

Current Status of the Education System in New Brunswick

(a) Outline the current structure and organization of the education system in New Brunswick (outlining both language systems)

The New Brunswick Department of Education has a particular structure in that it consists of two distinct education sectors, i.e., Anglophone and Francophone, under the direction of two Assistant Deputy Ministers. Under this structure, in place since 1974, both linguistic sectors manage their public school system from Kindergarten to Grade 12. Through a budget allocation formula specific to each sector the Department of Education provides direct funding for programs and services offered by the Anglophone and Francophone school districts. There are no local education levies in New Brunswick.

Legislation

Section 4 of the *Education Act* addresses the organization of school districts, schools, and classes. Section 4(1) states that two distinct education sectors are established, consisting of nine school districts organized throughout the province in the English language and five school districts organized throughout the province in the French language.

Section 4(4) stipulates that for each of the two education sectors established under subsection (1), there shall be a dedicated division within the Department of Education to develop and oversee the implementation and evaluation of educational programs and educational services. Lastly, section 4(5) states that the educational programs and educational services provided within a school district, other than second language instruction, shall be developed, implemented and delivered by persons who speak the official language of the school district and so as to preserve and promote that language and culture.

Additionally, with regard to the division of financial resources between linguistic sectors, section 44(1) indicates that the financial resources voted by the Legislative Assembly for school operations shall be divided by the Minister on an equitable basis between the two distinct education sectors established under subsection 4(1). Section 44(2) goes further and states that the equitable division of financial resources under subsection (1) shall seek to assure to each of the education sectors an equivalent standard of education taking into account the needs and particular circumstances of each sector.

The two education sectors now implement their own educational programs and educational services.

Governance

In New Brunswick the Minister of Education and the District Education Councils (DECs) have shared roles and responsibilities. The Minister sets provincial parameters and direction in education. The Minister has a responsibility to ensure that some basic standards are in place across New Brunswick. The DECs have flexibility to make decisions and set policy on a wide range of issues as long as these basic provincial standards are met.

The DECs are responsible for local decision-making in the operation of schools in their district. The DECs develop high-level policy and delegate the day-to-day decision-making to their superintendent.

The superintendent is accountable to the DEC for the management of programs and resources, for the quality of learning, and for the implementation of the district education plan and district expenditure plan.

- Minister's Responsibilities (K-12)

Section 6 of the *Education Act* stipulates that the Minister shall establish educational goals and standards and service goals and standards for public education in each of the sectors established under subsection 4(1) and shall, for each of the education sectors, provide a provincial education plan.

The Minister may prescribe or approve instructional organization, programs, services, and courses including special education programs and services, and evaluation procedures for such instructional organization, programs, services, and courses, including special education programs and services. The Minister may also establish provincial policies and guidelines related to public education.

The Department of Education develops provincial policies, but they are few in number given the vast number of decisions made daily in the schools, by the staff who are ultimately accountable to the superintendent and the DEC.

- DEC Responsibilities

Section 3(1) of the *Education Act* holds that a District Education Council shall, in accordance with this Act and through the superintendent of the school district, operate all schools.

Section 36.9(5) stipulates that a District Education Council shall develop school district policies and procedures, not inconsistent with provincial policies and procedures, in matters relating to the authority given to the District Education Council, or the superintendent of the school district, under this Act and the regulations.

- Superintendent Responsibilities

The superintendent is the Chief Executive Officer of the school district. As such, the superintendent is accountable to the District Education Council for the management of programs and resources, the quality of learning, and the implementation of the district education plan and district expenditure plan.

The superintendent's decisions are made on behalf of and are subject to any policies of the DEC. The superintendent is responsible for hiring district staff and makes the operational and administrative decisions affecting the district and schools. This includes placement of students, storm day closures, organization of schools, and signing of agreements. All staff report to the superintendent, who, in turn, reports to the DEC.

The role of the staff members responsible for delivering services to students with exceptionalities and the organization of services in the districts are often shaped by the superintendent's beliefs and convictions.

Characteristics of the Anglophone Sector

Organizational Structure within the Department of Education

The Assistant Deputy Minister is responsible for the English Educational Services Division, which includes two branches: one responsible for curriculum development, student services, and professional development, and the other responsible for evaluation and student assessment. Besides being required to provide English Language Arts programs, the Anglophone sector of the Department of Education must also offer programming in French as a Second Language.

(The organizational structure of the Anglophone sector, like that of the Francophone sector, has undergone changes in recent months. Since the restructuring is still incomplete, we will examine the previous structure.)

Instructional System from Kindergarten to Grade 12

The instructional system in schools in the Anglophone sector is divided into three sections: Elementary School, from Kindergarten to Grade 5; Middle School, from Grades 6 to 8; and High School, from Grades 9 to 12.

Programs of studies are developed by the Curriculum Development Unit of the Educational Programs and Services Branch of the Department of Education.

