

**Educational Options/Opportunities on Northern Tip:**

**Truman Eddison Memorial  
Bayview Regional Collegiate  
St. Anthony K-12 Complex**

**Document**

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## 1.0 INTRODUCTION

### 1.1 Purpose

This document was prepared by senior staff at the request of the Board of Trustees to provide further information and data on each of the following organizational options, so as to allow the Board to more fully examine the feasibility of each:

1. K-6 at Truman Eddison and 7-12 at St. Anthony.
2. K-9 at either Truman Eddison or Bayview, and 10-12 at St. Anthony.
3. K-12 at either Truman Eddison or Bayview.

### 1.2 Method

The intention of some trustees was that this document might outline advantages and also the possible impediments of the above scenarios. The document attempts to do this, both throughout and in the concluding chapter. However, it must also be pointed out that what is an “advantage” from one individual’s perspective may be viewed differently from another perspective. Therefore, an attempt has been made to outline the various program and facilities implications of all of the options as explicitly as possible, so that these scenarios can be considered and understood regardless of the particular perspectives/values involved.

### 1.3 Background

#### 1.3.1 Long Term Educational Proposal

The *Long-Term Educational Proposal of the Western School District* (April 2006) recommended an examination of educational delivery on the tip of the Northern Peninsula, as well as in many other regions of the Western School District.

As a result of this examination, the Board decided in May 2007 to close Harriot Curtis Collegiate, St. Anthony, subject to the redevelopment and extension of St. Anthony Elementary as a K-12 facility. This facility is intended to be developed in partnership with, and linked to, the Town of St. Anthony’s recreational complex, the Polar Centre.

In May 2007, the Board also closed Pistolet Bay School, Raleigh, and these students from Raleigh and Ship Cove now attend school at St. Anthony.

### **1.3.2 K-12 School, St. Anthony**

The pace and planning for the K-12 school in St. Anthony has been accelerated by a number of factors: among them, the Town's urgency to move forward with the Polar Centre project. This places the Department of Education in a position in which it must make decisions on spaces in the school, and must know whether these spaces are to include, or not include, the Bayview students. In other words, the Board can decide to close or not to close Bayview Regional Collegiate at any time in the future, but this particular decision at this time has implications for school space at the St. Anthony K-12 complex.

The issue of school space relates to classroom space and also to the size of the core features of the school (e.g., library, kitchen, lunchroom, staff room). The core areas of the school will be established for the life of the building and will impact on the nature of the school that would be available for Bayview students. It will also affect the nature of the school that will be available to students from St. Anthony, Goose Cove, Great Brehat, St. Carol's, St. Anthony Bight, Raleigh, and Ship Cove.

Preliminary planning for the K-12 Complex in St. Anthony has included Bayview students, following the Board's notice of motion for the possible closure of Bayview Regional Collegiate. This planning has now been placed on hold pending the Board's decision on Bayview.

Appendix A shows the estimated space reductions if Grades 7-12 students in Bayview are not included, and also the space reductions if only Grades 10-12 students from Bayview attend school at St. Anthony. These estimations are based on standards applied to the nine new schools currently being built by government, and these provincial standards are always subject to change by government.

### **1.3.3 Process for Possible Closure of Bayview**

Processes relating to the possible closure of Bayview Regional Collegiate have been very similar to other processes of the Board:

February 7, 2008 Meeting of Senior Staff with School Council of Truman Eddison Memorial, Gunners Cove.

February 7, 2008 Meeting of senior staff with School Council of Bayview Regional Collegiate, St. Lunaire – Griguet.

March 4, 2008 Study session of the Board, to examine educational delivery and possible closures of Truman Eddison Memorial and Bayview Regional Collegiate. Meetings with School Councils discussed. Recommendation by senior staff not to issue notice of motion regarding Truman Eddison Memorial, but to do so for Bayview Regional Collegiate. Study session

moved to regular public meeting, and notice of motion adopted for the possible closure of Bayview Regional Collegiate.

- March 7, 2008 Notification to all parents regarding the notice of motion, invitation to provide input, announcing of date of public meeting, invitation to make presentations at the public meeting.
- April 8, 2008 Public meeting, Bayview Regional Collegiate.
- April 19, 2008 Study session of the Board.
- April 19, 2008 Regular Public meeting of the Board. Decision to table motion pending provision of further information/analysis.

## 2.0 GENERAL DATA AND INFORMATION

Several background documents may be useful in the overall consideration of the possibilities examined in this document. These documents are included in appendices and can be referenced as needed.

### 2.1 Enrolment Information

As in many areas of our district, student enrolment has declined substantially, and continues to decline. Appendix B shows enrolment projections according to grade and school into the future.

These data indicate as follows:

- Presently there are 73 students in Bayview Regional Collegiate and 62 students in Truman Eddison Memorial (K-6). At the high school level, there are 36 students in Grades 10-12, and 3 students in Level 4. The entire distribution is as follows:

Grades 10-12	39*	*There are three Level 4 students
Grades 7-9	31	
Grades 4-6	27	
Grades 1-3	24	
Grade K	11	

- By 2010, the earliest projected year for a possible move of any students to St. Anthony, there would be 58 students at Bayview and 47 at Truman Eddison Memorial. The distribution will be as follows:

Grades 10-12	31
Grades 7-9	27
Grades 4-6	24
Grades 1-3	21
Grade K	2

- 2019 is the last possible year for which projections can be made for Grades 7-12 based on live birth statistics. In that year, there will be 36 students from Grades 7-12, and the distribution will be as follows:

Grades 10-12	21
Grades 7-9	15

- Projected enrolment statistics do not account for in-migration or out-migration. In other enrolment projections for the Northern Peninsula, we have not experienced in-migration to date, and have experienced significant out-migration in some communities.

- In Appendix B, St. Anthony K-12 enrolment is presented without Bayview 7-12 and with Bayview 7-12.

## **2.2 Student Distribution According to Community**

Appendix C shows student distribution according to community in 2010, for Grades 7-12, and for Grades 10-12. These data show that some communities have no students in 2010, and this is true for some other years as well. The data also show that the vast majority of students are from the St. Lunaire-Griquet area. Also included is student distribution according to community for Grades K-12 in 2010.

## **2.3 Current (2007-08) Course Offerings at Bayview and St. Anthony**

Other sections of this document will address program possibilities in 2010. However, it may be instructive to look at the program offerings that actually exist today at Harriot Curtis Collegiate and at Bayview Regional Collegiate, realizing of course that enrolment will drop from 73 to 58 students at Bayview between now and 2010, and that the number of teachers will drop accordingly.

Appendix D presents the data on current course offerings. In comparison to Harriot Curtis Collegiate, there are fewer course options in Bayview Regional Collegiate for Grades 8 and 9, and there are presently 4 course combinations that are multi-aged at the school.

For the high school program in Language Arts, Bayview Regional Collegiate offers 6 courses (with 2 through CDLI), compared to 10 for Harriot Curtis Collegiate (with 1 through CDLI).

In high school Mathematics, Bayview Regional Collegiate offers 8 courses compared to 10 courses at Harriot Curtis Collegiate. However, one of these courses (Math 3207) is offered through CDLI to one student at Bayview Regional Collegiate, while there is a class of 14 students doing the same course in Harriot Curtis Collegiate. As well, another 5 of the math courses at Bayview Regional Collegiate are offered in 2 classrooms. For example, Math 2204, 2205, and 2206 are offered to 9 students in the same classroom by one teacher, and Math 3204 and 3205 are offered to 13 students in the same manner. Of the 10 math courses offered at Harriot Curtis Collegiate, only one is delivered through CDLI and all of the others are taught in separate classrooms.

