



2008-2009

Annual Report

Department of
Education

2008-2009 Annual Report

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for the fiscal year ending
March 31, 2009

2008-2009

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, 2008 and ending March 31, 2009.

Respectfully submitted,



Kelly Lamrock

Office of the Deputy Ministers

The Honourable Kelly Lamrock
Minister of Education
Province of New Brunswick

Dear Minister Lamrock:

We have the honour to submit for your consideration the Annual Report of the Department of Education for the 2008-2009 fiscal year. The report contains detailed information about the programs and activities undertaken by the Department during this period.

Respectfully submitted,



John Kershaw
Deputy Minister
Anglophone Sector



Roger Doucet
Sous-ministre
Secteur francophone

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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

Starting this year, the annual report of the Department of Education is based on the fiscal, not the school, year. This is in line with the provincial budget cycle and with all other government departments. Thus this year's report, which covers the period from April 1, 2008 to March 31, 2009, may contain some information and activities that were described in last year's annual report because they occurred in the last quarter of the 2007-08 school year. 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, 2008 to March 31, 2009.

Highlights:

- Increased the 2008-09 operating budget by 7.5 percent over the previous year, to \$941.6 million, and increased per pupil spending to \$8,573 from \$7,874.
- Placed increased focus on NB3: literacy, numeracy and science, and saw increases of between seven and 10 percentage points on literacy scores in the early years.
- Implemented a *Welcome to Kindergarten* program in all districts, including the Early Years Evaluation assessment of pre-schoolers.
- Held elections for the 14 District Education Councils on May 12, 2008.
- Developed a legislative proposal to allow one high school student, with full voting powers, to sit on each District Education Council.
- Presented 15 anglophone teachers with the Premier's Awards of Excellence in Teaching; presented five francophone teachers with le Prix

- d'excellence dans l'enseignement.
- Launched the Commission on Francophone Schools in July 2008 to determine how Acadian and francophone schools will carry out their twofold educational mission of promoting academic success and identity building.
 - Introduced the new universal K-2 program in anglophone schools; worked with the Ministerial Advisory Committee on FSL to revise Policy 309, create new learning experiences to introduce Grade 1 students to French language and culture; and started development of a new Bilingual Learning Environments Policy.
 - Signed an agreement with Microsoft Canada to create innovative schools through a Partners in Learning program, and acquired land in East Restigouche for construction of the first of two such schools.
 - Unveiled a plan to restructure and improve skilled trades and technology offerings in schools.
 - Published a first 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.
 - Responded to Child & Youth Advocate recommendations, and worked to develop a conceptual model for integrated service delivery.
 - Signed 11 of 15 Enhanced Education Programs and Services agreements with First Nations.
 - Completed construction of five major capital projects: Bayside Middle School (phase 1), Bliss Carman Middle School, École Sainte-Anne,

Clément Cormier (phase 2) and Sugarloaf Senior High School.

- Established a Minister's Interdepartmental Working Group on Extracurricular Activities to respond to the 2008 accident in School District 15; revised the guidelines and formalized them in policy.
- Designated 24 schools under the new Community Schools initiative, bringing the total to 51.
- Maintained the provincial dropout rate of students at the all-time low of 2.4 percent.
- Participated in the 53rd session of the Conference of Ministers of Education of French-speaking Countries (CONFEMEN), held in Caraquet from June 1 to 8, 2008. During that session, Minister Kelly Lamrock was appointed President of CONFEMEN for a two-year term.

Council of Ministers of Education, Canada

In September 2007 the Minister of Education for New Brunswick, The Honourable Kelly Lamrock, was elected to serve as Chair of the Council of Ministers of Education, Canada (CMEC) for a term of two years.

New Brunswick Deputy Minister of Education, Anglophone Sector served as Chair of The Advisory Committee of Deputy Ministers of Education (ACDME), which supports CMEC.

During the 2008-2009 fiscal year, under New Brunswick's leadership, CMEC advanced projects called for in the joint Declaration of Ministers *LEARN CANADA 2020 -- Quality Lifelong Learning Opportunities for All*

Canadians – Canada's first ever Pan-Canadian learning agenda.

In the three priority areas of CMEC, the following major initiatives were undertaken:

1. Literacy

The first ever Pan-Canadian Interactive Literacy Forum was held April 14 – 15, 2008. Approximately 3,000 learners and other participants from the education, non-profit, business and labour sectors shared their knowledge and experience on Aboriginal literacy, community, early learning and workplace literacy. Following this, developmental work was completed on the document *A Literacy Covenant for all Canadians*.

2. Aboriginal Education

A first ever CMEC Pan-Canadian Summit on Aboriginal Education was held in conjunction with the February 2009 meeting of the Council of Ministers of Education, Canada in Saskatoon, SK. At this event, representatives of the five National Aboriginal Organizations were joined by representatives of Regional Aboriginal Organizations from all thirteen provinces and territories. In all there were over 200 participants. The CMEC Summit on Aboriginal Education was the beginning of a national effort to work together with key partners to find solutions to issues that contribute to the gaps in academic achievement between First Nation, Métis & Inuit and non-Aboriginal Canadians.

3. Postsecondary Capacity

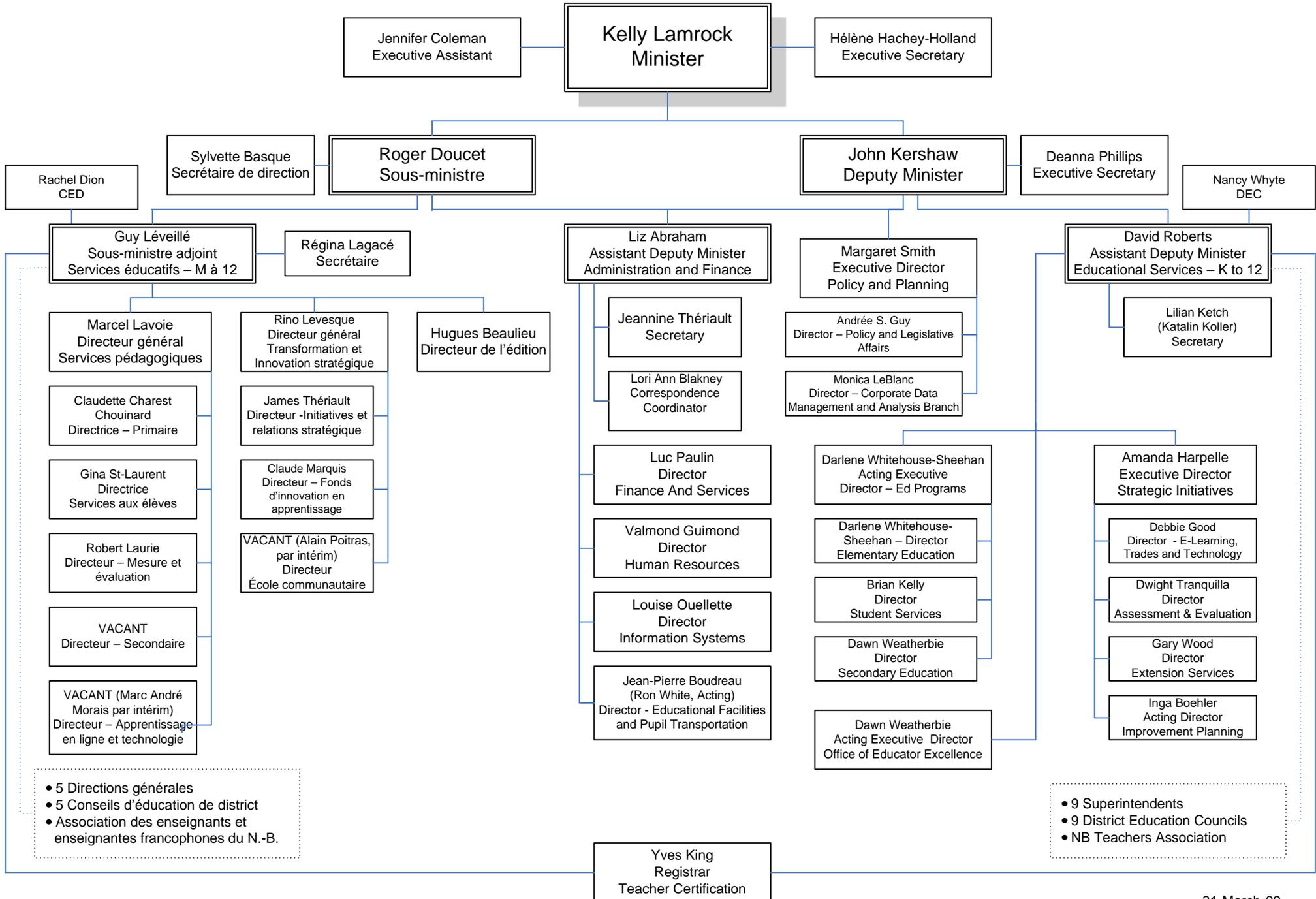
In support of the Ministers' priority of Postsecondary Capacity, the following activities took place:

- The first report on Postsecondary Capacity was presented to Deputy Ministers at their meeting in June.
- The Subcommittee on Aboriginal Postsecondary Education has undertaken two *transition* research projects -
 1. Focuses on Aboriginal students' experiences transitioning from secondary school to postsecondary education institutions.
 2. Examines student experiences transitioning from postsecondary institutions to the workplace.

