



# Rutherglen High School

## Standards and Quality Report

2017 - 2018





## Standards and Quality Report 2017-2018

### School Name: Rutherglen High

#### Context of the school:

Rutherglen High School is situated in Cathkin, Cambuslang and shares a campus with Cathkin High School and Cathkin Community Nursery. We are a non-denominational school which currently caters for 97 pupils who have a wide range of additional support needs. The staffing compliment is 26.5 teaching staff (Head Teacher, Depute Head Teacher, 3 Principal Teachers and 21.5 teachers) and 27.5 Support Staff Assistants. The school opened in 1999 and was originally located within Rutherglen near to local amenities. In October 2008 the school moved to the shared campus.

All pupils who attend Rutherglen High School have an Additional Support Plan with a small number having a Coordinated Support Plan to assist in the planning to meet the individual needs of pupils and to support them to achieve their potential. Pupils are taught in small class groups (maximum 10) and are supported by staff who have undergone specific training to meet the specific needs of pupils. Excellent links have been established with Cathkin High School and Cathkin Community Nursery. Some pupils (where appropriate) attend classes in Cathkin High School and some pupils from Cathkin High School attend classes in Rutherglen High. This flexibility across the campus has benefited our learners. Excellent links have also been established with Trinity High School to ensure RC entitlement and Caritas Award.

Rutherglen High School follows national guidelines and pupils in S1-S3 experience a broad general curriculum with greater personalisation and choice in the senior phase. In the senior phase there is SQA certification at National 1,2,3 and 4 , Personal Achievement Awards, Personal Development Awards, Duke of Edinburgh Awards ( Bronze and Silver), ASDAN Awards (Bronze and Silver) and John Muir Awards. Personalisation and choice at S1-S3 is through IDL projects and Skills for Learning Life and Work. All pupils attend discrete literacy and numeracy classes.

We have active and engaged Parent Council who support the school in many ways including fund raising. We have also developed strong links with Universal Connections, Rotary Clubs, local churches, local businesses, ARCH, REACH, Healthy and Happy, Friends of Blairbeth Park, Friends of Holmshill Park, Bike Town and Camglen Radio. We are part of the Cathkin Learning Community and have developed good links with our associated primary schools to ensure a smooth transition for all pupils.

Our school motto "Respect, Happy, Safe" reflects our status as a Rights Respecting School and is part of curriculum planning, behaviour support and the positive ethos of the school. Pupil voice is promoted through Student Council, House System, Fairtrade Committee, Buddying programme, Rights Respecting Schools Committee, Eco/ Fairtrade Committee and House Captains and Vice Captains. Monthly assemblies recognise pupil achievements both in and out of school. We have had ECO school status since 2006 and are a Scottish School of Cooperation.

The staffing situation has been unstable over the last 3 years due to long term absences. This has resulted in promoted staff covering classes. Currently one Principal Teachers is in an acting position.

## Review of SIP progress session \_\_\_\_2017 / 2018\_\_

### Priority 1: Improvement in Attainment, particularly in literacy and numeracy

#### National Improvement Framework Key Priorities

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people's health and wellbeing; and
- Improvement in employability skills and sustained positive school leaver destinations for all young people.

#### National Improvement Framework Key Drivers

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School improvement
- Performance information

HGIOS 4 QI: 3.2 Raising attainment and achievement  
2.3 Learning, Teaching and Assessment

#### Progress:

- Literacy and numeracy coordinators appointed
- S1-S3 whole school targets were set in literacy and numeracy
- Numeracy assessment tool identified ( Basic Numeracy Skills Assessment)
- Numeracy assessment tool piloted with Reach Forward / Universal Connections initiative
- Draft rationale document for numeracy developed
- Discrete numeracy period identified and resources purchased
- CAT session for staff re numeracy
- Parent workshops for Literacy and numeracy

### Impact:

- Raised levels of attainment in literacy and numeracy for pilot RF/ UC project
- Raised levels of attainment in SQA qualifications in English and Maths
- Positive evaluations from pupils and staff re literacy and numeracy periods
- 10% of parents attended 3 literacy / numeracy workshops
- Increased number of parents willing to volunteer to support literacy/ numeracy initiatives
- Positive evaluations from staff on CAT session ( Numeracy)

### Next Steps:

- Rationale document for literacy developed
- Finalise numeracy rationale document
- Re-test pupils using YARK assessment tool
- Test pupils using Basic Numeracy Skills Assessment
- Implement Personal Reading Programme (Literacy)
- Literacy / Numeracy placemats
- Parent Workshops
- Targeted support for pupils ( literacy & numeracy) – parent helpers
- Review S1-S3 Whole school targets set in Literacy and Numeracy are meaningful to pupils and parents
- Develop a robust system for tracking within BGE
- Pilot literacy/ numeracy/ health & well-being project with S3 supported class



## Priority 2: Health and Well Being

### National Improvement Framework Key Priorities

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people's health and wellbeing; and
- Improvement in employability skills and sustained positive school leaver destinations for all young people.

