

Strengthening relationships



Alsusitew Atukwaqnem wjit Wutan

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Letter from the Superintendent

Dear students, families and community members,



I am pleased to present the Superintendent's 2016 - 2017 Annual Report to the Community. This report highlights work guided by the SSRSB Annual Business Plan and describes many of the initiatives and actions significant to achieving our mission to inspire our students to reach their full potential.

In the pages of this annual report, I believe you will see that we have made progress in supporting excellent instruction and assessment practices, professional collaboration, accountability and instructional leadership. Social justice and safety is paramount and continues to be a focus for all staff. There is student achievement data presented as well as the identification of areas requiring increased attention. We look to increase support for mathematics and literacy interventions and to build on a model of coaching for our teachers, and social and emotional learning of students. Work to support the provincial Action Plan for Education in Nova Scotia continues with the new literacy strategy, teaching standards and student success planning process. Also, I believe you will enjoy the several examples of student and staff successes and accomplishments.

The relationship between School Advisory Councils, staff and the governing board was a focus this year. We will continue to build on the fine start we had in the coming years.

The 2016-2017 school year was a challenging one in public education in Nova Scotia. The NSTU labour disruption did change the routines and predictability of our places of work and the experience for some students and parents. Over this time, I was reassured by the focused and responsive work of our staff in all

divisions and the attention paid to the day-to-day experience of our students. Even in this challenging time, our staff remained committed to our students' learning and well-being.

As you review this report, I believe you will see that our relationships are getting stronger, our connections deeper and our collective attention increasingly focused on student learning, teaching excellence and support for students and their families. For this report, I have not only provided a description of how we support our commitment to our students and their families, but also have attempted to add value to the report in describing the accomplishments by providing a bit of background information when the opportunity arises. I appreciate you taking the time to read the contents of this report and trust you will see that our dedicated staff in all divisions, parents, guardians, volunteers, community and municipal partners, and elected board members continue to demonstrate that our students are truly at the centre of what we do everyday in the SSRSB.

Thank you for supporting the work of the SSRSB. I am proud of our dedicated staff and community in supporting each and every student and their family.

If you are not already a part of the learning community at your child's school, I invite you to do so. By joining together, we can help our students realize great success.

Sincerely

A handwritten signature in blue ink that reads "Smilner". The signature is stylized and fluid.

Scott Milner
Superintendent
South Shore Regional School Board

Who We Are

The South Shore Regional School Board (SSRSB) is responsible for providing education to almost 6,400 students in Lunenburg and Queens counties, an area of 5,250 square kilometres with 26 schools.

The SSRSB is governed by eight regional board members, including one African Nova Scotian representative and one First Nations representative. The school system is comprised of 1,282 full time and part time staff. Staff provide education programs and services to all students; operate and maintain schools; provide transportation; provide human resources and financial services; and employ regional staff, school administrators, teachers, administrative assistants, librarians, custodians, teacher assistants, computer technicians, mechanics, trades people and school bus drivers.

Board members' electoral districts and schools located in each district

Board members are elected in local electoral districts, but represent the entire region and best interests of all students.

Board member Elliott Payzant (Board Chair)

District 1 - Queens County

Queens County Adult High School
Queens County Alternate Junior & Senior Programs
North Queens Community School
Greenfield Elementary
Dr. J.C. Wickwire Academy
South Queens Middle School
Liverpool Regional High School

Board member Elizabeth Crossland

District 2 – New Germany Area

New Germany Rural High School
New Germany Elementary School
West Northfield Elementary School

Board member Michael Stewart

District 3 – Town of Bridgewater

Bridgewater Elementary School
Bridgewater Junior High School
Park View Education Centre
Verge House

Vernon Simms

African Nova Scotian Representative
All schools

Board member Jennifer Naugler

District 4 – Hebbville Area

Newcombville Elementary
Hebbville Academy
Pentz Elementary
Petite Riviere Elementary

Board member Christian Maguire

District 5 – Lunenburg Area

Bluenose Academy
Bayview Community School
Big Tancook Elementary
Mahone Bay Alternative School

Board member Theresa Griffin (Board Vice-Chair)

District 6 – Chester Area

Aspotogan Consolidated Elementary School
Chester District Elementary School
Chester Area Middle School
Forest Heights Community School
New Ross Consolidated School

Pat Garrison

First Nations Representative
All schools

Mission, Motto and Belief Statements

Our Mission

To provide our students with a learning environment that engages and inspires them to reach their full potential.

Motto

Inspiring our students to reach their full potential.

Belief Statements

- Our primary focus is student learning and achievement.
- All students have the ability to learn and become contributing members of society.
- Students learn at their own pace, and in different ways.
- We are committed to the development of the whole student in an equitable and inclusive environment.
- 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 community and ongoing communication and dialogue strengthens this partnership.
- We value diversity and the opportunity for our students to be enriched by diverse cultures and abilities.
- Evidence-based decision-making and accountability are important.



Elder Peggy Wentzell drumming with students

Nova Scotia Action Plan for Education

Nova Scotia's Action Plan for Education was released in 2015. Highlights of the 2016-2017 school year were:



Literacy Strategy

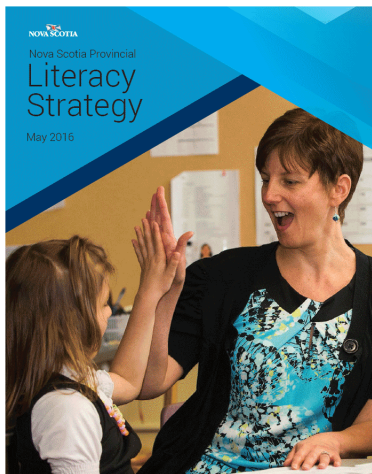
- The provincial literacy strategy was implemented in all SSRSB schools and literacy lead teams were established in all high schools.

Mathematics Strategy

- The provincial strategy continued to be under development at the provincial level.

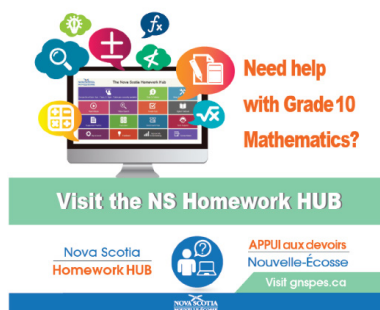
Student Success Planning

- A provincial student success planning template was developed for use in all schools in Nova Scotia.



Grades 4-6 Streamlined Curriculum

Implementation of the Grades 4 to 6 streamlined Innovation and Exploration Curriculum including the integration of educational technology continued in 2016-2017.



Homework HUB

An online tutoring service to support students taking Grade 10 mathematics was introduced.

Teaching Standards

New teaching standards were introduced to all teachers in Nova Scotia.

2016-2017 SSRSB Accomplishments

- Joyful Literacy continued in the Primary classroom. In the fall of 2016 and the spring of 2017, teachers voluntarily met to explore the components of effective literacy instruction.
- Teachers voluntarily used the assessment tasks from Supporting Early Literacy Learners (SELL, ExSELL) to track student literacy growth and plan for responsive instruction.
- Teachers involved in all of our early literacy intervention programs completed training in the use of the Running Record and the Observation Survey of Early Literacy Achievement.
- Two instructional coaches provided on-going support to classroom teachers to expand and enhance teachers' content and pedagogical knowledge and skills.
- Revised French policy to enhance and strengthen French programming.
- Individualized Program Plans (IPPs) for African Canadian and First Nations students were reviewed to ensure learning outcomes were based on these students' strengths and needs.
- Three students participated in an Afrocentric leadership conference in partnership with the Delmore Buddy Daye Learning Institute.
- Three students attended In.Business mentorship program for Indigenous Youth hosted by and in partnership with Cape Breton University.
- Mr. Wade Selig's Grade 11 African Canadian Studies class received an honours award for Challenge 6 of the African Nova Scotian History Challenge.
- High school students from across the SSRSB were able to learn about and decorate Mi'kmaq hand drums with Gerald Gloade, creator of the design for the Canadian nickle.
- Hired a second facilitator for SchoolsPlus with the continued expansion of the program. Full expansion to occur in September 2017.
- Began developing a second fixed Makerspace at Chester Area Middle School sponsored by Brilliant Labs.
- Continued focus on developing strong instructional leaders and professional development.
- Continued ongoing training for teachers, teacher assistants, bus drivers, caretakers and administrators.
- Implemented online fire safety reporting system.
- Completed second phase of playground upgrades across the SSRSB.