These reports will be posted on the CMEC website in the fall of 2009.

As well, a joint project with the Canada Millennium Scholarship Foundation on Factors Affecting the Use of Student Financial Assistance by First Nations Youth was completed. It is now available on the CMEC Web site.

DEPARTMENT OF EDUCATION



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

Education Act

Education of Aurally or Visually Handicapped Persons Act

ANGLOPHONE EDUCATIONAL SERVICES

The Anglophone Educational Services Sector, in collaboration with stakeholders and partners, is responsible for:

- 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.

During the year, the Sector was restructured into three Divisions: Educational Programs and Services; Strategic Initiatives; and the new Office of Educator Excellence.

EDUCATIONAL PROGRAMS AND SERVICES DIVISION

The Educational Programs and Services Division comprises Curriculum Development, and Student Services. 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, instructional strategies, assessment tasks and resources to support learning. When new or revised curricula are approved, curriculum learning specialists work with school district staff to organize in-service sessions to introduce the documents to the system. Curriculum learning specialists also play a key role in advising on curriculum-related initiatives, such as provincial assessments, approval of grants related to curriculum and aspects of the school review process. First Nations initiatives and English as another language are also part of the Curriculum Development unit.

Highlights:

K-12 Curriculum Initiatives

Literacy

- Completed and introduced *Reading and Writing Achievement Standards K – 9* to literacy teachers at these levels.
- Supported classroom writing instruction through the provision of Portal and print resources.

- Augmented the non-fiction titles in the *Primary Reading Assessment Resource*.
- Reviewed and supported the purchase of grade 4 comprehensive language arts resources.
- Collaborated with school districts to support training for additional school district facilitators in *Stepping Out*, a professional development program to assist middle and high school teachers with reading instruction across curricular areas.
- Cooperated with the Student Services Branch to provide teachers with specific literacy intervention training for students who experience difficulty with comprehension.
- Supported professional development opportunities to build capacity of English Language Arts teachers (Grades 3-8) to teach reading and writing skills using non-fiction.
- Collaborated with the other Atlantic Provinces on the completion of the development of the Mathematics Assessment Kits (K-3) and distributed the kits for Grade 3.
- Continued support for the two long-term professional development programs in support of the teaching of mathematics: *PRIME (Professional Resources and Instruction for Mathematics Educators)* and *First Steps in Mathematics*.
- Developed and distributed “Look Fors for an Effective Mathematics Program” documents to all Kindergarten to Grade 8 administrators and teachers. These were created to provide ongoing support to develop more effective instructional practices.

Numeracy

- Completed revisions to the mathematics curriculum at Kindergarten and Grades 1, 4, and 7 using the Western and Northern Canadian Protocol *Common Curriculum Framework* as a basis. Provided new curriculum documents and core resources to support the implementation of the curriculum at these grade levels. Also completed revisions to Grades 2, 5 and 8 and developed drafts of the curriculum documents for these grade levels.
- Provided professional development opportunities for all numeracy leads, which include those who provide interventions to students experiencing difficulties with mathematics and those who coach classroom teachers on effective instructional practices.

Science

- Completed provincial in-service training on the revised Biology 11 and 12 curriculum and new core resources to support implementation beginning in September 2008.
- Completed the pilot and development of the revised Chemistry 11 and 12 curriculum and purchased related core resources.
- Revised Environmental Science 122/123 in preparation for piloting.
- Collaborated with Science East to develop a resource for Grade 10 Science weather unit.
- Completed a science survey with K-8 teachers to determine future needs in this subject area.
- Supported teacher investment in outside groups supporting science education programs.

Social Studies

- Continued development of the *Atlantic Canada Social Studies Curriculum - Grade Four* and related core resources based on feedback from pilot sites.
- Continued development of the *Atlantic Canada Social Studies Curriculum - Grades 3 and 5* and related resources and initiated pilots of said materials.
- Monitored revisions of the *Atlantic Canada Global Community Grade 8* curriculum.
- Completed recommendations of the Ministerial Task Force on Citizenship Education and submitted these to the Minister of Education for consideration.
- Began work on revisions to *Modern History 112* curriculum.

Health and Physical Education

- Supported implementation of the *9/10 Physical Education and Health Curriculum* and identified and purchased corresponding French resources.
- Continued research project with K – 10 physical education software.
- Continued to gather feedback on K – 5 physical education achievement standards.
- Organized a summer professional development session for teachers of physical education at the elementary level to build instructional capacity.
- Worked collaboratively with Wellness, Culture and Sport to pilot the pedometer initiative and continue School Communities In Action.

Technology

- Continued to pilot *Family Living 120* and to include more student-directed

learning outcomes and project-based learning strategies.

- Completed the pilot process for *Metals Processing 110* and prepared for PCAC submission; CDAC members collaborated with NBCC instructors to establish criteria for dual credit with NBCC.
- Partnered with some Model Schools to support the development of specific courses of local need and interest: Blackville School – *Recreational Vehicle Repair* and Simonds High School – *Health Care Services*.
- Initiated revisions to the following business courses: *Business, Organization and Management 120*, *Business Communications 110*, and *Information Technology 110 and 120*.

Transition to School

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

French Second Language

- Allocated an additional French second language learning specialist in each school district to support the implementation of program changes in French.
- Provided training and classroom resources for teachers of Intensive and Post-Intensive French to support

implementation of the programs in September 2009.

- Drafted a guide to support curriculum compacting in the grade 5 non-intensive block.
- Finalized Part A of the Intensive French Program for combined grades 4 and 5 classes.
- Continued the development of Post-Intensive modules for Grades 9 and 10.
- Developed and supported the implementation of learning experiences to introduce Grade 1 students to the French language and culture.
- Began development of similar learning experiences for Kindergarten and Grade 2.
- Worked on the development of a new French language arts curriculum for Grade 6 late French immersion.
- Developed a framework document to guide the development of the new French immersion program that will begin in Grade 3 in September 2010.
- Continued development of the Intensive French Curriculum to support the related program guides.
- Purchased some of the English resources required for the elimination of the French immersion program at grades one and two.

Arts

- Provided in-service and core resources to support the implementation of the *Grade 7 Music Education Curriculum* in September 2008; completed the pilot of the *Grade 8 Music Education Curriculum* and core resources and provided teachers with training and core resources in preparation for implementation in September 2009.

- Completed revisions to the 9/10 *Visual Arts Curriculum* and in-serviced teachers on the new curriculum and resources in preparation for implementation in September 2009.
- Continued development of the Visual Arts Curriculum K-5.
- Initiated pilots of *ArtsSmarts* and *Learning Through the Arts*; these use the arts to help students achieve curriculum outcomes in other subject areas.

English as Another Language

- Continued to provide funding to support tutor training for new English language learners in New Brunswick.
- Organized in collaboration with Atlantic Education International (AEI), training for over 100 teachers 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 the implementation of professional learning communities across school districts through the Professional Learning Community (PLC) Coaching Academy.

First Nations

- Initiated the Grade 10 Maliseet on-line language course.
- Created a position to coordinate transition-to-school initiatives and kindergarten readiness strategies in collaboration with 11 First Nations Communities.
- Provided professional development for band operated school in areas of Mathematics and on literacy

intervention using LiPS® (Lindamood Phoneme Sequencing Program).

- Purchased math resources for First Nations schools.
- Signed 11 of 15 Enhanced Education Programs and Services agreements.

STUDENT SERVICES BRANCH

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

Highlights:

- Coordinated implementation of the MacKay recommendations, including consultations to develop a definition document and an integrated services model.
- Defined Guidance Counselor and Resource Teachers' competencies and certification.
- Developed certification for guidance counsellors on threat assessment protocols.
- Coordinated a Teacher Learning Week for educators concerning topics related to intervention and instruction for students.
- Coordinated training sessions, in conjunction with the Curriculum Branch, on literacy intervention using LiPs® (Lindamood Phoneme

Sequencing Program) for literacy and resource teachers.

- Developed two on-line courses for student services staff on Enrichment and Response to Intervention.
- Supported the administration of the *Early Years Evaluation: Direct Assessment* (EYE-DA) to all children registered to begin kindergarten in the fall of 2009, and the provision of follow-up to all children demonstrating potential difficulty in one or more developmental areas.
- Sponsored a three-day provincial guidance conference, focusing on creating successful transitions and careers.
- 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 nine Method and Resource Teachers to commence a two-year program through the University of North Texas toward their Behavior Analyst Certification.
- Facilitated professional development for resource teachers on autism to assist students to develop competencies in the areas of regulation of emotions, social skills, challenging behaviours, the "hidden curriculum," and sensory issues of students with autism spectrum disorders.
- Began a mediation training certification process over the next year for the first cohort of 27 educators and business personnel. This provides districts with the expertise to implement an alternate dispute resolution process as per the MacKay Report recommendations.

