



2010-2011
Annual Report

Department of
Education and Early
Childhood
Development

2010-2011 Annual Report

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Education and Early Childhood Development

For the fiscal year ending
March 31, 2011

2010-2011 Annual Report

Office of the Minister

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

Your Honour:

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 and Early Childhood Development for the fiscal year beginning April 1, 2010 and ending March 31, 2011.

Respectfully submitted,



Jody Carr
Minister

Office of the Deputy Ministers

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

Minister:

We have the honour to submit for your consideration the Annual Report of the Department of Education and Early Childhood Development for the 2010-2011 fiscal year. The report contains detailed information about the programs and activities undertaken by the Department during this period.

Respectfully submitted,



Wendy McLeod MacKnight
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

The Department of Education and Early Childhood Development's (EECD) annual report is based on the fiscal year, which is in line with the provincial budget cycle and with all other government departments. School districts continue to produce their own annual performance report based on the school year.

The Department of EECD is responsible for early childhood development and public education. The New Brunswick government integrated Early Childhood Development with the Department of Education in order to provide a more seamless and holistic approach to child development from birth to graduation (up to 21 years of age).

In October 2010, the Department of Education became the Department of Education and Early Childhood Development; however, because the official integration of early childhood development only occurred in April 2011, this annual report outlines the activities and major events undertaken by the public education system during the fiscal year April 1, 2010 to March 31, 2011.

Early Childhood Development

Here is an overview of the services sector of Early Childhood Development branch:

- Regulated early learning and child care services;
- Investigation of unregulated early learning and child care facilities;
- Licensing, monitoring and investigation of implementation and sustainability of two curricula;

- Monitoring of early learning and child care investigation;
- Daycare Assistance Program;
- Support Worker Program;
- integrated Daycare Program;
- Early intervention services;
- enhancing the wages of early learning and child care educators through the Quality Improvement Funding Support program;
- Services for preschoolers with Autism Spectrum Disorder;
- Pre and post-natal benefits;
- Funding to support various community programming:
 - Communities Raising Children;
 - Early Childhood Development Demonstration sites;
 - Parenting Programs through the Family Resource Centres and;
 - Born to Read.

Public Education (K-12)

Public education has been the sole financial responsibility of the provincial government since 1967 and it continues to be committed to equal opportunity for all students. The Minister prescribes curriculum and establishes educational goals and standards.

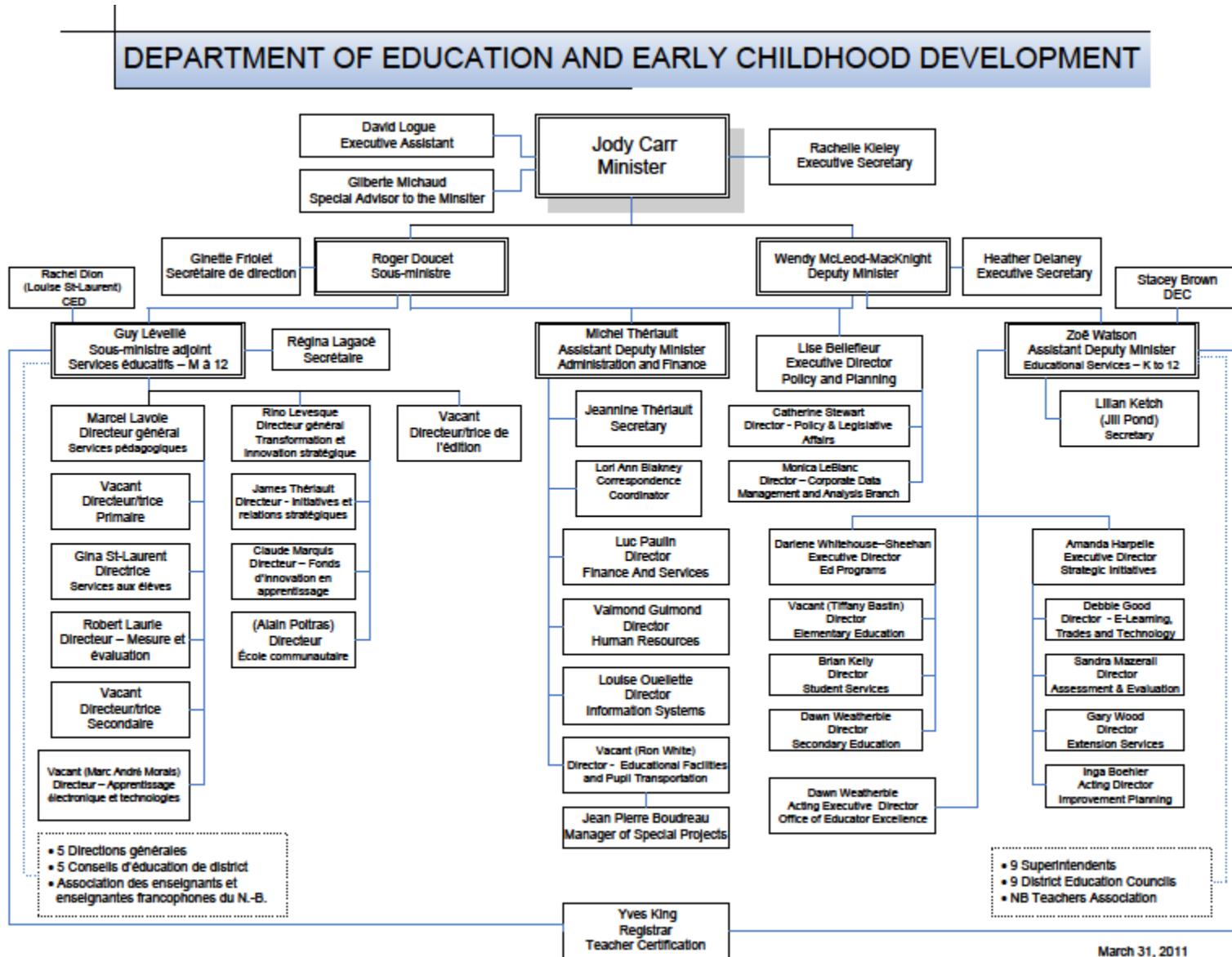
Serving Canada's only officially bilingual province, New Brunswick's education system offers students the opportunity to learn in both French and English through two parallel but separate education systems. Each linguistic sector of the Department is responsible for its own curriculum and assessment.

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.

Highlights:

- For the year, 2010-2011, the total expenditures for the Department of EECD were \$984.7 million; of which, \$974.0 million were for the delivery of school programs and services.
- Investment of \$9,328 per pupil for elementary and secondary education in 2010-2011 compared to \$8,955 in 2009-2010.
- Continued the *Welcome to Kindergarten* program in all districts, including the *Early Years Evaluation assessment of pre-schoolers*.
- Introduced and supported a Bilingual Learning Environment policy in the Anglophone schools across the province.
- Funded the development of a provincial youth strategy and established an interdepartmental committee to oversee progress and keep departments informed.
- Established three new Ministerial Advisory Committees to provide input on the implementation of the Early Learning and Childcare Plan, on reducing bullying through positive learning and working environments, and on extra and co-curricular transportation.
- Participated in and supported the work of the *Groupe d'action de la Commission sur l'école francophone (GACEF)* regarding the report of the Commission on Francophone Schools.
- Held a one-day provincial Bullying Summit, bringing together more than 150 stakeholders from across the province to discuss anti-bullying in schools, to share best practices and, most importantly, to support one another.
- Provided district and provincial progress reports to all school districts and published progress reports on all schools.
- Sixteen Enhanced Tuition Agreements - 13 Anglophone and three Francophone - have been signed with 12 of 15 First Nation communities in New Brunswick, and one in Listuguj Quebec.
- Established two pilot sites in each linguistic sector to roll-out the Integrated Services Delivery model: one in School District 10 and one in School District 9.
- Completed construction of eight major capital projects: Eleanor W. Graham Middle School, Northrop Frye School, Bayside Middle School, Central New Brunswick Academy, Minto Memorial High School, Doaktown Elementary School, Andover Elementary School, and École Sainte-Thérèse.
- Initiated a process for the structural review of aging schools.
- Maintained the provincial dropout rate of students at the all-time low of 2.0 percent.
- 75 % (73 out of 97) of the French schools are gradually implementing their unique Acadian and Francophone heritage thanks to the community schools structure.



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

Education Act

ANGLOPHONE EDUCATIONAL SERVICES

The Anglophone Educational Services Sector is comprised of three Divisions: Educational Programs and Services, Strategic Initiatives and the Office of Educator Excellence. In collaboration with stakeholders and partners, such as the Education Group, the New Brunswick Teachers' Association (NBTA), the Premier's Council on the Status of Disabled Persons, and universities.

The Anglophone educational services Sector is responsible for the operation of major components, namely:

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

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

EDUCATIONAL PROGRAMS AND SERVICES DIVISION

The Educational Programs and Services Division comprises of Curriculum Development, Student Services and the Office of First Nations Perspectives (OFNP).

CURRICULUM DEVELOPMENT BRANCH

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

Highlights:

K-12 Curriculum Initiatives

Literacy

- Created and implemented integrated modules to support literacy instruction in the new Grade 3 French Immersion Program.
- Reviewed and supported the purchase and implementation of literacy resources for the English block of Grade 5.
- Created a document to support teachers with implementing differentiated instruction through book studies in Grades 6-12.
- Continued to support the *Stepping Out Reading and Viewing Program*, which provides professional development in inclusive instructional techniques for all middle and high school educators to build skilled readers in all content areas.
- Created and supported implementation of "Cross-Curricular Literacy Look Fors" in Grades 6-12.
- Completed and introduced parent-friendly *Reading and Writing Achievement Standards 6-7*.
- Began updates to high school English Language Arts related electives, including *Reading Tutor, Media Studies, Writing and Journalism*.

Numeracy

- Implemented revised curricula and new resources at Grades 3, 6, and 9 based on the Western and Northern Canadian Protocol (WNCP) *Common Curriculum Framework*. This completed revisions for mathematics K-9. To ensure alignment with earlier grades, revisions are continuing for Grades 10 to 12. Curriculum documents have been developed for

two new Grade 10 courses and new resources to support these have been identified.

- Developed a "Look For" document for Grades 8-10 mathematics teachers and high school administrators.
- Provided professional development opportunities for all numeracy leads to support them in their roles of coaching mathematics teachers on effective instructional practices and providing interventions to students experiencing difficulty with mathematics.
- Completed the development of mathematics parent brochures for K-5; Grades 3 and 4 brochures were printed.
- Organized a mathematics conference for over 150 math teachers (K-2) and numeracy leads in July to support implementation of the revised curriculum and supplemental resources.
- Created a *Lexique Mathématique* for Grade 3 French Immersion teachers to help address the issue of using consistent French mathematics vocabulary.

Science

- Provided inquiry-based professional development on the draft *Environmental Science 122-123* curriculum, and invited feedback during the 2010-2011 school year.
- Identified resources to support implementation of the revised Environmental Science course.
- Purchased access to *Explore Learning's Gizmos* for about one hundred teachers and their students in order to evaluate this online interactive resource and provide feedback.

- Developed and in-serviced science resource packages to support inquiry-based instruction at Grades 4 and 5; schools received science materials to support the supplementary curriculum packages. Work began on the development of similar resource packages for Grade 2.
- Began a review of science curricula K-10, including a framework that will align science curricula with current research.
- Continued development of the K-12 *Science Safety Guidelines* and implementation plan.
- Supported outside groups such as Science East, Envirothon and the Huntsman Marine Science Centre in the provision of science education programs for students and teachers.

Social Studies

- Implemented the Grade 4 social studies French language resources *Explorations*, including the student book and the teachers' resource.
- Received approval from the Provincial Curriculum Advisory Committee (PCAC) of the completed Grade 3 social studies curriculum: *Provincial Identity*. Continued development of the core resources, including the student book and the teachers' resource.
- Continued development of the *Atlantic Canada Social Studies Curriculum - Grade 5* and related resources.
- Revised *Modern History 112* curriculum and piloted the draft curriculum. Identified core resources, including online resources, and placed a partial order.

Health and Physical Education

- Completed further training for provincial learning specialists and

mentors using Dartfish software, created a portal site for sharing sample videos, and enrolled specialists in an online community for ongoing professional learning.

- Supported the professional development session *Remember When* for teachers of physical education to build instructional capacity.
- Developed the *Wellness Through Physical Education* curriculum for Grades 11 and 12 and selected pilot sites.

Technology and High School Electives

- Revised a number of high school electives and continued development of Family Living 120 and Digital Technologies 120.