### National Improvement Framework Key Drivers

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School improvement
- Performance information

HGIOS 4 QI: 3.1 Ensuring well-being, equality and inclusion  
2.3 Learning, Teaching and Assessment

Progress

- Health and Well Being Coordinator appointed
- Health and Well – Being working group
- S1-S3 whole school H & WB targets
- Health promotion day for staff
- Increased number of lunch time clubs ( Active Schools)
- Pilot project for vulnerable pupils in conjunction with universal connections
- Better Behaviour, Better learning working group
- RHS Behaviour policy reviewed
- Violent Incident protocol developed

Impact

- Positive feedback from staff re Health & Well Being Targets
- Excellent evaluations from staff re Health Promotion Day – staff felt valued and this has had an impact on school ethos
- 58% of pupils were positively engaged in active lunchtime clubs (Active Schools) – this led to the school achieving an award.
- Evaluations from RF/ UC pilot project have indicated that pupils' confidence had increased (pupil evaluations), attendance, numeracy and literacy levels have improved.
- All staff are aware of the Violent Incident Protocol and updated Behaviour Policy

Next Steps:

- Review S1-S3 whole school Health & Well- being targets
- Pilot project with universal connections to be rolled out and increased from 6 weeks to 12 weeks
- Health initiative to be introduced to S1 & S2 pupils based on “Daily Mile” Initiative. PE staff to assess and monitor pupils as part of this initiative
- Health and well-being indicators to be embedded within planning

## Priority 3 Parental Engagement

### National Improvement Framework Key Priorities

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people's health and wellbeing; and
- Improvement in employability skills and sustained positive school leaver destinations for all young people.

### National Improvement Framework Key Drivers

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School improvement
- Performance information

## HGIOS 4 QI: 3.1 Ensuring well-being, equality and inclusion

### Progress

- Home School Link worker appointed (HSL) – 0.6 FTE – Appointed February 2018
- HSL visited 50% parents of pupils in SIMD 1 -2
- Increased attendance of pupils
- HSL visited 56% of new S1 pupils during Summer holidays
- HSL has arranged to meet outstanding new parents as part of transition programme
- HSL member of JAT
- Parent workshops in literacy and numeracy

### Impact

- Improved engagement with vulnerable / disengaged pupils and families
- HSL has provided support re EMA, Clothing Grant, Benefits, attendance
- Improved engagement with new parents – 83% attended S1 Parent Coffee Morning and 60% attended the subsequent Parent Council Meeting
- 10% of parents attended Literacy/ Numeracy Work parent workshops

### Next Steps:

- Parent support group to be established
- Programme of Parent support meetings
- Parent Workshops
- Robust parental evaluations
- Develop Partnership Policy



## Priority 4: Self Evaluation and Leadership

### National Improvement Framework Key Priorities

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people's health and wellbeing; and
- Improvement in employability skills and sustained positive school leaver destinations for all young people.

### National Improvement Framework Key Drivers

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School improvement
- Performance information

## HGIOS 4 QI: 1.1 Self-evaluation for Self improvement

### Progress

- VSE
- Teaching staff familiar with HGIOS 4

### Impact

- All staff have a clear understanding of self- evaluation for school improvement
- All staff have contributed to the SIP
- All staff are aware of school priorities 2018/2019
- All teaching staff have used HGIOS4 to evaluate their work
- Support staff are aware of HGOIS4
- School Improvement Planning has been more rigorous

