

Annual Report 1999-2000



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INTRODUCTION

The startup of the 1999-2000 school year, unlike the past several years, has been relatively free of controversy. This might be indicative of the view that the challenges relating to the many structural changes surrounding the reorganization of the education system are behind us, and that we are now poised to focus more intently on initiatives that more directly affect and influence programs and address classroom concerns.

We began the year with a great deal of optimism and anticipation around the work of recently appointed Ministerial Panel on Issues in Classroom Delivery. In mid-August the Minister of Education, along with the Premier, established this Panel to review and make recommendations relating to classroom issues with the expectation that the study would be completed by February, prior to the next provincial budget. We were pleased with the number of opportunities that were available to the Board and staff to voice our views on the issues being addressed by the Panel and to provide what we believe were helpful advice and proposals that were reflected in a number of the recommended changes. We support many of the recommendations of the Panel and encourage the Minister of Education to advance related initiatives quickly.

I expressed the view, following the 1998-99 school year, that in looking towards the future we would focus our energies on the development of a school district that would be concerned with better enabling those who work throughout its schools to provide the best quality of experience for the students. This meant that we would work hard to ensure that teachers remain current in order to meet the changing requirements within the classroom, that leadership throughout the district have appropriate opportunities to become involved in developing and contributing to the future direction of our school district, and that continued effort was required to provide facilities and resources that will contribute to the learning environment that the modern school must create for students.

The contents of this report attempts to provide the Board and its public with a brief synopsis of the range of activities and programs that helped contribute to the attempts by the district to advance these undertakings.

Building Towards the Future

With the release of the Report of the Ministerial Panel on Issues in Classroom Delivery, we seize the opportunity to refocus and recommit to a number of important issues that can impact upon the delivery of programs to students in our classrooms. For our school district we believe that the immediate decisions and priorities for the use of our resources (both financial and personnel services) must reflect commitments that include the following focus areas:

1. Student Support Services (Refocusing)
2. Early Child Development
3. Multi-Age Grouping
4. Developing and Expanding Alternate School Model

5. Supporting Arts Education
6. Supporting the Smaller Schools
7. Development of the New School for NWI (design planning and program planning)
8. Building a Strong School Leadership Culture
9. Address the Role of Technology (to compliment learning and the delivery of programs)

Major Challenges

We believe that we must be mindful of a number of factors that will confront and influence how effectively we can improve upon our school system. We also must be mindful of some important principles that will help shape our actions. Consider the following:

1. We must not lose sight of the fact that the purpose of any proposed change must be intended to impact positively upon the child and the teacher in the learning environment. That whatever we propose must be intended, either directly or indirectly, to enhance the learning/teaching interaction.
2. Recognizing the small school as the predominant school type in this district and province is a critical consideration in how we resource schools. The teacher allocation mechanism must be redesigned to effectively meet programming needs and student support services in the small Newfoundland school. I can speak extensively to this topic, suffice to say, at this point, that all good programs and services, no matter how sound and important for the child, is of little value if sufficient human resource is not available to deliver them in the “classroom”.
3. The unavailability of qualified teachers, in a growing range of expertise, is a current reality, and our ability to advance many of the programming and service initiatives in our schools will be limited because of this development. We need to take measures to ensure a stable and qualified teaching force.
4. The well used cliché “life long learning” has reverberated through the meeting rooms of schools and district offices for a decade. Successful enterprises today, because of the constant barrage of change, recognize the value of investing in “people development”. They designate large expenditures for training in order to remain effective. This is no less the case in our schools. Investment in the development of personnel (i.e. professional development) needs to be adequately addressed if schools are to be equipped to effectively discharge evolving programs and services to meet the needs of students.
5. To develop new initiatives in programming and student services is clearly the mandate of the Department of Education. More importantly, an appropriate support system must be a pre-condition to ensure effective program implementation at the district level.
6. We should no longer continue to defer the issue of a provincially planned and implemented program for early childhood education. The evidence and experience is strong that such a program can be a major contributor to the development of the child. The benefits to the child during the critical pre-school years will pre-empt many of the challenges confronting schools today in the areas of student learning

and behaviour. To counter the balance-sheet side of the argument, researchers are indicating that the up-front costs associated with such early intervention programming pales in comparison to the long-term social services costs and after-the-fact crisis intervention programs.

7. The cost of education is expanding. We are the “victims” of
 - i. the expanding potential for the use of technology in information conveyance and consumption – an underpinning of any education system. We cannot keep it out of the learning/teaching enterprise, even if we wanted to; we cannot keep the cost out either.
 - ii. the expanding public demands for programs and services, and
 - iii. the expanding pool of educational research promoting greater use of diverse instructional strategies and resources in the practice of teaching. As schools continue to utilize and adopt these applications, we encounter new costs associated with resources and training.

If the enrollment declines were to stop tomorrow, it would be shortsighted to think that the cost of education would somehow freeze in time, affected only by the natural inflationary forces of the economy.

All employees who have contributed to making the 1999-2000 a successful year are to be commended. We are deeply appreciative for their support and hard work. Without their cooperation, we would be unable to meet the District’s goals. Thanks to all for a job well done.

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. The following activities have been organized and supported by district staff. There are several others, where individual students receive assistance to support their involvement in such events as student leadership conferences, student forums and speak offs.

Student Leadership Activities

Students in the District were able to take part in a number of special events during the year. On November 4 & 5, over 800 senior high students took part in the Info Fair held at Gander International Airport. This event was sponsored jointly by Human Resources Development Canada and the School District. A number of presenters were present to address students on various career choices available to them within different growth sectors of the economy. In a related event, Grade 9 students in Gander and several other

communities were able to take part in Take Your Kids to Work for a day. HRDC and the District also jointly sponsored this event.

In March, the Kittiwake Economic Zone Board hosted a forum at Max Simms Camp to elect Youth Council. Over the weekend, students were able to participate in a number of leadership sessions and were familiarized with the purposes and goals of the Zone Board and its Youth Council. Several student representatives from each of District high schools attended the forum. The District assisted the event through the provision of bussing and a financial contribution.

A variety of other student leadership events took place during the year as well. While too numerous to list here, these events often involved one or two schools and provided students with opportunities to explore careers and take part in leadership activities.

