



Strait
Regional Centre for Education

Strait Regional Centre for Education Educational Business Plan 2020 – 2021

Approved November 23, 2020



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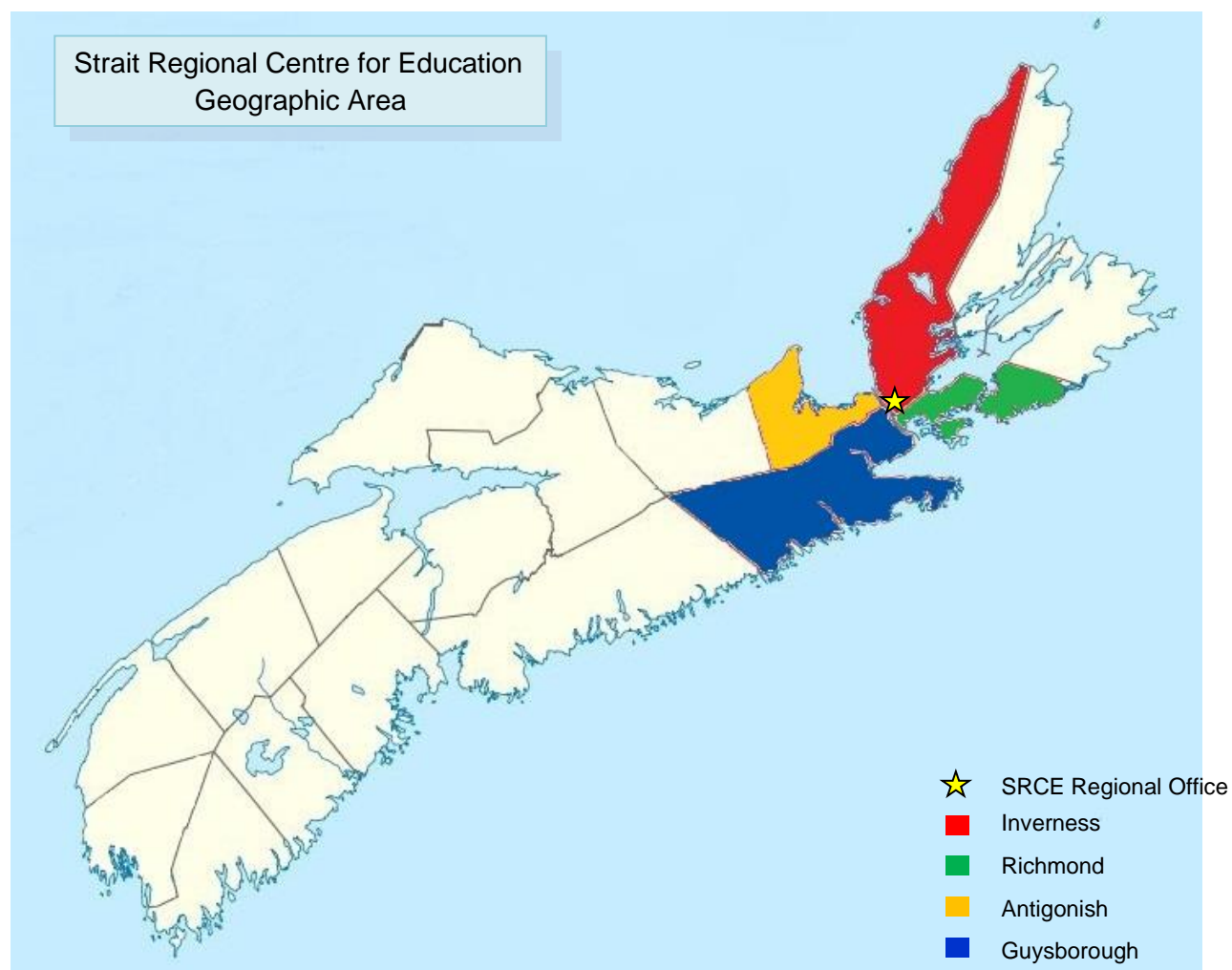
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Introduction and Planning Context

Established on April 1, 2018, the Strait Regional Centre for Education is a rural school region located in the northeastern part of Nova Scotia. Its jurisdiction includes Antigonish and Guysborough Counties on the mainland of Nova Scotia and Inverness and Richmond Counties on Cape Breton Island.