- Coordinated training sessions, with nine Anglophone schools (1 per district) on Response to Intervention using AIMSweb® as a software tool for benchmarking and progress monitoring.

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 within Assessment and Evaluation include monitoring student achievement through provincial examinations and monitoring school effectiveness through a school review process. The objective of both is to improve teaching and learning and to keep the public informed about the educational system's general health. Provincial assessments function as a reasonable and cost-effective gauge of an individual student's or school's overall achievement.

The Assessment and Evaluation Branch is responsible to report 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 guidelines; 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 in the Anglophone Sector.
- Provided district and provincial progress reports to all school districts.
- Administered the SIMNER to all students in the Fall of Kindergarten to assess school readiness levels.
- Assessed all 5,300 students in Grade 2 (English and French Immersion) in Reading and Writing. Results disaggregated by writing trait as per CAMET standards for the end of Grade 2.
- Assessed all 5,570 students in Grade 4 (English and French

Immersion) in Reading and Writing. Results 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 6,100 students.
- Administered provincial mathematics assessments to students at the end of Grades 5 and 8 to over 12,000 students (English and French Immersion). Results disaggregated by strand as per the mathematics curriculum document.
- Administered Grade 9 English Language Proficiency Assessment to all Grade 9 students.
- Continued a provincial science assessment pilot and administered it to Grade 6 students.
- Administered French Oral Proficiency evaluations to a sample of Grade 10 students and Grade 12 students who were enrolled in a French course (Core or Immersion) in high schools throughout the province.
- Administered a French Immersion Literacy (Reading and Writing) assessment to Grade 10 students.
- Administered a measure of proficiency in English as a second language (ESLA) to over 700 students at Beijing Concord College of Sino-Canada and Shenzhen Concord College of Sino-Canada.
- Developed the *Assessment Framework* document which outlines the roles and responsibilities within the branch.
- Developed *Assessment Protocols* for each of the provincial assessments to assure security and further define assessment regulations for proper administration at the school level.

- Provide support to the Ministerial Advisory Committee on Testing and Evaluation.

IMPROVEMENT PLANNING BRANCH

Improvement Planning personnel are responsible for quality control initiatives including formal school reviews and review of division and district practices in support of strategic educational programs and service.

Highlights:

Research

- Facilitated research contracts for the provincial French program (FSL) review, class size reduction project, and review of pre-service teacher programs conducted by the Society for the Advancement of Excellence in Education; and completed a review of the Beginning Teacher Induction Program and implemented recommendations.

Inclusive Education

- Coordinated ongoing implementation of MacKay recommendations.
- Contributed to the development of a conceptual model for integrated service delivery.
- Developed a position paper to define the scope of a provincial policy on inclusive education and other documents for the Ministerial Committee on Inclusive Education.

Teacher Professional Development

- Provided coordination for the Beginning Teacher Induction Program.
- Acted as a resource for the Leadership Development Program.

- Co-chaired the provincial Professional Development Working Group.

School Improvement

- Completed reviews of 73 schools in the Woodstock, Oromocto and Rothesay school districts.
- Conducted a comprehensive review of current research on school effectiveness and, in consultation with school districts, produced a draft “look-for” document of best practice to inform school improvement efforts.
- Provided each public school with its teacher, student (Grades 4-12) and parent perception survey results (over 140,000 surveys).

Planning

- Analyzed school system data and public submissions to inform FSL program options.
- Provided data for preparation of the Official Languages in Education Protocol (OLEP) report.
- Initial set up and analysis to evaluate the Intensive French program.

Accountability

- Continued development of process, materials and analysis to support annual accountability meetings between the Deputy Minister and school districts.

Corporate Support

- Provide correspondence support on letters received by the Minister and Premier on various topics in the Educational Service Division.

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, and Skilled Trades and Technology, as well as two Spanish and one Mi'kmaq language course.
- Implemented a three-year Model Schools research project to trial and evaluate better instructional and leadership practices, and to develop a replicable model for managing change. The project is being conducted simultaneously at seven schools: Simonds High School, Tantramar High School, Bathurst High School, Blackville School, Leo Hayes High School, Cambridge-Narrows School, and Devon Middle School. The primary objective of the project is to create a replicable environment that provides teachers and students with resources and learning experiences that foster critical thinking, academic engagement, collaboration, and creativity.
- Signed an MOU with Microsoft to be included in their Innovative Schools program which provides “intellectual

- property, technology expertise, and the support of our (Microsoft) community.” Included in the terms of the MOU is Microsoft’s assistance in establishing a replicable model for schools of the future and an Innovative Centre for Leadership, and to pilot access to assistive software specifically for First Nations students.
- Provided professional development opportunities for teachers through many PD sessions on the effective integration of technology in classrooms and collaborative project learning opportunities.
 - Worked with IS to develop a custom search for Portal libraries and lists and to create a teacher-sharing area on the Portal, which will facilitate collaboration among educators from across the province.
 - Piloted student access to the portal in selected schools.
 - Expanded the image data bank’s collection of 15,000 copyright free images to include access to the Aliant Education Video Series and National Film Board Videos.
 - Continued to support 25 technology integration mentors in the nine Anglophone school districts who provided regular school-based support to teachers.
 - Facilitated, with the support of district technology integration mentors, the participation of 67 teachers in traditional *Knowing Our Neighbours (KON)* projects.
 - Acted as Canadian facilitator for the *Global Teenage Project*, an on-line collaborative project coordinated by IICD, a non-profit foundation in the Netherlands.
 - Included 10 participating teachers in the Global Story Telling Forum.
 - Supported the *Remote Telescope* project, a partnership between the Department of Education and Australia’s Charles Sturt University.
 - Established terms and conditions for dual credit courses with NBCC in Metals, Information Technology and Business.
 - Upgraded CAD software and computers across all nine districts.
 - Continued to support “anytime-anywhere” learning in automotive courses through the enhanced use of CDX Global (virtual resource).
 - Developed strategies to provide integrated and engaging curriculum for physics students in innovative problem solving.
 - Set up weather stations to align with grade ten science curriculum.
 - Partnered with NBCC Saint John to develop a Health Care Services course.
 - Implemented an updated project based Robotics course.
 - Consulted with federal sector councils to ensure STTE curriculum outcomes are aligned with changing workplace standards.
 - Collaborated with several industry partners to determine entry level skill sets required to enter apprenticeship placements and work.
 - Expanded provincial skills competition to include Computer Assisted Design, electrical, CNC and seven conventional trade areas.

EXTENSION SERVICES BRANCH

The Extension Services Branch is responsible for the Innovative Learning Fund 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 Community Schools Program to engage communities and partners in improving schools through alliances to support the school as a community centre of learning. It also is responsible for the International Student Program.

Highlights:

- Successfully completed Phase 2 of the Innovative Learning Fund and launched Phase 3 of the ILF application process. Phase 2 saw approximately \$3M in funding being provided in the second year of the program to over 225 successful applicants. In Phase 3, it was decided that only one round would be open for submissions and that a portion of the funds would be used to begin the replication process where teachers uploaded their completed reports to a learning portal. Development of the replication process was undertaken and the on-line portal was created.
- Amended regulations to allow the tuition rate to be known one year earlier. In addition the regulation clarified the criteria for areas of study that allowed “free school tuition” for students of these specified post secondary and adult learning courses. The *Fees Act* which passed in this time period referred to the last piece of amended legislation where a school district could now

implement a \$250.00 administration fee for International students and an optional \$150.00 fee if the school district was going to host an orientation program.

- Saw the designation of 18 new Community Schools through a peer reviewed “Expression of Interest” application process in cooperation with the school districts.
- Expanded the number of school districts accepting International students from 4 to 7. Rural areas of the province now realizing benefits from cultural, social and economic returns on investment include St. Stephen, Harvey, Plaster Rock, Edmundston, and McAdam.
- Expanded the number of tuition paying International Students by 60% and included new agents and dedicated markets in Germany and Central America.

OFFICE OF EDUCATOR EXCELLENCE

The Office of Educator Excellence was established in 2008 and is responsible for the development, implementation and evaluation of the professional development and teacher training strategy of the NB Department of Education (Anglophone). The office works with Universities, School Districts, private sector companies, teacher associations, intra and inter-provincial and international teacher training representatives, Educational Services Division staff and other Department of Education Branches to provide leadership and focused direction to enhance “educator excellence”.

The Office oversees the Professional Development Steering Committee which provides leadership, direction and fiduciary oversight for all teacher training and professional development related activities. It provides coherence and alignment to province-wide professional development efforts, evaluates effectiveness of professional development initiatives, and represents Department of Education on the NBTA-Department initiatives such as the Sabbatical Leave Committee, Education Improvement Grants and PD Chairs collaboration. With Deputy Minister John Kershaw retaining the Chair, the Office of Educator Excellence is also responsible for the Minister's Advisory Committee on Teaching Standards of Practice and Accreditation of Initial Teacher Education Programs. The Office of Educator Excellence assumed responsibility for the New Brunswick Educational Academy Leadership and the Skills Training: Action Research Program.