French Second Language

- Revised the final unit of the Pre-Intensive French Program Guide based on feedback from the first year of implementation.
- Modified the Intensive French Program Guide to account for the implementation of Pre-Intensive French.
- Organized and supported training opportunities for teachers new to teaching Pre-Intensive or Intensive French and continued support for the implementation of Post-Intensive French, particularly at Grade 8.
- Finalized oral language and writing achievement standards for Intensive French.
- Began development of oral language and writing achievement standards for Post-Intensive French in Grades 6-8.

- Provided resources for combined Intensive French classes and new Post-Intensive French classes in Grade 6-10.
- Continued the development of Post-Intensive modules for Grade 11.
- Completed the development and supported the implementation of learning experiences to introduce Grade 3 English Prime students to French language and culture.
- Provided and introduced a new French language arts resource for Grade 7 late French immersion.
- Provided training and implemented the French language arts curricula, including introductory modules and integrated units, for the new Grade 3 French Immersion Program which began September 2010.
- Purchased and distributed related resources for teachers and students.
- Implemented a new program guide to support the teaching of English language arts to French immersion students in Grade 3. This program compliments the French language arts outcomes.
- Introduced and supported the Bilingual Learning Environment Policy in schools across the province.
- Provided print and electronic Making the Choice resources for use at parent meetings focusing on program options to support French second language learning.
- Completed a survey with parents on the effectiveness of the Making the Choice resources and other information provided at the meetings.
- Implemented the new Official Languages in Education Agreement for 2009-2013.
- Completed draft versions of the Grades 3 and 6 Visual Arts curricula, which were piloted around the province. Each curriculum was piloted by one teacher in each district. All 18 pilot teachers received resources and professional development on their respective curricula.
- Continued work on the Grade 2 and Grade 11 visual arts curricula.
- Provided additional music resources for Grade 6.
- Co-sponsored and supported the implementation of 27 ArtsSmarts projects around the province. This program's success lies in the fact that the arts help to engage students as they learn curricular content across the subject areas.
- Co-created the new Artist-in-Residency School Program in collaboration with the Department of Wellness, Culture and Sport. The 22 projects supported by this program were successful in helping students think creatively as they met Fine Arts curricular outcomes with the help of professional artists from their community who collaborated with classroom teachers.
- Supported the Art Camp held at Mount Allison in June for 24 Grade 11 students.

English as Another Language

- Continued to provide funding to support tutor training for new English language learners in New Brunswick.

Professional Development

- Supported Professional Learning Communities (PLCs) across school districts.
- Provided school districts with funding to support professional development,

Arts

with an emphasis on cross-curricular literacy, *PRIME* (*Professional Resources and Instruction for Mathematics Educators*), *First Steps in Mathematics*, *Science Learning Packages*, (inquiry-based science instruction), French second language learning and physical education.

- Supported Curriculum implementation for Social Studies and Mathematics.

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. The Branch develops guidelines and supports for such initiatives as Positive Learning Environment, Integrated Services Delivery, Threat/Risk Assessment, Tragic Response and Special Education Plans (SEPs).

Highlights:

- Completed the three-year pilot using AIMSweb® as a software tool for benchmarking and progress monitoring as part of the *Response to Intervention* strategy. Next year, the focus will be a complete K-2 roll-out with subsequent grades added each additional year, for three years.
- Established a review protocol following many suggestions on the SEP reform (document and process) in conjunction with school districts and other stakeholders. A sample of 609 SEPs was reviewed for various quality indicators. Districts met twice with department personnel to compare data in order to gain a better understanding of expectations and

common conventions. The new conceptualization for Accommodated SEPs (Universal versus Justified Accommodations) has resulted in a significant reduction in the total number of Accommodated SEPs.

- Commenced a review of inclusion with an environmental scan of Student Services personnel, programs and services with an expanded scope to include inclusive education practices and site-based visitations to highlight exemplary practices.
- Established two pilot sites in each linguistic sector to roll-out the Integrated Services Delivery model. The Anglophone site is in School District 10 with two Child/Youth Teams supporting schools in the eastern and western parts of the district.
- Coordinated training sessions, in conjunction with the Curriculum Development Branch, on literacy intervention using the *Lindamood Phoneme Sequencing Program* (LiPs®) and *Visualizing/Verbalizing* (V/V) for literacy and resource teachers. After 3 years of providing LiPS professional development, the goal of having one trained person in every school has been realized.
- Supported the province-wide administration of the *Early Years Evaluation: Direct Assessment* (EYE-DA) to all children registered to begin kindergarten in the fall of 2011, and the provision of follow-up to all children demonstrating potential difficulty in one or more developmental areas.
- Commenced the first phase of internalizing the University of New Brunswick College of Extended Learning (UNB-CEL) training program

by having Board Certified Behavior Analyst (BCBA) trained resource teachers facilitate the core theory components of the program. As with previous years, 65 resource teachers and educational assistants completed the *Autism Intervention Training Program* through the UNB-CEL.

- Sponsored a Universal Design for Learning (UDL) workshop with staff from the Center for Applied Special Technology (CAST) to in-service staff. The intent was to have curriculum and assessment practices embedded within an inclusionary UDL framework.
- Drafted Professional standards for personnel that included: governance, roles and responsibilities, skills and knowledge.

OFFICE OF FIRST NATIONS PERSPECTIVES (OFNP)

The Department of EECD's Office of First Nations Perspectives (OFNP) directs its efforts to closing the achievement gap that exists between the Aboriginal population and the general Canadian population. It provides educational program and service support to New Brunswick First Nations students and educators in the public school system and Band-operated schools where and when appropriate. The OFNP serves as a liaison between government departments, First Nations organizations, and First Nations communities and schools, and is responsible for professional development, curriculum, services, resource materials and program management as it applies to First Nations education.

Highlights:

- Hosted the first Provincial Summit in First Nations Education.
- Maintained the high school Mi'kmaq on-line language course.
- Convened the First Nations Curriculum Development Advisory Committee.
- Identified a framework and began development of the Mi'kmaq language curriculum.
- Provided professional development and related resources for Band-operated schools.
- Continued tuition enhancement agreement negotiations with Oromocto, Woodstock and Tobique First Nations.
- Completed the first year of the *Modernize, Expand, Revitalize and Localize (MERL) Aboriginal Languages Program* pilot project for Mi'kmaq and Maliseet language revitalization.
- Completed Year 3 and began Year 4 of the K4 Transition to Kindergarten Initiative.
- Worked in partnership with First Nations Education Initiative Inc., Three Nations Education Group Inc. and the federal government for the implementation and management of activities under the Indian and Northern Affairs Canada (INAC) *Education Partnership Program*.
- Met with the Provincial Aboriginal Education Committee and the Band-operated School Principals' Committee regularly.
- Continued investment of enhanced funding into educational programs and services for First Nations students in the public school system.
- Implemented the Martin Aboriginal Education Initiative Aboriginal Youth

Entrepreneurship Project at Bonar Law Memorial School in September 2010.

- Completed the resource investment initiative to close the resource gap between Band-operated and public schools.

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 (ILF), and International Student Programs.

ASSESSMENT AND EVALUATION BRANCH

Student assessment and evaluation is an integral component of the teaching and learning process. The primary purpose of the Assessment and Evaluation Branch is to inform student learning. The focus of the Assessment and Evaluation Branch, as outlined in *The Framework for Provincial Assessments*, is to measure the achievement of students in literacy (English and French Immersion/Intensive French), numeracy, and science. The mission for the Provincial Assessment and Evaluation Branch is to inform all stakeholders of student achievement by constructing valid educationally beneficial assessments of achievement at critical points in the system.

The Assessment and Evaluation Branch is responsible for reporting large-scale assessment results to the Minister of Education and Early Childhood Development. 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 and administrative protocols; establishing and monitoring procedures to allow students with special needs to have equitable access to assessment and examinations; determining methods of scoring and marking; and reporting and releasing results.

Highlights:

- Provided web-based progress reports on all schools in the Anglophone sector.
- Provided district and provincial progress reports to all school districts.
- Assessed all 5,016 students in Grade 2 (English) in Reading and Writing. Results were disaggregated by writing trait as per Council of Atlantic Ministers of Education and Training (CAMET) standards for the end of Grade 2.
- Assessed all 5,304 students in Grade 4 (English and French Immersion) in Reading and Writing. Results were disaggregated by writing trait as per CAMET standards for the end of Grade 4.

- Administered and provided student level reports for the Grade 7 Literacy Assessment, to measure the reading and writing abilities of 5,709 students.
- Assessed all 5,189 students in Grade 3 (Pilot phase) (English and French Immersion) in Mathematics. Results were disaggregated by strand and competency.
- Assessed all 5,449 students in Grade 5 (English and French Immersion) in Mathematics. Results were disaggregated by strand and competency.
- Assessed all 5,937 students in Grade 8 (English and French Immersion) in Mathematics. Results were disaggregated by strand and competency.
- Administered the Grade 9 English Language Proficiency Assessment (ELPA) to all 6,033 Grade 9 students.
- Administered the English Language Proficiency Reassessment (ELPR) to students in Grades 10-12 who were unsuccessful on the Grade 9 ELPA.
- Developed and delivered a new individual student report for the ELPA for students in Grades 9-12.
- 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 who were enrolled in a French course (Core or Immersion) in high schools throughout the province.
- Administered French Oral Proficiency evaluations to requesting Grade 12 students and provided a *Certificate of Proficiency*.
- Administered a French Immersion Literacy (Reading and Writing) assessment to Grade 10 students.
- Administered a measure of proficiency in English as a second

language to over 700 students at Beijing Concord College of Sino-Canada and Shenzhen Concord College of Sino-Canada.

- Updated the *Assessment Framework* document which outlines the roles and responsibilities within the Branch.
- Continued *Assessment Protocols* for each of the provincial assessments to assure security and further define assessment regulations for proper administration at the school level.
- Developed the *Protocols for Accommodations and Exemptions* for use by schools, districts and the province.
- Provide support to the Ministerial Advisory Committee on Testing and Evaluation.

IMPROVEMENT PLANNING BRANCH

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

Highlights:

School Improvement

- Completed the first phase in the development of an electronic body of knowledge using the New Brunswick School Improvement Indicators as the core for organizing information on school effectiveness.
- Finalized the pilot of the new school improvement review process and completed 41 of the school reviews

scheduled for the first year of province-wide implementation.

- Developed materials to support school reviews and improvement planning, conducted training sessions for reviewers, and led professional development activities at the request of school districts.

Program Evaluation and Data Procurement

- In collaboration with the Department of Wellness, Culture and Sport, piloted an integrated provincial school improvement and wellness survey at the elementary school level.
- Conducted the annual provincial perception survey of teachers, students (Grades 4-12) and parents, totaling over 140,000 surveys, and provided each public school with its results.
- Worked with the Information Systems Branch to develop an online system to enable schools and districts to access their perception survey reports.
- Provided data for preparation of the Official Languages in Education Protocol (OLEP) report.
- Assisted other departmental branches with survey development, delivery and data analysis on a number of educational topics including: feasibility of the Grade 5 compacted science curriculum; evaluation of the Gizmos science resource; evaluation of the information provided to parents regarding French Second Language program choices; and feedback on AIMSweb.
- Conducted an analysis of Early Development Instrument (EDI) data and other departmental data to determine its comparability.

- Supported the demonstration school initiative through compilation of achievement, perception and other data profiles for each school and implementation of a professional development needs survey.
- Provided sectoral data for reporting on provincial indicators and targets.
- Supported the provincial Professional Development Steering Committee through coordination and provision of data.
- Conducted a preliminary analysis of data pertaining to results of the Grade 5 Intensive French Program for the previous two years and designed a program evaluation framework for the 2010-2011 results.
- Supported district and departmental planning by providing data in a variety of formats to respond to ad hoc requests.
- Through a partnership with Human Resources Development Canada, contributed to the publishing of a secondary analysis of Youth in Transition Survey data *Educational Trajectories of Youth in New Brunswick: Factors Impacting Educational Pathways*.

Corporate Support

- Supported the procurement of a new provincial student information system through participation on the Project Sponsors team.
- Contributed to provincial consultations on *Youth Strategy NB* and the *Public Engagement Initiative on Learning*.
- Contributed to the development of a model for integrated service delivery through contracting for the development of district student profiles for better understanding of

student needs and development of program evaluation protocols and processes.

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. The learning specialist for Skilled Trades and Technology develops related curriculum and evaluates resources to support achievement of the curriculum outcomes.

