

Annual Report 2000-2001



Lewisporte/Gander School District

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INTRODUCTION

In the aftermath of the highly anticipated Report of The Ministerial Panel on Classroom Issues we were encouraged last Spring with the Minister's quick action to direct the immediate implementation of several of the recommendations of the panel report, including the new staffing allocation formula, a refocusing and recommitment to the distance learning initiative and a promise of a provincial strategy on literacy. There were many other issues addressed by the panel. As a school district we encourage the Minister to establish during the next few months government intentions to act upon the many other important suggestions offered for direction setting. Actions based in the recommendations formulated through the investigation by Dr. Sparkes and Dr. Williams could lead to further improvements in our system.

Of particular note, and in line with the district's presentation to the panel, we look forward to the Department's response in the areas of curriculum development, the funding of clerical and technical support at the school level, supply and demand issues in teacher recruitment, supporting the role of the school administrator, the erosion of the instructional year and the adoption of a teacher work year that encompasses additional time for professional development.

As a district, in our attempts to refocus on issues impacting the classroom, we have identified four areas that will receive special emphasis during the 2000-01 school year:

- ✍ An initiative in literacy development with a focus on teacher training in the area of reading using the First Steps Program
- ✍ A review of the indicators data and other related information as schools attempt to seek ways to challenge and develop efforts in promoting student achievement
- ✍ A review of concerns relating to the erosion of instructional time for students
- ✍ A promotion of initiatives that are aimed at addressing the challenges and needs of the intermediate age student

As the school year progressed issues surrounding collective bargaining demanded more of our collective attention. Our two NAPE collective agreements would terminate on March 31, 2001, while the teachers' collective agreement was to expire at the end of August 2001.

STUDENT PARTICIPATION/PERFORMANCE

The District continues to support a broad range of student activities. Such activities are intended to promote student interest in building leadership skills and develop individual talents.

There are many activities and events taking place throughout the year involving both students and teachers. Quite often these important happenings in the lives of many students take place without much fanfare. Without hesitation many teachers take on the additional demands of activities involving students.

Congratulations to all students who participated and their teacher sponsors for their efforts in preparation for these events. Thanks are also expressed to the many other volunteers who contribute greatly to the full range of learning experiences of students in our schools

The following is intended to give you a sample of some of these extra involvements that students and teachers participated in during the 2000-01 school year.

Heritage Fairs

Two of our schools, Inter-Island Academy, Summerford and St. Paul's Intermediate School, Gander held Heritage Fairs. The Heritage Fair Program is part of the Charles R. Bronfman Foundation's National Heritage project. The objectives are to encourage greater knowledge and interest in our history and to increase pride and a sense of belonging. The projects involve Canadians in sharing stories and values with each other and the world. It focused on presentations by children Grades 4-9. These presentations, which have a Canadian or Newfoundland theme, were displayed publicly. External judges adjudicate each project. Part of the adjudication involves students engaging in a dialogue about their project with a judge.

A regional Heritage Fair was held at Maplecrest Academy, Grand Falls on May 11. Inter-Island Academy of Summerford and St. Paul's Intermediate School of Gander, represented our District at this event. These two schools presented a total of 8 projects. The projects from our schools were outstanding, capturing 1st and 2nd place within the project category.

Jillian Follett and Susan Watkins of St. Paul's Intermediate placed second at the fair for their project "Piece of the Past". This was a fabulous project. The girls wrote a play (performed one scene) and a song (which they sang and played for their audience). They prepared a back splash depicting days gone by (including a kitchen window with lace curtains that looked out to a bay that had little dories floating around in it) and a technology presentation with interviews from 20 people affected by resettlement. These girls will now go on to represent Newfoundland at the National Heritage Festival, to be held in Kamloops, B.C. during July.

The Department of Tourism awarded a special "Wireless Wizard" Award for the best "Communication and Marconi" project. Alison Pittman and Ryan Dwyer of St. Paul's received that award.

Science and Technology Fairs

The 15th Annual District Science & Technology Fair took place in Gander on April 5-6, 2001. Approximately 120 students, grades 7-12, from 16 schools participated in this event. Most of the entries had already competed at a local school fair and were selected to represent the school at the district competition. Seventy-three of the seventy-five registered projects arrived on Thursday afternoon and the students set up their displays. More than 30 judges from various disciplines scrutinized the projects on Thursday night and Friday morning. There were 3 levels of judging; regular judging for medals, special awards judging, and judging to select students to attend the Canada Wide Science Fair.

Approximately 60% of the projects received a medallion. There were 7 gold medal projects (mark of 86-100), 19 silver medal projects (mark of 76-85), and 17 bronze medal projects (mark of 70-75). This was a great learning experience for the students and teachers alike.

The Canada Wide Science Fair took place in Kingston, Ontario on May 12-20. Organizers of the Central Newfoundland Regional Fair selected 5 projects (8 students) as entries in the national fair, including two projects from our district:

- ✎ Millennium Aquarium by Kilah Ivany & Jacalyn Guy (St. Paul's Intermediate)
- ✎ You Can Say That Again by Barbara O'Rielly & Wendy Kelly (St. Gabriel's All Grade)

The Millennium Aquarium project was awarded Bronze Medals and received the Science Communications Award (sponsored by Dow Chemical Canada) for the best communicated junior project. This was a monetary award of \$1000 - \$500 for the students and \$500 to the sponsoring region to assist with future travel. Another member of the Central Newfoundland Regional group, Gaetan Kenway, a student from Burin, received a Gold Medal.

Drama Festivals

The annual Lewisporte-Gander School District Drama Festival took place on March 29th and 30th. In total, nine schools participated in this year's festival. Schools were represented from both the intermediate and senior high schools. On day 1 of the festival, students and teachers participated in entertaining, energetic and highly interactive workshops that included training in acting, improv and theatre games, body awareness and stage presence, dance, stage make-up application, costume development, script writing, directing and prop development.

Performances commenced on the evening of the first day. An attentive audience was treated to performances by Holy Cross School, Eastport, Inter-Island Academy, Summerford and Gander Collegiate. The remaining six schools (St. Paul's Intermediate, Gander, Carmanville School Complex, Centreville Academy, Jane Collins Academy, Hare Bay, Glovertown Academy, and Lewisporte Collegiate) performed on day 2 of the festival.

All schools in the district were invited to view the performances. This event continues to grow. It was certainly a successful endeavour as more and more students and schools are inspired to participate each year.

Lewisporte Collegiate represented this District at the provincial Drama Festival, held in Corner Brook May 10-12. This festival is a showcase of provincial talent. It does not have an overall winner. However, individual awards were presented. The Lewisporte Collegiate troupe received three acting awards that went to Allison Colbourne, Dane Sheppard and Steve Ryan. Their teacher moderators were Mr. Glen Fudge, Mr. Lorne Goulding and student teacher intern Ms. Pam Cole.

Tutoring For Tuition

The Tutoring for Tuition Program provides Level II and Level III high school students an opportunity to apply for positions as tutors to other students who need academic supports. The Tutors earn tuition vouchers for use in future attendance in a post secondary program. This was the 4th year for this program and was well received by all the high schools in our district. During the 2000-2001 school year this program involved 91 students from our schools who earned a total of \$35,000 in vouchers towards post-secondary education.

Grade 8/Grade 1 Collaborative Website Project

Students of Gander Academy from the grade 1 and 8 French Immersion classes collaboratively created a website about the Town of Gander as seen through the eyes of a six-year old. The grade 1 students discussed the many possible activities in their town, then proceeded to gather pictures of themselves participating in these activities. The grade 8 students collected the materials (pictures and text) and constructed the website. The website is very interesting and very well done

Student Exchanges

Class 8-01 at St. Paul's Intermediate School studied the play "For Every Man an Island" which dealt with the idea of Newfoundland Resettlement. This play then became a departure point for the study of this theme. The students developed computer slide shows illustrating many points about the resettlement program. They analyzed Newfoundland music and presented how musicians have written songs based on the theme. They also interviewed several resettled Newfoundlanders and then completed a Generations Can Connect project through Industry Canada.

As a culminating activity, they participated in an exchange trip with students from Change Islands. The students from A.R. Scammell visited Gander during March and the students from Gander will travel to Change Islands in early June.

The Exchanges Canada Program is funded by Canadian Heritage, and coordinated by SEVEC (Society for Educational visits and Exchanges in Canada).

Students from two schools in the district, Newville Elementary and Riverwood Academy (Wing's Point) have participated in an exchange with students from Quebec. Grade 6 (Intensive French) and grade 7/8 students from Newville and Level I students from Riverwood Academy have already visited Quebec. The Quebec students and teachers visited the two schools in mid-May. Newville's grade 7/8 class already hosted a group of 28 students and two teachers from Saint-Romuald, (near Quebec City) in January.

Lorne Stuckey, a grade 8 exchange student from Newville Elementary, was one of 14 students from across Canada, selected to participate in the 2000 Youth Advisory Council for SEVEC. Lorne recently traveled to Ottawa to attend a meeting of the council.