In Science, Bayview Regional Collegiate offers 6 courses, with one through CDLI, while Harriot Curtis Collegiate offers 10 courses, with one through CDLI.

In Social Studies, Bayview Regional Collegiate offers 3 courses, with two of them (World Geography 3202/3200) being offered in the same class. Harriot Curtis Collegiate offers 5 courses in separate classrooms, with 1 being offered to 1 student through CDLI.



In Technology Education, Bayview Regional Collegiate presently offers 1 course to 1 student (Computer Education 1296), while Harriot Curtis Collegiate offers students a choice of 7 courses.

Overall, Bayview Regional Collegiate presently offers 31 high school courses, including 4 through CDLI, while Harriot Curtis Collegiate offers 54 courses, including 7 through CDLI. Students at Harriot Curtis Collegiate generally have more choice in course selection, and there is more flexibility to meet the diverse needs of students. Bayview Regional Collegiate has, and will continue to have, significant multi-aging (i.e., several courses taught in the one classroom) at the high school level, while Harriot Curtis Collegiate has single grading (i.e., only one course per classroom).

Appendix E shows the 4-year trend for course offerings at both Bayview Regional Collegiate and Harriot Curtis Collegiate. Note that the range of courses for Bayview Regional Collegiate has shifted from 42 in 2004 when the student enrolment was 112, to 31 for the current year, with a population of 73. As the numbers of students and teachers continue to drop at Bayview Regional Collegiate, this is a trend that will likely continue to a point where there will be a severely limited curriculum, offering only the bare essentials, with no choice except for what can be provided through CDLI course offerings.

In order to continue to provide a high school program that allows students to graduate in three years, Bayview Regional Collegiate will have to rely more heavily on course delivery through CDLI. Meanwhile, course offerings for Harriot Curtis Collegiate have fluctuated from 43 to the current 54 courses. While Harriot Curtis Collegiate does offer CDLI courses, and will continue to do so, in the foreseeable future such offerings will be more from the perspective of providing an enriched educational program versus using CDLI as a necessary lifeline.

## **2.4 Building Assessments**

Building assessments have been conducted at Truman Eddison Memorial and Bayview Regional Collegiate. These assessments were completed by district staff. This work involved an evaluation of the existing buildings with a focus on the exterior building envelope, building interior, program spaces, and major mechanical and electrical systems. These assessments are discussed in Section 4 of this report [*Educational Options/Opportunities (Facilities)*]

### 3.0 EDUCATIONAL OPTIONS / OPPORTUNITIES (PROGRAMS)

This section of the report examines program options / opportunities within scenarios requested by the Board. The K-9 and K-12 school configurations discussed here are not specific to Truman Eddison or Bayview, since facilities will be discussed in a further section of this report.

The year 2010 has been taken as a point of comparison across all scenarios. The St. Anthony option could be implemented in 2010 at the earliest; other options could conceivably be implemented at an earlier date.

#### 3.1 K-9 School, Truman Eddison or Bayview 2010

The chart which follows shows the enrolment per grade level, and staffing of regular teachers according to the current model. Allocations for administrative time, special education, guidance, learning resources, and allocation for specialist positions are also shown:

St. Lunaire-Griquet Area Staffing K-9 School - 2010														
	K	1	2	3	4	5	6	7	8	9	I	II	III	Total
<b>Enrolment</b>	2	3	7	11	8	10	6	8	9	10				74
<b>Staffing by Model</b>	1			1	1	1	1	1	1	1				7

<b>Teachers</b>	7.00
<b>Admin</b>	0.50
<b>Sp. Ed.</b>	0.52
<b>Guidance</b>	0.15
<b>Lrn. Res.</b>	0.10
<b>Specialist</b>	0.50
	8.76

These data show that in 2010 a K-9 school would be eligible for 7 regular teachers, as well as the other supports listed. The half unit for specialty support (e.g. physical education, music, etc.) would normally be the method whereby teachers would get a small number of preparation periods.

The chart also shows the most likely grade divisions in the school. While schools would have some flexibility in this, reducing multi-grading in one part of the school would increase it somewhere else. The most likely arrangement would be as follows:

- Grades K, 1, 2 - 12 students (1 teacher)
- Grade 3 - 11 students (1 teacher)
- Grade 4 - 8 students (1 teacher)
- Grade 5 - 10 students (1 teacher)
- Grades 6, 7 - 14 students (1 teacher)
- Grade 8 - 9 students (1 teacher)
- Grade 9 - 10 students (1 teacher)

Obviously, these arrangements would shift in succeeding years as the number combinations changed. It is also worth noting that enrolment continues to decline after 2010, thereby increasing multi-aging. For example, by the time the K, 1, and 2 students of 2010 reach Grades 7-9, they will very likely be multi-aged in one classroom.

The discussion point here is whether Grades 7-9, in 2010 and in future years, would receive better program opportunities in this K-9 setting or in the St. Anthony setting. This is, of course, a matter of judgment and priority. Class size would be smaller in this setting, in either the single grade or multi-age setting. Multi-aging would increase, with Grades 7-9 eventually in one class in some years. The small allocation for specialty teachers, and challenges in recruitment, will generally mean less exposure to specialty teachers than in a larger school. Subject specialization at the intermediate level (e.g., separate teachers for math, English, etc.) would be less possible in the smaller school.

### 3.2 K-12 School, Truman Eddison or Bayview 2010

The chart which follows shows the enrolment per grade level, and staffing of regular teachers according to the current model. Allocations for administrative time, special education, guidance, learning resources, and allocation for specialist positions are also shown:

St. Lunaire-Griquet Area Staffing K-12 School - 2010														
	K	1	2	3	4	5	6	7	8	9	I	II	III	Total
<b>Enrolment</b>	2	3	7	11	8	10	6	8	9	10	8	11	12	105
<b>Staffing by Model</b>	1			1	1	1	1	1	1		1.48			8.48

<b>Teachers</b>	8.48
<b>Admin</b>	1.00
<b>Sp. Ed.</b>	0.74
<b>Guidance</b>	0.21
<b>Lrn. Res.</b>	0.14
<b>Specialist</b>	0.50
	11.06

These data show that in 2010 a K-12 school would be eligible for 8.48 regular teachers, as well as the other supports listed. The half unit for specialty support (e.g., physical education, music, etc.) would normally be the method whereby teachers would get a small number of preparation periods.

The chart also shows the most likely grade divisions in the school. While schools would have some flexibility in this, reducing multi-grading in one part of the

school would increase it somewhere else. The most likely arrangement for regular teachers would be as follows:

- Grades K, 1, 2 - 12 students (1 teacher)
- Grade 3 - 11 students (1 teacher)
- Grade 4 - 8 students (1 teacher)
- Grade 5 - 10 students (1 teacher)
- Grades 6, 7 - 14 students (1 teacher)
- Grade 8 - 9 students (1 teacher)
- Grade 9 - 10 students (1 teacher)
- Level 1 - 8 students
- Level 2 - 11 students - 1.48 teachers)
- Level 3 - 12 students

Obviously, these arrangements would shift in succeeding years as the number combinations changed. It is also worth noting that enrolment continues to decline after 2010, thereby increasing multi-aging. For example, by the time Grades K, 1, 2 of 2010 reach high school, there would be 12 students at the high school level.