Virtual Science and Technology Fair

This past year the Virtual Science Fair was a huge success. Building on the success of the previous year, more schools were involved and the number of projects almost doubled. Students and teachers seemed more prepared to design and publish their web based science projects. The Grassroots Coordinator, Chris Combden, played an important role in success of this Block 2 Grassroots Project. This involved many weeks of work, inservice for teachers, and the cooperation of the many partners and sponsors involved. This is still a novel idea and it is our understanding that it is the only one of its kind in Canada. The thirteen schools involved were also able to obtain Grassroots funding for participation in this project. You can access the actual online site by visiting our district website at www.lgsd.k12.nf.ca

The Regional Drama Festival

The Regional Drama Festival took place at the Gander Arts and Culture Centre on April 5th and 6th. A total of seven schools were involved. Approximately 115 students and 20 teachers participated in the various productions associated with the Festival. Participants availed of a full day of workshops conducted by the local acting troupe Acting -Up Entertainment, members of the Avion Players, Kim Harris of Kim Harris School of Dance, and a costume maker, set designer and choreographer. The participating schools were Carmanville School Complex, Coaker Academy, Fogo Island Central Academy, Gander Collegiate, Glovertown Academy, Jane Collins Academy, and St. Paul's Intermediate. The calibre of performance from all schools was incredible. Coaker Academy was selected for the best overall production and represented the District in the provincial Drama Festival held in St. John's from May 11th - 13th, 2000.

Tutoring For Tuition

This year a one-day training session was held for students and teachers who would be involved in this year's tutoring program. This is the 3rd year for this program and has been well received in all high schools throughout the district.

Art Smarts Project

Grade 7 & 8 Core French students from Glovertown Academy have received an Art Smart grant to write and illustrate French books for primary and elementary grades. Visual artist, Lloyd Pretty has been working with the students on the project.

Intermediate Science Fairs

Many schools sponsored intermediate science fairs for students in grades 7 - 9. A science projects is a required component of the Intermediate Science Program. These fairs have been encouraged and supported by the Intermediate Program Specialist.

Canada Wide Science Fair

A Canada Wide Science Fair (CWSF) was held in London, Ontario, from May 13-20, 2000. The Central Newfoundland contingent consisted of eight students: two students each from Burin, Baie Verte, Milltown, and Gander. This group did extremely well at the nationals. Our District won four bronze medals. The St. Paul's Intermediate team of Jonathan Matchem and Chris Slaney won bronze medals for their project "The Weather Reporter".

District/Provincial Math League Competition

This year there was a district Math league competition. The Provincial Competition was held in Grand Falls. It was a very successful competition. The two teams representing our District from Lewisporte Collegiate and St. Gabriel's All-Grade participated with students from fourteen schools across the province.

Concours d'Art Oratoire

Twenty-three students took part in a District Concours in April. The Concours, held at Gander Collegiate, was organized in collaboration with Canadian Parents for French. Most students participated in class speak-outs before going on to the District Concours. Four students went on to participate in the Provincial Concours held at Bay Roberts on April 15.

The Gander Collegiate media class has produced a video of the District Concours.

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 many sports events and activities.

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

External Student Assessments

The Criterion Reference Testing serves as an indicator as to how well the intended provincial learning outcomes are being met. It is simply a measurement to show areas for schools to emphasize.

In May 1999 the Grade 9 students participated in a Writing Assessment. The District scored either at par with the province or just below in all areas. Over 50% of our students ranked in Level 3, Level 4 or Level 5. There did not appear to be any one area, which stands out as either a strength or weakness.

In June 1999 the Grade 9 students participated in a Math and Science Assessment. The District scored just below the province in all areas. The province on a whole is weak in Transformational Geometry. 75% of the students in the District scored between 30% and 70%. Six out of the nineteen schools participating in the test scored above the provincial average.

Again in Science, the District is just below the province in all areas. Chemistry, Science Technology and Earth Space Science are the areas that need the greatest work. 80% of the students in the District scored between 30% and 70%. Five out of the seventeen schools that participated scored above the provincial average.



PROGRAMS

The third year of operation for the School District has brought more stability. The balance of priorities is gradually shifting from restructuring and reorganization to creating strong programs, supporting teachers to improve instructional practices and student learning.

Again this year, the District has provided a broadly based professional development program for all teachers. It included training in new programs areas, several district initiatives, and school and classroom based support.

While many areas received support, the focus remained in the following areas:

- ✎ **Literacy K-12** - implementation of the District Literacy Plan and the Provincial Literacy Plan.
- ✎ **Student Support Services** - continued support for the implementation of the Pathways Document and the I.S.S.P. process.
- ✎ **Assessment and Evaluation** - development of a District Evaluation Policy.

With the restructuring of district personnel and the shift from subject based to levels program specialists, there was a significant gap in support to specialists' teachers. In order to provide support to teachers in specialty areas like music and physical education, a committee structure was established. A program specialist was assigned responsibility for providing leadership in a specific area (see Appendix H).

Student Support Services

This year marks the second year of the implementation of the refocused provincial policies in the area of Student Support Services. This provincial initiative has brought with it significant changes in the delivery of special education services.

A comprehensive review of this implementation process was undertaken throughout the District. The results indicate that some schools have made more progress than others. However, all schools are in the process of implementing the changes.

Some of the needs identified are common throughout the District. These include:

1. The need for inservice for all teachers.
2. The need for training to meet specific needs (i.e. nonviolent crisis intervention).
3. To work with itinerant teachers to provide the most effective services to our students.

The goals for the coming year are clear:

1. To implement provincial policies in the area of Student Support Services, specifically through
 - a) continued identification of program Pathways for children with identified exceptionalities.
 - b) continued training of personnel in the development of Individual Support Services Plans and the implementation of the Pathways document.
 - c) professional development of special services personnel in other program areas such as learning disabilities and assistive technology.
 - d) implementation of other directives related to such concerns as criteria teacher support and student assistant support.
2. To support special services personnel in the delivery of programs to children with exceptionalities.

