

# Annual Report 2002-2003



**Lewisporte/Gander School District**

## TABLE OF CONTENTS

### Introduction

### Governance

The Board	2
Strategic Planning	3
School Councils	4

### Student Participation/Performance

Drama Festivals	5
District Enterprise Showcase Competition	5
Heritage Fairs	6
Literature Fair	6
Science Fairs	6
Senior Math League Competition	7
French for the Future Conference	7
French Summer Camp	7
Concours d' Art Oratorie	7
External Student Assessments	7

### Programs

General	11
Primary Program Highlights	12
Elementary/Multiage Highlights	12
Literacy Program Specialist	12
Intermediate and High School Highlights	13
Student Support Services	13
French Program Highlights	14
School Growth and Development	14
ICLTe-Learning	15
Small School Support	16
Safe and Caring Schools Highlights	16

### Personnel

Recruitment of Staff	17
Teaching Staff	17
Guidance Services Model	18
Other Staffing Information	18
Teacher Recruitment Fair	18
MUN Intern Program	18
Teacher Induction	19

## **Finances and Operations**

Finances	20
Capital Debt	20
Capital Construction	20

## **Appendices**

A	Board Members and Board Committees	21
B	Schools and Principals	23
C	District Office Staff	24
D	District Student Support Services Team	25
E	District Support Staff	26
F	Department of Education New Curriculum	27
G	Professional Development Sessions	28
H	Committees	30
I	Pilots - Courses/Programs	33
J	Retirees	34
K	Enrolment by School	35
L	Staffing Allocation by School	36
M	Financial Statement (Summary)	37

## INTRODUCTION

The information presented in this report attempts to summarize those key issues and developments that have impacted the activities of the School Board and the operation of its schools during the 2002-03 school year.

**The mission of the School District is to embrace, educate and empower every child through quality learning resources and qualified staff using best practices, in a nurturing and safe environment.**

It is our belief that our success as a district will also be a measure of our commitment to a set of guiding values that we all aspire to work by and to model as we relate to those around us. These values include a commitment to life long learning, a commitment to high expectations, valuing diversity, a commitment to continuous growth and improvement, fostering openness, showing respect, fostering teamwork, fostering partnerships, being accountable and being proactive.

The Board has identified eight key goals or areas for strategic direction that would contribute towards accomplishing its mission:

- Each school will provide a safe and secure environment that fosters personal well-being.
  - Each school will provide a curriculum that will respond to the diverse abilities of its students.
  - Teachers will use instructional strategies appropriate to the diverse learning styles and abilities of their students in order that students become active participants in their learning.
  - The district will foster a vision of shared leadership and collaboration.
  - Appropriate professional development support will be an integral part of any program or initiative undertaken by the district.
  - The district will promote and seek community involvement in schools.
  - The district will establish a communication blueprint for all levels of the operation.
  - The district and its schools will demonstrate accountability within the framework of its strategic plan and the effective and efficient use of its resources.
-

## GOVERNANCE

### The Board

This is the second year of a four-year term for the elected School Board. The Board Executive, elected at its annual general meeting, includes Bill Sceviour (chair), Peter Gibbons (vice-chair), George Tiller (secretary), and Scott Pritchett (treasurer). See Appendix A for a detailed listing of trustees and board committees.

One Board vacancy occurred in 2002-03 through a resignation. The Minister of Education, in compliance with the Schools Act 1997, filled this vacancy through appointment.

### *Meetings*

The Board and its committees were very active during the year, meeting on 31 different occasions. The following is list of meetings held by the Board and each committee:

☛ School Board	12 meetings
☛ Executive Committee	3 meetings
☛ Policy & Planning Committee	3 meetings
☛ Personnel Committee	4 meetings
☛ Finance & Property Committee	6 meetings
☛ Teacher Liaison	2 meetings
☛ Awards and Resolutions	1 meeting

The board encourages its volunteer members to participate in information and training sessions 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 the issues that few within the mandate of school boards.

The Canadian School Boards Association held its Atlantic Conference in Halifax in late January and hosted a National Congress in Winnipeg from July 3-5. The following is a listing of conferences attended by board members in 2002-03.

#### Atlantic CSBA

Gerald Hounsell  
Peter Gibbons  
Mabel Miller  
Bill Sceviour

#### Provincial NLSBA

Kathy Ward  
Newman Harris  
George Tiller  
Bill Sceviour  
Max Bussey  
Scott Pritchett  
Audrey Whiteway

#### National CSBA

Bill Sceviour  
Max Bussey

The Lewisporte Gander School Board hosted the 2003 AGM and annual conference of the Newfoundland and Labrador School Boards Association in Gander. This event, apart from the excellent program, in which many local board members were able to participate, provided an opportune revue to showcase the performance of our students across a variety of programs that are being promoted in our schools. In fact we received much commentary from the participants applauding the various performances and demonstrations provided by our students.

The participating schools and the demonstration programs/performances offered by each group are noted:

- ☛ Riverwood Academy (Literacy Project)
- ☛ Glovertown Academy (Science Project)
- ☛ J M Olds Collegiate ( Heritage Project)
- ☛ St. Paul's Intermediate School (Dramatic Performance)
- ☛ Gander Academy (Art Smarts Project)
- ☛ Smallwood Academy (Musical Performance)

### *Policy Approvals*

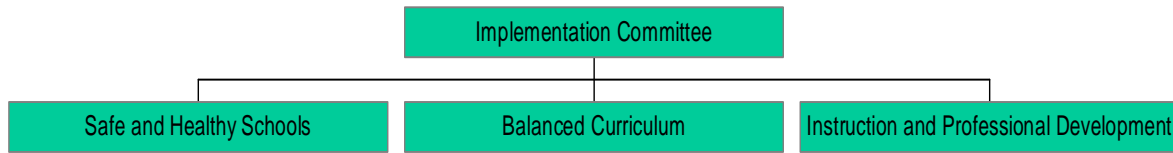
The Board revised and/or approved policy dealing with a number issues during 2002-03. These included policies governing:

- ☛ Teacher Assessment
- ☛ Budget Document
- ☛ Purchasing
- ☛ Election of Table Officers
- ☛ Statement of Guiding Principles for Business
- ☛ School Crisis Intervention
- ☛ The Closure of Schools
- ☛ Maintaining a Safe School

### **Strategic Planning**

The implementation process for the district strategic plan entitled "Future Directions", approved by the Board on July 3, 2001, commenced this year with the establishment of an implementation committee and three sub-committees which were given responsibility to act upon the specific goals/directions identified in the strategic plan. The committee structure is as follows:

The District Strategic Plan "Future Directions"



While the Safe and Healthy Schools sub-committee was able to get an early start, the start-up of the other sub-committees were somewhat delayed. By the end of the school year, however, the work by all sub-committees had advanced. More specifically, the Safe and Healthy Schools sub-committee developed a district policy, coordinated the development of individual school policies, as well as supported related professional development requirements at each school. The other two sub-committees (Balanced Curriculum and Instruction/Professional Development) created terms of reference and laid the groundwork for a number of initiatives including such things as annual school reports, the Leadership at Work Program, and a two-day district professional development initiative planned for October 2003.

In conjunction with these developments, the Accountability Division of Treasury Board has been working with the district, through the Implementation Committee, in a review exercise that will enable the next iteration of the District Strategic Plan to fall within the provincial accountability framework. This process is ongoing.

### **School Councils**

**School councils are continuing to review CRT and public exam results**

A number of training meetings were held with individual school councils at their request. The councils at Riverwood Academy, Lewisporte Middle School, William Mercer Academy, Carmanville School Complex, Lakewood Academy and Smallwood Academy all requested direction with regard to their role and responsibility. While this approach was effective, the plan for the up-coming school year is to offer a more formal training experience (in the form of a full day session) to both school council chairs and principals.