Located in the northeastern part of Nova Scotia, the Strait Regional Centre for Education's jurisdiction encompasses an area of approximately 11,000 square kilometers with a population of 53,125 (Census 2016).

The Region's administrative office is located in Port Hawkesbury.

There are eight municipal units within the Regional Centre's coverage area:

1. Municipality of the County of Antigonish
2. Municipality of the District of Guysborough
3. Municipality of the County of Inverness
4. Municipality of the County of Richmond
5. Municipality of the District of St. Mary's
6. Town of Antigonish
7. Town of Mulgrave
8. Town of Port Hawkesbury

Enrolments:

During the 2019-2020 school year, there were 5,952 students enrolled in the Strait Regional Centre for Education. The 2020-2021 enrolment for the Region as of September 30, 2020 is 5,711.

Employees:

The Strait Regional Centre for Education currently has approximately 1,031 employees.

School Listings by Grade:

During the 2019 – 2020 school year, the Strait Regional Centre for Education operated 20 schools.

Grades P – 4

- Antigonish Education Centre, Antigonish
- Felix Marchand Education Centre, Louisdale

Grades P – 6

- H. M. MacDonald Elementary School, Maryvale
- Pleasant Bay School, Pleasant Bay (part of Cape Breton Highlands Education Centre/Academy)
- St. Andrews Consolidated School, St. Andrews

Grades P – 8

- Bayview Education Centre, Port Hood
- East Richmond Education Centre, St. Peter's
- Tamarac Education Centre, Port Hawkesbury
- Whycomomagh Education Centre, Whycomomagh

Grades 5 – 8

- St. Andrew Junior School, Antigonish

Grades 5 – 12

- Richmond Education Centre/Academy, Louisdale

Grades 9 – 12

- Dalbrae Academy, Mabou
- Dr. John Hugh Gillis Regional High School, Antigonish
- Strait Area Education-Recreation Centre (SAERC), Port Hawkesbury

Grades P – 12

- Cape Breton Highlands Education Centre/Academy, Terre Noire
- Chedabucto Education Centre/Guysborough Academy, Guysborough
- East Antigonish Education Centre/Academy, Monastery
- Fanning Education Centre/Canso Academy, Hazel Hill
- Inverness Education Centre/Academy, Inverness
- St. Mary's Education Centre/Academy, Sherbrooke

Mission Statement

The Strait Regional Centre for Education's Mission Statement is:

- *To empower our children and youth, within safe, equitable and inclusive environments, to embrace a changing world as responsible, contributing and successful lifelong learners.*

Organizational Structure

Student achievement and success are the foundation, focus and framework for all Regional Centre endeavors. Students in the Strait Regional Centre for Education have a strong record of achievement on multiple measures of student success, at the classroom, school, regional, provincial, national and international levels. The Strait Regional Centre for Education is committed to providing high-quality learning opportunities that foster the academic achievement, personal development and citizenship of every student in healthy and active, safe and caring, and socially just learning environments.

Programs and Student Services

The Strait Regional Centre for Education is responsible for:

- the provision of educational programs and services to students and support for schools in the delivery of all aspects of the Public School Programs; and
- the provision of appropriate professional development in order to ensure that students effectively reach the outcomes of the Public School Programs.

Under the leadership of the Director of Programs and Student Services, the Department's responsibilities also include:

- Student achievement and evaluation;
- Curriculum implementation and instruction;
- African Canadian and Mi'kmaw Education Services and Student Equity;
- Options and Opportunities (O2), Skilled Trades, Discovering Opportunities;
- Professional development;
- Student behaviour and conduct;
- Community-Based Learning;
- Health promotion;
- French Immersion, French Second language, Intensive French;
- Special Needs/Services including Speech Language and Psychology;
- International students;
- Information technology and integration;
- Records and archives;
- School Advisory Councils;
- Student Success Planning;
- School administrative support and appraisal; and
- Educational partnerships.

Finance

Under the leadership of the Director of Finance, the Department's responsibilities include:

- Financial planning, budget control and forecasting;
- Financial accounting and reporting;
- Monthly and yearly financial statements;
- Payroll processing;
- Monitor and manage accounts receivable and payables;
- Purchasing;
- Risk management/internal controls/insurance;
- Monitoring of the financial processes and reporting of school-based funds;
- Completion and filing of report to various government agencies; and
- Technology infrastructure.

