

SUPERINTENDENT'S REPORT TO THE COMMUNITY

NOVEMBER 2013



Regional School Board
NOVA SCOTIA, CANADA



MISSION, GUIDING PRINCIPLE AND BELIEF STATEMENTS

Mission

To engage all students in quality, equitable education within a healthy, safe and respectful environment.

Guiding Principle

The South Shore Regional School Board is committed to cognitive, social, emotional, physical and creative development.

Belief Statements

- Student learning is our primary focus.
- All students have the ability to learn.
- Students learn at their own pace and in different ways.
- School communities must be safe, supportive and socially just, where everyone is treated with dignity and respect.
- Education is a partnership among home, school and the community



LETTER FROM GEOFF

Dear families, students and community members;

I am pleased to bring you the fourth annual Superintendent's Report to the Community, a report that provides us with an opportunity to share with you the amazing work being done in our schools across the region. We have much to celebrate on the South Shore.

Since arriving in August, I have spent my first few weeks as Superintendent of Schools traveling across the region and visiting schools. I am always impressed with the professionalism and dedication of the staff at our schools. The staff, students and school community have much to be proud of here. From the cleanliness of the hallways, to the passion in the classrooms, I have been very pleased with what I've seen.

This report gives you a snapshot of some of the programs and services available to our students. A new addition to our report is the "Faces of the SSRSB" feature where we highlight various staff members from across the region. It is important to note that every employee of the SSRSB has an impact on education and we collectively share the responsibility of providing excellent educational opportunities for our students. This feature will give you an idea of the roles many different people play to keep the system rolling.

Our Operations, Finance and Human Resources departments are also featured in this report. We continue to work towards finding efficiencies in all departments.

I look forward to continuing to meet staff, students, families and community members.

Kind regards,

Geoff Cainen



L-R: Geoff Cainen; Paula Baker, Principal; Jeff DeWolfe, Director of Programs & Student Services with students during a visit to Aspotogan Consolidated Elementary School

HUMAN RESOURCES

Performance Appraisal Review

During 2013-2014, the Human Resources department will be re-examining the summative performance appraisal process for non-tenured teachers. In the past, a great deal of time was spent performing the same complete supervisions on teachers. The exercise became one of required documentation and detracted from an emphasis on growth and improving teacher practice. Following a classroom visit, a complete document was produced and recommendations were made for growth. The same process would be repeated in the spring.

The new system utilizes a more modern framework based on instructional leadership and coaching models to offer more descriptive feedback. In addition more classroom visits that are varied in length and un-scheduled allow the administrator to truly observe the teacher's daily practice. Consistent feedback methods also help develop a coaching model that encourages growth in targeted areas.

FINANCE

The Finance Department of the South Shore Regional School Board plays a complex role in the education system. Payroll, accounts payable, procurement services and the general management of our \$73 million budget are just a few of the duties carried out by the department.

Schools call on the department for support in a variety of areas. Banking services and the management of charitable donations are coordinated at regional office with the school administrative staff. The Finance department also helps schools manage their budgets during the fiscal year.

The School Insurance Program is coordinated via the Finance department. This program provides insurance services to schools, and the department works with schools on incident reporting and claims.

Procurement services are handled by the Finance department and provide the SSRSB with an opportunity for bulk purchasing and the management of purchasing policies. Some services and goods are handled by procurement services, allowing for cost savings and consistent availability across the region. For items not managed by the department, schools are able to speak with staff for assistance in following purchasing policies.

Each year the Finance department reports to the Department of Education and Early Childhood Development on their annual budget. The financial statement with the 2011-12, 2012-13 actuals and the 2013-14 budget is available on the last page of this report.

SOUTH QUEENS MIDDLE SCHOOL

Construction on the new South Queens Middle School for students in grades 6-8 is almost complete. The school is scheduled to welcome students on January 8, 2014.

This project has been unique and offered great opportunities for student and community involvement right from the beginning of the planning and design phase.

The school's design is at the leading edge of 21st century educational facility planning. This is the first school in Nova Scotia to be designed from the beginning to specifically accommodate "inquiry based learning" and "project based learning" approaches.

South Queens Middle School has been constructed to achieve gold level certification to the Leadership in Energy and Environmental Design (LEED) standard. This standard ensures a high level of air quality through a combination of a careful choice of materials and ventilation procedures. Prior to the opening of the school the ventilation system will be turned on for a period of "flush out" to ensure the systems are operating as designed.