A school council meeting was also held at Coaker Academy with the 4 schools combining to form New World Island Academy. The primary purpose of this meeting was to update school council members on the new school construction and to devise a general framework that will facilitate the transition to the new school.

## **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 developing individual talents. Many relevant activities and events took place throughout the year. Quite often these important happenings in the lives of many students take place without much fanfare.

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 curricula involvements that students participated in during the 2002-03 school year.

### **District Drama Festival**

**The District Drama Festival is certainly a successful endeavour as more and more students and schools are inspired to participate each year.**

Approximately 150 students and their teacher coaches, representing intermediate and senior high schools, participated this year. During the festival students and teachers participated in a number of energetic and highly interactive workshops conducted by professionals in the areas of improv, mood, dance and make-up.

The performing arts are thriving in our school district. This year's performers came from St. Paul's Intermediate, Glovertown Academy, Holy Cross School Complex, Coaker Academy, J M Olds Collegiate, Lewisporte Collegiate, Jane Collins Academy, Carmanville School Complex, Smallwood Academy, and Fogo Island Central Academy. Support for this important event increases each year. It is certainly a successful endeavour as more and more students and schools are inspired to participate each year.

### **District Enterprise Showcase Competition**

This was our District's first Enterprise Showcase Competition. The event was designed to simulate Areal life@trade shows. The competition was open to students who were registered for Enterprise Education. The showcase was judged by experienced professionals and specialists from the business community and the community at large.

Sixty-one showcases were setup, involving 140 students from 9 schools including Fogo Island Central Academy, J M Olds Collegiate, Lewisporte Collegiate, Smallwood Academy,



Jane Collins Academy, Glovertown Academy, Holy Cross School Complex, Lester Pearson High School, and Gander Collegiate.

### **Heritage Fairs**

Schools throughout the district held Heritage Fairs in their schools for intermediate students. The National Heritage Fair Program is part of the Charles R. Bronfman Foundation 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 involves presentations by children from Grades 7 - 9. These presentations, which have a Canadian or Newfoundland theme, are put on display for the public. Each project is adjudicated twice by judges that come from outside the school.

### **Literature Fairs**

**The Literature Fair supports an outcome based teaching approach, which recognizes and promotes the six strands of the Intermediate and Senior High English Language Arts Program.**

Intermediate and Level I students were involved in Literature Fairs. Students were invited to select a novel of their choice and to read it independently in preparation for presentation at the spring Literature Fair. The presentation could take one of many forms. Some of the forms represented included: mobile, pencil sketch, diorama, activity board, board game, story wheel, poster, sequential time chart, song and story box. Students also prepared a written summary utilizing a formalized format. Each student developed a very eye-catching backboard display based on his or her novel of study. This was a wonderful undertaking, which was enthusiastically received by students. The Literature Fair supports an outcome based teaching approach, which recognizes and promotes the six strands of the Intermediate and Senior High English Language Arts Program.

### **Science Fair**

The District Science Fair was hosted by Glovertown Academy. There were over 45 projects involving 97 students from 11 different schools. The winning project "Go With the Flow" went on to represent the district at the Canada Wide Science Fair in Calgary.

### **Senior Math League Competition**

Students participated in three virtual and one face-to-face competitions. The Senior Math League is sponsored by the NLTA. Two teams from our district (Coaker Academy and J M Olds Collegiate) traveled to St. John's to compete in the Provincial Final held in May.

### **French for the Future Conference**

Sixteen French Immersion/Expanded Core French students participated in the National *French for the Future Conference* held in St. John's during April. The conference was conducted in French and included a cross-Canada satellite hook-up.

### **French Summer Camp**

Twenty-six grade 8 and 9 students attended a district French Summer Camp at the Franco forum in St. Pierre during the past summer. This project received funding support from the Language Programs Section of the Department of Education.

### **Concours d'Art Oratoire**

A district French Speak-out (Concours d'Art Oratoire) was held in collaboration with the local chapter of Canadian Parents for French during March. Five students were chosen to participate in the Provincial Concours.

### **External Student Assessments**

#### *CRTs Language Arts*

All grade 3 and 6 students wrote the provincial Language Arts Criterion Referenced Test in May 2002 over a two-week period. Student achievement in listening, speaking, reading, viewing, and writing and representing was assessed through a combination of multiple choice questions and questions that required a constructed response. A level 3 standing is considered the minimum standard. The following tables show district and provincial results, indicating the percentage of students performing at or above Level 3.

**Language Arts CRT Results 2002 – Grade 6 Writing  
Students Achieving Level 3 or above**

	Content	Organization	Sentence Fluency	Voice	Convention	Demand
District	76	78.9	80	74.2	84	71.9
Province	84	85.2	84.9	79.1	87.1	81.3

**Language Arts CRT Results 2002– Grade 6 Reading Activity 1  
Students Achieving Level 3 or above**

	Narrative	Informational	Poetic	Visual	Electronic	Listening
District	4	5	4	2.8	4.3	4.2
Province	4	5.1	4.1	2.8	4.3	4.3

**Language Arts CRT Results 2002– Grade 6 Reading Activity 2  
Students Achieving Level 3 or above**

	Narrative	Informational	Poetic	Visual	Listening
District	33.9	44.5	37.2	26	28
Province	65.3	55	50.4	41.1	41.5

**Language Arts CRT Results 2002– Grade 3 Writing  
Students Achieving Level 3 or above**

	Content	Organization	Sentence Fluency	Voice	Word Choice	Convention	Demand
District	95.7	87.9	92.1	79.5	97	93.5	90.7
Province	93.8	87.9	91.1	87.4	96.5	91.5	87.4

**Language Arts CRT Results 2002– Grade 3 Reading Activity 1  
Students Achieving Level 3 or above**

	Narrative	Informational	Poetic	Visual	Listening	Directions
District	5.5	4.6	2.4	3.4	3.4	8.6
Province	5.6	4.7	2.5	3.4	3.5	8.6

**Language Arts CRT Results 2002– Grade 3 Reading Activity 2  
Students Achieving Level 3 or above**

	Narrative	Informational	Poetic	Visual	Listening	Sample Speaking
District	78.1	42.9	60.8	45.2	50.6	70
Province	79.2	49.3	61.4	48.6	53.3	77.1

As a result of this testing:

- ☛ All K-6 teachers were asked to keep an assessment portfolio on students with running records, writing samples scored on a rubric, as well as other samples. Self-evaluation was encouraged.
- ☛ All K-6 teachers received in-service regarding First Steps Writing for the APEF curriculum.
- ☛ All K-6 teachers were asked to devise a timeline for the introduction of text forms.
- ☛ Yearly Plans were initiated. All K-6 teachers will work on the process over the next year, paying particular attention to linking assessment and instruction.
- ☛ The 2003-04 PD shut down will focus on student assessment.
- ☛ Literacy Support teachers initiated a project in schools that involved “higher order” questioning.