Six schools in the district are visiting Quebec this spring. The majority of Intermediate and High Schools in the district organize a student visit to Quebec or St. Pierre every year or every second year.

The Marconi Celebration Launch

The 100th anniversary of Marconi's incredible message across the Atlantic Ocean is the theme of a very exciting project at St. Paul's in Gander. A class of grade 7 French Immersion students developed a major body of research, which was placed on-line to commemorate Marconi's historical achievement. In addition, they visited historic sites in Newfoundland associated with Marconi's transmission, including Heart's Content, Harbour Grace, Admiralty House, and Signal Hill

Because of their dedication and enthusiasm associated with the project, they were also officially invited by the Honourable Roger Grimes, Premier of Newfoundland and Labrador, to the program launch for Receiving the World, the province's celebrations, on May 8 at the Battery Hotel and Suites.

Concours d'Art Oratoire

Nathan Gidge, a grade 9 student from Coaker Academy and Char-lee Tulk, a Level I student from Carmanville School Complex represented the district at the Provincial Canadian Parents for French Speak Off in Burin on May 5.

Literature Fair

Intermediate students were involved in a Literature Fair. Students were invited to select a novel of their choice and to read it independently. Students were asked to present on this novel at a Literature Fair in the spring. The presentation could take one of many forms, including mobiles, pencil sketches, dioramas, activity books, board games, story wheels, posters, sequential time charts, songs and story boxes. Students were asked to prepare a written summary following a formalized format. Students also presented a very eye catching backboard display based on their novel of study. This was a wonderful undertaking, which was

enthusiastically received by students. We hope to extend this fair to other grade levels during the next school year.

Math League Competition

Bob Hipditch coordinated the district Math League competition and helped organize the provincial Competition held at Memorial University. It was a very successful competition and we were represented by two teams: Lewisporte Collegiate and A.R. Scammell Academy. Eleven schools from across the province participated in the provincial competition. It was a great learning experience for our students. Pictures from the event can be found at <http://www.lgsd.k12.nf.ca/bobh/competitions/mathleague2001/>.

School Athletics

Athletics play a vital role in our educational system. Through athletics we not only teach young people about the value of a vigorous body, but also about societal attitudes that they will take with them into adult life. Students in our schools have the opportunity to participate in as many sports as possible. The provision of such opportunities endorses the statements from the Reorganized High School Handbook:

"Teachers should be alert to identify and encourage outstanding musical, athletic and artistic talent, and to encourage students so gifted to obtain the intensive instruction unavailable in the regular school program. Each teacher should feel an obligation to assist the activities in which all students are encouraged to participate."

In support of the Interscholastic Athletic Program the district allocated funds to offset the cost of high school teams travelling to Provincial Tournaments. Other funds have been set aside to support a district invitational sports structure at the junior high level. In the absence of a Provincial governing body, school sport contacts met on a district level to organize various invitational junior high events. The focus at this level has always been fair play and sportsmanship.

PROGRAMS

The work of the Program Division is to ensure that the quality of teaching and learning is kept to the highest standard in all of our schools. Even though this is a large district with thirty-three schools and over eight thousand students, our commitment is to ongoing improvement.

The implementation of new courses and programs developed by the Department of Education (see Appendix F) require much of our allocated resources. The introduction of a number of new courses this year created the need for several teacher training sessions and follow up support at the schools. Appendices G and H highlight the extensive professional development program made available to the teachers of this District.

While there are numerous projects and initiatives ongoing in this district, as outlined in the specific reports of each of the Program Specialists, I will highlight three of the most extensive district initiatives. These are in various stages of implementation. They require the time and expertise of the program staff and receive the bulk of special initiative funding. These include:

- ✎ Student Support Services - Continued support for the implementation of the Pathways Document and the I.S.S.P. process
- ✎ Literacy K-12 - Implementation of District Literacy Plan and the Provincial Literacy Plan
- ✎ Middle School Initiative - New initiative to focus on exemplary teaching and learning practices for adolescents

Student Support Services

Pathways and the ISSP Process

The 2000-01 school year represented the last year of a 3-year implementation period for the PATHWAYS document and for the ISSP process. This was the year that all children who had been identified with exceptionality would have their program defined by an ISSP as opposed to any process that would have previously been in place. In that connection, all Guidance Counsellors and Educational Psychologists received a 'Train the Trainer Program' from Department personnel relating to the ISSP process. As well, they also received separate training sessions on how to deliver a training session to school personnel on the PATHWAYS model. Counsellors and Psychologists were then directed to work with schools in their respective zones to ensure that teachers had received training related to PATHWAYS and the ISSP process. In addition to these training sessions Department personnel conducted school-based Pathways sessions: 2 days with William Mercer Academy and Jane Collins Academy staff, and 2 days in Gander with staff from a number of schools around the District. This training will continue as new teachers enter the system.

Autism

This year was also the first full year of service from one of the three Provincial Autism consultants. Robert Gauthier was able to visit the District on a number of occasions. His involvement included meetings with parents and teachers, observations of students diagnosed with autism, and on-site program support for teachers working with children diagnosed with autism. This was a valuable service and could serve as a service delivery model for support in other areas such as learning disabilities, mild cognitive delay, etc.

Re-documentation for Criteria Teacher Support


Re-documentation of students approved for Criteria teacher support was a major focus for the year. Delays in the timely completion of a number of these re-documentations had the impact of deferring some staffing decisions until very late in the school year. A determination will be made to improve upon that process in the upcoming year.

Literacy Plan

A major initiative undertaken by the Department of Education was the introduction of a strategic literacy plan. The goal for the 2000-01 school year is that all primary classroom teachers and primary special education teachers will engage in the provincial professional development initiative "First Steps" to build a solid level of expertise and standard for linking assessment to teaching. This professional development framework was designed specifically for classroom teachers and was intended for teacher use in the classroom. It included all components of language arts and correlates more than 90% with the Atlantic Provinces Language Arts Curriculum.

Each district was asked to take measures to support the implementation of this plan. The following outlines the status of work being carried out within the district:







- ✎ We have in place seven other fully qualified 'First Step' tutors, five of whom are school based. These tutors provided regular assistance to their schools and sought consultation with the Reading Specialist when help was needed.
- ✎ All principals in our district received a half-day presentation on this program, clarifying what the program should look like in their respective schools.
- ✎ 15 schools completed the full two-day workshop, with many principals coming with their staffs to do it as well. These school groups returned to their respective schools and met as a Literacy team to devise a plan as to how they were going to begin implementation at the classroom level.
- ✎ Regular monthly contact occurred with each school to identify current goals and how the Reading Specialist could assist staffs or individual teachers in achieving their goals.
- ✎ Guidelines were provided as to reasonable expectations and parameters any given staff might hope to achieve.
- ✎ Later in the school year the remaining 10, along with some speech-language pathologists and educational psychologists, received the two-day in-service.

 Follow-up was carried out on an as-requested-basis.

Middle School Project

We recognize that early adolescents have unique emotional, social and developmental characteristics. To facilitate a smoother transition from elementary school to senior years we have adopted a middle school philosophy.

Exemplary middle level schools address the distinctiveness of early adolescence with various instructional and organizational features. There are some key components that are generally recognized by educators, ministries of education and researchers as being critical to an effective middle school. There are a number of strategies that have been used in model middle schools for some time. These strategies include:

-  Teaming
-  Advisory sessions
-  Varied instruction
-  Exploratory programs
-  Transition programs
-  Flexible block schedule

Our district embarked upon its middle school initiative in September 2000. Over the course of the school year - these steps were taken:

1. District team established to implement a middle school initiative.
2. A three-year plan developed to model, develop, refine and evaluate.
3. A pilot school identified for the first year of the plan.
4. Schools invited to apply for funding to support a middle school initiative.
5. Lewisporte Middle School was selected as our pilot school.
6. School team established at Lewisporte Middle School.
7. Both teams embarked on information gathering and professional reading.
8. Meetings were held between both teams to assess progress and growth.
9. The Department of Education announced its plan to address middle school learning that supports and enhances our initiative
10. Both teams travel to Halifax to attend the provincial Junior High Network in-service and to visit their junior high schools.
11. Professional Development Day at Lewisporte Middle School where the team presents its findings and shares its professional development with the staff.
12. A second school, St. Paul's Intermediate, embarks on a middle school initiative.
13. Ms. Sue Burke, Middle School Consultant with the Nova Scotia Department Education, presented to the staff of Lewisporte Middle School
14. Ms. Burke presented at the meeting of district principals.
15. A three day summer institute was set up in August 2001 for teachers interested in middle school education. The presenters included Ms. Burke and Betty Jean Aucoin from Nova Scotia.

Technology Initiatives

Technology is a very broad area, which seems to pervade every area of the curriculum. As such, we are reporting on only a few initiatives to demonstrate the wide variety of technological challenges that we face each and every day.

