strategies and teaching approaches.</p> <p>Monitor samples of written student assessments.</p> <p>Teacher self assessment of use of instructional and assessment strategies and teaching approaches.</p>	All Grade 8 Health/PDR teachers will be familiar with the curriculum outcomes.

OUTCOME MEASURES (CONT.)

Priority 14: To enhance professional development initiatives for French Second Language teachers (Core French 4-12 and Extended Core French / Late French Immersion 7-12) focusing on Curriculum Guide implementation, with a particular emphasis on second language literacy skills.

OUTCOME	MEASURE	TARGET
<p>Professional development for all French Language Arts teachers will continue, congruent to priorities outlined by the Nova Scotia Department of Education</p> <p>Ex 1: Lecteurs actifs 7, 8, 9 (Active Readers)</p> <p>Ex 2: Sciences humaines (Grade 9 Social Science)</p> <p>Ex 3: Core French 12 On-line</p> <p>Ex 4: Appréciation de rendement - 9e (Grade 9 French Language Arts assessment)</p> <p>The creation of a professional development plan focusing on instructional improvement for all French Second Language teachers.</p> <p>Continued support for French Second Language Leadership Teams.</p> <p>Availability of mentoring and teacher release time to support French Second Language initiatives.</p>	<p>Evaluation and feedback from teachers.</p> <p>Discussions and observations by Principals and French Consultant.</p> <p>Classroom practice will reflect the outcomes and philosophies of Core French and Late French Immersion Curriculum Guides.</p> <p>Increased teacher use of instructional strategies that promote student success in French.</p> <p>Improved student learning due to enhanced teacher training.</p> <p>Improved teacher knowledge and application of current literacy initiatives.</p> <p>Improved French language skills and confidence of students.</p> <p>French Second Language students will be able to apply reading strategies across the curriculum.</p>	<p>100% Core French teachers will participate in in-servicing on topics related to Core French Curriculum Guides (4-12).</p> <p>100% Late French Immersion / Extended Core French teachers will participate in in-servicing on initiatives outlined by the Nova Scotia Department of Education (7-12).</p>

OUTCOME MEASURES (CONT.)

Priority 15: To explore and promote alternate means of delivery of Core French programs within the Cape Breton-Victoria Regional School Board, such as “Intensive Core French”, Grade six.

OUTCOME	MEASURE	TARGET
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<p>Successful implementation of Intensive Core French program.</p> <p>Increased proficiency in communicating in French by students.</p> <p>A greater motivation and enthusiasm on the part of the students towards learning and using French.</p> <p>Increased self-esteem and confidence of students.</p> <p>More effective delivery of Core French program and more efficient use of teachers' time.</p> <p>Less time commuting between schools.</p> <p>Increase in teacher's performance and satisfaction and therefore increase in student's satisfaction.</p>	<p>Evaluations by teachers, principals and students.</p> <p>Student display of enthusiasm and motivation towards learning a second language.</p> <p>Improved retention rate of students in junior / senior high Core French / Late French Immersion.</p> <p>Frequent classroom visits for feedback.</p> <p>Evaluations tracked by school board and by provincial and federal researchers.</p> <p>Pre-testing / post-testing of students involved.</p>	<p>Two elementary pilot school sites within the Cape Breton-Victoria Regional School Board.</p> <p>Professional Development opportunities for two elementary Core French teachers.</p>
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OUTCOME MEASURES (CONT.)

Priority 16: To establish student awareness and increase student participation in Worksite Safety Programs including "free" online safety courses: WHMIS, Rights & Responsibilities, Occupational Health & Safety Act.

OUTCOME	MEASURE	TARGET
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<p>Increased awareness of individual rights and responsibilities in the workplace.</p> <p>Better informed decisions regarding personal safety and the safety of others.</p> <p>Reduce personal and on-the-job injuries.</p> <p>Reduction of associated medical costs.</p> <p>Healthier and happier workforce.</p>	<p>Establish a contact person in each of the junior and senior high schools.</p> <p>Collaborate with various Nova Scotia Safety agencies.</p> <p>Notify contact persons with information regarding free on-line safety courses.</p> <p>Establish a database of students taking and passing safety courses.</p>	<p>Teacher contact list.</p> <p>Participate in at least one "free on line" safety course.</p> <p>Ensure computers available on course date(s).</p> <p>Compare statistics.</p>
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Priority 17: To continue to establish and promote active, effective School Advisory Councils in all schools in the Cape Breton-Victoria Regional School Board.

OUTCOME	MEASURE	TARGET
Increase the number of schools with active, effective School Advisory Councils.	<p>Review of Letters of Agreement</p> <p>Review of Annual Reports</p> <p>Review of School Improvement Plans</p> <p>Interviews with facilitators, principals, and teachers.</p> <p>Examination of School Communication classroom observations by principals and facilitators.</p>	100% of schools with active School Advisory Councils that have a signed Letter of Agreement and are focusing on School Improvement Plans that reflect student achievement and success.

OUTCOME MEASURES (CONT.)

Priority 18: To continue to support the development and implementation of a comprehensive literacy strategy for the grade primary to six level and extend that support to grade seven and beyond.