"Everyone is excited for the new South Queens Middle School to open in January," said Superintendent of Schools, Geoff Cainen. "The school is a product of many ideas and visions coming together to create an amazing educational opportunity for students and staff alike. This school is one of a kind in Nova Scotia, and we are looking forward to opening the doors to the community."

The planning of this new school was highly collaborative, involving a broad cross-section of stakeholders including government, private sector design consultants, South Shore Regional School Board, the school principal, teachers, students and community members from the town of Liverpool.

During the early planning phase, grade 9 students worked with the professional design team to offer their ideas on what a "school for the future" should look like. This feedback gave significant insight into what students desire in their school and influenced the actual design.

Other interesting features of the new South Queens include the new "school within a Library" concept and the use of new "Nova Scotia resilient" wood floor product for the first time in the province.

This project has been successful in bringing together the vision of the stakeholder groups and leading the way in new school design standards. It will be an exciting time for the students, teachers and principal of the South Queens Middle School when they move into their new home in January.



OPERATIONS

Did You Know?

Key facts about the Operations Department

The Operations Department is responsible for:

- 76 Custodians
- 4 Grounds Keepers
- 6 Trades staff
- 12 Information Technology staff
- 87 full time bus drivers
- 20 spare bus drivers
- 8 mechanics
- 2 body shop technicians
- 1 inventory clerk
- 106 school buses
- 2 bus garages

Our total operations budget is:

- \$16,160,481 (22% of the entire Board budget)
- \$10.3M property services (14%)
- \$5.8M transportation (8%)
- \$8,277,335 personnel
- \$2,430,125 utilities

SSRSB has 55 buildings

- 27 schools
- 1,175,960 square feet
- Asset value of \$246M

Did You Know?

The Operations Department is responsible for keeping school fields, parking lots, court space and playgrounds safe, clean and functioning.

The amount of budget we spend in Operations has a direct relationship on our ability to keep our buildings in the best possible condition for their age. In some cases, spending money in the short term through preventative maintenance can extend the useful life of our facilities.

Preventative Maintenance is a focus of our work and its benefits include:

- Improved tracking of regulatory compliance requirements
- Work shift focus to approximately 80% preventative as opposed to reactive
- Fewer breakdowns of equipment
- Focus on efficiency not repair
- Increased confidence and if problems occur, staff can quickly isolate what isn't the problem
- Support better planning of resources including labor and material

By changing the way we fuel buses in Liverpool, we saved \$30,000 annually.

By changing the lighting in one school to a more efficient type, we are saving \$15,000 annually in energy costs.



TRANSPORTATION

Transportation Department Receives Accolades

Award winning department brings home provincial awards

In May 2013 the South Shore Regional School Board Transportation Department received the prestigious Gerald W. Buchan Award and the Gold Award for Exceptional Performance at the Nova Scotia Pupil Transportation Conference.

The Gerald W. Buchan Award is the highest award presented in the province. This is the first time the SSRSB Transportation Department has received this prestigious award, presented to the highest achieving carrier in Nova Scotia. It is the fifth year in a row that the SSRSB has received the Gold Award. The Nova Scotia Pupil Transportation Advisory Committee awarded the SSRSB as the Top School Bus Carrier in Nova Scotia at its annual conference.

“These awards are a reflection of the dedication and commitment our entire transportation team has for student safety,” says Denise Crouse, Transportation Coordinator. “Our drivers, mechanics and the office staff at the bus garage work very hard to maintain very high standards and these awards recognize that.”

Total points awarded to the SSRSB were 198 out of a possible 200. Congratulations to all transportation staff!



Transportation facts:

87 routes

282 morning and afternoon runs

6286 students transported daily

2,980,129 kilometers driven each year

15,937 kilometers driven every day

824,100 liters of diesel fuel consumed

New Technology to Stop Red Light Violators

For the 2013-14 school year, the SSRSB have installed high definition exterior cameras on a number of our school buses to help capture red light violators. The decision to install these cameras came after bus drivers reported a high number of drivers passing busses while they had their red lights flashing and stop sign arm extended.

These cameras will capture the driver of the vehicle, license plate, date, time, and complete picture of the surroundings at the time of the violation. We are hoping that armed with this video information, the RCMP and Town of Bridgewater Police will be able to identify motorists going through our red lights, provide education to drivers, and ultimately increase student safety.

PROGRAMS & STUDENT SERVICES

School Psychologists

Providing supports for complex student needs

The SSRSB has four full time school psychologists on staff who cover all schools in the region. These professionals have extensive training, education and supervised work experience in psychology, and are registered with the Nova Scotia Board of Examiners in Psychology.