Highlights:

E-Learning

- Maintained 50 Grade 11 and 12 online courses in English language arts, science, mathematics, social studies, fine arts, and skilled trades and technology, as well as two Spanish and one Mi'kmaq language course. In the first semester, 25 teacher-facilitated courses were delivered to 786 students and in the second semester, 27 were delivered to 867 students.
- Offered six online courses for teachers: *Response to Intervention; Gifted and Enriched; Inclusion and Differentiation; Autism Spectrum Disorders; Legal Aspects I; and Legal Aspects II.*
- Established the Virtual Professional Development Centre and provided access to self-directed modules in

UDL, Project-Based Learning, and Rigour and Relevance. Three hundred and ninety teachers enrolled in the online modules.

- Expanded the image data bank's collection to a total of 19,000 copyright free images.
- Continued to support 11 technology integration mentors in the school districts who provided regular school-based support to teachers.
- Acted as Canadian facilitator for the *Global Teenage Project*, an online collaborative project coordinated by IICD, a non-profit foundation in the Netherlands. Numerous New Brunswick classrooms were involved in multiple international projects.
- Supported the *Remote Telescope* project, a partnership between the Department of EECD and Australia's Charles Sturt University.

Demonstration Schools

- Completed the technology roll-out and provision of initial professional development for the 37 Demonstration Schools (focused on schools Grades 6-12).
- Worked with the nine English school districts to configure and install additional wireless connectivity, classroom sound systems, interactive white boards, data projectors and mobile net book carts in the 37 Demonstration Schools.
- Worked collaboratively with other branches in the Educational Services Division to help development participating schools to develop of a minimum of two research questions.
- Created an online professional development survey for the Demonstration Schools teachers to

help build their professional development plans.

- Provided professional development opportunities for teachers through sessions on the effective integration of technology in classrooms, project-based learning and collaborative project learning opportunities.

Skilled Trades and Technology

- Continued communication with the New Brunswick Community College (NBCC) to sustain dual credit opportunities for high school students in the following subject areas: *Information Technology 120*, *Business Communications 110* and *Metals Processing 120*. Dual credit is only given upon the student entering a program at NBCC.
- Expanded the current licensing agreement with CDX Global (automotive learning software) to allow high school English and physics teachers' use of this resource.
- Worked with federal sector councils to ensure Skilled Trades and Technology Education (STTE) curriculum outcomes are aligned with changing workplace standards.
- Began implementation of the *Focus on Information Technology (FIT)* federal sector program in nine high schools.
- Continued to partner with school districts and STTE teachers to expand the number of students participating in the provincial skills competition.
- Developed hands-on inquiry activities to support *Physics 110* and *120*.
- Continued to partner with Gaia Project to provide training pertaining to alternative energy for science and construction teachers. Developed outcomes for *Advanced Technologies*

120 to be piloted using alternative energy equipment and resources.

- Began revisions to *Hospitality and Tourism 110* and *Entrepreneurship 110*.
- Began development of the curriculum for *Digital Technologies 120* using the online course as a basis.
- Continued revisions to *Metals Processing 110* and *Business, Organization and Management 120*.

EXTENSION SERVICES BRANCH

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

Highlights:

- Successfully completed Phase 4 of the ILF. Phase 4 saw just over \$600,000.00 in funding being provided in the fourth year of the program to 128 projects. In Phase 4, it was decided that school districts would recommend to the Department which projects should receive funding. Phase 4 of the ILF Program also saw for the first time, a dedicated amount of funding provided to educators who wished to replicate previous successful projects (68 of 128 or 53%) that had been undertaken.

- Slightly expanded the number of students in the China schools representing increased revenues.
- Finalized agreements between Atlantic Education International (AEI) and AKD International Inc. to open a new school in China. A Memorandum of Understanding was signed between AKD and the city of Changsha in Hunan Province to open a new Concord College in September 2012, which would teach New Brunswick curriculum to Chinese high school students. This will bring the total number of schools to 6 once it opens.
- Expanded recruitment efforts into Colombia and Brazil.
- Implemented new short term study programs for middle school students whereby students come for 6, 8 and 12 week programs. Revenue to schools increased because of these new short term programs.
- Discussions were undertaken with the Ministry of Education, Science and Technology of the Republic of Korea to develop a teacher training and shadowing program in New Brunswick.

OFFICE OF EDUCATOR EXCELLENCE

The Office of Educator Excellence is responsible for the development, implementation and evaluation of the professional development and educator training strategy of the New Brunswick Department of EECD (Anglophone).

The office works with school districts, universities, private and public sector institutions, teacher associations, Educational Services Division staff and

other Department of EECD branches to provide leadership and focused direction to enhance educator excellence.

Highlights:

- Implemented a Professional Development reporting process from districts, with future funding dependent on review and approval coordinated through the Office of Educator Excellence. The reports are used for accountability and planning purposes.
- Finalized *21st Century Standards of Practice for Beginning Teachers in New Brunswick* with the Minister's Advisory Committee on Accreditation of Initial Teacher Education Programs.
- Provided direction and support for the New Brunswick Educational Leadership Academy (NBELA) and District-Department Leadership Development Modules.
- Coordinated opportunities for PLCs for 200 educators to participate in Pyramid Response to Intervention (RTI) workshops in St. Stephen and Moncton.
- Collaborated in the development of the Atlantic Education Resource Person Database.

FRANCOPHONE EDUCATIONAL SERVICES

The Francophone Educational Services Sector is comprised of two divisions. These include Educational Programs and Services and Transformation and Strategic Innovation.

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.
- Selection, development, and allocation of resources required for implementation of curricula.
- Student services, including special education, school psychology, services for students with sensory impairments, positive learning environment, guidance counselling, and student life.
- Provincial evaluation of learning.
- Development and delivery of online courses.
- Transformation and innovation, including the Community Schools program and the ILF.
- 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 DEC's through the Provincial Forums, which are organized

to facilitate the sharing of information and to encourage consultation between the Minister and the DEC's. 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.

EDUCATIONAL PROGRAMS AND SERVICES DIVISION

The main task of the Educational Programs and Services Division is to define the goals and objectives of the instructional programs taught to students attending the province's Francophone public schools. The Division is responsible for provincial coordination of curriculum development and implementation, course design and delivery, online course design and delivery, development of the portal, teaching resources. The use of information and communications technologies for teaching and learning, professional development, and student services are also encouraged and promoted.

CURRICULUM DEVELOPMENT BRANCH

Under the Educational Programs and Services Division the Curriculum Development Branch is mandated to:

- 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 related to the evaluation of learning, teachers, and school principals.
- Coordinating educational projects in cooperation with other provincial government departments and other partners, such as CAMET, the Council of Ministers of Education, Canada (CMEC), the Association canadienne d'éducation de langue française (ACELF), the Université de Moncton (UdeM), 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:

K-12 Curriculum Initiatives

French

- Generalized implementation of the revised elementary French language arts program (essential learnings and phonological awareness).
- Training related to the revised elementary program.
- Review of the writing component of

the French program from kindergarten to Grade 8 and adjustments to the reading component following one year of implementation.

- Selection of instructional resources for grades 5 and 8 following a resource workshop.
- Completion of teaching sequences for Grade 12, which were made available on the portal to teachers in the Atlantic Provinces.
- Basic development of an elective Grade 12 course focused on differentiation and career support.
- Organized a writers' tour in school districts 3 and 5.
- Participated in the project to develop Achievement Standards for Reading and Writing for Francophone Students coordinated by CAMET.

Arts Education

- Piloted a new online elective music creation course.
- Developed instructional charts for the rhythm section of a band.
- Printed and distributed a new teaching guide on percussion.
- Implementation of the first phase of training on the final version of the visual arts curriculum (kindergarten to Grade 8) and on the new *IMAGO!* teaching resource.
- Continued work on the collection of Acadian and Francophone plays from New Brunswick (publication and Web components).
- Provincial launch of the *Trousse du passeur culturel* (a kit with resources to help create a cultural environment for students) and the *Table de concertation éducation, arts et culture*.
- 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).

- Implementation of the provincial artist in residence program, *Une école, un artiste*.
- Coordination and management of the *Trousse du passeur culturel* (a kit with resources to help create a cultural environment for students) for principals in Canada, in cooperation with the Association canadienne d'éducation de langue française ACELF), the Fédération culturelle canadienne-française (FCCF), and the Fédération canadienne des directions d'écoles francophones (FCDEF).
- Organization of the meeting of the provincial *Table de concertation education, arts et culture*.
- Participated in the meetings of the Table de l'axe Action culturelle et identitaire (TAACI).
- Facilitated training sessions on the *passeur culturel* with different groups (education students, youth, principals, teachers, cultural and artistic organizations, national education partners, conferences, etc.).
- Participated in the CMEC Pan-Canadian French as a First Language Project to develop a national bank of cultural referents and a foundation document on the cultural teaching approach.

Second and Third Languages

- Piloted the new intensive English curriculum and the following supporting documents: curriculum, teaching guide, evaluation kit, and language portfolio for grades 5 and 6 students.
- Development of teachers'

guide *Semestre régulier de l'année en anglais intensif*.

- Participated in the provincial inter-departmental and inter-institutional committee on international students and international education.
- Participated in the CAMET Atlantic committee responsible for managing the content of the Media services.
- Developed online collaboration sites for teachers of the intensive English program and the reference framework and language portfolio.
- Helped to write the position paper on instructional resources for CAMET with respect to the teaching, learning, and evaluation of the official languages in the Atlantic region.
- Training provided to a group of educators on the *Common European Framework of Reference for Languages (CEFRL)* and the *European Portfolio of Languages (EPL)* in a New Brunswick context.
- Formed a provincial committee to pilot the language portfolio in high school (second languages, international, and newcomers).

Science

- Provincial implementation of the science and technology curricula for grades 6 to 8.
- Updated and distributed the document *La sécurité en classe de sciences de la maternelle à la 12^e année*.
- Analysis and restructuring of the grades 6 and 8 Science and Technology programs and grades 7 and 8 Technology programs in an effort to tie them together.
- Analysis and restructuring of high school science curricula (Science 9, Science 10, Science 11, Biology I, Chemistry I, and Physics I).

- Management of a pilot project in the use of electronic material (probes and data capture) as part of a physics course.
- Continuation of the partnership with Sustainability Education Alliance of New Brunswick, support for green schools, and drafting and distribution of an environmental education strategy.
- Continuation of a partnership with different organizations and events related to scientific education: Envirothon, summer forestry training thanks to the *Tournée des enseignants francophones de l'Atlantique (TEFA)* and *Expo-Sciences francophone*.

Mathematics

- Development of new elementary level curricula from kindergarten to Grade 4.
- Development of new approaches for teaching high school math based on the students' interests, passions, and life-work skills development planning.
- Development of new Grade 9 high school curricula in connection with the new model.
- Purchase of *PRIME* kits on geometry for elementary school teachers.
- Continued teacher training related to the use of the kits *PRIME Le Sens du nombre et des opérations* for elementary school teachers (third year of three).
- Continued teacher training related to the use of the kits *PRIME Régularités et algèbre* for elementary school teachers (second year of three).

Physical Education

- Approval and distribution of the final version of the K-8 physical education curriculum.
- Development of a guide on

assessment and observable behaviour in physical education from kindergarten to Grade 8.

- Purchase of 15 other Dartfish software licences to add 15 more schools to the project and two days of training for new participants.
- Approval and distribution of the final version of the Leadership curriculum (elective course for grades 11 and 12 students).
- Initial development of a teaching guide dealing with the theme of expression for the kindergarten to Grade 8 curriculum.
- Developed online resources with the teaching guide dealing with the theme of posture and mobility for the kindergarten to Grade 8 collaboration site.

Personal and Social Development

- Cooperated with the Department of Wellness, Culture and Sport on their project dealing with mental health.
- Organized training for the kit *Jouer pour de vrai* (Real Game series) to support students with their career development plans.
- Developed an elective course on wellness for grades 11 and 12 students.

Social Studies

- Reviewed grades 3 and 4 Social Studies curricula.
- Production and printing of a resource for the Grade 9 curriculum dealing with the Maritimes entitled *Vivre entre terre et mer: quel horizon?*
- Selection and approval of material for the Grade 12 Geography course after piloting and workshop.
- Continued the partnership with Canada Historica-Dominion to give Francophone New Brunswick

students the chance to go to Ottawa in the context of the *Encounters with Canada*.

- Continued the partnership with the Department of Wellness, Culture and Sport in connection with the Heritage Fairs, making it possible to organize school and regional fairs.
- Reviewed the content of the online law course.
- Signed an agreement with the Institut d'études acadiennes (Institute of Acadian studies) to produce a resource for the grades 3 and 4 social studies curriculum.