Strengthening Relationships

The SSRSB and senior staff increased the number of meetings and interactions with schools, municipal partners, community agencies and school advisory councils.

September

- Bridgewater Junior Senior High School SAC meeting
- Greenfield Elementary School and North Queens Community School visits

October

- Newcombville Elementary School visit
- Scott Feener, Chief of Police, Town of Bridgewater
- Chester District School, Chester Area Middle School, Forest Heights Community School visits
- Bluenose Academy visit
- Pentz Elementary School visit
- Petite Riviere Elementary School visit
- Community Health Board
- Welcoming Communities Advisory Committee (recurring)

November

- Petite Riviere SAC Meeting
- David Mitchell, Mayor, Town of Bridgewater
- Pentz Elementary School SAC meeting
- Allen Webber, Warden, Chester Municipality
- Aspotogan Consolidated School visit
- Steve MacQueen, Superintendent, RCMP
- Health Promoting Schools team (recurring)

January

- David Dagley, Mayor, Region of Queens
- Health and Learning Committee (recurring)

February

- David Davenne, Mayor, Town of Mahone Bay

March

- MLA Mark Furey
- Carolyn Bolivar-Getson, Mayor, MODL
- Community Consultation re: BES and BJSHS school start and stop times

April

- Park View Education Centre SAC meeting
- Bayview Community School SAC meeting
- Hebbville Academy SAC meeting
- New Ross Consolidated School visit
- Bayview Community School visit
- Bluenose Academy visit
- New Germany Elementary School and New Germany Rural High School visits
- South Shore School Food Project (recurring)

May

- Newcombville Elementary School SAC meeting
- South Queens Middle School visit
- SAC Workshop Hebbville Academy
- Pentz/Petite Riviere/Hebbville Academy transition meeting
- David Mitchell, Mayor, Town of Bridgewater
- Liverpool Regional High School SAC meeting

June

- Long Range Outlook meeting - all municipal mayors, wardens and councillors invited
- Department of Health re: Food Project

Regular meetings were held with the following:

- South Shore Mental Health
- Department of Community Services
- Department of Justice
- Department of Health
- Nova Scotia Community College
- Autism NS
- South Shore Family Resource Association
- South Shore Work Activity Program
- Bonnie Lea Farm
- Penny Lane Training Centre
- South Shore Preschool Autism Team
- APSEA
- Harbour House
- Freeman House
- Apprenticeship N.S.
- Red Cross
- YMCA Youth Centre
- Big Brothers Big Sisters
- United Way
- Yoga Room of Essence
- Bridgewater Family Support Centre
- Employment Solutions
- South Shore food banks
- Early Intervention
- Worker's Compensation of NS
- Construction Association of NS
- Automotive Sector of NS
- Junior Achievement

Annual Business Plan Update

Annual Report of Achievements for 2016-2017

The SSRSB remains committed to the initiatives and actions outlined in the 3Rs: Nova Scotia Action Plan for Education. It has been working to further align its business and strategic goals with those included in the Action Plan.

The following three goals help focus and guide our work:

1. To improve student achievement
2. To strengthen safe and inclusive school environments
3. To strengthen teacher practice

Goals 1 and 2 are common goals that were established for all school boards in partnership with Education and Early Childhood Development (EECD).

The board-level goal “to strengthen teacher practice” aligns with pillar three of advancing excellence in teaching and leadership by implementing formative assessment practices, integrating cultural proficiency and inclusive programming, and providing meaningful, useful and challenging learning experiences.

To work towards these goals, the following priorities were established.

GOAL 1 To improve student achievement

Priority	Results
Implement provincial streamlined curriculum in Grades 4-6 including the integration of educational technology and student assessment.	<ul style="list-style-type: none">• SSRSB implemented the Grades 4-6 streamlined curriculum and provided professional development for 141 Grade 4-6 teachers and administration.• Regional in-service for all Grades 4-6 teachers through Edu-Camp format with sessions on Planning and Assessment, Technology Integration, Mathematics, Social-Emotional Learning and Literacy.• Grades 4-6 teachers participated in Collaborative Learning Teams (CLTs) with teams identifying focus areas to increase depth of understanding in Information and Communication Technology Integration/Coding outcomes, Combined Curriculums.
Implement provincial literacy strategy for Grades Primary-12.	<ul style="list-style-type: none">• Implemented literacy strategy in all P-12 schools with literacy lead teams established in all SSRSB high schools.• Literacy coaches (2 FTEs) supported instruction and assessment practices in Grades Primary-6 and Grades 6-12 in SSRSB.

GOAL 1 To improve student achievement...cont'd

Priority	Results
Implement provincial math strategy for Grades Primary-12.	<ul style="list-style-type: none"> • DEECD math strategy has not yet been provincially implemented. Our monitoring of progress in this area will be tied to the Minister's Action Plan. • SSRSB implemented Math Intervention (3.5 FTEs) and Math Coaches (5.5 FTEs).
Implement the new provincial model for school improvement planning (Student Success Planning).	<ul style="list-style-type: none"> • All SSRSB schools have migrated to the new provincial Student Success Planning (SSP) template. Plans are in the first year of implementation. • Each school has school improvement goals in three identified areas: literacy, mathematics, safe and inclusive environment (school climate), complete with specifically identified strategies to support each goal. • Each school composed a year-end SSP School Report to communicate progress as well as identify resources and supports required for 2017-18 to support their work. • The year-end school reports are posted on the SSRSB website.

GOAL 2 To strengthen safe and inclusive school environments

Priority	Results
Monitor and report progress of students following Individual Program Plans (IPPs).	<ul style="list-style-type: none"> • Province completed a comprehensive IPP review, analyzing a sample of IPPs and progress from each board. SSRSB sample size was 110 IPPs. • The system to facilitate reporting of student progress on IPPs as a province has not yet been implemented. However, the reporting of progress and outcomes is an integral part of the SSRSB's Program Planning process that occurs during regular program planning meetings. • Evidence indicated 73% of the IPPs reviewed in the SSRSB provided enough information to support the development of an IPP. Of the remaining 27% that required more information, the review team felt there was some evidence to support an IPP, but further screening and documentation was needed. • Overall, the IPP review saw evidence to suggest a strong team approach in SSRSB program planning and IPP processes.
Implement the recommendations of the Individual Program Plan (IPP) review.	<ul style="list-style-type: none"> • Developing annual individualized outcomes is an area identified by the IPP review process to strengthen in the SSRSB. • As a system, we will continue to strengthen consistency of documentation in TIENET.

GOAL 2 To strengthen safe and inclusive school environments...cont'd

Priority	Results
Develop a comprehensive business continuity management program.	<ul style="list-style-type: none"> This is a complex and heavy time/resource consuming priority. Other priorities and unforeseen circumstances have prevented accomplishment of this priority to date.
Develop a monitoring process to ensure that schools are conducting all required emergency drills.	<ul style="list-style-type: none"> The Operations Department has developed an online reporting process. Four emergency drills are reported centrally, fire evacuation, lock down, hold and secure and relocation. This online site is monitored weekly by the Health and Safety Manager. During the 2016-17 school year, 85% of all expected drills were completed and reported by schools (100% of fire, 79% of lock down, 63% of hold and secure and 29% of relocation drills).
Complete implementation of the Positive Alternative Thinking Strategies (PATHS) social emotional learning program in all elementary schools.	<ul style="list-style-type: none"> PATHS is in all SSRSB elementary schools, with final phase of implementation to occur in 2017-18 for two remaining schools (Grades 4-6 at Bayview Community School and Bluenose Academy). 11 SSRSB schools have identified a social-emotional learning goal within their school improvement planning process.

GOAL 3 To strengthen teacher practice

Priority	Results
Implement anticipated provincial student assessment policy for P-12 (Policy on Assessment, Evaluation and Reporting).	<ul style="list-style-type: none"> Policy on Assessment, Evaluation and Reporting from DEECD remains as draft and is currently in the final stages of development.
In-service Math 10 teachers in order to bring alignment of the instructional practices and pacing of the curriculum.	<ul style="list-style-type: none"> The Math 10 Regional Collaborative Learning Team convened quarterly to focus on formative assessment practices. The Math 10 Common Cumulative Assessment was given at each reporting period. SSRSB results on the NSE Math 10 examination rose 14.1% over the previous year.
Implement common assessments among Math 10 teachers across the SSRSB.	<ul style="list-style-type: none"> All Math 10 teachers created and implemented the Grade 10 Common Mathematics Assessment this year. All Math 10 teachers convened regionally as a collective group to participate in a collaborative marking session of this assessment.