The discussion point here is whether Grades 7-9 and Grades 10-12 in 2010, and in future years, would receive better program opportunities in this K-12 setting or in the St. Anthony setting. Grades 7-9 have been discussed in the previous section, so we will concentrate here on Grades 10-12.

The staffing model would allocate 1.48 regular units for the high school section. Other supports as indicated [special education (.74), specialist (.50)] would spread across the entire K-12 grades. While there are some efficiencies by having all services under the same roof (e.g., special education, guidance, etc.), the only way the K-12 school could get more than 1.48 teachers assigned to the high school would be to forfeit administrative and guidance time, or to take from the K-9 areas and increase multi-aging at those levels. Even if this is done (at the expense of K-9), offering a program other than the bare minimum to this small number of students will be extremely challenging. Students will have limited exposure to subject area specialists because of the small number of teachers at the high school level. Even with CDLI, a K-12 school would see a continuing and severe decline in program options, and an increase in multi-aging (several courses in one classroom) as the student population decreased. As previously stated, other factors independent of programs will also need to be considered by the Board.

### **3.3 K-12 School in St. Anthony (2010) with Grades 7-12 Students from Bayview Regional Collegiate**

The chart which follows shows the enrolment per grade level, and staffing of regular teachers according to the current model. Allocations for administrative time, special education, guidance, learning resources, and allocations for specialist positions are also shown.

St. Anthony K-12 School Staffing 2010 With Bayview 7-12 Students														
	K	1	2	3	4	5	6	7	8	9	I	II	III	Total
<b>Enrolment</b>	13	29	26	18	34	35	31	38	48	47	39	35	51	444
<b>Staffing by Model</b>	1	2	2	1	2	2	2	2	2	2	5.95			23.95

<b>Teachers</b>	<b>23.95</b>	
<b>Admin</b>	<b>1.75</b>	
<b>Sp. Ed.</b>	<b>3.11</b>	
<b>Guidance</b>	<b>0.89</b>	
<b>Lrn. Res.</b>	<b>0.59</b>	
<b>Specialist</b>	<b>2.50</b>	
	<b>32.79</b>	

These data show that in 2010, a K-12 school in St. Anthony including Grades 7-12 students from Bayview Regional Collegiate would be eligible for 23.95 regular teaching units, as well as the other supports listed. In addition to regularly assigned teachers at the high school level, a total of 2.5 teachers would be assigned for specialist support to the school.

The chart shows that there will be two classes per grade level for all Grades K-9 students, except for Kindergarten and Grade 3, with a total of 18 teachers for 319 students. With the Grades 7-12 students from Bayview Regional Collegiate, there will be 5.95 regular teaching units for high school programming for 125 students, and 6 units for Grades 7-9 programming for 133 students. Given that the next section deals with the scenario of a K-12 school in St. Anthony with just Grades 10-12 students from Bayview Regional Collegiate, this section will focus on programming considerations for the Grades 7-9 students.

In 2010, the 27 Grades 7-9 students from Bayview Regional Collegiate (along with the 106 students from St. Anthony) would be taught in single grade classrooms, with class sizes ranging from 19 to 24. There would be no multi-age instruction, and with 6 teaching units for Grades 7-9 specifically, along with other teaching support, the students would have specialized subject teaching in the core areas (e.g., Mathematics, Language Arts, Science) and other specialty areas such as French, Physical Education, Music, and Art. These 27 students would also be able to avail of a broader, more enriched program than would be available at Bayview Regional Collegiate (e.g., Music, Art, Technology Education) and would benefit from an enhanced infrastructure, including a dedicated music room, a large gymnasium and fitness centre, and modern library. From a teacher perspective, having two teachers per grade level enhances the amount of collaboration/team building between teachers and allows for a more productive and professionally invigorating work environment. It also provides the school with more flexibility in dealing with the overall needs of the students.

### 3.4 K-12 School in St. Anthony (2010) with Grades 10-12 from Bayview Regional Collegiate

The chart which follows shows the enrolment per grade level, and staffing of regular teachers according to the current model. Allocations for administrative time, special education, guidance, learning resources, and allocations for specialist positions are also shown.

St. Anthony K-12 School Staffing 2010 With Bayview 10-12 Students														
	K	1	2	3	4	5	6	7	8	9	I	II	III	Total
<b>Enrolment</b>	13	29	26	18	34	35	31	30	38	38	39	35	51	417
<b>Staffing by Model</b>	1	2	2	1	2	2	2	2	2	2	5.95			23.95
<b>Teachers</b>	<b>23.95</b>													
<b>Admin</b>	<b>1.75</b>													
<b>Sp. Ed.</b>	<b>2.92</b>													
<b>Guidance</b>	<b>0.83</b>													
<b>Lrn. Res.</b>	<b>0.56</b>													
<b>Specialist</b>	<b>2.00</b>													
	<b>32.01</b>													

These data show that in 2010 a Grades K-12 school in St. Anthony with Grades 10-12 students from Bayview Regional Collegiate would be eligible for 23.95 regular teaching units, as well as the other supports listed.

The chart shows that there will be two classes per grade level for all Grades K-9 students except for Kindergarten and Grade 3, for a total of 18 teachers K-9. With the Grades 10-12 students from Bayview Regional Collegiate, there would be 5.95 teaching units for high school programming for 125 students, and 6 units for Grades 7-9 programming for 106 St. Anthony and area students. Programming for these intermediate level students from the St. Anthony area would still be very much the same as was described in the scenario in Section 3.3 involving Grades 7-12 students from Bayview Regional Collegiate. That is, there would be no multi-age teaching well into the future, and specialized subject teaching in the core areas (e.g., Language Arts, Math, and Science) and in areas such as French, Physical Education, Music, and Art. However, this arrangement may not be able to be sustained as far into the future as would be the case if the Grades 7-9 students from Bayview Regional Collegiate were included. As well, as indicated in the charts, special education and specialist teachers would be somewhat reduced when Grades 7-9 students from Bayview are not included.

In this school arrangement, the Grades 10-12 students from Bayview Regional Collegiate will be able to avail of a more viable and much broader program than would be possible in Griquet-St. Lunaire. For example, there would be no need for multi-age instruction, and many courses would have two slots, thus providing more scheduling flexibility and student choice. Students would also benefit from specialized subject teaching (e.g., Mathematics, Language Arts, Science,

French, Physical Education, Music, and Art) and would not have to rely on the use of CDLI as a lifeline for core programming. CDLI delivery would be primarily for the purposes of providing students with even more choice in programming, or to meet the specific needs of a particular student or a small group of students in unique circumstances. Recruitment and retention of specialist teachers and guidance support would also be more possible in the larger setting.

Information contained in Appendices D and E, and Section 2.3 of this report, relating to current course offerings in Bayview Regional Collegiate and Harriot Curtis Collegiate clearly demonstrate how student numbers impact on the ability of a school to offer programs. These charts indicate that Harriot Curtis Collegiate is able to offer a much wider selection of courses in single subject classrooms with specialist teaching than is provided at Bayview Regional Collegiate.

## **4.0 EDUCATIONAL OPTIONS / OPPORTUNITIES (FACILITIES)**

This section of the report examines educational options and opportunities in relation to the three facilities that are being studied under the various scenarios. Information will be presented which outlines the features of the new K-12 school complex to be constructed in the community of St. Anthony. As well, this section will detail the results of the preliminary assessments completed on Bayview Regional Collegiate and Truman Eddison Memorial. Commentary will also be provided on the issues and challenges to be considered when viewing these schools for a K-9 and a K-12 structure.