Vocational and Technology Studies (Trades)

- Developed a new course Introduction à la profession d'éducation à l'enfance (Introduction to early childhood education).
- In cooperation with the NBCC, organized nine training sessions related to vocational and technical (trades) curricula.
- Piloted the assessment and review of new curricula in the field of vocational and technical studies.
- Piloted online courses in vocational and technical studies (Introduction to motor mechanics).
- Developed training videos for teachers of trades courses (*Aspect sécuritaire en atelier*)(workshop safety).
- Piloted the incorporation of technology (Dartfish) into the field of vocational and technical studies as a means of evaluating learning.

Provincial Strategic Plan

- Coordinated the development of a language and cultural development policy in education.

- Continued the provincial English Second language Bursary Program for students in grades 9, 10, and 11. Courses are offered during the summer by the University of New Brunswick.
- Continued the Summer Language Bursary Programs for students as of Grade 11 (*Explore*) and the three-week programs intended for students 14 and 15 years of age (*Destination Clic*). These programs are offered through the support of Canadian Heritage in cooperation with the CMEC.
- Continued the Language Monitor programs combining the CMEC program (Odyssey) and those of the Department of EECD to offer learning support services in French and English as well as in francization.
- Organized the provincial leadership symposium, held at Carrefour Beausoleil in Miramichi, in partnership with the Fédération des jeunes francophones du Nouveau-Brunswick (FJFNB), to enable the members and monitors of high school student councils to get together and receive leadership training.
- Organized the principals' institute with the theme *Être leadeur en construction identitaire, un engagement prioritaire* (Leading in identity building, a priority commitment). Over 170 principals participated in a range of workshops on PLCs.
- Implemented a program for schools in difficulty to support them in their efforts to improve literacy, mathematics, and science outcomes.
- Review of kindergartens in New Brunswick for improvements in teaching practices.

- Writing of a policy paper for kindergarten teachers.
- A pilot project was implemented on the essential skills program in five high schools (training, resources, and guidance offered in participating 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.

E-LEARNING AND TECHNOLOGY BRANCH

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

Highlights:

Professional Development:

- Training with various stakeholders on the use of the education portal and its teaching resources, safe use of the Internet, and the use of ICTs to communicate.

- Provided training for various education system stakeholders on the use of the D2L online teaching platform and other techno-pedagogical tools.
- Mounted video sequences of various presentations and talks filmed in the context of the 2010 Principals' Institute and made the videos available to school staff as professional development resources.
- Training was offered on the use of ICTs in the classroom for teachers in cooperation with the UdeM (*EDUC 4000: thème technopédagogie* course).
- Training during AEFNB professional development days to promote the incorporation of learning resources available on the portal and on the Internet in teaching practices.
- Partnership with Avancement pédagogique des technologies de l'information et de la communication en Atlantique (APTICA) to plan, organize, and offer professional development workshops on the use of ICTs in education.

Planning

- Initial implementation of provincial strategic plan strategies for the use of ICTs in the classroom.

Instructional resources available through the portal

- Added new instructional resources to the provincial portal for teaching staff.
- Prepared supporting documents for teachers to facilitate the use of the portal.
- Organized a bank of images from other sections of the provincial

education portal to increase user-friendliness.

- Launched the new portal for students.
- Launched the “Department” section of the provincial portal.

Educational use of ICTs and the Dedicated Notebook

- Distributed an evaluation report on mobile devices in relation to online and Internet resources.
- Coordinated an evaluation report on the educational relevance of the iPad to teaching practices and learning strategies.
- Coordinated an experimental project with clickers in the context of a formative evaluation to observe their impact on academic success.
- Helped to develop the www.educatice.ca website to facilitate virtual exchanges between educators.
- Implemented various pilot projects for new technologies in cooperation with the school districts, in order to analyze their impact on teaching and learning, including:
 - iPod touch project
 - Digital teaching and learning environment with the Desire2learn platform
 - Experimental Internet project for personal devices
 - Experimental project incorporating Dartfish technology into vocational and technological studies (trades) in order to improve evaluation practices

Online courses

- Participation of 409 Francophone students in one of the 19 online courses offered in 2010-11: Computerized Accounting, Spanish 1, Statistics, Acadian History, Science of Physical Activity, Design Technology, Media Studies, Environmental

Sciences, Biology II, Introduction to Motor Mechanics, Spanish II, Life-Work Skills, Visual and Media Arts, Tourism Enterprise, Music Creation, Physics III, Contemporary World Issues, Astronomy, and Advanced Mathematics.

- Development of new courses - Introduction to Computer Programming and Computers and Society.
- Training and support for distance teachers on recommended educational practices for online teaching.

STUDENT SERVICES BRANCH

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

Brunswick Department of Education and Early Childhood Development.

Highlights:

- Organized life-work skills development information sessions offered by post-secondary Ambassador students in grade 10 and 11 classes.
- Provincial implementation of the online tool *Guide pour s'orienter* for all high schools.
- Provided the districts with funding to organize training on the self-directed learning approach for their school staff.
- Professional development for guidance counsellors in May at the national conference of the Canadian Counselling and Psychotherapy Association.
- Update of life-work skills development curriculum.
- Developed and planned a life-work skills development pilot project to test the new service model.
- Intensive training for dyslexia intervention offered to 37 resource teachers in the five school districts.
- Developed a data collection tool for dyslexia intervention.
- 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 250 notebook computers and 99 licences for students who have learning disabilities.
- Purchased specialized technologies for children with a disability.
- Worked with the Department of Wellness, Culture and Sport on the mental fitness strategy and to offer

the new wellness grant program in the schools.

- Continued to implement the recommendations of the MacKay report.
- Continued update on the status of the interdepartmental report responding to the recommendations in the Child and Youth Advocate's *Connecting the Dots* and *Ashley Smith* reports.
- Established two demonstration sites for the integrated service delivery model as described in the appendix of the Child and Youth Advocate's *Connecting the Dots* report.
- Continued the services offered to students with visual or hearing impairments (ages 0 to 21).
- Consultation in the school districts and formation of a giftedness committee in developing a provincial strategy for gifted students.
- Participated in the New Brunswick Youth Strategy Committee.
- Organized the third symposium on the auditory-verbal approach.
- Trained teachers specializing in grief counselling.
- Developed and implemented two braille courses, *Braille intégrale* and *Braille abrégé*, for itinerant teachers.
- Developed ongoing training for specialized teachers of the visually impaired for 2011-2012.
- Cooperated with the University of Ottawa in writing a book in French on the auditory-verbal approach.
- Research and development of the buffer years concept for better intervention with special education students.
- Research on the status of kindergartens and development of a reference framework.

- Training offered to all kindergarten teachers, elementary school principals, and certain staff members in the districts on the new reference framework for kindergartens.

ASSESSMENT AND EVALUATION BRANCH

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

The Branch is responsible for screening at-risk children and students as soon as they register for kindergarten and begin their schooling, as well as developing, administering, and marking the elementary-level provincial exams and the high school completion exams, which are compulsory in order to obtain a high school diploma. It also produces numerous reports in an effort to publicize and explain the results of the provincial exams and the school and district report cards, and coordinates and administers national and international learning evaluation programs in the province's Francophone schools.

In addition, the Assessment and Evaluation Branch develops policies and programs on the evaluation of learning, teachers, principals, and schools. It also provides professional development in the field of learning assessment.

Evaluation of learning – elementary level

- Screened all children registered in kindergarten in the fall of 2010 using

the Early Years Evaluation – Direct Assessment (EYE-DA).

- Administered the Early Years Evaluation – Teacher Assessment (EYE-TA), an evaluation to determine kindergarten students' level of development, in January 2011.
- Evaluated all Grade 2 students in order to determine their reading skill level. Administered two tests: silent reading and oral reading. The results were published in June. An individualized report was sent to the parents of each student before the end of the school year.
- Administered the provincial reading examination to Grade 4 students in September 2010.
- Administered provincial examinations in Mathematics, (grades 3, 5, and 8), Science and Technology (grades 5 and 8), and French Language Arts (grades 5 and 8), and published the results in June 2010. An individualized report was sent to the parents of each student in grades 3, 5, and 8 before the end of the school year.

Evaluation of Learning – High School

- Administered semester exams in Mathematics (Grade 11- 30311 and 30312) in June 2010, and January 2011, and annual French exams (Grade 11 - 10331 and 10332) in June 2010.
- Interviewed students enrolled in English (Grade 10) individually in May and June 2010 and in December 2010 and January 2011 to determine their level of oral proficiency in English Second Language. A personalized certificate was sent to each student indicating the mark obtained according to the language

proficiency level achieved on the English Second Language interview.

Initial and Ongoing Teacher Training

- Participated in teaching sections of an education course at the UdeM during the year.
- Prepared and facilitated several evaluation training workshops to support the development of a culture of evaluation to assist learning and foster data interpretation skills.

Progress in International Reading Literacy Study (PIRLS)

- One Grade 4 class per school participated in the international PIRLS assessment.

Pan-Canadian Assessment Program (PCAP)

- Participated in validating the Canada-wide report of the PCAP.

Program for International Student Assessment (PISA)

- Participated in piloting PISA 2012 in the spring of 2011.

Publication of Results and Other Relevant Information

- Published report cards on the schools and districts.
- Prepared the annual statistical report.
- Published statistical documents to support the districts and schools in analyzing their results in order to pinpoint where they should concentrate their efforts.
- Participated in the early childhood development centres pilot project.
- Administered a preliminary online evaluation system.
- Developed reference frameworks and questionnaires for students and

teachers for the grades 5, 8, and 11 evaluations.

- Administered questionnaires to students and teachers for the grades 5 and 8 Science and Technology courses.
- Published the new version of the document *Fondements et gestion*.
- Three times per year, the Assessment and Evaluation branch of the francophone sector (DMÉ) publishes *Infos sur mesure*, a newsletter that provides a better understanding of their work and offers a variety of educational tools to help our stakeholders to identify and target the areas in which their school could improve their academic performances. This initiative is related with the *Commission on Francophone Schools* report on the importance of developing a communication strategy with our partners.

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 and provide provincial coordination for the Community Schools of New Brunswick (CSNB). The Division also supports the school districts in the establishment of community schools. One of the major projects involves the overall management of the provincial *Centre de litt eratie pour les enfants* program, which is being progressively implemented in several schools in each school district. The Division oversees the management and provincial coordination of the ILF. Finally, it is

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

COMMUNITY SCHOOLS BRANCH

The mandate of the Community Schools Branch is to implement the *Community Schools of New Brunswick* (CSNB) 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. The objectives are as follows:

- motivate youth to succeed;
- meet the needs of each child and the community;
- promote the overall health of the child;
- ensure high quality learning of literacy, numeracy, and science;
- cultivate a taste for learning in an online world;
- develop skills that are useful on a lifelong basis;
- develop a conscious entrepreneurial spirit;
- make school more meaningful;
- get families and the community involved in the life of the school;
- develop a spirit of partnership in education from early childhood to adulthood.

CSNB provide an innovative solution for the dual mandate of Francophone schools: academic success and identity building for all youth.

Highlights:

- Developed a process for designating community schools in close partnership with the school districts.
- Implemented a new partnership funding method that prompted the majority (75%) of Francophone schools in the five districts to select the CSNB concept and to become involved in their community.
- In cooperation with the school districts, established an organizational structure favouring the program's success, which includes a community development officer in each school, a district coordinator for each school district, and a departmental team.
- Prepared a strategic development plan for the CSNB in conjunction with the coordinators in the school districts.
- Working closely with representatives of the school districts and other partners, designed, developed, and validated the *Guide d'accompagnement – Niveau secondaire - Indicateurs et niveaux de qualité*, which provides a logical sequence to the elementary level teaching guide.
- Established a portal dedicated to CSNB containing numerous references and tools to help the districts and schools set up the program.
- In the spring of 2010, planned and organized a provincial meeting for the principals, community development officers, and coordinators of the designated community schools.
- Continued implementation of the Communauté | littératie| Enfants | Francophones (CLEF), a literacy program for children, which is

designed to offer individual assistance to children from grades 1 to 3 having problems learning how to read and write.

- A partnership was developed with the Elementary Literacy/Litt ratie au primaire organization to ensure that the CLEF program (in the Francophone sector) was running smoothly, in cooperation with the department's Community Schools Branch. A total of 17 schools are involved in this program.

INNOVATIVE LEARNING FUND (ILF) BRANCH

The objective of the ILF Branch is to support innovative projects focusing on academic success, especially in *literacy*, *numeracy* and *science*. These instructional innovations, which are a measure of success, could subsequently be used by other teachers in the different schools in the province.