School psychologists work directly with students either individually or in groups. They also consult with school staff to help support children with diverse learning needs. Services include psycho-educational assessments, behaviour assessments, consultation, and intervention

Our school psychologists also deliver professional development opportunities to school staff. Currently they are providing training in schools for Mindfulness in Education—an evidence-based and preventative social-emotional learning approach to developing focused attention, self-reflection (thinking about how one's behaviour impacts others), compassion, and relationships. Teachers are then able to incorporate this approach into their daily classroom environment. Through use of the MindUP Curriculum which teaches all children about the inner-workings of their brain, children engage in mindful breathing, lessons of focused attention, and sharing gratitude and appreciation of others. Students have already begun to show increased community among peers and a stronger ability to quiet their minds in order to maximize their learning potential. This is an exciting endeavor that contributes to building resilience, a strong predictor of the ability to handle stress and the day to day challenges of life that we all experience.

During a regional professional development day the school psychologists provided training to school staff focused on increasing the awareness of common mental health problems and the associated best practice support strategies. It is estimated that one in five students will develop a mental health disorder. Research demonstrates that enhanced mental health awareness can lead to early identification and intervention, thereby minimizing the potentially broad impact of a mental health problem while increasing health and well-being.



PROGRAMS & STUDENT SERVICES

Expansion of In-School Youth Health Services

Partnering with South Shore Health to support students

For over twenty years the South Shore Regional School Board and South Shore Health have worked together to support our students. Over the years the partnership has expanded to offer a wide range of services for students.

In the beginning Addiction Services had two full-time staff positions working in the school system providing counselling services to all middle level and high schools. Since then new roles have been introduced and funded in partnership with SSH, including a Liaison for Students with Health Care Needs, Health Outreach Workers, Clinical Therapists, a School Health Promoter, Physiotherapy services, and Occupational Therapy services. Public health also delivers services in schools, such as the fluoride program and immunizations.

Today, expanded in-school services are provided to students as a result of this long-standing relationship and restructuring at SSH. The scope of services now available includes addiction, mental health and sexual health. The Health Outreach Workers are assigned a group of schools and work with their colleagues at SSH to provide services. Other positions serve students and families on a regional level.

Health services staff work in collaboration with SchoolsPlus staff, Guidance Counsellors, School psychologists, School Administrators, teachers, other health care providers within SSH, and other community agencies. Students in the SSRSB now have unprecedented access to supportive health and social services. These workers help to streamline the process and reduce wait times for youth requiring health services.

SSH and SSRSB know that education and literacy, and access to health services, are determinants of health. The complex nature of these issues dictates that no one sector can effectively address them alone. Therefore, the long term wellbeing of our youth requires that our education system and our health system recognize these as our common goals, and work together to help our students succeed.



PROGRAMS & STUDENT SERVICES

Teaching Teachers

Giving teaching staff the opportunity to learn

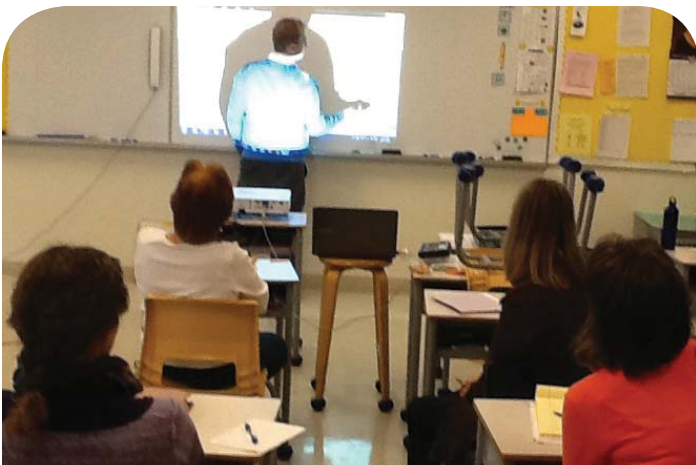
In September 2012 the South Queens Family of schools adopted the embedded time model to enhance professional learning for teaching staff. Embedded time is a professional learning community model of professional development where colleagues come together and learn with each other, explore evidence based instructional practices, examine student work and support each other in improving their teaching.

This year we have expanded the embedded time model to the Chester, New Germany and Bridgewater Town families of schools. The benefits to students, families and staff are numerous. By decreasing the time teachers are away from their students for professional development we have reduced substitute costs, and maintained continuity in the classroom. Teachers see an increase in student achievement in all areas, improved assessment practices and more effective ways of dealing with social emotional issues in the schools such as cyber-bullying.