OUTCOME	MEASURE	TARGET
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<p>By the end of Grade 3, students will demonstrate their ability to read and write within the transitional stage of reading and writing.</p> <p>By the end of Grade 6, students will exhibit certain characteristics of the fluent stage of reading and will demonstrate through their writing and their ability to understand text.</p> <p>By the end of Grade 9, students will exhibit a variety of reading strategies as they read and view texts of increasing complexity. They are expected to respond to texts in increasingly sophisticated ways and they will demonstrate facility in using a variety of forms of writing.</p> <p>Teachers will demonstrate through their instructional strategies their understanding of a balanced literacy program.</p>	<p>Variety of assessment techniques (i.e. running records, classroom observation, both formal and informal, reading conferences, writing conferences, checklists and anecdotal comments).</p> <p>Written daily plan.</p> <p>Observed by principal.</p>	<p>Students will be able to apply reading and writing strategies across the curriculum and maintain the job of learning and an interest in reading and writing.</p> <p>Teachers' practice reflects an effective comprehensive literacy strategy.</p>
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OUTCOME MEASURES (CONT.)

Priority 19: To promote and advance RCH education and understanding for all staff and students.

OUTCOME	MEASURE	TARGET
A trained RCH advisor will be in place in all schools to assist with RCH issues and develop school-wide plans to promote RCH goals.	Regular meetings will be held with RCH advisors to collaborate on RCH goals. In-services will be carried out for all RCH advisors. A strategy with timelines will be established to promote RCH goals.	All schools.

Priority 20: Career Education Awareness at the Junior High Level

OUTCOME	MEASURE	TARGET
A program to enhance career awareness at the Junior High level is developed.	A program is developed by staff to focus on career options.	All grade nine students will attend a career education day at Memorial High School

OUTCOME MEASURES (CONT.)

Priority 21: Strategic Issue: Inclusion

OUTCOME	MEASURE	TARGET
Student Service Delivery Model is developed.	A decision making model to support student needs is developed.	A template for the model is piloted for a family of schools.

Priority 22: To improve the attendance of students in the CB-VRSB.

OUTCOME	MEASURE	TARGET
Establish an attendance committee to gather data on attendance and clarify primary areas of concern.	Consultation for development of strategies to improve attendance and formulation of an implementation plan.	School administration, teachers, students and parents will be given an opportunity to review data collected and provide meaningful input in respect to strategies and implementation.

Priority 23: To develop alternative strategies for dealing with inappropriate student behavior in our schools.

OUTCOME	MEASURE	TARGET
To focus on positive and effective behavior support strategies as an alternative to suspensions and expulsions in dealing with inappropriate student behavior.	Creation of in-school suspension or intervention models in all secondary schools under the jurisdiction of the CB-VRSB.	Involve parents and staff in developing a "Protocol for Parental Involvement" as part of the student suspension/intervention process.

OUTCOME MEASURES (CONT.)

Priority 24: To initiate a review of existing Alternative Educational programs for students within the CB-VRSB.

OUTCOME	MEASURE	TARGET
All Alternative Programs will be reviewed with respect to: effectiveness, efficient use of limited resources, expansion and reorganization.	A report will be presented to the Board outlining recommendations regarding the delivery of alternative programming for students.	To solicit input from all stakeholders in the review process.

OUTCOME MEASURES (CONT.)

Priority 25: To provide appropriate technology and technical assistance to support all learning spaces P-12.

OUTCOME	MEASURE	TARGET
Technology and technical support will be provided to all users in the Board.	<p>Undertake an inventory of each school including hardware, software, and infrastructure to determine refresh requirements.</p> <p>Ensure that Principals follow the procedures and protocol for the acquisition and dispersement of technology.</p> <p>Establish a goal for appropriate technology at the ratio of one student computer for every five students; one data projector for every five classes; all computers with access to a printer and all schools with access to a digital still camera and a video camera.</p> <p>Periodically review the schedule of technical support to all Board sites.</p> <p>Principals shall require technology supported lesson plans from all teachers.</p> <p>The Board will identify a staff person to facilitate professional development in the area of teaching strategies that specifically focuses on the integration of technology with the curriculum.</p>	All Board sites.
Technology will support student learning.	<p>Provide mentoring and teacher release time to support the integration of technology with the curriculum.</p> <p>Develop a model classroom at the Staff Development Centre to provide professional development focusing on teaching and classroom management strategies.</p> <p>Develop a strategy to establish a lead integration of technology teacher at each school.</p> <p>Maximize the use of technology in the delivery of professional development to all staff.</p>	All students P-12

OUTCOME MEASURES (CONT.)

Priority 26: To celebrate successes and give recognition for accomplishments of students and staff who are integrating technology with curriculum.

OUTCOME	MEASURE	TARGET
Students and staff will be recognized for their accomplishments in integrating technology.	Form a committee to develop a strategy for celebrating student and staff to share successes.	All staff and students P-12.

Priority 27: To provide support for innovative projects which integrate technology with curriculum.