### *CRTs Mathematics*

CRTs were also administered for Primary and Elementary Mathematics in June 2002. (Note that the 2002 primary test was created and administered by the district and was not part of a provincial assessment.) The CRT tests student performance in five areas of mathematics as identified by the curriculum outcomes. The results, indicating the percentage of correct items, are summarized in the following tables:

#### **Mathematics Criterion Reference Test Results 2002 – Grade 6** **Percentage Correct**

	Numbers	Geometry	Measurement	Graphing	Problem Solving	Total
District	69.8	60.9	59.9	75.6	61.9	66.7
Province	73.9	68.5	64	81.3	67.3	71.5

#### **Mathematics Criterion Reference Test Results 2001 and 2002 – Grade 3** **(district administered test only for 2002)** **Percentage Correct**

Year	Numbers		Geometry		Measurement		Graphing		Problem Solving		Total	
	2001	2002	2001	2002	2001	2002	2001	2002	2001	2002	2001	2002
District	77.7	79.4	82	83.1	68	93.6	81.5	87.2	51.2	80.6	72.3	81.3
Province	80.5	*	83.7	*	72.7	*	84.5	*	59.4	*	76.3	*

\*No data available

The test results at the elementary level indicated some concerns, particularly in the areas of Geometry and Problem Solving. However, significant improvement is evident at the primary

level when the results of 2001 are compared with 2002. All schools were provided with detailed results including individual item analysis for each student. In addition, the results were presented and discussed with principals. Guidelines were prepared for schools in terms of analyzing their results and planning for improvement.

More specifically, in response to these results a mathematics itinerant teacher was hired, effective September 2003, with a focus on the K-6 program, and a nationally recognized mathematics consultant, Ms. Rita Janes, was contracted to provide in-service to teachers. Additionally, we have decided to expand the role of the Literacy Support teacher to include numeracy, effective September 2003.

*Public Exam Results*

This year the problems experienced in 2001 were substantially reduced. Each school was provided with detailed results for its students including school, district and provincial comparisons and individual item analysis. Guidelines were given for review and follow-up at the school level.

The results for both 2001 and 2002 public exams are summarized in the following table:

**Public Examination Results 2001 and 2002**

Courses	School Exam				Public Exam				Public – Scaled				Combined				% Pass			
	District		Province		District		Province		District		Province		District		Province		District		Province	
Year	01	02	01	02	01	02	01	02	01	02	01	02	01	02	01	02	01	02	01	02
Them Lit 3201	71	70	68	66	46	54	48	53	48	69	46	66	58	62	58	60	78	*	77	*
Chem 3202	72	73	72	73	58	55	63	57	58	73	63	73	64	64	68	65	83	*	91	*
Physics 3204	71	71	71	71	49	51	53	55	49	69	53	71	59	61	62	64	74	*	83	*
Biol 3201	70	69	69	68	56	54	56	54	56	69	56	68	63	62	63	61	86	*	86	*
Math 3201	79	77	76	76	64	67	76	66	64	77	66	75	70	73	72	71	95	*	95	*
Math 3200	64	63	63	62	45	49	53	53	45	60	53	61	52	55	58	58	62	*	73	*
French 3200	*	71	*	74	*	62	*	65	*	70	*	73	*	66	*	69	*	*	*	*
Geog 3203	*	76	*	71	*	68	*	67	*	75	*	70	*	71	*	69	*	*	*	*

\* No data available

## PROGRAMS

In preparation for the 2002-2003 school year several developments impacted our approach to delivering professional development programs for staff within the Lewisporte/Gander School District. Continued consultation with district staff relating to the District Strategic Plan identified three strategic directions as priority for the new year; *Safe and Healthy Schools, Balanced Curriculum and Instructional Strategies*. The new collective agreement for teachers increased the length of the school year by five days and designated three professional development days for each teacher. The Department of Education continued the implementation of 19 new courses that required extensive preparation and training by the District program staff (see Appendix F). In addition, the District embarked on an intensive training program in math instruction for teachers in the primary and elementary grades. At the same time district staff maintained its ongoing support to schools and teachers to ensure our students are offered a high quality program by highly trained and motivated teachers.

The challenges and expectations created by these new initiatives and identified priorities within the district strategic plan guided much of the teacher training sessions and program initiatives for 2002-2003.

- ☛ We organized a district-wide a Safe and Caring Schools initiative requiring participation by all schools.
- ☛ We delivered a two-day professional development shut down for all Grade 7 -12 teachers early in the school year. The majority of the presenters were teachers from our own schools.
- ☛ The district, in partnership with the NLTA and the Department of Education, conducted an intensive Leadership at Work Program with the participation of 29 administrators from around the district.
- ☛ We continued the Diverse Learners program.
- ☛ We continued the First Steps Literacy Program with a focus on K-6 writing.
- ☛ We supported training in the Cooperative Discipline Program.
- ☛ We initiated a new focus on teaching mathematics in the primary and elementary grades.
- ☛ We expanded the Intensive French program to six schools.
- ☛ We created an on-line art gallery.
- ☛ We hosted the largest district drama festival to date.
- ☛ We implemented a number of new science courses and held a district science fair.
- ☛ A new position of ICLT/e-Learning Facilitator was established to support online courses offered by the Center for Distance Learning and Innovation, and to facilitate information, communications and learning technologies initiatives within the district.
- ☛ The Student Support Services group continued support for the implementation of the Pathways Document and the ISSP process for students across the district.

More details relating to these and other initiative can be found in the individual annual reports of the program specialist staff. These reports are contained in a separate report

available from the Director's office. We want to thank each of the program specialists for the remarkable volume and quality of work completed during the 2002/2003 school year.

### **Primary Program Highlights**

- ☛ Implementation of the Grade 3 Mathematics Curriculum
- ☛ Implementation of Kinderstart
- ☛ Professional development sessions for all K-6 teachers in mathematics (Rita Janes project)
- ☛ In school professional development sessions on rubrics, writing, learning centers, and criterion referenced testing
- ☛ Math days in schools
- ☛ Development and field testing the language arts CRT
- ☛ Portfolio Assessment
- ☛ District representation in community literacy initiatives
- ☛ District representation on Family Resource Center Boards
- ☛ Early Success field study

### **Elementary/Multiage Highlights**

- ☛ Multi-group parent sessions
- ☛ Providing resources and training for multi-group teachers
- ☛ In-servicing for grades 4-6 teachers on teaching science
- ☛ In-servicing for K-6 teachers on writing
- ☛ In-servicing for K-6 teachers on mathematics
- ☛ Arranging author visits to various schools
- ☛ Presenting principals with information on K-6 assessment and making it a priority
- ☛ Facilitating school based professional development sessions

### **Literacy Support Highlights**

The focus for the First Steps project for this year was the writing component. The initiative of the Department of Education was to complete First Steps Writing with teachers from Kindergarten to Grade 4. It was decided that in our district all elementary teachers would receive the two days of training in writing. In addition, a session was also held on the reading component of First Steps for teachers who were new to our district or new to primary teaching.

Our district continued a focus on Literacy throughout the school year. The Literacy Support teachers continued to develop their role within our schools. We were also involved in a major Grassroots project with the Literacy/Multi-grouping Support Teachers. This project, entitled "Quilting Connections", linked many areas of curriculum.

Throughout the year we visited some schools to discuss CRT results. Time was spent with staffs analyzing results, identifying strengths and needs as well as creating plans to address identified needs.

Assessment and planning was also a focus. We carried out some work on portfolio assessment. A presentation was made at a principals' meeting and a package went out for teachers.

We also worked with a committee to establish guidelines for the year long Teaching Plan. Teachers have received information and templates to begin planning for next school year.

### **Intermediate and High School Highlights**

This year was the third year of our Middle School Initiative. In this initiative we have focused on the middle school learner. Specifically, we have conducted our work around the Department of Education document - **Teaching and Learning With Young Adolescents: Celebrating Diversity**. We also supported effective and innovative teaching practices with financial incentives.

Early in the school year a two-day Professional Development Shut Down for all Grade 7 -12 teachers was undertaken. This event provided participants with 47 different sessions involving 68 presenters. Sessions dealt with topics across the range of curriculum areas, as well as a number of other school related areas.

A variety of in-service sessions conducted outside the October shutdown included Enterprise 3205, Rubrics Training, Teaming, Exploratory Planning, Interdisciplinary Unit Planning, Intermediate Physical Education and Math/Science/Language Arts CRTs

Committee were formed to work on District projects including Physical Education, Science Fairs, Science Olympics, Senior Math League, Skills Canada, NLTA Math/Science Special Interest Council - Prism Conference, and a Technology Committee.