- ✎ **Satellite Caching Project:** For a second year, both Frank Shapleigh and Bob Hipditch were involved in a Telesat/Industry Canada project, which allowed 8 of our schools to investigate leading edge satellite technology. This special national project focussed on using caching technology to improve internet access through the satellite system. There are only 2 school districts in Canada involved in this unique project: Lewisporte/Gander and Prince Edwards Hastings District in Ontario. The schools involved in our district are: St. Paul's Intermediate, Lumsden School Complex, Greenwood Academy, J.M. Olds Collegiate, Smallwood Academy, Glovertown Academy, Carmanville School Complex, and Fogo Island Central Academy.
- ✎ **Broadband Forum on Connectivity Issues:** During March, the district was invited to participate in a Provincial Conference, which explored connectivity issues. The report from this conference was submitted to the National Broadband Committee on Connectivity. Many provinces and other nations have developed a fibre optic infrastructure to improve connectivity and avail of IT opportunities. Newfoundland's geography and scattered population make broadband an essential but expensive proposition.
- ✎ **Computers for Schools:** Each year the Computers for Schools depot in St. John's supplies the district with some older computer equipment which must be distributed on an equitable basis amongst the schools. Although most of the units have been 486s and some 586s, we do manage to make good use of this free equipment.

Distance Education

The model by which students in different schools can access instruction in advanced courses or courses not offered locally have been a tremendous success in our district. By entering into a shared Distance Education arrangement with Districts 5 for the 4th consecutive year, we have been able to share the expertise of some of the most experienced teachers anywhere in province. This set-up has been a lifeline for many of our small schools. Of the seventeen schools, which offer a high school program, nine avail of distance education services.

- ✎ **Student Sites:** A.R. Scammell Academy, St. Gabriel's All Grade, Holy Cross School Complex, Riverwood Academy, Gill Memorial Academy, Lumsden School Complex, Lakewood Academy, Smallwood Academy, Glovertown Academy, and Carmanville School Complex
- ✎ **Instructor Sites:** Gander Collegiate & Carmanville School Complex
- ✎ **Course Offerings:** Math 2201, Math 3201, Math 3105, French 2200, French 3200, French 3201, Physics 2204, Physics 3204, Chemistry 2202, Chemistry 3202, Art Technology 1201

During the 2001-02 school year we will see a movement away from the traditional method of Distance Education towards a new model of Distance Learning. This new model will be web based and should eventually allow greater student access to a broader range of courses; this service will be operated by the newly established **Centre For Distance Learning and Innovation**. Late in the school year plans were developed to pilot 10 web based courses, one in each district, during the next school year. We were fortunate to have an opportunity to become involved in the Chemistry web based pilot with district #5, as well as our own pilot in Writing. If successful, this model will replace the traditional analog model of distance education handled by Telemedicine.

The shift toward e-learning is a significant milestone in the provision of K-12 educational services in the province of Newfoundland and Labrador. It is important to note that web-based instruction will not only replace the existing model of distance delivery for high school students in small schools, but also eventually will be available to students at various grade levels in all schools and alternate educational settings.

Experienced teachers have been assigned the task of constructing web-based courses in formats designed for effective utilization by e-teachers and their students. One of our teachers, Mr. Nick Soper, English Department Head at Gander Collegiate has been seconded to develop the Writing 2203 course.

Intensive Core French Project

Five schools (six grade 6 classes) in the district participated in the three-year pilot study. Participating classes spend approximately 50% of the day in French for half the school year. Schools involved in the pilot have indicated their interest in continuing with the program after the completion of the study this year. The district is presently in the process of exploring program follow-up at the intermediate and senior high level.

Multi-age Grouping

For some schools, declining enrollments and the subsequent loss of teaching staff has meant the combining of grades within one classroom with one teacher. When viewed in light of the past practice of multi-grading, this has not always been seen as beneficial to students. The district has been pro-active in investigating the best approach to dealing with this current reality and has come to the conclusion that the educational philosophy of multiage education, as opposed to multigrade, is sound and promotes the positive learning experiences children should be exposed to.

For the past two years there has been an emphasis on educating principals, teachers, and parents about multiage education and how it focuses on the needs of the learner rather than on arbitrary grade levels and lock-step development. In this type of environment children proceed at their own speed and rate of learning and are grouped and re-grouped as required. Instruction is often

cross-curricular and multi-faceted to accommodate the various developmental stages, interests and needs of learners. The expectations would be the same for any class, except in a multiage class the age spread is greater and the children usually stay with the same teacher for more than one year.

Two diverse bodies of resources have been accumulated, and will continue to be supplemented, to explain the research and philosophy of multiage education as well as to help teachers plan for instruction. These resources are available at a designated site in the Instructional Materials Centre or from the Elementary/Multiage Program Specialist. Parents are also encouraged to avail of the resources that would be beneficial to them.

The work of the past year - planning and delivering Parent Information Sessions, presenting in-service to all teachers and principals involved in or investigating combined classes, encouraging Go and Grow days, and the provision of space and resources for a Multiage Resource Room has made inroads into understanding how multiage education can be a positive experience for children.

Instructional Materials Centre (IMC)

The Instructional Materials Centre, located at the former Gander Middle School continues to be the primary location for workshops and in-service sessions. The weekly circulation levels continue to demonstrate the high value teachers place on the quality of materials and services that the IMC offers. The leadership shown by Viola Slaney, IMC clerk, along with the fulltime volunteer effort of retired teacher, Ms. Diane Anstey provides an exceptional service to teachers.

The weekly delivery system and the more than 10,000 supplementary resources available at the IMC is a benefit for the teachers and students in our district.

IMC YEARLY STATS AND COMPARISON

<u>1997-1998</u>	<u>1998-1999</u>	<u>1999-2000</u>	<u>2000-01</u>
7738	8100	8400	8500

Also 400-600 uncatalogued items circulated each year (i.e. seasonal units and professional journals)



PERSONNEL

Recruitment of Staff

The issue of teacher recruitment is one that the district has raised as a concern for some time now. During our this most recent round of hiring we have experienced our greatest challenges in recent memory. Although there is an ample supply of trained teachers in some instructional areas (in particular, the K-6 classroom teacher), there is a shortfall of available qualified teachers in a number of areas of teaching. Notably, we have experienced difficulty in recruiting staff with specialty training in Science, Music, Special Education, French, Art, School Administration, Speech Language Pathology, Educational Psychology and Guidance. The Department of Education, the Faculty of Education at MUN, and School Boards must work aggressively and immediately to address both the short term and longer term problems that confront schools because of the unavailability of appropriately trained teachers.

Changes in Administrative and Program Support Staff

There were a number of changes in several principal and district office positions for the 2000-01 school year:

New Principals

Roger Clarke – Memorial Academy
Kelly Knott – William Mercer Academy
Dennis Lush – Smallwood Academy
Gerald Wheeler – Gill Memorial Academy
Stephanie Taylor – Sandstone Academy
Denise Snow-Walsh – Charlottetown Elementary
Chris Osmond – Newville Elementary

New District Staff

Claudine Wells – Associate Assistant Director, Personnel/Student Support Services
Eileen Chatman – Elementary Program Specialist
Marilyn Walbourne – Primary Program Specialist
Deryldene Tucker - Reading Program Specialist
Kathy Andrews - School Growth/Assessment Program Specialist

Staffing Allocations

Teaching Staff

The baseline allocation for each school was established through the application of the **Board's Teacher Allocation Guidelines (2000-01)**. Staffing allocations by individual school is provided in Appendix O.

Separate from the allocation of regular staffing units, the district receives additional staff in the area of student support services, including educational psychologists, speech language pathologists, itinerant teachers for deaf & hard of hearing and blind & visually impaired students, categorical teachers and student assistants.

The allocation of categorical teachers and student assistants is based upon appropriate documentation from the school. Specific allocations are being confirmed on a school-by-school basis.

Student Support Services Teaching Staff

Job Description	No. of Units
Guidance Counsellors	14.5
Special Education Teachers	62.75
Criteria C Teachers	19
Criteria D/E/F/G Teachers	9
Educational Psychologists	4
Speech Pathologists	5
Itinerant Teacher for Hearing Impaired	2
Itinerant Teacher for Visually Impaired	1

Support Staff

The Board has a significant unionized support staff operation. During the 2000-01 school year the Board had 322 support staff employees on the seniority list. Of the 322 employees, 209 were permanent support staff positions and 113 had temporary status.

The total budget breakdown for salary and benefits from July 1, 2000 to June 30, 2001 is as follows:

Bussing	\$2,511,640
Janitorial & Maintenance	\$2,096,650
School Secretaries & IMC	\$ 804,466

Total **\$5,412,756**

The number of permanent full-time and permanent part-time support staff employees by classification is contained in Appendix E

Student Assistants

A reduction of student assistant hours was not something that we had anticipated going into the school year. However, within several weeks following the start-up of school, we were informed that there had been an extraordinary movement of students requiring the support of a student assistant within the provincial context, and that the Department of Education intended to move the resources with the students.