Highlights:

- Undertook coordination and cooperation between Anglophone school district representatives and the department to prioritize and strengthen professional development initiatives to build the capacity of New Brunswick educators.
- Developed a request for proposal to secure the services of an individual or small team to propose to, and finalize with, the Minister's Advisory Committee on Teaching Standards of Practice and Accreditation of Initial Teacher Education Programs, recommended standards for practice of teachers in New Brunswick and accompanying standards of practice

for initial teacher education program providers.

- Provided direction, support and collaborative coherence for the New Brunswick Educational Leadership Academy (NBELA) and the Skills Training: Action Research Program, the Leadership Development Network and in-school administrators' training and Teacher Certification.
- Following interview, 20 individuals from Anglophone school districts were chosen to participate in the Skills Training: Action Research Program under the auspices of the New Brunswick Educational Leadership Academy (NBELA).

FRANCOPHONE EDUCATIONAL SERVICES

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

- Curriculum development and implementation for primary and high school.
- Professional development.
- Student services, including special education, school psychology, services for students with sensory impairments, positive learning environment, guidance counselling, and student life.
- Provincial evaluation of learning.
- Transformation and innovation, including the *School at the heart of the community* program (community schools) 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 to encourage 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, design and delivery of on-line courses, professional development, and student services (guidance counselling, special education, school psychology, students with sensory impairments, positive learning environment). Some of the

Division's other responsibilities are the following:

- Analyzing the instructional resources available on the market and recommending the ones best suited to support the delivery of the curricula prescribed by the Minister.
- Providing the 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 elementary-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, teachers and school principals.
- 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 Language

- Implemented Grade 11 curriculum comprehensively during the 2008-2009 school year.
- Developed and validated Grade 12 curriculum.
- Developed teaching sequences to support implementation of the Grade 11 curriculum.
- Developed a collection of curriculum-related exemplars (examples of students' work) for Grade 10.
- Provided training to support implementation of the new high school curriculum.
- Organized a writers' tour in School Districts 03 and 05.
- Provided literacy training for literacy mentors and Grade 3 teachers, to better assist students with reading difficulties.
- Provided literacy training for literacy mentors and French Language Arts learning specialists on the Grade 4 reader profile.
- Provided training for trainers in the five school districts on the new CMEC kit on learning French across the curriculum.
- Continued the partnership with the Caisses populaires acadiennes to support and promote the literacy movement in the schools.
- Continued the partnership with *L'Acadie Nouvelle* to supply the province's schools with a large quantity of copies of the daily newspaper as a teaching resource.
- Developed teaching resources to better assist students with reading difficulties.
- Distributed the *Welcome to Kindergarten* kit to the parents of children enrolled in kindergarten.

The kit enables parents to work with their children to prepare them for entering school.

Arts Education

- Provided provincial training for the implementation of the new Visual Arts curriculum.
- Developed and distributed a teaching guide on using a website that presents 20 Francophone visual artists.
- Developed and validated the final version of the Visual Arts curricula for K-8.
- Continued to develop the on-line course and the new curriculum for an elective course on creating music.
- Organized a professional development session for teachers on conducting.
- Continued to develop instructional student charts for band instruments.
- Continued work on the pilot project integrating ICTs into music courses (Music ICT project) in 10 of the province's Francophone schools (five elementary and five high schools).
- 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 an artist-in-residence project (*Une école, un artiste* program) in a northern New Brunswick school.
- Partnered with NB Power and Learning Through the Arts (LTTA) to set up a pilot project on raising awareness of energy conservation through the arts.
- Organized the second meeting (February 2009) of the *Table de concertation Éducation, arts et*

culture, to ensure the cooperation of the various partners in implementing the recommendations of the *États généraux sur les arts et la culture dans la société acadienne du Nouveau-Brunswick* (Summit on Arts and Culture in New Brunswick's Acadian Society).

- Established the *Comité arts et culture en éducation* and organized meetings to develop a short-, medium-, and long-term action plan for implementation of the strategy to integrate arts and culture into the schools as part of the follow-up to the *États généraux sur les arts et la culture dans la société acadienne au Nouveau-Brunswick*.
- As project leader, the Department of Education has set up, in cooperation with the Association canadienne d'éducation de langue française, the Fédération canadienne culturelle-française, and the Fédération canadienne des directions d'écoles francophones, agreements between Canadian Heritage and all of Canada's provinces and territories (with the exception of Quebec) to develop the *Trousse du passeur culturel* for school principals in Canada.

Second and Third Languages

- Continued development of resources related to the English Second Language curriculum delivered through the portal.
- Carried out research on practices to be considered and on redistributing time in English Second Language classes in order to meet the target of 70% of graduates attaining the intermediate level in oral communication, especially in northern regions of the province.

- Offered three days of training on the Sheltered Instruction Observation Protocol (SIOP) teaching model to New Brunswick teaching staff. The SIOP model promotes learning among immigrant students.
- Participated in the CMEC's project to develop a frame of reference for language instruction.

Science

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

Mathematics

- Started reviewing the elementary curriculum.
- Purchased teaching materials for the resource centres in each of the elementary schools.
- Purchased the PRIME professional development kit *Le sens des nombres et des opérations* (Numbers and operations) with a view to the training that will be offered in the next three years.
- Organized training on the use of the PRIME kit.

Personal and Social Development and Physical Education

- Developed a teaching guide dealing with the theme of "posture and mobility" for the K-8 Physical Education curricula.
- Expanded the integration of Dartfish physical education technologies (movement analysis software) to 16 more schools.

- Developed a curriculum for the elective course Introduction to Nutrition for students in Grades 11 and 12.

Social Studies

- Developed learning scenarios, test items, and comprehensive assessment tools for History 42311/42312 and 42211/42212 courses.
- Reviewed the Social Studies curricula for kindergarten to Grade 2 and merged them to create one curriculum for K-2.
- Developed the curriculum and skills profiles for the Grade 12 Geography course (41411).
- Provided two days of training on the revised K-2 curriculum.
- Formed the Task Force on Citizenship Education.

Technology

- Experimented with three new technology learning modules on the design and construction of a filtration system, plant cloning, and the design of a solar vehicle.
- Piloted the following three learning modules throughout the province:
 - Design and construction of a wind generator;
 - Floating crane; and
 - Computer-assisted design.

Vocational and Technical Studies (Trades)

- Developed 10 new courses in Vocational and Technical Studies (Trades):
 - Health care;
 - Introduction to professional cooking;
 - Introduction to environmental technology;

- Introduction to computer support and networking;
- Introduction to sales and customer service;
- Introduction to legal techniques;
- Auto body maintenance and repair
- Introduction to horticulture and landscaping;
- Introduction to forestry; and
- Computers and society.
- Organized training sessions, in cooperation with the campuses of the Collège communautaire du Nouveau-Brunswick, on Electricity, Carpentry, Cabinetmaking, Machining, Welding, Automobile Mechanics, and Small Engine Mechanics, during the summer of 2008.

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 (UNB).
- Continued the Summer Language Bursary Programs for students as of Grade 11 (Explore and Destination Clic programs). A three-week program for 14-to-15-year olds was added to Destination Clic in 2008. These programs are offered through the support of Canadian Heritage in cooperation with the CMEC.
- Continued the Language Monitor programs combining the CMEC programs (Odyssey and Accent) 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 secondaire Népisiguit, in partnership with the Fédération des jeunes

francophones du Nouveau-Brunswick, 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 "Cap sur la réussite" (Steering for success). Over 180 principals participated in a range of workshops on professional learning communities.
- Organized the first Minister's Forum on Best Practices in the winter of 2009. Nearly 350 New Brunswick teachers and stakeholders discussed their successful practices in order to improve student learning.
- Implemented a program for schools in difficulty to support them in their efforts to improve literacy, mathematics, and science outcomes.

E-LEARNING AND TECHNOLOGY BRANCH

Highlights:

Professional Development

- Provided summer training on using the Interactive Whiteboard and the Portal for teaching and learning purposes.
- Offered two days of training to various district stakeholders on how to use the Portal.
- Provided training for various education system stakeholders on using the D2L on-line teaching platform and other technological tools.
- Mounted video sequences of various presentations and talks filmed in the context of the Principals' Institute, the Minister's Forum on Best Practices, and the symposium *Sur*

les pistes du passeur culturel, and made the videos available to school staff as professional development resources.

Instructional Resources (available through the Portal)

- Added new instructional resources to the provincial portal for teaching staff.
- Developed interactive Acadian books on-line to support teachers and students.
- Launched a new resource on Internet safety entitled *Passeport pour Internet*.
- Developed instructional videos for teachers of trades courses.
- Updated the architecture of the teachers' portal.

Use of ICTs and the Dedicated Notebook

- Continued the Dedicated Notebook Research Project in Grades 7 and 8 in 12 schools.
- Implemented various pilot projects for new technologies in cooperation with the 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 classes project.