### **4.1 St. Anthony Elementary**

St. Anthony Elementary is a 4910m<sup>2</sup> school located in the community of St. Anthony. The school was constructed in 1972 and the title to the property rests with the School Board. The school is slated to have an extension and interior development over the next two years to convert it to a K-12 school from a K-7 school. The new school will be linked to the new Polar Centre Recreational Complex which is being developed by the Town of St. Anthony.

The original school has a two-storey classroom section which has the elevation of the first floor approximately 1500 mm below grade. There is a single storey section attached to the two-storey classroom section which is slab on grade and houses the Administration Area, Challenging Needs, Multi-purpose/Lunchroom and the Gymnasium. The new extension will also be single storey and will be attached to the end of the existing Gymnasium and Multi-purpose room. The Town of St. Anthony's Polar Centre development will be located to the rear of the existing gym and the new gym.

The building is located on a level site with adequate space for the proposed school extension. The site has a higher elevation to the rear where the Polar Centre will be located so it will most likely be at a different elevation than the main level of the school.

The existing section of the new complex will be completely re-developed including a new electrical system, new plumbing system, new ventilation system, new floor, ceiling and wall finishes which will correspond with the new construction. The building is tied into the municipal water and sewer system. The existing envelope is in very good condition including new roofing within the past 10 years and new vinyl windows. The exterior of the building is clad with metal siding which is in reasonable condition.

The preliminary estimate for the project is \$ 8,000,000.

### **4.2 Key Features of K-12 School, St. Anthony**

The new school complex to be constructed in the Town of St. Anthony will be built using the latest design standards. A significant change to these standards,



particularly in space allocations, was announced by the Department of Education in the spring of 2008. This will mean that the school will be built with improved design standards that will enhance programming for students. The following highlights the many enhanced features:

- A large gymnasium of 686m<sup>2</sup>, complete with regulation size courts for basketball, volleyball, badminton.
- The gymnasium will have large change rooms, showers, adequate storage facilities, and a gym instructor's office.
- A large fitness room of 68m<sup>2</sup> adjacent to the gymnasium which will be equipped with modern fitness equipment.
- A stage of 50m<sup>2</sup> to accommodate viewing for sports activities and to be used as an area for theatrical/music performances.
- A music room of 90m<sup>2</sup> located behind the stage, complete with appropriate sound proofing, which will have access to the stage for performances.
- A skilled trades technology suite of 170m<sup>2</sup> which will consist of a workshop area of 112.5m<sup>2</sup>, a computer design area of 50m<sup>2</sup>, and a storage area of 7.5m<sup>2</sup>.
- An art room of 90m<sup>2</sup> which will accommodate a full range of art activities for all grade levels.
- A multi-purpose/lunch room of 177m<sup>2</sup> with an adjacent 68m<sup>2</sup> commercial kitchen equipped to prepare meals in accordance with the Healthy Eating/Living Guidelines.
- A home economics suite of 115m<sup>2</sup>, completely equipped with the latest equipment/appliances.
- The Town of St. Anthony is constructing a new recreational complex including an arena, on the same site as the new K-12 school. The new complex will be linked to the school to allow easy access for students.

### **4.3 Truman Eddison Memorial**

Truman Eddison Memorial is a 1904m<sup>2</sup> school located in the community of Gunner's Cove. The original section of the school was constructed in 1971 and an extension was constructed in 1982. Title to the school site rests with the School Board.

The original building and the 1982 extension is a two-storey construction; however, the floors of the extension are at a different elevation than the original building, creating a multi-level building. A vertical lift has been installed to allow

accessibility between both floors in the original section of the school; however, a stair lift is required on each floor to allow accessibility to all areas of the school.

The building is located on a sloped site which has created problems with site drainage from the gravel parking lot and the access roads, which may lead to water infiltration into the first floor of the building. Consideration should be given to re-grading the parking lot and access road and installing proper drainage away from the building. The site has limited parking and little room for future development. The school has its own septic tank and sewer outfall to the ocean and is tied into the municipal water system. The school has a temporary water storage tank which is used as a back up non-portable water supply when the municipal system fails.

The building envelope is in very good condition including new windows, new exterior doors and new roofing. The main electrical service has recently been replaced and the furnace and fuel tank will be replaced in the summer of 2008. The interior of the building is in very good condition and has been well maintained.

#### **Suitability/Challenges to convert to a K-9 School:**

- Truman Eddison Memorial will require a significant capital infusion to bring it to current building standards and program standards.
- The current structure lacks an appropriate size gymnasium for this grade configuration and student population. The gym in this school is only 176m<sup>2</sup>, while the new standard for a K-9 population of 76 is 331m<sup>2</sup>. The new gymnasium at St. Anthony will be 686m<sup>2</sup>.
- The building lacks change rooms, showers, gym instructor's office which would normally require approximately 100m<sup>2</sup>.
- The current structure has inadequate science facilities. The school has a lab of 57.26m<sup>2</sup>, while the new standard would be 70m<sup>2</sup>, including a preparation room. Appropriate chemical storage cabinets would have to be installed, along with a fume hood and room ventilation. Lab stations would need to be upgraded including sinks, chemical resistant piping and a chemical dilution tank.
- The library in this school is 57m<sup>2</sup>, while the recommended size for this population is 65m<sup>2</sup>.
- The kitchen is not up to current design standards. Current standards recommend a commercial kitchen adjacent to the multi-purpose room, with modern commercial kitchen equipment capable of preparing meals which meet with the Board's Healthy Eating Guidelines.

## **Suitability/Challenges to convert to a K-12 School:**

- Items noted above for a K-9 School.
- The current structure lacks the appropriate size gymnasium for this grade configuration and student population. The new standard is 388m<sup>2</sup> for a K-12 school with a population of 105; however, the current gymnasium is only 176m<sup>2</sup>. The new gymnasium at St. Anthony will be 686m<sup>2</sup>.
- The school does not have a room to deliver the CDLI program. A school of this size will require a room 28m<sup>2</sup>.
- Skilled trades and technology has emerged as an important high school programming initiative of the province. This school does not have a suite to offer such a program. In order to offer this program, the school will require renovations to prepare a 100m<sup>2</sup> technology suite.
- The school does not have the facilities to offer a Home Economics program. In order to offer this program, the school will require a 50m<sup>2</sup> home economics suite.
- Fitness has become an important initiative of the province. This school does not have a suite to offer such a program. In order to offer this program, the school will require a Fitness Centre.
- Library, multi-purpose/lunch, high school classroom space, and administration office, are below current space allocation standards for the designated population.

### **4.4 Bayview Regional Collegiate**

Bayview Regional Collegiate is a 2330.86m<sup>2</sup>, wood-framed building on a concrete foundation with an unfinished floor. The original building was constructed in 1968 with extensions in 1976 and 1983. Excavation and renovations, including the installation of a concrete floor, was completed in one section of the basement area in 1983 to construct an Industrial Arts shop, and in 1991 to construct a cafeteria and kitchen, for a total developed basement space of 2532 ft<sup>2</sup> for these programs. The lower level of the school is not wheelchair accessible. Title to the school site rests with the Pentecostal Assemblies of Newfoundland.

The building is located on a level site with adequate space for future development. The school is tied into the municipal water and sewer system. The building has had some problems with differential settlement due to poor soil conditions, with the result that some corridors and other sections of the building are not level, even to the naked eye. However, significant upgrades have been completed, including the removal of boggy soil, installation of an underslab

drainage system and installation of crushed stone. New structural steel beams have been added to improve the structural stability of the floor system. A further structural assessment of the building would be advisable if further work is contemplated.