In the case of our district, we have confirmed that of our anticipated 123 students, thirteen had not returned to schools within the district, and a further four students had moved to a different school within the district. The Department of Education called for a full review of the registry of students across all school districts, the outcome of which resulted in adjustments to the allocation of student assistant hours for several school districts. At the end of this process, the student assistant time provided to our schools was reduced from 285 hours to 259 hours. There are twenty-nine schools within the district using the services of a student assistant. The adjustments resulting from this reduction resulted in 10 schools having reduced student assistant time and 3 schools receiving increases, while the remaining 16 schools were unaffected.

Student assistant hours are assigned to the board by the Department of Education. The hours are assigned based on need using provincial criteria. In 2000-01 this District was allocated 260.5 hours of student assistant time per day, which included 10 hours per day for assisting with special student transportation needs. We employed 58 student assistants in full or part-time positions over the school year.

Collective Bargaining

NAPE Negotiations

This round of labor negotiations with NAPE on behalf of school district support staffs was significant in that it involved, for the first time, the establishment of a single provincial collective agreement (the so-called Master Agreement). Recognizing that this undertaking involved the merging of several individually district-based agreements, the goal to achieve this single agreement was not realized at the end of the school year. There were many areas of language to be resolved, both amongst the boards themselves as well as with the union.

These negotiations with NAPE were not successful in reaching a new Collective Agreement by the termination date of March 31. On April 1 we experienced a strike of both student assistants and support workers affecting all schools and the district office. Fortunately, the strike lasted only four

days as a result of monetary settlement that was reached between NAPE and the provincial government.

Notwithstanding the resolution of that strike, a collective agreement with support workers was not reached. Negotiations re-convened on Tuesday, April 17 in an attempt to bring closure to an agreement. These talks were unsuccessful and hopefully further talks will resume over the summer.

NLTA Negotiations

Planning commenced in preparation for negotiations with the Newfoundland and Labrador Teacher Association to replace collective agreement for teachers, which terminated at the end of August 2001.

Teacher Recruitment Fair

On May 16 the District participated in the first Provincial Teacher Recruitment Fair sponsored by MUN, NLTA, NLSBA and the Department of Education. The Fair was held in the main dining hall at Memorial University. The Fair was very successful in regard to the number of teachers who visited our booth throughout the day and evening. Over 450 teachers registered for the fair. We distributed 220 application forms and collected 67 resumes from prospective teachers. We met some outstanding candidates and have contacted them for interviews. It remains to be seen if the Fair will result in filling outstanding vacancies in our schools for 2001-02.

MUN Intern Program

During the fall semester there was only one intern. For the winter semester things improved only slightly with just four interns. Modeling the program we provide for new teacher orientation, we provided a professional development day for the interns and their cooperating teachers. Through this session they were introduced to district services and programs.

Teacher internship programs are critical components to teacher training; however, the current arrangements have not been really effective in creating meaningful opportunities in rural schools.

Staff Development

The district staff continues to work above and beyond all expectations to provide excellent Professional Development to our teachers in response to increasing demand driven by curriculum change and the growing awareness for improved instructional strategies. The level of in-service activity remains high throughout our schools, but depends primarily on the availability of substitute days and school-based shutdown days involving the full staff. (see

Appendices F & G for details on the diversity professional development activities offered through our staff in 2000-01).

There are however two areas of professional support that will be referenced specifically in this report because of the linkage to our literacy initiative in the one case, and because of its significance in nurturing and supporting new recruits in an era when the supply of teachers is in jeopardy

New Teacher Orientation

There were 38 new teachers and 36 mentors who attended the *New Teacher Induction/Orientation Days* held in September. Because of the high numbers the session was conducted over two days. Overall both days were quite successful. More importantly, the program seems to have made a real difference for the new teachers.

A graduate student, Marion Hollohan, conducted a survey, which involved 17 new teachers, 15 mentors and 15 principals. The feedback from this study formed the basis for a number of recommendations for further improvements to the district induction program and included the following:

- ✍ Since retaining new teachers is vital to the future of this district, an emphasis should be placed on this program. Attendance should not be optional for either the new teacher or the mentor.
- ✍ Continue to introduce new teachers to the Harry Wong Series at these sessions.
- ✍ Principals need to be trained in their role in the induction process and in the selection of appropriate mentors for the new teachers.
- ✍ It may be difficult to arrange an orientation before September because of collective agreement issues but it is important that all new teachers receive, prior to the opening of school, a copy of NLTA booklet B - *Handbook for New Teachers in the Province of Newfoundland and Labrador*

Convocation – Mount Saint Vincent University

On Saturday, January 13, 2001, the chair and myself had the honour of attending a Convocation Ceremony by Mount Saint Vincent University. The unusual and special significance of this event was that it took place in Gander and it convoked only a single degree - Master of Education (Literacy). This was a special day for the graduates who had dedicated themselves to the study of literacy since June 1998, in addition to continuing their fulltime work as teachers. This was made possible through a unique arrangement between the Lewisporte/Gander School Board and Mount Saint Vincent University to offer this degree program at Gander. Through a combination of visiting professors and distance learning these teachers were able to remain at home without interrupting the work commitment, yet at the same time engage, as a group, in a world-class literacy education at the graduate level.

This is indeed positive for the children in our schools. We now have a large number of teachers who have committed themselves to the study of the latest thinking and methodology in the area of literacy. This has happened at a time when the board and the Department of Education have both recognized that a special initiative is required to address literacy as a major problem area in this province.

School Development

Three schools availed of the orientation in-service for school development this year. These schools were Greenwood Academy, Lewisporte Middle and Lewisporte Academy. St. Paul's Intermediate invited a representative from the district office on two separate occasions to speak to its staff. This school is further along in the process than the other three schools and basically was looking for support.

Greenwood Academy had its in-service day on October 13, 2000. The staff had a good day and was very positive about the whole process. A number of the teachers have been through similar types of school development processes and see the benefit of such planning. They are at the surveying stage of their process.

Lewisporte Middle had its in-service day on November 10, 2000. The staff all agreed that they are ready. Subsequently, the school team developed and administered surveys. This school was also part of a *Middle School* initiative, which is supported greatly by district office and the administration of the school. This initiative is very much a school development process so they will be incorporating both processes in improving their school.

Lewisporte Academy had its in-service day on October 27, 2000. This primary school took on a number of new initiatives this current year including: new curriculum for a number of teachers, *First Steps* training and CRTs for Grade 3 students. The advisory team prepared surveys for distribution to be administered before the end of the school year.

The school development process, in its present form, is very cumbersome for schools (i.e. the survey process). In future it is recommended that a simpler model be adopted that is less time consuming. Schools need to have goals for each year that are agreed upon by all stakeholders. This could be facilitated by a simpler school development exercise

Summer Institutes

The district sponsored a number of summer institutes for teachers. The following chart provides summary information for this program.

Institute	Dates	Location	Facilitator(s)	# Participants
Winschool	Aug 13-17	IMC	Susan Hicks	6
FrontPage 1 & 2	Aug 23-24	IMC	Gordon Moller	10
Intranet Hosting	Aug 28-29	IMC	Gordon Moller	7
Total Participants				23

FINANCE AND OPERATIONS

The following sections highlight our more significant business activities during 2000-01. Further information can be obtained by reviewing the Audited Financial Statements or the Financial Statement summary. (See Appendix P)

Finances

The district continues to carefully monitor its financial affairs. The escalation of world oil prices has had a significant impact on the operations of our schools and our bussing operations. So much so, that the Department of Education has committed to fund utilities at 100%. Our utilities include: electricity, fuel, telephone, municipal fees and snow clearing. In April of 2001, we received a retroactive payment for 1999-00 in the amount of \$185,700 and a current year payment of \$162,500. In addition, we also recognized an account receivable in the amount of \$74,181 for the current year from the Department of Education.

As you can see from our financial summary, our audited financial statements show an accumulated deficit of \$9,864,418. The deficit is a "paper" deficit that exists because of an accounting policy change implemented by the Government in 1993-94, which required us to report our severance liability. Effective June 30, 1998, we are also required to report an amount associated with severance pay for teachers. The amount at June 30, 2001 for teacher's severance accrual was \$8,648,113, and the amount of severance and accrued wages reported for our non - teaching staff was \$1,555,484. These entries were made in accordance with generally accepted accounting principles and when factored out of our financial statements, our accumulated surplus before the accruals was \$339,179.

The accumulated surplus reported above would have been a deficit had the Department of Education not changed its policy to fund utilities at 100%.

Capital Debt

The total amount of capital loans outstanding as of June 30th, 2000 is \$1,318,241. Included in this amount is \$981,683 for school bus replacement and the balance remaining on our demand loan with respect to Jane Collins Academy is \$328,768. The Department of Education has agreed to fund the interest payments and legal fees associated with this loan (i.e. resulting from a dispute with the insurance company with respect to the payout for fire insurance) The Department funds 100% of the principal and interest payments for loans associated with the replacement school buses.

