



2009-2010

Annual Report

Department of
Education

2009-2010 Annual Report

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Education

for the fiscal year ending
March 31, 2010

2009-2010

Annual Report

Office of the Minister

The Honourable Graydon Nicholas
Lieutenant-Governor of the
Province of New Brunswick

Dear Honourable Nicholas:

It is my privilege to present, for the information of Your Honour and of the Legislative Assembly, the Annual Report of the Department of Education for the fiscal year beginning April 1, 2009 and ending March 31, 2010.

Respectfully submitted,



Jody Carr
Minister

Office of the Deputy Ministers

The Honourable Jody R. Carr
Minister of Education and Early Childhood Development
Province of New Brunswick

Dear Minister Carr:

We have the honour to submit for your consideration the Annual Report of the Department of Education for the 2009-2010 fiscal year. The report contains detailed information about the programs and activities undertaken by the Department during this period.

Respectfully submitted,



Byron James
Acting Deputy Minister
Anglophone Sector



Roger Doucet
Sous-ministre
Secteur francophone

TABLE OF CONTENTS	Page
Mission Statement	i
Foreword	iii
Organizational Chart	v
Statute	vii
ANGLOPHONE EDUCATIONAL SERVICES	1
Educational Programs and Services Division	1
Curriculum Development Branch	1
Student Services Branch	5
Office of First Nations Perspectives	6
Strategic Initiatives Division	7
Assessment and Evaluation Branch	7
Improvement Planning Branch	8
E-Learning, Trades and Technology Branch	9
Extension Services Branch	11
Office of Educator Excellence	12
FRANCOPHONE EDUCATIONAL SERVICES	13
Instructional Services Division	13
E-Learning and Technology Branch	18
Student Services Branch	19
Assessment and Evaluation Branch	20
Transformation and Strategic Innovation Division	22
Community Schools Branch	22
Innovative Learning Branch	23
Strategic Relations and Initiatives Branch	24
TEACHER CERTIFICATION BRANCH	25
POLICY AND PLANNING DIVISION	26
Policy and Legislative Affairs Branch	26
Corporate Data Management and Analysis Branch	29
ADMINISTRATION AND FINANCE DIVISION	30
Finance and Services Branch	30
Educational Facilities and Pupil Transportation Branch	31
Human Resources Branch	32
Information Systems Services Branch	34
SCHOOL DISTRICTS	36
APPENDICES	41
Statistical Tables	43
Financial Overview	51
NOTES	54

Mission Statement

To have each student develop the attributes needed to be a lifelong learner, to achieve personal fulfillment and to contribute to a productive, just and democratic society.

FOREWORD

The Department of Education's annual report is now based on the fiscal year. This is in line with the provincial budget cycle and with all other government departments. However, each school district continues to produce its own annual performance report based on the school year.

The Department of Education is responsible for public education (Kindergarten through Grade 12).

The Department of Education is dedicated to providing the best public education system possible where all students have the opportunities and supports they need to reach their full potential, and where parents are involved in their child's education.

Since 1967, the provincial government has had sole responsibility for financing public schools and is committed to equal opportunity for all students. The Minister of Education prescribes curriculum and establishes educational goals and standards.

Serving Canada's only officially bilingual province, New Brunswick's education system offers students the opportunity to learn in both French and English through two parallel but separate education systems. Each linguistic sector of the Department of Education is responsible for its own curriculum and assessment.

The public education system has 14 school districts: nine English and five French. District Education Councils (DECs), consisting of publicly and

locally elected members, are responsible for establishing the direction and priorities for the school district and for making decisions as to how the districts and schools are operated.

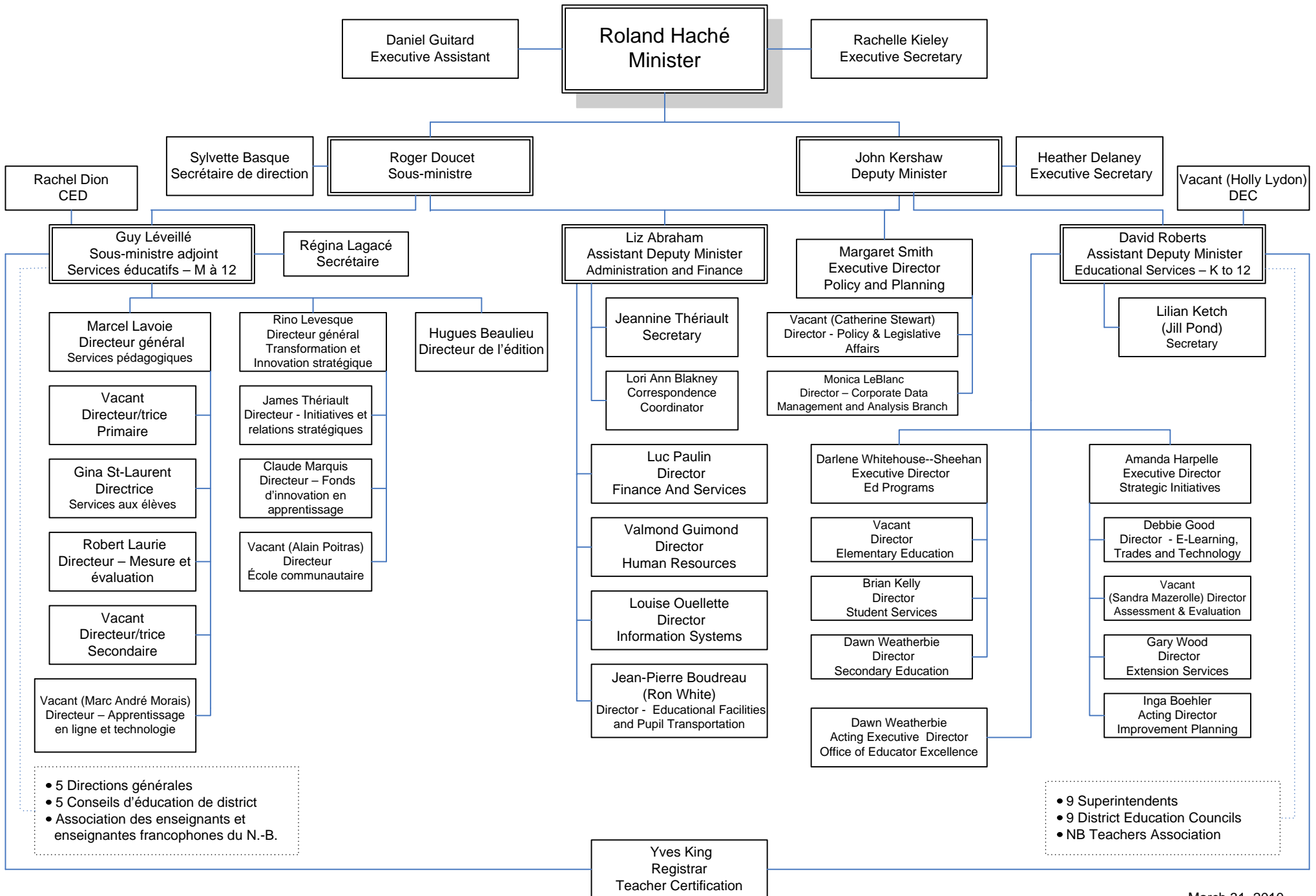
This annual report outlines the activities and major events undertaken by the Department during the fiscal year April 1, 2009 to March 31, 2010.

Highlights:

- For the year just ended, 2009/2010, the total expenditures for the Department of Education were \$964.6 million; of which, \$952.8 million were for the delivery of school programs and services. This represents an investment of \$8,955 per pupil for elementary and secondary education in 2009/2010 compared to \$8,573 in 2008-2009.
- Placed increased focus on literacy, numeracy and science, and saw increases of between one and five percentage points on literacy scores in the early years.
- Continued the *Welcome to Kindergarten* program in all districts, including the Early Years Evaluation assessment of pre-schoolers.
- In partnership with the private sector, established the Elementary Literacy Friends Foundation to help readers still struggling at the end of Grade 2 and two *Centres de litt eratie pour les enfants* which offer individual help to students in Grades 1-3 who are having trouble learning to read and write.
- Amended the *Education Act* to allow one high school student, with full voting powers, to sit on each District Education Council.

- Presented 16 anglophone teachers with the Premier's Awards of Excellence in Teaching; presented five francophone teachers with le Prix d'excellence dans l'enseignement.
- Initiated a process to follow-up on the report of the Commission on Francophone Schools through the establishment of the *Groupe d'action de la Commission sur l'école francophone (GACEF)*, comprised of community/government representatives, which will develop a language and cultural development policy and an action plan with the participation of each partner.
- Launched a new parent information campaign on revamped French second language programs, called Making the Choice, to give parents the information they need to make the best choice for their child to learn French.
- Released an updated Positive Learning and Working Environment Policy in support of eliminating all types of bullying in New Brunswick schools.
- Published a second provincial *Accountability Report*, providing information on progress being made on the 23 targets contained in *When kids come first*.
- Published school-level and district-level report cards, so that parents can see how their child's school is doing overall.
- Signed an agreement with UNESCO to expand the entrepreneurial community schools program (ECS) and make it available to the rest of Canada and other countries. ECS is an instructional approach encouraging students to become interested in entrepreneurship.
- Have now signed 13 of 15 Enhanced Education Programs and Services agreements with First Nations.
- Completed construction of three major capital projects: Bayside Middle School (phase 2), École Clément Cormier (phase 3) and École Sainte-Thérèse (phase 1).
- Implemented new safety measures in response to the 2008 accident in Bathurst. These include: greater accountability for compliance on transportation policies, maintenance and inspection audits, and better coordination with extracurricular stakeholders on the scheduling of sports activities.
- Designated 18 schools under the new Community Schools initiative, bringing the total to 69.
- Maintained the provincial dropout rate of students at the all-time low of 2.2 percent.

DEPARTMENT OF EDUCATION



- 5 Directions générales
- 5 Conseils d'éducation de district
- Association des enseignants et enseignantes francophones du N.-B.

- 9 Superintendents
- 9 District Education Councils
- NB Teachers Association

**STATUTE UNDER THE JURISDICTION OF THE
MINISTER OF EDUCATION AND ADMINISTERED BY THE
DEPARTMENT OF EDUCATION**

Education Act

ANGLOPHONE EDUCATIONAL SERVICES

The Anglophone Educational Services Sector is comprised of three Divisions: Educational Programs and Services, Strategic Initiatives and the Office of Educator Excellence. In collaboration with stakeholders and partners, the Sector is responsible for developing the NB3-21C Learning Agenda that includes:

- Developing the Provincial Education Plan.
- Defining student outcomes and achievement standards.
- Determining what is taught to students in Kindergarten through Grade 12.
- Providing the framework for effective instructional practice, leadership, supports, interventions and professional development.
- Measuring and improving system effectiveness.
- Collaborating with other service providers to effectively deliver interdisciplinary educational programs and services.

The Sector is also responsible for liaising with the District Education Councils (DECs) through the Provincial Forums which are organized to facilitate the sharing of information and consultation between the Minister and the DEC Chairs. The Sector also works in close collaboration with the province's nine Anglophone school districts.

EDUCATIONAL PROGRAMS AND SERVICES DIVISION

The Educational Programs and Services Division is part of the Educational Services Sector and comprises Curriculum Development, Student Services and the Office of First Nations Perspectives.

CURRICULUM DEVELOPMENT BRANCH

The Curriculum Development staff is responsible for identifying the goals and learning expectations of the instructional programs for public schools K-12 and other curriculum-related initiatives. Learning specialists develop and maintain curricula in all subject areas and evaluate related instructional resources, both print and electronic. Provincial curriculum documents identify expected learning outcomes, achievement standards or indicators, instructional strategies, assessment tasks and resources to support learning. When new or revised curricula are approved, learning specialists work with school district staff to organize in-service sessions to introduce the documents to the system. Learning specialists also play a key role in advising on curriculum-related initiatives, such as professional development, provincial assessments, approval of grants related to curriculum and aspects of the school improvement process. English as another language is also the responsibility of the Curriculum Development Branch.

Highlights:

K-12 Curriculum Initiatives

Literacy

- Created Literacy Coaching modules to support instructional leaders in working with educators on improved literacy practices.
- Completed and introduced parent-friendly *Reading* and *Writing Achievement Standards K-5*.
- Distributed “Literacy Look-for” documents (K-2 revised and Grades 3-5 new) to support instructional leaders in the observation of literacy practices; provided funding for instructional leaders to observe classroom practice with a literacy specialist using the “Literacy Look-for” documents.
- Reviewed and supported the purchase of comprehensive language arts resources for the English component of Intensive French for combined Grade 4/5 classrooms.
- Purchased book studies (6 copies of various titles) to support literacy achievement Grades 6-12.
- Continued to support training in *Stepping Out*, a professional development program to assist middle and high school educators with reading instruction across curricular areas.

Numeracy

- Implemented revised curriculum and new resources at Grades 2, 5, and 8. Completed revisions to the mathematics curricula at Grades 3, 6, and 9 using the Western and Northern Canadian Protocol *Common Curriculum Framework* as a basis; this completes revisions K-9.