### **Student Support Services**

There were 13 persons engaged in various itinerant roles as members of the District Student Support Services Team. In addition, there were the about 60 Special Education teachers who develop and deliver programming to students with exceptionalities, as well as 16 Guidance Counsellors who deliver a wide range of services to students and teachers. This group of nearly 90 special educators composed the Student Support Services Team for the District.

This year a number of members of the District Student Support Services Team were relocated to the District Office. Two of the Educational Psychologists, all five of the Speech Language Pathologists positions, the two Itinerant Teachers for the Hearing Impaired and



the Itinerant for the Visually Impaired moved into District Office. Two of the Educational Psychologists have retained their offices within their assigned zone. In addition, we had two additional positions filled this year, that of itinerant for learning disabilities and itinerant teacher for small schools.

Professional development is an ongoing challenge in special services. A number of sessions were conducted with teachers during the two-day shut down in October, ranging from a one-day session in learning disabilities, to a two-day session for criteria support teachers in the area of completing documentation. There has been an ongoing professional development initiative in the area of Pathways/ISSP-s that Educational Psychologists and Guidance Counsellors have been delivering. A newly emerging PD issue is the need to provide some basic training for teachers who are employed in special education positions with less than a special education degree or its equivalent. We need to both acknowledge the liability and the responsibility associated with this reality, and to develop a standard professional development service for those teachers.

### **French Program Highlights**

A new provincial elementary Core French Program, beginning in grade 4, was introduced this year. St. Gabriel's All Grade began offering elementary Core French in September. Two schools, Riverwood Academy and Glovertown Academy have introduced Intensive Core French at grade 6 this year. The Intensive Core French option is now offered in 7 schools in the district. The district has received funding approval for two new schools for September 2003.

Gerard Doucette and Elizabeth Tobin attended the National Conference of the Canadian Association of Second Language teachers in Charlottetown, P.E.I. in November, and presented a workshop on Language and Literacy Practices in Intensive Core French in the Lewisporte Gander School District.

A French Immersion Literacy Assessment Kit (K-3) has been made available to schools. This complements the First Steps initiative by the Department of Education. Sharon Wright, special education teacher at Gander Academy, was a member of the provincial working group involved in the development of this kit.

District work has focused on grade 9 Core French this year, as students wrote a CRT for the first time in May/June.

### **School Growth and Development**

This year the focus was on several key areas:

- Promoting school development initiatives and assisting schools with the process.

- ☛ Analyzing and presenting data related to student achievement on standardized testing.
- ☛ Training school council members so they will be more effective in their primary role.
- ☛ Facilitating the implementation of the District Strategic Plan.
- ☛ Organizing Teacher Induction sessions.
- ☛ Assisting with the “Anti-Bulling Awareness Program”
- ☛ Assisting with the “Broadband Initiative for the New-Wes-Valley Area”.
- ☛ Assisting with the development of a policy and templates related to Course Evaluations.
- ☛ Coordinating the placement of HRDC approved technicians.
- ☛ Home Schooling.

### **ICLT/e-Learning**

The position of ICLT/e-Learning Facilitator was established to support online courses offered in our high schools by the Center for Distance Learning and Innovation, and to facilitate information, communications and learning technologies initiatives in the district. Eight schools were involved in this first year of online high-school course offerings through CDLI; two schools also participated in a limited fashion. Further expansion is planned for the 2003-04 school year.

The district partnered with other regional organizations and local groups to champion a broadband application under Industry Canada’s Broadband for Rural and Northern Development Program. An application to fund a business plan, submitted October 31, 2002, was successful. The business plan was developed and submitted on June 6, 2003 to bring broadband service to the New-Wes-Valley area. A decision on that application is expected in early fall. Kittiwake Economic Development Corporation (KEDC) was a key partner in this initiative.

HRDC approved our application for technical support persons to service small groupings of schools. Twelve positions were made available from December through the end of June. This is an excellent service.

The district is involved in **MusicGrid**, an innovative project with STEM~Net and Industry Canada using videoconferencing to connect a small group of schools in Canada for music mentoring and sharing. This is an experimental project to study the effectiveness of this medium. The project continues through March 31, 2004.

Support for the Grassroots program (funded by SchoolNet) continued. The district actively promoted and supported involvement of teachers in the program. A Grassroots Co-ordinator was also funded for 12 weeks. Access to the program increased considerably.

## **Small School Support**

The purpose of this position was to provide support to our very small schools in the areas of special needs services and literacy. The schools receiving this support included Charlottetown Elementary, Heritage Academy, St. Gabriel's All Grade, A. R. Scammell Academy, and Sandstone Elementary.

In the area of Student Support Services teachers in these schools were provided with direct assistance carrying out the ISSP process and in setting up programs for special needs students through the Pathways Model.

Literacy support was provided throughout the school year in a variety of ways. This included providing resources for teachers willing to try new programming in their classrooms, providing instruction in conducting reading assessments using running records and First Steps continuums, and helping create and develop grassroots projects for a district wide block project. As a result of many of the initiatives implemented this year, several schools have made plans to create grassroots projects for individual classes and also to implement literacy projects.

## **Safe and Caring Schools Highlights**

This was the second year of the Safe and Caring Schools District initiative. The District hosted a district wide "bullying forum" in November 2002 to offer information on bullying, and to conduct multiple small working group sessions for the purpose of generating ideas to reduce bullying in schools.

We partnered with HRDC to hire seven youth and a coordinator to undertake a Anti-Bullying Project. By year end this "safe and caring communities" project lead to 98 bullying awareness/prevention presentations in 27 schools throughout the district. The project produced bullying awareness colouring/activity books suitable for grades K-6, and a bullying awareness videotape (May 2003) depicting bullying scenarios commonly encountered from grades K- 12. It is hoped that viewing the tape will spark awareness and discussion as to how we can reduce bullying which may be present in our schools and communities. A copy of this video and copies of colouring/activity books will be distributed to all schools in September 2003. One copy of the video and colouring books were also sent to every School District in Newfoundland and Labrador, as well the NLTA and Department of Education.

Each school in the district used one of its professional development days to address bullying awareness/prevention. A 'bullying prevention' web page has been created and added to the district web site: [www.lgsd.ca/bullying](http://www.lgsd.ca/bullying).



## PERSONNEL

### Recruitment of Staff

The issue of teacher recruitment continues to be an ongoing concern for our district. There is a shortfall of qualified teachers in the areas of Mathematics, French, English, Guidance, Special Education, School Administration, Speech Language Pathology and Educational Psychology, while there is an ample supply of qualified teachers at the primary and elementary levels. The isolated island schools in our district are experiencing high teacher turnover, and in an effort to offset possible staffing problems an intensive recruitment process was initiated early in the spring. It is important to note that the difficulty in recruiting qualified teachers has certainly increased. It is a problem that all boards are experiencing and the solution lies in a collaborative effort between the Department of Education, the Faculty of Education at MUN and School Boards.

### Teaching Staff

The baseline allocation for each school was established through the application of the **Board's Teacher Allocation Guidelines (2001-02)**. Staffing allocations by individual school are provided in Appendix L.

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 determined on a school-by-school basis.

### **Student Support Services Teaching Staff**

<b>Job Description</b>	<b>No. of Units</b>
Guidance Counsellors	16.25
Special Education Teachers	60
Criteria C Teachers	17.25
Criteria D/E/F/G Teachers	7.00
Educational Psychologists	4
Speech Pathologists	5
Itinerant Teacher for Hearing Impaired	2
Itinerant Teacher for Visually Impaired	1

We employed 61 student assistants (full time and part time) throughout the district for a total of 291 student assistant hours per day. Depending on the needs of children assigned to the student assistants, training was provided on suctioning, epilepsy and seizures, as well as non-violent crisis intervention.