Human Resources

Under the leadership of the Director of Human Resources, the Department's responsibilities include:

- Labour relations, including support of local and provincial bargaining;
- Administration and interpretation of NSTU (regional and provincial) and CUPE Collective Agreements, as well as Confidential, Non-union Employees Terms and Conditions of Employment
- Performance management and growth planning;
- Foster and develop a positive and productive workplace culture;
- Non-teacher professional development, training and coordination of the board-wide professional development plan;
- Employment equity, developing a diverse and inclusive work force;
- Employee wellness, health and safety;
- Organizational development and efficiency
- Succession planning;
- Coordination of staff allocations;
- Staff recruitment and placement; and
- Principal support in the area of human resources.

Operations

Under the leadership of the Director of Operations, the Operations Department is responsible for the provision and operation of safe and efficient facilities and fleet for the students and staff of the Strait Regional Centre for Education. The Department's responsibilities include:

- Facilities maintenance;
- Capital planning and project management;
- Energy management programs and projects;
- Fleet operations;
- Driver training and licensing;
- Fleet maintenance;
- Health and safety program management;
- Air quality monitoring, investigations and remediation; and
- Fire safety programs administration.

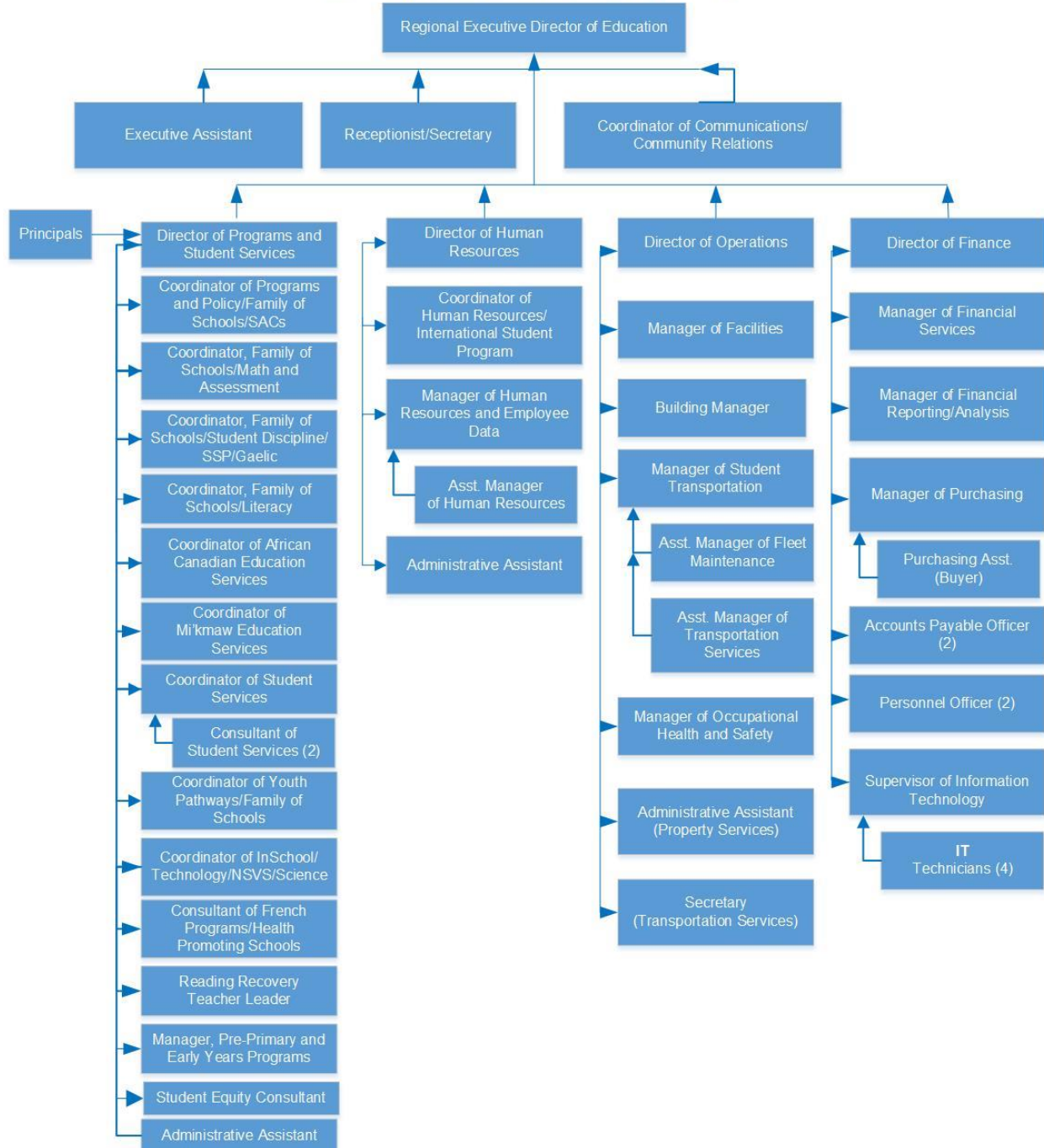
The Transportation Department operates a large fleet of busses transporting approximately 96% of students over an area of 11,000 square kilometres. The system is totally owned, operated and maintained by the Regional Centre. Facilities management functions are primarily conducted utilizing Regional Centre employees including custodial services, building operations and most facility maintenance functions. Regional Centre's resources are augmented by specialty contract services. The Operations Department's core functions are centrally managed from facilities in Mulgrave.