The school has its original furnace and electrical system.

The building envelope is rated as in fair condition, as opposed to good or excellent; however, it has had recent upgrades to the roofing and some windows. If the building remains open, the remainder of the windows will need to be replaced and the building's exterior upgraded.

The building's interior is in fair to good condition, but if it remains open, it will require upgrades to the flooring, wall finishes, ceilings, and life safety features.

#### **Suitability/Challenges to convert to a K-9 school:**

- Further structural assessments would be advisable if the Board wishes to keep this school as part of its long-term educational plan.
- The current structure has inadequate sciences facilities. The school has a lab of 55.9<sup>2</sup>, while the new standard would be 70m<sup>2</sup>, including a preparation room. Appropriate chemical storage cabinets would have to be installed, along with a fume hood and room ventilation. Lab stations would need to be upgraded including sinks, chemical resistant piping and a chemical dilution tank.
- The stage in this school does not meet present day standards. It is only 23m<sup>2</sup>, while the new standard is 50m<sup>2</sup>.
- The current structure lacks change rooms, showers, gym instructor's office which would normally require approximately 100m<sup>2</sup>.
- The kitchen is not up to current design standards. Current standards require a commercial kitchen adjacent to the multi-purpose room, with modern commercial kitchen equipment capable of preparing meals which meet with the Board's Healthy Eating Guidelines.

#### **Suitability/Challenges to convert to a K-12 School:**

- Items noted above for a K-9 School.
- Skilled trades and technology is an important programming initiative of the province, and the school does not have a suite to offer such a program. In order to offer this program, the school will require renovations to prepare a 100m<sup>2</sup> technology suite.

- Home Economics is an important initiative of the province, and the school does not have a suite to offer such a program. In order to offer this program, the school will require 50m<sup>2</sup> home economics suite.
- Fitness has become an important initiative of the province, and the school does not have a suite to offer such a program. In order to offer this program, the school will require a Fitness Centre.
- The current structure lacks the appropriate size gymnasium for this grade configuration and student population. The new standard is 388m<sup>2</sup> for a K-12 school with a population of 105; the current gymnasium is 344m<sup>2</sup>. The new gymnasium at St. Anthony will be 686m<sup>2</sup>.
- Library, multi-purpose/lunch, high school classroom space, administration office, are below current space allocation standards for the designated population.

#### **4.5 Facilities - Conclusion**

The proposed school at St. Anthony offers excellent facilities and government has agreed to fund this school to include all students from Bayview. A K-9 or a K-12 school at either Truman Eddison or Bayview Regional Collegiate will require either a) a significant compromise on facilities standards for students, or b) a substantial expenditure well beyond the maintenance capacity of the Board, and therefore requiring government approval and investment. Even with significant compromise on facilities expectations, some investment will need to be made to provide even minimum program facilities and to ensure life safety standards are met. With regard to the two buildings in question, Bayview Regional Collegiate has more overall space but has more challenges relating to building structure and overall envelope needs; Truman Eddison is a newer building in overall better condition. Cost and facilities challenges, as well as facility compromises, increases depending on whether a K-9 or a K-12 school is contemplated. The compromise and/or costs would be significantly greater for a K-12 facility than for a K-9 school.

## 5.0 TRAVEL

Many students, parents, and educators would be of the view that traveling on the bus to school would be a general disadvantage. Another way of putting this is to say that most people would probably prefer their children to live within walking distance of a school. These concerns would relate to at least three factors: time on the bus, availability of extra-curricular opportunities, and removal of students for purpose of schooling from the community in which they live.

With regard to busing, most students in Newfoundland and Labrador travel on the bus to school. Times and distances vary, with some students, even in urban environments, spending considerable time even though distances may be short.

In the case of students on the northern tip, many currently travel on a school bus. This is true for nearly all students who attend Truman Eddison Memorial, St. Anthony Elementary, and Harriot Curtis Collegiate, as well as all Bayview students outside of the St. Lunaire-Griquet area.

With regard to distance, most students live in St. Lunaire-Griquet, in the vicinity of Bayview Regional Collegiate, and Bayview Regional Collegiate is 27 km from St. Anthony Elementary. L'Anse aux Meadows, the furthest community, is 39.2 km from St. Anthony. In 2010, there is one junior high student and no high school students in L'Anse aux Meadows, and no students at all in Hay Cove, the next furthest community. In communities such as L'Anse aux Meadows, Hay Cove, Straitsview, Noddy Bay, Quirpon, and Gunner's Cove, there is hardly any year where there are students travelling from all communities.

These maximum distances, in those years when there are students, are comparable to distances now travelled by students from Ship Cove to St. Anthony, New Ferrolle to Viking Trail, and River of Ponds to Port Saunders. Students from Howley to Deer Lake, and from Gallants to Corner Brook currently travel further than these distances.

With regard to time, the vast majority of students would be on the bus for approximately 30-35 minutes. For students in the furthest community (L'Anse aux Meadows), in years when there is a student traveling, the maximum time would be approximately 50-52 minutes.

It should be noted that all of the busing times outlined here are currently being travelled by students in our district. For example, students in Ship Cove travel to St. Anthony, which takes approximately 50-52 minutes, and similarly students from the Reef's Harbour/New Ferrolle area travel to Viking Trail Academy at Plum Point, which takes 50 minutes as well.

All parts of the road in this area have been travelled by students in the past, and before the roads were shortened and paved. Except for one section from St. Lunaire/Griquet to Raleigh/Griquet branch, all sections of the road are currently being travelled by school buses. Statistically, over the years, school bus travel generally in the province has been safer than private vehicle travel, and as safe

as walking to school. With improved roads, snow-clearing, and communication, bus transportation in this area should be comparable to anywhere else in Newfoundland and Labrador.

Again, none of this information is meant to indicate that busing of students is not a consideration. It always is. However, the busing arrangements, both for the larger percentage of students in St. Lunaire-Griquet and for the very small number in the furthest areas, would be comparable to those already existing for similar numbers of students in our school district.

Extra-curricular involvements are more convenient for students when they live close to the school. However, a number of factors need to be considered here. Most students in the province are bused to school, and in these situations extra-curricular opportunities are accomplished in a number of ways, and are often designed to accommodate the fact that most students in the school are bused. Interestingly, schools in St. Anthony just completed a review with students and parents of students who came into the schools this year from Raleigh. Students and parents reference the greater number of sports and other activities available in the larger school compared to what was available at Raleigh. Some of these occur at lunch hour or within the school day; in other cases, parents arranged transportation for students to get home. There is no doubt that this is sometimes an inconvenience, but it also appears that, in this case, and in others, there is an appreciation of more social opportunities and a greater variety of activities in the larger setting. It is worth noting as well that, for a long time, St. Anthony has been considered as the centre for most government and inter-agency services, and travel to and from St. Anthony is an established pattern. As a point of comparison, this might be considered similar to Deer Lake in relation to the surrounding communities of Cormack, Wiltondale, Howley, etc. In a few parts of the province, including in our district, later bus runs also provide transportation for students who wish to remain after school.

One of the obvious concerns in possible school closures is the loss of a school to the community. This is indeed a significant factor for consideration. The Board has generally taken the position that the first obligation to students, and indeed to the community, is to provide the best possible educational opportunity. However, there is also another consideration here as to how we define community in light of current demographic and cultural changes. At least one, and in some cases two, schools once existed in each of the communities of Quirpon, L'Anse aux Meadows, Gunner's Cove, Straitsview, St. Lunaire, and Griquet. The current situation is that most of these communities do not have their own schools today, and that the sense of community is already viewed as something different than having a school in one's own community. When we look at the provincial situation, this is also certainly true. In fact, the majority of communities do not have their own schools but have joined with other communities in offering educational opportunities. The recent review by St. Anthony schools following the move of Raleigh and Ship Cove students into St. Anthony indicates that parents are now involved with the St. Anthony School, and feel positively about the move.