### **Guidance Services Model**

The service of a Guidance Counsellor was assigned to all schools in the District; this allocation was established through the application of the **Board's Teacher Allocation Guidelines (2001-02)**. A number of school were not allocated the services of a full Guidance unit; in those cases, the allocation was complimented and the Guidance Counsellor was assigned additional duties as the **Student Support Services Coordinator** for the school. This position involved coordinating; student assessment, ISSP meetings, and chairing the school's student support team.

### **Other Staffing Information**

☛ Substitute Teachers	188
• Time Claims Paid	5164
• Hours Paid	30 473
☛ Retired Teachers	44
☛ Ads Placed	170

### **Teacher Recruitment Fair**

On May 14-16, 2003 the District participated in the second 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 contacted them for interviews.

### **MUN Intern Program**

The 2002-2003 school year saw an increase in the number of Memorial University of Newfoundland interns being assigned to the district.

In the fall semester, we sponsored five intern placements in schools throughout the district. During the winter semester, there were another six intern placements.

There was a new program announced for the winter semester. The REDAS program is a joint effort that would award \$3000.00 to interns who choose to complete their internships in rural Newfoundland schools. It is hoped that such an incentive program will better provide new graduates with knowledge regarding teaching in these small schools.

Along with the Memorial University Teacher Internship Program, our district also participated in a Post-Internship Work Experience Program sponsored by the Faculty of Education. This program placed four post-internship students in various areas throughout the district. Work was completed to develop and support the curriculum as indicated in the proposals submitted by the schools.

### **Teacher Induction**

New teacher orientation sessions were held in late September. Two sessions were needed because of the large number of participants. In total, fifty-four teachers participated .

A committee of volunteer teachers, consisting of Ms. Tammy Mills, Ms. Cindy May-Follett and Mr. Rene Cashin and chaired by Dr. Terry Andrews organized and presented at the sessions.

The committee recommended a number of improvements for future sessions. It was felt that teachers who had taught before but were new to the district should be placed in one group and teachers who are new to the profession should be placed in another group. It was also felt that first time teachers should be orientated in late August before they start teaching rather than half-way through the first month.



## FINANCE & OPERATIONS

The following sections highlight the more significant business activities during 2002-03. Further information can be obtained by reviewing the Board's Audited Financial Statements or the Financial Statement summary contained in Appendix M.

### **Finances**

Our audited financial statements show an accumulated deficit of \$16,098,776. 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, 2003 for teacher's severance accrual is \$9,257,895, the amount of severance and accrued wages reported for our non-teaching staff is \$1,780,844. In addition, due to another accounting policy change implemented by Government this year, all school districts were required to report an accrued liability for Teacher's Summer Pay. The amount included in our Financial Statements for the current year is \$5,167,277. These entries are made in accordance with generally accepted accounting principles and when factored out of our financial statements, our accumulated surplus before the above accruals is \$ 107,240. The board also incurred significant costs associated with the demolition of St. Joseph's Academy. In June of 2002, the board entered into a 50/50 cost sharing arrangement with the Roman Catholic Episcopal Corporation to demolish this building. The board's share amounted to \$164,304.

### **Capital Debt**

The total amount of capital loans outstanding as of June 30<sup>th</sup>, 2003 is \$2,710,374. Included in this amount is \$1,727,774 for school bus replacement, \$653,832 for Energy Performance Contracting and the balance remaining on our demand loan with respect to Jane Collins Academy is \$328,768. In late June, the dispute with the insurance company with respect to the payout for fire insurance was resolved, however, the details relating to the settlement were not finalized until early July, 2003. The Department funds 100% of the principal and interest payments for loans associated with the replacement of school buses.

### **Capital Construction**

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

- ☛ St. Paul's Intermediate School – Funding Approved, \$150,000 for Window and Siding Replacement
- ☛ New World Island Academy – the progress of this school continues to be a problem for the school board.

---

**BOARD MEMBERS AND BOARD COMMITTEES**

Mr. Joseph Gillingham Clarkes Head, NL A0G 2G0	Zone 1	Communities of Port Albert to George's Point and to Harris Point
Ms. Audrey Whiteway Aspen Cove, NL A0G 1A0	Zone 2	Communities from Main Point to Musgrave Harbour
Mr. Edward Diamond Change Island, NL A0G 1R0	Zone 3	Communities on Fogo Island and Change Islands
Mr. Peter Gibbons, Vice Chairperson P. O. Box 73 Lumsden, NL A0G 3L0	Zone 4	Communities from Deadmans Bay to Greenspond
Mr. Wayne Perry P. O. Box 119 Newtown, NL A0G 3L0	Zone 4	Communities from Deadmans Bay to Greenspond
Mr. Gerald Hounsell P. O. Box 201 Glovertown, NL A0G 2L0	Zone 5	Communities from Glovertown to Charlottetown, the Eastport Peninsula and St. Brendan's
Ms. Beverley Warfield P. O. Box 34 Glovertown South, NL A0G 2M0	Zone 5	Communities from Glovertown to Charlottetown, the Eastport Peninsula and St. Brendan's
Mr. Scott Pritchett, Treasurer P. O. Box 28 Gambo, NL A0G 1T0	Zone 6	Communities from Indian Bay to Gambo
Ms. Kathleen Ward P. O. Box 466 Gambo, NL A0G 1T0	Zone 6	Communities from Indian Bay to Gambo
Mr. Newman Harris Summerford, NL A0G 4E0	Zone 7	Communities on Twillingate Island, New World Island and Boyd's Cove
Ms. Wanda Loder P. O. Box 283 Pike's Arm, NL A0G 2R0	Zone 7	Communities on Twillingate Island, New World Island and Boyd's Cove



Mr. George Tiller, Secretary 5 Centennial Drive Lewisporte, NL 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, NL A0G 3A0	Zone 8	Communities from Birchy Bay to Little Burnt Bay to Laurencton and Norris Arm
Mr. Maxwell Bussey 16A Memorial Drive Gander, NL A1V 1A4	Zone 9	Communities from Benton to Glenwood
Ms. Mabel Miller 47 Rickenbacker Road Gander, NL A1V 2B7	Zone 9	Communities from Benton to Glenwood

### **BOARD COMMITTEES**

#### **Finance & Property**

Scott Pritchett (Chair)  
Newman Harris  
Gerald Hounsell  
Edward Diamond  
Audrey Whiteway

#### **Personnel**

George Tiller(Chair)  
Mabel Miller  
Wanda Loder  
Max Bussey

#### **Policy & Planning**

Peter Gibbons (Chair)  
Joe Gillingham  
Beverley Warfield  
Kathleen Ward

---

**SCHOOLS AND PRINCIPALS**

A. R. Scammell Academy	Mr. John Peckford
Carmanville School Complex	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	Ms. Marion Hollohan
Holy Cross School Complex	Mr. Robert Hiscock
Inter-Island Academy	Mr. Floyd Hann
J. M. Olds Collegiate	Mr. Derrick Dalley
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	Ms. Pam Coish
Lewisporte Academy	Ms. Patricia Ryan
Lumsden School Complex	Mr. Andy Gibbons
Memorial Academy	Mr. Eli Cross
Newville Elementary	Mr. Hector Earle
Riverwood Academy	Ms. Kathy Andrews
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	Mr. Herb Pack
Twillingate Elementary	Mr. Chris Osmond
William Mercer Academy	Ms. Kelly Knott