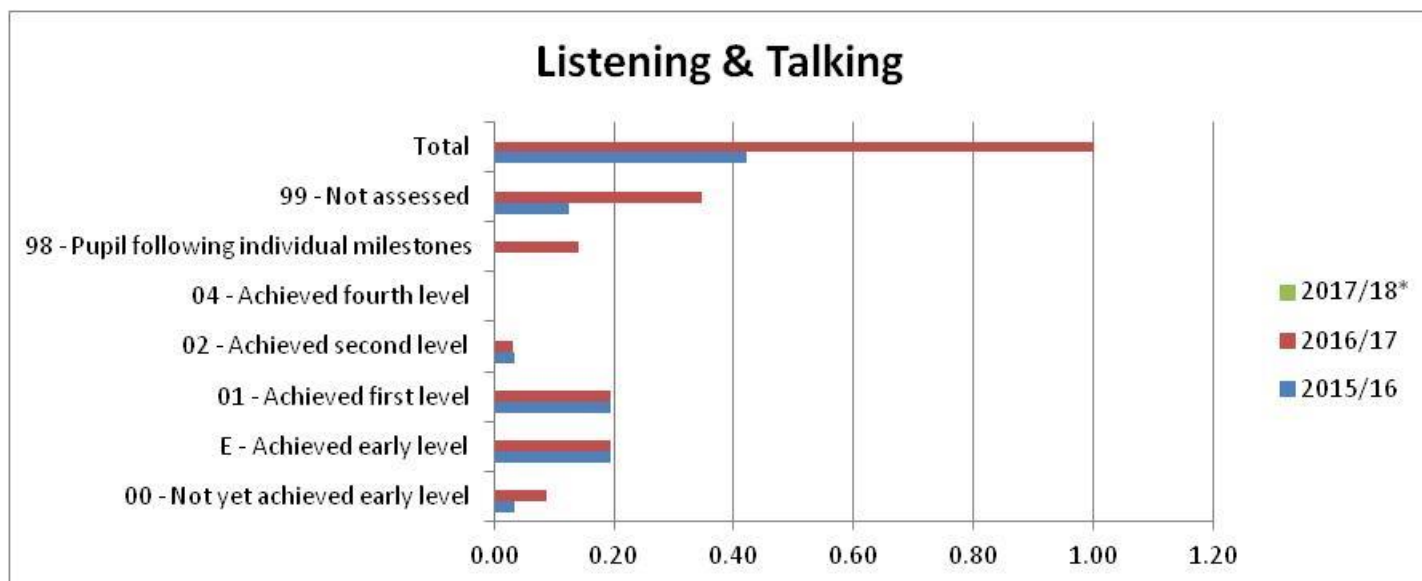
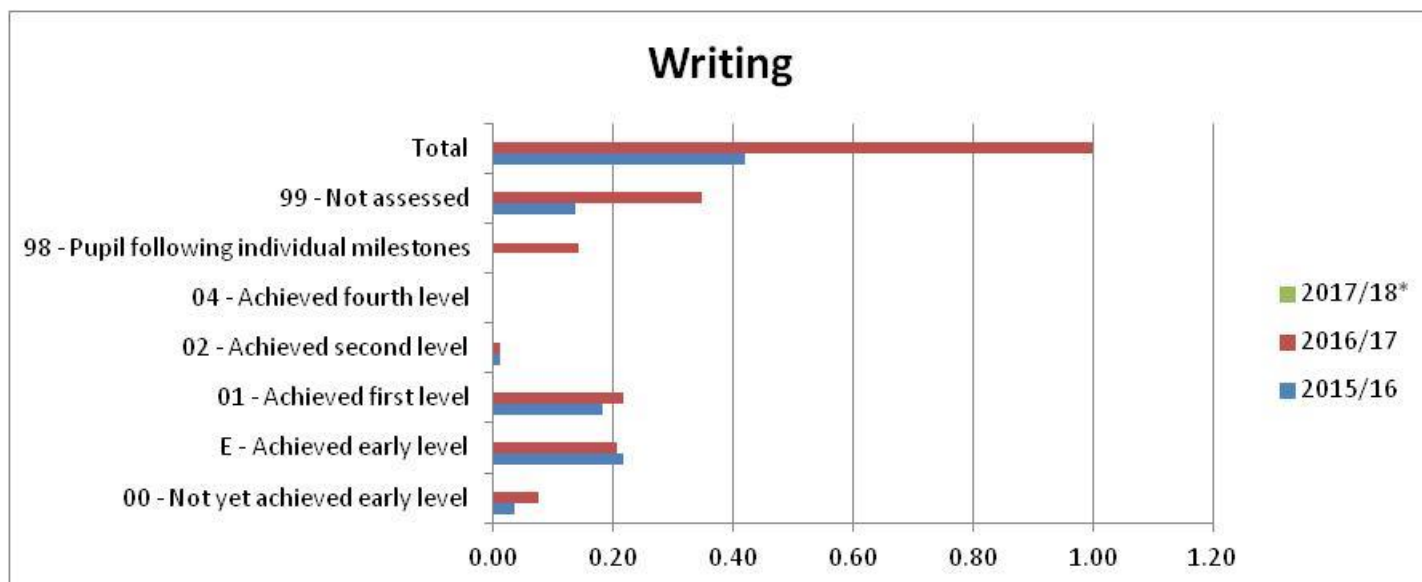