- Provided professional development opportunities for all numeracy leads to support them in their roles of coaching mathematics teachers on effective instructional practices and providing interventions to students experiencing difficulty with mathematics.
- Purchased and in-serviced supplemental resources to support the use of classroom formative assessment in mathematics K-8.
- Began development of mathematics parent brochures for K-8.

Science

- Provided inquiry-based professional development on the revised Chemistry 11 and 12 curricula and related core resources.
- Purchased a 4-year subscription of the Palcik Chemical Inventory Management System for high schools and provided related in-service as well as WHMIS training to support *Science Safety Guidelines*.
- Provided school districts with funding for the maintenance of safe laboratory environments for teachers and students, including ensuring the absence of prohibited chemicals, the proper storage of all allowed chemicals used in school laboratories, and the availability of proper safety equipment.
- Purchased new technology and software to support hands-on, inquiry-based science (Grades 6-12) and provided related professional development.
- Purchased digital microscopes to support hands-on science in elementary schools.
- Continued the pilot of *Environmental Science 122/123* and resources.

- Selected and purchased a French Immersion text resource to support Biology 11 and 12.
- Developed and in-serviced science resource packages to support inquiry-based instruction at Grades 3, 6, 7, and 8; schools received science materials to support the supplementary curriculum packages. Work began on the development of similar resource packages for Grade 4.
- Supported outside groups such as Science East, Envirothon and the Huntsman Marine Science Centre in the provision of science education programs for students and teachers.

Social Studies

- Completed and implemented *Atlantic Canada Social Studies Curriculum - Grade 4* and continued development of related core resources.
- Continued development of the *Atlantic Canada Social Studies Curriculum - Grades 3 and 5* and related resources.
- Completed Departmental responses to the recommendations of the Ministerial Task Force on Citizenship Education and began working on initiatives (e.g., posters on Global Citizenship).
- Completed and piloted outcomes for *Modern History 112* curriculum.

Health and Physical Education

- Continued to update the K-12 Physical Education Safety Guidelines document.
- Completed a 'basic skills' video series using Dartfish software and placed the video series on the Portal.
- Supported the professional development session *Remember When* for teachers of physical

education to build instructional capacity.

- Worked collaboratively with Wellness, Culture and Sport to pilot the pedometer initiative and continue *School Communities in Action*.
- Began developing Physical Education curriculum for Grades 11 and 12.

Technology and High School Electives

- Revised a number of high school electives to reflect NB3-21C focus (e.g., *Canadian Literature 120*, *Reading Tutor 120*, *Media Studies 120*, *Journalism 120*, *Science 122*, *Biology 113*, *Family Living 120*, *Business, Organization and Management 120*, *Metals Processing 110*, *Health Services 110*, *Advanced Technology 120 (Alternative Energy)*).

Transition to School

- Maintained the nine transition-to-school coordinator positions and provided professional development opportunities to build their capacity in early learning.
- Continued the *Welcome to Kindergarten Program* in all nine school districts.
- Supported the administration of the *Early Years Evaluation - Direct Assessment (EYE-DA)* with pre-school students as part of the transition to school program.

French Second Language

- Completed the draft of the Pre-Intensive French Program and provided training and classroom resources for teachers of Pre-Intensive French at Grade 4.

- Organized and supported training opportunities for remaining schools introducing Intensive French and continued support for the implementation of Post-Intensive French, particularly at Grade 6.
 - Posted a guide to support curriculum compacting in the Grade 5 non-intensive block and provided professional development to teachers at this level.
 - Finalized Part B of the Intensive French Program for combined Grades 4 and 5 classes.
 - Continued the development of Post-Intensive modules for Grades 10 and 11.
 - Continued revisions to the *Intensive French Curriculum* to support the related program guides, with particular emphasis on writing achievement standards and exemplars.
 - Developed and supported the implementation of learning experiences to introduce kindergarten to Grade 2 students to French language and culture.
 - Began development of similar learning experiences for Grade 3.
 - Finalized and introduced a new French language arts curriculum and provided resources for Grade 6 late French immersion.
 - Developed the French language arts curricula, including introductory modules and integrated units, for the new Grade 3 French Immersion Program beginning September 2010. Purchased and distributed related resources for teachers and students.
 - Developed an English to French Immersion component to complement the French language arts outcomes of the new Grade 3 program.
 - Completed the purchase of English resources required for the elimination of the French immersion program at Grade two.
 - Piloted the Bilingual Learning Environment Policy in 35 schools across the province.
 - Developed a video “Making the Choice” and related print resources for use at parent meetings focusing on program options to support French second language learning.
 - Developed the new Official Languages in Education Agreement for 2009-2013.
- Arts**
- Implemented the 9/10 *Visual Arts Curriculum* and *Music Education Curriculum* in Grade 8 across the province.
 - Developed draft versions of the Grades 3 and 6 Visual Arts curricula in preparation for pilot in the 2010-2011 school year.
 - Continued piloting *ArtsSmarts*, a program that uses the arts to help students achieve curriculum outcomes in other subject areas.
 - Supported the Artists in School program and the Artists in Residency in collaboration with the Department of Wellness, Culture and Sport.
- English as Another Language**
- Continued to provide funding to support tutor training for new English language learners in New Brunswick.
 - Organized advanced training for teachers who had participated in the Sheltered Instruction Observation Protocol (SIOP), a professional development program that supports quality instruction for English Language Learners (ELLs) in content area teaching.

Professional Development

- Supported professional learning communities across school districts.
- Provided school districts with funding to support professional development, with an emphasis in the areas of NB3 (e.g., cross-curricular literacy), *PRIME (Professional Resources and Instruction for Mathematics Educators)* and *First Steps in Mathematics* (e.g., inquiry-based science instruction, French second language learning, physical education).
- Defined Guidance Counselor and Resource Teachers' competencies and certification.
- Coordinated training sessions, in conjunction with the Curriculum Development Branch, on literacy intervention using LiPs® (Lindamood Phoneme Sequencing Program) for literacy and resource teachers. After 2 years of providing this professional development, realized the goal of having one trained person in every school.

STUDENT SERVICES BRANCH

Student Services learning specialists set standards for and to facilitate inclusive education programming, including supports for the continuum of learner needs and guidance, stay-in-school/at-risk and enrichment programming. The Branch develops guidelines and supports for such initiatives as Positive Learning Environment, Integrated Services Delivery, Threat/Risk Assessment, Tragic Response and Special Education Plans.

Highlights:

- Coordinated implementation of the MacKay recommendations. At the end of year 4 (2009-2010), 169 of the 250 recommendations have been implemented.
- Released the new definition of inclusion to the public after a series of stakeholder consultations.
- Approved, with partner departments, the Integrated Services Delivery Model.
- Added two newly developed on-line courses, for a total of four courses for student services staff (Enrichment, Inclusion, Ziggurat Model and Response to Intervention).
- Supported the province-wide administration of the *Early Years Evaluation: Direct Assessment* (EYE-DA) to all children registered to begin kindergarten in the fall of 2010, and the provision of follow-up to all children demonstrating potential difficulty in one or more developmental areas. Established program standards and a funding formula based on the number of "at-risk" in consultation with district coordinators.
- Funded 65 resource teachers and teacher assistants to complete the Autism Intervention Training Program through the University of New Brunswick College of Extended Learning.
- Funded a second cohort of four Method and Resource Teachers to commence a two-year program through the University of North Texas toward their Behavior Analyst Certification. A total of 13 teachers have enrolled in this program.

- Coordinated, for a second year, training sessions for school teams from nine Anglophone schools (1 per district) on Response to Intervention using AIMSweb® as a software tool for benchmarking and progress monitoring. This year adequate numbers were sampled to produce valid benchmark data on student literacy proficiency for Grades 1 through 8.
- Worked with the Assessment and Evaluation Branch on two publications on the use of accommodations in assessment and instruction.
- Developed an on-line training module to assist teachers in writing Special Education Plans.
- Provided professional development and related resources for band-operated schools in areas of NB3.
- Signed a Tuition Enhancement Agreement with Burnt Church and an Anglophone Tuition Enhancement Agreement with Madawaska.
- Piloted the MERL Aboriginal Languages Program for Mi'kmaq and Maliseet under the Memorandum of Understanding with Microsoft.
- Completed Year 2 and began Year 3 of the K4 Transition to Kindergarten Initiative; the program now operates at 12 sites in New Brunswick.
- Engaged in the submission of a 2010-11 Indian and Northern Affairs Canada (INAC) Education Partnership Program proposal with partners First Nations Education Initiative Inc., MAWIW Group and INAC.
- Expanded the Band Operated School Principals' Committee to include First Nations Directors of Education; met regularly with band operated school principals.
- Re-convened the Provincial Aboriginal Education Committee.
- Continued investment of enhanced funding into educational programs and services for First Nations students in the public school system.
- Partnered with the Martin Aboriginal Education Initiative to pilot the Aboriginal Youth Entrepreneurship Project at Bonar Law Memorial School, to begin September 2010.
- Provided technology equipment for band-operated schools with the goal of eliminating the resource gap between band-operated and public schools.

OFFICE OF FIRST NATIONS PERSPECTIVES

The Department of Education's Office of First Nations Perspectives (OFNP) was created in September 2009 with the position of Director and Program Coordinator. It provides educational program and service support to First Nations students and employees in the public school system and band-operated schools where and when appropriate. The OFNP serves as a liaison between government departments, First Nations organizations, and First Nations communities and schools. The OFNP provides professional development, access to services, resource materials and program management where budgeted and as applicable.

Highlights:

- Maintained the Grade 11-12 Mi'kmaq on-line language course.

STRATEGIC INITIATIVES DIVISION

The Strategic Initiatives Division is responsible for corporate priorities in the Anglophone sector. The following Branches are part of this Division: Assessment and Evaluation; Improvement Planning; E-Learning, Trades and Technology, and Extension Services, which is responsible for community schools, the Innovative Learning Fund, and international student programs.

ASSESSMENT AND EVALUATION BRANCH

The responsibilities of the Assessment and Evaluation Branch are to monitor student achievement through provincial assessments and report publically on data gathered through these large-scale assessments. The objective is to enable the public, other branches within the government, schools and districts to highlight successful practice and isolate areas in need of improvement.

The Assessment and Evaluation Branch is responsible for reporting large-scale assessment results to the Minister of Education. Data and information from large-scale provincial, national and international assessments are obtained for the purposes of public accountability and improving programs and services.

Aggregate and disaggregate data sets are provided at the provincial, district, school and individual student level. This assessment information allows decision-makers at the classroom, district and provincial level to make informed

choices related to improving student achievement.

The Assessment and Evaluation Branch is responsible for the following activities related to provincial large-scale assessments: test development; security protocols; setting administrative protocols; establishing and monitoring procedures to allow students with special needs to have equitable access to assessment and examinations; determining methods of scoring and marking; and, releasing and reporting results.

Highlights:

- Provided 75,000 school level progress reports to all parents.
- Provided district and provincial progress reports to all school districts.
- Administered the SIMNER to all Kindergarten students in the fall in order to assess school readiness levels.
- Assessed all 5,083 students in Grade 2 (Prime) in Reading and Writing. Results were disaggregated by writing trait as per CAMET standards for the end of Grade 2.
- Assessed all 5,389 students in Grade 4 (English and French Immersion) in Reading and Writing. Results were disaggregated by writing trait as per CAMET standards for the end of Grade 4.
- Administered the Grade 7 Literacy Assessment, to measure the reading and writing abilities of over 5,790 students.
- Administered provincial mathematics assessments to 11,672 students at the end of Grades 5 and 8 (English and French Immersion). Results

were disaggregated by strand as per the mathematics curriculum document.

- Administered the English Language Proficiency Assessment to 6,009 Grade 9 students.
- Administered the English Language Proficiency Reassessment to 2,423 Grades 10 to 12 students.
- Administered the English Language Proficiency Potential Graduate Reassessment to Grade 12 students.
- Administered the provincial science assessment (pilot) to 5,712 Grade 6 students.
- Administered French Oral Proficiency evaluations to a random sample of Grade 10 and Grade 12 students who were enrolled in a French course as per Policy 309 (Core or Immersion).
- Administered a French Immersion Literacy (Reading and Writing) assessment to 1,682 Grade 10 students.
- Administered the English Second Language Assessment (ESLA) to over 700 students at Beijing Concord College of Sino-Canada and Shenzhen Concord College of Sino-Canada.
- Developed the *Protocols for Accommodations and Exemptions* document which outlines appropriate inclusionary practice in relation to large-scale assessment.
- Developed the Ministerial Advisory Committee on Testing and Evaluation (MACTE) *Terms of Reference* outlining the roles and responsibilities of committee members as per the *Education Act*.
- Developed the *Administrative Protocols for Provincial Assessments* document which amalgamates all

other Administrative Guidelines and forms from the Assessment and Evaluation Branch.

- Outlined the NB3-21C Assessment and Evaluation goals and strategies for the Consultation Document.

IMPROVEMENT PLANNING BRANCH

Improvement Planning personnel are responsible for school system alignment and improvement through the *New Brunswick School Improvement Service*, the analysis of primary and secondary data for schools, districts and the Department, program evaluation, and the development of data sharing systems.