A combination of Regional Centre and contract services is utilized to perform capital construction functions.

Organizational Chart 2020-2021



Strait Regional Centre for Education Regional Office Organizational Chart 2020-2021



Annual Report of Achievements 2019 – 2020

In order to realize its goals, the Strait Regional Centre for Education has established the following priorities:

Goal One:

To improve student achievement in literacy.

Priorities:

(a) Increase the percentage of students meeting expectations on analysis (level 3) questions.

- Increased percentage of students meeting expectations on analysis questions, as measured by the Literacy and Mathematics 3, Reading and Writing 6, Reading and Writing 8 and English 10 assessment.
- Comparing 2018-2019 Nova Scotia Assessment: Reading and Writing 6 with 2019-2020 Nova Scotia Assessment: Reading and Writing 6 – we have shown an increase from 67% of students meeting expectations to 72% of students meeting expectations on analysis level questions.
- Analysis of Reading Recovery and Early Literacy Intervention data at the beginning and end of intervention sessions throughout the year to assess change over time in student understanding of meaning in stories.

(b) Increase achievement in writing (ideas, organization, language use, conventions) in Grades 4 to 6.

- Increased percentage of students meeting expectations in writing, as measured by the Reading and Writing 6, including an analysis of disaggregated data.
- 2% increase in the number of students who demonstrate significant writing growth through their series of lessons in Reading Recovery in comparison to previous years, as measured through the Reading Recovery Site Report, 2019-2020.
- Formative evidence of progress evaluated through school-wide writing rubrics / SRCE writing continuum.
- More targeted interventions for students in the achievement gap have been established. School-based teams to review students in the achievement gap have been established in a number of schools. Ongoing review of the impact of these interventions is being led by the Strait Regional Centre for Education Equity Team.

- Due to COVID-19 closures, only the first intake of Reading Recovery and Early Literacy Intervention were completed this year. Therefore, data is incomplete. We will continue to give intentional focus to the area of writing in order to build upon the number of students achieving and maintaining accelerated progress

Goal Two:

To improve student achievement in mathematics:

Priorities:

(a) Increase the percentage of students meeting expectations on analysis level questions.

- Increase noted in the percentage of students meeting expectations on analysis level questions based on Nova Scotia Mathematics 6 Assessment results, including an analysis of disaggregated data.
- Comparing 2018-2019 Nova Scotia Assessment: Mathematics 6 with 2019-2020 Nova Scotia Assessment: Mathematics 6 – we have shown an increase from 50% of students meeting expectations to 60% of students meeting expectations.

For students of African descent: there was a slight decrease from 47% of students meeting expectations on analysis level questions to 45% of students meeting expectations.

For students of First Nations: an increase from 48% of students meeting expectations on analysis level questions to 52% of students meeting expectations.

(b) Increase the percentage of students meeting expectations on the number strand in Grades 5 to 10.

- Increase noted in the percentage of students meeting expectations on the number strand in grades 5 to 10 as measured by Nova Scotia Assessment / Nova Scotia Examination results from 6, 8, and 10, including analysis of disaggregated data.
- Comparing 2018-2019 Nova Scotia Assessment: Mathematics 6 with 2019-2020 Nova Scotia Assessment: Mathematics 6 – we have shown an increase from 57% of all students meeting expectations in the Number strand to 75% of all students meeting expectations.