In most schools the day has been lengthened by an average of 10 minutes for the entire school year to account for the time used for the embedded time model. This was to ensure students were not losing instructional time. On designated days throughout the school year students are dismissed early. Staff remains at the school for their professional learning where they examine student achievement data and to plan for specific strategies to improve student learning and student engagement.

There is significant research to support the embedded time model. What is even more impressive is the response we are hearing from administrators and teachers who are participating in these professional learning groups. By giving teachers the opportunity to learn from, and with, their peers they are able to improve their practice ultimately helping our students succeed.

Educational jurisdictions are striving to implement a culture of professional learning communities. The SSRSB are leading the province in providing this important time to teaching staff.



Elementary school teachers during an Embedded Time day at their school



PROGRAMS & STUDENT SERVICES

Nova Scotia International Student Program

Bringing the world to the South Shore

The South Shore Regional School Board has been hosting international students for many years. Recently the program has grown significantly, and this fall we have 87 students in the Nova Scotia International Student Program (NSISP).

This growth has provided unique opportunities for both the visiting students and the hosting schools and families.

Students began arriving here to Nova Scotia in late August. Each student was welcomed to Canada at the airport, by the local family who volunteered to host one or two international students.

International students attend our local schools, in grades 8 to 12, however most are in high school. We currently have seven schools with international students. The students are typically here for one semester, but some are here for a shorter or longer duration.

The NSISP generates over 13 million dollars in activity each year in Nova Scotia. For more info on the program, including how to become a host family, please visit: www.nsisp.ca

This year our students represent four continents!

- Brazil - 13
- Belgium - 5
- China - 6
- Colombia - 8
- Germany - 10
- Italy - 6
- Japan - 8
- Mexico - 7
- Norway - 2
- South Korea - 3
- Spain - 3
- Thailand - 3
- Turkey - 5



PROGRAMS & STUDENT SERVICES

Student Support Worker Program

Helping students and families have the best educational experience possible

Now in its eighth year, the Student Support Worker program continues to provide support for students and their families in effort to make schooling a positive experience and ensure students remain in school and achieve educational success. Originally developed from the BLAC Report on Education (1994), the program has expanded to incorporate supporting students of African and First Nations/Aboriginal descent academically, culturally and socially.

Student Support Workers offer classroom presentations and work with educators to connect with all students to discuss cultural diversity and anti-racism education. Student Support Workers primarily work one-on-one with students who self-identified as of First Nations/Aboriginal and African descent; however, it is understood and noted that the education Student Support Workers provide is valuable and needed for all school members of our community.

The Students Support Worker Program is part of the Race Relations, Cross Cultural Understanding and Human Rights (RCH) Office of the SSRSB. Student Support Workers work with the support of the school principals and staff, under the direction of the RCH Coordinator. Student Support Workers are part of a team, which includes students, parents, principals, teachers, support staff and at times community agencies. Students Support Workers assist in creating bridges to alleviate gaps in educational opportunities.



Grade 2 students at Dr. JC Wickwire Academy participated in a Talking Sticks activity, celebrating Aboriginal/First Nations culture.

PROGRAMS & STUDENT SERVICES

Changing Perspectives in Math - Grades Primary to 3

Supporting student learning with research based practices

In September 2013 Nova Scotia implemented the Western and Northern Canadian Protocol (WNCP) curriculum framework for mathematics for grades Primary to 3 and grade 10.

Nova Scotia is adopting a curriculum that is currently used in seven other provinces and the three territories in Canada. As a result, our students will have the same opportunity as most other students across Canada to learn a rigorous mathematics curriculum that is based upon solid research into effective mathematics teaching in support of student learning.

The goals for mathematics education at all levels are as follows:

Students will

- use mathematics confidently to solve problems
- read, write, listen, and speak using mathematics language and symbols
- develop a positive attitude toward mathematics
- be confident in their ability to be successful in mathematics
- appreciate and value the importance of mathematics in everyday life
- use mathematics everyday

Students entering Primary in September 2013 will start school with the new curriculum. Students entering grades 1 to 3 have been well prepared for the new curriculum. Although in some cases they may explore numbers of the same size as the year before, they will be exploring them in different ways and going more deeply into topics.

Students entering grades 10 have also been well prepared for the new Mathematics 10 course. In some cases they may explore concepts from the year before, but with greater depth.