On-line courses

- Delivered 21 on-line courses to over 1,400 Francophone students: 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, Economics, and two remedial courses in Mathematics (Grades 8 and 9).

- Developed a new on-line course in Contemporary World Geography, which will be offered to students in September 2009.

STUDENT SERVICES BRANCH

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.
- Collaborated with the Department of Wellness, Culture and Sport to implement *The Link* program in the schools from Grades 6 to 12.
- Offered teachers and principals professional development on class management during the summer of 2008: the Impact Technique and Choice Theory.
- Coordinated the *Futures to Discover* pilot project, which was designed to encourage more young people to go on to post-secondary education by offering life-work skills workshops and scholarships. The project ended in June 2008, and the final report, which will present the results research of the research, will be available in 2012.
- Organized information sessions offered by post-secondary Ambassador students in the high schools, with the goal of facilitating workshops on life-work skills development in Grade 10 classes.
- Continued the partnership with the

Department of Post-Secondary Education, Training and Labour to organize the *Explore My Future* career expos in the high schools.

- Provided training for guidance counsellors at the pilot elementary schools and the high schools on the new life-work skills development model in October 2008.
- Implemented the pilot project on the life-work skills development model from Grades 6 to 8 in 15 schools in September 2008.
- Created two types of posters on life-work skills development for the classes at the pilot elementary schools and for the high schools.
- Provided training on the self-directed learning approach for guidance counsellors, teachers, and elementary and high school principals.
- Developed in-depth training on specialized intervention for dyslexia.
- Hired 35 teachers to implement the provincial strategy on learning disabilities (Dyslexia Intervention component).
- Offered 35 resource teachers 11 weeks of intensive training on dyslexia intervention.
- Developed a new transition-to-kindergarten plan to properly inform the schools of interventions carried out with at-risk students before entry to kindergarten to ensure that mechanisms to facilitate their integration are in place in September.
- Continued the services offered to students with visual or hearing impairments (ages 0 to 21).
- An external consultant conducted an operational audit of the intervention plans developed in the province's schools in order to evaluate their

effectiveness and recommend improvements.

- Updated the guidelines for exemptions and accommodations with respect to provincial examinations.
- Continued to offer intensive training on autism to another cohort of 35 resource teachers and teaching assistants so that they can guide the actions taken to meet the needs of autistic students.
- Purchased 400 notebook computers with specialized software for students who have learning disabilities.
- Purchased specialized technologies for children with a disability.
- Set up an ambulatory psychology service in each district to meet the needs of districts with several students awaiting a psycho-educational assessment.
- 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 Psychological Health Strategy.
- Continued to implement the recommendations of the MacKay report.
- Tabled the interdepartmental report responding to the recommendations in the Child and Youth Advocate's *Connecting the Dots* and *Ashley Smith* reports.
- Continued the work begun by the interdepartmental committee to develop 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.

ASSESSMENT AND EVALUATION BRANCH

Evaluation of Learning - Elementary Level

- Administered the Early Years Evaluation - Direct Assessment (EYE-DA) to all children registered for kindergarten in the fall of 2008.
- Administered the Early Years Evaluation – Teacher Assessment (EYE-TA), an evaluation to determine kindergarten students' level of development, in January 2009.
- Tested a new reading assessment tool for Grade 4 students in September 2008.
- Evaluated all Grade 2 students in order to determine their reading skill level. Administered two tests: silent reading and oral reading. Published the results in June. Sent an individualized report to the parents of each student before the end of the school year.
- Administered provincial examinations in Mathematics, (Grades 5 and 8), Natural Science (Grade 5), and French Language Arts (Grade 8) and published the results in June 2008. Sent an individualized report to the parents of each student in Grades 5 and 8 before the end of the school year.
- Developed assessments in Grade 3 Mathematics, Grade 5 French Language Arts (reading and writing), and Grade 8 Science and Technology with a view to testing them in the spring of 2009.

Evaluation of Learning - High School

- Administered semester exams in Mathematics (30311 and 30312) in June 2008 and January 2009 and

annual French exams (10331 and 10332) in June 2008.

- Interviewed students enrolled in English individually in May and June 2008 and in December 2008 and January 2009 to determine their level of oral proficiency in English Second Language. Sent a personalized certificate to each student indicating the mark obtained according to the language proficiency level achieved on the English Second Language interview.
- Published a provincial statistical report on the results of the provincial exams at the end of each semester, and a report on the results of the provincial examinations was issued in March 2009.

Initial and Ongoing Teacher Training

- Participated in teaching sections of an education course at the Université de Moncton during the year.

Pan-Canadian Assessment Program (PCAP)

- Participated in the Pan-Canadian Assessment Program (PCAP), which replaced the School Achievement Indicators Program (SAIP). Participated in the production of the Pan-Canadian Report 2007-2008.

Program for International Student Assessment (PISA)

- Produced a document in preparation for administering the PISA in the spring of 2009.

Publication of results and other relevant information

- Published report cards on the schools and districts for the first time.

- Published the annual statistical report.

TRANSFORMATION AND STRATEGIC INNOVATION DIVISION

In cooperation with the Francophone school districts, the mandate of the Transformation and Strategic Innovation Division is to define the major thrusts of the Community Schools Program and provide provincial coordination. It also supports the school districts in the implementation of the program. As well, the Division manages the Innovative Learning Fund and coordinates it province-wide. Finally, it 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 *School at the heart of the community* program 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 ACS exit profile. Schools participating in the

School at the heart of the community program benefit from the vigorous and structured support of a team of experts in the Department of Education.

Highlights:

- Set up, in cooperation with the school districts, an organizational structure to foster the project's success, 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 a document entitled *Cadre de référence de l'école communautaire du Nouveau-Brunswick* in conjunction with the school districts and the instructional team of the Department's Francophone sector. Produced other related concept documents, including a brochure explaining the concept to the public and some explanatory videos.
- Worked with the school districts to design the *Clés* system, a global strategy enabling the schools and communities to play a prominent role in the transformations required.
- Developed, in cooperation with the school district coordinators, a specific action plan and set priorities for implementing the 15 structuring components for the *School at the heart of the community* program.
- Designed an explanatory guide encompassing various strategies.
- Identified the roles, duties, and responsibilities of the community development officers and the community schools district coordinators.
- Presented the *School at the heart of the community* 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 selection process for each school district 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.
- Continued efforts to establish a solid financial partnership with the federal government in connection with the *School at the heart of the community* program.
- Participated in the planning and organization of activities related to the ACS concept for the 53rd Ministerial Session of CONFEMEN. Participated actively in the preparation of a bilateral meeting between the ministers of Education of France and New Brunswick.
- Developed and validated, with some school district representatives, a self-assessment guide entitled *Guide d'autoévaluation – Indicateurs et niveaux de qualité*. It is used to ensure consistent implementation of the structuring components associated with the seven strategic thrusts of the *School at the heart of the community* program. This tool also enables each principal and the 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.

- 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.
- Designed, with various partners, the plan for an Internet Portal for community schools. The Portal will be activated in the fall of 2009.
- Contributed to the historic signing of a partnership agreement. The entrepreneurial school concept (ECS), currently in place in some Francophone schools in New Brunswick, could be implemented gradually elsewhere in Canada and abroad, thanks to an agreement concluded with the Canadian Commission for UNESCO (United Nations Educational, Scientific, and Cultural Organization).
- Built bridges, with the goal of complementarity of services, 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 educational plan *When kids come first*. In its second year, 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 the different schools in the province.

Highlights:

- On the management level, for 2008-2009, the ILF included two categories of financial support, each with its own terms or rules of support. The maximum funding for Tier 1 projects was \$2,500 and for Tier 2 projects, \$20,000.
- Projects had to meet the requirements in relation to 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 cooperation with other partners (for Tier 2 projects only).
- 150 new projects were submitted, including 87 in Tier 1 and 63 in Tier 2.
- Of this number, 66 projects were approved, including 32 in Tier 1 and 34 in Tier 2, for a total value of \$456,000.
- The budget allocated to each district was proportional to the number of teachers.
- In addition, the program funded Tier 2 projects that had been approved the previous year (2007-2008).

Finally, in June 2008, the Department of Education surveyed a group of principals to assess the impact of ILF projects regarding:

- 1) improvement of the quality of teaching;
- 2) raising teachers' enthusiasm;
- 3) the quality and variety of instructional and material resources available.

In conclusion, a large proportion of school principals attributed a "satisfactory" or "very satisfactory" rating to the three indicators of success above.

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 the partners and is responsible for the Department's international Francophone relations.