GOAL³ To strengthen teacher practice...cont'd

Priority	Results
In-service Math 8 teachers in order to bring alignment of the instructional practices and pacing of the curriculum.	<ul style="list-style-type: none"> Grade 8 teachers, through regional leadership, formed a Collaborative Learning Team to focus on formative assessment practices and professional development. Development of a Math 8 cumulative common assessment was interrupted by the NSTU labour dispute.
Expand formative assessment practices by including a formative assessment learning component at every principal and teacher professional development session.	<ul style="list-style-type: none"> Professional development/in-servicing provided on streamlined 4-6 curriculum and reporting expectations. Nine schools identified formative assessment learning as priority strategies to support improvement in student achievement in literacy and numeracy. Collaborative Learning Teams in all schools met a minimum of 14 times (teacher teams) and continue to incorporate student evidence of learning to modify and strengthen instructional strategies and assessment practices. Collaborative Learning Teams for all principals met 6 times (each team determined professional development priorities such as instructional leadership, formative assessment practices, curriculum areas, etc.)
Integrate cultural proficiency and inclusive programming by providing workshops and professional development sessions to identified year four schools.	<ul style="list-style-type: none"> Additional 36 teachers received professional development and training in culturally responsive teaching to support cultural proficiency. Cultural proficiency training has occurred for all SSRSB schools.



Grades 7 and 8 students from New Ross Consolidated School learn the science behind the making of kombucha.

Strategic Plan Update

The 2016-17 school year marked the fourth year of the SSRSB's strategic plan for 2013-2017. The plan was developed with three goals, each with specific measures, and yearly objectives.

Goal 1: To demonstrate continuous improvement in instruction and student achievement.

Goal 2: To remove barriers for a safe and healthy environment.

Goal 3: Promote and strengthen partnerships and community engagement.

The SSRSB strategic plan and business plan are closely aligned. An effort was made in 2016-2017 to streamline the SSRSB's strategic plan strategies and objectives with those of the business plan. Further refinement will continue in 2017-2018 with the creation of an updated strategic direction.

The full SSRSB strategic plan can be found at <http://www.ssrbsb.ca/strategic-plan-2013-2017/>.



School Advisory Councils

School Advisory Councils (SACs) include teachers, support staff, principals, parents, students and community representatives who have a shared interest in their local community school and school board. SAC responsibilities are embedded in the Education Act and include attending to the school improvement plan of the school and advising the school principal and school board on certain matters defined in the Education Act.

Two workshops were held in 2016-2017.

On Nov. 28, a world café style event (pictured below) was held to discuss the relationship between the governing board and the SACs, how to work together to make decisions and how to continue the dialogue moving forward.

On May 8, the SACs from each family of schools came together to review and discuss the long range outlook. The session was very helpful in determining what the SACs felt were missing from the plan, as well as getting feedback, corrections, suggestions and additions.

Both workshops were very well attended and productive. The information collected was reviewed and helped in the development of the conversation going forward.

SACs were active in reviewing several SSRSB policies during the policy development process, including policies 101, 219 and 225.



SSRSB Balanced Budget

On May 25, 2016, the SSRSB elected board approved a balanced budget for 2016-2017. The \$76.1 million budget included provincial revenue of \$7.6 million for targeted initiatives including:

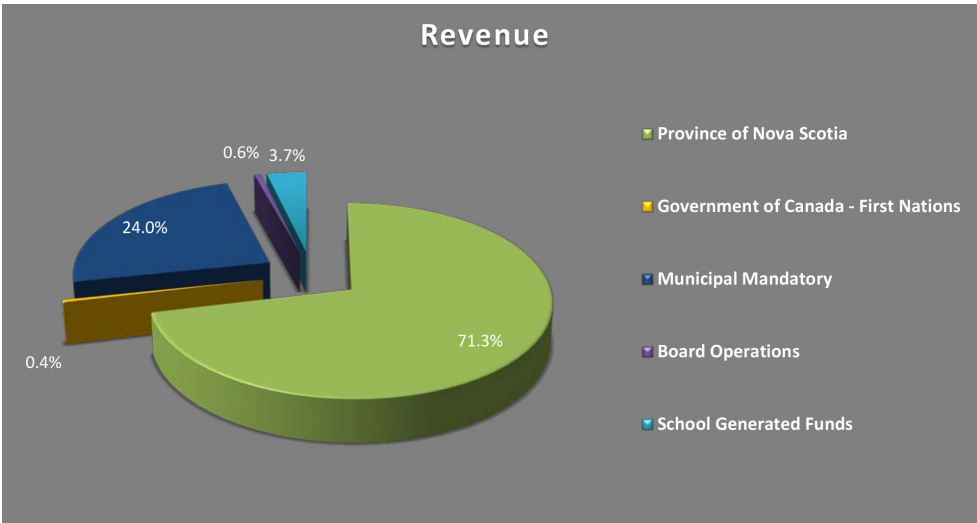
- Grade Primary to Grade 6 student class caps
- Special needs support
- Early literacy strategy
- Mathematics strategy
- An Early Years Centre
- Options and Opportunities programming
- Schools Plus programming

to add an additional education tax rate to property taxes. These amounts are collected by the municipalities from their residents and then forwarded to the school board in which they are geographically located.

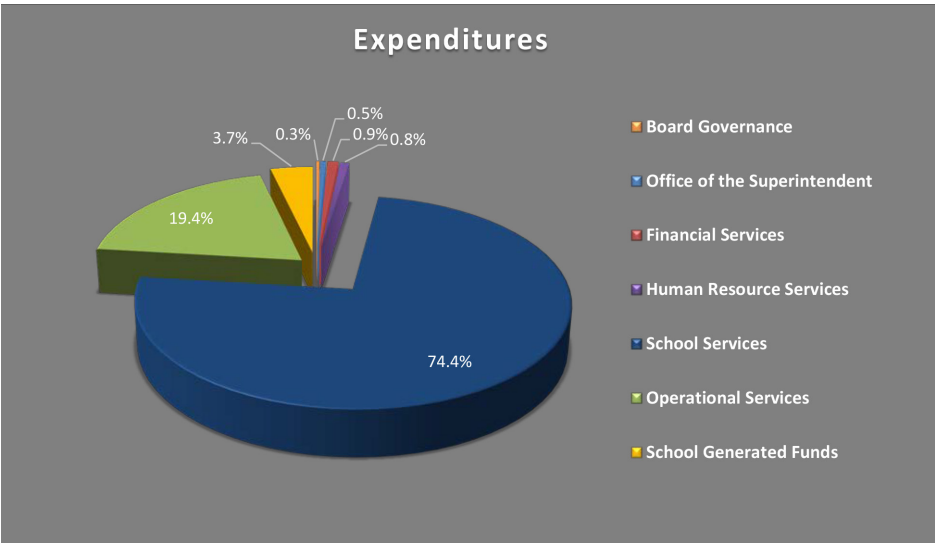
School based teaching allocations were reduced in the 16/17 budget by eight full time equivalents (FTEs) due to declining enrolment. However, increased restricted funding from the province provided for an additional 3.5 literacy coaches/leaders and 3.5 mathematics coaches/interventionists. As well, the Board

was able to provide funding for one english as an addition language teacher, one additional psychologist, and a 40 per cent speech language pathologist. Overall, the number of NSTU full time equivalents increased slightly from the previous year.

Significant to the development of a balanced 16/17 budget were reductions in electricity consumption, heating fuel costs, diesel fuel costs and substitute costs.



Revenue is provided to school boards primarily by the province. The provincial budget process allocates these funds to the school boards primarily based on the “Hogg formula”. This formula takes into consideration a wide variety of data from all school boards and then allocates the total provincial amount budgeted, to each of the school boards. In addition to the Hogg formula funding, there is restricted funding each board receives for specified purposes. Part of the funding school boards receive come from municipalities that are mandated by provincial legislation



NSTU Labour Action: Work to Rule

On Oct. 25, 2016 the Nova Scotia Teachers Union (NSTU) voted in favour of job action. This work-to-rule job action began on Dec. 5, 2016 and included teachers and other NSTU member employees, including principals and vice-principals.