Highlights:

Research

- Supported Department decision-making through literature reviews and coordination of research contracts on key issues including: high school reform; use of instructional time; comparison of school review models in several Canadian jurisdictions; and a class size reduction case study in a K-2 school.

Inclusive Education

- Contributed to the development of a conceptual model for integrated service delivery.
- Concluded development of and consultation on a New Brunswick definition of inclusive education, approved by the Ministerial Committee on Inclusive Education and adopted within both sectors of the public education system.

Teacher Professional Development

- Coordinated the decentralization of the *Beginning Teacher Induction Program*.
- Acted as a resource for the Leadership Development Program.
- Supported the provincial *Professional Development Steering Committee* through coordination and provision of data.
- Contributed to the development of teacher and leadership standards for the province.

School Improvement

- Continued the development and testing phase of the best practice standards document for school improvement (“the Look-For” document) which will serve as the foundation for other standards-setting and evaluation processes in the sector.
- Finalized the *New Brunswick School Improvement Service* model.

Planning and Data Analysis

- Revised the reporting format and content of the student, teacher, and parent surveys to align with the best practice standards document and provided each public school with its teacher, student (Grades 4-12) and parent perception survey results (over 140,000 surveys).
- Provided data for preparation of the Official Languages in Education Protocol (OLEP) report.
- Conducted an analysis of Intensive French pilot data.
- Coordinated and assisted with the data gathering and analysis needs of other branches in the Department.
- Supported district and departmental planning by providing data in a

variety of formats to respond to ad hoc requests.

- Completed the first phase of a data manipulation and reporting system to provide districts and schools with perception survey results.
- Provided school districts with a breakdown of key *When kids come first* target data at the school level.
- Continued development of process, materials and data analysis to support annual accountability meetings between the Deputy Minister and school districts.

Corporate Support

- Headed the Anglophone sector project team for the procurement of a new provincial Student Information System.
- Coordinated the development of data standards and system requirements for SEPs, report cards and transcripts.
- Coordinated Anglophone sector contributions to the Poverty Reduction Initiative and provided representation on the Poverty Reduction Committee.

E-LEARNING, TRADES AND TECHNOLOGY BRANCH

E-Learning specialists ensure that information and communication technology (ICT) is used effectively to enhance learning and to expand the range of courses offered and their availability to all students. International partnerships enhance the e-Learning agenda by creating opportunities for students and educators to learn in a global environment.

Highlights:

- Offered 51 on-line courses in English Language Arts, Science, Mathematics, Social Studies, Fine Arts, and Skilled Trades and Technology, as well as two Spanish and one Mi'kmaq language course.
- Began the NB3-21C Learning Initiative to update public education to meet 21st century objectives with the establishment of an Advisory Committee and several consultation events.
- Concluded a Model Schools research project to trial and evaluate better instructional and leadership practices, and to develop a replicable model for managing change by merging it with the new NB3-21C Learning Initiative.
- Developed a concept paper and an MOU for a partnership with NRC-ITT to provide research and development in Advanced Learning Technologies, create a Distributed Learning Network, and establish a virtual mentoring program.
- Began preparation for technology roll-out and provision of professional development for the 30 Early Adopter Schools (1:1 and 1:6 netbook access).
- Provided professional development opportunities for teachers through many sessions on the effective integration of technology in classrooms, project-based learning, and collaborative project learning opportunities.
- Enabled student access to the portal in all Anglophone schools.
- Expanded the image data bank's collection to a total of 17,000 copyright free images.
- Continued to support 11 technology integration mentors in the school districts who provided regular school-based support to teachers.
- Facilitated, with the support of district technology integration mentors and Dialogue New Brunswick, the participation of 58 teachers in joint Digital Cultural projects including teachers and students from both official language sectors.
- Acted as Canadian facilitator for the *Global Teenage Project*, an on-line collaborative project coordinated by IICD, a non-profit foundation in the Netherlands. Twenty-eight New Brunswick classrooms were involved in multiple international projects.
- Supported the *Remote Telescope* project, a partnership between the Department of Education and Australia's Charles Sturt University.
- Extended access to digital resources for teachers and students through the purchase of access to World Book On-line and the National Film Board Videos.
- Signed a Dual Credit Memorandum, defining terms and conditions for courses accepted as both high school credits and New Brunswick Community College credits. Courses include: Information Technology 120, Business Communications 110, Metals Processing 120, Business Organization and Management 120, and Computer Science 120.
- Continued to support "anytime-anywhere" learning in automotive courses through the enhanced use of CDX Global (virtual resource). Expanded cross curricular applications to use CDX software to provide relevant content when learning literacy.

- Developed strategies to provide integrated and engaging curriculum for physics students in innovative problem solving.
- Set up weather stations to align with Grade 10 science curriculum.
- Worked with federal sector councils to ensure Skilled Trades and Technology Education (STTE) curriculum outcomes are aligned with changing workplace standards.
- Implemented the “Focus on IT” (FIT) federal sector council program in five high schools.
- Collaborated with several industry partners to determine entry level skill sets required to enter apprenticeship placements and work.
- Expanded the number of students participating at the provincial skills competition.

EXTENSION SERVICES BRANCH

The Extension Services Branch is responsible for the NB3-21C Innovative Learning Fund (ILF) which invests in innovative projects led by teachers and school teams that can be shared and replicated to improve student achievement. It is responsible for the NB3-21C Community Schools Program to engage communities and partners in improving schools through alliances that support the school as a community centre of learning. It is also responsible for the International Student Program.

Highlights:

- Successfully completed Phase 3 of the NB3-21C Innovative Learning Fund and launched Phase 4 of the application process. Phase 3 saw just over \$1M in funding being

provided in the third year of the program to 110 projects. In Phase 4, it was decided that school districts would recommend to the Department which projects should receive funding. This was a change from the first three years of the program when teams of NB3-21C ILF district coordinators recommended projects for funding. Phase 4 of the NB3-21C ILF Program also saw a larger amount of funding provided to educators who wished to replicate projects that have been approved, funded and undertaken.

- Slightly expanded the number of students in the China schools.
- Finalized agreements with AKD International Inc. to open a new school in China. An MOU was signed with the city of Wuhu, Anhui Province to open a new Concord College in September 2010, which would teach New Brunswick curriculum to Chinese high school students.
- Expanded recruitment efforts into Colombia and Brazil. Both jurisdictions have indicated that their students will be attending New Brunswick high schools and now middle schools for the 2010-11 school year.
- Began investigating the possibility of a new offshore school in Bangladesh. Preliminary meetings indicate a partnership for a school in Dhaka in September 2010.

OFFICE OF EDUCATOR EXCELLENCE

The Office of Educator Excellence, established in 2008, is responsible for the development, implementation and evaluation of the professional development and teacher training strategy of the Department of Education (Anglophone). The office works with school districts, universities, private and public sector institutions, teacher associations, Educational Programs and Services Division staff and other Department of Education Branches to provide leadership and focused direction to enhance “educator excellence”.

The Office oversees the Provincial Professional Development Steering Committee which provides leadership, direction and fiduciary oversight for all teacher training and professional development related activities in the Anglophone Sector.

The Office of Educator Excellence represents the Department of Education on the NBTA-Department initiatives such as the Educational Leave Committee, Education Improvement Grants and Professional Development Chairs collaboration. It is also responsible for the Minister’s Advisory Committee on Teaching Standards of Practice and Accreditation of Initial Teacher Education Programs and is a member of the Minister’s Advisory Committee on Teacher Certification. The Office has responsibility for the New Brunswick Educational Leadership Academy (NBELA) and the Leadership Advancement Skills Training Program.

Highlights:

- Coordinated between Anglophone school district representatives, the New Brunswick Teachers’ Association and the Department to build the capacity of New Brunswick teachers and leaders. For the first time, a professional development reporting process from districts was implemented, with future funding dependent on review and approval coordinated through the Office of Educator Excellence.
- Developed and finalized *21st Century Standards of Practice for Beginning Teachers in New Brunswick* with the Minister’s Advisory Committee on Accreditation of Initial Teacher Education Programs. Drafted new Bachelor of Education Agreements with the University of New Brunswick, St. Thomas University and Crandall University.
- Provided direction, support and collaborative coherence for the New Brunswick Educational Leadership Academy (NBELA). Following the interview process, 12 individuals from Anglophone school districts were chosen to participate in the Leadership Advancement Skills Training Program of the NBELA, joining 18 others in Year Two of the program.
- Coordinated opportunities for 800 educators to participate in a Professional Learning Communities (PLC) Assessment Institute in Saint John and for leaders from all schools and districts to participate in the NB3-21C Summit in St. Andrews.
- Assisted in forwarding the work of the Leadership Development Network and Teacher Certification Branch.

FRANCOPHONE EDUCATIONAL SERVICES

The Francophone Educational Services Sector is responsible for the operation of the major components of the Francophone school system, including the following:

- Curriculum development and implementation for primary and high school.
- Professional development.
- Selection, development, and allocation of resources required for implementation of curricula.
- Student services, including special education, school psychology, services for students with sensory impairments, positive learning environment, guidance counselling and student life.
- Provincial assessment of learning.
- Development and delivery of on-line courses.
- Transformation and innovation, including the Community Schools Program and the Innovative Learning Fund.
- Strategic initiatives and relations.

The Sector is also responsible for the Francophone school system's educational, budgetary and administrative planning, which involves maintaining close contact with the province's five Francophone school districts. In addition, the Sector ensures liaison with the District Education Councils (DECs) through the Provincial Forums, which are organized to facilitate the sharing of information and consultation between the Minister and the DECs. It assumes responsibilities for the development of various educational

projects in cooperation with other departments and various organizations and agencies at the provincial, regional, national and international levels.

The five Francophone superintendents work with departmental staff on pedagogical issues.

INSTRUCTIONAL SERVICES DIVISION

The main task of the Instructional Services Division is to define the goals and objectives of the instructional programs taught to students attending the province's Francophone public schools. The Division is responsible for provincial coordination of curriculum development and implementation, course design and delivery, on-line course design and delivery, development of the teaching resources portal, use of information and communications technologies for teaching and learning, professional development, and student services (guidance counselling, special education, school psychology, students with sensory impairments, and positive learning environment). Some of the Division's other responsibilities include the following:

- Analyzing the instructional resources available on the market and recommending those best suited to support the delivery of the curricula prescribed by the Minister.
- Providing various school stakeholders at both the provincial and local levels with information about the degree of success of learning and teaching in New

Brunswick's Francophone public schools.

- Developing, administering and marking the primary-level provincial exams, as well as the high school completion exams, which are compulsory in order to obtain a high school diploma.
- Developing policies or programs relating to the evaluation of learning, teaching staff and school administrators.
- Coordinating educational projects in cooperation with other provincial government departments and other partners, such as the Council of Atlantic Ministers of Education and Training (CAMET), the Council of Ministers of Education, Canada (CMEC), the Association canadienne d'éducation de langue française (ACELF), the Université de Moncton and the Association des enseignantes et enseignants francophones du Nouveau-Brunswick (AEFNB).
- Coordinating and administrating national and international learning evaluation programs in the province's Francophone schools.

Highlights:

Curricula

French

- Reviewed the primary French Language Arts curriculum in order to retain essential learnings and to ensure alignment with recommended literacy instructional approaches.
- General implementation of the Grade 12 curriculum during the 2009-2010 school year.
- Developed teaching sequences to support the implementation of the

Grade 12 curriculum.

- Developed a collection of curriculum-related exemplars (examples of students' work) for Grades 11 and 12.
- Organized a writers' tour in School Districts 1 and 11.
- Participated in a project to develop Achievement Standards for Reading and Writing for Francophone Students coordinated by CAMET.

Arts Education

- Approved and distributed the final version of the visual arts curriculum (K-8).
- Continued to develop the on-line course and validate the new curriculum for the elective music creation.
- Developed and validated the final version of the curriculum for the optional music.
- Developed a teaching guide on percussion.
- Continued work on the pilot project integrating ICTs into music courses in 10 of the province's Francophone schools (five primary and five high schools).
- Continued work on the collection of Acadian and Francophone plays from New Brunswick (publication and Web components).
- Continued work on the provincial program that integrates the arts with other subjects. This program calls on New Brunswick Acadian and Francophone artists to participate in the classroom (ArtsSmarts).
- Piloted a new artist in residence program in 11 New Brunswick schools (*Une école, un artiste* program).
- Coordinated and managed the *Trousse du passeur culturel* (a kit

with resources to help create a cultural environment for students) for principals throughout Canada, in cooperation with the Association canadienne d'éducation de langue française, the Fédération culturelle canadienne-française and the Fédération canadienne des directions d'écoles francophones.

- Participated in the meetings of the Table de l'axe Action culturelle et identitaire (TAACI).
- Facilitated training sessions on the passeur culturel with various groups (education students, young people, principals, teachers, cultural and artistic organizations, national education partners, etc.).