Highlights:

- The Branch coordinated the organization of the 53rd Ministerial Session of CONFEMEN, held in Caraquet from June 1 to 8, 2008. During that session, Minister Kelly Lamrock was appointed President of CONFEMEN for a two-year term.
- With a view to improving communication and co-operation, the bipartite committee, made up of representatives of the Department of Education and the Fédération des conseils d'éducation, continued its work; helped to create interest in school elections; prepared an orientation manual on the topic; and organized a training session for education councillors, held June 13 and 14, 2008.
- Began preliminary planning for the Commission on Francophone Schools and coordinated the organization of the *Summit on Francophone Schools*, held from December 5 to 7, 2008.
- Continued to sit on the N.B. Rural Team committee, a discussion forum made up of provincial and federal representatives with an interest in the development of rural areas.
- Held two forums on education to provide an opportunity for a discussion between the Minister and elected school officials on educational issues.
- Organized the 15th annual Teaching Excellence Awards.
- Organized, with various school and community stakeholders, the 20th Provincial French Pride Week and began planning a proposal for a new program orientation and the implementation of new projects.
- Planned and organized activities with the 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.

TEACHER CERTIFICATION

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, NBTA, AEFNB, NBTF and school districts, compliance with provisions of the *Education Act*, Regulation, Policy, Teachers' Collective Agreement and the Teacher Mobility Agreement.

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

Highlights:

- A total of 1,040 new, renewed and upgraded certificates were issued:

Certificate 4.....3

Male-female ratio:.....1 / 2

Certificate 5.....656

Male-female ratio:.....147 / 509

Certificate 6.....78

Male-female ratio:.....23/ 55

Interim Certificate 4100

Male-female ratio:.....25/ 75

Interim Certificate 5177

Male-female ratio:.....47 / 130

Interim Certificate 626

Male-female ratio:.....9 / 17

- In addition, 59 Principal's Certificates were issued, 24 to men and 35 to women.
- Presentations were given to university students completing initial teacher-training programs in New Brunswick to explain requirements for teacher certification.

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 ensures the Department has an appropriate legislative and policy framework in place by developing new policy and legislative proposals, interpreting policy and legislation for school districts, and providing policy advice. They also ensure that departmental plans are implemented strategically and effectively, provide reports on departmental initiatives, and on the progress of publicly-stated goals and targets. The Staff administers the *Protection of Personal Information Act*, the *Public Interest Disclosure Act*, and the *Right to Information Act*, addresses educational copyright issues, and prepares the Minister and Deputy Ministers for the Legislature to ensure a corporate and coordinated approach to intergovernmental and interdepartmental relations.

Highlights:

Policy Development

- Developed Policy 512 - *Extra-Curricular Activity Vehicles* and Policy 513 – *Transportation to and from Off-Site School-Related Extra-Curricular Activities* in consultation with an interdepartmental committee that included representation from the Office of the Attorney General, the Department of Public Safety, the Department of Transportation, the Department of Supply and Services, and the Department of Education.
- Both policies were released the last week of February 2009.
- Developed a draft Provincial Student Code of Conduct for use in all schools 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.
- Developed draft reporting guidelines within Policy 701 - *Policy for the Protection of Pupils* in consultation with Social Development.
- Participated in the departmental working group on French Second Language (FSL) and developed a discussion paper on ways to create a model that would improve FSL outcomes while producing better results in English, math and science and give students more exposure to art, music and physical education.
- Revised Policy 309 - *French Second Language* in consultation with key stakeholders and the Ministerial Advisory Committee on French Second Language.
- Developed a draft policy to standardize the student registration process across the province.
- Revised the Graduation Requirements under Policy 316.
- Revised Policy 113 – *Travel* to reflect legislative changes allowing DEC members to be reimbursed for incidental expenses when attending DEC meetings and related functions.
- Updated Appendix B of Policy 706 - *Mandatory Immunization* to reflect

changes made to the proof of immunization/exemption form.

- Began revising Policy 409 - *Closure of Schools* to include multi-year infrastructure planning.
- Began revising Policy 703 - *Positive Learning Environment* to broaden its scope.
- Began revising Policy 311 - *Information and Communication Technologies (ICT) Use* to reflect the increasing need to define standards for appropriate use of ICTs in the public school system.
- Began drafting a policy statement on rural schools to articulate government's vision and supports for schools.
- Began developing a policy on creating a bilingual learning environment in anglophone schools in consultation with principals, teachers, students, as well as with representatives of the Office of the Commissioner of Official Languages, New Brunswick Advisory Council on Youth, Dialogue NB, Canadian Parents for French, New Brunswick Provincial Capital Commission and New Brunswick Association for Community Living.
- Initiated an update of Policy 401 - *Naming of Schools*.
- Consulted superintendents and relevant district staff on all policy revisions and development.

Corporate Planning Projects

- Prepared submissions for Cabinet on a variety of topics.
- Provided Education input to 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 2007-2008 annual report.

Legislation

- Developed a legislative proposal to amend Regulation 97-150 to provide for the daily broadcast in all schools of "O Canada".
- Developed a legislative proposal to amend the *Education Act* to provide for the nomination of a high school student to each District Education Council.
- Developed a proposal to repeal the *New Brunswick Advisory Council on Youth Act* and to provide more meaningful ways to engage youth in discussions related to education and other youth issues.
- 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 19 requests for materials, an increase from 14 in 2007-2008 and eight in 2006-2007.

- Complied with the Department's privacy responsibilities under the *Protection of Personal Information Act*.

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 five 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 DECs on governance issues and interpretation of legislation.
- Provided opportunities for DECs to give input on provincial policies.
- Explored and proposed options for having formal participation for students on DECs.

Committees

- Provided staff expertise to several interdepartmental steering committees and working groups, including: Ministerial Committee on Inclusive Education, Community Non-Profit Task Force, Minister's Interdepartmental Working Group on ExtraCurricular Transportation, Poverty Reduction Plan – *Bringing the pieces together*, Red Tape Reduction, Skills Summit,

Transforming Human Resources, Wage Gap and Women and Girls at Risk.

- 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

- Provided support to the development of new partnership agreements with the federal government and First Nations on improving education programs and services for First Nation students attending public school.
- Completed, on behalf of the Department, Statistics Canada's survey of provincial government scientific activities for 2007-08, 2008-09 and 2009-10, with respect to education projects.
- 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 NB 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

- Released an 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.

- 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), the Canadian Research Institute for Social Policy (CRISP), l'Organisation internationale de la Francophonie and Statistics Canada.
- Reviewed and administered a Grade 12 exit survey to 30% of the students in the province for the 3rd time. Released the second report in early 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 375 requests (internal and external) for data.
- Revised current data standards and developed new ones related to pupil accounting, student records, medical information, student registration, and so on, in preparation for migration to a new student information system. Played an integral part in the design and implementation of a New Brunswick Education Number and in the development of a student registration system as part of the new student information system.
- Piloted a new data collection mechanism for newcomers and fee paying students.
- Co-led the Working Group on Targets and Reports (WGTR) with the Policy and Legislative Affairs Branch. Met with the WGTR representatives from department

divisions and districts in order to finalize data gathering mechanisms for reporting on the 23 targets in the education plan *When kids come first*.

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 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.
- 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 budget options in support of program initiatives under the *When kids come first* education plan.
- Identified accounting and reporting requirements for school raised funds in collaboration with School Districts and the Office of the Comptroller.
- Piloted the i-expense travel claim process for Education head office and Wellness, Culture and Sport.
- Planned the implementation of the updated Purchase Card system to

be implemented by the Office of the Comptroller.

- Completed the testing of the upgrades to the Genesys payroll processing system for school districts.

EDUCATIONAL FACILITIES AND PUPIL TRANSPORTATION BRANCH

The Educational Facilities and Pupil Transportation Branch provides 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 2009-2010 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 13 schools: Central New Brunswick Academy, Bayside Middle School (phase 2), Moncton North, Eleanor Graham, Polyvalente Roland-Pépin, Restigouche East, Clément Cormier (phase 3), Sainte-Thérèse and Grand-Falls area (5 schools).
- Completed construction of five major capital projects: Bayside Middle School (phase 1), Bliss Carman Middle School, École Sainte-Anne, Clément Cormier (phase 2) and Sugarloaf Senior High School.
- Worked with local school district to develop master plan for Moncton High School to identify required upgrades.
- Completed phase one testing and documentation for radon gas (26 schools and 2 district offices) in cooperation with the Department of Health. Initiated phase two testing (32 schools).
- 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 have 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).
- Conducted research and outreach consultations to produce changes to the Educational Facilities Planning Guide.
- Provided training to new school bus drivers and assisted the school districts in the delivery of the annual school bus driver's refresher course.
- Provided the initial school driver training program to 213 people.
- Purchased 85 new school buses.
- Maintained and updated the database to analyze and evaluate the performance of the Provincial Building Initiative (PBI) project.
- Updated the School Bus Drivers Training Manual.
- 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 facilities and pupil transportation management.
- Lead the Department's response to the accident in School District 15 which claimed the lives of seven students and a teacher by establishing the Minister's Interdepartmental Working Group on Extracurricular Activities. The mandate of the working group was to review the facts of the accident, the student transportation guidelines and to make recommendations minimizing the risk of travel by students.
- Lead the development and coordination of new departmental policies regarding extra-curricular travel through the work of two departmental committees with representatives from the department, school districts, schools and the NBIAA.

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 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.

New this year is the establishment of the Strategic Initiative Unit whose focus is on the development, and implementation of human resources tools, programs, and other strategies.