---

**DISTRICT OFFICE STAFF**

Director	Mr. Randell Mercer
Assistant Director, Personnel	Ms. Claudine Wells
Assistant Director, Programs	Mr. Charlie McCormack
Assistant Director, Finance	Mr. Shawn Brace
Associate Assistant Director, Personnel	Mr. Dave Dove
Controller	Mr. Gerald Burton
Program Specialist School Growth & Development	Dr. Terry Andrews
Program Specialist Senior High	Mr. Mike Sceviour
Program Specialist Primary	Ms. Marilyn Walbourne
Program Specialist Elementary	Ms. Eileen Chatman
Program Specialist Student Support Services	Mr. Sheldon McBreairty
Program Specialist French	Ms. Elizabeth Tobin
Program Specialist Intermediate	Ms Anne Manning
Reading Specialist	Ms. Carolyn Clarke
Maintenance Supervisor	Mr. Wayne Gilbert
Bussing Supervisor	Ms. Beckie Tingley
IMC 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
Secretary for Student Support Services	Ms. Pam Skiffington
Payroll Clerk	Ms. Ann Raymond
Labour Relations Officer	Ms. Glenda Keefe
Purchasing Agent	Mr. Eugene Pike
Receptionist	Ms. Sheryl Burry
Administrative Assistant, Personnel	Ms. Florence Pike
Administrative Assistant, Programs	Ms. Lisa Foote
Administrative Assistant, Finance	Ms. Jenny Blackwood
Executive Secretary	Ms. Florence Granville

**DISTRICT STUDENT SUPPORT SERVICES TEAM**

Areas of Focus

Educational Psychologist  
Educational Psychologist  
Educational Psychologist  
Education Psychologist  
Speech Language Pathologist  
Speech Language Pathologist  
Speech Language Pathologist  
Speech Language Pathologist  
Itinerant for Visually Impaired  
Itinerant for Hearing Impaired  
Itinerant for Hearing Impaired  
Small Schools Support Teacher  
Learning Disabilities

Individual

Darryl Murphy  
Denise Penny  
Glenys Tilley  
Chris Hodder  
Michelle Glynn  
Giselle Fraser  
Felicia Kelly  
Sonya Hann  
Barry Bennett  
Glenda Truitt  
Tina Royle  
Stephanie Starkes  
Christine Moyse

---

**DISTRICT SUPPORT STAFF**

<b>Classification</b>	<b># Full Time Employees</b>	<b>#Part Time Employees</b>
Payroll Clerk II	1	
Accounting Clerk I	2	
Accounting Clerk II	1	
Clerk/Typist II	2	
Clerk/Typist III	27	6
Library Technician I	1	
Computer Support Tech.	2	
Equipment Operator I	1	
Equipment Operator II	96	
Utility Worker II	32	7
Maintenance Repairer II	1	
Maintenance Repairer I	6	
Automotive Technician	7	
Heavy Equipment Technician	2	
Electrician I	1	
Storekeeper I	1	

**DEPARTMENT OF EDUCATION  
NEW CURRICULUM**

Math, Grade 3 (English and French Immersion)  
Science, Grades 4, 5, & 6 (English and French Immersion)  
Core French, Grade 4  
Math, Grade 8  
Technology 8 (Pilot)  
Physical Education 7-9 (Pilot)  
Healthy Living 1200  
Art and Design 2200  
Biology 2201  
Chemistry 2202  
Physics 2204  
Canadian Economy 2203  
English 2201  
English 2202  
World Geography 3200/02  
Math 3101  
Math 3103  
Math 3207  
Math 3204/05

---

**PROFESSIONAL DEVELOPMENT SESSIONS**
**Workshop Topic****Primary/Elementary/Literacy**

K-6 Principals	Eileen/Marilyn
Math 3	Eileen/Marilyn
Elementary Science 4-6	Eileen Chatman
Multi-age	Eileen Chatman
Elementary Religion 4-6	Eileen Chatman
Math K-6	Eileen/Marilyn
Literacy Support Teachers	Marilyn/Carolyn/Eileen
First Steps Writing Language	Carolyn Clarke
New Teacher Reading	Carolyn Clarke
New Teacher Oral Workshop	Carolyn Clarke

**Intermediate**

Middle School Initiatives	Anne Manning
Interdisciplinary Unit Planning	Anne Manning
Diverse Learners (18 modules)	Anne Manning
Home Economics	Anne Manning
Technology 7	Mike Sceviour
Math 8 (2 days)	Mike Sceviour
Physical Education	Mike Sceviour
Rubrics Training	Anne Manning
Teaming	Anne Manning
Exploratory Planning	Anne Manning
Market Your Thoughts	Anne Manning
Grade 9 CRT's (English, Math & Science)	Anne/Mike

**Senior High**

Intermediate Coaching	Mike Sceviour
Graphing Calculator	Mike Sceviour
Integrated Systems 1205	Mike Sceviour
Science Olympics	Mike Sceviour
Basic Math Overview	Mike Sceviour
Healthy Living 1200	Anne Manning
English 1201	Anne Manning
English 1202	Anne Manning
English 2201	Anne Manning
English 2202	Anne Manning

Canadian Economy 2203	Anne Manning
Physics 2204	Mike Sceviour
Chemistry 2202	Mike Sceviour
Biology 2201	Mike Sceviour
Enterprise 3205	Anne Manning
Physical Education	Mike Sceviour
Media Technology	Anne Manning
Math 3103	Mike Sceviour
Math 3202	Mike Sceviour
Math 3207	Mike Sceviour
Math 3204/05	Mike Sceviour
WP Safety 3220	Mike Sceviour
WHMIS	Mike Sceviour
Thematic Literature 3201	Anne Manning
World Geography 3200/02	Anne Manning
World History 3201	Anne Manning
First Aid	Mike Sceviour

### **French/Art**

New Grade 4 Program  
 Intensive Core French – Grade 6  
 French Immersion K-3  
 Primary Core French – Grade 2 & 3  
 CRT Core French – Grade 9  
 Grade 9/Senior High French  
 Art 2200/3200  
 Art Technology 1201  
 Intensive French Principals  
 On-line Art Gallery  
 Intermediate Art

### **Student Support Services**

Criterion Support Teachers  
 Pathways/ISSP  
 Student Assistant Training  
 Mild Cognitive Training

### **School Growth and Development**

New Teacher Orientation  
 Strategic Plan: School  
 School Councils  
 Safe Schools  
 Public Exams  
 Winschool



---

**COMMITTEES****Leadership at Work Committee**

Greg Drover  
Paula Sweetapple  
Pam Coish  
Trina Rogers  
Janet Headge  
Patricia Ryan  
Lloyd Burt  
Don Sturge  
Eli Cross  
Denise Snow-Walsh  
Duane Smith  
Chris Vincent  
John Head  
Wade Verge

Hector Earle  
Marion Hollohan  
Rex Clements  
Floyd Hann  
Kathy Andrews  
Stephanie Taylor  
Max Rice  
Derrick Dalley  
Dave Dove  
Kelly Knott  
Bronson Collins  
Marilyn Walbourne  
Charlie McCormack