Capital Construction

The following is a status report of the significant projects that were funded through the Education Investment Corporation:

- ✎ Lester Pearson Memorial High (\$1.5 million for extension and renovations) - 95% complete
- ✎ New world Island School - site development work completed
- ✎ Roofing Projects (a number of schools with various roofing repairs/replacement needs) – work in progress

Partnerships

HRDC, through the Job Creations Partnership, allowed the District to hire 10 computer technicians to work with the schools for a 14-week period. This began in March of 2001.

There were 8 computer technicians from the College of the North Atlantic placed in the schools throughout the district for an 8 week unpaid work term.

The redevelopment of the Middle School Building was pursued through various avenues including The Office of Learning Technologies, ACOA, HRDC and the Royal Bank Foundation. All agencies turned down the proposal. The main reason is that these agencies do not like to sponsor School Boards for such funding. A new approach may be warranted that would involve the development of an Information, Communication and Technology Centre that would offer services to the Town of Gander as well as the school district. This may be a way for the district to obtain the desired funding through partnership with another agency, such as the town.

A contract with BigDataBase.com was entered into and has been put on hold, to be activated as soon as the district has obtained a charity number. All of the opportunities for funding through outside agencies require the district to have a charity number. This database offers many suggestions for funding opportunities. Education is a significant target area high on the priority list of many foundations.



GOVERNANCE

The Board

The newly elected School Board Executive embarked upon a new year of operation. The following individuals were elected to the executive committee: Bill Sceviour (chair), Peter Gibbons (vice-chair), George Tiller (secretary), and Scott Pritchett (treasurer). The Board established three (3) standing committees (see Appendix A)

The Minister of Education did not call by-elections for the two vacancies on the Board during the 2000-01 school year. These vacancies resulted from the resignations of Madonna Furlong (Zone # 5) and Bruce Rideout (Zone #6) during the previous year.

Meetings

The Board and its standing committees were very active during the year, meeting on 28 different occasions. The following lists the frequency of meetings by the Board and each committee:

✍	School Board	11 meetings
✍	Executive Committee	3 meetings
✍	Policy & Planning Committee	3 meetings
✍	Personnel Committee	5 meetings
✍	Finance & Property Committee	5 meetings
✍	Teacher Liaison	1 meeting

Board Member PD

The board encourages its volunteer members to participate in events that support the work of the board. Attending conferences that deal with current issues and thinking in education is an important responsibility of a school board trustee as he/she contributes to the debate of issues that schools boards must address. The following is a listing of conferences attended by board members in 2000-01.

Atlantic CSBA	Provincial NLSBA	National CSBA
Perry Collins	Eric Norman	Scott Pritchett
Peter Gibbons	Barbara Francis	Bill Sceviour
Newman Harris	Jody Hale	Randell Mercer
Bill Sceviour	Gordon Tulk	Steve Johnson
George Tiller	George Tiller	
Gerald Hounsell	Newman Harris	

Policy Approvals

The board revised and/or approved policy dealing with a number issues during 2000-01. These included policies governing:

- ✎ The Operation of the Lewisporte/Gander School Board
- ✎ District Logo and Mission Statement
- ✎ Administration in Policy Absence
- ✎ Meetings and Professional Development Sessions for Teachers
- ✎ School Calendar
- ✎ School Handbook
- ✎ Teacher Allocations
- ✎ Time for Learning
- ✎ School Crisis Intervention
- ✎ School Attendance
- ✎ Supervision of Students
- ✎ Student Behavior
- ✎ Student Detention
- ✎ By-Laws Respecting the Suspension of Students
- ✎ Damage to Property
- ✎ Drinking and Use of Illegal Drugs
- ✎ Maintaining a Safe School
- ✎ Emergency School Closings
- ✎ Injury at School
- ✎ Statement of Guiding Principles for Staff Personnel
- ✎ Staff Orientation and Development
- ✎ Personnel Files
- ✎ Lunch Hour
- ✎ Smoke Free Facilities

Strategic Planning

The district began a strategic planning process in mid March of 2001. Through the use of focus group sessions, surveys and research, the data was collected. By the end of this academic school year a strategic plan had been developed outlining district goals, and related action plans. At a meeting held on July 3, 2001, the board approved its strategic plan entitled “Future Directions”.

Schools Act, 1997 Amendment - Bill 8

The provincial government passed legislation to amend the Schools Act, 1997. This legislation introduced greater control by the Minister of Education relating to district budgetary approval and contract approval for senior administrative staff.



The board informed the Minister of Education of its disapproval and disappointment with Bill 8 and requested immediate withdrawal.

School Councils

A representative from the district was invited to conduct a training session by two school councils. Sessions were provided for school councils representing J.M. Olds Academy and Twillingate Elementary (combined meeting) and Smallwood Academy. These councils had a significant number of new members and wanted a presentation dealing with an overview of its role. There appears to be some misunderstanding of the role of a school council. Some members feel that councils have a governance role rather than an advisory role.

Protocol Agreements

Protocol agreements were approved by the school board for the following school councils:

-  J. M. Olds Collegiate
 -  Lewisporte Academy
 -  Inter-Island Academy
 -  Coaker Academy
 -  Centreville Academy
 -  Sandstone Academy
 -  Greenwood Academy
 -  Riverwood Academy
 -  Twillingate Elementary
 -  Gill Memorial Academy
-

**BOARD MEMBERS AND BOARD COMMITTEES
2000-2001**

Ms. Barbara Francis Clarke Head, NF A0G 2G0	Zone 1	Communities of Port Albert to George's Point and to Harris Point
Mr. Rick Abbott P. O. Box 6 Musgrave Harbour, NF A0G 3J0	Zone 2	Communities from Main Point to Musgrave Harbour
Mr. Perry Collins P. O. Box 106 Seldom, NF A0G 3Z0	Zone 3	Communities on Fogo Island and Change Islands
Mr. Peter Gibbons, Vice Chairperson P. O. Box 73 Lumsden, NF A0G 3L0	Zone 4	Communities from Deadmans Bay to Greenspond
Mr. Gordon Tulk Newtown, NF A0G 3L0	Zone 4	Communities from Deadmans Bay to Greenspond
Mr. Gerald Hounsell P. O. Box 201 Glovertown, NF A0G 2L0	Zone 5	Communities from Glovertown to Charlottetown, the Eastport Peninsula and St. Brendan's
Vacant	Zone 5	Communities from Glovertown to Charlottetown, the Eastport Peninsula and St. Brendan's
Mr. Scott Pritchett, Treasurer P. O. Box 28 Gambo, NF A0G 1T0	Zone 6	Communities from Indian Bay to Gambo
Vacant	Zone 6	Communities from Indian Bay to Gambo
Mr. Newman Harris Summerford, NF A0G 4E0	Zone 7	Communities on Twillingate Island, New World Island and Boyd's Cove
Mr. Jody Hale	Zone 7	Communities on Twillingate Island, New

Pike's Arm, NF A0G 2R0		World Island and Boyd's Cove
Mr. George Tiller, Secretary 5 Centennial Drive Lewisporte, NF A0G 3A0	Zone 8	Communities from Birchy Bay to Little Burnt Bay to Laurencton and Norris Arm
Mr. William Sceviour, Chairperson P. O. Box 134, R. R. #1 Lewisporte, NF A0G 3A0	Zone 8	Communities from Birchy Bay to Little Burnt Bay to Laurencton and Norris Arm
Mr. Eric Norman 108 Memorial Drive Gander, NF A1V 1A8	Zone 9	Communities from Benton to Glenwood
Mr. Steve Johnson 16 Lower Steele Avenue Appleton, NF A0G 2K0	Zone 9	Communities from Benton to Glenwood

BOARD COMMITTEES

Finance & Property

Scott Pritchett (Chair)
Newman Harris
Rick Abbott
Perry Collins

Personnel

George Tiller(Chair)
Steve Johnson
Gerald Hounsell
Barbara Francis

Policy & Planning

Peter Gibbons (Chair)
Jody Hale
Gordon Tulk
Eric Norman

**SCHOOLS AND PRINCIPALS
2000-2001**

A. R. Scammell Academy	Mr. John Peckford
Carmanville School Complex	Mr. Winston Carter / Mr. Rene Cashin
Centreville Academy	Mr. Greg Drover
Charlottetown Elementary	Ms. Denise Snow-Walsh
Coaker Academy	Mr. Lloyd Burt
Fogo Island Central Academy	Mr. Aubrey Bolt
Gander Academy	Mr. Wayne Witherall
Gander Collegiate	Mr. James Pittman
Gill Memorial Academy	Mr. Rocky Guy
Glovertown Academy	Ms. Elizabeth Green
Greenwood Academy	Mr. John Head
Heritage Academy	Ms. Carol Ann Rideout
Hillview Academy	Mr. Frank McCarthy
Holy Cross School Complex	Mr. Robert Hiscock
Inter-Island Academy	Mr. Derrick Dalley
J. M. Olds Collegiate	Mr. David Hamlyn
Jane Collins Academy	Ms. Janet Headge
Lakewood Academy	Mr. Jamey Jennings
Lester Pearson Memorial High	Mr. Donald Sturge
Lewisporte Collegiate	Mr. Wade Verge
Lewisporte Middle School	Mr. Robert Gignac
Lewisporte Academy	Ms. Patricia Ryan
Lumsden School Complex	Mr. Andy Gibbons
Memorial Academy	Mr. Roger Clarke
Newville Elementary	Mr. Christopher Osmond
Riverwood Academy	Mr. Wayne Gillingham
Sandstone Academy	Ms. Stephanie Taylor
Smallwood Academy	Mr. Dennis Lush
Summerford Primary	Mr. Maxwell Rice
St. Gabriel's All Grade	Mr. Gerald Hynes
St. Paul's Intermediate	Dr. Terry Andrews
Twillingate Elementary	Mr. David Dove
William Mercer Academy	Ms. Kelly Knott