Highlights:

- On a management level, for 2010-2011, the ILF included two categories of financial support, each with its own terms or rules. The maximum funding for Tier 1 projects was \$2,500 and for Tier 2 projects, \$20,000.
- Projects had to meet the requirements within the framework of the six instructional parameters of the ILF, namely the need linked to the quality of learning, value added to instruction and to innovation, assessment of impact on learning, project transferability, project viability,

as well as cooperation with other partners (for Tier 2 projects only).

- The ILF funded 42 new projects in 2010-2011 for a total value of \$288,812.

STRATEGIC RELATIONS AND INITIATIVES BRANCH

The Strategic Relations and Initiatives Branch acts as liaison between the Department of Education and Early Childhood Development, the other government agencies, and the community to promote the Department's strategic objectives and guide 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:

- Organized the second provincial debating tournament for New Brunswick high schools in cooperation with the *Association des enseignantes et des enseignants francophones du Nouveau-Brunswick (AEFNB)*.
- Participated in and supported the work of the Action Group for the Commission on Francophone Schools responsible for follow-up on the LeBlanc Report.
- Supported the Minister of EECD in his capacity as President of the Conference of Ministers of Education in French-Speaking Countries (CONFEMEN).
- Participated in the 54th ministerial session and in the activities of the fiftieth anniversary of CONFEMEN

- and in the *Assises sur les réformes curriculaires*.
- Contributed to the work of UNESCO's Associated Schools Project Network.
 - Took part in the work of the strategic committee on the international Francophonie.
 - Organized the 17th annual Teaching Excellence Awards, and continued working with education partners toward developing a new recognition structure for the awards program.
 - Organized, with various school and community stakeholders, the 22nd Provincial French Pride Week and continued to work on planning a proposal for a new program orientation and the implementation of new projects.
 - Planned and implemented the *Actifs et fiers N.-B.* contest for New Brunswick schools in cooperation with the *Association canadienne d'éducation de langue française (ACELF)* and the *Association des directions d'écoles francophones du Nouveau-Brunswick (ADEFNB)*.
 - Planned and organized activities with the partner organizations, in connection with the *Éducation Plus* summer camps.
 - Organized, with the Anglophone sector, the selection of the recipient of the Lester B. Pearson Scholarship.
 - The bipartite committee made up of representatives of the Department of EECD and the *Fédération des conseils d'éducation (FCD)* continued to work toward improving communication and cooperation.
 - 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.
 - Planned and organized the recognition evening for the literacy centres in cooperation with the Community Schools Branch, School District 5, and the *Fondation des caisses populaires acadiennes*.

TEACHER CERTIFICATION BRANCH

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

Other duties and responsibilities include the issuance of regular local permits and Principals' Certificates, evaluation of work experience for salary purposes, approval of university courses for upgrading purposes, liaison with provincial universities, the NBTA, Association des enseignantes et des enseignants francophones du Nouveau-Brunswick (AEFNB), New Brunswick Teachers' Federation (NBTF) and school districts, compliance with provisions of the *Education Act*, Regulation, policy, the collective agreement with the NBTF and the Teacher Mobility Agreement.

The Branch is also involved in the review and implementation of changes related to Teacher Certification Regulations; membership on the Minister's Advisory Committee on Teacher Certification, Provincial Professional Development Steering Committee, Minister's 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:

- Issued a total of 1,258 new, renewed and upgraded certificates:

Certificate 5.....730
Male-female ratio:.....178/552

Certificate 6.....248
Male-female ratio:.....60/188

Interim Certificate 4106
Male-female ratio:.....24/82

Interim Certificate 5143
Male-female ratio:.....41/102

Interim Certificate 631
Male-female ratio:.....12/19

- Issued 35 Principal's Certificates; 12 to men and 23 to women.
- Presented requirements for teacher certification to university students completing initial teacher-training programs in New Brunswick.

POLICY AND PLANNING DIVISION

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

POLICY AND LEGISLATIVE AFFAIRS BRANCH

The Policy and Legislative Affairs Branch manages the Department's legislative and policy framework by developing new policy and legislative proposals, interpreting policy and legislation for partners and stakeholders, and providing policy advice. The Branch also monitors and responds to public school governance issues, administers the *Public Interest Disclosure Act*, *Right to Information and Protection of Privacy Act* and *Personal Health Information Privacy and Access Act*, and addresses educational copyright issues. The Branch provides strategic planning for the Department, ensures departmental plans are implemented strategically and effectively, and provides reports on departmental initiatives and on the

progress of publicly-stated goals and targets. The Branch ensures that the Minister and Deputy Ministers are prepared for the Legislature and its committees, and facilitates the Department's corporate and coordinated approach to intergovernmental and interdepartmental activities.

Highlights:

Corporate Projects

- Prepared submissions for Cabinet on a variety of topics.
- Provided Education input on various government-wide initiatives and plans.
- Held a one-day provincial Anti-Bullying Summit, bringing together approximately 200 stakeholders from across the province to discuss bullying in schools, to share best practices and, most importantly, to support one another.
- 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 2009-2010 annual report.
- Provided data and information in support of the Poverty Reduction Plan led by Social Development.
- Coordinated and led government involvement in the provincial Youth Strategy and participated in the interdepartmental committee which led to a Provincial Youth Summit in February.

Legislation

- Provided support on legal matters concerning the *Education Act* and provided advice to school districts.

- Ensured that Education's concerns related to human rights legislation were addressed in provincial submissions by developing departmental contributions on such issues as: religion and law, discrimination against women, rights of the child, persons with disabilities, social and cultural rights, and Aboriginal issues.
- Complied with the Department's responsibilities under the *Public Interest Disclosure Act*.
- Complied with the Department's responsibilities under the *Right to Information Act and Protection of Privacy Act*, by responding to 18 requests for materials, down from 24 in 2009-2010.

Legislature Activity

- Ensured the Minister was well prepared for the Legislative Assembly by coordinating ministerial support and by holding weekly meetings with communication staff and the Minister's Executive Assistant.
- Ensured the Department's legislative responsibilities were fully met by responding to three tabling motions as well as several petitions.
- Prepared briefing materials related to work undertaken by the Division for legislative sessions, including departmental appearances before committees of the legislature, as well as for media interviews and news releases.

District Education Councils (DECs)

- Provided advice to DECs on governance issues and interpretation of legislation.
- Prepared and distributed a survey to all DEC members on how to improve the guide for councillors.

- Coordinated the sub-district boundary review which involved consultation with each DEC to gather their recommendations for boundary changes to their sub-districts.
- Solicited feedback from student DEC councillors on how to improve the process and make it easier for students to prepare for their role, which includes the initial stages of a guidebook developed specifically for student DEC councillors.

Committees

- Provided staff expertise to several interdepartmental steering committees and working groups, including: Intergovernmental Citizen Engagement Network; Healthy Eating Physical Activity Coalition of New Brunswick and its subcommittees; NB2026 Research Group; Community Non-Profit Task Force; Poverty Reduction Plan - *Bringing the pieces together*; Transforming Human Resources; and Coordinating Committee on Official Languages.
- Participated on national committees, including: the Joint Statistics Canada - Council of Ministers of Education Canada (CMEC) Strategic Management Committee; the Canadian Education Statistics Council Working Group; and CMEC's Copyright Consortium Steering Committee.
- Provided staff expertise to different budget reduction working groups.

Federal-Provincial Activity

- Ensured New Brunswick's educational interests were promoted regionally, nationally and internationally by liaising with CMEC, and CAMET.

Policy Development

- Began reviewing the scope of policy 512 (Extra-Curricular Activity Vehicles) and 513 (Transportation to and from Off-Site School-Related Extra-Curricular Activities).
- Determined policy development and revision priorities and began working on a policy primer.

CORPORATE DATA MANAGEMENT AND ANALYSIS BRANCH

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

The Branch provides statistical information regarding different aspects of the New Brunswick education system, including pupil enrolment, pupil-educator ratios, high school course enrolment, home and independent schooling enrolment, Part 2 staff full time employee (FTEs) and absenteeism, First Nations enrolment, projections, French second language, numbers of classes and class size, graduation trends and rates, dropouts, ratios, etc. The Branch audits the raw data and prepares official figures that are shared internally and externally.

The Branch participates in inter-provincial statistics projects, with the

aim of developing timely and relevant indicators. The Branch also participates in other projects to improve the reliability and efficiency of data collection and analysis.

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

Highlights:

Data Projects

- Assisted researchers within and outside the province by responding to various requests for data. This included the provision of data to the Atlantic Institute for Market Studies (AIMS), students attending public schools and post-secondary institutions, l'Organisation internationale de la Francophonie (OIF), UdeM, University of New Brunswick (UNB) and Statistics Canada.
- Responded to approximately 450 requests for data. This included requests from within the Department, from other Departments, from school districts, from Non-Governmental organizations (NGO) and others.
- Administered a Grade 12 exit survey to 40% of students in the province for the fifth time. Released the fifth report in October 2010.
- Produced reports on absenteeism, dropouts and Exit Survey analysis.
- Produced the *Education Outline*, *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.

- Revised current data standards and developed several new ones in preparation for migration to a new student information system.
- Implemented a new online Educational Staff Record (ESR) form that was completed by all educators in the province.
- The Branch's Student Information Officer ensured that data in the student information system were accurate as possible and that any inconsistencies were corrected quickly.

ADMINISTRATION AND FINANCE DIVISION

The Administration and Finance Division is responsible for providing efficient support in the areas of Human Resources, Information Systems, Finance and Services, Educational Facilities and Pupil Transportation. These services are offered to the Anglophone and Francophone public education sectors (K-12) at both the central office and district levels as well as the Early Childhood Development sector. The Division also provides support services to the Department of Wellness, Culture and Sport.

FINANCE AND SERVICES BRANCH

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

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

Highlights:

- Prepared the Main Estimates budget for the Department of EECD 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.
- Continued to develop policies, procedures and best practices necessary to ensure sound financial management including the restructuring of financial reporting in the Educational Services Divisions to support the accountability requirements.
- Responded to requests from stakeholders for financial and statistical information.
- Coordinated the purchase of goods and services in compliance with the *Public Purchasing Act*.
- Provided general administrative support services for central office facilities, records management and reception services.
- Identified accounting and reporting requirements for school raised funds in collaboration with school districts and the Office of the Comptroller.
- Coordinated the deployment of the Accounts Payable staff and services to the New Brunswick Internal Services Agency.
- Coordinated the Implementation of the Print Optimization Initiative at the Department.
- Piloted I-expense in one school district office.

EDUCATIONAL FACILITIES AND PUPIL TRANSPORTATION BRANCH

The Educational Facilities and Pupil Transportation Branch provides school districts with support and expertise in the planning and management of educational facilities and the pupil transportation system. The objective is to create a healthy and secure learning and working environment and to ensure the safe and efficient bussing of students.

Highlights:

- Prepared documentation in support of the 2011-2012 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 planning and design for four schools: Lincoln Elementary Community School, Kennebecasis Park Elementary School, Fredericton North and École Secondaire Assomption.
- Completed construction of eight major capital projects: Eleanor W. Graham Middle School, Northrop Frye School, Bayside Middle School, Central New Brunswick Academy, Minto Memorial High School, Doaktown Elementary School, Andover Elementary School, and École Sainte-Thérèse.
- Initiated construction at École Régionale de Restigouche Est, Polyvalente Roland-Pépin, Carrefour Étudiant and Élémentaire Sacré-Coeur.
- Developed requests for proposals and completed educational specifications for planned P3 schools in Riverview and Moncton nord.
- Completed phase three testing and documentation for radon gas (20 schools) in cooperation with the Department of Health; began phase four testing (85 schools during winter 2011).
- Managed planned capital improvement projects and identified emergency repairs.
- Completed radon remediation work in 15 schools.
- Initiated the second phase in the development and assessment of a new asset management process.
- Established a monitoring and accountability process related to contract payments for new P3 schools (Eleanor W. Graham Middle School and Northrop Frye School).
- Initiated the conversion of six schools to natural gas and removal of oil tanks. Also initiated the conversion of the heating system for the pool at Riverview High School to natural gas.
- Consulted on a revised Educational Facilities Planning Guide for construction of new school facilities.
- Represented the Department on the Children's Environmental Health Network Committees.
- Maintained a school physical plant review database.
- Maintained a database on the yearly schedule and follow-ups of provincial testing on potable water, as per the *Clean Water Act*, for each school that has an artesian well.
- Maintained a database to track Fire Marshall orders and when work was completed by school districts.