Itinerant Student Support Services

The itinerant model is the method used for assigning itinerant special services personnel to work with specific schools and/or specific students with needs in the areas of visual and hearing impairment, speech and language disorder, and behavioural difficulties. It is intended that itinerant personnel would on a regular basis be available to all schools for the assessment and treatment of issues related to specific exceptionalities. Itinerant personnel are also involved as consultants to school personnel.

The deployment of these specialists during the 1999-2000 school year was as follows:

Itinerant Specialty

Person Responsible

Educational Psychology

ZONE #1 (Charlottetown to Lumsden)	Denise Butt
ZONE #2 (Musgrave Harbour to Twillingate)	Chris Hodder
ZONE #3 (Gander to Campbellton)	Annette Short
ZONE #4 (Specific assessment assignments Eastport to Hare Bay/Dover)	Denise Penney

Speech Language Pathology

ZONE #1 (Charlottetown to Centreville)	Michelle Glynn
ZONE #2 (Greenspond to Wing's Point)	Carol Payne
ZONE #3 (Lewisporte to Twillingate [excluding Campbellton])	Felicia Kelly
ZONE #4 (Gander to Norris Arm [including Campbellton])	Giselle Fraser

Teacher for the Visually Impaired

As per identified caseload.

Chris Hutchings

Teacher for the Deaf and Hard of Hearing

As per identified caseload.

Kelly Power

Programming Initiatives

Literacy Plan

As part of the implementation of the District Literacy Plan several new and ongoing initiatives were supported.

1. Read With Me - Book bag exchange program. This program continues to be supported in all communities for preschools and their parents.
2. Primary/Elementary Conference co-sponsored by the Lewisporte/Gander School District, Newfoundland and Labrador Teachers' Association and Department of Education. This Conference attracted more than 800 teachers from all over the province. All primary and elementary teachers from our schools took part in sessions which included topics on assessment and evaluation, teachers strategies, multi-age and novel studies. As well, presenters from the Department of Education, Memorial University of Newfoundland, and other parts of Canada brought challenging new ideas and practices to share with our teachers.
3. Several invitational inservice sessions focusing on ways to enhance literacy development was offered at different times throughout the year for all teachers.

Intensive French Project (1998-2001)

Intensive French is a three-year research project being carried out within the Lewisporte/Gander and Avalon East school districts involving grade 6 and 7 students. This project is conducted in collaboration with Memorial University and the University of Quebec at Montreal, and with the approval of the Department of Education.

The project is modeled on Intensive English offered in a number of elementary schools in Quebec. Pilot was introduced in four schools/classes in the province in 1998. It was expanded to eight schools/classes in 1999. Four classes were established in each of the two schools districts. Newville Elementary, William Mercer Academy, Centreville Academy and Gander Academy are participating in the study.

Intensive French is designed to improve the core French program by creating a period of intensive exposure to French, which enables students to receive three to four times the

number of hours of instruction normally devoted to French in the school year. The emphasis is on learning French through a variety of projects and communicative activities, but without studying other subjects in French as in immersion programs. Students participating in the project are expected to achieve many of the Provincial Core French Curriculum outcomes for grade 9.

Technology

Web Based AP Physics

As an extension to the Vista School District Digital Intranet Project, our district offered Advanced Placement Physics to a select group of students utilizing web based technologies such as Web CT, Net Meeting, and Meeting Point. It was an extremely valuable learning experience. We had to make a number of accommodations during the exploration of the delivery system. The instructor had to be moved from Carmanville to Gander in order to access higher bandwidth for instruction purposes. Technical difficulties and configuration problems caused the project to get off on a slow start. However once things were in place the system seemed to offer some advantages over the older more standard teleconferencing technologies.

Satellite Caching Project

This year Frank Shapleigh and Bob Hipditch were involved in a Telesat/Industry Canada project, which allowed eight 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 two districts in Canada involved in this unique project: Lewisporte/Gander School District and Prince Edwards Hastings School District in Ontario. The schools involved in our district include St. Paul's Intermediate, Lumsden School Complex, Greenwood Academy, J.M. Olds Collegiate, Smallwood Academy, Glovertown Academy, Carmanville School Complex, and Fogo Academy.

This project was slow getting off the ground due to equipment delays and as a result will be extended into the 2000-2001 school year.

Computers for Schools

Each year the Computers for Schools depot in St. John's supplies school districts with some older computer equipment which must be distributed on an equitable basis among the schools? Although most of the units have been 386s and some 486s, we do manage to get a few pentiums now and then. Throughout the past three years our schools have received approximately two hundred and fifty units and various peripherals. This is a worthwhile project, however it is limited insofar that the equipment tends to fall towards the lower end. As a result this equipment has limited functional life.

Outcomes Database Pilot Project

This special project, developed by the Department of Education and Media Touch Technologies, allows schools to develop curricula, revise local courses, make connections between different courses, and link teaching strategies with specific outcomes. St. Paul's Intermediate was chosen as a test site for this database of extremely useful information.

Short Courses Sessions

As a professional development initiative the district provided financial support for individuals wishing to conduct mini-courses. District personnel conducted several such courses including evening courses on Corel Presentations, Powerpoint Presentations and Access Database, as well as a one-day course on Web Design.

Instructional Materials Centre (IMC)

The Gander Middle School is still the location of the Instructional Materials Centre. It has been an ideal location for workshops and inservice sessions as there is ready access to related resources.

Thursday evening has been more popular than ever in the past year. More teachers have joined the weekly volunteer group, who donate their time and skills to develop curriculum related units for the district. This weekly gathering is coordinated by Ms. Diane Anstey (retired teacher/full time volunteer). Ms. Anstey was also instrumental in the on-line publication of the IMC web page in the past year. This web page, which is accessible through our District Website, has many original works of activity sheets created by Diane and also an update of many valued education websites for teachers.

There are now 10,000 supplementary resources being circulated through the IMC for the benefit of the teachers and students in our district.

The weekly delivery system still services the schools on a three-day schedule and has proven to be successful in its timely turnaround of requested resources, and a shorter waiting list.