Second and Third Language

- Developed the following documents: curriculum, teaching guide, evaluation kit and the language portfolio for the new Intensive English course for Grades 5 and 6 students.
- Participated in the CMEC steering committee on the development of the guide *Working with the Common European Framework of Reference for Languages (CEFR) in the Canadian Context: Guide for policy-makers and curriculum designers*.
- Offered training to facilitators and multiplying agents on the *Sheltered Instruction Observation Protocol (SIOP)* teaching method, which promotes learning of curricula by immigrant students.
- Participated in the provincial forum of the Office of the Commissioner of Official Languages on linguistic duality and bilingualism in New Brunswick.
- Presented the Common European Framework for teaching, learning,

and evaluating languages and the European Language Portfolio in an Atlantic context at the Colloque Acadie-Québec.

- Developed collaborative portal sites for Spanish, horticulture and landscaping.
- Participated in the development of instructional resources coordinated by CAMET with respect to the teaching, learning and evaluation of official languages in the Atlantic region.

Science

- Offered two days of training for the implementation of the Science and Technology curriculum from Grade 3 to Grade 5 throughout the province.
- Piloted the new Science and Technology curriculum for Grades 6 to 8 in 15 classes.
- Updated the Chemistry I and Physics II curricula.

Mathematics

- Purchased teaching materials for the resource centres in each of the primary schools.
- Continued activities related to the CAMI website in partnership with the Faculty of Education at the Université de Moncton.
- Continued teacher training related to the use of the kits PRIME *Le Sens du nombre et des opérations* for primary school teachers (second year of three).
- Provided training for those responsible for offering training on the kits PRIME *Régularités et algèbre* for primary school teachers.
- Began teacher training related to the use of the kits PRIME *Régularités et algèbre* for primary school teachers (first year of three).

- Developed a provincial strategic plan to improve mathematics and numeracy learning and outcomes.

Physical Education

- Produced and distributed the teaching guide dealing with the theme of “posture and mobility” for the K to 8 Physical Education curricula.
- Distributed Fitness Circuit Charts to the primary schools.
- Purchased licences for all primary school physical education teachers to give them access to a video library on teaching basic motor skills to disabled children.
- Reviewed the K-8 Physical Education curriculum.
- Developed a K-8 Physical Education assessment guide.
- Reviewed the Leadership curriculum (elective course for Grade 11 and 12 students).
- Reviewed safety guidelines for Physical Education.

Personal and Social Development

- Participated in the mental fitness at school project (Department of Wellness, Culture and Sport and School District 3).
- Continued to develop an elective course on wellness for Grade 11 and 12 students.

Social Studies

- Piloted learning scenarios, test items, and comprehensive assessment tools for History 42311/42312 and 42211/42212.
- Reviewed the Social Studies curricula for Grades 3 and 4.
- Produced a resource on the Maritimes for the Grade 9 Geography curriculum.

- Piloted the curriculum and skills profiles for the Grade 12 Geography course (41411).
- Provided one day of training in each school district on the revised K-2 curriculum.
- Tabled the report of the Task Force on Citizenship Education.
- Continued the partnership with Canada Historica-Dominion to give 98 Francophone New Brunswick students the chance to go to Ottawa in the context of the *Encounters with Canada*.
- Continued the partnership with the Department of Wellness, Culture and Sport in connection with the Heritage Fairs, making it possible to organize school and regional fairs.
- Provided for the participation of 20 high school teachers in the 2009 symposium of the Association for Canadian Studies, whose theme was *Knowing Ourselves: The Challenge of Teaching History in Official Language Minority Communities*.

Technology

- Piloted the following two learning modules throughout the province:
 - Design and construction of a filtration system;
 - Design of a solar vehicle.

Vocational and Technical Studies (Trades)

- Developed the following new vocational and technical studies (trades) courses:
 - Introduction to computer programming;
 - Introduction to residential interior finishing;
 - Introduction to the vocational and technical field;
 - Introduction to milled wood

- processing.
- Piloted 10 new courses in vocational and technical studies (trades) province-wide.
- Organized 12 training sessions on the new vocational and technical courses (trades) in cooperation with the Collège communautaire du Nouveau-Brunswick.
- Launched the Workskills program to encourage school districts to participate in the professional qualifications and career prospects program in partnership with the private sector.
- Invested \$1,000,000 to enable high schools to introduce new vocational and technical (trades) courses.

Provincial Strategic Plan

- Continued the provincial English Second Language Bursary Program for students in Grades 9, 10, and 11 offered in the summer by the University of New Brunswick.
- Continued the five-week Summer Language Bursary Programs for students in Grades 11 and 12 (Explore) and the three-week program for 14 and 15-year olds (Destination Clic). These programs are offered through the support of Canadian Heritage in cooperation with the CMEC.
- Continued the Language Monitor programs combining the CMEC program (Odyssey) and those of the Department of Education to offer learning support services in French, English and francization.
- Organized a provincial leadership symposium, held at École Mathieu-Martin in Dieppe, in partnership with the Fédération des jeunes francophones du Nouveau-Brunswick (FJFNB), to enable the

- members and monitors of high school student councils to get together and receive leadership training.
- Organized the principals' institute with the theme "Gardons le cap sur la réussite". Over 170 principals participated in a range of workshops on professional learning communities.
- Implemented a program for schools in difficulty to support them in their efforts to improve literacy, mathematics, and science outcomes.
- Reviewed kindergartens in New Brunswick for improvements in teaching practices.
- Produced an orientation guide for kindergarten teachers.
- Piloted a project on the essential skills program in cooperation with School District 5 and developed educational resources required for teaching it.
- Adopted the Stratégie globale pour l'intégration des arts et de la culture dans la société acadienne du Nouveau-Brunswick (Global strategy for the integration of arts and culture into Acadian society in New Brunswick) by the members of the Table de concertation Éducation, arts et culture.
- Established a drafting committee and a consultation process in order to develop a policy on language and culture.
- Continued the partnership with *L'Acadie Nouvelle* to provide New Brunswick schools with a significant number of copies of the daily newspaper as an educational resource.

E-LEARNING AND TECHNOLOGY BRANCH

Within the Instructional Services Division, the E-Learning and Technology Branch is responsible for improving students' quality of learning by promoting the appropriate use of technology by students and teachers. The E-Learning and Technology Branch plays a leadership role with school districts and Francophone schools in developing and delivering online courses and curricula for vocational and technical studies (trades). It is also responsible for the ongoing development and use of the education portal and its teaching and learning resources. The Branch also plays a leadership role in the technopedagogical use of information and communications technologies (ICTs) by proposing alternative methods of instruction and conducting various research and pilot projects intended to benefit from ICTs in education.

Highlights:

Professional Development

- Provided training to various stakeholders on the use of the teaching resource portal, safe use of the Internet and the use of ICTs to communicate.
- Provided training for various education system stakeholders on using the Desire2Learn on-line teaching platform and other technological tools.
- Mounted video sequences of various presentations and talks filmed in the context of the Principals' Institute and made the videos available to school staff as professional development resources.

- Offered training on the use of ICTs in the classroom for teachers in cooperation with the Université de Moncton (*EDUC 4000: thème technopédagogie*).

Planning

- Developed a vision and a three-year strategic plan for the use of ICTs in the classroom.

Instructional Resources (available through the portal)

- Added new instructional resources to the provincial portal for teaching staff.
- Purchased classroom distribution rights for films from the National Film Board of Canada site.
- Developed instructional videos for teachers of trades courses.
- Implemented an experimental project for a new portal for students.

Educational use of ICTs and notebook computers

- Implemented various pilot projects for new technologies in cooperation with school districts, in order to analyze their impact on teaching and learning, including:
 - Interactive Whiteboard
 - PC Tablet Project
 - Digital teaching and learning environment with the Desire2Learn platform; and
 - International classroom project

On-line courses

- Three hundred and twenty-three Francophone students participated in one or more of the 20 on-line courses: Spanish I, Spanish II, Advanced Physics, Advanced Mathematics, Media Studies, Law, Environmental Sciences, Astronomy,

Kinesiology, Biology II, Visual and Media Arts, Accounting, Entrepreneurship, Tourism Enterprise, Acadian History, Statistics, Design Technology, Life-Work Skills and Economics.

- Developed a new music creation course.

STUDENT SERVICES BRANCH

The Student Services Branch is an integral part of the Instructional Services Division. The Branch provides students with quality service with respect to learning, transition to kindergarten, francization, behaviour, special education, sensory impairments, guidance and preparation for life after school, health and services for children and youth and alternative learning centres. It supports and provides inclusive education for all children enrolled at school, from kindergarten to the end of high school (maximum of 21 years of age), and encourages the use of approaches that meet the varied needs of students in an inclusive classroom. The Branch also conducts applied research projects, seeks out and develops partnerships, organizes professional development activities, and coordinates pilot projects and demonstration sites. Representatives of the Student Services team act as resource persons who sit on provincial and national committees and ensure cooperation and liaison with the New Brunswick Department of Education.

Highlights:

- Collected data through a computer system to record behaviour problems so that proper follow-up can be done

at all levels of the education system.

- Organized information sessions offered by post-secondary Ambassador students in high schools, with the goal of facilitating workshops on life-work skills development in Grade 10 and 11 classes.
- Provided training for guidance counsellors in high schools and pilot primary schools relating to the facilitation of workshops for parents on the transition to post-secondary education for their children. Continued the life-work skills development pilot project for Grades 6 to 8 in 15 schools.
- Introduced a pilot project at four high schools on the on-line tool *Guide pour s'orienter* (orientation guide).
- Organized a two-day provincial meeting for guidance counsellors on trades and technology in cooperation with the Collège communautaire du Nouveau-Brunswick network.
- Developed a series of posters on various career fields used in the self-directed learning approach in the classroom.
- Provided funding to districts to organize training on the self-directed learning approach for school staff.
- Formed a working committee with representatives from the Department, districts and schools to review the reorganization of career counselling services for Grades 6 to 12.
- Developed in-depth training on specialized intervention for dyslexia.
- Offered intensive training in dyslexia intervention to 50 resource teachers in the five school districts.
- Updated the special education plan in terms of the recommendations from the operational audit and

- consultations in the schools.
- Offered training to resource teachers on amendments made to the special education plan.
 - Developed a new on-line form for requests for accommodation and exemptions from provincial examinations in cooperation with the Assessment and Evaluation Branch.
 - Continued to offer intensive training on autism to another cohort of 35 resource teachers and teaching assistants so that they can guide the actions to meet the needs of autistic students.
 - Purchased 500 notebook computers with specialized software for students who have learning disabilities.
 - Purchased specialized technologies for children with a disability.
 - Worked with the Department of Wellness, Culture and Sport to offer the Tobacco-Free Schools, Vegetable and Fruit, and Pedometer Challenge grant programs, and to implement the mental fitness strategy.
 - Continued to implement the recommendations of the MacKay report.
 - Updated the status of the interdepartmental report responding to the recommendations in the Child and Youth Advocate's *Connecting the Dots* and *Ashley Smith* reports.
 - A proposal was developed by the interdepartmental committee on the provincial implementation of an integrated services model, as proposed in the MacKay report and the *Connecting the Dots* and *Ashley Smith* reports of the Child and Youth Advocate.
 - Continued offering services to students with visual or hearing

impairments (ages 0 to 21).

- Consulted a specialist on gifted children in developing a provincial strategy in this area.
- Facilitated various workshops on special education including learning disabilities, giftedness and the special education plans.
- Organized the first symposium on the auditory-verbal approach.
- Trained teachers specializing in grief counselling.
- Developed and implemented two braille courses, *Braille intégrale* and *Braille abrégé*, for itinerant teachers.
- Cooperated with the University of Ottawa in writing a book in French on the auditory-verbal approach.

ASSESSMENT AND EVALUATION BRANCH

The Assessment and Evaluation Branch is responsible for providing the various stakeholders at both the provincial and local levels with information about the degree of success of learning and teaching in New Brunswick's Francophone public schools.

The Branch is responsible for developing, administering, and marking the elementary-level provincial exams and the high school completion exams, which are compulsory in order to obtain a high school diploma. It also coordinates and administers national and international assessment programs in the province's Francophone schools.

In addition, the Assessment and Evaluation Branch develops policies and programs on student assessments, as well as school, principal and teacher evaluations.

Evaluation of Learning - Primary Level

- Administered the Early Years Evaluation - Direct Assessment (EYE-DA) to all children registered for kindergarten in the fall of 2009.
- Administered the Early Years Evaluation - Teacher Assessment (EYE-TA), an evaluation to determine kindergarten students' level of development, in January 2010.
- Evaluated all Grade 2 students in order to determine their reading skill level. Administered two tests: silent reading and oral reading. The results were published in June. An individualized report was sent to the parents of each student before the end of the school year.
- Implemented a new reading assessment tool for Grade 4 students.
- Administered provincial examinations in Mathematics, (Grades 5 and 8), Science and Technology (Grade 5), and French Language Arts (Grade 8) and published the results in June 2009. An individualized report was sent to the parents of each student in Grades 5 and 8 before the end of the school year.
- Piloted assessments in Grade 3 Mathematics, Grade 5 French Language Arts (reading and writing), and Grade 8 Science and Technology.

Evaluation of Learning - High School

- Administered semester exams in Mathematics (Grade 11- 30311 and 30312) in June 2009 and January 2010 and annual French exams (Grade 11 - 10331 and 10332) in June 2009.