In conclusion, the issue of students traveling outside their communities to go to school in another community must be considered, as it has in the past, in the context of whether educational opportunities are enhanced in the new setting, and whether the travel is feasible. These are matters of judgment which will involve individual and collective values and perspectives.



## 6.0 CONCLUSION – EDUCATIONAL OPTIONS / OPPORTUNITIES

As stated at the introduction of this document, it is easier to describe current and projected realities than to determine advantages and disadvantages. The latter is a value judgment. Nevertheless, some conclusions can be suggested based on current acceptable practice, general beliefs about education, and other factors. The factors outlined in this conclusion relate to programs, facilities, and implications of student travel.

### 6.1 Programs

From a programming perspective, many students, educators, and parents would conclude that the proposed K-12 school at St. Anthony would offer more program opportunities than the smaller setting. Challenges in the smaller school environment would relate to the smaller number of course options; the small number of teachers; teachers instructing outside of their area of expertise; and an over-reliance on multi-age (multi-course) instruction. These data have been presented in Section 3 and in Appendices D and E.

An argument can certainly be made that multi-age instruction has its advantages. However, schools in our district, particularly rural schools, exert every possible effort to avoid multi-aging, and to avoid teaching more than one high school course in a classroom. We are told that multi-age situations put substantial pressure on teachers to find effective ways of teaching to all the prescribed outcomes for each discipline. Teachers in schools where there is substantial multi-aging often report that it is not possible to effectively prepare for and teach even the highest priority outcomes for the 14 or 16 courses they are responsible for. This is further influenced by the fact that multi-age teachers in rural environments are often the least experienced teachers. The information for the current school year in Appendices D and E shows the impact of reduced student numbers on the school's ability to offer programs. For every year that the Grades 7-12 students are kept in the St. Lunaire-Griquet area, the challenges will be magnified and will include the following:

- Students will be required to complete more courses through CDLI and in multi-course settings.
- Teachers will be teaching more and more courses.
- There will be more teaching outside areas of expertise.
- The school will have extremely limited flexibility in providing appropriate programming for students who fail a course because many required courses will only be able to be offered once in three years.
- Specialized instructional spaces like the skilled trades suite, home economics suite, and fitness centre will not be available to the students.
- As time goes by, programming will be increasingly more difficult for all Grades 7-12 students in the Bayview area, but this will be even more so for high school (Grades 10-12) students.

To summarize, as Bayview Regional Collegiate declines from its present enrolment to fewer students and fewer teachers, the school will struggle on multiple fronts to offer even a viable high school program that meets the requirements for students to graduate in three years. With this shift in demographics there will also be an impact on Grades 7-9 students as well because there will be more multi-aging, less specialist teaching, and fewer course options available to students.

## **6.2 Facilities**

From a facilities perspective, the new school complex in St. Anthony offers many advantages to the 7-12 students from the St. Lunaire-Griquet area. The new school will offer features such as a larger library, a larger music room, an art room, a larger multi-purpose/lunch room, a fully equipped applied technology suite, a fully equipped home economics suite, a large gymnasium, complete with change/shower rooms and a fitness center.

The creation of a K-9 school or a K-12 school at either Truman Eddison or Bayview Regional Collegiate would require either a) significant compromise on desired educational standards, or b) significant capital expenditures which government would have to approve and sequence. While these challenges would exist for any of these grades, by far the greatest cost would certainly be for K-12, as opposed to K-9. Also, the greatest potential compromises would be in a K-12 school, where program facility needs (e.g., skilled trades, science) require more and higher standard facilities than in Grades 7-9. If the Board is to consider a K-9 or a K-12 complex, it is recommended that the Board also assess a) government's support of facilities changes, and b) the degree of facilities compromise it is prepared to make.

If we were to redevelop Truman Eddison Memorial to a K-9 or a K-12 facility for the area, the building will require major capital work to bring it up to modern standards from a programming and building perspective. The following conclusions were reached regarding the Truman Eddison facility:

- An extension will be required in order to accommodate the K-9 or the K-12 school when applying current space allocations standards.
- A new gymnasium will be required to accommodate the K-9 or K-12 population at Truman Eddison Memorial because the existing gymnasium is only 176 m<sup>2</sup>.
- Final determination of all spaces, including classrooms, gymnasium, administration, suites, and specialty spaces such as Applied Technology, Home Economics, and a Fitness Suite for a K-12 school must be approved by the Department of Education. Approved spaces will then have to be developed in the school.

- An alternative would be for the Board to compromise on facility standards, in which case K-9 could be accommodated easier than K-12.

If Bayview Collegiate were to be developed into a K-9 or a K-12 facility for the area, the building will require major capital work to bring it up to the required standards from a programming and building perspective. The following conclusions were reached regarding this facility:

- Bayview needs considerable work on the building envelope. Moreover, a detailed engineering evaluation should be undertaken on Bayview Collegiate to confirm structural integrity, if it is going to be a part of the Long-term Capital Plan for Western School District.
- An extension will be required in order to accommodate the K-12 school when applying current space allocation standards.
- Final determination of approved specialty spaces such as applied Technology, Home Economics, and a fitness Suite for a K-12 school must be approved by the Department of Education. Approved spaces will have to be developed in the school.
- Assuming structural integrity and building envelope work, there is enough space in Bayview Collegiate to accommodate the K-9 population.
- An alternative would be for the Board to compromise on facility standards, in which case K-9 could still be accommodated easier than K-12.

In relation to the facilities, significant funding will be required to redevelop these buildings to modern standards. If such changes are contemplated, the Board must assess government's response to such requests in light of other needs and the declining population.

### **6.3 Travel**

This issue has been discussed in Section 5. It might be fair to say that there are certainly program advantages and facilities advantages in the K-12 complex at St. Anthony. The possible disadvantages would relate to students traveling outside of their community to go to school at St. Anthony. The busing distances and times proposed are within the parameters of student travel already occurring in our school district. However, busing students is always a judgment call on a number of levels. First, one must decide whether the travel is indeed a disadvantage in all cases. Second, if we acknowledge a disadvantage/inconvenience to such travel, we must also balance the degree of disadvantage against the advantages in student programs and learning facilities.

**APPENDIX A**  
**Proposed K-12 School – St. Anthony**  
**Facility Comparison**

(Based on 2010-2011 Enrolment)	Incl. 7 - LIII	Incl. LI - LIII	No Students
	Bayview	Bayview	Bayview
<i>Total Enrolment</i>	444	417	386
INSTRUCTIONAL SPACES	SQ. METRES	SQ. METRES	SQ. METRES
Kindergarten 1 @ 55	55	55	55
Classrooms 1-6	467	467	467
Classrooms 7-LIII	581	520	450
Special Ed./Challenging Needs	105	105	105
Science/Preparation	75	75	75
Computer Room	60	60	60
CDLI	28	28	28
Library Resource Centre	194	182	168
Music	90	90	90
Art	90	90	90
Multi-purpose/Lunch	204	191	177
Theatre Arts Storage	5	5	5
Applied Tech	170	170	170
Home Ec	115	115	115
Gym	686	686	Unsure <sup>4</sup>
Change/Shower/gym storage/gym inst.	180	180	180
Fitness centre	68	68	68
Stage	50	50	50
Administration Offices	65	65	65
Staff Lounge/Preparation	172	159	143
Medical Room	12	12	12
Guidance/Itinerant 3 * 8 Meters	24	24	24
Kitchen	87	87	68
Canteen	10	10	10
General Purpose Storage	40	40	35
<b>Total Net Area</b>	<b>3633</b>	<b>3534</b>	<b>3396</b>

1. Areas highlighted indicate change in floor space allocations due to changing enrolments.
2. Actual areas subject to design space allocations by the Department of Education, and these design allocations are subject to change.
3. Space allocations based on projected enrolments 2010-2011. Should the school be scheduled to open at 2011 or later, sizes could be affected by declining enrolments.
4. In relation to Gym size, an opening in 2011, without Bayview students, should result in a smaller gymnasium (588m<sup>2</sup>) because of declining enrollment.