IMC YEARLY STATS AND COMPARISON

1997-1998

7738

1998-1999

8100

1999-2000

8400

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



PERSONNEL

The 1999-2000 school year was a period of consolidation and adjustment following the renegotiation and merging of five former support staff collective agreements. The new organization and single master agreement worked very well and we had a good year in labour relations with our support staff. This year saw an increase in our student assistant allocation. We grew from 50 student assistants in 1998/99 to 57 permanent positions in 1999-2000. We also had a very positive year in regards to our teaching staff and school support personnel. The District lost 28 teaching units for the 1999-2000 school year and we were forced to make adjustments to our teacher allocation policy but we managed to spread the loss equitably throughout the schools and we were able to maintain a sound program offering in all of our schools. The challenge for the future is to ensure that the Department of Education adopts and maintains a new staffing formula that recognizes the needs of schools in rural Newfoundland and Labrador.

Personnel Division serves the needs of approximately 1000 employees of the District and we manage three separate collective agreements. The principals, program specialists, itinerant specialists and teachers are represented by the NLTA Collective Agreement. The bus drivers, secretaries, janitors and custodians are represented by a NAPE Collective Agreement. The Student Assistants are also represented by NAPE but in a separate Collective Agreement. The total budget for all personnel employed by the Lewisporte/Gander School Board for the 1999-2000 school year was \$42,890,855.

The past year was a stable period in labour relations but the District faces a turbulent year in labour relations in 2000/2001 when all collective agreements will have to be renegotiated. The District needs to prepare for the time allocated to negotiations, the increased volatility in labour relations caused by negotiations and possible strike action by any of the unions if we are unable to successfully negotiate a mutually agreeable contract.

Support Staff

The Board has a significant unionized support staff operation. During the 1999-2000 year this Board had 326 support staff employees on the seniority list. Of the 326 employees, 219 were permanent support staff positions and 107 had temporary status.

The total budget breakdown for salary and benefits from July 1, 1999 to June 30, 2000 is as follows:

Bussing.....	\$2,513,512
Janitorial & Maintenance	2,206,602
School Secretaries & IMC	772,294
Total.....	\$5,492,408

The number of permanent full-time and permanent part-time employees per classification is contained in the chart below:

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	1	
Library Technician I	1	
WPEO I	26	9
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	

Student Assistants

Student Assistant hours are assigned to the Board by the Department of Education. The hours are assigned based on need using provincial criteria. In 1999-2000 this District was allocated 223 hours of student assistant time per day. The total budget for student assistants was \$591,409. We employed 57 student assistants in full or part-time positions over the school year.

Substitute Teacher Usage

The Personnel Division has the added responsibility of administering the substitute teacher allocation. This budget, at \$919,400 was seriously under funded for the 1999-2000 fiscal year. This District actually used \$1,044,268.62 to pay substitute costs for the year. Approximately \$90,000 of the overrun of 124,868.62 was covered by an additional grant from government but the District still had to pay \$33,000 of the budget shortfall. It

is imperative that the School Boards receive funding from the Provincial Government to cover the cost of leave provisions negotiated in the collective agreements. This District will be making a presentation to school district Directors and senior staff of the Department of Education with recommendations to address the substitute allocation issue.

Another concern related to substitutes is the anticipated serious shortage of appropriately trained substitutes in some areas of the District. We anticipate a shortage of substitutes in all the specialist areas, this will be more pronounced in the remote sections of the District. We will employ more retired teachers to help alleviate this problem but often they are not available and they cost considerable more per day. Use of retired teachers will cause even more strain on the substitute budget. The Department of Education should continue the practice of past years and cover the actual cost of substitute replacement since the District has to honour the Collective Agreement.

The chart below defines the code and purpose for the use of the majority of substitute teacher days for the **1999-2000 fiscal year**.

CODE	PURPOSE	# DAYS	COST
7	Illness in Family (18.03)	421	66,437
9	Inservice Program (18.04 BA)	994	156,240.75
10	Inservice Program -Bank(18.04BB)	140	22,136.97
15	Board Approved (18.08)	137.3	21,266.08
19	Teaching Principal (18.12)	94	14,570
35	Curricular Activity (29.03)	196.50	31,331.97
TOTAL	DISCRETIONARY	1982.8	\$311,982.77
01	Sick Leave	4038.85	680,272.17
05	Compassionate (18.01)	115.70	19,037.83
16	Jury Duty (18.09)	51.80	10,797.79
18	Pre-Retirement Day (18.11)	71.67	11,180.71
TOTAL	NON - DISCRETIONARY	4278.02	\$721,288.50

Teacher, Administrator & Program Staff

The 1999-2000 year was fairly stable and positive in terms of teacher personnel issues. As mentioned earlier, the teacher allocation for the School District was reduced by 28 fulltime units. There were 37 retirements during the year and 12 resignations. In addition to the terminations, 87 teachers went on extended leave during the year (50% sick leaves), which required a change of staff to be processed by the Personnel division. The District also advertised 140 positions to facilitate staffing for the 1999-2000 school year. The chart below contains the allocation of teacher staff by classification as assigned for the 1999-2000 school year.

Job Description	No. of Units
Program Specialists	6
Guidance Counsellors	13.5
Specialists	73
Principals	36
Vice-Principals	29
Department Heads	26
Special Education Teachers	54
Classroom Teachers	367.50
SMH Teachers (Criteria C)	19.75
SPD Teachers (Criteria D)	6
Educational Psychologists	4
Speech Pathologists	3
Itinerant Teacher for Hearing Impaired	1
Itinerant Teacher for Visually Impaired	1
Distance Education Teachers	3
French Program Specialist (Federal Funding)	.75
Total	642

In addition to the loss of 28 units for the 1999-2000 school year, the District closed Ridgewood Academy and reassigned the staff to other schools in the District. This year was the most stable since the establishment of the new District in regard to reallocation and redistribution of teaching staff between schools. We were able to accommodate a significant number of transfers at the end of the school year and for the first time, actually hire approximately 40 new teachers to replace retired teachers and those who resigned or requested leave for the 2000/2001 year.

MUN Intern Program

The District hosted a small number of teacher interns again this year during the fall and winter semesters. The program has proven to be very successful in assisting interns with the transition from school to work. A number of supports are provided for interns by the district and the schools, including weekly observations and feedback, intern orientation session, formal and informal meetings and supports, and assistance with the process of applying for jobs and preparing resumes.

