



**Strait**  
Regional Centre for Education

# Strait Regional Centre for Education Educational Business Plan 2021 – 2022

Approved September 27, 2021



**Table of Contents**

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Introduction and Planning Context ..... 3

    Enrolments .....4

    Employees.....4

    School Listings by Grade.....4

Mission Statement ..... 5

System Improvement Plan 2021-2022 ..... 6

Organizational Structure ..... 7

    Programs and Student Services .....7

    Finance .....8

    Human Resources.....8

    Operations.....9

    Organizational Chart 2021-2022..... 10

Annual Report of Achievements 2020-2021 ..... 11

Goals for 2021-2022 ..... 14

Priorities for 2021-2022..... 15

Finance and Operations.....17

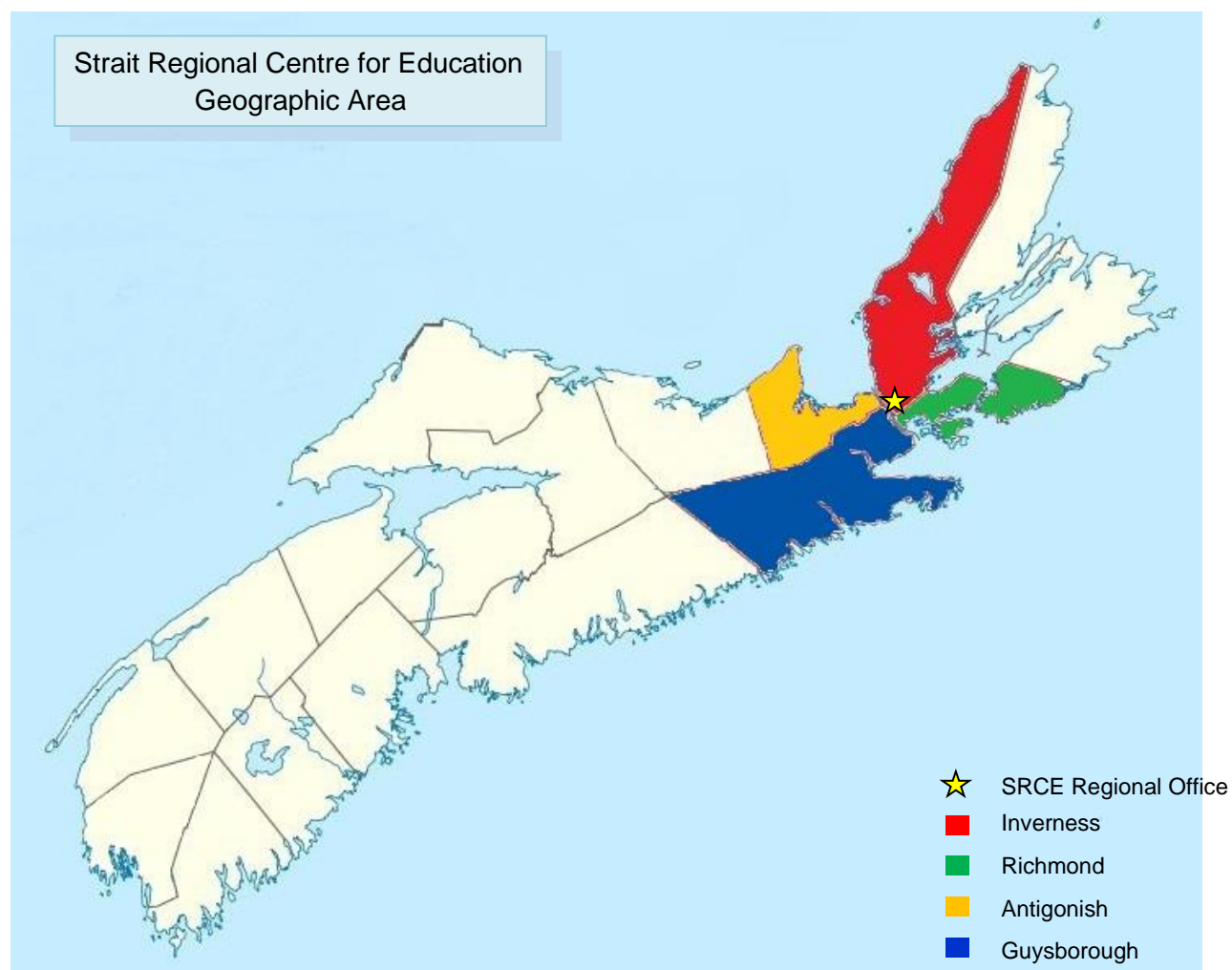
    Key Financial Indicators..... 18

Key Facts..... 19

## *Introduction and Planning Context*

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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 2020-2021 school year, there were 5,711 students enrolled in the Strait Regional Centre for Education. The projected enrolment in the Region for 2021-2022 is approximately 5,592.