The work-to-rule job action allowed teachers to continue with their contractual instructional duties in classrooms, but not with any extracurricular activities such as concerts, coaching teams, field trips or supervising clubs whether planned during the school day, after school or evening. Teachers were required to arrive 20 minutes before school and leave 20 minutes after school, not attend any planning meetings and not provide any supervisory duty over lunch break.

To minimize disruptions to students' education and to discuss the important issues facing teacher working and student learning conditions, the SSRSB participated in a working group comprised of representatives from the NSTU, other school boards and the Department of Education and Early Childhood Development. The SSRSB also developed contingency plans, particularly regarding student supervision. The supervision of students over lunch breaks was done by other available staff or additional staff hired for that reason.

The Early Years Centre at New Germany Elementary, school-based regulated childcare operations, School-

sPlus and after hours use of school facilities for community use that do not involve teachers were impacted minimally.

As a result of the job action, many learning and assessment-related functions were put on hold, and conversations were held to determine how to best move forward after this labour action.

To this end, the provincial government committed \$20 million over two years to address classroom conditions. The Council to Improve Classroom Conditions was created to advise how this funding should be invested. The Council's terms of reference and record of ongoing work can be found at www.ednet.ns.ca/classroomcouncil.

The Council is co-chaired by one representative each from the Department of Education and Early Childhood Development and the Nova Scotia Teachers Union. It will include nine teachers; three each from elementary, junior high and high school, and reflect the perspectives of teachers, parents and students.

The SSRSB selected the teacher positions and the government appointed a student representative, a parent representative and a guidance counsellor.

The council is scheduled to meet monthly. Its first meeting was held on March 21-23, 2017.

Students Reported for Unacceptable Behaviour

	2013-2014	2014-2015	2015-2016	2016-2017
Incidents reported	2,403	2,588	2,955	2,154
Students involved	908	930	1,000	891
Total enrollment	6,681	6,495	6,475	6,383
Per cent of students	13.6	14.3	15.4	14.0

Of the 2,154 incidents reported in 2016-2017, 254 were recorded without consequences. This compares to the 517 recorded without consequences the previous year. The NSTU labour dispute undoubtedly deflated the data capture in 2016-2017.

Long Range Outlook and Tangible Capital Assets

The Long Range Outlook (LRO) provides information on current and developing circumstances in schools including facility condition, use and capacity as well as enrolment projections and programs offered. The LRO was updated and shared with the Board in May. Information was updated in all sections of the document including enrolment data, utilization, demographics, municipal context and future considerations.

The Department of Nova Scotia Education and Early Childhood Development provided funding so demographic information for projected student enrolments in school board LROs would be developed by an outside contractor. This demographic information

was used to project enrolments in the SSRSB 2017 edition. To view the LRO, visit <http://www.ssrsb.ca/about-us>.

Tangible Capital Asset Funding

Tangible Capital Asset funding is provided by the province (through application) each year to assist school boards with school repairs that cost between \$150,000 and \$1 million.

New Ross Consolidated School	Roof repairs, equipment control upgrades
Newcombville Elementary	Oil tank replacement

Municipalities Review Long Range Outlook

Beginning in October 2016, meetings were held with all mayors and wardens of the region, with the exception of the mayor of Lunenburg, to identify ways to work together more effectively and strengthen relationships. These individual meetings were attended by the board chair, vice-chair and superintendent. Then, on June 22, 2017, a meeting that included the majors, wardens and councillors from all six munici-

palities was held to review the Long Range Outlook. This was a productive meeting that provided participants the opportunity to both ask questions about the data and provide new information for inclusion in the Long Range Outlook. The June meeting also included an opportunity to collectively discuss ways to work together better in the future and to ask questions of each others' organizations.

The Aspiring Leaders Program

The Aspiring Leaders Program is offered by The Educational Leadership Consortium of Nova Scotia (NELC) in partnership with The Department of Education and Early Childhood Development.



This professional learning opportunity is to support teachers who aspire to become school based administrators. The Aspiring Leaders Program

extends over 14 months and includes two summer institutes and seven Friday/Saturday seminars. An eight day residency program is integrated throughout the program.

In 2016, the following teachers graduated from the program: Beth Woodford-Collins, Stacy Thorburn, Rebecca Smart and Cameron Strong. Congratulations!!

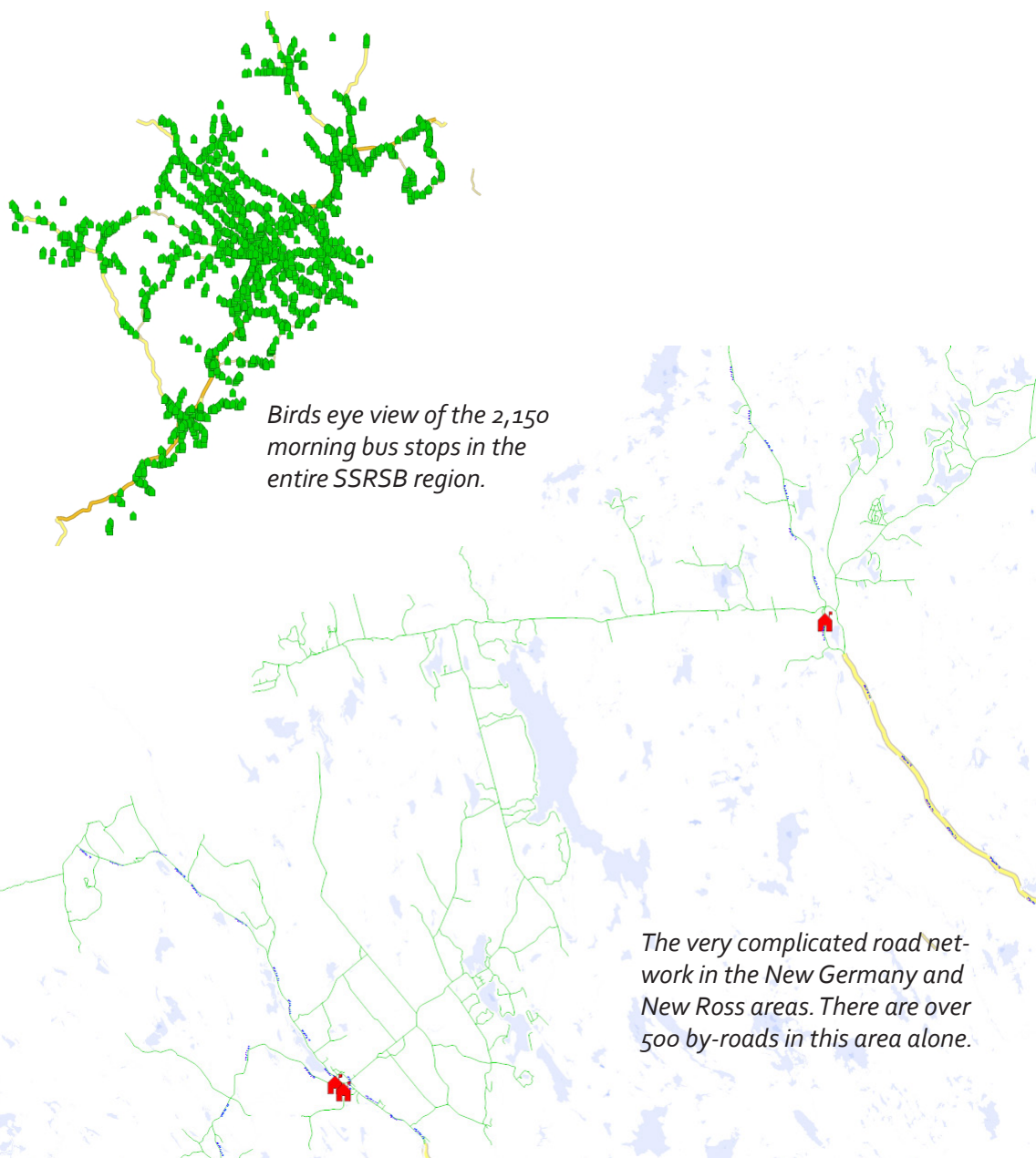
Student Transportation

The SSRSB operates 84 buses over 320 runs, employs 92 drivers (84 full-time drivers and eight spares) and 14 full time Transportation staff. We transport approximately 5,900 students on a daily basis.

The SSRSB is the only school board in Nova Scotia with Back Road (roads off main roads) closure plans. This is due in part to the number of by-roads in the region.

Our buses travel over 2.7 million kilometers each year.

In the 2016-2017 school year, we received 442 new bus stop requests.