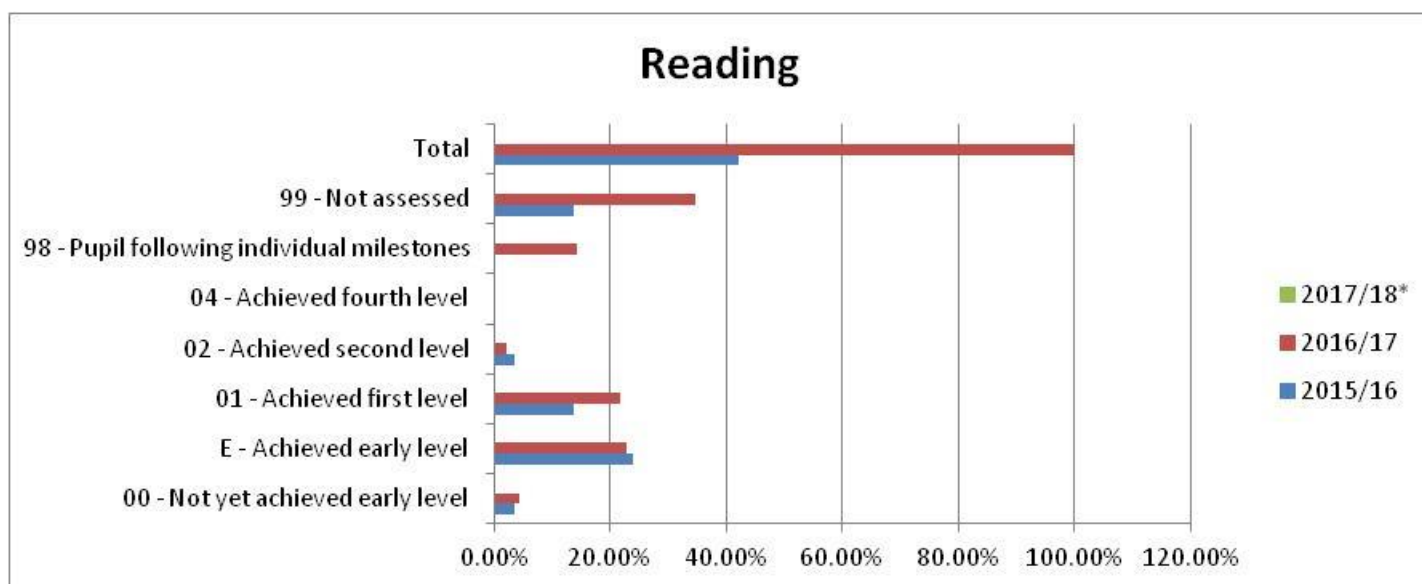
### Next Steps:

- CAT and Inset programme linked to HGIOS 4
- Quality Management Calendar
- Quality Assurance and Self Evaluation Calendar
- Challenge questions / HGIOS toolkit – CAT / Inset



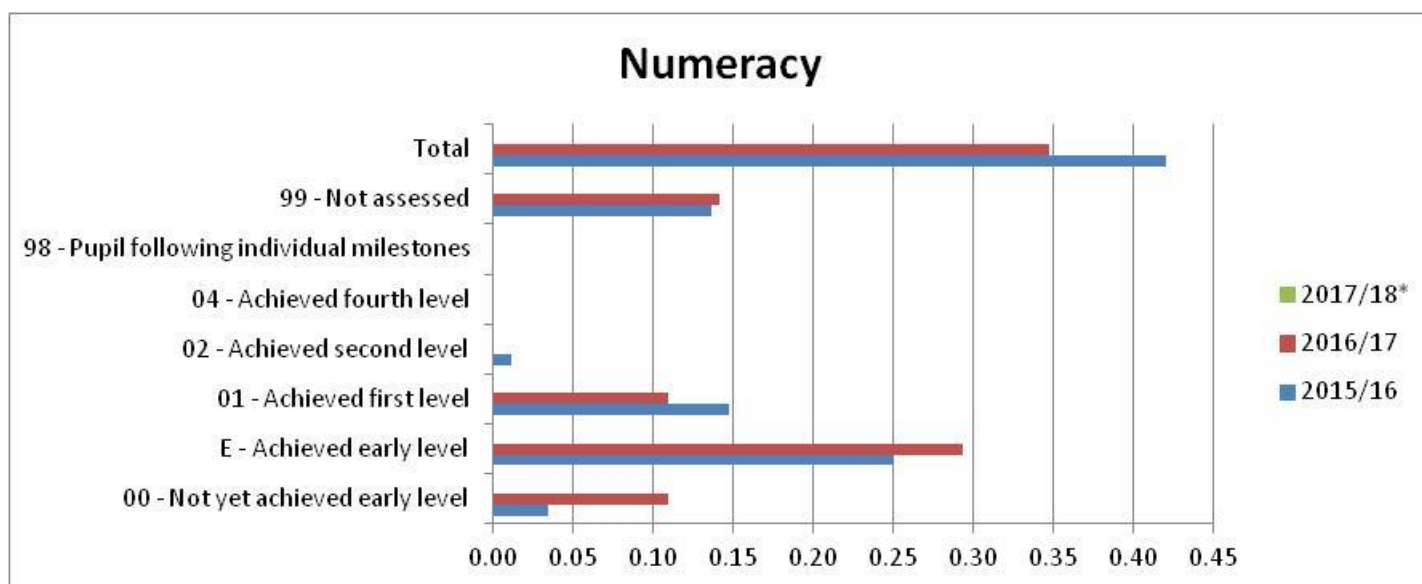


## 1.1 Attainment data - Attainment of Literacy Curriculum for Excellence levels 2015/16 and 2016/17 (teacher judgement).





## 1.2 Attainment data - Attainment of Numeracy Curriculum for Excellence levels 2015/16 and 2016/17 (teacher judgement).



## 1.2.1 Attainment of SQA Units and Courses 2016/2017

### Courses

Subject	Level	No of Passes
PE	Nat 2	8
ICT	Nat 2	4
Food Health & Well Being	Nat 2	6
English & Communication	Nat 2	2
Practical Craft Skills	Nat 3	7
Lifeskills Mathematics	Nat 3	7
Mathematics	Nat 4	1

### Units

Subject	Level	No of Units	No of Passes
Personal Development	Nat 1	1	2
English	Nat 2	3	17
Maths	Nat 2	3	11
PE	Nat 2	3	38
ICT	Nat 2	3	15
Personal Achievement Award	Level 2	11	94
Home Economics	Nat 2	4	27
Music	Nat 2	1	4
World of Work	Level 2	1	10
Personal Development Award	Level 2	1	10
English	Nat 3	1	6
Maths	Nat 3	3	16
Home Economics	Nat 3	4	27
Music	Nat 3	2	6
ICT	Nat 3	3	6
Technical	Nat 3	3	15
RME	Nat 3	1	6
World of Work	Level 3	3	4
Maths	Nat 4	2	2
Technical	Nat 4	1	4
English	Nat 4	1	3
Music	Nat 5	1	1

### Summary of Attainment

#### SQA Courses

Level	No of Subjects	No of Pupils
Nat 2	4	20
Nat 3	2	14
Nat 4	1	1

#### SQA Units

Level	No of Subjects	No of Passes
Nat 1	1	2
Nat 2	9	211
Nat 3	8	86
Nat 4	3	9
Nat 5	1	1

## 1.2.2 Attainment of SQA Units and Courses 2017/2018

### Courses

Subject	Level	No of Passes
PE	Nat 2	2
ICT	Nat 2	6
Mathematics	Nat 2	2
Practical Craft Skills	Nat 3	4
Lifeskills Mathematics	Nat 3	5
PE	Nat 3	4
ICT	Nat 3	5

**Units**

Subject	Level	No of Units	No of Passes
Personal Development	Nat 1	2	7
English	Nat 1	2	6
Maths	Nat 1	8	11
Home Economics	Nat 1	3	6
Music	Nat 1	2	7
World of Work	Nat 1	1	3
French	Nat 1	1	8
Maths	Nat 2	2	4
English	Nat 2	3	12
PE	Nat 2	3	16
ICT	Nat 2	3	12
Personal Achievement Award	Level 2	1	7
Home Economics	Nat 2	2	4
Drama	Nat 2	2	12
French	Nat 2	1	5
RMPS	Nat 2	2	26
Science	Nat 2	1	7
English	Nat 3	1	8
Maths	Nat 3	3	19
PE	Nat 3	2	13
Home Economics	Nat 3	1	8
Music	Nat 3	4	19
ICT	Nat 3	3	5
Technical	Nat 3	3	12
RME	Nat 3	2	24
World of Work	Level 3	3	35
English	Nat 4	1	5
Maths	Nat 4	1	4
PE	Nat 4	1	4
World of Work	Level 4	4	32
Music	Nat 4	1	3