**DISTRICT OFFICE STAFF
2000 - 2001**

Director	Mr. Randell Mercer
Assistant Director, Personnel	Mr. Charlie McCormack
Assistant Director, Programs	Ms. Janice Tucker
Assistant Director, Finance	Mr. Shawn Brace
Controller	Mr. Gerald Burton
Program Specialist School Growth & Development	Mr. William Butt (on leave) /Ms. Kathy Andrews (replacement)
Program Specialist Senior High	Mr. Robert Hipditch
Program Specialist Primary	Ms. Marilyn Walbourne
Program Specialist Elementary	Ms. Diane Vey-Morawski (on leave) /Eileen Chatman (replacement)
Program Specialist Student Support Services	Mr. Sheldon McBreairty
Program Specialist French	Ms. Elizabeth Tobin
Program Specialist Intermediate	Ms Anne Manning
Human Resources Manager	Ms. Claudine Wells
Maintenance Supervisor	Mr. Wayne Gilbert
Bussing Supervisor	Ms. Beckie Tingley
IMC/CITE Clerk	Ms. Viola Slaney
Information/Systems Specialist	Mr. Gordon Moller
Accounts Clerk	Ms. Sylvia Arnold
Accounts Payable Clerk	Ms. Geraldine Blackmore
Accounts Clerk 1	Ms. Donna Pollett
Budgets Clerk	Ms. Juanita Boland (on leave) /Ms. Pam Skiffington (replacement)
Payroll Clerk	Ms. Ann Raymond
Labour Relations Officer	Ms. Carol Ann Hart
Purchasing Agent	Mr. Eugene Pike
Receptionist	Ms. Jenny Blackwood
Administrative Assistant, Personnel	Ms. Florence Pike
Administrative Assistant, Programs	Ms. Lisa Foote
Administrative Assistant, Finance	Ms. Connie Sheppard
Executive Secretary	Ms. Florence Granville

**DISTRICT STUDENT SUPPORT SERVICES TEAM
2000 - 2001**

Areas of Focus

Individual

Educational Psychologist
Educational Psychologist
Educational Psychologist
Education Psychologist
Education Psychologist
Speech Language Pathologist
Speech Language Pathologist
Speech Language Pathologist
Speech Language Pathologist
Speech Language Pathologist
Itinerant for Hearing Impaired
Itinerant for Visually Impaired
Itinerant for Hearing Impaired

Darryl Murphy
Denise Penny
Mandy Tucker-Anstey
Chris Hodder
Kieron Downton
Michelle Glynn
Giselle Fraser
Carol Payne
Felicia Kelly
Andrea Hayley
Dianne Callahan
Chris Hutchings
Glenda Truitt

**DISTRICT SUPPORT STAFF
2000 - 2001**

Classification	# Full Time Employees	#Part Time Employees
Payroll Clerk II	1	
Accounting Clerk I	2	
Accounting Clerk II	1	
Clerk/Typist II	1	
Clerk/Typist III	27	9
Library Technician I	1	
Computer Support Tech.	2	
Trades Helper	1	
Equipment Operator I	1	
Equipment Operator II	101	
Utility Worker II	34	5
Maintenance Repairer II	4	
Maintenance Repairer I	7	
Automotive Technician	6	
Heavy Equipment Technician	3	
Carpenter II	1	
Electrician I	1	
Storekeeper I	1	

**DEPARTMENT OF EDUCATION
NEW CURRICULUM
2000-2001**

Math - Grade 1
Language Arts - Grade 3
Language Arts - Grade 6
English Language Arts - Grade 9 - John Antle
Math 1204 - Scott Critch
Math 2206

**DISTRICT INITIATIVES
2000-2001**

Literacy 4-12
Middle School Initiatives

**PROFESSIONAL DEVELOPMENT SESSIONS
2000-2001**

Workshop Topic	Facilitator/Presenter
Primary	
Walbourne	Eileen Chatman/Marilyn
Mathematics – Grade 1 Language Arts – Grade 3	
Reading	Deryldene Tucker
First-steps Reading Continuum Workshop <ul style="list-style-type: none"> - 2 days Training - 1 day in-school follow-up 	
Elementary/Multi-age	Eileen Chatman
Language Arts – Grade 6 Classroom Management Multi-age – Long Term/Short Term Curriculum Planning Math in a Multi-age Context Literacy in a Multi-age Context	Eileen Chatman/Marilyn Walbourne
Intermediate	Anne Manning
English Language Arts – Grade 9 Home Economics Health – Grade 7,8 and 9 English Language Arts – Grade 9 Innovative Practices for Middle School Learning and Teaching Technology Integration Junior High Using Vernier Interfacing in Junior High Science	

Senior High

Bob Hipditch

High School Science Overview
Math Software Integration
Virtual Science Fair Mentorship
Workplace Safety 3200
Math 2206 – Practical
Math 2204/2205/3206 Overview
Math 1204 – Academic/Advanced
Graphing Calculator Integration
Technology Integration High School
Canadian History 1201
English 1211 – Academic
English 1212 – Basic

French

Elizabeth Tobin

Senior High French Immersion
Primary French
Intermediate French Immersion
French Immersion – Grades 4-6
French Immersion – Grades 2-3 and 2/3
French Immersion – K and Grade 1
Intensive Core French

Student Support Services

Sheldon McBreairty

ISSP: Train the Trainer/Pathways
Review of Learning Disabilities Handbook
Program Modification – High School
Non-Violent Crisis Intervention

School Growth and Development

Kathy Andrews

New Teacher Orientation
School Development Workshops – Greenwood Academy
School Development Workshops – Lewisporte Academy
School Development Workshops – St. Paul's Intermediate

School Development Workshops – Lewisporte Middle School
Student Assessment Information Sessions (CRT)

Professional Shutdown 2000-2001			
School	Date	Topic	Duration
A.R. Scammell Academy	November 28 January 11 January 12	Multiage Inservice (K-7) First Steps (Primary) First Steps (Primary)	Full day Full day Full day
Carmanville School Complex	January 11 January 12	First Steps (Primary) First Steps (Primary)	Full day Full day
Centreville Academy	September 26 December 5 January 31 March 27	School Improvement First Aid First Steps (in his school) Pathways/ISSP	Half Day Full Day Half Day Full Day
Charlottetown Elementary	November 30 December 1	First Steps (Primary) First Steps (Primary)	Full day Full day
Coaker Academy	November 17 May 25	Building Student Success ISSP/Pathways	Full day Full day
Fogo Island Central Academy	November 20 November 21 November 24	First Steps (Primary) First Steps (Primary) Winschool Marks Module/Modifying courses for special needs students (7-12)	Full day Full day Full day
Gander Academy	February 1 February 2 February 2	First Steps (Primary) First Steps (Primary) Cooperative Program Planning Units (Elementary)	Full day Full day Full day
Gander Collegiate	November 17	ISSP - Pathway 2; Student Evaluation; Grassroots planning	Full day
Gill Memorial Academy	January 11 January 12 December 1	First Steps (Primary) First Steps (Primary) Speech & Hearing/ISSP/Modified Courses/Pathways/Internet (Elementary to High) Pathways (K-12)	Full day Full day Full day Full day