**Science Fair**

Mike Sceviour  
Cheryl Gordon  
Bob Hipditch

**Math 8 Implementation**

Mike Sceviour  
Bev Burt  
Lynn Sooley  
Debbie Turner

**Math 3206**

Mike Sceviour  
Brenda Stamp

**Math 3204/3205 Implementation**

Mike Sceviour  
Dennis Ivany  
Debbie Turner  
Deon Hodder  
Geoff Harris

**Chemistry 2202 Implementation**

Mike Sceviour  
Sheldon Gillam

**Physics 2204 Implementation**

Mike Sceviour  
Darlene Dove

**Math 3207 Implementation**

Mike Sceviour  
Dennis Ivany  
Debbie Turner

**Biology 2201 Implementation**

Mike Sceviour  
Craig Tucker

**First Aid Training**

Mike Sceviour  
Dennis Lush  
Gerald Wheeler

**Public Exams**

Anne Manning  
Mike Sceviour  
Terry Andrews

**Public Speaking**

Anne Manning  
Bob Sinnott

**English 3201/02**

Anne Manning  
Paul Oldford  
Linda Lush

**Middle School**

Anne Manning  
Eileen Chatman  
Terry Andrews

**World Geography 3200 / 3202  
Implementation**

Anne Manning  
Ron Dawe

**English 2201 Implementation**

Anne Manning  
Lucy Warren

**English 2202 Implementation**

Anne Manning  
Lucy Warren

**Evaluation**

Anne Manning  
Terry Andrews  
Mike Sceviour

**New Teacher Orientation**

Terry Andrews  
Dave Dove  
Rene Cashin  
Cindy May-Follett  
Tammy Mills

**Physical Education**

Mike Sceviour  
Dennis Lush  
Gerald Wheeler  
Terry Burton  
Murray Fudge  
Steve Harris

**Strategic Plann Implementation**

Terry Andrews  
Randell Mercer  
Charlie McCormack  
Claudine Wells  
Marilyn Walbourne  
Duane Smith  
John Head  
Trina Rogers  
Darryl Murphy  
Shawn Brace

**Curriculum**

Marilyn Walbourne  
Duane Smith  
Rita Burke  
Bill Butt

**Instruction and Development**

Trina Rogers  
John Head  
Bronson Collins  
Ellis Pope  
Mike Sceviour  
Andrea Doucette

**Librarians**

Marilyn Walbourne  
Joanne Burt  
Julia Webb  
Charmaine Collins

### **Yearly Planning Committee**

Eileen Chatman  
Marilyn Walbourne  
Carolyn Clarke  
Greg Drover  
Diane Davis  
Lois Sceviour  
Sherry Mullett  
Nicole Kelly

### **Safe and Healthy School**

Darryl Murphy  
Claudine Wells  
Don Sturge  
Pam Coish  
Kathy Andrews  
Terry Andrews  
Denise Penny

### **Technology**

Shawn Brace  
Terry Andrews  
Gordon Moller  
Mike Sceviour  
Mike Connelly  
Wayne Gilbert  
Bill Butt

### **ICLT**

Bill Butt  
Joanne Burt  
Terry Spurrell  
Paul Vincent  
Paul Elliott

### **Website**

Terry Andrews  
Gordon Moller  
Bill Butt  
Jenny Blackwood  
Florence Granville  
Kathy Andrews  
Terry Andrews  
Denise Penny

### **School Board-Teacher Liaison**

Emily Clarke  
Jim Small  
Andre Richard  
Wayne Hurley  
Max Bussey  
George Tiller  
Mabel Miller  
Claudine Wells

### **Occupational Health & Safety**

Shawn Brace  
Wayne Gilbert  
Betty Goodyear  
Glenda Keefe  
Junior Hodder  
Verdon Lush  
Charlie McCormack  
Marshall Oake  
Les Pike  
Cliff Sheppard  
Beckie Tingley  
Gerald Wheeler

---

**PILOTS – COURSES/PROGRAMS**

<b><u>Pilot</u></b>	<b><u>Teacher</u></b>	<b><u>School</u></b>
Grade 8 Technology	Kathy Morris and Paul Wiseman	St. Paul's Intermediate
Kindergarten Social Studies (English)	Tim Goodyear	Smallwood Academy
Intermediate Physical Education	Patricia Noonan	Gander Academy
APEF Grade 3 Curriculum	Steve Harris	Glovertown Academy
Integration Handbook	Trina Rogers	Centreville Academy
Curriculum Information System	Andy Gibbons	Lumsden School Complex

**RETIRES**

Mr. Peter Baird	Ms. Marjorie Hiscock
Ms. Geraldine Blackwood	Mr. Robert Hiscock
Mr. Keith Bonnell	Mr. Allan Keats
Mr. Baxter Boyd	Mr. Ross Kendall
Mr. Lester Bungay	Mr. Douglas Landry
Mr. Lorne Bungay	Mr. James McGrath
Mr. Sandy Burt	Mr. Llewellyn Nichol
Ms. Eileen Chatman	Ms. Patricia Noonan
Mr. Clifton Combden	Mr. James O’Rielly
Mr. Fred Crocker	Mr. Kevin O’Rielly
Mr. John Croke	Mr. Albert Parsons
Ms. Doreen Dalley	Ms. Brenda Parsons-Wickline
Ms. Gwyn Davis	Mr. Cator Pickett
Ms. Nancy Dawe	Mr. Ronald Pittman
Mr. Beverly Ann Dean	Mr. Gary Reany
Ms. Maureen Ellsworth	Mr. Bramwell Rideout
Ms. Julie Eveleigh	Mr. Roger Rideout
Mr. Terry Fifield	Ms. Linda Ryan
Ms. Beverly Forward	Ms. Sharon Spurrell
Mr. Phillip Giles	Mr. Cecil Stockley
Ms. Judy Goulding	Ms. Elizabeth Tobin
Ms. Helen Green	Ms. Janice Tucker
Mr. Gerard Greene	Mr. Robert Walters
Ms. Ivy Head	Ms. Kathleen Wheeler
Ms. Viola Hill	

SCHOOL	Enrollment by School - AGR 2002														Ttl
	K	1	2	3	4	5	6	7	8	9	I	II	III	IV	
Lakewood Academy	11	16	15	14	13	18	15	20	12	20	24	13	24		<b>215</b>
St. Gabriel's All Grade	2	1	2	2	1	0	5	3	4	6	6	6	3		<b>41</b>
Holy Cross School Complex	5	3	10	9	16	9	19	20	18	13	29	13	17	1	<b>182</b>
Charlottetown Elementary	3	6	1	5	1	3									<b>19</b>
Glovertown Academy	22	28	28	23	32	33	34	41	37	34	54	44	42	7	<b>459</b>
Smallwood Academy	23	27	25	21	33	33	33	30	30	30	30	30	31	6	<b>382</b>
Centreville Academy	7	12	8	12	16	15	18	22	22						<b>132</b>
William Mercer Academy	23	15	16	21	15	22	28	25	23						<b>188</b>
Jane Collins Academy										55	52	57	38	2	<b>204</b>
Lumsden School Complex	8	9	11	9	13	6	12	14	24	12	14	16	16	1	<b>165</b>
Gill Memorial Academy	18	6	9	8	16	11	17	16	19	11	15	19	14		<b>179</b>
Sandstone Elementary	4	4	2	6	2	5	4								<b>27</b>
Carmanville School Complex	9	13	15	24	24	22	16	30	27	25	26	18	18	6	<b>273</b>
Riverwood Academy	24	22	20	24	17	34	22	31	26	23	21	26	41	4	<b>335</b>
Newville Elementary	8	13	12	12	8	7	7	17	19						<b>103</b>
Summerford Primary	25	21	27	31	33										<b>137</b>
Inter Island Academy						32	34	39	43						<b>148</b>
Coaker Academy										52	54	62	54	3	<b>225</b>
Twillingate Elementary	27	21	30	30	31	26	38								<b>203</b>
J.M. Olds Collegiate								42	32	36	41	36	45	4	<b>236</b>
A. R. Scammell Academy	2	4	1	2	4	2	6	5	3	1	4	8	4		<b>46</b>
Fogo Island Central Academy	26	22	17	36	31	21	33	39	37	45	49	47	53	15	<b>471</b>
Heritage Academy	4	5	4	5	8	3	5								<b>34</b>
Memorial Academy	21	19	19	26	26	34	36								<b>181</b>
Lester Pearson Memorial High								40	44	47	41	42	45	3	<b>262</b>
Greenwood Academy	14	19	19	30	27	16	35	32	28	28					<b>248</b>
Hillview Academy	9	14	6	9	12	15	11	10	20	16					<b>122</b>
Lewisporte Academy	44	53	53	46	49										<b>245</b>
Lewisporte Middle School						59	53	67	63	58					<b>300</b>
Lewisporte Collegiate											143	134	103	13	<b>393</b>
Gander Academy	108	120	102	113	108	120	132								<b>803</b>
St. Paul's Intermediate								146	131	135					<b>412</b>
Gander Collegiate											109	121	127	29	<b>386</b>
															<b>7756</b>