Student Assessment and Evaluation

The Student Assessment and Evaluation division administers the assessment program through the Department of Education and Early Childhood Development to gather comprehensive data about student performance in literacy and numeracy while in Grade 3, 4, 6, 8 and 10.

SSRSB Grades 3, 4 and 6 students wrote provincial elementary assessments in September/October 2016. However, during the 2016-17 year, the Teacher Council to Improve Classroom Conditions recommended actions to suspend the Grade 8 Reading, Writing, and Mathematics Assessment, as well as Grade 10 Nova Scotia Examinations in English and Mathematics. As a result of these suspensions, data from Grade 8 RWM Provincial Assessments and Grade 10 Nova Scotia Examinations (English 10, Mathematics 10) is not available for the 2016-17 school year.

The Grade 3 Reading Writing (3RW) Assessment involved students reading different types of texts and answering questions about what they read over two 90-minute periods. Students were also required to complete two writing tasks.

The Grade 4 Mathematics (M₄) Assessment involved students answering questions in each of the mathematics strands (number and operations, patterns and relations, measurement, geometry, and statistics and probability) over two 90-minute periods.

In Grade 6 Reading, Writing Mathematics (6RWM), all items and texts on the assessment were aligned with selected reading, writing, and mathematics outcomes in the elementary curriculum up to grade 5, and reflect what students should be able to do on their own at the beginning of Grade 6.

2016-17 Provincial Assessment Data - Literacy

RW3 2016-2017 (2015-2016 in brackets): Per cent of students meeting and/or exceeding expectations

Grade 3 Reading Writing Assessment Results	Reading	Writing			
	Performance Level 3 and above	Ideas Level 3 and above	Organization Level 3 and above	Language Use Level 3 and above	Conventions Level 3 and above
SSRSB	67.9 (63.6%)	70.6 (68.6%)	52.9 (57.9%)	61.3 (62.3%)	55.4 (52.5%)
Province	68 (67%)	73 (73%)	58 (59%)	63 (63%)	53 (51%)

2016-17 Provincial Assessment Data - Literacy

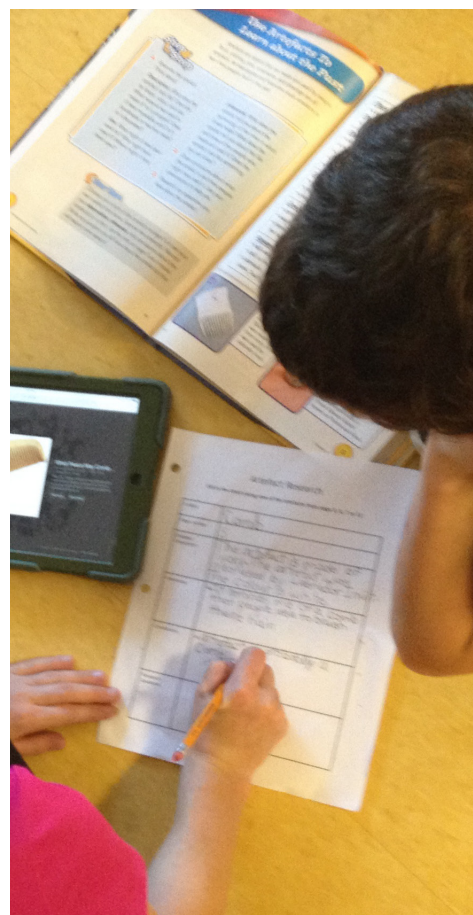
RW6 2016-2017 (2015-2016 in brackets): Per cent of students meeting and/or exceeding expectations

Grade 6 Reading Writing Assessment Results	Reading	Writing			
	Performance Level 3 and above	Ideas Level 3 and above	Organization Level 3 and above	Language Use Level 3 and above	Conventions Level 3 and above
SSRSB	66.7 (63.4%)	67.5 (71.1%)	54.5 (53.1%)	58.8 (59.1%)	51.8 (53.2%)
Province	72.9 (72.7%)	71.5 (77.8%)	56.9 (62.4%)	62.7 (67.2%)	53.3 (61.0%)

2016-17 Provincial Assessment Data - Mathematics

Grade 4 Mathematics Assessment Results	M4 2016-17	M4 2015-16
	Performance Level 3 and above	Performance Level 3 and above
SSRSB	73.8%	74.7%
Province	77.3%	76.3%

Grade 6 Mathematics Assessment Results	M6 2016-17	M6 2015-16
	Performance Level 3 and above	Performance Level 3 and above
SSRSB	65.3%	62.9%
Province	70.1%	67.9%



School Improvement Planning

All educators within SSRSB work diligently to promote the success of every student, recognizing the need for all students to acquire the knowledge and skills to become productive citizens.

Every year, under the leadership of the principal, school communities are responsible for developing and implementing a school improvement plan. In previous years, since 2012, all schools participated in a process known as Continuous School Improvement (CSI). Beginning in the 2016-17 school year, all schools transitioned to a new process of improvement known as Student Success Planning (SSP). This process involved the collective and collaborative ownership of student success in areas of literacy, numeracy and safe and inclusive learning environments.

SSP begins with a review of data and evidence to determine where improvements are needed. This evidence is then used to determine student achievement goals. Goals outline what will be measured to demonstrate improvement in student achievement. Schools were provided provincial templates to support the SSP process, and educators worked during Collaborative Learning Team (CLT) times to collectively contribute to the overall success of the SSP by improving student learning in each and every classroom.

"A Learning Team is a group of professional educators working together to enhance their practices in support of success for each student in achieving excellence and equity through a culture of collaboration, trust, reflective practices and evidence-based decision making." (SSP Framework, 2016)

Sample Strategy for Literacy:

During CLTs, teachers will develop effective formative assessment practices and use the evidence from these assessments to inform next steps for achievement goals.

Sample Strategy for Safe and Inclusive Learning Environment:

Increase engagement activities and purposeful super-

vision in areas identified as "high risk" locations for increased bullying incidents (playground, hallways, etc.)

Sample Strategy for Mathematics:

In 2016-17, Bluenose Academy teachers explored strategies to increase learning for students by having them demonstrate multiple ways of representing in mathematics: contextual, concrete, pictorial, symbolic and verbal.



Factors for successful SSP

- Questions to ask: What are our successes? Where do we need to improve?
- Embedded Collaborative Learning Team (CLT) times (14 per school year) to support literacy, numeracy work.
- Instructional leadership to provide feedback to teachers.
- Financial support to support each school's plan.
 - In 2016-17, a total of \$27 763.00 was distributed to SSRSB schools to support their work.
 - Each SSRSB high school established a Literacy Lead Team, consisting of coaches, coordinators, high school teachers across content areas and administrators to explore school data and evidence in the literacy area, identify potential literacy goals and respective strategies to support student improvement in areas ranging from comprehension, speaking and listening skills, mechanics of writing (conventions).

Due to labour dispute, all goals and strategies were not completed and the creation of a common math assessment was paused.

For more information on School Improvement Planning, visit <http://www.srsb.ca/school-improvement-planning/>.

Promoting Positivity in the Community

On Sept. 15, 2016 the SSRSB and the rest of the province brought awareness to students through programming, discussions, curriculum and special presentations on the topic of anti-bullying and positive relationships.

The SSRSB took the discussion one step further and asked all staff to help set that example and pave the way for positive social interactions.



Pink hats were shared with staff and a video was created to highlight the importance of the entire community's involvement. To view the video, go to <https://youtu.be/mPk4PwKQdRo>.



We all have a collective responsibility to model for students what respectful conversation and communication, as well as digital citizenship looks like. Throughout the year, the SSRSB shared the great work going on with adults from all across the system. This included parents, members of the community, teachers, custodians, administrators and administrative assistants.



New Ross Consolidated School



Pentz Elementary School



South Queens Middle School



Queen's County bus drivers at DJCWA

Race Relations, Cross Cultural Understanding and Human Rights

Race Relations, Cross Cultural Understanding and Human Rights (RCH) had a busy year in 2016-2017. A number of focus areas helped guide the work of RCH.

In conjunction with the RCH coordinator, Student Support Workers (SSWs) work to support students of African and Aboriginal heritage. They work with students and families in areas such as attendance, academics, mental health, family supports, enrichment, career planning, tutoring support, program planning and cultural enrichment. This work is necessary for some of our students to feel supported in schools. Collaboration with teachers, administrators, guidance and others allows the SSWs achieve such great things for students.