### ***Employees:***

The Strait Regional Centre for Education currently has approximately 1,050 employees.

### ***School Listings by Grade:***

During the 2020 – 2021 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***

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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.*

## ***System Improvement Plan 2021-2022***

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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 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. With the top priorities in 2020-2021 needing to be responsive to COVID-19 and the Back to School Plan implementation, after feedback and consultation with stakeholders, it was decided that this year's goals would be a continuation of those previously developed. This continuation will allow us to place greater emphasis on the implementation of some strategies and collecting evidence.

The 2021-2022 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 well-being and achievement, and the critical need to provide students with the conditions where all students feel a sense of belonging to 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 2021-2022 Infographic](#); and

[SRCE System Improvement Plan 2021-2022](#)

## ***Organizational Structure***

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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 2021-2022



Regional Centre for Education

## Strait Regional Centre for Education Regional Office Organizational Chart 2021-2022



## ***Annual Report of Achievements 2020 – 2021***

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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 student achievement in literacy with a focus on guided, small group instruction at all grade levels.
- Increased opportunities for students to participate in guided, small group instruction.
  - Analysis of Reading Recovery, Early Literacy Intervention, and Literacy Boost data at the beginning and end of intervention sessions showed continued increases in achievement.
  - Explicit professional development on strategies for supporting small-group, guided instruction and analysis level questions was provided to staff.
- (b) Increase student achievement in literacy with a focus on daily reading and writing at all grade levels.
- Increased opportunities for students to participate in daily reading and writing activities.
  - Teachers implemented high impact, culturally responsive best practices for literacy instruction at Tier 1 that are relevant, accessible and meaningful for all students.
  - Variety of digital resources were introduced to increase student engagement in reading and writing processes.

## **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.

- Review of report card mathematics data shows slight overall increased achievement from the 2019-2020 to 2020-2021 school year. Increased number of students performing at 90% or above at Grade 7 and 8 levels.
- Teachers were supported with implementing high impact culturally responsive, best practices for supporting student understanding of the number strand at tier 1.
- Mathematics teachers from Grades P-12 received training on high leverage strategies in numeracy instruction.
- Focused support to advance the achievement of African Canadian and First Nation students, as well as other underrepresented or underserved students was increased. 90% of students targeted showed significant or positive growth at the early elementary level.

(b) Increase student achievement in mathematics with a focus on analysis level questions at grades primary to six.

- Review of report card mathematics data shows slight overall increased achievement from the 2019-2020 to 2020-2021 school year.
- Explicit professional development on strategies for supporting small-group instruction and analysis level questions was provided to all mathematics teachers.
- Supporting document of analysis level questions for students was developed and shared with Grade P-10 mathematics teachers.
- Professional learning session on Protocols to Support Culturally Responsive Practices and Analysis Level Thinking was held with all mathematics teachers.

### **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.
- 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.
  - 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 remains high.
  - Schools regularly involve various support personnel at Tier 1, 2, and 3 levels to respond to student needs.
  - Social Emotional Learning (PATHS) training was held. 120 school-based staff have now been trained.
  - Professional learning sessions on Intergenerational Trauma, Active Smarter Kids (ASK), Build Our Kids Success (BOKS), Mental Health Supplement, Kids in the Know, were held with various staff.
  - Plan to regularly hold student focus groups was initiated.

**Goals for 2021 – 2022**

The following goals have been developed through an inclusive, equitable and culturally response lens for the 2021 – 2022 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 2021-2022.*

<b>Goals: 2021 – 2022</b>	
<b>Goal One</b>	Foster Student Well Being through the Creation of Positive, Safe and Inclusive Learning Environments
<b>Goal Two</b>	Improve Student Achievement in Literacy
<b>Goal Three</b>	Improve Student Achievement in Mathematics
<b>Goal Four</b>	Stewardship of Resources

**Priorities for 2021 – 2022**

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

<b>Student Well-being</b>	
<b>Goal One</b>	<b>To foster student well-being through the creation of positive, safe and inclusive learning environments</b>
<b>Priorities:</b>	<ul style="list-style-type: none"> <li>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.</li> </ul>

<b>Student Achievement</b>	
<b>Goal Two</b>	<b>To improve student achievement in literacy</b>
<b>Priorities:</b>	(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.

<b>Student Achievement</b>	
<b>Goal Three</b>	<b>To improve student achievement in mathematics</b>
<b>Priorities:</b>	(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.