---

**Staffing Allocation by School**

<u>School</u>	<u>School Type</u>	<u>Teacher Allocation</u>
Charlottetown Elementary	K-5	2.00
Sandstone Academy	K-6	3.00
Heritage Academy	K-6	3.00
A.R.Scammell Academy	K-12	6.50
St. Gabriels All Grade	K-12	6.50
Lumsden School Complex	K-12	14.50
Holy Cross School Complex	K-12	15.25
Lakewood Academy	K-12	16.00
Gill Memorial Academy	K-12	15.00
Newville Elementary	K-7	8.50
Hillview Academy	K-9	9.75
Centreville Academy	K-8	9.75
Inter Island Academy	5-8	10.50
Summerford Primary	K-4	10.00
Jane Collins Academy	9-12	12.50
Twillingate Elementary	K-6	15.00
William Mercer Academy	K-8	13.25
Memorial Academy	K-6	13.00
JM Olds Collegiate	7-12	14.75
Coaker Academy	9-12	13.00
Lewisporte Academy	K-4	14.75
Lester Pearson Memorial High	7-12	16.25
Riverwood Academy	K-12	22.00
Greenwood Academy	K-9	17.50
Carmanville School Complex	K-12	20.75
Lewisporte Middle School	5-9	19.25
Smallwood Academy	K-12	24.50
St. Paul's Intermediate	7-9	23.00
Lewisporte Collegiate	10-12	21.50
Gander Collegiate	10-12	20.50
Glovertown Academy	K-12	30.00
Fogo Island Central Academy	K-12	31.00
Gander Academy	K-6	47.75
Guidance		16.25
Distance Ed		2.00
Alternate School		3.00

**FINANCIAL STATEMENTS (SUMMARY)**

	<b>2002/03</b>	<b>2001/02</b>
<b><u>Current Revenues</u></b>		
Provincial Government Grants	54,640,035	51,317,324
Donations		
Ancillary Services	74,129	52,351
Miscellaneous	538,757	440,461
Transfer from Reserve Account	<u>-</u>	<u>-</u>
	<b>55,252,921</b>	<b>51,810,136</b>
<b><u>Current Expenditures</u></b>		
Administration	1,425,280	1,305,589
Instruction	43,833,417	41,849,369
Operations and Maintenance	5,722,807	5,033,682
Pupil Transportation	4,576,433	3,751,078
Ancillary Services	-	-
Interest Expense	13,942	13,160
Miscellaneous	<u>673</u>	<u>749</u>
	<b>55,572,552</b>	<b>51,953,627</b>
Excess of Revenue over Expenditures Before Teacher		
Severance	(319,631)	(143,491)
Teacher Summer Pay	(321,434)	
Teacher Severance	(387,175)	(222,607)
Transfer to Capital	<u>(34,781)</u>	<u>(163,855)</u>
Net Decrease in Board Equity	(1,063,021)	(529,953)
<b><u>Administration Expenditure</u></b>		
Salaries & Benefits	1,101,208	945,393
Supplies	42,461	70,921
Utilities	49,432	60,058
Rentals & Repairs	45,356	15,221
Travel	48,050	46,454



Board Expenses	24,276	26,215
Election Expenses		
Professional/Advertising/Dues	91,330	90,567
Payroll Tax	11,099	8,706
Miscellaneous	<u>12,068</u>	<u>42,054</u>
<b>Total Administration Expenditures</b>	<b>1,425,280</b>	<b>1,305,589</b>

**Instruction Expenditures**

Instructional Salaries & Benefits	40,854,010	39,069,231
Secretarial Salaries & Benefits	874,652	721,598
Payroll Tax	710,304	683,679
Instructional Materials	692,867	770,023
Furniture & Equipment	204,069	232,756
Instructional Staff Travel	223,086	205,029
Other	<u>274,429</u>	<u>167,053</u>
<b>Total Instruction Expenditures</b>	<b>43,833,417</b>	<b>41,849,369</b>

**Operations and Maintenance Expenditures**

Salaries and Benefits	2,545,370	2,243,031
Payroll Tax	22,404	32,129
Utilities	1,904,815	1,742,160
Vehicle Operating & Travel	52,918	40,207
Janitorial Supplies/Equipment	153,186	127,569
Repairs & Maintenance	561,792	699,182
Snow Clearing	194,508	132,513
Other	<u>287,814</u>	<u>16,891</u>
<b>Total Operation &amp; Maintenance Expenditures</b>	<b>5,722,807</b>	<b>5,033,682</b>

**Pupil Transportation Expenditures**

Salaries and Benefits	2,915,735	2,369,483
Payroll Tax	45,009	36,005
Debt Repayment	252,053	235,111
Repairs & Maintenance	455,859	299,608
Contracts	248,015	207,011
Fuel/Other	<u>659,762</u>	<u>603,860</u>
<b>Total Pupil Transportation Expenditure</b>	<b>4,576,433</b>	<b>3,751,078</b>

**Miscellaneous**

Miscellaneous	673	749
---------------	-----	-----

**Capital Receipts**

Bank Loans	815,862	933,342
EIC Grants	106,311	47,749
Donations		-
Sale of Capital Assets	36,602	5,588
Other	38,934	53,987
Transfer from Reserve Account		
Transfer from Current Account	<u>34,781</u>	<u>163,855</u>
<b>Total Capital Receipts</b>	<b><u>1,032,490</u></b>	<b><u>1,204,521</u></b>

**Capital Disbursements**

Property and Equipment	1,030,542	1,198,679
Debt Repayment	<u>1,948</u>	<u>5,842</u>
<b>Total</b>	<b><u>1,032,490</u></b>	<b><u>1,204,521</u></b>

**Assets****Current Assets**

Cash	32,174	29,862
Accounts Receivable	1,449,123	894,429
Inventory, at cost	13,401	12,626
Prepaid Expenses	<u>140,038</u>	<u>104,985</u>

Total Current Assets	<b><u>1,634,736</u></b>	<b><u>1,041,902</u></b>
----------------------	-------------------------	-------------------------

Property and Equipment	<b><u>83,493,088</u></b>	<b><u>82,477,784</u></b>
------------------------	--------------------------	--------------------------

	<b><u>85,127,824</u></b>	<b><u>83,519,686</u></b>
--	--------------------------	--------------------------

**Liabilities and Board Equity****Current Liabilities**

Bank indebtedness		
Accounts Payable and Accrued	17,404,744	10,903,046

Current Maturities	<u>189,060</u>	<u>177,508</u>
Total Current Liabilities	<u>17,593,804</u>	<u>11,080,554</u>
Long Term Debt	<u>2,521,314</u>	<u>1,902,386</u>
<b>Board Equity</b>		
Investment in Capital Assets	81,111,482	80,726,658
Reserve Account - Capital		
Reserve Account - Current		-
Board Deficiency	<u>(16,098,776)</u>	<u>(10,189,912)</u>
Total Board Equity	<u>65,012,706</u>	<u>70,536,746</u>
	<u>85,127,824</u>	<u>83,519,686</u>