ASSESSMENT RESULTS

Supporting Early Literacy Learners (SELL) Application

Data for 2010-11, 2011-12 and 2012-13

Supporting Early Literacy Learners (SELL) provides a consistent framework for classroom assessment, tracking and accounting for evidence of growth, and reporting the literacy development for students specifically in Grade 1 to Grade 9 in the South Shore Regional School Board. SELL is a series of assessment tasks that are common to each grade level. The data gathered by classroom teachers, is used to inform instruction for an individual student and/or small group of students.

This data represents the entire SSRSB, but schools examine their own data to inform programming for individual students and assists with transition planning from grade to grade.

Percentage of students at or above the grade-level, end of year expectations

SELL - Reading	% Met or Exceeded 2010-2011	% Met or Exceeded 2011-2012	% Met or Exceeded 2012-2013
Grade 9	~	76%	73%
Grade 8	66%	73%	76%
Grade 7	74%	70%	77%
Grade 6	85%	83%	83%
Grade 5	87%	92%	90%
Grade 4	83%	86%	81%
Grade 3	74%	75%	74%
Grade 2	55%	69%	79%
Grade 1	66%	74%	72%

Percentage of students at or above the grade-level, end of year expectations

SELL - Writing	% Met or Exceeded 2010-2011	% Met or Exceeded 2011-2012	% Met or Exceeded 2012-2013
Grade 9	~	86%	80%
Grade 8	60%	65%	72%
Grade 7	66%	69%	75%
Grade 6	74%	73%	74%
Grade 5	63%	66%	74%
Grade 4	66%	69%	63%
Grade 3	73%	71%	70%
Grade 2	61%	67%	66%
Grade 1	66%	65%	72%

ASSESSMENT RESULTS

Nova Scotia Assessment: Reading & Writing in Grade 3

Gathering data to inform our practice and help our students achieve

NOTE: In 2012-2013, there was no Early Elementary Mathematics Assessment, in preparation for moving the assessment to the Grade 4 level, to be administered for the first time in the fall of 2013, based on what students should know and be able to do on their own at the end of Grade 3.

Reading - Percentage of students at or above the assessment expectation

Reading - Grade 3	% Met or Exceeded
SSRSB	73%
Province	76%

Writing - Percentage of students at or above the assessment expectation

Writing - Grade 3	% Met or Exceeded Ideas	% Met or Exceeded Organization	% Met or Exceeded Language Use	% Met or Exceeded Conventions
SSRSB	93%	88%	88%	81%
Province	95%	88%	89%	80%

Grade 3 students wrote this assessment in October 2012. For the reading portion of the assessment, students read different types of texts and answered questions about what they read. For the writing portion of the assessment, students completed two writing tasks. Nova Scotia teachers worked with the Department of Education and Early Childhood Development to build this assessment, score the writing tasks, set the reading assessment expectation, which is what students should know and be able to do on their own at the beginning of Grade 3. Individual student results were reported in three levels; Level 1 (below the expectation), Level 2 (approaching the expectation), and Level 3 (at or above the expectation). The tables above, show the percentage of students who achieved Level 3 and hence, met or exceeded expectation.



ASSESSMENT RESULTS

Nova Scotia Assessment: Reading, Writing & Mathematics in Grade 6

Gathering data to inform our practice and help our students achieve

Reading - Percentage of students at or above the assessment expectation

Reading - Grade 6	% Met or Exceeded
SSRSB	71%
Province	76%

Writing - Percentage of students at or above the assessment expectation

Writing - Grade 6	% Met or Exceeded Ideas	% Met or Exceeded Organization	% Met or Exceeded Language Use	% Met or Exceeded Conventions
SSRSB	87%	79%	81%	70%
Province	89%	81%	82%	73%

Mathematics - Percentage of students at or above the assessment expectation

Mathematics - Grade 6	% Met or Exceeded
SSRSB	73%
Province	73%

Grade 6 students wrote this assessment in October 2012. For the reading portion of the assessment, students read different types of texts and answered questions about what they read. For the writing portion of the assessment, students completed two writing tasks. For the mathematics portion, students answered questions in each of the mathematics strands (number sense, patterns and relations, measurement, geometry and statistics and probability). Nova Scotia teachers worked with the Department of Education and Early Childhood Development to build this assessment, score the writing tasks, set the reading assessment expectation, which is what students should know and be able to do on their own at the beginning of Grade 6. Individual student results were reported in four levels; Level 1 (below the expectation), Level 2 (approaching the expectation), Level 3 (at the expectation), and Level 4 (above the expectation). The tables above show the percentage of students who performed at Level 3 or Level 4, hence met or exceeded expectation.