**Summary of Attainment****SQA Courses**

Level	No of Subjects	No of Pupils
Nat 2	2	6
Nat 3	3	14

**SQA Units**

Level	No of Subjects	No of Passes
Nat 1	7	17
Nat 2	11	105
Nat 3	9	153
Nat 4	5	48

**1.2.3 Wider Achievement**

2016 / 2017

Award	No of Pupils
John Muir Discovery Award	7
Caritas Award	6
Duke of Edinburgh Award Bronze Level	5
Duke of Edinburgh Silver Level	5

2017/2018

Award	No of Pupils
John Muir Discovery Award	14
Duke of Edinburgh Award Bronze Level	2

## 1.2.4 Positive Leaver Destinations

Year	% S6 Positive Leaver Destinations
2016	100%
2017	100%
2018	100%

## 1.2.5 College Placements

2015 / 2016

Year Group	No of Pupils
S4	10
S5	7
S6	10

2016 / 2017

Year Group	No of Pupils
S4	6
S5	11
S6	7

2017/ 2018

Year Group	No of Pupils
S4	9
S5	10
S6	10

## 1.3 SIMD Data 2018/2019

### 1.4.1 Current cohort percentage S1-S6

	SIMD 1	SIMD 2	SIMD 3	SIMD 4	SIMD 5	SIMD 6	SIMD 7	SIMD 8	SIMD 9	SIMD 10	Number in Cohort
Rutherglen	19 %	24%	8%	7%	7%	1%	13%	10%	9%	2%	97

### 1.4.2 Current S1-S6 cohort percentage by year group

Rutherglen	S1	S2	S3	S4	S5	S6
% SIMD DECILE 1-3	54%	47%	50%	43%	78%	40%
% SIMD above Decile 1-3	46%	53%	50%	57%	22%	60%

## 1.5 Percentage of lowest – below 85% - attendance in SIMD Deciles and reasons for absence 2017/2018

Rutherglen	% of lowest attending (under 85%)	Reason - Health	Reason - Other
Decile 1	33 %	Health - 4	Poor Attender - 4
Decile 2	21%	Health - 2	Poor Attender - 3
Decile 3	4%	Health - 1	
Decile 4	21%	Health - 3	Poor Attender - 1
Decile 5	4%	Health - 1	
Decile 6	0%		
Decile 7	13%	Health - 1	Poor Attender - 2
Decile 8	4%	Health - 1	
Decile 9	0%		
Decile 10	0%		



### Achieving Excellence: Overall Progress towards National Improvement Framework Priorities Session 2017-18

Use all available evidence (including data)

#### Literacy:

Progress	satisfactory	good	very good	excellent
		√		

#### Strengths

- Literacy coordinator and literacy working group
- Timetabled literacy period
- S1 – S3 whole school literacy targets
- Resources purchased including digital technology
- Parent workshops
- Reading lunchtime club
- Range of SQA qualifications ( Nat 1 – Nat 4)

## Next Steps

- Develop literacy rationale document
- Revisit S1-S3 whole school literacy targets
- Implement personal reading programme
- Mobile library accessible at interval and lunchtime
- All pupils registered with SLC Libraries
- Literacy placemats
- Targeted support for non-readers
- Parent workshops
- Pilot literacy, numeracy & H&WB initiative - S3 supported class



## Numeracy:

Progress	satisfactory	good	very good	excellent
		√		

## Strengths

- Numeracy coordinator and numeracy working group
- Range of SQA qualification ( Nat 1 – Nat 4)
- S1-S3 whole school numeracy targets
- Timetabled numeracy period
- Basic Numeracy Skills Assessment tool purchased and piloted
- Purchase of appropriate resources including digital technology
- Parent workshops
- Draft rationale for Numeracy