Staff Development Activities

Despite the restrictions placed on the district (i.e. reduced staff and increased demands), the program staff and support staff of this Division continues to work above and beyond all expectations to provide excellent Professional Development to our teachers.

The need for professional development sessions is high given the increasing demand within the classroom driven by curriculum change and the growing awareness of improved instructional strategies. The level of inservice activity remains high throughout our school, 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 professional development activities for 1999-2000)

There are however two areas of professional support that will be referenced specifically in this report because of their positive import and appeal.

New Teacher Orientation

New Teacher Orientation was held in October, 1999 at the Instructional Materials Centre in Gander. The committee for this process was established as part of the NLTA's Teacher Induction Program; the committee includes; Don Sturge, Principal, Lester Pearson Memorial High, Scott Critch, Teacher, Lakewood Academy, Cindy May-Follett, Teacher, Gander Academy, and Bill Butt. The session was conducted by the committee along with various other presenters from the district office. The evaluations for the day were very positive which reaffirms the need for the Teacher Induction Program. It is the intent of the District to continue and to enhance this program in the 2000/2001 school year.

School Development

Lakewood Academy is in the implementation phase of its School Development Plan. The school had requested to formally present their plan to the Board during the year; however, due to the number of items being dealt with by the Board, this did not take place. Hopefully, this will be placed on the agenda in the Fall 2000. Lester Pearson Memorial High is in the second year of development of a plan and hopes to have the process completed by December 2000. Other schools have begun the process this year including Lewisporte Collegiate and Riverwood Academy. Four other schools have requested to begin the process in 2000-2001.

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
Technology Advanced	Aug 7-11	St. Paul's Intermediate.	Frank Shapleigh	8
Windows 98/Internet	Aug 10-11	Gander Middle School	Gordon Mollor	9
Excel & Quattro Pro	Aug 22-23	Gander Middle School	Gordon Moller	8

School Accounting Using Quicken	Aug 2-3	Gander Middle School	Bill Butt	6
Multi-Age Classrooms	Aug 15-18	Gander Middle School	Eileen Chatman	18
Strategies for Effective School Administration	Aug. 23	District Office - Boardroom	Various Presenters <i>C. McCormack</i>	9
Total Participants				58

Finance and Operations

Finances

The District continues to carefully monitor its financial affairs. The recent escalation of world oil prices has had a significant impact on the operations of our schools and the student transportation system

Most of the issues surrounding the outstanding receivables associated with Newfoundland and Labrador Education Investment Corporation are resolved.

The District experienced an operating deficit this past year. Contributing to this situation were a number of costs over which the district has limited or no control over including increased sick leave usage by employees in all areas of the district operations including teachers, student assistants, and support staff. Utility costs in the areas of fuel, electricity and telecommunications are significantly extending beyond the level of funding provided through the provincial funding formula. These factors have created a situation whereby the financial dilemma of the Board is not the result of overspending but rather the result of underfunding in relation to growth in those areas of 'more or less' fitted costs.

As you can see from our financial summary, we are reporting a current deficit of \$389,336. Effective June 30, 1998, we were required to report an amount associated with severance pay for teachers. The amount reported at June 30, 2000 for teacher severance accrual is \$38,086, and the amount of severance and accrued wages reported for our non-teaching staff is \$132,953. These entries were made in accordance with generally accepted accounting principles and when factored out of our financial statements, our current deficit before the accruals was \$ 218,297.

A reconciliation of our current and accumulated deficit is attached to the Financial Statement Summary (see Appendix O). Further information can be obtained by referring to the Audited Financial Statements.

The total amount of capital loans outstanding as of June 30th, 2000 is \$1,310,451. 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. (The dispute with the insurance company with respect to the payout for fire insurance is still outstanding.) The Department provides 100% of the funding for principal and interest payments on loans associated with the replacement of school buses.

Capital Projects

Construction at Bayview Heights Academy which involved extensive renovations and an extension to accommodate a single K-12 school complex was completed. On December 2, all students and staff at Gambo were relocated to Bayview Heights Academy, which was later renamed Smallwood Academy.

The Lester Pearson Memorial High project has not progressed along the timelines originally anticipated. The project has been separated into three components to help expedite the earliest completion date. Pavement of the parking areas had been completed before school commenced. The contract for the replacement of the roof was completed during the fall and winter over an unanticipated extended time period. The major component of the project, which encompasses extensive renovations and upgrades, did not proceed until the close of school in June. Even though there have been delays, it is our expectation that the project will be completed by December 2000.

Planning for the new school for New World Island continued throughout the year. Project timelines target this project to be ready for occupancy at the beginning of the 2002 school year. It is still our expectation that the project would proceed to the design phase during the fall of 2000. The site preparation should begin in late fall as well, with actual construction commencing in earnest during the spring of 2001. This was deemed to be a reasonable timeline to ensure that the school would be available for the opening of the 2002-03 school year.

New Accounting System

Improvements to our accounting system are something we have been attempting to achieve since the establishment of the new school board. The key purposes for the change were to focus on improvements in the time lag relating to purchases and subsequent expenditures, which often left us in a position of not being comfortable with the status of the various accounts. A related issue was to provide more meaningful and timely reports throughout all areas of the budget. The improved system will now make available to all principals and district personnel budget status reports that are up-to-date, within days, as opposed to a typical six-week time lag. The new computerized reporting system also provides access for schools to customized reports via email and the Internet.

Partnerships

A number of partnership activities were undertaken this year and several continued through the summer. Human Resources Development Canada approved an application to provide technical support persons to maintain the computer systems at our schools. This program worked extremely well since the group of technicians hired were very capable and provided excellent service. Two of these technicians were kept on during the summer through a project extension for the purpose of developing the District Web Page.

An application to HRDC to sponsor a Youth International Project in the area of Visual, Media and Performing Arts was approved in March. The purpose of this project is to select a number of youth from the province and provide them with workplace internship in the United States in their field. This is intended to develop their skills and marketability so that they can find permanent work in Canada in the growing arts industry upon completion of the internship. A Project Coordinator was funded as part of the program to organize and oversee the project. As project sponsor, the District receives additional supports and makes in-kind contributions to the project.