- Interviewed students enrolled in English (Grade 10) individually in May and June 2009 and in December 2009 and January 2010 to determine their level of oral proficiency in English Second Language. A personalized certificate was sent to each student indicating the mark obtained according to the language proficiency level achieved on the English Second Language interview.

Initial and Ongoing Teacher Training

- Participated in teaching sections of an education course at the Université de Moncton during the year.
- Prepared and facilitated several evaluation training workshops to support the development of a culture of evaluation to assist learning.

Pan-Canadian Assessment Program

- Participated in piloting the Pan-Canadian Assessment Program (PCAP).

Program for International Student Assessment (PISA)

- Participated in PISA in the spring of 2009.

Publication of results and other relevant information

- Published report cards on schools and districts.
- Published the inter-rater reliability indices for the provincial evaluations for the first time.
- Prepared the annual statistical report.
- Published new statistical documents to support districts and schools in analyzing their results in order to

pinpoint where they should concentrate their efforts.

- Participated in the early childhood development centres pilot project.
- Developed an on-line evaluation system.
- Developed the theoretical framework and questionnaires for students for the Grade 5, 8 and 11 evaluations.
- Updated the document *Fondements et gestion*.
- Developed and published evaluation frameworks for science and technology (Grades 5 and 8) and reading in French Language Arts (Grade 4).
- Developed and published a sample evaluation (text and questionnaire), an information table including the answer key and a rating guide for reading in French Language Arts (Grades 4 and 5).

TRANSFORMATION AND STRATEGIC INNOVATION DIVISION

In collaboration with the Francophone school districts, the mandate of the Transformation and Strategic Innovation Division is to define the major thrusts of and provide provincial coordination for the Community Schools Program (CSP). The Division also supports the school districts in the implementation of the program. One of the major projects involves the overall management of the provincial *Centre de litt ratie pour les enfants* program, which is being progressively implemented in several schools in each school district. The Division oversees the management and provincial coordination of the Innovative Learning Fund (ILF). Finally, it is

responsible for the Strategic Relations and Initiatives Branch, which coordinates various initiatives with key partners and other government agencies and is responsible for the Department's international Francophone relations.

COMMUNITY SCHOOLS BRANCH

The mandate of the Community Schools Branch is to implement the *Community Schools Program* (CSP) in Francophone schools. The goal is to gradually transform each participating school into an institution that maximizes the development potential of all students in a spirit of collective responsibility from the standpoint of a more self-sufficient society. The program builds particularly on high-quality learning in all subjects, especially in literacy, numeracy and science. This concept explicitly targets the gradual development, from kindergarten to Grade 12, of the competences, attitudes, strengths and qualities contained in the exit profile. Schools participating in the Community Schools Program benefit from the vigorous and structured support of a team of experts in the Department of Education.

Highlights:

- Set up, in collaboration with school districts, an organizational structure to foster the success of the Community Schools Program, including the participation of a community development officer in each school, a district coordinator for each of the five school districts and a team of experts from the Department of Education.

- Developed and validated, with school district representatives, a guide entitled *Guide d'accompagnement - Indicateurs et niveaux de qualité (September 2009)*. The guide is used to ensure consistent implementation of the 17 structuring components associated with the seven strategic thrusts of the CSP. This tool also enables school staff to establish a precise diagnosis with regard to implementation of the structuring components and will also make it possible to develop a more effective, tailor-made continuous improvement plan.
- Placed numerous references and tools on the portal to help districts and schools in establishing each community school.
- Produced other related tools, including conceptual documents, a document explaining the concept and a few explanatory videos.
- In collaboration with the school district coordinators, developed a specific action plan and set priorities for implementing the 17 structuring components of the Community Schools Program.
- Presented the Community Schools Program at a number of provincial, national and international forums.
- Participated in the development of various communications strategies and in the planning of announcements related to community schools.
- Developed a community schools designation process for school districts to ensure equity and fairness in the choice of schools.
- Supported the planning, organization and presentation of learning celebrations in each designated community school. Developed tools for this learning venture and ensured a presence at each celebration.
- Organized systematic training meetings for the coordinators of the designated community schools.
- Planned and organized a provincial meeting for the principals, community development officers and coordinators of the designated community schools, and took part in such meetings as needed.
- Contributed to the historic signing of a partnership agreement. The entrepreneurial community schools concept (ECS), currently in place in some Francophone schools in New Brunswick, could be implemented gradually elsewhere in Canada and abroad, through an agreement concluded with the Canadian Commission for UNESCO (United Nations Educational, Scientific, and Cultural Organization).
- Built bridges with other departments and with Acadian and Francophone organizations likely to contribute to the objective of the overall development of health for children, families, and communities.

INNOVATIVE LEARNING BRANCH

The Innovative Learning Fund (ILF) is a key initiative of the province's education plan *When kids come first*. The objective of the ILF is to support innovative projects focusing on academic success, especially in *literacy, numeracy and science*. These instructional innovations for success could subsequently be used by other teachers in different schools in the province.

Highlights:

- On the management level, for 2009-2010, the ILF included two categories of financial support, each with its own terms or rules. The maximum funding for Tier 1 projects was \$2,500 and for Tier 2 projects, \$20,000.
- Projects had to meet the requirements within the framework of the six instructional parameters of the ILF, namely the need linked to the quality of learning, value added to instruction and to innovation, assessment of impact on learning, project transferability, project viability, as well as collaboration with other partners (for Tier 2 projects only).
- The ILF funded 16 new projects in 2009-2010 for a total value of \$114,665.
- The ILF also funded 21 Tier 2 projects in their second year of operation, for a total value of \$91,850.

STRATEGIC RELATIONS AND INITIATIVES BRANCH

The Strategic Relations and Initiatives Branch acts as a liaison between the Department of Education, the other government agencies, and the community to promote the Department's strategic objectives and influence the Department's choices and actions. The Branch plans, coordinates, and implements related initiatives in cooperation with partners and is responsible for the Department's international Francophone relations.

Highlights:

- Developed and organized the first provincial debating tournament for New Brunswick high schools in collaboration with the Association des enseignantes et des enseignants francophones du Nouveau-Brunswick (AEFNB).
- Planned, established and supported the Action Group on the Commission on Francophone Schools responsible for follow-up on the LeBlanc Report.
- Supported the Minister of Education in his capacity as Chair of the Conference of Ministers of Education in French-Speaking Countries (CONFEMEN).
- Participated in the various meetings and activities of CONFEMEN, such as the panel forum on classroom practices and the school and extra-curricular environment, the seminar-workshop on the national correspondents and the meeting of the Bureau.
- Contributed to the work of UNESCO's Associated Schools Project Network.
- Took part in the work of the strategic committee on the international Francophonie.
- Organized the 16th annual Teaching Excellence Awards and began working with education partners toward developing a new recognition structure for the awards program.
- Organized, with various school and community stakeholders, the 21st Provincial French Pride Week and continued to work on planning a proposal for a new program orientation and the implementation of new projects.

- Planned and organized activities with partner organizations, in connection with the Éducation Plus summer camps.
- Organized the provincial selection for the Dictée des Amériques and accompanied the delegation to the international finals in Quebec City.
- Organized, with the Anglophone sector, the selection of the recipient of the Lester B. Pearson Scholarship.
- The bipartite committee, made up of representatives of the Department of Education and the Fédération des conseils d'éducation, continued its work with a view to improving communication and collaboration.
- Continued to sit on the New Brunswick Rural Team committee, a discussion forum made up of provincial and federal representatives with an interest in the development of rural areas.

Teachers' Association (NBTA), Association des enseignantes et des enseignants francophones du Nouveau-Brunswick (AEFNB), New Brunswick Teachers' Federation (NBTF) and school districts, compliance with provisions of the *Education Act*, Regulation, Policy, Teachers' Collective Agreement with respect to teacher certification and the Teacher Mobility Agreement.

The Branch is also involved in the review and implementation of changes related to Teacher Certification Regulations, membership on the Minister's Advisory Committee on Teacher Certification, *Provincial PD Steering Committee*, *Minister's Advisory Committee for Accreditation of Initial Teacher Education Programs* and the Teacher Education Coordinating Committee, preparing briefing notes for senior management and making recommendations to the minister in the matters of suspension or revocation of teachers' certificates.

TEACHER CERTIFICATION BRANCH

The Teacher Certification Branch evaluates all applications for teacher certification in both the Anglophone and the Francophone sectors of the New Brunswick public school system. This includes out-of-province and out-of-country applications by correspondence or by direct contact.

Other duties and responsibilities include the issuance of regular local permits and Principals' Certificates, evaluation of work experience for salary purposes, approval of university courses for upgrading purposes, liaison with provincial universities, New Brunswick

Highlights:

- Issued a total of 1,247 new, renewed and upgraded certificates:

Certificate 4.....2
Male-female ratio:.....2/0

Certificate 5.....745
Male-female ratio:.....185/560

Certificate 6.....229
Male-female ratio:.....43/186

Interim Certificate 493
Male-female ratio:.....20/73

Interim Certificate 5150
Male-female ratio:.....52/98

Interim Certificate 628
Male-female ratio:.....12 /16

- Issued 44 Principal's Certificates, 22 to men and 22 to women.
- Revoked four teacher's certificates.
- Presented requirements for teacher certification to university students completing initial teacher-training programs in New Brunswick.

POLICY AND PLANNING DIVISION

The Policy and Planning Division is divided into two branches: Policy and Legislative Affairs and Corporate Data Management and Analysis. The Division is responsible for policy development, analysis and advice, legislative proposals, governance issues, legislature support and coordination, corporate strategic planning, administration of the *Protection of Personal Information Act*, *Right to Information Act*, and *Public Interest Disclosure Act*, copyright, statistical information, data gathering instruments, project management, surveys, accountability tools and performance indicators.

POLICY AND LEGISLATIVE AFFAIRS BRANCH

The Policy and Legislative Affairs Branch manages the Department's legislative and policy framework by developing new policy and legislative proposals, interpreting policy and

legislation for school districts, and providing policy advice. The Branch also monitors and responds to public school governance issues, administers the *Public Interest Disclosure Act*, *Protection of Personal Information* and *Right to Information* acts, and addresses educational copyright issues. The Branch provides strategic planning for the Department, ensures departmental plans are implemented strategically and effectively, and provides reports on departmental initiatives and on the progress of publicly-stated goals and targets. The Branch ensures that the Minister and Deputy Ministers are prepared for the Legislature and its committees, and facilitates the Department's corporate and coordinated approach to intergovernmental and interdepartmental activities.

Highlights:

Policy Development

- Released revisions to Policy 309 - *French Second Language (FSL)*. The policy was revised to reflect recent changes to FSL programs. Began additional changes to the policy to reflect a change to the program names as well as clarify a few additional details related to proficiency and assessments.
- Released Policy 804 - *Student Registration* to standardize the student registration process across the province in order to assist with the implementation of the Provincial Student Registration System. This included revising the School Entry Permit.
- Released revisions to Policy 703 - *Positive Learning and Working Environment* in consultation with the New Brunswick Teachers'

Association, l'Association des enseignantes et enseignants francophones du Nouveau-Brunswick, the New Brunswick Teachers' Federation, la Fédération des enseignants du Nouveau-Brunswick, the New Brunswick Association for Community Living and the New Brunswick Advisory Council on Youth. The policy was revised to include references to cyberbullying and to enhance sections relating to harassment and bullying. It now includes guidelines for a Provincial Student Code of Conduct as well as a section on conflict resolution.

- Released revisions to Policy 409 - *Multi-year School Infrastructure Planning* (formerly *Closure of Schools*). This policy defines the process for strategic and long-term infrastructure planning in the public school system in addition to the study of a school's sustainability and grade reorganizations. This policy now includes the standards for the naming of public schools (formerly Policy 401 - *Naming of Schools*).
- Developed and began consultation on a draft policy to support each linguistic sector's Community Schools program.
- Developed a draft ministerial statement on small and rural schools to articulate government's vision and supports for schools.
- Initiated a pilot of the new Bilingual Learning Environment policy in 35 schools across the nine anglophone districts.
- Began revisions to Policy 512 - *Extra-Curricular Activity Vehicles* and Policy 513 - *Transportation to and from Off-Site School-Related Extra-Curricular Activities* in response to

recommendations from the Coroner's Inquest.

- Began work to clarify questions regarding liability and transportation in relation to Policy 307 - *Work Education*.
- Began development of Policy 712 - *Search and Seizure*.
- Consulted superintendents and relevant district staff on all policy revisions and development.
- Continued to provide support to Policy 711 - *Healthier Foods and Nutrition in Public Schools*.

Corporate Projects

- Prepared submissions for Cabinet on a variety of topics.
- Provided Education input on various government-wide initiatives and plans.
- Coordinated and tracked quarterly the *When kids come first* plan actions.
- Coordinated and tracked the corporate government commitments and provided regular quarterly updates for Executive Council Office.
- Coordinated the production of the Department of Education's 2008-2009 annual report.
- Released the Accountability Report on the targets of the education plan *When kids come first*. The report is designed to give parents and the public a complete picture of where the education system stands on key indicators.
- Co-led the Working Group on Targets and Reports (WGTR) with the Corporate Data Management and Analysis Branch. Met with the WGTR representatives in order to finalize data gathering mechanisms for reporting on the 23 targets in the education plan *When kids come first*.