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 promoted staff participation and awareness including monthly noon-hour lunch and learn sessions, the Employee Health Fair, 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 honoured with a Silver "Wellness at Heart" Award.

The Health and Safety Committee:

- Made recommendations for policy, procedures and codes of practice that ensures 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.
- Developed a new workplace inspection initiative, that is 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.

The Part I Services Section:

- Hired approximately 115 casual employees through the Administration of Student Employment Experience (SEED) and Priority Employment Project (PEP) and all other associated programs.
- Provided the Employee and Family Assistance Program, second language training, and orientation.
- Responded to Official languages inquiries and complaints – the Office 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 Human Rights Complaint and one Workplace Harassment complaint.
- Managed more than 41 competitions and a total of 41 requests in the area of classifications and reclassifications.

The Strategic Initiative Unit:

- Developed an action plan based on the results of the Public Service Employee survey.

- Developed an orientation program for managers and new employees.
- Developed a succession plan for the Department which includes the identification of critical positions.
- Continued in the development of the core competencies, with an initial focus of 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:

- Participated in the negotiation process between Board of Management and New Brunswick Teachers' Federation.
- Participated in the negotiation process between Board of Management and the Canadian Union of Public Employees, Local 2745.
- Participated in the negotiation process between Board of Management and the New Brunswick Union of Public and Private Employees.
- Worked on one (1) Human Rights complaint.
- Placed over 175 kindergarten support workers in classrooms with an enrolment of greater than 20 students.
- Registered eighty-eight (88) grievances; resolved several complaints through mediation prior to a grievance being filed. Additionally, eight (8) prior grievances proceeded to an adjudication hearing.
- Participated in a joint working committee with CUPE 2745 concerning Union Consultation on Inclusive Education.

- Processed seventeen (17) Policy 701 complaints, sixteen (16) workplace harassment complaints and ten (10) possible civil actions.
- Provided Labour Relations services to the 14 school districts across the province. Examples include providing interpretations of three collective agreements and non-bargaining personnel policies, providing assistance with grievances, complaints related to “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.
- Continued the Deferred Salary Plan; enrollment of 559 teachers in the plan of which 74 took leave during the 2007-2008 school year and 103 are scheduled to take leave during the 2008-2009 school year.
- Received and finalized twenty-six (26) requests for reclassifications.

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.
- Responsible for the technical activities of the Notebook Computer Programs for teachers and students including the maintenance, the handling and the shipping of the equipment to the school districts. Over 7,800 teachers and approximately 3,900 students had the use of a notebook computer as part of this initiative.
- Enhancement of the web-based application that facilitates the submission of proposals for the Innovative Learning Fund, an initiative of *When kids come first*. This application allows teachers, schools and school districts to apply on-line and provides a mechanism to administer the requests and report on them. The enhancement consisted of integrating the approved projects with the Teacher portal.
- Continued to work with the Student Services Branch in the enhancement and maintenance of the Special Education Plan System (e-SEP) used by the teachers in the Anglophone schools to manage information on students on a special education plan.

- Provided technical support and expanded 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 the school districts, to provide technical support ensuring the operation of Part II payroll system.
- Continued with the Department of Human Resources, a project to upgrade the net pay calculator module of the Part I and Part II payroll systems.
- Developed a web-based elementary school report card application for the Anglophone sector schools. Some of the objectives of this application are to improve reliability and increase the security of information.
- Identified the system requirements for the development of a student registration system. This system will ensure student data reliability and will allow for the possibility of following students through their stay in the k-12 public school system.
- In collaboration with the educational sectors and the school districts, gathered the business requirements for a student information system and started work on a pilot project to implement a new system.
- Supported and maintained over 45 educational and administrative applications in the development or maintenance stage.
- Continued with the Department of Supply and Services, the process of migrating all schools and district offices 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.

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 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>

School District 11

10 Commercial Street, Unit 2

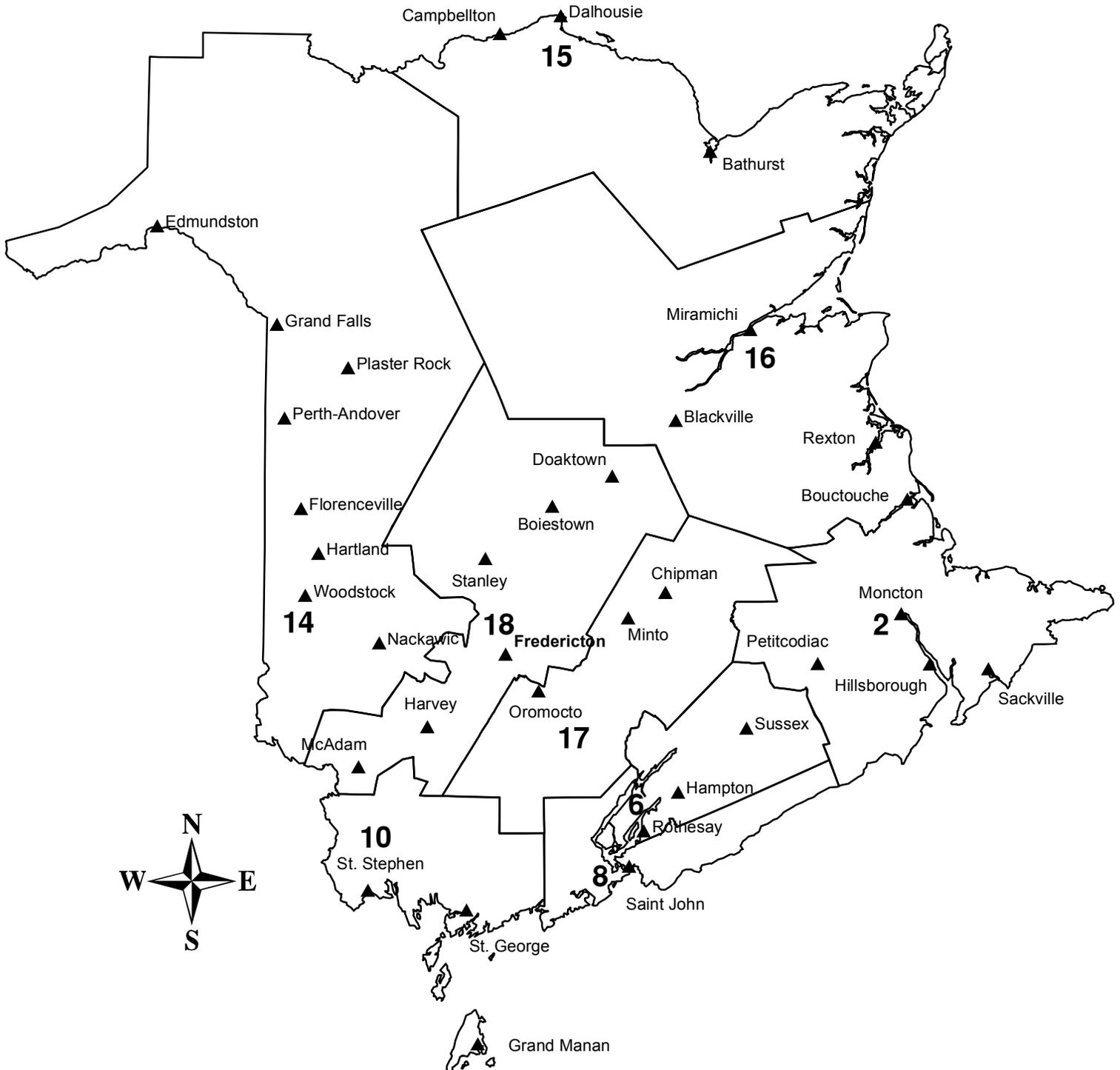
Richibouctou, NB E4W 3X6

Tel.: (506) 523-7655

Fax: (506) 523-7659

<http://www.district11.nbed.nb.ca>

New Brunswick Anglophone School Districts



New Brunswick Francophone School Districts



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Department of Education

Enrolment by School District and Year

September 30, 2001 to September 30, 2008

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

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.