A number of other partnership opportunities are available and some schools have submitted applications through Regional Economic Development and Schools, the Strategic Social Plan, the Community Access Program and others.

A feasibility study for the redevelopment of the former Gander Middle School as a regional Information and Communications Technology and Training Centre was conducted during the year. The consultant for this project was Baird Planning Associates of Glovertown.

The District with the assistance of HRDC funding completed Phase 1 of a study to determine the feasibility for the development of the former Gander Middle School as a partnership based center for training and professional development, as well as for other community based uses.

There is a great deal of interest being expressed regarding the utilization of such a facility within the local area. In addition, discussions with Continuing Education at MUN, the Centre of Telelearning and Rural Education at the Faculty of Education, the MUN Business School, the Marine Institute and the Department of Tourism indicate some potential.

Funding is currently being sought to commence Phase 2 of this project, which is to prepare an engineering design and business plan around the concept. An application for funding has been submitted at a value of approximately \$60000.00.

GOVERNANCE

The Board

The newly elected School Board executive embarked upon a new year of operation. The following individuals were elected to 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)

Five (5) board members resigned during the year including Roy Locke, Max Bussey, Wayne Fizzard, Madonna Furlong and Bruce Rideout. By-election results in the elections of Eric Norman, Gerald Hounsell, Newman Harris and Gordon Tulk.

The Board and its standing committees were very active during the year, meeting on 32 different occasions. The following lists the frequency of meetings by the Board and each committee:

 The School Board	11 meetings
 The Executive Committee	1 meeting
 The Policy & Planning Committee	6 meetings
 The Personnel Committee	6 meetings
 The Finance & Property Committee	8 meetings

School Councils

The Board adopted a prototype agreement in January 1998, which would serve as a template to be used by each school council in developing a Protocol Agreement between the School Board and the School Council. To date the board has received and signed 24 school council protocol agreements.

A small number of training sessions with individual school councils took place in 1999-2000. The demand for this service declines as councils are more familiar and comfortable with their roles. Approximately six sessions were conducted with councils this year during the evenings around topics specifically requested by each council.

The annual meeting of the Newfoundland and Labrador Federation of School Councils was held in Gander in April. The District supported some school council members in attending.

Central Region Steering Committee for the Strategic Social Plan

The Board continued an active involvement with Central Region Steering Committee during 1999-2000. Mr. Bill Sceviour, Board Chair, Mr. Randell Mercer and Janice Tucker represented the Board at committee meetings.

The work of the Central Region Steering Committee for the Strategic Social Plan (CRSC) has become more focused. In the initial stages of this implementation project there was an obvious degree of ambiguity surrounding the role of such a structure. The role of CRSC is one of facilitating the process of engagement in strategic social development within the region. With all of the regional boards and various other social agencies meeting on a regular basis, it creates a forum for the pooling of ideas and expertise, and at the same time nurtures a more collaborative environment for advancing initiative and supporting the community in a more comprehensive fashion.

Newfoundland and Labrador School Boards Association

The Board was well represented at the NLSBA Annual General Meeting. George Tiller, Newman Harris, Jody Hale, Steve Johnson and Gerald Hounsell represented the Board at the AGM. Mr. Jody Hale was elected as a table officer and will serve Treasurer of the NLSBA Board of Governors for the 2000-01 school year.

Strategic Planning

A draft of the Department of Education **Strategic Plan** has been discussed with the Directors. It is the expectation of the Department of Education that all school boards participate in its own strategic planning exercise.

Accountability Framework

The Department of Education made available to school boards an Accountability Framework Guidebook. NLSBA will be assuming a leadership role in assisting Boards with the implementation of this Accountability Framework.

**BOARD MEMBERS AND BOARD COMMITTEES
1999-2000**

Ms. Barbara Francis Clarkes 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 Pike's Arm, NF A0G 2R0	Zone 7	Communities on Twillingate Island, New 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)
Jody Hale
Rick Abbott
Perry Collins

Personnel

George Tiller(Chair)
Steve Johnson
Gerald Hounsell
Barbara Francis

Policy & Planning

Peter Gibbons (Chair)
Newman Harris
Gordon Tulk
Eric Norman

SCHOOLS AND PRINCIPALS

1999-2000

A. R. Scammell Academy	Mr. John Peckford
Bayview Heights Academy	Ms. Claudine Wells
Carmanville School Complex	Mr. Winston Carter
Centreville Academy	Mr. Greg Drover
Charlottetown Elementary	Ms. Eileen Chatman
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. David Kean
Newville Elementary	Mr. Roland Hamlyn
Ridgewood Academy	Mr. Hector Earle
Riverwood Academy	Mr. Wayne Gillingham
Sandstone Academy	Ms. Denise King
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	Mr. Clyde Rogers

**DISTRICT OFFICE STAFF
1999-2000**

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
Program Specialist Senior High	Mr. Robert Hipditch
Program Specialist Primary	Ms. Rhonda Maher
Program Specialist Elementary	Ms. Diane Vey-Morawski
Program Specialist Student Support Services	Mr. Sheldon McBreairty
Program Specialist French	Ms. Elizabeth Tobin
Program Specialist Intermediate	Ms Anne Manning
Human Resources Manager	Mr. Herbert Pack
Speech Language Pathologist	Ms. Giselle Fraser
Speech Language Pathologist	Ms. Michele Glenn
Speech Language Pathologist	Ms. Felicia Kelly
Speech Language Pathologist	Ms. Carol Payne
Hearing/Visually Impaired	Mr. Chris Hutching
Hearing Impaired	Ms. Kelly Power
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
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 Oram
Administrative Assistant, Finance	Ms. Connie Sheppard
Executive Secretary	Ms. Florence Granville

**DISTRICT STUDENT SUPPORT SERVICES TEAM
1999-2000**

<u>Areas of Focus</u>	<u>Zone</u>	<u>Individual</u>
Educational Psychologist	1	Denise Butt
Educational Psychologist	2	Annette Short
Educational Psychologist	3	Chris Hodder
Speech Language Pathologist	1	Michelle Glynn
Speech Language Pathologist	2	Giselle Fraser
Speech Language Pathologist	3	Carol Payne
Speech Language Pathologist	4	Felicia Kelly
Itinerant for Hearing Impaired	District	Kelly Power
Itinerant for Visually Impaired	District	Chris Hutchings