ASSESSMENT RESULTS

Nova Scotia Assessment: Reading, Writing & Mathematics in Grade 8

Gathering data to inform our practice and help our students achieve

Reading - Percentage of students at or above the assessment expectation

Reading - Grade 8	% Met or Exceeded
SSRSB	66%
Province	70%

Writing - Percentage of students at or above the assessment expectation

Writing - Grade 8	% Met or Exceeded Ideas	% Met or Exceeded Organization	% Met or Exceeded Language Use	% Met or Exceeded Conventions
SSRSB	93%	88%	88%	81%
Province	95%	88%	89%	80%

Mathematics - Percentage of students at or above the assessment expectation

Mathematics - Grade 8	% Met or Exceeded
SSRSB	52%
Province	54%

Grade 8 students wrote this assessment in June, 2013. For the reading portion of the assessment, students read different types of texts and answered questions about what they read. For the writing portion of the assessment, students completed two writing tasks. For the mathematics portion, students answered questions in each of the mathematics strands (number sense, patterns and relations, measurement, geometry and statistics and probability). Nova Scotia teachers worked with the Department of Education and Early Childhood Development to build this assessment, score the writing tasks, set the reading assessment expectation, which is what students should know and be able to do on their own at the end of Grade 8. Individual student results were reported in four levels; Level 1 (below the expectation), Level 2 (approaching the expectation), Level 3 (at the expectation), and Level 4 (above the expectation). The tables above show the percentage of students who performed at Level 3 or Level 4, hence met or exceeded expectation.

FACES OF THE SSRSB

TRAVIS ZINN - CUSTODIAN, BRIDGEWATER ELEMENTARY SCHOOL

Travis Zinn has been seen roaming the halls of a few South Shore Regional School Board schools over the years, but now he calls Bridgewater Elementary School “home.”

Having previously been a custodian at Riverport Elementary School, Lunenburg Academy, Lunenburg Junior Senior High School and Blunose Academy, Travis has done and seen a lot. “Every day is different!” he says with a laugh. “You never know what you’re going to be doing when you come into the school for the day.”

As Head Custodian at Bridgewater Elementary School, Travis has the opportunity to interact with the kids and other staff during the day while making sure the school is safe and clean. “I get to see the kids grow over the years. Former students will see me at a soccer game and say, ‘Hey Travis!’ One of my favourite parts is the kids,” he says.

While his day usually starts with maintenance checks throughout the building, he never knows what duties he might be doing before the day is over. “Even though I clean the cafeteria every day, it’s always a different mess! All depends on what’s being served that day!” With such a great attitude, spaghetti day probably doesn’t even faze Travis.



NANCY EISNOR - ADMINISTRATIVE ASSISTANT, WEST NORTHFIELD ELEMENTARY SCHOOL



Nancy has been the smiling face kids see first thing in the morning when they enter school since 1993. As the Administrative Assistant at West Northfield Elementary School Nancy greets people all throughout the day; saying hello, taking phone calls, sharing information, and handing out the odd band aid or two.

“I enjoy working with the public and the kids,” she says. “I hope that I can make the kids comfortable and they know they can come to the office for anything. That’s important.”

As for most people in the education system, no two days are ever the same. As an integral part of the school community, Nancy keeps things running smoothly. The phone never stops ringing, students and staff are in and out, parents stop by with a forgotten lunch – and it’s not even recess yet!

“The kids are why I’m here. To see things through their eyes is just a breath of fresh air,” says Nancy. And it can be said with confidence that Nancy is a ray of sunshine.

FACES OF THE SSRSB

LEO CAMPBELL - PRINCIPAL, SOUTH QUEENS MIDDLE SCHOOL



Leo Campbell's enthusiasm for his school, students and staff is literally contagious. One cannot help but be excited about the amazing things happening at South Queens Middle School when talking to Leo. And they have a lot to be excited about.

"I've been at South Queens for 12 years, first as a vice-principal and then principal. I am a trained phys-ed teacher and have spent my entire career in Queens County," says Leo. "I've taught grades primary to 12, and as an elementary teacher had the opportunity to teach a variety of subjects."

Leo is a passionate administrator who genuinely enjoys being with students. He also believes in the importance of teamwork within his school. "We're all staff, and we're all playing an important role in providing an education for our students."

When deciding to make the move from classroom teacher to administrator Leo said it was his optimism and interest in the future of education that propelled him forward. "Education needed people to understand where we're going is more important than where we've been," he says. "I've always believed we need to change and adapt to

meet the needs of students. Today technology is the biggest change we are going through, and I'm excited for our students to be in our new school surrounded by passionate teachers and the technology that will connect them with the world."