	February 2		
Glovertown Academy	November 30 December 1 December 1 April 12	First Steps (Primary) First Steps (Primary) Winschool/Website development (Elementary to High) Student Leadership Conference (K-12)	Full day Full day Full day Full day
Greenwood Academy	November 2 November 3 October 13 February 16	First Steps (Primary) First Steps (Primary) School Assessment HTML, Multimedia Editing (4-9)	Full day Full day Full day Full day
Heritage Academy	November 20 November 21 January 29	First Steps (Primary) First Steps (Primary) ISSP/Pathways	Full day Full day Full day
Hillview Academy	January 15 January 25 January 26 March 12	Multiple Intelligences (K-9) First Steps (Primary) First Steps (Primary) Multiple Intelligences (4-9)	Full day Full day Full day Full day
Holy Cross School Complex	November 30 December 1 February 9	First Steps (Primary) First Steps (Primary) Pathways (K-12)	Full day Full day Full day
Inter-Island Academy	November 8 November 10 June 20	Meeting the Challenge - Part II Continued Pathways Implementation in the Classroom Special Education	Full day Half day Full day
J.M. Olds Collegiate	November 6 March 30	WinSchool Multiple Intelligences	Full day Full day
Jane Collins Academy	October 30	Staff Development	Full day
Lakewood Academy	November 24 February 1	Working with aggressive students; first aid, stress management First Steps (Primary) First Steps (Primary)	Full day Full day Full day

	February 2 March 9	School Growth and Assessment (5-12)	Full day
Lester Pearson Memorial High	March 2	Pathways, ISSP	Full day
Lewisporte Collegiate	May 4, 2001	Student Work Ethic/Voice Wellness	Full day
Lewisporte Middle	November 3 April 10 May 24, 2001	School Development Junior High Initiatives Junior High Initiative	Full day Half day Full day
Lewisporte Academy	October 27 January 11 January 12	School Development/Assessment First Steps (Primary) First Steps (Primary)	Full day
Lumsden School Complex	November 20 November 21 March 16	First Steps (Primary) First Steps (Primary) Stress Management in the Workplace (K-12)	Full day Full day Full day
Memorial Academy	January 11 January 12 November 30 December 1 March	First Steps (Primary) First Steps (Primary) ISSP (Elementary) Accelerated Reader Program/Grade Book Program (Elem) Pathways	Full day Full day Full day Full day Full day
Newville Elementary	November 2 November 3	First Steps (Primary) First Steps (Primary)	Full day Full day
Riverwood Academy	December 8 January 25 January 26	Pathways First Steps (Primary) First Steps (Primary)	Full day Full day Full day
Smallwood Academy	January 25 January 26 February 2	First Steps (Primary) First Steps (Primary) Pathways/The New Child Welfare Act	Full day Full day Full day
Sandstone Academy	January 25 January 26	First Steps (Primary) First Steps (Primary)	Full day Full day
Summerford Primary	November 22 November	Brain and learning First Steps (Primary) First Steps (Primary)	Full day Full Day Full Day










	2 November 3		
St. Gabriel's All Grade	November 30 December 1	First Steps (Primary) First Steps (Primary)	Full day Full day
St. Paul's Intermediate	Dec May 24	School Development/Winschool School Profile	Full day Full day
Twillingate Elementary	January 11 January 12 May 18	First Steps (Primary) First Steps (Primary) Writing/Researching/Grief Counselling/Next Year	Full day Full day Full day
William Mercer Academy	November 20 November 21	First Steps (Primary) First Steps (Primary)	Full day Full day

**COMMITTEES
2000-2001**

Labour Management Committee

-  Shawn Brace
-  Sheila Cooze
-  Wayne Gilbert
-  Carol Ann Hart
-  Jim Langdon
-  Bruce Lush
-  Charlie McCormack
-  Cliff Sheppard
-  Glenn Sheppard
-  Beckie Tingley

















Occupational Health & Safety Committee

-  Shawn Brace
-  Wayne Gilbert
-  Carol Ann Hart
-  Junior Hodder
-  Marshall Oake
-  Les Pike
-  Cliff Sheppard
-  Jim Slaney
-  Beckie Tingley

Satellite Caching Project

-  Frank Shapleigh
-  Rene Cashin
-  Glen Windsor
-  Derek Blackwood
-  Darrell Butt
-  John Head
-  Terry Spurrell
-  Aiden Drover
-  Art Mercer
-  Tim Goodyear

District Science Fair

-  Glen Williams
-  Caprice Burry
-  Marilyn Walbourne
-  Eileen Chatman
-  Anne Manning
-  Betty Tobin
-  Gordon Moller
-  Eugene Pike
-  Wayne Gilbert
-  Navin Gillingham
-  Jenny Blackwood
-  Connie Sheppard
-  Lisa Foote
-  Deryldene Tucker
-  Kathy Andrews
-  Brian Mosher
-  Frank Shapleigh

Math 1204 Implementation Group

-  Tim Fleming
-  Derek Blackwood

Math 2206 Implementation Group

-  Mike Sceviour
-  Carmen Perry





Math 2204/2205 Implementation Group

-  Tim Fleming
-  Gerard Greene

Tutoring for Tuition Inservice Group

-  Bill Colbourne
-  Bob Walters

Distance Education Support

-  George Wright
-  Andre Hudson
-  Jim Hayter
-  Edwina Cashin



Math League Competition

-  George Wright











First Aid Training

-  Dennis Lush
-  Gerald Wheeler

Workplace Safety


-  Randy Sooley
-  Barry Woolfrey

Transitional Issues Math

-  Jim Pittman
-  Bill Colbourne
-  Arlene Goodyear
-  Lynn Sooley
-  Marilyn Walbourne
-  Rene Cashin
-  Geoff Harris
-  Lyndy Rideout
-  George Wright
-  Brian Mosher


Science & Technology Support Group

-  Frank Shapleigh
-  Darrell Butt

 Tim Goodyear

Music Committee

 Doug Nevin

 Cindy Wheeler


 Karen Murray

 Marlene Stanley


Evaluation Committee

 Max Rice


 Barb Penney

 Wayne Witherall

New Teacher Orientation


 Cindy May-Follett

 Scott Critch

 Marion Hollahan


School Development Committee


 Scott Critch

 Marilyn Walbourne

Art Committee

 Cindy Wheeler

 Kathy Sweetapple

 Jim Eastman

 Randy Pond

**PILOTS – COURSES/PROGRAMS
2000-2001**

PILOT	TEACHER	SCHOOL
English 1211 (3 rd year)	Randy Sooley	Lakewood Academy
English 2211 (2 nd year)	Eithne Smith	Lakewood Academy
English 3211 (1 st year)	Jamey Jennings	Lakewood Academy
English 1212 (3 rd year)	Bill Bradbury	Lakewood Academy
English 2212 (2 nd year)	Jamey Jennings	Lakewood Academy
English 3212 (1 st year)	Bill Bradbury	Lakewood Academy
Math 2214, 2215	Tim Fleming/Gerard Green	Fogo Island Central Academy
Math 3214, 3215	Tim Fleming/Gerard Green	Fogo Island Central Academy

LITERACY INCENTIVES

SCHOOL NAME	PROJECT NAME	<u>Budget</u>
A.R.Scammell	Reading Buddies/Passport	\$1,000
Centreville Academy	Self-Advancement Through Technology Integration	
Fogo Island Central Academy	Bridging the Gap	\$1,500
Fogo Island Central Academy	Reading Materials	\$1,000
Gander Academy	Dans Ma Maison Hantee	
J.M. Olds Collegiate	Literature	\$1,000
Lakewood Academy	Literature Circles	\$600
Lakewood Academy	Science Literature	\$600
Lester Pearson Memorial High	Developing Classroom Libraries	\$2,400
Lewisporte Academy	Individualized Reading	\$400
Lumsden School Complex	Reading Materials Literature	\$1,000
Memorial Academy	Reading Materials	\$1,000
St. Paul's Intermediate	Marconi's Legacy: Celebrations in Newfoundland and Labrador	\$500
St. Paul's Intermediate	Bats: Misunderstood Creatures of the Night	\$1,486

MIDDLE SCHOOL INITIATIVES

School	Project	Budget
Lewisporte Middle School	Middle School Project	
J.M. Olds Collegiate	Study Skills for Success	\$135.00
St. Paul's Intermediate School	Virtual Intermediate School - The First Step	\$2,800
Lewisporte Academy	Canadian Red Cross Violence Prevention	\$500

**RETIREES
2000-2001**

Mr. Gordon Burke
Mr. Glen Clarke
Ms. Lois Collins
Ms. Mary Collins
Mr. Patrick Donahue
Mr. Clayton Dove
Mr. Terry Dunford
Mr. Robert Eastman
Ms. Beverley Feltham
Ms. Denise Feltham
Mr. Gerald Feltham
Mr. David J. Fleming
Ms. Nancy Fleming
Mr. Gerald Freake
Ms. Juanita Foss
Mr. Robert Gignac
Ms. Sheila Greenham
Ms. Joan Hodder
Mr. Gary House

Mr. Eric Howse
Mr. Tony Hunt
Ms. Patricia Kelly
Ms. Miranda Dale Kinden
Mr. Frank McCarthy
Ms. Kathleen Manuel
Ms. Wanda Mills
Mr. F. Bruce Parsons
Mr. Glenn Purchase
Mr. Darrow Roberts
Mr. David Rogers
Mr. Walter Rogers
Mr. Wayne M. Rowsell
Mr. Mr. Kenneth Smith
Mr. Leslie E. Stokes
Ms. Theresa Wareham
Mr. Winsor Wheaton
Mr. David Wicks