Enrolment by School District and Language of Instruction

September 30, 2008

School District ¹	English	French	French Immersion	Total
Anglophone Districts				
02 - Moncton	10,678	-	5,298	15,976
06 - Rothesay	6,937	-	3,345	10,282
08 - Saint John	9,937	-	2,229	12,166
10 - St. Stephen	3,573	-	490	4,063
14 - Woodstock	6,525	-	1,309	7,834
15 - Dalhousie	2,549	-	1,095	3,644
16 - Miramichi	5,151	-	851	6,002
17 - Oromocto	4,330	-	707	5,037
18 - Fredericton	8,950	-	3,334	12,284
Francophone Districts				
01 - Dieppe	-	7,568	-	7,568
03 - Edmundston	-	6,196	-	6,196
05 - Campbellton	-	5,273	-	5,273
09 - Tracadie-Sheila	-	6,646	-	6,646
11 - Richibouctou	-	5,436	-	5,436
Anglophone	58,630	-	18,658	77,288
Francophone	-	31,119	-	31,119
Province	58,630	31,119	18,658	108,407

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, 2008

School district	First Nation reserve	Number of students
01	Kingsclear	1
02	Fort Folly	2
03	Saint-Basile	19
05	Eel River	5
	Listuguj Mi'gmaq	7
	Pabineau	1
09	Burnt Church	38
11	Bouctouche	4
	Red Bank	4
14	Saint-Basile	4
	Tobique	179
	Woodstock	87
15	Eel River	106
	Listuguj Mi'gmaq	173
	Pabineau	28
16	Big Cove (Elsipogtog)	300
	Bouctouche	15
	Burnt Church	148
	Eel Ground	62
	Indian Island	20
	Red Bank	67
17	Oromocto	79
18	Kingsclear	72
	St. Mary's	188
Total		1,609

Enrolment by School District by Grade
September 30, 2008

School District ¹	Total	Grades												Previous Graduates	
		K	1	2	3	4	5	6	7	8	9	10	11		12
Anglophone Districts															
02 - Moncton	15,976	1,052	1,045	1,099	1,132	1,133	1,150	1,168	1,251	1,202	1,414	1,405	1,490	1,401	34
06 - Rothesay	10,282	641	720	687	697	778	769	772	800	820	879	912	875	908	24
08 - Saint John	12,166	800	783	810	781	808	871	924	951	979	1,210	1,161	1,067	1,018	3
10 - St. Stephen	4,063	301	266	259	265	278	269	312	344	338	366	348	375	334	8
14 - Woodstock	7,834	490	479	501	569	567	570	621	612	679	669	679	747	640	11
15 - Dalhousie	3,644	184	217	211	212	209	243	276	263	291	351	379	382	412	14
16 - Miramichi	6,002	338	332	352	388	419	444	433	458	454	524	597	586	667	10
17 - Oromocto	5,037	338	341	316	371	352	391	377	396	406	453	455	425	408	8
18 - Fredericton	12,284	840	793	849	878	843	923	919	996	960	1,085	1,042	1,189	949	18
Francophone Districts															
01 - Dieppe	7,568	684	650	586	597	547	516	565	516	592	607	597	551	555	5
03 - Edmundston	6,196	424	434	434	419	456	486	461	442	476	489	513	588	569	5
05 - Campbellton	5,273	354	364	343	374	366	403	400	380	433	462	426	485	479	4
09 - Tracadie-Sheila	6,646	379	444	412	482	485	482	485	447	515	588	597	685	634	11
11 - Richibouctou	5,436	383	375	394	368	394	417	376	413	479	461	435	506	421	14
Anglophone	77,288	4,984	4,976	5,084	5,293	5,387	5,630	5,802	6,071	6,129	6,951	6,978	7,136	6,737	130
Francophone	31,119	2,224	2,267	2,169	2,240	2,248	2,304	2,287	2,198	2,495	2,607	2,568	2,815	2,658	39
Province	108,407	7,208	7,243	7,253	7,533	7,635	7,934	8,089	8,269	8,624	9,558	9,546	9,951	9,395	169

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

Number of Combined Classes by School District and Year

September 30, 2001 to September 30, 2008

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

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, 2005 to September 30, 2008

School District ¹	Educators (in full-time equivalence)				Pupil/Educator Ratio			
	2005	2006	2007	2008	2005	2006	2007	2008
Anglophone Districts								
02 - Moncton	1,055.7	1,106.2	1,118.5	1,165.5	15.6	14.7	14.5	13.7
06 - Rothesay	633.0	666.0	693.9	714.1	16.5	15.5	14.9	14.4
08 - Saint John	842.7	844.3	872.5	880.5	15.6	15.1	14.2	13.8
10 - St. Stephen	304.5	306.0	311.4	320.6	14.3	13.7	13.1	12.7
14 - Woodstock	568.9	579.9	589.4	593.4	15.0	14.3	13.7	13.2
15 - Dalhousie	282.6	282.9	287.0	293.0	14.1	13.6	13.0	12.4
16 - Miramichi	436.6	440.1	456.8	461.7	14.9	14.4	13.5	13.0
17 - Oromocto	363.3	373.7	381.7	386.3	15.1	14.0	13.7	13.0
18 - Fredericton	794.5	840.6	874.8	886.4	15.7	14.7	14.1	13.9
Francophone Districts								
01 - Dieppe	445.5	459.0	503.0	529.3	15.8	15.5	14.5	14.3
03 - Edmundston	469.1	464.4	474.5	485.2	14.8	14.2	13.5	12.8
05 - Campbellton	400.0	411.2	407.9	424.3	14.8	13.9	13.5	12.4
09 - Tracadie-Sheila	507.1	520.7	530.9	525.2	14.6	13.6	13.0	12.7
11 - Richibouctou	438.6	440.6	459.6	469.7	13.9	13.2	12.2	11.6
Anglophone	5281.8	5439.6	5586.0	5701.5	15.4	14.6	14.1	13.6
Francophone	2260.3	2295.8	2375.9	2433.7	14.8	14.1	13.4	12.8
Province	7542.1	7735.5	7961.9	8135.2	15.2	14.5	13.9	13.3

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, 2008

School District ¹	K-5	K-8	K-12	6-8	6-12	9-12	Total
Anglophone Districts							
02 - Moncton	14	15	2	1	1	5	38
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	13	2	4	5	1	4	29
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	2	0	2	1	20
05 - Campbellton	3	14	0	1	1	2	21
09 - Tracadie-Sheila	2	15	1	1	0	3	22
11 - Richibouctou	0	14	2	0	1	3	20
Anglophone	108	42	11	28	12	27	228
Francophone	12	60	6	4	5	11	98
Province	120	102	17	32	17	38	326

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, 2008

Anglophone Districts				Francophone Districts	
Level	English	English & Immersion	Total	Level	Schools
K-5	91	70	161	K-8	87
6-8	37	56	93		
9-12	14	36	50	9-12	22

Financial Overview 2008-2009

(In thousands of dollars)

Program	Main Estimates	Appropriation Transfers ⁽¹⁾	Approved Budget ⁽²⁾	Expenditures	Surplus (Deficit)
Ordinary Expenditures					
Corporate Services	12,257.0	118.6	12,375.6	11,828.6	547.0
Elementary and Secondary Education	929,373.0	1,858.4	931,231.4	941,093.9	(9,862.5)
Total Ordinary Account	\$ 941,630.0	\$ 1,977.0	\$ 943,607.0	\$ 952,922.5	(\$ 9,315.5)
Capital Expenditures					
Public Schools	1,000.0	-	1,000.0	999.7	0.3

⁽¹⁾ Central Salary Adjustment.

⁽²⁾ Excludes Supplementary Estimates (\$10,655.0).

Financial Overview 2008-2009
Special Purpose Accounts
(in thousands of dollars)

Program	Opening Balance	Revenue	Expenditures	Closing Balance Surplus (Deficit)
Information & Communications Technology	472.2	-	-	472.2
Fred Magee Trust Fund	431.9	-	-	431.9
CMEC - SAIP Science	20.5	-	-	20.5
School District Projects	2,501.7	9 558.2	8,910.3	3,149.6
Scholarships and Trusts	3,474.2	609.7	438.6	3,645.3
SD Self-Sustaining Funds	7,300.2	4,362.7	3,956.6	7,706.3
Computers for Schools	315.5	205.9	186.6	334.8
Future to Discover Program	-	520.2	415.1	105.1
First Nations Educational Funds	820.1	2,768.9	1,124.6	2,464.4
International Educational Services	2.3	1,070.3	1,070.3	2.3
Total	\$ 15,338.6	\$ 19,095.9	\$ 16,102.1	\$ 18,332.4

**Comparison of Operating Budget to Actual Expenditure of School Districts
for the Year Ended March 31, 2009**
(in millions of dollars)

School District	Budget	Accumulated Surplus	Total	Expenditures	Variance
Anglophone Districts					
2	116.2	0.1	116.3	116.2	0.1
6	74.5	0.1	74.6	74.5	0.1
8	94.1	0.1	94.2	94.1	0.1
10	34.2	0.1	34.3	34.2	0.1
14	64.6	0.1	64.7	64.7	-
15	34.3	-	34.3	34.3	-
16	53.2	0.1	53.3	53.2	0.1
17	42.1	-	42.1	42.1	-
18	89.6	0.1	89.7	89.7	-
Sub-Total	\$ 602.8	\$ 0.7	\$ 603.5	\$ 603.0	\$ 0.5
Francophone Districts					
1	57.6	0.1	57.7	57.6	0.1
3	54.7	0.1	54.8	54.8	-
5	47.8	-	47.8	47.7	0.1
9	58.9	0.1	59.0	59.0	-
11	50.8	0.1	50.9	50.9	-
Sub Total	\$ 269.8	\$ 0.4	\$ 270.2	\$ 270.0	\$ 0.2
Total	\$ 872.6	\$ 1.1	\$ 873.7	\$ 873.0	\$ 0.7

NOTES