- Provided data and information in support of the Poverty Reduction Plan led by Social Development.
- Coordinated and led government involvement in the provincial Youth Strategy including the creation of an interdepartmental committee.

Legislation

- Provided support on legal matters concerning the *Education Act* and provided advice to school districts.
- Ensured that Education's concerns related to human rights legislation were addressed in provincial submissions by developing departmental contributions on such issues as: religion and law, discrimination against women, rights of the child, persons with disabilities, social and cultural rights, and Aboriginal issues.
- Complied with the Department's responsibilities under the *Public Interest Disclosure Act*.
- Complied with the Department's responsibilities under the *Right to Information Act*, by responding to 24 requests for materials, up from 19 in 2008-2009.
- Complied with the Department's privacy responsibilities under the *Protection of Personal Information Act*.
- Made amendments to *Regulation 97-150* of the *Education Act* regarding the calculation of the annual tuition fee for international students and the newly added mandatory application fee and orientation fee.

Legislature Activity

- Ensured the Minister was well prepared for the Legislative Assembly by coordinating ministerial support and by holding weekly

meetings with communication staff and the Minister's Executive Assistant.

- Ensured the Department's legislative responsibilities were fully met by responding to three tabling motions as well as several petitions.
- Prepared briefing materials related to work undertaken by the Division for legislative sessions, including departmental appearances before committees of the legislature, as well as for media interviews and news releases.

District Education Councils (DECs)

- Provided advice to DEC's on governance issues and interpretation of legislation.
- Provided opportunities for DEC's to give input on provincial policies.
- Coordinated the nomination of student DEC councillors and produced and organized the distribution of documentation and information to students, parents, DEC's and schools.
- Continued to provide advice and support to DEC's regarding the participation of student councillors.

Committees

- Provided staff expertise to several interdepartmental steering committees and working groups, including: Ministerial Committee on Inclusive Education, Community Non-Profit Task Force, Poverty Reduction Plan - *Bringing the pieces together*, Red Tape Reduction, Skills Summit, Transforming Human Resources, Wage Gap, Women and Girls at Risk and Coordinating Committee on Official Languages.
- Participated on national committees, including: the Joint Statistics Canada

- Council of Ministers of Education Canada (CMEC) Strategic Management Committee; the Canadian Education Statistics Council Working Group; and CMEC's Copyright Consortium Steering Committee.

Federal-Provincial Activity

- Ensured New Brunswick's educational interests were promoted regionally, nationally and internationally by liaising with CMEC, and the Council of Atlantic Ministers of Education and Training (CAMET).

CORPORATE DATA MANAGEMENT AND ANALYSIS BRANCH

The Corporate Data Management and Analysis Branch ensures the Minister and Deputies have sound and timely student and staff-level data on which to base decision-making. This is achieved by: putting in place appropriate electronic information systems and databases, developing and updating key achievement standards and performance indicators, developing and administering data gathering instruments, and developing and producing reports and other accountability tools.

The Branch provides statistical information regarding different aspects of the New Brunswick education system, including pupil enrolment, pupil-educator ratios, high school course enrolment, home and independent schooling enrolment, Part 2 staff FTEs and absenteeism, First Nations enrolment, projections, French second language, numbers of classes and class size, graduation trends and rates, dropouts,

ratios, etc. The Branch audits the raw data and prepares official figures that are shared internally and externally.

The Branch participates in inter-provincial statistics projects, with the aim of developing timely and relevant indicators. The Branch also participates in other projects to improve the reliability and efficiency of data collection and analysis.

The Branch works closely with the Policy and Legislative Affairs Branch of the Policy and Planning Division to ensure that data supports and informs policy development.

Highlights:

Data Projects

- Assisted researchers within and outside the province by responding to various requests for data. This included the provision of data to the Atlantic Institute for Market Studies (AIMS), students attending public schools and post-secondary institutions, Canadian Parents for French, l'Organisation internationale de la Francophonie, and Statistics Canada.
- Administered a Grade 12 exit survey to 30% of the students in the province for the 4th time. Released the third report in September 2009.
- Produced reports on: absenteeism, dropouts, Education Outline, Exit Survey, School Directory and Summary Statistics.
- Prepared and distributed approximately 8,000 provincial diplomas, as well as nearly 500 diplomas for New Brunswick's international schools.

- Responded to approximately 425 requests (internal and external) for data.
- Revised current data standards and developed several new ones related to attendance, pupil accounting, student records, student transfers, medical information, student registration, etc., in preparation for migration to a new student information system.
- Piloted a new electronic Educational Staff Record (ESR) form that was completed by all educators in the province.
- Co-led the Working Group on Targets and Reports (WGTR) with the Policy and Legislative Affairs Branch. Met with the WGTR representatives in order to finalize data gathering mechanisms for reporting on the 23 targets in the education plan *When kids come first*.
- Developed a Student Information Officer role in the Branch to ensure that data in the student information system are as accurate as possible and that any inconsistencies are corrected quickly.

ADMINISTRATION AND FINANCE DIVISION

The Administration and Finance Division is responsible for providing efficient support in the areas of Human Resources, Information Systems, Finance and Services, Educational Facilities and Pupil Transportation Services to the Anglophone and Francophone public education sectors (K-12) of the Department at both the central office and district level. The Division also provides support services

to the Department of Wellness, Culture and Sport.

FINANCE AND SERVICES BRANCH

The Finance and Services Branch consists of the following units: Budget and Accounting, School District Financial Services, School District Payroll Services and Administrative Services. The Branch mandate includes budgeting, accounting, effective departmental internal controls, financial reporting of school district operations, as well as providing general office and administrative support services.

The Branch promotes accountability and is committed to the continued improvement in the management of financial and administrative support resources.

Highlights:

- Prepared the Main Estimates budget for the Department of Education and the Department of Wellness, Culture and Sport.
- Provided accounting and financial consulting services to ensure the efficient use of financial resources. This included preparing financial information and support documentation for Public Accounts and Main Estimates.
- Managed and operated the school district payroll system which involves the bi-weekly payment of 15,000 employees and the annual issuance of 22,000 T4 slips.
- Completed the implementation of the upgrades to the Genesys payroll processing system for school

districts, including the elimination of paper based payroll reports.

- Developed policies, procedures and best practices necessary to ensure sound financial management including the restructuring of financial reporting in Educational Services Divisions to support the accountability requirements of *When kids come first* initiatives.
- Responded to requests from stakeholders for financial and statistical information.
- Coordinated the purchase of goods and services in compliance with the *Public Purchasing Act*.
- Provided general administrative support services for central office facilities, records management and reception services.
- Identified accounting and reporting requirements for school raised funds in collaboration with school districts and the Office of the Comptroller.
- Implemented the i-expense travel claim process for Education head office and Wellness, Culture and Sport.
- Implemented the updated Purchase Card system introduced by the Office of the Comptroller.
- Organized and delivered training sessions on the *Public Purchasing Act* for head office and Wellness, Culture and Sport.

EDUCATIONAL FACILITIES AND PUPIL TRANSPORTATION BRANCH

The Educational Facilities and Pupil Transportation Branch provides school districts with support and expertise in the planning and management of educational facilities and the pupil transportation system. The objective is

to create a healthy and secure learning and working environment and to ensure a safe and efficient bussing of students.

Highlights:

- Prepared the documentation in support of the 2010-2011 Capital Budget Submission for Major and Capital Improvement Projects.
- Coordinated the completion of Major and Capital Improvement Projects in consultation with the Department of Supply and Services and school districts.
- Initiated/completed planning and design for three schools: Andover Elementary School, Doaktown Consolidated and École Régionale de Restigouche-Est.
- Completed construction of three major capital projects: Bayside Middle School (phase 2), Sainte-Thérèse (phase 1) and Clément Cormier (phase 3).
- Initiated/continued construction at Minto Memorial High School, Central New Brunswick Academy and Sainte-Thérèse (Phase 2).
- Selected a proponent and finalized the contract for the construction of P3 schools in Rexton and Moncton North.
- Completed phase two testing and documentation for radon gas (21 schools) in cooperation with the Department of Health. Initiated phase three testing (20 schools).
- Completed radon remediation work in five schools (Terre-des-Jeunes, Sugarloaf, Saint Paul, Bath and La Rivière) and completed planning for radon remediation work for 21 schools to be completed in summer 2010.

- Initiated research and consultation on a new asset management process.
- Participated in the development of a concept for an industrial mobile workshop.
- Maintained a database on the yearly schedule and follow-ups of provincial testing on potable water, as per the *Clean Water Act*, for each school that has an artesian well.
- Maintained a database to track Fire Marshall orders and when work was completed by school districts.
- Provided support to school districts for the educational facilities management system (MPC system).
- Produced a draft Educational Facilities Planning Guide in both official languages for approval.
- Developed and coordinated departmental contingency plans for H1N1.
- Provided training to new school bus drivers and assisted school districts in the delivery of the annual school bus driver's refresher course.
- Provided the initial school driver training program to 159 people.
- Purchased 86 new school buses.
- Maintained up-to-date summary data and ensured a follow-up of inspections conducted on school buses by the Commercial Vehicle Enforcement Branch under the Department of Public Safety.
- Provided follow-up on general inquiries for interpretation of legislated regulations and policies pertaining to educational facilities and pupil transportation management.
- Coordinated implementation of policies on extra-curricular travel with school districts and the Department of Transportation.

- Collaborated with the Department of Transportation on winter tire configuration for 20 passenger multi-functional activity buses.
- Collaborated with the Department of Transportation and school districts on the transfer of existing multi-functional activity buses to the provincial fleet.
- Developed specifications for the purchase of new multi-functional activity buses.

HUMAN RESOURCES BRANCH

The Human Resources Branch develops, promotes and supports human resource policies, programs and practices that result in a workplace culture that is congenial, nurturing and committed to achieving a standard of excellence in education and all aspects of service delivery.

The Branch is responsible for providing comprehensive human resources services including new human resource strategic initiatives to the Department of Education's senior administrators, other central staff, representatives in the public school system and the Department of Wellness, Culture and Sport.

Highlights:

Place 2000 Health and Wellness Committee

- Continued to promote and enhance the health and well-being of employees.
- Organized events that recognized employee commitment such as the Fall and Spring Employee

Appreciation Events and the Holiday Open House Event.

- Organized activities that promote staff participation and awareness including monthly noon-hour lunch and learn sessions, the Family Winter Active day, the Flu Shot Clinic, Halloween and Easter events and an onsite Pilates program.
- Encouraged the adoption of healthy lifestyle practices for employees by providing ongoing support and updating of the Wellness Room and Lounge.
- Recognized by the Heart and Stroke Foundation for workplace wellness programs and honored with a Gold “Wellness at Heart” Award for 2009.

The Health and Safety Committee

- Made recommendations for policy, procedures and codes of practice that ensure employee safety.
- Provided a framework to assist management in ensuring new employees receive safety and core competency orientation.
- Continued to promote and ensure the health and safety of employees through monthly committee meetings and workplace inspections.
- Implemented a new workplace inspection initiative in accordance with the amendments to the *Occupational Health and Safety Act*, in order to promote awareness of health and safety issues in the workplace.
- Represented the Departments of Education and Wellness, Culture and Sport on the Interdepartmental Health and Safety Advisory Committee.
- Played an integral role on the Pandemic Planning Committee.

The Part I Services Section

- Hired approximately 113 casual employees through the administration of the Student Employment Experience Development (SEED) Program, the Priority Employment Project (PEP) and all other associated programs.
- Provided the Employee and Family Assistance Program, second language training, and orientation for new employees.
- Responded to official language inquiries and complaints - the Commissioner of Official Languages did not receive any complaints pertaining to the Department of Education this past year.
- Worked on the development of core competencies.
- Coordinated linguistic profiles.
- Responded to one workplace harassment complaint.
- Managed more than 30 competitions and a total of eight requests in the area of classifications and reclassifications.

The Strategic Initiative Unit

- Participated in the implementation of the action plan based on the results of the Public Service Employee Survey.
- Continued to work on the succession plan for the Department which includes the identification of critical positions.
- Continued participating in the development of the core competencies, with an initial focus on positions Pay Band 6 and above. Once completed, core competencies for all remaining positions will be done.

- Continued to work on the establishment and classification of new positions for school districts.

The Part II Services Section

- Played a lead role in the negotiation, conciliation and essential designation hearing process between Board of Management and the Canadian Union of Public Employees, (CUPE) Local 2745 in relation to operational issues for both the Department and school districts.
- Played a lead role in the negotiation process between Board of Management and the Canadian Union of Public Employees, (CUPE) Local 1253 in relation to operational issues for both the Department and school districts.
- Consulted on four Human Rights complaints.
- Placed over 170 kindergarten support workers in classrooms with an enrolment of 21 students.
- Administered 125 grievances and resolved several complaints prior to a grievance being filed. Additionally, seven prior grievances proceeded to an adjudication hearing.
- Participated in a joint working committee with the New Brunswick Teachers' Federation (NBTF) concerning teacher workload and allocation.
- Processed 40 Policy 701 complaints, ten workplace harassment complaints and eight possible civil actions.
- Provided Labour Relations services to the 14 school districts across the province. Examples include providing interpretations of four collective agreements and non-bargaining personnel policies, providing assistance with

grievances, complaints related to the *Policy for the Protection of Pupils*, Human Rights complaints, workplace harassment complaints, civil actions, position reclassifications and other human resources issues.