## Next steps

- Revisit S1-S3 whole school numeracy targets
- Test pupils using Basic Numeracy Assessment Tool
- Targeted support for pupils
- Finalise rationale for numeracy
- Parent workshops
- Develop links with Cathkin High
- Staff training – Maths Catch Up
- Pilot literacy, numeracy & H&WB initiative - S3 supported class



## Health and Wellbeing

Progress	satisfactory	good	very good	excellent
			√	

## Strengths

- H & WB Coordinator and working group
- Nurture Initiatives: Reach Forward / FAIR / GUAB
- School Ethos
- Positive staff / pupil relationships
- Personal Achievement Awards & Personal Development Awards
- Duke of Edinburgh Awards
- John Muir Award
- S1-S3 Whole school H& WB targets
- Reviewed Behaviour Management Policy
- BBL Working group
- Pilot project with vulnerable pupils and Universal Connections
- Home School Link worker
- Lunch Clubs



### Next Steps

- Review H & WB targets
- Extend UC/ RF project
- Pilot project “ Daily Mile” with S1 & S2
- Parent workshops
- Further develop support for vulnerable/ disengaged pupils
- Pilot literacy, numeracy & H&WB initiative S3 supported class



### Employability Skills/Positive Destinations

satisfactory	good	very good	excellent
			√

### Strengths

- Positive school destinations
- S2-S3 timetabled skills for learning, life and work
- Employability skills displayed in each subject
- Successful pathways event
- Excellent college links
- Excellent work experience programme
- World of Work timetabled class
- Beauty Course piloted
- Business Partner identified

### Next steps

- Sustain initiatives
- Beauty option – senior phase
- Horticulture option – senior phase
- DIY option – senior phase



## Overall quality of our learners' achievements Highlights of session 2017-18

Rutherglen High School provides quality education where all pupils are respected, valued, safe and are given opportunities to become successful learners, confident individuals, responsible citizens and effective learners.

Pupils continue to achieve success within the SQA framework and within BGE. Pupils achieved Personal Achievement Awards at Bronze, Silver and Gold level and SQA Employability Awards. Wider achievement was recognised through John Muir Award and Duke of Edinburgh Award.

Most pupils were assessed using the YARC assessment tool and all now attend a discrete literacy period. World Book day (DEAR), visits to local libraries and the Edinburgh Book festival have encouraged pupils to read. Pupils now benefit from a discrete numeracy period. Some pupils took part in a pilot project with Reach Forward and Universal Connections. The focus of this project was to improve attendance, literacy and numeracy. The results of this project were very positive and the plan is to extend it next session.

Pupils had the opportunity to take part in the SLC Dance Competition and the annual Inter-Authority Prom which was a highlight for S5 & S6 pupils. Pupils also had success at the Bridgeton Burns Art Competition, Road Safety Competition and were awarded SLLC Cambuslang and Rutherglen Sports performers and team of the year. Senior pupils also took part in a fitness pilot with students from the University of West of Scotland.



Pupils have continued to benefit through Nurture initiatives including Reach Forward, F.A.I.R, and GUAB, this has included residential visits to Arran.

Outdoor learning has continued to be a focus and pupils have benefited from ECO days, school garden, outdoor learning area and learning within the local community.

Employability was enhanced through the DYW initiative which resulted in increased engagement with the local business community, SDS, SQA, Colleges, Social Work and wider stakeholders. The E-Café continues to provide an opportunity for pupils to develop hospitality skills.


### **Comment on strategies that have been successful in engaging with children and young people, staff, parents and the wider community and the impact of these.**

Teaching Staff	Presentations, Curriculum Liaison Meetings, Staff Meetings, Working Groups, Individual meetings
All Staff	Staff Meetings, Evaluations Individual Meetings, Discussion papers
Management Team	Management Team Meetings, Discussion papers, Individual meetings, PT / DHT meetings, HT/DHT meetings
Pupils	Student Council, Assemblies, ECO committee, RRSA committee, House Captain/ Vice Captains
Parents	Website, Monthly Newsletters, Termly newsletters, Parent Consultation Evenings, Annual Reviews, Parent Council
Business Partners	DYW initiatives, Pathways event, individual meetings, Website
External Agencies	Termly meetings, Individual meetings, Reviews, Parent Consultation meetings, Website