**NEW COURSE INTRODUCTIONS
1999-2000**

Science, K
Mathematics, K
English Language Arts, Gr. 1-2
English Language Arts, Gr. 5-6
English Language Arts, Gr. 9
Math 1204
Earth Systems 3203
Earth Science 3203
Workplace Safety

**DISTRICT INITIATIVES
1999-2000**

Elementary Classroom Libraries
Alternative School
Student Evaluation Project
Parent Handbook (K-3)
Early Literacy/Family Resource Centre
Theme Development (K-6)
School Assessment
Innovative Projects Intermediate (see Appendix J)
Science Fair
Literacy Plans Implementation
Language Arts Gr. 3
Mathematics Gr. 3
English Language Arts, Gr. 6
English Language Arts, Gr. 9
English Language Arts, Level I & II
Mathematics Level I
Read With Me
Math Graphing Calculators
Multi-age/Multi-grouping

PROFESSIONAL DEVELOPMENT SESSIONS**Workshop Topic****Presenter****Primary**

Rhonda Maher

Language Arts Gr. 1

Language Arts Gr. 2

Mathematics K

Language Arts Gr. 1

Language Arts Gr. 2

Elementary

Diane Vey-Morawski

Language Arts Gr. 5

Language Arts Gr. 4 (New Teachers)

Readers/Writers Workshop

Literature Circles

Using Calculators to Enhance the teaching of Math

Principals of Primary/Elementary Schools

Music Workshop

Evaluation Workshop

Intermediate

Anne Manning

Home Economics / Family Studies

Grade 9 English Language Arts (New Program)

Physical Education (7-9)

Novel Studies (7 & 8)

Novel Studies (9 & High School)

Mathematics (7 - 9)

Physical Education

Senior High

Bob Hipditch

Math 1206
Math 1204/2206
Workplace Safety 3220
High School Technology Inservice
Earth Systems 3209
Enterprise 3205
Technology
Graphing Calculator
Physical Education Junior High

French

Elizabeth Tobin

Reading in Elementary Core French
Resources in Elementary French Immersion
Evaluation in 7-12 Core French
Primary Core French (K-1)
Novel Studies K-6 French Immersion
Intermediate/Senior High French Immersion
Integrating the Internet in the French Class
Social Studies in 7-12 High French Immersion
Intermediate/Senior High Art
Elementary Art

Student Support Services

Sheldon McBreairty

Physical Disabilities
Using Technology - Special Services
Programming for Children with Learning Disabilities

School Growth and Development

Bill Butt

Beginning Teacher Orientation
New Teacher Orientation
MUN Intern Orientation
School Council Session
School Development Planning Workshops
Planning Session for Small School Principals
School Accounting Using Quicken for Windows

Professional Shutdown 1999-2000			
School	Date	Topic	Duration
A.R. Scammell Academy	Oct 22 (K-6)	Primary/Elementary Conference	Full day
Charlottetown Elem.	October 22 October 28	Primary/Elementary Conference Discipline with Wit & Wisdom	Full day Full day
Coaker Academy	November 26 February 16 April 7	Audio-Visual Computer Link Refresher on Pathways, Tourette's syndrome	Full day Half day Half day
Gander Academy	March 30-31	Individual Support Services Plan	2 Full days
Gander Collegiate	November 5 March 31	Technology Departmental activities/evaluation	Full day
Gill Memorial Academy	March 17	Pathways, ISSP's, modifying courses, school improvement and developing school goals	Full day
Glovertown School Com	Oct 22 (K-6) March 31 (K-12) April 3 (7-12)	Primary/Elementary Conference ISSP, Pathways, program modification, etc Specific programs	Full day Full day Full day
Greenwood Academy	October 22	Primary/Elementary Conference	Full day
Hillview Academy	January 24 June 12	Integration of Technology into the Curriculum Integration of Technology into the Curriculum	Full day Full day
Holy Cross School Com	Oct 21 (K-6) Nov 8 (7-12) April 10 (K-12)	Primary/Elementary Conference Winschool Grassroots Projects, Websites and Internet	Full day Half day Full day
Inter-Island Academy	January 21	Special Education & Pathways	Full day
J.M. Olds Collegiate	December 3 May 8	Stress Management HTML/WordPerfect 8, GrassRoots, internet	Full day Full day
Jane Collins Academy	November 29 March 24	Computer App. for Courses Using the Internet Computer/internet use training & Math English	Full day Full day
Lakewood Academy	December 3 March 17	School Growth & Assessment School Growth & Assessment	Full day Full day
Lester Pearson Memorial	November 15 April 17	School Improvement Process/Internal School Team School Assessment	Full day Full day
Lewisporte Collegiate	March 31	School mission statement, grassroot project	Full day
Lewisporte Academy	October 21 January 28	Primary/Elementary Conference School Crisis Intervention	Full day Half day
Memorial Academy	April 7	Technologies in the instructional framework	Full day
Riverwood Academy	October 28 February 17 March 16	School Development Planning Policy Mission Statement/Timeline	Full day Half day Half day
Summerford Primary	March 31	Use of internet as teaching resource	Full day
St. Paul's Intermediate	February 16 March 31	Winschool GrassRoots Projects	Half day Full day
Twillingate Elementary	May 19	Stress Management, Voice Care Techniques, Curriculum and Program Planning for 2000-2001	Full Day