The RCH coordinator conducted school and classroom visits, teacher planning and curriculum support, parent meetings, Program Planning meetings, support for student tutoring and classroom presentations. Work in schools was done with individuals, in small groups, whole class and sometimes by grade level. RCH tries to make learning engaging and fun so students retain it as the topics addressed are important: bullying - what it is and how to address/deal with it; what is culture and who has it; restorative relationships; our biases; health and mental health; and the history of people within our communities that we may not interact with on a regular basis. Another goal of RCH is to make our students more aware of the world we live in as well as their social responsibilities as global citizens.

RCH aims to bring awareness and learning to situa-

tions that arise that are centred around race, culture and human rights. During the 2016-2017 school year, the RCH coordinator assisted in over 20 RCH incidents, supporting those directly involved and those not involved. To ensure we are dealing with incidents correctly, we began a review of the RCH policy. This process included getting feedback from students, educators, the community and SACs, as well as having discussions with board staff and the elected board.



African Canadian Studies students examine exhibit at the Lawrence Hill (author of The Book of Negroes) event.

To continue to grow and improve how we include race, culture and human rights in our schools, we participated in ongoing professional development including:

- Culturally responsive pedagogy/teaching PD
- Literacy development with a cultural lens
- Mi'kmaq Studies 11 PD
- Teacher Assistant PD sessions
- PD on RCH and the RCH policy
- Free the Children PD session
- Creating a Cultural and Academic Enrichment Program
- PD for Social Studies teachers
- PD workshops on culture, gender identity, appropriate language
- School cohort PD sessions on cultural proficiency, courageous conversations about race, power and privilege
- PD with Guidance Collaborative Learning Team
- PD on school culture and environment
- IPP review
- Staff meetings throughout the year



RCH learning opportunity designing Mi'kmaq hand drums with high school students, student support workers and art teachers across the SSRSB.

Addressing the Achievement Gap

The achievement gap in education refers to the gap in academic performance between groups of students. In this case, between self-identified African Nova Scotian (ANS) and Aboriginal (AB) students and all other students. To effectively measure this, it is important to look at disaggregated data - data that is separated from the whole. Disaggregated data allows us to:

- Uncover discrepancies that might otherwise be hidden within the larger data set.
- Implement and monitor the effectiveness and equity of programs.
- Advocate for policy changes.

Before beginning to analyze the disaggregated data, we need to consider the following points:

- The number of students who self-identify as ANS or AB does not represent a sample size large enough to draw statistical significance.
- Culturally responsive teaching practices are expected in all SSRSB classrooms. Educators are sensitive to the experiences, strengths and needs of all students, inclusive of race/ethnicity, age, gender, grade, geographical areas and socio-economic status.

Achievement Results 2016-2017

Students who met or exceeded expectations

	ANS	SSRSB	AB	SSRSB
RW3	55%	68%	65%	68%
M4	100%	74%	59%	75%
RW6	80%	66%	61%	67%
M6	50%	66%	44%	67%

Responding to the Data

- Individual performance and cohorts of students are monitored both at the school and system level and targeted supports and intervention supports put in place.
- Student Support Worker coordination to the students and locations requiring focused attention.
- Tutoring support (In SSRSB, we have 333 AB and 92 ANS and of this total, 56 students are currently accessing tutoring this year.)
- Working with families around the opportunities and supports that are available for self-identified groups which assist in overcoming educational barriers.
- Culturally responsive teaching practices are a priority and are expected in all classrooms.
- Student Support Workers are involved with Program Planning Meetings to support students and their families.
- Expanding the knowledge and pedagogy of our Instructional Coaches/Interventionists to support the learning of both educators and students.
- Continued professional development for all stakeholders in culturally responsive education (educators, transportation, educational assistants, elected board, board staff, families and community).
- Investing in Instructional Leadership in developing a "mindset and skillset" of administrators being in classrooms where instruction and learning are taking place and supporting all teachers and students in their learning.
- Recognizing this work as a budget priority and adding Student Support Workers and Instructional Coaches specifically to work on culturally responsive practices.

Student Services

The Student Services team provided professional development to elementary and secondary school staff on the Program Planning process, writing Individualized Program Plans (IPPs) and Documented Adaptations (DAs), and the difference between high quality instruction and assessment practice, DAs and IPPs.

There was a focus on training our new resource and learning centre teachers on the Program Planning process, understanding the role of the school based team, how to write strengths, challenges and interests when writing annual individual outcomes and specific individual outcomes.

On-going in-school follow up on the above topics was delivered throughout the year by all members of the Student Services team.

Mindfulness in Action

Mindfulness in Action (MIA) is in its fourth year of growth at the SSRSB. It was developed and is led by Kelly Humphries and Shannon Hartlen, registered psychologists and certified mindfulness instructors. This monthly training is offered to all teachers and non-teachers who are interested in developing their own mindfulness practice as well as how mindfulness can be implemented in education.

Research demonstrates that mindfulness practice impacts connectivity in the brain which leads to improved attention regulation, problem-solving, creativity, relationships, sleep, optimism and overall sense of well-being. Throughout the last three years, approximately 80 participants have completed this series, and there are 50 people enrolled this year. Kelly and Shannon also support the delivery of mindfulness curriculum in classrooms.

SchoolsPlus Program

SchoolsPlus is a provincial program delivered through schools designed to serve students and their families, particularly those for whom additional supports and services are needed for their success.

Two facilitators and five outreach staff work in schools to:

- Provide direct support to students and families including connections to community supports.
- Develop programming with other support agencies at the schools to meet needs and encourage service provision in the schools.
- Increase collaboration between all support services to better serve the needs of students and their families.



Youth Advisory built a garden for Harbor House residents.

SchoolsPlus initiatives in the 2016-2017 school year:

- Offered the Incredible Years Parent Training Program in a number of communities to assist parents prevent and address behavior problems.
- Offered multiple friendship groups for all age levels with support from Harbor House Youth Outreach to work on relationship and social skills.
- Brought Employment Solutions staff into schools to help students in junior/high schools prepare for the work force.
- Facilitated presentations to schools on consent and healthy relationships in collaboration with the RCMP, Harbor House, Second Story and Sexual Health.
- In collaboration with the RCMP, held Youth Advisory Committee meetings for youth in all SSRSB high schools to connect youth to the services offered in their communities.



Consent Presentation at Girls Power and Strength Camp.

Student Services

Self-Regulation: Trauma Informed

The SSRSB school psychologists have been supporting elementary schools as they broaden and deepen their understanding of the relationship between brain development and behaviour. One key concept is that of the Window of Tolerance (WOT) which is the zone in which we are able to be present, be aware of our emotions, and engage in problem solving, self-soothing and self-regulation. When not in the WOT we are dysregulated and are either hyperaroused (overwhelmed, aggressive, anxious) or hypoaroused (zoned out, no emotion, disengaged). When we are not in our WOT the part of our brain that is responsible for learning and problem solving is not working to capacity.

An important focus for children who are easily moved out of their WOT is to work to develop self-regulation strategies so that they are better able to manage emotions, energy levels and actions. Our elementary schools are exploring many different strategies to help children become better regulated. These strategies include movement breaks, quiet corners with calming activities, spark bikes, and regulation rooms that allow for children to engage in physical movement. Children who are able to use strategies to remain calm and engaged will be more available to fully engage with learning.

Disability Awareness and Education

Student Services partnered with the South Shore Chapter of Autism Nova Scotia and the teacher assistant PD fund to provide professional development and follow up training with Kelly Mahler, an occupational therapist and autism consultant who supports school-aged children and young adults with autism spectrum and other developmental disorders. This training will help when developing programming for individuals with ASD and other developmental neurological disabilities.

Staff from Student Services provided professional development to the Students of the Disability program

at the NSCC to upgrade their skills in developmental disabilities and the program planning process. Many of these students have since gained employment with the SSRSB as teacher assistants.

The SSRSB partnered with the NSCC to develop a course focused on teacher assistant competencies and to implement a new program for the 2017-18 school year called ACHIEVE for graduates with special needs. This program prepares students for life after high school by focusing on employability, independent living and personal wellness and safety. Students develop a personalized plan for independent and healthy living.

As a partner with the SSRSB, the South Shore Chapter of Autism Nova Scotia provided many resources and materials for the autism centre's lending library. It hired a teacher assistant from the SSRSB to oversee after school programs such as swimming, yoga, PEERS, and so on. It also partnered with the board to provide professional development to teacher assistants, recreational instructors, swimming instructors and Red Cross employees.