## Stewardship of Resources

<b>Goal Four</b>	<b>To Promote the Stewardship of Resources</b>
<b>Priorities:</b>	a) Improve the safety of staff and students and provide transparency of expectations and operations
	b) Ensure all employees have the knowledge and training to comply with policies and regulations governing the operation of the SRCE.
	c) Monitor and maintain effective internal control, timely and accurate financial reporting, strategic budgeting and forecasting, cost control, cash flow management and procurement administration.



## Finance and Operations

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### Key Financial Indicators:

Revenue:	2019 – 2020 Actual	2020 – 2021 Actual	2021-2022 Budget
Province of Nova Scotia	\$ 77,691,723	\$ 82,526,520	\$ 84,326,998
Government of Canada	181,324	128,635	1,650,000
Local First Nations	1,257,976	1,241,427	1,280,000
Municipal Contributions	13,692,190	13,906,864	14,094,073
Other revenues	6,211,696	4,118,281	1,798,397
School Generated Funds	2,574,818	824,130	-
<b>TOTAL REVENUE</b>	<b>\$ 101,609,727</b>	<b>\$ 102,745,857</b>	<b>\$ 103,149,468</b>

*Key Financial Indicators:*

<b>Expenditures:</b>	<b>2019 – 2020 Actual</b>	<b>2020 – 2021 Actual</b>	<b>2021-2022 Budget</b>
<b>Board Governance</b>	\$ -	\$ -	\$ -
<b>Office of the Regional Executive Director</b>	850,685	841,717	911,660
<b>Financial Services</b>	795,613	889,633	957,629
<b>Human Resource Services</b>	605,210	551,492	594,232
<b>School Services</b>	70,812,368	70,469,478	72,735,694
<b>Operational Services</b>	22,551,438	24,386,732	25,070,726
<b>Pre-primary Program</b>	2,313,622	2,475,973	2,700,000
<b>Interest Expense</b>	268,329	219,214	-
<b>School Generated Funds</b>	2,511,856	1,001,229	-
<b>Amortization</b>	152,115	164,904	179,527
<b>TOTAL EXPENDITURES</b>	<b>\$ 100,861,236</b>	<b>\$ 101,000,372</b>	<b>\$ 103,149,468</b>

*Key Financial Indicators:*

<b>Accumulated Surplus:</b>	<b>2019 – 2020 Actual</b>	<b>2020 – 2021 Actual</b>	<b>2021-2022 Budget</b>
<b>Balance, beginning of year</b>	\$ 5,067,341	\$ 5,815,832	\$ 7,561,317
<b>Centre for Education annual surplus</b>	748,491	1,745,485	-
<b>Balance, end of year</b>	\$ 5,815,832	\$ 7,561,317	\$ 7,561,317

## Key Facts

<b>Students:</b>	<b>September 30, 2019</b>	<b>September 30, 2020</b>
Total Number of Students	5,952	5,711
Average Class Size: P – 2	18.40	17.3
Average Class Size: 3 – 6	21.58	20.6
Average Class Size: 7 – 9	22.16	21
Average Class Size: 10 – 12	15.67	15.21
Total Number of Classes & Sections	725	702
<b>Staff (FTEs)</b>	<b>September 30, 2019</b>	<b>September 30, 2020</b>
School Based Educators and Administrators	514	511.45
School Based Non-Teaching Support	156	163
Programming Support	25	24
Non-Teaching Programming Support	55	68
Transportation	127	125
Property Services	105	110
Administration	25	25
Technology Support	5	5
Other Programs	2	1

<b>Technology</b>	<b>September 30, 2019</b>	<b>September 30, 2020</b>
<b>Student / Instructional Computer</b>	1.84:1	1.08:1
<b>Computer &amp; Devices/Technician</b>	1,263:1	1,819:1

<b>Property Services:</b>	<b>2019</b>	<b>2020</b>
Total School Sq. Ft.*	1,442,575	1,442,575
Sq. Ft. / Student*	242.4	253
Private Operator Sq. Ft.*	585,240	232,939
Operating Costs**	\$12,523,105	\$13,845,054
Operating Costs / Sq. Ft.**	\$8.68	\$9.60

<b>Transportation:</b>	<b>2019</b>	<b>2020</b>
Total Buses On Regular Routes*	106	108
Total Spare Buses Operated*	20	20
Total Students Transported*	5,655	5,510
Total Student Transportation Cost**	\$8,559,265	\$7,360,729
Total Cost / Student Transported**	\$1,513	\$1,336
Total Number Of Bus Runs Daily*	264	270
Average Number Of Students / Bus Run*	26	20
Cost / Unit – Contracted*	0	0
Cost / Unit – RCE**	\$80,747	\$68,155
Total Number Of KM Students Transported*	1,328,177	1,535,942
Total Number Of KM buses Traveled*	1,925,857	2,227,116

\*As of June 30

\*\* As of March 31