**Program Specialists
1999 - 2000**

PROGRAM SPECIALIST

Maher, Rhonda
Vey-Morawski, Diane
Manning, Anne
Hipditch, Bob
Tobin, Betty

PROGRAM COMMITTEE

Library
Music
Drama
Phys. Ed.
Art

PILOT COURSES

<i>PILOT</i>	<i>TEACHER</i>	<i>SCHOOL</i>
English Language Arts Gr. 6		
Eng. Lang. Arts 1201, 1202 Eng. Lang. Arts 2201, 2202 Writing 2203 Global Literature 2204	Randy Sooley Eithne Smith/Bill Bradbury Randy Sooley	Lakewood
Mathematics Gr. 3	Sandy Burt	
Mathematics Level I Mathematics 2204, 2205, 2206	Tim Flemming Ray Smith/Andrew Young	Fogo Island School
Science 7,8 & 9		
Science 1216, 2200		
World Geography 3202 World Studies 3206		
Technology Education 8 & 9	Tim Goodyear Harry O’Rielly/Andrew Drover/ Michel Barlett	Smallwood St. Paul’s St. Paul’s
Religion 4-6		
Religion Gr. 11		
Phys. Ed./Health (4-6)		
Phys. Ed. 2100/2101 Human Dynamics 2200		
Enterprise Gr. 7 & 8		
Consumerism 1101		
Art Gr. 7		
Career Preparation 2101		
Core French Gr. 4		
Mathematiques 2241, M-3 (FI)		
Physique 2244		
Geographie mondiale 3232 Etudes mondiales 3236		
Enseignement religieux 4, 5, 6, 11		
Workplace Safety	Barry Woolfrey Wayne Moulant Andy Gibbons Randy Sooley Neil French	Lewisporte Carmanville Lumsden Lakewood Riverwood

This year the Lewisporte/Gander School District provided some special funding to schools to help in the implementation of some district initiatives like the Literacy Plan and also to encourage new initiatives. The following is a list of the school-based projects approved this year:

CURRICULUM INCENTIVES SUMMARY

1. **Early Literacy (\$5,000)**

School Name	Project Name	Amount Approved
A.R. Scammell	Learning is Fun	\$800
Lakewood Academy	Home and Back with Books	\$800
Sandstone	Pre-School Program	\$700
Total		\$2,300

2. **Literacy Plan**

School Name	Project Name	Amount Approved
Sandstone Academy	K-6 Buddy Reading Program	\$500
Total		\$500

3. **Multi-Grouping Project (\$5,000)**

School Name	Project Name	Amount Approved
Alternate School	Alternate School Enhancement	\$500
Gander Academy	Gander Academy - Reading materials to accommodate multi-level	\$1,500
J. M. Olds Collegiate	Accelerated Reading Program	\$1,000
Total		\$3,000

4. **Innovative Projects (\$10,000)**

School Name	Project Name	Amount Approved
Centreville	Innovative Intermediate Music Program	\$1,000
Centreville	Technology Integration Through Web Page Development	\$1,000
Coaker Academy	Collaborative E-Link (CACE)	\$1,200
Glovertown Academy	Jr. High Mastery B Math Program	\$1,200
Greenwood Academy	Greenwood Band Project	\$1,000
Lewisporte Collegiate	Mural Magic	\$1,000
Lumsden	Information Technology for Intermediate	\$902.06
Smallwood	Developing Local Ecosystems	\$3,100
Gander Academy	Take Home Reading Program	\$2,000
St. Paul's	Virtual Intermediate School	\$1,200
Total		\$13,202.06

DISTRICT SPONSORED STUDENT PROJECTS

Athletic Travel
Drama Days
Enterprise Days
Student Conference
Band Days
Choir Days
Art Display Days
Science Fair
Junior Tournaments
French Days
Junior/Senior High French Speak outs
Math League (Senior High)

**Retirees
1999-2000**

Mr. Abe Ackerman	Mr. Jacob Hunt
Mr. Carmelo Agaton	Ms. Betty Kean
Mr. Norman Austin	Mr. David Kean
Ms. Betty Brenton	Mr. Edgar Lee
Ms. Judy Briffett	Mr. John Morris
Mr. Fraser Brown	Ms. Audrey Nippard
Ms. Viola Brown	Mr. Harry O'Reilly
Mr. Wallace Burt	Ms. Lorna O'Reilly
Mr. William Butt	Ms. Madeline Penton
Mr. Raymond Cole	Ms. Norma Philpott
Mr. Gordon Collins	Mr. Llewellyn Pond
Mr. Trevor Collins	Mr. Clyde Rogers
Ms. Gertrude Corpus	Ms. Mary Shepherd
Ms. Dianne Crewe	Ms. Irene Shepherd
Mr. Percy Crewe	Mr. Robert Sheppard
Mr. Wilson Eastman	Mr. Ray Smith
Mr. Rivlyn Galway	Mr. Wayne Sparkes
Ms. Florence Gillingham	Mr. Cyril Tucker
Mr. Harvey Goodyear	Ms. Eva Tucker
Ms. Carol Ann Granter	Mr. Wallace Wellon
Ms. Jean Guy	Mr. Wayne Williams
Ms. Marilyn Hounsell	Ms. Isabelle Winsor

Staffing Allocation by School 1999-2000

<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	7.50
St. Gabriels All Grade	K-12	7.50
Lumsden School Complex	K-12	15.00
Holy Cross School Complex	K-12	17.00
Lakewood Academy	K-12	17.50
Gill Memorial Academy	K-12	17.50
Ridgewood Academy	K-4	3.00
Newville Elementary	K-7	7.00
Hillview Academy	K-9	10.25
Centreville Academy	K-8	11.00
Inter Island Academy	5-8	11.25
Summerford Primary	K-4	12.25
Jane Collins Academy	9-12	12.50
Twillingate Elementary	K-6	14.75
William Mercer Academy	K-8	14.50
Memorial Academy	K-6	15.75
JM Olds Collegiate	7-12	15.75
Coaker Academy	9-12	16.00
Lewisporte Academy	K-4	17.25
Lester Pearson Memorial High	7-12	17.00
Riverwood Academy	K-12	20.50
Greenwood Academy	K-9	20.50
Carmanville School Complex	K-12	21.50
Lewisporte Middle School	5-9	20.50
Bayview Heights Academy	K-12	24.00
St. Paul's Intermediate	7-9	22.25
Lewisporte Collegiate	10-12	23.00
Gander Collegiate	10-12	24.50
Glovertown Academy	K-12	31.00
Fogo Island Central Academy	K-12	37.50
Gander Academy	K-6	48.50
Guidance		11.00
District Project		2.00
Distance Ed		3.00
Alternate School		1.00
Total		579.00