For students of African descent: an increase from 40% of students meeting expectations in the number strand to 55% of students meeting expectations.

For students of First Nations: an increase from 50% of students meeting expectations in the number strand to 70% of students meeting expectations.

Goal Three:

To foster student well-being through the creation of positive, safe and inclusive learning environments.

Priorities:

(a) Support social, emotional, mental and spiritual wellness among students.

- Level of student attendance, engagement, and behaviour incidents as measured through attendance and behavior data in PowerSchool, and observation of subject area teachers, alternative education teachers and student equity team. Schools regularly adapted student services personnel to respond to student needs.
- Schools across the Region continue to advance the development of comprehensive school health environments, including wider access to healthy eating and increasing physical activity through the Health Promoting Schools Initiative.
- 12 of 15 schools in the Region completed consent workshops to students in grades 7 – 12 with very positive feedback.
- Breakfast Program in the SRCE
 - 340,270 breakfasts were served this year.
 - 2795 students were served breakfast each day.
 - All schools in the Strait Region served breakfast five days a week.
- Leadership Groups
 - 52% of schools in the Strait Region have student-led leadership groups that work with students in a variety of healthy, supportive activities.

Goal Four:

To promote the stewardship of resources.

Priorities:

- (a) Enhance organizational processes and controls by having an external fraud risk assessment completed.
- An external fraud risk assessment was conducted and recommendations were reviewed by Senior Management.
- (b) Implement recommendations from the external fraud risk assessment to better strengthen controls and reduce fraud risk exposure.
- The SRCE has begun implementing recommendations outlined in the external fraud risk assessment:
 - The SRCE has increased management oversight of school-based funds.
 - Professional development in the area of school-based funds has been delivered to school administration and secretarial support.
 - The SRCE has reduced instances where segregation of duties existed.
 - To prevent theft of high value items, technology provided to staff and students is tagged and cataloged in an inventory system that is assigned to the user. Devices are also registered in a mobile device manager.
 - To prevent unauthorized user access to the SRCE network, password complexity was increased and frequency of change increased.
- (c) Implement and communicate a new fraud policy to staff and monitor compliance.
- A draft fraud policy was developed with Education and Early Childhood Development, Conseil scolaire acadien provincial, and other Regional Centres for Education, and has been finalized. Original implementation was scheduled for March 2020. However, given the impact of COVID-19 on the public education system, the policy release has been deferred to 2020-2021. The fraud policy and procedures will be effective January 1, 2021.

Goals for 2020 – 2021

The following goals have been developed through an inclusive, equitable and culturally response lens for the 2020 – 2021 school year.

****It should be noted that due to the COVID-19 Pandemic, there is a potential impact on measuring the success in meeting the SRCE Goals for 2020-2021.***

Goals: 2020 – 2021	
Goal One	Improve Student Achievement in Literacy
Goal Two	Improve Student Achievement in Mathematics
Goal Three	Foster Student Well Being through the Creation of Positive, Safe and Inclusive Learning Environments

Priorities for 2020 – 2021

In order to realize its goals, the Strait Regional Centre for Education has established the following priorities:

Student Achievement	
Goal One	To improve student achievement in literacy
Priorities:	(a) Increase student achievement in literacy with a focus on guided, small group instruction at all grade levels.
	(b) Increase student achievement in literacy with a focus on daily reading and writing at all grade levels.

Student Achievement	
Goal Two	To improve student achievement in mathematics
Priorities:	(a) Increase student achievement in mathematics with a focus on number sense activities at all grade levels.
	(b) Increase student achievement in mathematics with a focus on analysis level questions at grades primary to six.

Student Well-being	
Goal Three	To foster student well-being through the creation of positive, safe and inclusive learning environments
Priorities:	a) Support social, emotional, mental, physical and spiritual wellness among students through positive relationships and the creation of equitable, safe, accessible and inclusive learning environments.

System Improvement Plan 2020-2021

The Strait Regional Centre for Education Programs and Student Services team worked in consultation with principals, vice principals and teachers from across the region, who represented all grades, subject/speciality areas and years of experience, to develop a System Improvement Plan for the 2020-2021 school year. The establishment of the above-noted three goals and priorities evolved from a comprehensive review of evidence of student learning, research and educational literature emphasizing the emotional, motivational and affective elements that need to be fostered in order to facilitate learning and develop the whole student.