Learning how to support adults with disabilities

A session was held with a number of adult community outside agencies that provide support to adults with disabilities for our secondary resource and learning centre teachers.

This was a very productive day of shared collaboration. Participants had the opportunity to meet with, learn from and ask questions of those offering adult opportunities within the community. This knowledge will support programming for students as they transition into adulthood.

Our health liaison provided ongoing training for schools' individual student health needs. She liaised with outside medical agencies and reviewed policies and procedures as they relate to provincial health and school protocols.

Collaborative Learning Teams

To ensure students get the best learning experience possible, the SSRSB has adopted a collaborative learning structure in our schools. Collaborative Learning Teams (CLTs) ensure teachers get ongoing professional learning to improve the quality of their teaching.

Teachers who are part of a CLT are organized into small groups (based on grade, subject, etc.) that work together to discuss curriculum, examine teaching techniques and review student data. The benefits to teachers include:

- they learn from other teaching styles
- they receive regular feedback
- they discuss teaching and learning with colleagues
- they can problem solve, exchange strategies and work together to grow as professionals

Evidence-based research shows the following benefits to students and their families:

- Improved student engagement
- Increased student learning in all areas
- A classroom environment where students can work using their preferred learning styles and talents
- Decrease in the number of times teachers are away from their students for professional development
- Enhanced examination of student work so supports are in place sooner
- Improved instruction and assessment practices
- Improved relationships and social emotional competencies

Feedback from teachers shows that being part of a CLT is allowing them to grow as teachers and showing them how to adjusting their teaching practices to improve student engagement and achievement.

Teacher CLTs meet 14 times a year.

For more information on CLTs, visit <http://www.ssrbsb.ca/collaborative-learning-teams-embedded-clts/>.

Administrative CLTs

Principal CLTs

CLT 1: BES, PES, PRES, WNES

CLT 2: NGES, NQCS, DJCWA

CLT 3: ACES, CDS, NES

CLT 4: BCS, BA, HA, PVEC

CLT 5: CAMS, NRCS, SQMS

CLT 6: BHS, FHCS, LRHS, NGRHS

Vice-Principal CLTs

CLT 1: LRHS, NQCS, SQMS, DJCWA

CLT 2: BHS, BES, HA, PVEC

CLT 3: PVEC, HA, BA, BCS

CLT 4: CAMS, CDES, FHCS, NGRHS



The Nova Scotia Instructional Leadership Academy (NSILA) Program is offered by the Nova Scotia Department

of Education and Early Childhood Development in partnership with the Nova Scotia Educational Leadership Consortium. The goal of the Academy's program is to improve the capacity for school-based instructional leadership, aimed at increasing student learning and achievement in Nova Scotia public schools. The program extends over three years and leads to a Diploma in Instructional Leadership.

On June 9, 2017 there were 48 graduates from the program. Seven of the graduates were from SSRSB: Debbie Murray, Karen Seamone, Lorna Nickerson, Miles Page, Sarah Baker, Steven McGill and Victoria Crozier. Congratulations!!

School Review Process

Schools boards in Nova Scotia are required under the Education Act to regularly evaluate the operation and efficiency of all schools in their respective regions. The purpose of this evaluation is to continually provide the best programming for students and to ensure all schools are operating as efficiently as possible to ensure the best use of funding. The provincial school review policy came into effect in 2014.

Once a motion is passed by the elected board to conduct a school review, a School Options Committee (SOC) is established to research all factors and conduct public consultation.

The school review process undertaken in 2016-2017 was a continuation of a recommendation by the SOC in 2015-2016 to:

- move the Bridgewater Junior Senior High School grades 10, 11 and 12 to Park View Education Centre
- conduct a catchment area review, considering facility utilization and operational costs
- make a recommendation regarding school grade configurations

The decision to move forward was put on hold due to concerns that the process wasn't followed correctly. An external consultant was hired to review the process to ensure adherence to the provincial policy and procedural fairness. The consultant determined that all steps were taken appropriately and adhered to policy and procedural fairness. As a result, he upheld the School Options Committee (SOC) recommendations.

In October 2016, the SSRSB began the transition plan for school staff, students and regional support staff of the Bridgewater and Park View families of schools. A transition team was established to ensure student voice throughout the transition, to receive suggestions and questions, and to set the students up for success. The transition of students to Park View Education Centre (PVEC) would occur when the interior renovations at PVEC were substantively complete, with the target being September 2017.

Judicial Review: BJSHS to PVEC

On Nov. 10, 2016, the Town of Bridgewater filed a notice for Judicial Review of the decision to move the Bridgewater Junior Senior High School grades 10, 11 and 12 students to PVEC.

In response, the SSRSB filed a motion to dismiss the Judicial Review application, asserting that the town does not have legal standing to initiate a judicial review of the Board's operational decision to reconfigure grades.

The matter came before the court on Dec. 10, 2016 and the court ruled in favour of the SSRSB in March 2017.

The reconfiguration of grades will allow for improved programming for high school students in PVEC and an estimated yearly savings of over \$300,000 to put back into the school system.

Catchment Area Review

The SOC recommended that the SSRSB conduct a review of catchment areas of the Bridgewater Family of Schools and the Park View Family of Schools as defined in SSRSB Policy 390: School Catchment Area Review with consideration to improvement of transportation times for students.

Preliminary meetings were held with each impacted school's School Advisory Council and principal in May and June. The review is currently on hold until January 2018.

School Grade Configurations

The SOC recommended that regional staff review grade configurations for Bridgewater Elementary School and Bridgewater Jr./Sr. High School to optimize programming and facility use and space.

The SSRSB passed a motion to move BES Grade 6 students to BJHS in September 2018 and a second

School Review Process...cont'd

motion to move the Grade 5 students if classroom space permitted following the catchment area review.

Judicial Review: PRES

The motion passed by the SSRSB to close Pentz Elementary School and Petite Riviere Elementary School at the end of the 2017-2018 school year came under intense scrutiny in 2016.

The Greater Petite Area Community Association filed a notice for judicial review on April 26 challenging the SSRSB's decision to set the actual closure date of Petite Riviere Elementary School. In March 2017,



the SSRSB set July 31, 2018 as the closure date. This is the decision that the association wants to have reviewed.

The matter will be heard by the Halifax Supreme Court and a decision is expected by the end of 2017.

Policies Reviewed

Fourteen policies were reviewed in 2016-2017 to ensure they were up-to-date and still applicable. Of these 14, three policies were rescinded as they were replaced by a provincial policy.

Policy 101: Policy Development and Review was completed and approved on May 23, 2017.

Policy 130: Media Releases was completed and approved on Aug. 29, 2017.

Policy 219: French Programming was completed and approved on June 27, 2017.

Policy 225: Race Relations, Cross Cultural Understanding and Human Rights was brought up for review and remained outstanding in 2016-2017. Work continued to ensure this policy would be updated to reflect the important work it covers.

Policy 249: Responsible Use of Technology and the Internet was rescinded as it was replaced by a provincial policy.

Policy 272: Dress Code was rescinded as it was replaced by a provincial policy.

Policy 310: Student Transportation was completed and approved on April 26, 2017.

Policy 350: Red Light Violations was completed and approved on April 26, 2017.

Policy 470: Occupational Health and Safety was completed and approved on April 26, 2017.

Policy 595: Food Service Delivery in School was rescinded as it was replaced by a provincial policy.

Policy 630: Respectful Workplace was completed and approved on Jan. 25, 2017.

Policy 655: Performance Appraisal - Non-Teaching Staff was completed and approved on March 22, 2017.

Policy 660: Job Descriptions was completed and approved on May 24, 2017.

Policy 675: Early and Safe Return to Work was completed and approved on June 28, 2017.

Policies 101, 219 and 225 were reviewed by School Advisory Councils.

South Shore School Food Project

The South Shore School Food Project was initiated in partnership with the Nova Scotia Department of Health to change how we deliver cafeteria services in our schools. The goal of the project is to put healthier, locally-sourced school lunches in front of our children in a cost-effective manner. It has three mandates:

- to meet provincial and food nutritional guidelines
- to provide locally-sourced food
- to ensure it is delivered in an equitable manner so all students have the ability to access it.

The Advisory Committee of the South Shore School Food Project was formed with the future goal to establish a non-profit society to oversee the food project. In May 2017, a request for proposals was issued

to find qualified and experienced leaders to develop a model. Claire-Louise Osmond and Rosie Gair were selected to lead the project.