"It's kind of like we're making bread. We get the dough at the middle school level, and by the time the students go off to high school they are ready to rise." - Leo Campbell

BEV ARMSTRONG - TEACHER ASSISTANT, FOREST HEIGHTS COMMUNITY SCHOOL

As a Teacher Assistant, Bev Armstrong has the opportunity to learn something new every day, along with the kids she supports. "I'm learning along with the kids. I have learned so much," says Bev, who has been working at Forest Heights Community School since 2004.

Currently Bev works with students in the Learning Centre on life skills such as cooking, measuring, and other practical skills. They also spend time on other academic subjects and in physical education class. In the Learning Centre Bev works with a teacher and another staff member, with approximately eight students in a group.

"We work as a team on a whole variety of things," says Bev. "We have both one-on-one time with the students and we do group work. We have students with a variety of needs in the Learning Centre and we have fun while we learn. It's not always easy, but it's rewarding."



FACES OF THE SSRSB

SHERI MCGILL - SPEECH LANGUAGE PATHOLOGIST

As a Speech Language Pathologist (SLP) with the South Shore Regional School Board, Sheri McGill gets to talk a lot. "That's a good thing!" she says with a laugh.

Sheri serves students at multiple schools in both Lunenburg and Queens Counties from grades primary to 12. "SLP's work with a huge range of kids," she explains. "I work on articulation, language understanding, and fluency and with kids on the autism spectrum." Sheri will assess the students to determine their patterns of errors, and work with them, their classroom teacher and their families to put in place a plan to best serve their needs. "A child may have trouble pronouncing 'L' and replace it with a 'W', so, 'wittle' instead of 'little'. This means we work on tongue elevation."

Speech Language Pathologists also work with classroom teachers to inform their practice by giving them a framework to target language outcomes in their curriculum. They also go into the classroom and work with all students on language and literacy programming in grade primary.

"I love spending time with the kids," says Sheri. "And I always do try to reassure parents that we will work with their child and it will be a team effort. Kids can make a lot of progress!"



SHELLEY WOODWORTH - HEAD PAYROLL CLERK, REGIONAL OFFICE

For over 13 years Shelley Woodworth has been making sure people get paid. Hired as a payroll clerk in 2000, Shelley has seen hundreds of pay days. Now in the role of Head Payroll Clerk, she continues to facilitate this important function, in addition to supporting and organizing the tasks for three other clerks.

"Every two weeks there is a pay," she says. "So there are reconciliations, calculations and the overall balancing of the pay. We have multiple employee groups, so four different union contracts, in addition to spares and casuals. All of these employees have different pay scenarios and we have to keep them straight."

Making sure someone is paid "accurately, on time and with the right deductions," requires a lot of checks and balances. The team of four manage the work broken down by employee groups, but cross train to make sure they can continue to work efficiently if someone is out sick or on vacation. They also ensure employees are set up in their systems properly when first hired, to ensure they are paid correctly. "Different employees have different deductions, and that's really important."

"It never gets boring, there is always something different even though the pay cycle stays the same," says Shelley. "We know we have Records of Employment to issue in June, and we know the winter will be busy with T4's, but each day is different. I really like to be busy, and there isn't a downtime in payroll."



FACES OF THE SSRSB

JIM GRANDY - LEAD HAND, BUS GARAGE

When starting a second career, Jim Grandy needed to find something he'd love. "I'd spend my life on scallop boats," he says. "Then things changed and I found myself needing a new job."

After completing a mechanical program at Nova Scotia Community College, Jim apprenticed at a private busing firm for a few years. "Then a position came up at the bus garage and I applied." That was 12 years ago.

Jim spends most days at the Bridgewater Bus Garage, troubleshooting mechanical issues with drivers, planning maintenance schedules and working with diagnostic and technical equipment. Buses are required to have a complete service done every seven weeks, in addition to one summer inspection and two government inspections. "These buses are kept in excellent shape, and that's what helps to keep the kids safe," he says.

Over the past number of years the SSRSB Transportation Team has won multiple awards from the Nova Scotia Pupil Transportation Advisory Committee, including being named the top school bus carrier in the province. "I love working with the mechanics here. I like the teamwork. We all gotta work together in here," says Jim. It's that teamwork and spirit that is truly award winning.



ALEXA CAMP - GRADE 4 TEACHER, BRIDGEWATER ELEMENTARY SCHOOL

Enthusiasm for learning is certainly beneficial when teaching grade four, and French Immersion teacher, Alexa Camp has no shortage! "I absolutely love grade 4 for many reasons!" she says. "The students are at the great age of being able to understand and become engaged in discussion about world issues."