- Participated in and continued to work towards the improvement of labour relations with CUPE 1253, CUPE 2745 and the NBTF.
- Administered the Deferred Salary Plan; enrolment of 208 teachers in the plan of which 100 took leave during the 2008-2009 school year and 132 are scheduled to take leave during the 2009-2010 school year.
- Received and finalized 13 requests for reclassification.

INFORMATION SYSTEMS SERVICES BRANCH

The Information Systems Services Branch is responsible for the implementation and support of information technology in the public school system, the Department of Wellness, Culture and Sport and the Department of Education central office. This includes responsibility for the implementation and management of administrative information systems, coordinating the implementation of province-wide information systems with school district technical staff, and management of the wide area network (WAN) that connects all schools, districts and central office.

Highlights:

- Supported, in collaboration with the educational groups, the information systems and technology requirements to support educational initiatives. These include the

infrastructure necessary to support and deliver on-line courses, video conferencing, e-mail for students and teachers, school and district web site hosting, and various other technologies.

- Oversaw the technical activities of the Notebook Computer Programs for teachers including the maintenance, the handling and the shipping of the equipment to school districts. Initiated the equipment refresh for the 8,000 notebooks for teachers.
- Continued to work with the Student Services Branch in the enhancement and maintenance of the Special Education Plan System (e-SEP) used by teachers in Anglophone schools to manage information on students on a special education plan.
- Provided technical support and continued to expand the NB Education Portal which contains learning resources for educators.
- Part II Payroll applications: continued, in cooperation with the Department of Supply and Services and school districts, to provide technical support ensuring the operation of the Part II payroll system.
- Completed the project to upgrade the net pay calculator module of the Part I and Part II payroll systems. This project was done in collaboration with the Office of Human Resources.
- Enhanced the web-based elementary school report card application for the Anglophone sector schools. Improvements included adding rich-text capabilities to the comment areas and providing teachers the ability to view anecdotal comments from previous years.
- Developed and released a web-based system, called the *Provincial*

Student Registration System (PSRS), to uniquely identify each student and to properly generate a unique provincial student identifier. The student number is now known as the *New Brunswick Education Number* (NBEN) and is associated with a student in perpetuity.

- In collaboration with the Educational Services Divisions, Policy and Planning and school districts, gathered the business requirements for a student information system.
- Developed a web-based system for the Office of Educator Excellence called the *Continuous Professional Learning System*. This system allows teachers to view and register for professional development opportunities offered by the Department and provides the Department with information regarding enrollment and attendance per district and school.
- Supported and maintained over 45 educational and administrative applications in the development or maintenance stage.
- In collaboration with the Department of Supply and Services, completed the process of migrating all schools' and district offices' communication infrastructure to the new shared wide area network for GNB. This infrastructure uses next generation technology to provide enhanced performance, flexibility and reliability of Internet and communication services. Additionally, added increased capacity and redundancy for internet connectivity.

SCHOOL DISTRICTS

New Brunswick's public education system has 14 school districts - nine English and five French.

The Minister sets provincial parameters and direction in education. Through the Department of Education, the Minister establishes the policy framework and the standards that govern the province's education system. The Minister is also responsible for the provincial curriculum and assessment framework.

District Education Councils (DECs), consisting of publicly and locally elected members, are responsible for implementing provincial education policy and for establishing the direction and priorities for the school district and for making decisions as to how the districts and schools are operated. DECs, with their superintendent, develop education and expenditure plans, implement programs, services and provincial policies, and establish local policies to best meet the needs of their district.

Information on the individual school districts, including their annual reports, is available by contacting their office.

Anglophone School Districts

School District 02

1077 St. George Blvd.
Moncton, NB E1E 4C9
Tel.: 506-856-3222
Fax: 506-856-3224
<http://www.district2.nbed.nb.ca>

School District 06

70B Hampton Road
Rothesay, NB E2E 5Y2
Tel.: (506) 847-6262
Fax: (506) 847-6211
<http://www.district6.nbed.nb.ca>

School District 08

490 Woodward Avenue
Saint John, NB E2K 5N3
Tel.: (506) 658-5300
Fax: (506) 658-5399
<http://www.district8.nbed.nb.ca>

School District 10

11 School Street
St. Stephen, NB E3L 2N4
Tel.: (506) 466-7300
Fax: (506) 466-7309
<http://www.district10.nbed.nb.ca>

School District 14

138 Chapel Street
Woodstock, NB E7M 1H3
Tel.: (506) 325-4432
Fax: (506) 325-4490
<http://www.district14.nbed.nb.ca>

School District 15

464 Montgomery Street
Dalhousie, NB E8C 2A6
Tel.: (506) 684-7555
Fax: (506) 684-7552
<http://www.district15.nbed.nb.ca>

School District 16

78 Henderson Street
Miramichi, NB E1N 2R7
Tel.: (506) 778-6075
Fax: (506) 778-6090
<http://www.district16.nbed.nb.ca>

School District 17

17 Miramichi Road
Oromocto, NB E2V 2P6
Tel.: (506) 357-4010
Fax: (506) 357-4011
<http://www.district17.nbed.nb.ca>

School District 11

10 Commercial Street, Unit 2
Richibouctou, NB E4W 3X6
Tel.: (506) 523-7655
Fax: (506) 523-7659
<http://www.district11.nbed.nb.ca>

School District 18

1135 Prospect Street
Fredericton, NB E3B 3B9
Tel.: (506) 453-5454
Fax: (506) 444-5264
<http://www.district18.nbed.nb.ca>

Francophone School Districts

School District 01

425 Champlain Street
Dieppe, NB E1A 1P2
Tel.: 506-856-3333
Fax: 506-856-3254
<http://www.district1.nbed.nb.ca>

School District 03

298 Martin Street
Edmundston, NB E3V 5E5
Tel.: (506) 737-4567
Fax: (506) 737-4568
<http://www.district3.nbed.nb.ca>

School District 05

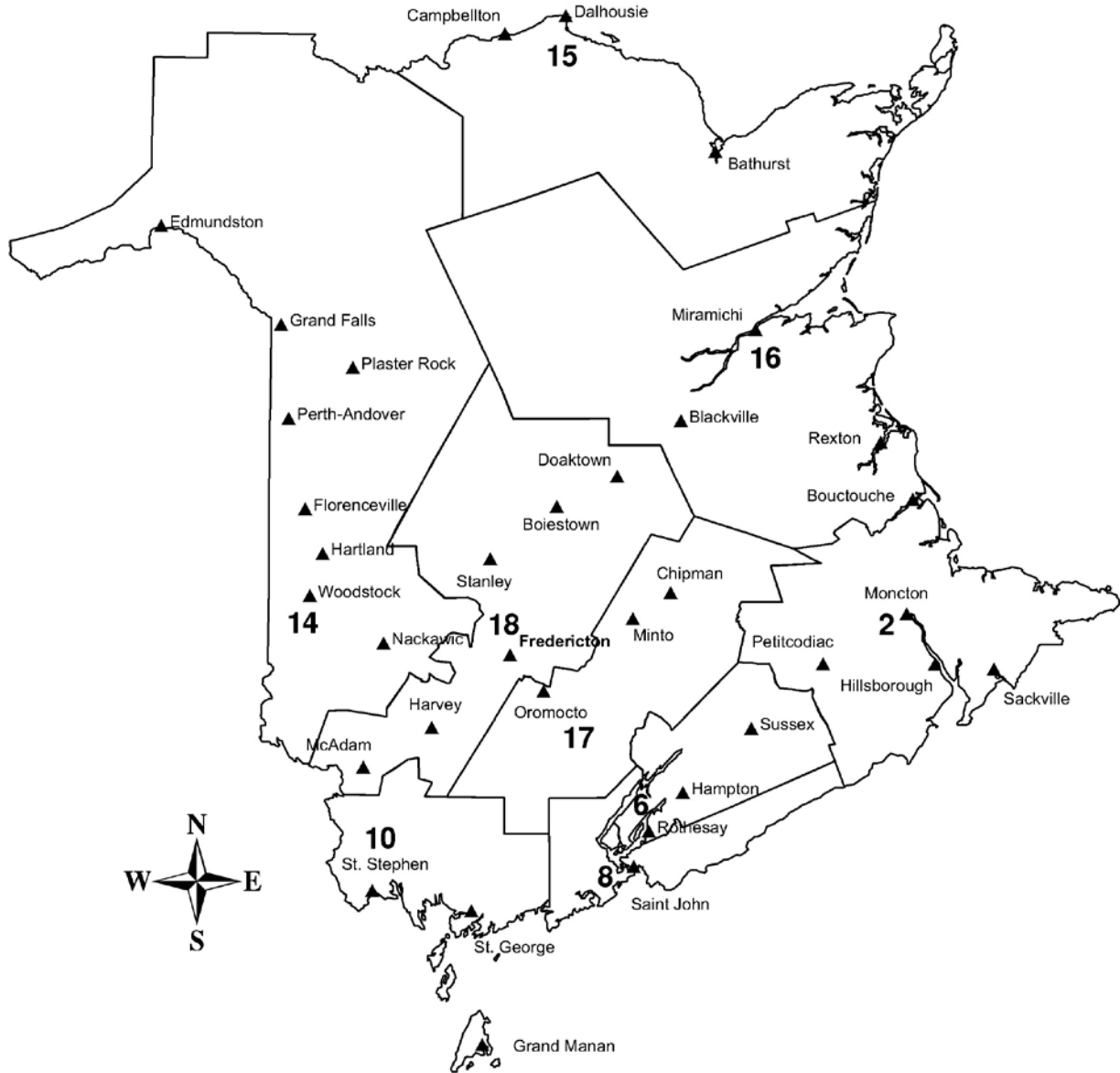
21 King Street
Campbellton, NB E3N 1C5
Tel.: (506) 789-2255
Fax: (506) 789-4840
<http://www.district5.nbed.nb.ca>

School District 09

3376 Main Street
PO Box 3668, Station Main
Tracadie-Sheila, NB E1X 1G5
Tel.: (506) 394-3400
Fax: (506) 394-3455
<http://www.district9.nbed.nb.ca>



New Brunswick Anglophone School Districts





New Brunswick Francophone School Districts



APPENDICES

	Page
Enrolment by School District and Year, September 30, 2001 to September 30, 2009.....	43
Enrolment by School District and Language of Instruction, September 30, 2009	44
On-Reserve First Nations Students Attending New Brunswick Public Schools, September 30, 2009	45
Enrolment by School District by Grade, September 30, 2009	46
Number of Combined Classes by School District and Year, September 30, 2001 to September 30, 2009.....	47
Educators and Pupil/Educator Ratio by School District and Year, September 30, 2006 to September 30, 2009.....	48
Schools by District and Level of Instruction, September 30, 2009	49
Summary of Schools by Level and Language of Instruction, September 30, 2009	50
Financial Overview 2009-2010	51
Financial Overview 2009-2010 : Special Purpose Accounts.....	52
Comparison of Operating Budget to Actual Expenditure of School Districts for the Year Ended March 31, 2010.....	53

Department of Education

Enrolment by School District and Year
September 30, 2001 to September 30, 2009

School District ¹	Sept. 2001	Sept. 2002	Sept. 2003	Sept. 2004	Sept. 2005	Sept. 2006	Sept. 2007	Sept. 2008	Sept. 2009
Anglophone Districts									
02 - Moncton	16,860	16,726	16,687	16,671	16,508	16,287	16,188	15,976	15,822
06 - Rothesay	10,762	10,629	10,548	10,463	10,427	10,338	10,369	10,282	10,172
08 - Saint John	14,209	14,064	13,751	13,477	13,135	12,745	12,428	12,166	11,880
10 - St. Stephen	4,610	4,616	4,564	4,521	4,340	4,191	4,082	4,063	3,912
14 - Woodstock	9,123	8,932	8,863	8,699	8,511	8,292	8,046	7,834	7,748
15 - Dalhousie	4,516	4,403	4,263	4,127	3,982	3,843	3,745	3,644	3,515
16 - Miramichi	6,850	6,756	6,722	6,600	6,492	6,336	6,161	6,002	5,831
17 - Oromocto	5,936	5,815	5,720	5,628	5,501	5,241	5,218	5,037	4,908
18 - Fredericton	12,823	12,634	12,681	12,633	12,464	12,387	12,326	12,284	12,186
Francophone Districts									
01 - Dieppe	6,914	6,915	6,891	6,936	7,055.5	7,123	7,297	7,568	7,721
03 - Edmundston	8,024	7,716	7,448	7,235	6,966	6,576	6,402	6,196	5,947
05 - Campbellton	6,722	6,476	6,255	6,087	5,934	5,724	5,500	5,273	5,057
09 - Tracadie-Sheila	8,442	8,126	7,903	7,675	7,411.5	7,102	6,911	6,646	6,402
11 - Richibouctou	7,001	6,792	6,573	6,393	6,093	5,828	5,615	5,436	5,293
Anglophone	85,689	84,575	83,799	82,819	81,360	79,660	78,563	77,288	75,974
Francophone	37,103	36,025	35,070	34,326	33,460	32,353	31,725	31,119	30,420
Province	122,792	120,600	118,869	117,145	114,820	112,013	110,288	108,407	106,394

¹ The cities/towns listed in association with each district represent the location of the school district offices.