The project will launch in the 2017-2018 school year as a pilot in six schools (South Queens Middle School, West Northfield Elementary School, Blue-nose Academy, Chester Area Middle School, Chester District Elementary School and New Ross Consolidated School). Each school's cafeteria menu will be updated and students will be shown how to incorporate healthy eating into meals they love.

If the pilot is successful, the goal is to expand the project to all school cafeterias in stages.

Defining and Strengthening our Community Schools

In addition to students, teachers and staff, SSRSB school facilities are used or rented for the arts, athletic events, social and other community events every day. The term "community school" is broader than pure facility use. The idea of creating a community school means that the facility is considered a place of integrated focus on academics, health and social services, youth and community development, co-location of services and supports for children, youth and their families and those citizens that no longer have children in our schools. In short, it is based on the mindset that the facility serves the community.

Community schools bring together many partners to offer a range of supports and opportunities to students and all citizens. Partners work together to achieve the goals established by the community.

You can think of community schools as being multi-purposed with several applications running at once, like a smartphone. The earlier model of schooling was singularly focused – teachers teach and student learn – like a two-way analogue telephone.



At the 2016–2017 annual meeting for Forest Heights Community School it was reaffirmed that the Community School Partnership

between the SSRSB and the Municipality of the District of Chester would continue to provide value to the residents in the Chester area. A variety of events, activities and courses were offered at the school after regular school hours and throughout the summer organized by a Community School coordinator hired by the municipality's recreation department. Aspotogan Consolidated Elementary School (ACES), a second Community School, was also mentioned as a promising practice. The municipality indicated that the New Ross community has been in discussion with it about becoming designated as a Community School. We look forward to further growth in this practice!

Nova Scotia International Student Program

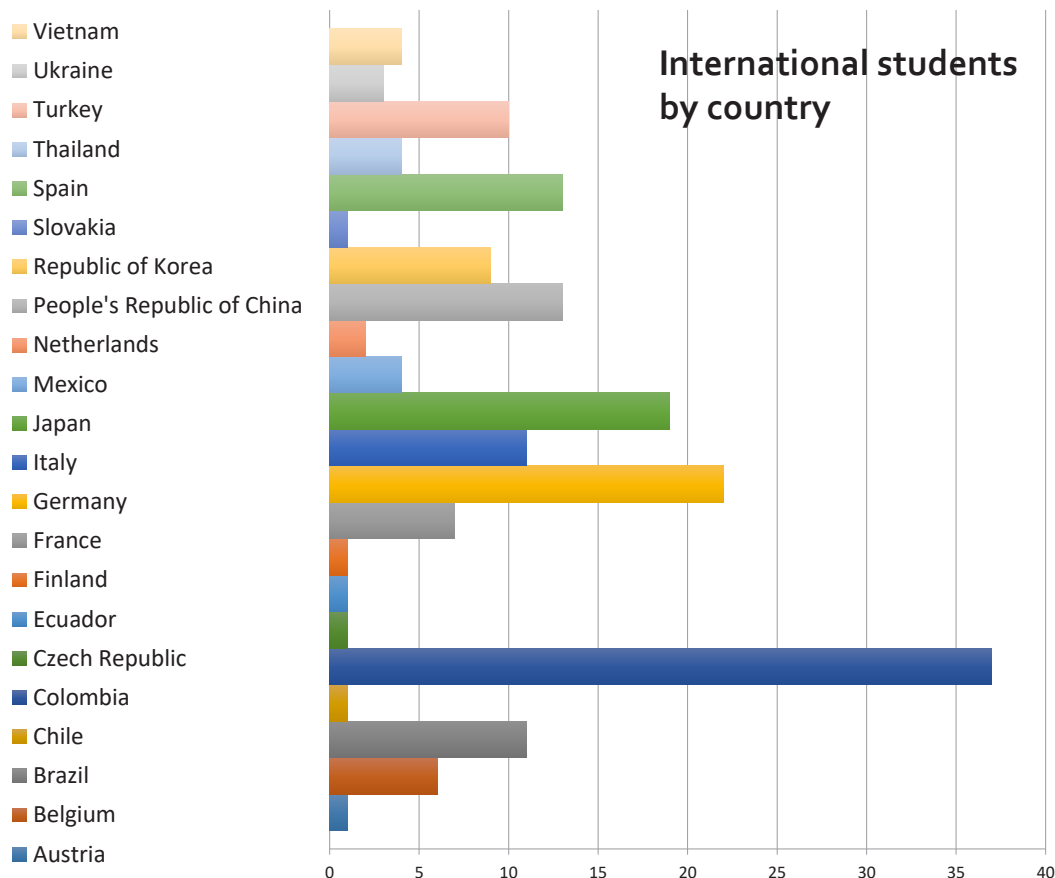
During the 2016-2017 school year, the SSRSB hosted 178 international students, two chaperones and one international educator, representing 22 countries, through the International Student Program. We had eight host schools: Bayview Community School, Bluenose Academy, Bridgewater Elementary School, Bridgewater Junior Senior High School, Hebbville Academy, Liverpool Regional High School, New Germany Rural High School and Park View Education Centre.

To see more about what our students are up to, follow us on Facebook at facebook.com/ssrsb.nsisp.ca.



One of the highlights of the year for our NSISP students is to participate in the Christmas parade. They sing songs in their native language, pass out candy along the parade route and show their national flag to those watching on the side lines. Thanks to the local Y for making this happen for our NSISP students each year!

Our students love to experience winter and snow - but not for too long!



All of our NSISP students go to the rink at least twice per year for a fun skate. They will go home to their country knowing what it is like to glide on the ice here in Canada. For almost every one of our students, this is a unique life experience for them.



Many of our students enjoy the Lumberjacks hockey games. For all of them, watching hockey is a unique Canadian experience and you can usually find dozens of them at the rink on Friday nights. This is a big change from the disco and outdoor cafes they would typically be at back home on a Friday night.

Achievements and Awards



Congratulations to Rebecca Smart, Pentz Elementary School Principal, Angela Gladwin, New Germany Elementary School Principal, Melanie Cousins, primary/one teacher, Nancy MacIntosh, Resource Teacher and Pat Wardell, Music Teacher. These five educators were recognized by Autism Nova Scotia with the prestigious Sheelagh Nolan Educators Award for Excellence in Teaching.



Congratulations to Petite Rivière Elementary School (PRES) for winning the Community Engagement/Social Media prize for the Plastic Bag Grab challenge. PRES collected 2,096 bags, diverting 16.8 kilograms of plastic from landfills and waterways. With the 541 schools that participated across Canada, a total of 2,339,717 plastic bags were collected for recycling. As a winner, PRES was awarded \$1,000 for an environmental project or initiative.



Early in the school year, Chester Area Middle School was selected as the SSRSB's 2nd fixed Makerspace location affiliated with Brilliant Labs. Vice Principal Paige Ferguson, teaching staff, and a committee of students worked hard to select materials tied to the Grade 6-8 curriculum and helped prepare the designated space to welcome classes in 17-18.

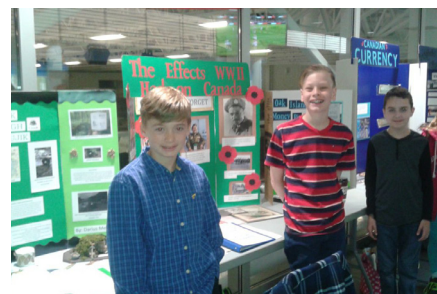


The SSRSB won the annual Nova Scotia Pupil Transportation Gold Award for the ninth consecutive year. The awards are presented to school boards across the province for exceptionally high scores in bus driver and student training, accident prevention, bus and garage cleanliness, preventative maintenance and compliance with regulations.

In addition, the Bridgewater bus garage was awarded the provin-



Congratulations to Belinda Josephson, Counsellor at Bridgewater Elementary School for being awarded the National Counsellor Practitioner Award by the Canadian Counselling and Psychotherapy Association (CCPA) at the beginning of June 2017.



Students from across the SSRSB showcased their knowledge and learning at the Regional Science Fair on April 6, 2017 and the Regional Heritage Fair on May 5, 2017. The SSRSB was the only school board in the province to hold the Regional Heritage Fair this year.

cial Ed Arsenault Top Shop award. This award recognizes the highest performing school bus garage in terms of employee attitude, organization, technical knowledge, training, professionalism, safety, JOHS, cleanliness, work flow and maintenance practices.

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