OUTCOME	MEASURE	TARGET
Support will be provided for innovative projects which integrate technology.	<p>Establish a budget to provide support for innovative projects that integrate technology with curriculum.</p> <p>Establish a protocol for submission of innovative projects.</p>	All staff and students P-12.

OUTCOME MEASURES (CONT.)

Priority 28: To ensure the use of technology as a means of data management and communication among all the stakeholders of the Cape Breton-Victoria Regional School Board.

OUTCOME	MEASURE	TARGET
Technology will be used as a means of data management and communication throughout the Board.	<p>Hire a Data Manager to handle all data management and communication-related matters.</p> <p>Establish a protocol for posting to the Board web site and provide necessary training.</p> <p>Communicate the expectation that all schools should have a website.</p> <p>Track that all personnel at all Board sites are using electronic mail to its full potential.</p>	All staff and students.

Priority 29: To conduct a needs assessment and program review of the vocational program at Memorial Composite High School to maximize and enhance the programs offered.

OUTCOME	MEASURE	TARGET
<p>An up-to-date vocational program and infrastructure that will serve the needs of our students and community for years to come.</p> <p>A strategy with time lines to update the vocational program offering within the Board.</p>	Recommendations will be presented to the Board on: renewed program outline/course syllabus; infrastructural requirements; cost estimates re: staff, training and infrastructure and time lines for implementation.	All stakeholders will be involved in the review process.

OUTCOME MEASURES (CONT.)

Goal #3: To enhance public confidence and participation in Board decisions by promoting openness and accountability in the delivery of its core functions.

Priority 1:	To assist the Government of Nova Scotia, through Project E-merge, with the design and implementation of a provincial payroll system for School Boards.
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OUTCOME	MEASURE	TARGET
Standard payroll system for all School Board employees province-wide.	Successful implementation of technology to produce and account for employee payments and benefits.	Computerized payment on SAP of all School Board employees by August 1, 2004.

Priority 2:	To ensure the composition, meetings, duties and directions for Board Audit Committees outlined in the Education Act Regulations are met.
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OUTCOME	MEASURE	TARGET
To appropriately monitor and maintain internal control over Board operations.	Review annual audit reports and management response and monitor corrective action taken.	Initiative will be successfully implemented in accordance with the regulations.

OUTCOME MEASURES (CONT.)

Priority 3:	To conduct audits of school accounts to determine compliance of Board policy for School Board funds.
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OUTCOME	MEASURE	TARGET
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Enhanced information and confidence that school funds are properly maintained in accordance with Board policy.	Review school accounting systems in relation to minimum requirements of Board policy.	To complete audits on 20% of schools.
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Priority 4: To continue with contract negotiations and settlements.

OUTCOME	MEASURE	TARGET
Successful contract negotiations.	A new CUPE Local 5050 agreement within government financial guidelines.	Open negotiations with CUPE Local 5050 and continue talks towards a settlement.

Priority 5: To plan for fair and efficient distribution of Human Resources.

OUTCOME	MEASURE	TARGET
Establish a five year plan to project staffing requirements.	Schools staffed fairly and efficiently on a formula basis.	A Staffing Allocation Committee to examine alternative staffing possibilities.

OUTCOME MEASURES (CONT.)

Priority 6: To continue development of absenteeism initiatives.

OUTCOME	MEASURE	TARGET
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Improved accountability for attendance at work.	Measure and improve absenteeism rates.	Monitor and develop strategies.
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Priority 7: To ensure that Board employment policies are fair and equitable.

OUTCOME	MEASURE	TARGET
The adoption of new and revised policies by the Board.	A quarterly review and monitoring of policies.	To update, develop and implement the following HR policies : Hiring and Employment Equity.

Priority 8: To provide professional development support to staff, focusing on meaningful and relevant employment issues.

OUTCOME	MEASURE	TARGET
Professional development sessions will address HR policies.	Successful PD sessions.	Sessions in the area of respectful work place, harassment, discrimination and conflict of interest.

OUTCOME MEASURES (CONT.)

Priority 9: Development of performance appraisals for staff evaluation.

OUTCOME	MEASURE	TARGET
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Performance appraisals measures for all staff.	Instruments developed to track staff performance.	Review of present policies and practices and a timetable established for job evaluations.
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Priority 10: To implement a professional development plan for aspiring administrators.

OUTCOME	MEASURE	TARGET
Professional development sessions will address issues and concerns for administrators.	Improved teacher understanding of administrative role and issues.	For the second group of teachers to complete program.

Priority 11: To implement the Provincial and local initiative as they relate to Integrated Data Management.

OUTCOME	MEASURE	TARGET
To change procedures for job applications, volunteer transfers, substitute call-outs, attendance reporting and attendance management (on line)	Programs developed and operational.	Beginning of implementation phase.

OUTCOME MEASURES (CONT.)

Priority 12: To provide Health and Safety training for staff.

OUTCOME	MEASURE	TARGET
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Increase training of staff in an effort to reduce accidents and injuries.	Measure costs in the area of Workers Compensation Board premiums, health insurance, LTD and sick leave.	Staff training in general safety, first aid, WHMIS, fall protection, confined space.
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