- Provided support to school districts for the educational facilities management system (MPC system).
- Provided training to new school bus drivers and assisted school districts in the delivery of the annual school bus driver's refresher course.
- Provided the initial school driver training program to 220 people.
- Purchased 89 new school buses through the Atlantic Procurement process with the Council of Atlantic Premiers.
- Participated in the planning and management of activities related to the emergency situations at Moncton High School and Polyvalente Roland-Pépin.
- Co-managed, in partnership with the Department of Supply and Services, the transition committee for the refurbishment of Moncton High School.
- Initiated the development of educational specifications for the new Moncton High School with a local committee.
- Initiated a process for the structural review of aging schools.
- Initiated a review of the emergency preparedness plan for the Department and school districts, and acted as the liaison with the NB Emergency Measures Organization.
- Managed requests for school district maintenance vehicles through the Vehicle Management Agency.
- Maintained up-to-date summary data and ensured a follow-up of inspections conducted on school buses by the Commercial Vehicle Enforcement Branch under the Department of Public Safety.
- Provided follow-up on general inquiries for interpretation of legislated regulations and policies

pertaining to educational facilities and pupil transportation management.

- Provided support on extra-curricular travel with school districts and the Department of Transportation.
- Approved orders for new multi-functional activity bus purchases using approved specifications.

HUMAN RESOURCES BRANCH

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

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

Highlights:

Place 2000 Health and Wellness Committee

- Continued to promote and enhance the health and well-being of employees.
- Organized events that recognized employee commitment such as the Fall and Spring Employee Appreciation Events and the Holiday Open House Event.
- Organized activities that promote staff participation and workplace wellness initiatives including monthly noon-

hour lunch and learn sessions, the Family Winter Active day, the Walk Around the Block Challenge, nutrition breaks, Halloween and Easter events and an onsite Pilates program.

- Encouraged the adoption of healthy lifestyle practices for employees by organizing after work sporting activities such as golf, curling and softball, and providing ongoing support and updating of the Wellness Room and Lounge.
- Recognized by the Heart and Stroke Foundation for workplace wellness programs and honored with a Gold “Wellness at Heart” Award for 2010.

The Joint Health and Safety Committee

- Continued to promote and ensure the health and safety of employees through monthly committee meetings and workplace inspections.
- Continued the workplace inspection initiative in accordance with the amendments to the *Occupational Health and Safety Act*, in order to promote awareness of health and safety issues in the workplace.
- Represented the Departments of EECD and Wellness, Culture and Sport on the Interdepartmental Health and Safety Advisory Committee.
- Organized a flu shot clinic for staff.

The Part I Services Section

- Hired approximately 103 casual employees through the administration of the *Student Employment Experience Development (SEED) Program*, the *Priority Employment Project (PEP)* and all other associated programs.
- Provided the *Employee and Family Assistance Program*, second

language training and orientation for new employees.

- Responded to official language inquiries and complaints - the Commissioner of Official Languages did not receive any complaints pertaining to the Department of EECD this past year.
- Coordinated linguistic profiles.
- Managed more than 15 competitions and a total of five requests in the area of classifications and reclassifications.

The Strategic Initiative Unit

- Participated in the implementation of the action plan based on the results of the Public Service Employee Survey.
- Continued to work on the succession plan for the Department which includes the identification of critical positions, the support of departmental talent management initiatives and the review of performance management measures.
- Continued to work on the establishment of competency profiles for critical and non-critical positions.
- Continued to work on the establishment and classification of new positions.
- Continued to support workplace wellness initiatives by co-chairing the Place 2000 Health and Wellness Committee as well as coordinating *Live, work, play...be well* initiatives for the Department.

The Part II Services Section

- Played a lead role in the negotiation, conciliation and essential designation hearing process between Board of Management and the Canadian

Union of Public Employees (CUPE), Local 2745 in relation to operational issues for both the Department and school districts. The collective agreement was signed in May 2011.

- Played a lead role in the negotiation process between Board of Management and the Canadian Union of Public Employees (CUPE), Local 1253 in relation to operational issues for both the Department and school districts. The collective agreement was signed in December.
- Consulted on four Human Rights complaints.
- Coordinated the placement of over 141 kindergarten support workers in classrooms with an enrolment of 21 students.
- Administered 158 grievances (85 of them were filed in 2010-11) and resolved several complaints prior to a grievance being filed. Additionally, three prior grievances proceeded to an adjudication hearing.
- Participated in a joint working committee with the NBTF concerning teacher workload and allocation.
- Processed 27 Policy 701 complaints, six workplace harassment complaints and six possible civil actions.
- Provided Labour Relations services to the 14 school districts across the province. Examples include providing interpretations of four collective agreements and non-bargaining personnel policies, providing assistance with grievances, complaints related to the *Policy for the Protection of Pupils*, Human Rights complaints, workplace harassment complaints, civil actions, position reclassifications and other human resources issues.
- Participated in and continued to work towards the improvement of labour

relations with CUPE 1253, CUPE 2745, New Brunswick Union of Public and Private Employees (NBUPPE) and the NBTF.

- Administered the Deferred Salary Plan, with an enrolment of 577 teachers in total of which 93 took leave during the 2010-2011 school year.
- Received and finalized 30 requests for reclassification.

INFORMATION SYSTEMS SERVICES BRANCH

The Information Systems Services Branch is responsible for the implementation and support of information technology in the public school system, the Department of Wellness, Culture and Sport and the Department of Education and Early Childhood Development 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 online courses, video conferencing, e-mail for students and teachers, school and district web site hosting and various other technologies.

- Oversaw the technical activities of the Notebook Computer Programs for teachers including the maintenance and the handling and shipping of the equipment to school districts. Completed the equipment refresh for the 8,000 notebooks for teachers.
- Developed an online School Perception Survey Report Site complete with canned and dynamic reports for the School Improvement Branch.
- Built a new publicly accessible web platform to host school sites, district sites, teacher and student wikis and blogs. Worked closely with personnel from School District 8 to develop and release their new public site.
- Provided technical support and continued to expand the NB Education Portal which contains learning resources and collaboration arenas for educators and information workers.
- Part II Payroll applications: continued, in cooperation with the Department of Supply and Services and school districts, to provide technical support ensuring the operation of the Part II payroll system.
- Enhanced the web-based *Provincial Student Registration System (PSRS)* used to uniquely identify each student and to properly generate a unique provincial student identifier. Improvements included adding a communication module facilitating quicker individual student-data related communications between schools, districts and the Department.
- In collaboration with the Educational Services Divisions, Policy and Planning and school districts, wrote, released and evaluated a *Request for Information (RFI)* and a *Request for Proposals (RFP)* for a student information system.
- Developed a web-based system, *Provincial Assessment Protocol Accommodation and Exemptions (PAPAE)*, to improve processes in both the Anglophone and Francophone branches of Assessment and Evaluation. This system tracks requests for students to be accommodated or exempted from provincial assessment exams.
- Supported and maintained over 45 educational and administrative applications in the development or maintenance stage.
- In collaboration with the Department of Supply and Services, managed the communication infrastructure for all schools and district offices as part of the shared wide area network for GNB. This infrastructure uses next generation technology to provide enhanced performance, flexibility and reliability of Internet and communication services. Also, added increased capacity and redundancy for internet connectivity.

SCHOOL DISTRICTS

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

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

The 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

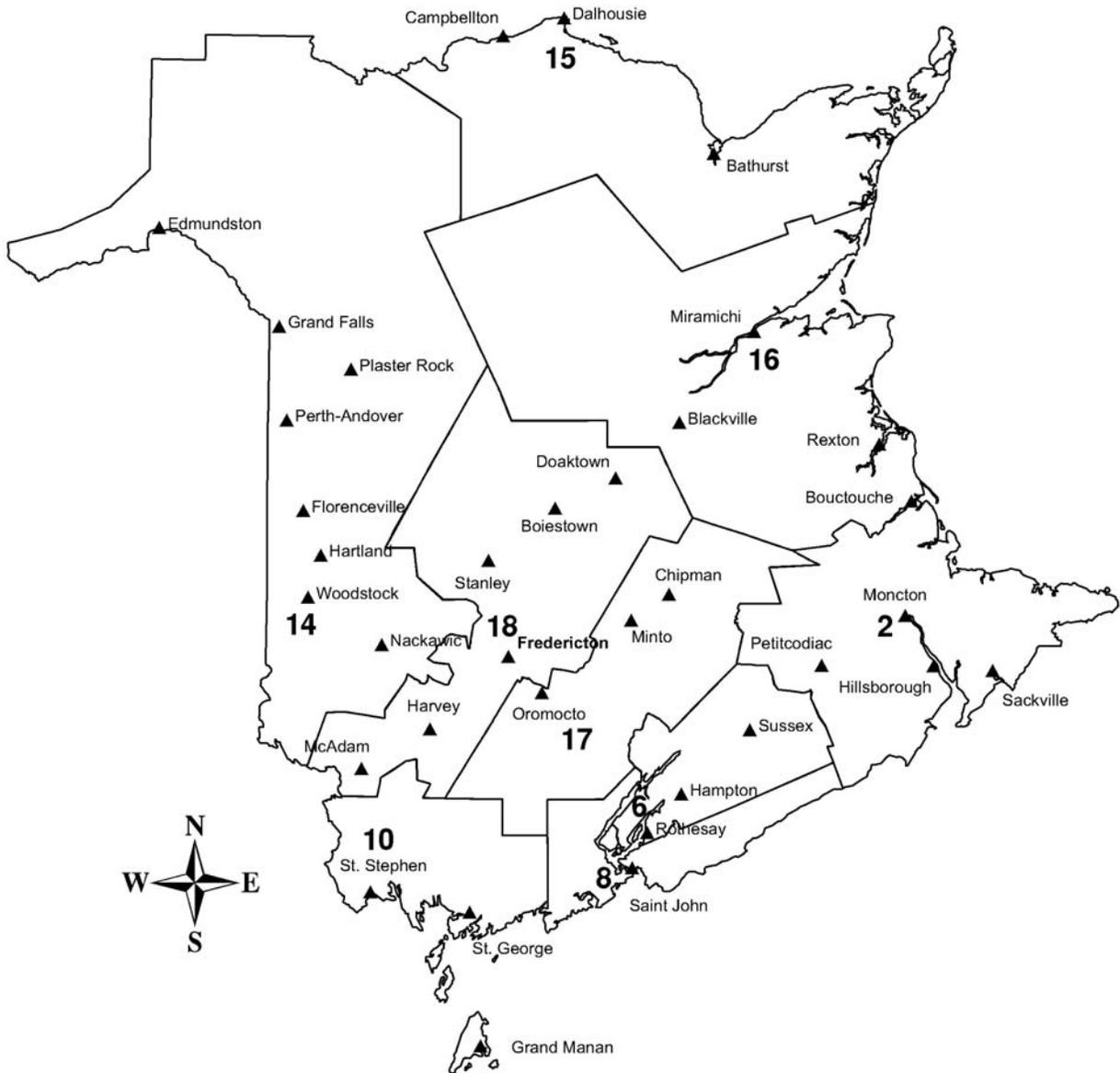
17 Miramichi Road
Oromocto, NB E2V 2P6
Tel.: (506) 357-4010
Fax: (506) 357-4011
<http://www.district17.nbed.nb.ca>

School District 18

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



New Brunswick Anglophone School Districts



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 Francophone School Districts



EARLY CHILDHOOD DEVELOPMENT

EARLY CHILDHOOD SERVICES

The Early Childhood Services branch is responsible for the planning, design and monitoring of all departmental early childhood programs and services. These include the following programs and services: Prenatal/Postnatal Benefit Program; Day Care Services Program; Day Care Assistance Program, Alternative Child Care Program, Services for Preschool Children with Autism Spectrum Disorder, Quality Improvement Funding Support Program for Child Care Facilities, Communities Raising Children, Parenting Initiatives, Early Literacy and Language and the departmental coordination of the Early Childhood Initiatives Program, including Early Intervention Services, Support Worker Initiative, Integrated Day Care Services, and Infant Parent Attachment Initiative.

The branch also administers federal-provincial agreements for early childhood development and early learning and child care.

In 2010-2011, support continued for a number of initiatives, including the three-year pilot project of Early Childhood Development Centres, continued funding for early learning community advisors to support the implementation of the new Early Learning and Care Curriculum, funding to Family Resource Centres to enhance community-based supports, initiatives with the francophone sector to ensure increased collaboration between all

partners, and training initiatives to increase provincial requirements for regulated child care service providers.

In April 2010, the new *Early Learning and Child Care Act* was assented but has not yet been proclaimed.

Through an Order in Council in October 2010, the early childhood services were transferred to the newly named Department of Education and Early Childhood Development, effective April 1, 2011. Activities are now focused on integration of early childhood services and K-12 services, and implementing our government priorities.

