

Annual Report 2004–2005  
School District 8  
June 2005

**Mandate:**

Given clearly defined and high expectations, all children can and want to learn. The mission of School District 8 is to responsibly and cooperatively provide all students with the opportunity for learning, to a measurable standard, through quality instruction in a safe environment.

**Achievements in 2004–2005 (Educational):**

- Meetings on Core French at the middle school level. Simonds Middle School has continued as a pilot site for new Core French middle school curriculum at Grade 7 and added Grade 8 this year.
- Train the Trainer workshop for the new health curriculum, grades 6–8 (as a result of the pilot program for the human growth and development curriculum).
- Simonds High School continued with the Respect Program as part of the continuing effort to support initiatives for bullying and harassment and have presented these to other schools in the district.
- St. Malachy's High School introduced their "Responding to Harassment and Intimidation" and have had various school initiatives to support the need assessment.
- Continued to participate in the Greater Saint John Teen Pregnancy Committee.
- St. Malachy's implemented Renaissance Program.

- Electronic Special Education Plans (ESEP) to be introduced in September 2005: team to be trained in June 2005.
- Professional Seminar Series ran in February for the 6<sup>th</sup> year. Over 22% of teachers in the district participated.
- Continued to support the Positive Learning Environment: schools are using the Behavioural Tracking Form to collect data and give indicators where problems are occurring so we can implement programs
- Curriculum Days provided in excess of 114 sessions to introduce/in-service teachers on curriculum matters.
- The NBTA discipline handbook was distributed to all new school personnel in the district with a power point presentation for staff implementation.
- Continued to support and implement anti-bullying initiatives (K-12) in conjunction with the Positive Learning Environment Policy 703.
- Language Arts district assessments for all grades 4, 6, 9 and 11 students.
- Continuation of literacy/numeracy based program for grade 9/10 students in two high schools.
- Participation in the Regional and National Science Fairs.
- All French Immersion teachers, grades 1 - 3, in-serviced in Guided Reading and various other strategies related to Literacy.
- Grade 4 district writing assessment.

- Primary Intervention Program (QLA) included early French Immersion students. Expanded Intervention Program expanded to include Grade 3: focus on students not meeting standard at Grade 2.
- Implemented “You and Your World”.
- Participation in CRISP initiative.
- Additional training of teachers in First Steps writing component.
- Implemented Music Play, a new elementary music curriculum at Lakewood Heights, Bayview, Seawood, Morna Heights, Grand Bay Primary and Inglewood schools by Cynthia Munn and Kathy Molloy. New materials for District 8 schools were received to support this program.
- Continued development of band and orchestra programs shows an ever increasing standard of musical accomplishment with the correlative demonstration of student leadership and accomplishment, including academic, athletic as well as musical, for students participating in these ensembles.
- The District 8 String Orchestra performed in New York and Quebec.
- Harbour View High School will be traveling to Ottawa to participate in Canada Day celebrations on Capital Hill.

\* PLEASE NOTE: Many teachers worked throughout the year to support and prepare students to participate in many events that, due to the job action this spring, did not occur. Some of these include: music festival, high school musicals, oratorical competitions both English and French, drama festivals to name but a few.

Achievements in 2004–2005 (Administrative):

- Development and delivery of curriculum days for K–12 schools.
- Introduced provincial writing standards to Grade 2 teachers.
- On-going discussion about growth plans (met twice during the school year).
- Principal reviews: As part of our “Pathways to Growth: Supervision for Excellence in Teaching and Learning” model, reviews of principal and vice-principal performance were conducted for 1, 2 and 5 year administrators. In 2005–2006 to be changed to years 1, 2 and 4.
- Implementation of Performance Review Process for all probationary teachers.
- Kindergarten registration was held in October. District personnel held public information sessions for parents prior to Christmas. There was a follow-up registration in February.
- Job Performance model developed last year with school administrators and supervisors was enhanced and implemented.

#### Partnerships (Continuations and New):

- UNBSJ TESL Program students tutoring immigrant students in district schools. (UNBSJ Faculty of Education).
- Career Centre at Simonds High School in partnership with Training Employment and Development, the center will help to address the immediate and long-term needs and concerns of students and others. It will respond to those needs by providing counselling, consultation, referral, information, and training.

- With a number of agencies including FCSS, Mental Health, Saint John Business Community Anti-poverty Initiative (BAPCI), Atlantic Health Science Corporation.
- DARE program continuing at Grade 5 and was introduced at Grade 7.
- Continuing to work closely with Post Secondary Institutions to help support the Six Destinations for students after high school.
- Promote community police connections within our high schools.
- Dialogue with probation officers, social workers, and support workers.
- “See Harassment Stop” Committee at Simonds High School, partnership with police, home and school.
- Year three of the NIS project (Saint John High School and River Valley Middle School). Mr. Leroy Vincent, teacher at River Valley has been recognized for his work in connection with this initiative having received a national award.
- Student recognition for volunteer organizations.
- Participation in EMO exercise in Grand Bay-Westfield.
- Appreciation celebrations for volunteers.
- Relationship with Ridgewood Counselling Services.
- J.D. Irving and Prince Charles partnership grew to include more than 140 employee volunteers and 75 parent volunteers now active in the school - year 4.

- Expansion of PALS concept to St. John the Baptist/King Edward School including support from Department and local business, beginning September 2005.
- Curriculum Delivery Days provided art and music teachers with a wealth of professional development opportunities, rarely experienced in the current Subject Council structure.

Priorities for 2005–2006 (Educational):

- Acquisition of appropriate French resources to support the Grade 1–2 intervention increasing to 5 interventionists and two teachers grade 1 –5 (Fall, 2004).
- Implementation of new Math resources in Grades 3, 4 and 5.
- Continued support and encouragement to schools in formulating strategies to enhance the Comprehensive and Developmental Guidance Program (K–12).
- Continued work on partnerships with community agencies, such as city police, probation officers, etc.
- To continue to support the Quality Learning Agenda and its mandate for the K–12 Comprehensive and Guidance Program.
- To continue to support initiatives for Policy 703, Positive Learning Environment Policy.
- To continue the guidance delivery at the middle school level.
- To continue to support and develop programs and awareness for anti-bullying programs.

- To continue the use of the guidance teams to address behavioural issues.
- To continue to support the Career Centre at Simonds High and to have many students visit the site from other high schools and middle schools.
- To continue partnership ventures to help support district initiatives as well as working with community agencies.
- Encourage numeracy/literacy in all four high schools.
- Differentiated instruction.
- Learning styles workshops.
- Implementation of new music curriculum from grades 1–5, and middle school curriculum in grades 6 and 7.
- Pilot of grade 9/10 Art Outcomes in a district 8 high school.
- Continued development of the music program at the middle school level. Ultimately, this program should also move into grade 8.
- To ensure that the Fine Arts programs continue to engage students in a meaningful way while retaining curricular integrity.

Priorities for 2005–2006 (Administrative):

- Continued enhancement of the Beginning Teachers' Induction Program (BTIP) and the Beginning Administrators' Program (BAP).

- Continued work on partnerships with community agencies, such as city police, probation officers, etc.
- Support school administrators in establishing expectations for appropriate behaviour from students, parents and staff in continuing our efforts to provide a healthy and safe environment for all.