Alexa has been teaching full time for seven years, and is now in her fifth year at Bridgewater Elementary School. At the elementary level teachers have the opportunity to teach multiple subjects in their classrooms, which suits Alexa just fine. "I really enjoy teaching a variety of subjects, as it is great to see students thrive in different areas of study. It's also nice to have the ability to cross over a variety of concepts throughout the curriculum."

But her involvement does not stop there. Alexa dedicates time to extra-curricular activities at the school and feels it is important to have that additional involvement. "I believe in being involved in many extra-curricular activities, it's amazing to see all the great skills kids have outside of the classroom!" she says. Alexa is involved in the Robotics Club, the Garden Club, grade five and six drama, and co-ed soccer. "Our school is very lucky to have so many committed teachers and parents who really help make lots of diverse activities available to students."



"Every day is new and exciting, and I do believe that by teaching and modeling the importance of being a respectful citizen of this community, the future of this world will be thankful." - Alexa Camp

FACES OF THE SSRSB

LISA TANNER- BUS DRIVER

For ten years Lisa Tanner has been driving students to and from school, starting and ending their days with a smile. "I love greeting the kids," she says. "I make sure they see a smile and a friendly attitude each day when I see them in the morning and the afternoon."

Now a special needs bus driver, Lisa completes runs for Verge House, Bridgewater Elementary School, Bridgewater Junior/Senior High School and Park View Education Centre. "I have a nice mix of kids with and without special needs," she explains. Her bus can hold up to three wheelchairs in addition to accommodating children who do not require special seating. She also has two Teacher Assistants with her on the bus at all times.

When asked if she's nervous driving a big school bus she quickly replies, "I feel very comfortable driving. The bus is my vehicle! And I love the people at the bus garage. We all work well together."



"I try to have a special connection with the kids. It makes for a better day for all of us." - Lisa Tanner

APRIL HILTZ- STUDENT SUPPORT WORKER

April Hiltz has been with the Student Support Worker program almost since the beginning. Now in her seventh year, as a SSW, April works with First Nations/Aboriginal and African descent students. "We act as a bridge between the school and home, and home and the school," she says. "My role is to find how we can best work together to make the students educational time the best it can be."

While the SSW program works specifically with students who self-identify as First Nations/Aboriginal or African descent, April and her colleagues make classroom presentations and provide schools with cultural resources. With her connections to the communities, April has facilitated speakers, shown artifacts and acted as a living resource for classes covering First Nations/Aboriginal or African curriculum.

"I have developed relations with the First Nations/Aboriginal and African communities and have a level of trust and comfort," she explains. "This enables us to provide better access to the cultural resources that enrich all students learning."



Misty Morrison, RCH Coordinator with April Hiltz

FINANCIAL STATEMENT

Revenue	2011-12 Actual	2012-13 Actual	2013-14 Budget
Province of Nova Scotia	54,906,783	54,081,350	52,756,612
Government of Canada	423,002	295,005	295,005
Municipal Contributions	15,450,794	16,248,567	16,895,800
Other Revenues	1,009,572	1,049,731	955,400
Capital Revenue Recognition			
Transfer from Reserves/Surplus			
School-Generated Funds	2,830,789	2,770,726	2,500,000
Total Revenue	74,620,940	74,445,379	73,402,817
Expenditures			
Board Governance	279,216	154,363	246,169
Regional Management	2,143,723	2,302,652	2,136,261
School Management & Support	6,824,154	7,102,602	6,567,231
School Instruction & School Services	33,120,622	32,034,451	30,404,467
Student Support Services	9,937,617	9,810,930	10,305,396
Student Transportation	5,780,174	5,809,634	5,845,926
Property Services	9,779,725	10,407,584	10,314,555
Other Programs	3,754,961	4,408,907	4,737,096
Adult & Community Ed	325,960	331,763	345,716
Transfer to Reserves/Surplus			
School-Generated Funds	2,830,789	2,636,047	2,500,000
Defined Benefit Pension Plan	350,600	144,200	
Total Expenditures	74,426,341	74,854,733	73,402,817
Annual Operating Surplus (Deficit)	194,599	(409,354)	
Opening Accumulated Unrestricted Surplus	394,949	238,948	
Closing Accumulated Unrestricted Surplus	238,948	(449,285)	

CONTACT US

69 Wentzell Drive
Bridgewater, NS
B4V 0A2

Phone: 902-541-3000
Toll Free: 1-888-252-2217
Fax: 902-541-3051

www.ssrsb.ca

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