Excellence in Parenting

Funding continues to be provided to the 13 Family resources centres across the province to enhance, expand and support their existing programs and to reach more families, especially in rural areas.

The department continues to provide a grant to the Family Resource Centre Association to support the provincial coordination of the Nobody's Perfect Program.

Early Literacy

Born to Read/Le goût de lire encourages parents to read to their children from birth. The Department of Social Development continues to provide grants to *Born to Read/Le goût de lire* to fund the basic book bag, including one book for baby, preferably by a New Brunswick author.

Day Care Assistance Program

The Day Care Assistance Program is designed to help New Brunswick families obtain the best possible child

care for their children. This program offers parents or guardians financial assistance to help them access an approved, licensed day care facility. If parents or guardians have no access to a day care facility, either because they work evenings, nights or weekends or because there is no licensed day care facility near where they live, they can obtain private child care through the Alternative Child Care Program.

In 2010-2011, this program served 5 863 children.

Early Childhood Initiatives Program

The Early Childhood Initiatives (ECI) Program is an integrated system of prevention-focused early childhood services. ECI targets children from prenatal to age five who are at risk because of congenital or acquired health challenges, developmental factors and/or family interaction factors. The program combines public health services provided by the Department of Health with the social services of the Department of Social Development to help enhance the development of these children before they enter the school system.

The department's ECI social services include:

- Seventeen home-based Early Intervention Services, which aim to improve childhood outcomes, enhance the child's readiness for school and enhance family self-reliance. As of March 31, 2011 the staff of the early intervention programs were providing regular family visits and serving as community liaison with 1802 children.
- The Infant-Parent Attachment Program, which is a community-

based program delivered by the early intervention agencies, provides screening and intervention for parents at risk of developing unhealthy infant-parent attachments within the first year of the child's life. As of March 31, 2011, an additional 66 infants and their families received the benefits of this intervention.

- Integrated Day Care Services ensures the participation of priority children in developmentally appropriate child care services. As of March 31, 2011, 323 children across the province were participating in the integrated day care program.
- The Support Worker Program provides increased accessibility to day care services for special needs children of working parents who require a support worker to fully participate in the activities of the day care. The program is intended to support labour force activities of parents whose children require a support worker. In 2010-2011, 151 children received services under this program.

Prenatal/Postnatal Benefit Program

The Prenatal/Postnatal Benefit Program is designed to improve the health of pregnant women and their newborns by providing women with the funding they need for healthy food and lifestyle choices during pregnancy. Access to information about prenatal and postnatal services in New Brunswick is available by calling a toll-free number, 1-888-987-6789.

The postnatal benefit is \$60 per month for all clients. It is provided to eligible mothers for up to four months after the baby is born. The administration of the benefit transferred from the Department

of Health to Social Development on April 1, 2010, but the budget remains with Health.

In 2010-2011, prenatal benefits were provided to 1 422 expectant mothers.

Day Care Services Program

The Day Care Services Program is responsible for representing the public interest in matters related to the safety and healthy development of young children from birth to 12 years of age who are in non-parental day care arrangements primarily while their parents are working, studying or in training. Approved facilities are monitored, complaints are investigated and program supports are provided.

As of March 31, 2011, there were 622 approved day care facilities, an increase of 44 centres from the previous year. This resulted in an increase of 1 534 child care spaces in the province, bringing the total of available spaces to 20 319. Of the 1 534 new child care spaces, 91 were infant spaces for children under the age of two years.

Government continues to invest in the training of child care workers through the Early Learning and Child Care Trust Fund.

Quality Improvement Funding Support (QIFS)

The QIFS is a program that provides funding to approve child day care facilities to help increase the availability and quality of child day care services in New Brunswick.

The QIFS Program accepts into the program applications of newly approved day care facilities on a yearly basis, in

April of each year. However, newly approved daycare facilities with infant spaces can apply to the program throughout the year.

All new day care facilities that open after March 31, 2010, will only be eligible to receive the higher trained wage enhancement of \$4.50 per hour for their recognized trained staff. Those employees without recognized Early Childhood Education (ECE) training working at these new day care facilities will not be eligible for the wage enhancement.

All day care facilities that have been open and approved prior to March 31, 2010, will continue to be eligible to receive both the higher trained wage rate of \$4.50 per hour and the untrained wage rate of \$2.75 per hour for all of their staff until their facility either closes or discontinues their participation in the QIFS program.

Since this program was introduced, average wages for child care service providers have increased as follows:

- Staff with recognized ECE training: a 121 per cent increase from \$7.04 per hour to \$15.59 per hour.
- Staff without recognized ECE training: 79 per cent increase from \$7.04 per hour to \$12.59 per hour.

In 2010-2011, 604 of the province's approved child care facilities participated in this program to support the enhancement of staff wages.

Services for Preschool Children with Autism Spectrum Disorder

The department provides funding assistance of up to \$27 500 per year per child, including an administrative fee, to purchase services from six approved agencies across the province that provide intensive intervention services for preschool-age children with a diagnosis of Autism Spectrum Disorder (ASD).

In 2010-2011, 533 preschool age children benefited from intensive evidence-based intervention throughout the year.

The University of New Brunswick's College of Extended Learning is contracted to deliver a program for training in clinical supervision of evidence-based interventions for children with autism spectrum disorder. In 2010-2011, an additional 28 Autism Support Workers were trained. Clinicians were also offered two workshops, Teaching Play & Social Skills and Verbal Behaviour, through this program.

APPENDICES

Enrollment by School District and Year
September 30, 2002 to September 30, 2010

School District ¹	Sept. 2002	Sept. 2003	Sept. 2004	Sept. 2005	Sept. 2006	Sept. 2007	Sept. 2008	Sept. 2009	Sept. 2010
Anglophone Districts									
02 - Moncton	16,726	16,687	16,671	16,508	16,287	16,188	15,976	15,822	15,680
06 - Rothesay	10,629	10,548	10,463	10,427	10,338	10,369	10,282	10,172	10,042
08 - Saint John	14,064	13,751	13,477	13,135	12,745	12,428	12,166	11,880	11,571
10 - St. Stephen	4,616	4,564	4,521	4,340	4,191	4,082	4,063	3,912	3,788
14 - Woodstock	8,932	8,863	8,699	8,511	8,292	8,046	7,834	7,748	7,491
15 - Dalhousie	4,403	4,263	4,127	3,982	3,843	3,745	3,644	3,515	3,371
16 - Miramichi	6,756	6,722	6,600	6,492	6,336	6,161	6,002	5,831	5,606
17 - Oromocto	5,815	5,720	5,628	5,501	5,241	5,218	5,037	4,908	4,889
18 - Fredericton	12,634	12,681	12,633	12,464	12,387	12,326	12,284	12,186	12,141
Francophone Districts									
01 - Dieppe	6,915	6,891	6,936	7,056	7,123.0	7,297	7,568	7,721	7,854
03 - Edmundston	7,716	7,448	7,235	6,966	6,576	6,402	6,196	5,947	5,803
05 - Campbellton	6,476	6,255	6,087	5,934	5,724	5,500	5,273	5,057	4,892
09 - Tracadie-Sheila	8,126	7,903	7,675	7,412	7,102.0	6,911	6,646	6,402	6,159
11 - Richibouctou	6,792	6,573	6,393	6,093	5,828	5,615	5,436	5,293	5,134
Anglophone	84,575	83,799	82,819	81,360	79,660	78,563	77,288	75,974	74,579
Francophone	36,025	35,070	34,326	33,460	32,353	31,725	31,119	30,420	29,842
Province	120,600	118,869	117,145	114,820	112,013	110,288	108,407	106,394	104,421

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

Enrolment by School District and Language of Instruction
September 30, 2010

School District ¹	English	French	French Immersion	Total
Anglophone Districts				
02 - Moncton	10,838	-	4,842	15,680
06 - Rothesay	6,796	-	3,246	10,042
08 - Saint John	9,467	-	2,104	11,571
10 - St. Stephen	3,309	-	479	3,788
14 - Woodstock	6,234	-	1,257	7,491
15 - Dalhousie	2,437	-	934	3,371
16 - Miramichi	4,769	-	837	5,606
17 - Oromocto	4,240	-	649	4,889
18 - Fredericton	9,035	-	3,106	12,141
Francophone Districts				
01 - Dieppe	-	7,854	-	7,854
03 - Edmundston	-	5,803	-	5,803
05 - Campbellton	-	4,892	-	4,892
09 - Tracadie-Sheila	-	6,159	-	6,159
11 - Richibouctou	-	5,134	-	5,134
Anglophone	57,125	-	17,454	74,579
Francophone	-	29,842	-	29,842
Province	57,125	29,842	17,454	104,421

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, 2010**

School district	First Nation reserve	Number of students
01	Kingsclear	3
02	Fort Folly	5
03	Saint-Basile	29
05	Eel River	1
	Listuguj Mi'gmaq	7
	Pabineau	1
09	Burnt Church	44
11	Bouctouche	3
	Red Bank	4
14	Saint-Basile	7
	Tobique	196
	Woodstock	77
15	Eel River	102
	Listuguj Mi'gmaq	159
	Pabineau	28
16	Elsipogtog (Big Cove)	277
	Bouctouche	21
	Burnt Church	108
	Eel Ground	61
	Indian Island	25
	Red Bank	51
17	Oromocto	70
18	Kingsclear	73
	St. Mary's	165
Total		1,517

Enrolment by School District by Grade
September 30, 2010

School District ¹	Total	Grades											Previous 12 Graduates		
		K	1	2	3	4	5	6	7	8	9	10		11	
Anglophone Districts															
02 - Moncton	15,680	1,040	1,068	1,087	1,090	1,128	1,174	1,177	1,160	1,197	1,361	1,338	1,441	1,391	28
06 - Rothesay	10,042	665	680	658	740	709	724	794	798	782	841	839	904	870	38
08 - Saint John	11,571	818	780	766	762	788	765	850	844	922	1,091	1,040	1,073	1,067	5
10 - St. Stephen	3,788	254	253	283	259	254	260	276	279	308	347	336	346	329	4
14 - Woodstock	7,491	433	516	506	483	517	562	581	599	622	621	697	689	657	8
15 - Dalhousie	3,371	163	171	180	217	204	219	224	247	277	322	305	380	433	29
16 - Miramichi	5,606	313	305	346	342	346	380	411	465	417	525	560	576	583	37
17 - Oromocto	4,889	353	330	340	338	311	372	354	390	391	410	405	458	429	8
18 - Fredericton	12,141	879	832	851	807	870	897	885	963	938	1,059	1,016	1,131	1,002	11
Francophone Districts															
01 - Dieppe	7,854	717	656	695	658	597	595	549	532	574	536	631	558	554	2
03 - Edmundston	5,803	430	413	434	405	431	423	462	470	456	425	486	504	459	5
05 - Campbellton	4,892	307	329	355	349	344	387	368	395	403	389	429	429	403	5
09 - Tracadie-Sheila	6,159	374	404	385	428	408	475	487	487	488	492	552	599	569	11
11 - Richibouctou	5,134	327	379	376	375	386	374	396	414	378	405	466	437	413	8
Anglophone	74,579	4,918	4,935	5,017	5,038	5,127	5,353	5,552	5,745	5,854	6,577	6,536	6,998	6,761	168
Francophone	29,842	2,155	2,181	2,245	2,215	2,166	2,254	2,262	2,298	2,299	2,247	2,564	2,527	2,398	31
Province	104,421	7,073	7,116	7,262	7,253	7,293	7,607	7,814	8,043	8,153	8,824	9,100	9,525	9,159	199

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, 2002 to September 30, 2010

School District ¹	Sept. 2002	Sept. 2003	Sept. 2004	Sept. 2005	Sept. 2006	Sept. 2007	Sept. 2008	Sept. 2009	Sept. 2010
Anglophone Districts									
02 - Moncton	115	122	101	100	77	69	47	55	54
06 - Rothesay	28	34	36	31	25	30	27	23	21
08 - Saint John	38	32	36	28	28	31	42	40	42
10 - St. Stephen	37	36	38	33	33	28	32	30	34
14 - Woodstock	49	65	57	75	62	63	50	38	41
15 - Dalhousie	30	30	35	29	22	19	18	19	15
16 - Miramichi	34	35	36	38	39	34	28	25	22
17 - Oromocto	33	40	49	47	35	37	31	33	36
18 - Fredericton	38	34	30	35	31	32	31	25	22
Francophone Districts									
01 - Dieppe	5	2	3	5	8	1	2	0	0
03 - Edmundston	9	9	9	3	3	3	2	3	3
05 - Campbellton	19	20	27	19	17	17	16	16	12
09 - Tracadie-Sheila	15	4	7	5	3	5	4	4	4
11 - Richibouctou	19	19	19	21	18	6	6	7	7
Anglophone	402	428	418	416	352	343	306	288	287
Francophone	67	54	65	53	49	32	30	30	26
Province	469	482	483	469	401	375	336	318	313