## APPENDIX B

### Enrolment Projections

St. Lunaire-Griquet Area - Total Enrolment Projections														
Enrolment	K	1	2	3	4	5	6	7	8	9	I	II	III	Total
2007-08	11	8	10	6	8	9	10	8	11	12	14	10	18	135
2008-09	7	11	8	10	6	8	9	10	8	11	12	14	10	124
2009-10	3	7	11	8	10	6	8	9	10	8	11	12	14	117
2010-11	2	3	7	11	8	10	6	8	9	10	8	11	12	105
2011-12	5	2	3	7	11	8	10	6	8	9	10	8	11	98
2012-13	8	5	2	3	7	11	8	10	6	8	9	10	8	95

Truman Eddison - Enrolment Projections														
Enrolment	K	1	2	3	4	5	6	7	8	9	I	II	III	Total
2007-08	11	8	10	6	8	9	10							62
2008-09	7	11	8	10	6	8	9							59
2009-10	3	7	11	8	10	6	8							53
2010-11	2	3	7	11	8	10	6							47
2011-12	5	2	3	7	11	8	10							46
2012-13	8	5	2	3	7	11	8							44

Bayview Collegiate - Enrolment Projections														
Enrolment	K	1	2	3	4	5	6	7	8	9	I	II	III	Total
2007-08								8	11	12	14	10	18	73
2008-09								10	8	11	12	14	10	65
2009-10								9	10	8	11	12	14	64
2010-11								8	9	10	8	11	12	58
2011-12								6	8	9	10	8	11	52
2012-13								10	6	8	9	10	8	51

St. Anthony - Total Enrolment Projections (Without Bayview Students)														
Enrolment	K	1	2	3	4	5	6	7	8	9	I	II	III	Total
2007-08	18	34	35	31	30	38	38	31	24	37	50	40	62	468
2008-09	26	18	34	35	31	30	38	38	31	24	37	50	42	434
2009-10	29	26	18	34	35	31	30	38	38	31	24	37	52	423
2010-11	13	29	26	18	34	35	31	30	38	38	31	24	39	386
2011-12	20	13	29	26	18	34	35	31	30	38	38	31	26	369
2012-13	22	20	13	29	26	18	34	35	31	30	38	38	33	367

St. Anthony - Total Enrolment Projections (With Bayview Students beginning in 2010)														
Enrolment	K	1	2	3	4	5	6	7	8	9	I	II	III	Total
2007-08	18	34	35	31	30	38	38	31	24	37	50	40	62	468
2008-09	26	18	34	35	31	30	38	38	31	24	37	50	42	434
2009-10	29	26	18	34	35	31	30	38	38	31	24	37	52	423
2010-11	13	29	26	18	34	35	31	38	47	48	39	35	51	444
2011-12	20	13	29	26	18	34	35	37	38	47	48	39	37	421
2012-13	22	20	13	29	26	18	34	45	37	38	47	48	41	418

## APPENDIX C-1

### Student Distribution According to Community Grades 7-12 (2010)

Community	Student Enrolment Per Grade						
	7	8	9	10	11	12	Total
1. L'Anse Aux Meadows	0	1	0	0	0	0	1
2. Hay Cove	0	0	0	0	0	0	0
3. Straitsview	0	0	0	1	1	1	3
4. Noddy Bay	0	1	1	1	0	0	3
5. Quirpon	0	0	1	0	0	0	1
6. Gunner's Cove	1	0	1	0	0	1	3
7. St. Lunaire-Griquet	7	7	7	6	10	10	47
<b>Total</b>	8	9	10	8	11	12	58

### Student Distribution According to Community Grades 10-12 (2010)

Community	Student Enrolment Per Grade			
	10	11	12	Total
1. L'Anse Aux Meadows	0	0	0	0
2. Hay Cove	0	0	0	0
3. Straitsview	1	1	1	3
4. Noddy Bay	1	0	0	1
5. Quirpon	0	0	0	0
6. Gunner's Cove	0	0	1	1
7. St. Lunaire-Griquet	6	10	10	26
<b>Total</b>	8	11	12	31

## APPENDIX C-2

### Student Distribution According to Community Grades K-12 (2010)

Community	Student Enrolment Per Grade													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
1. L'Anse Aux Meadows	0	0	0	0	0	0	0	0	1	0	0	0	0	1
2. Hay Cove	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3. Straitsview	1	0	0	1	0	1	0	0	0	0	1	1	1	6
4. Noddy Bay	0	0	1	1	0	0	2	0	1	1	1	0	0	7
5. Quirpon	0	1	1	1	0	0	0	0	0	1	0	0	0	4
6. Gunner's Cove	0	0	1	0	0	0	0	1	0	1	0	0	1	4
7. St. Lunaire-Griquet	1	2	4	8	8	9	4	7	7	7	6	10	10	83
<b>Total</b>	<b>2</b>	<b>3</b>	<b>7</b>	<b>11</b>	<b>8</b>	<b>10</b>	<b>6</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>8</b>	<b>11</b>	<b>12</b>	<b>105</b>

## APPENDIX D-1

### Educational Options/Opportunities

Program Offerings Grade 7-8-9 in 2007-08		
Grade Level	BAYVIEW REGIONAL COLLEGIATE	ST. ANTHONY ELEMENTARY
Gr. 7	<ul style="list-style-type: none"> <li>• Language Arts</li> <li>• Math</li> <li>• Science (with Technology Education Communications Module)<sup>1</sup></li> <li>• Social Studies</li> <li>• Religious Education</li> <li>• <b>*Health (7,8)</b></li> <li>• French</li> <li>• <b>*Physical Education (7,8)</b></li> </ul> <p><b>*Multi-aging</b></p>	<ul style="list-style-type: none"> <li>• Language Arts</li> <li>• Math</li> <li>• Science</li> <li>• Social Studies</li> <li>• Religious Education</li> <li>• Health</li> <li>• French</li> <li>• Physical Education</li> <li>• Art</li> <li>• Music</li> <li>• Technology Education (Communications Module)<sup>2</sup></li> </ul>
	<b>8 Courses</b>	<b>11 Courses</b>
		HARRIOT CURTIS COLLEGIATE
Gr. 8	<ul style="list-style-type: none"> <li>• Language Arts</li> <li>• Mathematics</li> <li>• Science (with Technology Education Production Module)<sup>1</sup></li> <li>• Social Studies</li> <li>• French</li> <li>• <b>*Physical Education (Gr. 7, 8)</b></li> <li>• <b>*Health (Gr. 7,8)</b></li> <li>• <b>*Religion (Gr. 8, 9)</b></li> </ul> <p><b>*Multi-aging</b></p>	<ul style="list-style-type: none"> <li>• Language Arts</li> <li>• Mathematics</li> <li>• Science</li> <li>• Social Studies</li> <li>• French</li> <li>• Physical Education</li> <li>• Health</li> <li>• Religion</li> <li>• Art</li> <li>• Technology Education (Production Module)<sup>2</sup></li> <li>• Music</li> </ul>
	<b>8 Courses</b>	<b>11 Courses</b>
Gr. 9	<ul style="list-style-type: none"> <li>• Language Arts</li> <li>• Mathematics</li> <li>• Science (with Technology Education Control Module)<sup>1</sup></li> <li>• Social Studies</li> <li>• French</li> <li>• Physical Education</li> <li>• Health/Adolescence</li> <li>• <b>*Religious Education (Gr. 8, 9)</b></li> </ul> <p><b>*Multi-aging</b></p>	<ul style="list-style-type: none"> <li>• Language Arts</li> <li>• Mathematics</li> <li>• Science (with Control Module)</li> <li>• Social Studies</li> <li>• French</li> <li>• Physical Education</li> <li>• Health/Adolescence</li> <li>• Religious Education</li> <li>• Technology Education (Control Module)<sup>2</sup></li> <li>• Music</li> </ul>
	<b>8 Courses</b>	<b>10 Courses</b>