This System Improvement Plan is responsive to recent results in student achievement, as well as trends over time. It also represents an understanding of the important connection between student achievement and well-being, and the critical need to provide students with the conditions where all students feel a sense of belonging, and can achieve their full potential. All goals, priorities and implementation strategies have been developed through an inclusive, equitable and culturally responsive lens to ensure that all students have access to a variety of supports and services to facilitate greater success.

For more information, please access the following links:

[SRCE System Improvement Plan 2020-2021 Infographic](#); and

[SRCE System Improvement Plan for 2020-2021](#).

Finance and Operations

Key Financial Indicators:

Revenue:	2018 – 2019 Actual	2019 – 2020 Actual	2020-2021 Budget
Province of Nova Scotia	\$ 74,424,463	\$ 77,691,723	\$ 77,640,134
Government of Canada	125,995	181,324	150,000
Local First Nations	1,177,162	1,257,976	1,280,000
Municipal Contributions	13,471,900	13,692,190	13,906,900
Other revenues	6,506,562	6,211,696	4,758,121
School Generated Funds	2,451,896	2,574,818	-
TOTAL REVENUE	\$ 98,157,978	\$ 101,609,727	\$ 97,735,154

Key Financial Indicators:

Expenditures:	2018 – 2019 Actual	2019 – 2020 Actual	2020-2021 Budget
Board Governance	\$	\$ -	\$ -
Office of the Regional Executive Director	997,950	850,685	969,346
Financial Services	729,500	795,613	887,009
Human Resource Services	667,046	605,210	576,232
School Services	69,095,227	70,812,368	70,088,898
Operational Services	22,199,007	22,551,438	22,604,416
Pre-primary Program	1,650,115	2,313,622	2,492,500
Interest Expense	284,420	268,329	-
School Generated Funds	2,271,534	2,511,856	-
Amortization	161,479	152,115	116,753
TOTAL EXPENDITURES	\$ 98,056,278	\$ 100,861,236	\$ 97,735,154

Key Financial Indicators:

Accumulated Surplus:	2018 – 2019 Actual	2019 – 2020 Actual	2020-2021 Budget
Balance, beginning of year	\$ 4,965,641	\$ 5,067,341	\$ 5,815,832
Centre for Education annual surplus	101,700	748,491	-
Balance, end of year	\$ 5,067,341	\$ 5,815,832	\$ 5,815,832

Key Facts

Students:	September 30, 2018	September 30, 2019
Total Number of Students	6,089	5,952
Average Class Size: P – 2	18.09	18.40
Average Class Size: 3 – 6	20.08	21.58
Average Class Size: 7 – 9	19.71	22.16
Average Class Size: 10 – 12	15.52	15.67
Total Number of Classes & Sections	745	725
Staff (FTEs)	September 30, 2018	September 30, 2019
School Based Educators and Administrators	517	514
School Based Non-Teaching Support	156	156
Programming Support	23.8	25
Non-Teaching Programming Support	48	55
Transportation	127	127
Property Services	103	105
Administration	26	25
Technology Support	5	5
Other Programs	3	2

Technology	September 30, 2018	September 30, 2019
Student / Instructional Computer	2.10:1	1.84:1
Computer & Devices/Technician	1,196:1	1,263:1

Property Services:	2018	2019
Total School Sq. Ft.*	1,442,575	1,442,575
Sq. Ft. / Student*	236.9	242.4
Private Operator Sq. Ft.*	585,240	585,240
Operating Costs**	\$11,207,785	\$12,523,105
Operating Costs / Sq. Ft.**	\$7.77	\$8.68

Transportation:	2018	2019
Total Buses On Regular Routes*	105	106
Total Spare Buses Operated*	20	20
Total Students Transported*	5,845	5,655
Total Student Transportation Cost**	\$7,646,612	\$8,559,265
Total Cost / Student Transported**	\$1,256	1,513
Total Number Of Bus Runs Daily*	251	264
Average Number Of Students / Bus Run*	28	26
Cost / Unit – Contracted*	0	0
Cost / Unit – RCE**	\$72,824	\$80,747
Total Number Of KM Students Transported*	1,769,781	1,328,177
Total Number Of KM buses Traveled*	2,567,810	1,925,857

*As of June 30

** As of March 31