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, 2007 to September 30, 2010

School District ¹	Educators (in full-time equivalence)				Pupil/Educator Ratio			
	2007	2008	2009	2010	2007	2008	2009	2010
Anglophone Districts								
02 - Moncton	1,118.5	1,165.5	1,127.0	1,152.7	14.5	13.7	14.0	13.6
06 - Rothesay	693.9	714.1	697.8	699.3	14.9	14.4	14.6	14.4
08 - Saint John	872.5	880.5	845.7	842.6	14.2	13.8	14.0	13.7
10 - St. Stephen	311.4	320.6	311.1	299.6	13.1	12.7	12.6	12.6
14 - Woodstock	589.4	593.4	583.1	575.9	13.7	13.2	13.3	13.0
15 - Dalhousie	287.0	293.0	288.0	277.0	13.0	12.4	12.2	12.2
16 - Miramichi	456.8	461.7	454.5	452.5	13.5	13.0	12.8	12.4
17 - Oromocto	381.7	386.3	370.3	366.7	13.7	13.0	13.3	13.3
18 - Fredericton	874.8	886.4	871.0	875.5	14.1	13.9	14.0	13.9
Francophone Districts								
01 - Dieppe	503.0	529.3	537.6	546.7	14.5	14.3	14.4	14.4
03 - Edmundston	474.5	485.2	469.8	463.9	13.5	12.8	12.7	12.5
05 - Campbellton	407.9	424.3	392.9	390.9	13.5	12.4	12.9	12.5
09 - Tracadie-Sheila	530.9	525.2	491.4	481.0	13.0	12.7	13.0	12.8
11 - Richibouctou	459.6	469.7	456.3	445.0	12.2	11.6	11.6	11.5
Anglophone	5,586.0	5,701.5	5,548.4	5,541.8	14.1	13.6	13.7	13.5
Francophone	2,375.9	2,433.7	2,347.9	2,327.5	13.4	12.8	13.0	12.8
Province	7,961.8	8,135.2	7,896.3	7,869.3	13.9	13.3	13.5	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, 2010

School District ¹	K-5	K-8	K-12	6-8	6-12	9-12	Total
Anglophone Districts							
02 - Moncton	13	15	3	1	1	5	38
06 - Rothesay	13	1	0	5	1	4	24
08 - Saint John	17	8	0	5	0	4	34
10 - St. Stephen	5	5	2	1	2	1	16
14 - Woodstock	11	2	4	5	1	4	27
15 - Dalhousie	6	2	0	2	0	3	13
16 - Miramichi	8	5	1	3	1	3	21
17 - Oromocto	9	3	1	2	1	2	18
18 - Fredericton	22	1	0	4	4	2	33
Francophone Districts							
01 - Dieppe	7	2	1	2	1	2	15
03 - Edmundston	0	15	1	0	3	1	20
05 - Campbellton	3	13	0	1	1	2	20
09 - Tracadie-Sheila	2	15	1	1	0	3	22
11 - Richibouctou	0	14	2	0	1	3	20
Anglophone	104	42	11	28	11	28	224
Francophone	12	59	5	4	6	11	97
Province	116	101	16	32	17	39	321

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, 2010

Anglophone Districts				Francophone Districts	
Level	English	English & Immersion	Total	Level	Schools
K-5	85	72	157	K-8	86
6-8	35	57	92		
9-12	14	36	50	9-12	22

Please note that a school can be counted in more than one category. For example: a school with grade level K-12 is counted three times; once in the K-5 category, once in the 6-8 category, and once in the 9-12 category.

Financial Overview 2010-2011 - Department 20

Program	Main Estimates	Appropriation Transfers (1)	Approved Budget	Expenditures	Surplus (Deficit)
Ordinary Expenditures					
Corporate and Other Services	10,961.0	(286.1)	10,674.9	10,718.8	(43.9)
Elementary and Secondary Education	983,664.0	1,963.8	985,627.8	974,002.4	11,625.4
Total Ordinary Account	994,625.0	1,677.7	996,302.7	984,721.2	11,581.5
Capital Expenditures					
Public Schools	1,000.0	-	1,000.0	1,000.0	-

Central Salary Adjustment and transfer to New Brunswick Internal Services Agency.

Financial Overview 2010-2011 - Special Purpose Accounts

Program	Opening Balance	Revenue	Expenditure	Closing Balance Surplus/(Deficit)
Scholarships and Trusts	\$ 3,678.5	\$ 270.1	\$ 270.1	\$3,678.5
Fred Magee Account	431.9	-	-	431.9
First Nations Educational Fund	3,326.3	5,222.3	4,382.8	4,165.8
School District Projects	2,757.1	13,210.4	11,482.6	4,484.9
SD Self-Sustaining Funds	9,270.3	4,516.8	6,685.2	7,101.9
Computers for Schools	351.7	1,086.4	172.4	1,265.7
Future to Discover Program	39.5	39.6	39.6	39.5
International Educational Services	29.0	1,426.1	1,408.8	46.3
Information & Communications Technology	472.2	-	-	472.2
C.M.E.C. - S.A.I.P. Science	20.5	-	-	20.5
Total	\$ 20,377.0	\$ 25,771.7	\$ 24,441.5	\$ 21,707.2

**Comparison of Operating Budget to Actual Expenditure of School Districts
for the Year Ended March 31, 2011
(in millions of dollars)**

	Budget	Accumulated Surplus	Total	Expenditure	Variance
Francophone Districts					
1	\$ 64.0	\$ 0.1	\$ 64.1	\$ 64.3	\$ (0.2)
3	56.2	0.1	56.3	56.3	-
5	49.0	0.1	49.1	49.1	-
9	59.8	0.1	59.9	59.9	-
11	52.7	0.1	52.8	53.2	(0.4)
Sub-Total	\$ 281.7	\$ 0.5	\$282.2	\$ 282.8	\$ (0.6)
Anglophone Districts					
2	\$ 122.4	\$ 0.1	\$122.5	\$ 122.6	\$ (0.1)
6	78.1	0.1	78.2	78.1	0.1
8	96.2	0.1	96.3	96.3	-
10	35.1	0.1	35.2	35.1	0.1
14	67.0	0.1	67.1	67.0	0.1
15	34.0	0.1	34.1	34.1	-
16	53.3	0.1	53.4	53.4	-
17	43.1	0.1	43.2	43.2	-
18	93.8	0.1	93.9	93.9	-
Sub-Total	\$ 623.0	\$ 0.9	\$623.9	\$ 623.7	\$ 0.2
Total	\$ 904.7	\$ 1.4	\$906.1	\$ 906.5	\$ (0.4)

Acronyms

ACCP :	Association canadienne de counseling et de psychothérapie
ACELF :	Association canadienne d'éducation de langue française
ADEFNB :	Association des directions d'écoles francophones du Nouveau-Brunswick
AEFNB :	Association des enseignantes et des enseignants francophones du Nouveau-Brunswick
AEI:	Atlantic Education International
AIMS:	Atlantic Institute for Market Studies
APTICA :	Association pour l'avancement pédagogique des technologies de l'information et de la communication en Atlantique
ASD :	Autism Spectrum Disorder
ASINB :	Agence des services internes du Nouveau-Brunswick
BCBA :	Board Certified Behaviour Analyst
BPPN :	Bureau des perspectives des Premières Nations
CAMEF :	Conseil atlantique des ministres de l'Éducation et de la Formation
CAP :	Communautés d'apprentissage professionnelles
CAST:	Center for Applied Special Technology
CCNB :	Collège Communautaire du Nouveau-Brunswick
CECR :	Cadre européen commun de référence pour les langues
CÉD :	Conseil d'éducation de district
CEFRL:	Common European Framework of Reference for Languages
CLEF :	Communauté littératie Enfants Francophones
CMEC :	Conseil des ministres de l'Éducation (Canada)
CONFEMEN :	Conférence des ministres de l'Éducation des pays ayant le français en partage
CSNB:	Community Schools of New Brunswick
CUPE:	Canadian Union of Public Employees
DAET :	Direction de l'apprentissage électronique et des technologies
DEC:	District Education Council
DMÉ :	Direction de la mesure et de l'évaluation
DSÉ :	Direction des services aux élèves
DSP :	Direction des services pédagogiques
ÉC :	Direction de l'École communautaire
ECE:	Early Childhood Education
ECI:	Early Childhood Initiatives
ECNB :	Écoles communautaires du Nouveau-Brunswick
ÉDPE:	Éducation et Développement de la petite enfance
ELPA:	English Language Proficiency Assessment
ELPR:	English Language Proficiency Reassessment
EPE-AD :	Évaluation de la petite enfance – appréciation directe
EPE-AE :	Évaluation de la petite enfance – appréciation de l'enseignante
EPL:	European Portfolio of Languages
ESR :	Educational Staff Record - État de service du personnel éducatif

ETP :	Enseignant à temps plein
EYE-DA:	Early Years Evaluation: Direct Assessment
FCCF :	Fédération culturelle canadienne-française
FCDEF :	Fédération canadienne des directions d'écoles francophones
FENB :	Fédération des enseignants du Nouveau-Brunswick
FIA :	Fonds d'innovation en apprentissage
FJFNB :	Fédération des jeunes francophones du Nouveau-Brunswick
FTE :	Full time employee
FTI :	Focus sur les technologies de l'information
GACEF :	Groupe d'action de la Commission sur l'école francophone
ICT:	Information and Communication Technology
IEA:	Institut d'études acadiennes
IICD:	International Institute for Communication and Development
ILF:	Innovative Learning Fund
IMDPE :	Instrument de mesure du développement de la petite enfance
INAC:	Indian and Northern Affairs Canada
IRS :	Initiatives et des relations stratégiques
K-12:	Kindergarten-12
LiPs®:	Lindamood Phoneme Sequencing Program
M-12:	Maternelle-12
MAEI:	Martin Aboriginal Education Initiative
MÉDPE:	Ministère de l'Éducation et Développement de la petite enfance
MERL:	Modernize, Expand, Revitalize and Localize
MPC:	Maintenance, Planning and Control / Entretien, planification et surveillance
NBCC:	New Brunswick Community College
NBELA:	New Brunswick Educational Leadership Academy
NBTA:	New Brunswick Teachers' Association
NBTF:	New Brunswick Teacher's Federation
NBUPPE:	New Brunswick Union of Public and Private Employees
NGO:	Non-Governmental Organizations
OFNP:	Office of First Nations Perspectives
OIF :	Organisation internationale de la Francophonie
OLEP	Official Languages in Education Protocol
OMU :	Organisation des mesures d'urgence
ONG :	Organismes non gouvernementaux
PALC :	Politique d'aménagement linguistique et culturel en éducation
PAPAE:	Provincial Assessment Protocol Accommodation and Exemptions
PAS :	Programme d'apprentissages spéciaux
PCAC:	Provincial Curriculum Advisory Committee
PCL:	Professional Learning Communities
PEL :	Portfolio européen des langues
PEP :	Projet d'emploi prioritaire /Priority Employment Project
PI:	Plan d'intervention
PIRLS :	Programme international de recherche en lecture scolaire
PISA :	Programme international pour le suivi des acquis des élèves

PLOE :	Protocol des langues officielles dans l'enseignement
PONC :	Protocole de l'Ouest et du Nord canadiens
PPCE :	Programme pancanadien d'évaluation des apprentissages
PPCFLP :	Projet pancanadien de français langue première
PRIME:	Professional Resources and Instruction for Mathematics Educators
QIFS:	Quality Improvement Funding Support
RFI:	Request for Information
RPF:	Request for Protocols
SCFP :	Syndicat canadien de la fonction publique
SEED:	Stage d'emploi étudiant pour demain/Student Employment Experience Development
SEP:	Special Education Plan
STTE:	Skilled Trades and Technology Education
TAACI :	Table de l'axe action culturelle et identitaire
TEFA :	Tournée des enseignants francophones de l'Atlantique
TIC :	Technologies de l'information et de la communication
TIS :	Transformation et de l'innovation stratégique
UdeM :	Université de Moncton
UDL :	Universal Design for Learning
UNB :	Université du Nouveau-Brunswick
UNB-CEL:	University of New Brunswick – College of Extended Learning
UNESCO :	Organisation des Nations unies pour l'éducation, la science et la culture
V/V:	Visualizing/Verbalizing
WNCP:	Western and Northern Canadian Protocol

NOTES