Note:

1. Technology Module is offered as part of the science course.

2. Technology Education modules are offered as separate courses, which is the recommendation from the Department of Education.



## APPENDIX D-2

### Educational Options/Opportunities

#### Program Offerings Grade 10-12 in 2007-08

Graduation Requirements/Subject Area	STUDENT ENROLMENT BY SCHOOL	
	Bayview Regional Collegiate	Harriot Curtis Collegiate
<b>Language Arts:</b> <ul style="list-style-type: none"> <li>• English Language Arts               <ul style="list-style-type: none"> <li>○ English 1201</li> <li>○ English 1202</li> <li>○ English 2201</li> <li>○ English 2202</li> <li>○ English 3201</li> <li>○ English 3202</li> </ul> </li> <li>• Optional Language Arts               <ul style="list-style-type: none"> <li>○ English 1200</li> <li>○ Writing 2203</li> <li>○ French 2200</li> <li>○ French 3200</li> </ul> </li> </ul>	13 - 9 - 13 - - 13 5 (CDLI) 3 (CDLI)	39 (2 classes) 11 27 (2 classes) 11 42 (2 classes) 18  10 8 (CDLI) 23 4
<b>Mathematics:</b> <ul style="list-style-type: none"> <li>• Math 1204</li> <li>• Math 1206</li> <li>• <b>Math 2204*</b></li> <li>• <b>Math 2205*</b></li> <li>• <b>Math 2206*</b></li> <li>• Math 3103</li> <li>• <b>Math 3204**</b></li> <li>• <b>Math 3205**</b></li> <li>• Math 3206</li> <li>• Math 3207</li> </ul> <p style="text-align: right; margin-right: 20px;"> <i>* combined into 1 class</i>  <i>** combined into 1 class</i> </p>	13 - <b>*4</b> <b>*3</b> <b>*2</b> - <b>**12</b> <b>**1</b> 8 1 (CDLI)	40 (2 classes) 15 14 3 (CDLI) 19 17 21 16 20 14
<b>Science:</b> <ul style="list-style-type: none"> <li>• Science 1206</li> <li>• Science 2200</li> <li>• Science 3200</li> <li>• Biology 2201</li> <li>• Biology 3201</li> <li>• Chemistry 2202</li> <li>• Chemistry 3202</li> <li>• Environmental Science 3205</li> <li>• Physics 2204</li> <li>• Physics 3204</li> </ul>	14 - - 8 13 3 (CDLI) 7 8 - -	41 (2 classes) 8 13 15 26 14 28 19 5 (CDLI) 13

Graduation Requirements/Subject Area	STUDENT ENROLMENT BY SCHOOL	
	Bayview Regional Collegiate	Harriot Curtis Collegiate
<b>Social Studies:</b> <ul style="list-style-type: none"> <li>• Canada Studies <ul style="list-style-type: none"> <li>○ Canadian History 1201</li> <li>○ Canadian Geography 1202</li> <li>○ Canadian Law 2204</li> <li>○ Canadian Economy 2203</li> </ul> </li> <li>• World Studies <ul style="list-style-type: none"> <li>○ <b>World Geography 3202*</b></li> <li>○ <b>World Geography 3200*</b></li> </ul> </li> </ul> <p style="text-align: right;"><i>*Combined into 1 class</i></p>	- 12 - -  *15 *2	41 (2 classes) - 28 1 (CDLI)  49 (2 classes) 11
<b>Career Education:</b> <ul style="list-style-type: none"> <li>• Career Development 2201</li> </ul>	10	35 (2 classes)
<b>Fine Arts:</b> <ul style="list-style-type: none"> <li>• Art <ul style="list-style-type: none"> <li>○ Art Technologies 1201</li> <li>○ Art &amp; Design 2200</li> </ul> </li> <li>• Music <ul style="list-style-type: none"> <li>○ Ensemble Performance 2105</li> <li>○ Applied Music 2206</li> </ul> </li> <li>• Theatre <ul style="list-style-type: none"> <li>○ Theatre Arts 2200</li> </ul> </li> </ul>	- 12  - -  -	21 1 (CDLI)  18 28  -
<b>Physical Education:</b> <ul style="list-style-type: none"> <li>• Healthy Living 1200</li> <li>• Physical Education 2100/2101</li> <li>• Physical Education 3100/3101</li> </ul>	12 13 13	50 (2 classes) 42 (2 classes) 79 (3 classes)
<b>Enterprise Education:</b> <ul style="list-style-type: none"> <li>• Canadian Economy 2203</li> </ul>	-	1 (CDLI)
<b>Technology Education:</b> <ul style="list-style-type: none"> <li>• Computer Education 1296</li> <li>• Integrated Systems 1205</li> <li>• Communications Technology 2104</li> <li>• Communications Technology 3104</li> <li>• Computer Technology 3200</li> <li>• Skilled Trades 1211</li> <li>• Design &amp; Fabrication 1212</li> <li>• Home Maintenance 3108</li> </ul>	1 - - - - - - -	- 23 20 21 21 15 14 21
<b>Family Studies:</b> <ul style="list-style-type: none"> <li>• Human Dynamics 2201</li> <li>• Nutrition 2102/3102 (semesterized)</li> </ul>	7 7	17 19
<b>Other Courses:</b> <ul style="list-style-type: none"> <li>• Newfoundland &amp; Labrador Studies 2215</li> </ul>	-	2 (CDLI)
<b>TOTAL HIGH SCHOOL COURSE OFFERINGS</b>	<b>31</b>	<b>54</b>
	<i>(4 through CDLI)</i>	<i>(7 through CDLI)</i>

## APPENDIX E

### Course Offerings from 2004-2008

Year	Number of Courses Offered by School	
	Bayview Regional Collegiate	Harriot Curtis Collegiate
2004-05	42	48
2005-06	31	43
2006-07	28	44
2007-08	*31	**54

\* Seven courses are delivered in a combined class arrangement (e.g., Math 2204, 2205, and 2206 are all taught in the same class by one teacher). Four are delivered through CDLI.

\*\* All these courses are delivered in separate classrooms, and seven are delivered through CDLI to small numbers of students to meet their specific needs regarding additional choice or a unique graduation requirement.