SCHOOL	Enrollment by School - AGR 2000														Tot
	K	1	2	3	4	5	6	7	8	9	I	II	III	IV	
Lakewood Academy	15	15	14	17	14	23	13	19	22	16	21	19	25		233
St. Gabriel's All Grade	2	3	1	1	5	4	5	6	6	6	4	6	7		56
Holy Cross School Complex	12	11	17	10	21	22	18	16	25	22	28	17	13	4	236
Charlottetown Elementary	2	5	1	4		4									16
Glovertown Academy	28	26	32	31	34	37	36	40	45	49	48	44	36	8	494
Smallwood Academy	26	23	34	29	34	26	29	27	27	30	33	31	29	12	390
Centreville Academy	9	13	12	16	17	21	17	21	18						144
William Mercer Academy	16	15	15	22	27	23	21	29	29						197
Jane Collins Academy										48	70	51	35	6	210
Lumsden School Complex	8	11	12	8	11	12	26	11	15	19	20	25	14	2	194
Gill Memorial Academy	10	10	15	12	17	19	21	12	13	21	17	14	23		204
Sandstone Elementary	2	7	2	6	3	6	8								34
Carmanville School Complex	16	24	29	21	19	23	18	25	26	32	25	40	40	1	339
Riverwood Academy	19	21	15	29	22	34	25	23	20	30	43	25	26		332
Newville Elementary	11	11	8	6	8	17	22	20	10						113
Summerford Primary	25	28	25	32	33										143
Inter Island Academy						38	42	35	39						154
Coaker Academy										68	75	65	53	4	265
Twillingate Elementary	30	38	27	25	37	36	31								224
J.M. Olds Collegiate								37	40	36	44	34	56	4	251
A. R. Scammell Academy	1	1	4	2	5	4	3	1	4	8	5	9	4	2	53
Fogo Island Central Academy	20	40	37	22	31	43	37	42	51	44	56	62	68	13	566
Heritage Academy	4	5	8	2	5	9	6								39
Memorial Academy	19	27	29	33	40	33	37								218
Lester Pearson Memorial High								47	42	43	48	57	45	4	286
Greenwood Academy	19	30	23	20	32	30	31	27	35	41					288
Hillview Academy	4	7	10	14	11	8	20	16	16	15					121
Lewisporte Academy	50	44	51	60	52										257
Lewisporte Middle School						68	68	56	70	88					350
Lewisporte Collegiate											158	131	131	4	424
Gander Academy	98	114	97	122	128	131	122								812
St. Paul's Intermediate								138	105	131					374
Gander Collegiate											136	149	138	20	443
															8460

Staffing Allocation by School 2000-2001

<u>School</u>	<u>School Type</u>	<u>Teacher Allocation</u>
Charlottetown Elementary	K-5	1.50
Sandstone Academy	K-6	3.00
Heritage Academy	K-6	3.00
A.R.Scammell Academy	K-12	7.25
St. Gabriels All Grade	K-12	7.25
Lumsden School Complex	K-12	15.75
Holy Cross School Complex	K-12	16.00
Lakewood Academy	K-12	16.50
Gill Memorial Academy	K-12	16.00
Newville Elementary	K-7	7.50
Hillview Academy	K-9	10.00
Centreville Academy	K-8	10.00
Inter Island Academy	5-8	11.25
Summerford Primary	K-4	11.50
Jane Collins Academy	9-12	12.75
Twillingate Elementary	K-6	15.25
William Mercer Academy	K-8	14.00
Memorial Academy	K-6	15.00
JM Olds Collegiate	7-12	15.75
Coaker Academy	9-12	16.00
Lewisporte Academy	K-4	14.75
Lester Pearson Memorial High	7-12	16.50
Riverwood Academy	K-12	22.00
Greenwood Academy	K-9	20.25
Carmanville School Complex	K-12	21.00
Lewisporte Middle School	5-9	20.50
Bayview Heights Academy	K-12	25.00
St. Paul's Intermediate	7-9	21.50
Lewisporte Collegiate	10-12	22.25
Gander Collegiate	10-12	23.00
Glovertown Academy	K-12	31.00
Fogo Island Central Academy	K-12	35.00
Gander Academy	K-6	48.00
Guidance		14.50
District Project		1.75
Distance Ed		2.75
Alternate School		3.00
Total		568.00

FINANCIAL STATEMENTS (SUMMARY)

	2000/01	1999/00
<u>Current Revenues</u>		
Provincial Government Grants	50,555,866	49,777,495
Donations		
Ancillary Services	44,450	33,375
Miscellaneous	596,227	382,379
Transfer from Reserve Account	<u>-</u>	<u>-</u>
	51,196,543	50,193,249
<u>Current Expenditures</u>		
Administration	1,259,329	1,215,634
Instruction	40,342,464	40,263,566
Operations and Maintenance	5,101,208	4,653,496
Pupil Transportation	4,015,256	3,807,977
Ancillary Services	-	-
Interest Expense	22,141	28,558
Miscellaneous	<u>773</u>	<u>62,234</u>
	50,741,171	50,031,465
Excess of Revenue over Expenditures Before Teacher Severance and Allowance for Uncollectible Government Grants	455,372	161,784
Allowance for Uncollectible Government Grants	<u>-</u>	<u>-</u>
Excess of Revenue over Expenditures Before Teacher Severance	455,372	161,784
Teacher Severance	118,225	(38,086)
Transfer to Capital	<u>(140,404)</u>	<u>(513,034)</u>
Net Decrease in Board Equity	433,193	(389,336)

Administration Expenditure

Salaries & Benefits	902,634	872,120
Supplies	67,712	52,007
Utilities	53,629	55,492
Rentals & Repairs	12,281	22,558
Travel	41,440	39,027
Board Expenses	35,430	26,985
Election Expenses		12,343
Professional/Advertising/Dues	106,335	103,340
Payroll Tax	9,432	9,754
Miscellaneous	<u>30,436</u>	<u>22,008</u>
Total Administration Expenditures	1,259,329	1,215,634

Instruction Expenditures

Instructional Salaries & Benefits	37,462,707	37,453,276
Secretarial Salaries & Benefits	804,466	772,294
Payroll Tax	654,403	650,231
Instructional Materials	715,287	728,944
Furniture & Equipment	226,591	249,232
Instructional Staff Travel	200,521	210,169
Other	<u>278,489</u>	<u>199,420</u>
Total Instruction Expenditures	40,342,464	40,263,566

Operations and Maintenance Expenditures

Salaries and Benefits	2,146,651	2,206,602
Payroll Tax	42,620	35,289
Utilities	1,747,876	1,767,967
Vehicle Operating & Travel	50,924	44,907
Janitorial Supplies/Equipment	101,897	109,909
Repairs & Maintenance	816,971	342,967
Snow Clearing	175,905	101,844
Other	<u>18,364</u>	<u>44,011</u>

Total Operation & Maintenance Expenditures	5,101,208	4,653,496
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Pupil Transportation Expenditures

Salaries and Benefits	2,567,391	2,513,512
Payroll Tax	39,664	41,062
Debt Repayment	162,265	80,506
Repairs & Maintenance	356,598	358,044
Contracts	186,615	194,646
Fuel/Other	<u>702,723</u>	<u>620,207</u>
Total Pupil Transportation Expenditure	4,015,256	3,807,977

Miscellaneous

Miscellaneous	773	62,234
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Capital Receipts

Bank Loans		746,629
EIC Grants	2,406	7,904
Donations	-	-
Sale of Capital Assets	4,347	31,585
Other		
Transfer from Reserve Account	39,591	-
Transfer from Current Account	<u>140,404</u>	<u>513,034</u>
Total Capital Receipts	<u>186,748</u>	<u>1,299,152</u>

Capital Disbursements

Property and Equipment	186,748	1,005,820
Debt Repayment		<u>293,332</u>
Total	<u>186,748</u>	<u>1,299,152</u>

Assets**Current Assets**

Cash	4,573	74,979
Accounts Receivable	1,067,000	1,546,030
Inventory, at cost	24,989	9,195
Prepaid Expenses	<u>991,295</u>	<u>102,142</u>

Total Current Assets 2,087,857 1,732,346

Property and Equipment 73,465,065 74,288,787

75,552,922 76,021,133

Liabilities and Board Equity**Current Liabilities**

Bank indebtedness	587,853	-
Accounts Payable and Accrued	10,626,165	11,441,870
Current Maturities	<u>100,187</u>	<u>94,344</u>

Total Current Liabilities 11,314,205 11,536,214

Long Term Debt 1,218,054 1,310,451

Board Equity

Investment in Capital Assets	72,724,672	73,454,047
Reserve Account - Capital	160,409	200,000
Reserve Account - Current	-	-
Board Deficiency	<u>(9,864,418)</u>	<u>(10,479,579)</u>

Total Board Equity 63,020,663 63,174,468

75,552,922 76,021,133