Quality Indicator	Key Strengths	Areas for Development	School Self-Evaluation
1.1 Self-Evaluation for Self-Improvement	Processes are in place at whole school and departmental level to plan, monitor and evaluate change. Staff are aware of HGIOS4, NIF and SLC policies. School has taken part in VSE	To further involve parents, pupils and stakeholders in the self - evaluation process. . To further embed self-evaluation in all aspects of school activity	3
1.3 Leadership of Change	The school is well led to deliver improvement at school and departmental level. Distributed management is evident in a range of contexts.	Continue to display good leadership and to extend distributed leadership. Revisit Vision, values and aims	3
2.3 Learning, teaching and assessment	Good learning and teaching is evident across the school. Shared standards in literacy are used across learning community. Moderation within school, Cathkin High School, Trinity High School and Sanderson High School	Continue to develop teacher expertise through professional learning activities. Continue to use PEF funding to improve attainment in literacy and numeracy.	4
3.1 Ensuring wellbeing, equity and inclusion	School Ethos, quality of relationships between staff and pupils. Rights Respecting School Eco School, Scottish School of Cooperation. Quality of pastoral care and support for pupils including nurture initiatives. Post School destinations	Continue to maintain and develop positive ethos and networks of support. Respond to NIF directives through focussed use of PEF funding to address H&WB. More opportunities for outdoor learning	4
3.2 Raising attainment and achievement	Positive trend in BGE performance in Literacy and Early level Numeracy. Positive trend in SQA performance	Maintain existing positive trends to ensure continued improvements. Improve numeracy attainment at First Level. Use PEF funding to respond to NIF directives. Comparison of achievement with similar establishment	4



How are we doing?	How do we know? (Evidence measures of success)	What are we going to do now?
<p><b>(High level paragraph addressing the three questions)</b></p> <p><b><u>How well did we do?</u></b></p> <p>Appointment of 0.6 Home School link worker in Feb 2018 targeted pupils whose attendance was below 85%. HSL worked with families who have historically no positive, active involvement with school to support increased pupil attendance at school. HSL visited new S1 parents during the school holidays which lead to increased parent attendance at S1 parents morning</p> <p>Literacy Coordinator held parent workshops and encouraged parent helpers into school to work on literacy in class. Literacy testing of all pupils. Timetable Literacy period every week for all pupils. Relevant resources purchased for Literacy period.</p> <p>Numeracy Coordinator held parent workshops and encouraged parent helpers into school to work on numeracy in class. Numeracy testing of all pupils. Timetabled Numeracy period every week for all pupils. Relevant resources purchased for Numeracy period.</p> <p>HWB Coordinator with HWB Working Group organised Staff Health Day on May 18 In-service Day. Pilot with Universal Connections targeting 6 pupils who attend Nurture Group with focus on increasing confidence and raising self-esteem.</p> <p><b><u>How do we know?</u></b></p> <p>Pupil attendance has improved. Pupil attainment at SQA level has improved. HSL worker has established positive relationships with families who have not engaged with school.</p> <p>Positive staff and pupil evaluations about Numeracy period.</p> <p>Positive staff and pupil evaluation about literacy period.</p> <p>Positive pupil evaluations about UC Pilot and pupils stated they felt more confident.</p> <p><b><u>What are we doing next?</u></b></p> <p>Develop HSL role to support vulnerable families' link with school</p> <p>Continue to raise attainment through numeracy work focused on number, money and time</p> <p>Continue to raise attainment through literacy work and targeting emerging readers. Daily reading time to support pupils struggling with literacy</p> <p>Extend UC pilot to develop and improve pupil self-esteem. Introduce 'daily mile' for all S1 and S2 pupils to improve physical and mental well being</p>		
		

## Overall evaluation of establishment's capacity for continuous improvement

The school was last inspected in 2011 and was awarded the following:

- 1.1 Improvement in Performance - Satisfactory
- 2.1 Learner's Experiences - Satisfactory
- 5.1 Curriculum - Good
- 5.3 Meeting Learning Needs - Satisfactory
- 5.9 Self- Evaluation - Weak

Since then we have continued to improve although we still need to address the increased expectations from HGIOS 4. Good quality learning and teaching is evident in most classes and through classroom visits (both formal and informal) this has been evidenced. Continuing Professional Development to meet learner's needs has been an ongoing priority and the use of collegiate time has been used to support this.

The curriculum is flexible and progressive. It offers pupils realistic pathways to achieve attainment at SQA and wider achievement. This will continue to be monitored to ensure the needs of all learners are met. Curriculum Leaders meet monthly with subject teachers to discuss departmental improvement plans and targets. All staff are committed to school improvement.

Plans are in place to use PEF funding to support NIF this session.

Signed: Jan Allan  
Date: August 2018