Enrolment by School District and Language of Instruction

September 30, 2009

School District ¹	English	French	French Immersion	Total
Anglophone Districts				
02 - Moncton	10,987	-	4,835	15,822
06 - Rothesay	6,987	-	3,185	10,172
08 - Saint John	9,786	-	2,094	11,880
10 - St. Stephen	3,432	-	480	3,912
14 - Woodstock	6,532	-	1,216	7,748
15 - Dalhousie	2,558	-	957	3,515
16 - Miramichi	5,057	-	774	5,831
17 - Oromocto	4,268	-	640	4,908
18 - Fredericton	9,135	-	3,051	12,186
Francophone Districts				
01 - Dieppe	-	7,721	-	7,721
03 - Edmundston	-	5,947	-	5,947
05 - Campbellton	-	5,057	-	5,057
09 - Tracadie-Sheila	-	6,402	-	6,402
11 - Richibouctou	-	5,293	-	5,293
Anglophone	58,742	-	17,232	75,974
Francophone	-	30,420	-	30,420
Province	58,742	30,420	17,232	106,394

¹ The cities/towns listed in association with each district represent the location of the school district offices.

**On-Reserve First Nations Students
Attending New Brunswick Public Schools**
September 30, 2009

School district	First Nation reserve	Number of students
01	Kingsclear	1
02	Fort Folly	4
03	Saint-Basile	27
05	Eel River	1
	Listuguj Mi'gmaq	6
	Pabineau	1
09	Burnt Church	44
11	Bouctouche	4
	Red Bank	5
14	Saint-Basile	7
	Tobique	186
	Woodstock	86
15	Eel River	103
	Listuguj Mi'gmaq	171
	Pabineau	26
16	Big Cove (Elsipogtog)	285
	Bouctouche	18
	Burnt Church	129
	Eel Ground	59
	Indian Island	23
	Red Bank	65
17	Oromocto	78
18	Kingsclear	79
	St. Mary's	165
Total		1,573

Enrolment by School District by Grade
September 30, 2009

School District ¹	Total	Grades												Previous Graduates	
		K	1	2	3	4	5	6	7	8	9	10	11		12
Anglophone Districts															
02 - Moncton	15,822	1,050	1,075	1,069	1,108	1,162	1,148	1,153	1,183	1,268	1,301	1,425	1,420	1,424	36
06 - Rothesay	10,172	664	646	733	690	708	791	783	771	804	854	897	913	894	24
08 - Saint John	11,880	796	793	773	800	775	816	857	926	945	1,136	1,120	1,175	968	0
10 - St. Stephen	3,912	250	293	255	258	259	274	276	314	335	347	349	331	363	8
14 - Woodstock	7,748	512	506	477	513	563	571	594	629	610	705	658	705	691	14
15 - Dalhousie	3,515	169	187	222	206	207	217	242	274	262	334	361	398	416	20
16 - Miramichi	5,831	302	346	340	350	376	412	462	415	468	523	543	592	688	14
17 - Oromocto	4,908	337	340	337	312	362	358	378	388	383	411	441	487	374	0
18 - Fredericton	12,186	812	843	795	860	879	855	952	925	997	1,029	1,075	1,111	1,046	7
Francophone Districts															
01 - Dieppe	7,721	643	699	661	595	596	561	531	575	522	647	594	576	514	7
03 - Edmundston	5,947	386	450	412	434	421	461	472	460	425	493	491	522	515	5
05 - Campbellton	5,057	327	357	344	346	381	368	396	394	376	439	446	416	461	6
09 - Tracadie-Sheila	6,402	386	397	431	411	477	479	486	475	463	566	582	634	596	19
11 - Richibouctou	5,293	363	394	365	386	377	394	415	375	420	478	441	431	441	13
Anglophone	75,974	4,892	5,029	5,001	5,097	5,291	5,442	5,697	5,825	6,072	6,640	6,869	7,132	6,864	123
Francophone	30,420	2,105	2,297	2,213	2,172	2,252	2,263	2,300	2,279	2,206	2,623	2,554	2,579	2,527	50
Province	106,394	6,997	7,326	7,214	7,269	7,543	7,705	7,997	8,104	8,278	9,263	9,423	9,711	9,391	173

¹ The cities/towns listed in association with each district represent the location of the school district offices.

Department of Education

Number of Combined Classes by School District and Year

September 30, 2001 to September 30, 2009

School District ¹	Sept. 2001	Sept. 2002	Sept. 2003	Sept. 2004	Sept. 2005	Sept. 2006	Sept. 2007	Sept. 2008	Sept. 2009
Anglophone Districts									
02 - Moncton	81	115	122	101	100	77	69	47	55
06 - Rothesay	29	28	34	36	31	25	30	27	23
08 - Saint John	38	38	32	36	28	28	31	42	40
10 - St. Stephen	40	37	36	38	33	33	28	32	30
14 - Woodstock	49	49	65	57	75	62	63	50	38
15 - Dalhousie	24	30	30	35	29	22	19	18	19
16 - Miramichi	33	34	35	36	38	39	34	28	25
17 - Oromocto	43	33	40	49	47	35	37	31	33
18 - Fredericton	39	38	34	30	35	31	32	31	25
Francophone Districts									
01 - Dieppe	3	5	2	3	5	8	1	2	-
03 - Edmundston	11	9	9	9	3	3	3	2	3
05 - Campbellton	21	19	20	27	19	17	17	16	16
09 - Tracadie-Sheila	17	15	4	7	5	3	5	4	4
11 - Richibouctou	19	19	19	19	21	18	6	6	7
Anglophone	376	402	428	418	416	352	343	306	288
Francophone	71	67	54	65	53	49	32	30	30
Province	447	469	482	483	469	401	375	336	318

¹ The cities/towns listed in association with each district represent the location of the school district offices. For comparison purposes, historical data have been combined in accordance with the reorganized school districts.

**Educators and Pupil/Educator Ratio
by School District and Year**

September 30, 2006 to September 30, 2009

School District ¹	Educators (in full-time equivalence)				Pupil/Educator Ratio			
	2006	2007	2008	2009	2006	2007	2008	2009
Anglophone Districts								
02 - Moncton	1,106.2	1,118.5	1,165.5	1,127.0	14.7	14.5	13.7	14.0
06 - Rothesay	666.0	693.9	714.1	697.8	15.5	14.9	14.4	14.6
08 - Saint John	844.3	872.5	880.5	845.7	15.1	14.2	13.8	14.0
10 - St. Stephen	306.0	311.4	320.6	311.1	13.7	13.1	12.7	12.6
14 - Woodstock	579.9	589.4	593.4	583.1	14.3	13.7	13.2	13.3
15 - Dalhousie	282.9	287.0	293.0	288.0	13.6	13.0	12.4	12.2
16 - Miramichi	440.1	456.8	461.7	454.5	14.4	13.5	13.0	12.8
17 - Oromocto	373.7	381.7	386.3	370.3	14.0	13.7	13.0	13.3
18 - Fredericton	840.6	874.8	886.4	871.0	14.7	14.1	13.9	14.0
Francophone Districts								
01 - Dieppe	459.0	503.0	529.3	537.6	15.5	14.5	14.3	14.4
03 - Edmundston	464.4	474.5	485.2	469.8	14.2	13.5	12.8	12.7
05 - Campbellton	411.2	407.9	424.3	392.9	13.9	13.5	12.4	12.9
09 - Tracadie-Sheila	520.7	530.9	525.2	491.4	13.6	13.0	12.7	13.0
11 - Richibouctou	440.6	459.6	469.7	456.3	13.2	12.2	11.6	11.6
Anglophone	5439.6	5586.0	5701.5	5548.4	14.6	14.1	13.6	13.7
Francophone	2295.9	2375.9	2433.7	2347.9	14.1	13.4	12.8	13.0
Province	7735.5	7961.9	8135.2	7896.3	14.5	13.9	13.3	13.5

¹The cities/towns listed in association with each district represent the location of the school district offices.

Schools by District and Level of Instruction

September 30, 2009

School District ¹	K-5	K-8	K-12	6-8	6-12	9-12	Total
Anglophone Districts							
02 - Moncton	13	15	2	1	1	5	37
06 - Rothesay	13	1	0	5	2	3	24
08 - Saint John	17	8	0	5	0	4	34
10 - St. Stephen	5	5	2	1	2	1	16
14 - Woodstock	11	2	4	5	1	4	27
15 - Dalhousie	7	2	0	2	0	3	14
16 - Miramichi	8	5	1	3	1	3	21
17 - Oromocto	9	3	1	2	1	2	18
18 - Fredericton	22	1	1	4	4	2	34
Francophone Districts							
01 - Dieppe	7	2	1	2	1	2	15
03 - Edmundston	0	15	1	0	3	1	20
05 - Campbellton	3	13	0	1	1	2	20
09 - Tracadie-Sheila	2	15	1	1	0	3	22
11 - Richibouctou	0	14	2	0	1	3	20
Anglophone	105	42	11	28	12	27	225
Francophone	12	59	5	4	6	11	97
Province	117	101	16	32	18	38	322

¹ The cities/towns listed in association with each district represent the location of the school district offices.

Summary of Schools by Level and Language of Instruction

September 30, 2009

Anglophone Districts				Francophone Districts	
Level	English	English & Immersion	Total	Level	Schools
K-5	90	68	158	K-8	86
6-8	37	56	93		
9-12	14	36	50	9-12	22

**Department of Education
Financial Overview 2009-2010
Department 20**

	Program	Main Estimates	Appropriation Transfers ⁽¹⁾	Approved Budget	Expenditures	Surplus (Deficit)
Vote	Ordinary Expenditures					
02	Corporate Services	10,955.0	-	10,955.0	11,812.3	(857.3)
03	Elementary and Secondary Education	952,222.0	44.3	952,266.3	952,753.8	(487.5)
	Total Ordinary Account	963,177.0	44.3	963,221.3	964,566.1	(1,344.8)
50	Capital Expenditures					
	Public Schools	1,000.0	-	1,000.0	998.7	1.3

⁽¹⁾ Central Salary Adjustment.

**DEPARTMENT OF EDUCATION
FINANCIAL OVERVIEW 2009-2010
SPECIAL PURPOSE ACCOUNTS**

Program	Opening Balance	Revenue	Expenditures	Closing Balance Surplus/(Deficit)
Information & Communications Technology	\$ 472.2	\$ -	\$ -	\$ 472.2
Fred Magee Trust Fund	431.9	-	-	431.9
C.M.E.C. - S.A.I.P. Science	20.5	-	-	20.5
School District Projects	3,142.6	10,617.6	11,003.1	2,757.1
Scholarships and Trusts	3,645.3	276.7	243.5	3,678.5
SD Self-Sustaining Funds	7,706.3	4,402.4	2,838.4	9,270.3
Computers for Schools	334.8	214.0	197.1	351.7
Future to Discover Program	105.1	39.9	105.5	39.5
First Nations Educational Funds	2,464.4	4,045.2	3,183.3	3,326.3
International Educational Services	2.3	637.2	610.5	29.0
Total	\$ 18,325.4	\$ 20,233.0	\$ 18,181.4	\$ 20,377.0

Comparison of Operating Budget to Actual Expenditure of School Districts
for the Year Ended March 31, 2010
(in millions of dollars)

School District	Budget	Accumulated Surplus	Total	Expenditures	Variance
Anglophone Districts					
2	\$ 118.2	\$ 0.1	\$ 118.3	\$ 118.2	\$ 0.1
6	76.2	0.1	76.3	76.2	0.1
8	94.7	0.1	94.8	94.7	0.1
10	34.8	0.1	34.9	34.8	0.1
14	65.4	-	65.4	65.3	0.1
15	34.3	-	34.3	34.2	0.1
16	52.9	0.1	53.0	52.9	0.1
17	42.5	-	42.5	42.4	0.1
18	92.3	-	92.3	92.2	0.1
Sub-Total	\$ 611.3	\$ 0.5	\$ 611.8	\$ 610.9	\$ 0.9
Francophone Districts					
1	\$ 59.8	\$ 0.1	\$ 59.9	\$ 59.8	\$ 0.1
3	54.9	-	54.9	54.8	0.1
5	47.4	0.1	47.4	47.3	0.1
9	59.0	-	59.0	58.9	0.1
11	51.2	-	51.2	51.1	0.1
Sub Total	\$ 272.3	\$ 0.2	\$ 272.4	\$ 271.9	\$ 0.5
Total	\$ 883.6	\$ 0.7	\$ 884.2	\$ 882.8	\$ 1.4

NOTES