The philosophy and principles supporting the curriculum and structure of the schools in the Anglophone sector are spelled out in the document

titled *Education 2000: Preparing Students for the New Century*, released in fall 1993. The document presents the mission of education, premised on the following beliefs:

- That all individuals can learn, given appropriate opportunities and high expectations;
- That individual differences are a source of richness, requiring respect and attention;
- That the primary roles of a teacher is to foster student learning and to prepare students to be lifelong learners;
- That schools are communities of learners, requiring safe, orderly, and inviting environments;
- That learning occurs both within and outside schools and that some individuals learn better in non-traditional environments;
- That the curriculum must be balanced in such a way that it supports the intellectual, physical, aesthetic, and social development of each individual;
- That education policies and practices must ensure quality of learning and equity of opportunity; and
- That to serve the educational needs of all youth requires active partnerships among schools, families, communities, business, and government.

The goal of the Elementary program is to enable students to develop the knowledge, skills, and behaviours required for future learning. Middle School differs from Elementary School and High School, however. Middle School is not a place, but rather a philosophy of education based on the needs of adolescents. Educational programs and practices must be so devised as to take the characteristics of young learners into account.

The current High School structure in the Anglophone sector is a product of the recommendations of the Commission on Excellence in Education, released in May 1992. Among other things, the Commission recommended that Grade 9 become part of High School. The structure is also the result of discussions following the tabling of the *High School Framework* document by the Department of Education in 1995. Under this new structure, Grade 9 would become the first year of High School, the four years of which are divided into two units, namely the 9/10 program and the 11/12 program.

In Grades 9 and 10, students have the opportunity to consolidate and broaden their general skills and knowledge through a common curriculum. The characteristics of the 9/10 program are as follows: common curriculum, programs of studies articulated in the form of learning outcomes, student-centred activities, flexible organizational structure, teamwork, and the same learning outcomes for all students.

In Grades 9 and 10, students all aim for the same learning outcomes in all subjects. The content of each discipline is the same, and there is no level of difficulty. However, in Grade 10 students may be grouped according to their abilities in English Language Arts and Mathematics.

The 11/12 program culminates in the New Brunswick High School Diploma. To graduate, students must successfully complete certain compulsory courses and choose electives consistent with their personal interests, their postsecondary goals, and their occupational ambitions.

In Grades 11 and 12, students accumulate credits which count towards their High School Diploma. Courses that earn one credit consist of varying levels of difficulty, namely Level 1, enriched course; Level 2, regular course; Level 3, designed for students who might experience difficulty in a Level 2, Grade 11 course; and, lastly, Level 0, a course designed for all students or a course which is not offered at another level of difficulty in Grade 12.

Students must successfully complete 17 of 20 credits or 14 of 16 credits and must accumulate 5 or 4 Grade 12 credits to graduate from High School.

Prior to May 2004, students enrolled in English schools had to pass, in addition to the English Language Proficiency examination in Grade 9, two provincial examinations in Grade 11, i.e., one in Mathematics and one in English Language Arts. These two examinations counted for 30% of the student's final mark. From now on, students will have to pass only the examination in Grade 9 to obtain their diploma and undergo an FSL oral proficiency evaluation in Grade 12.

The Anglophone sector issues only one version of the High School Diploma together with a transcript indicating the student's learning outcomes (See Policy 316: Graduation Requirements for a New Brunswick High School Diploma).

However, graduation requirements for a student identified as being exceptional (as defined by the *Education Act*) may vary as documented in his/her Special Education Plan. Accommodation (ACC), modification (MOD), and/or individualization (IND) must be indicated on the transcript. No such indication will appear on the diploma.

French as a Second Language

As indicated earlier, the Anglophone sector of the Department of Education is responsible for programming in French as a Second Language. In New Brunswick there are three FSL programs: the Core French program, available in all schools from Grades 1 through 12; the Early French Immersion program, offered from Grades 1 through 12; and the Late Immersion program, offered from Grades 6 through 12. Like all the other programs of study, French as a Second Language is prescribed by the Minister of Education and developed by the

Curriculum Development Unit of the Educational Programs and Services Branch of the Department of Education.

Characteristics of the Francophone Sector

Organizational Structure within the Department of Education

The Assistant Deputy Minister of the Francophone sector is responsible for the Educational Services Division, which includes two branches: one responsible for instructional services and the other, assessment and evaluation. Instructional Services encompasses curriculum development and implementation, professional development, student services (including special education), school psychology, school guidance counselling, school retention, and student life. Assessment and Evaluation encompasses the student learning assessment program, the teacher assessment program, and the school assessment program.

(The organizational structure of the Francophone sector, like that of the Anglophone sector, has undergone changes in recent months. Since the restructuring is still incomplete, we will examine the previous structure.)

Instructional System from Kindergarten to Grade 12

The instructional system in schools in the Francophone sector is divided into two sections, Elementary School (Kindergarten to Grade 8), and High School (Grades 9 to 12). Programs of studies are developed by the Instructional Services Branch of the Department of Education.

In October 1995, the Francophone sector of the Department of Education released the document titled *Excellence en éducation – L'école primaire* (excellence in education – elementary school). The Renewed Elementary School is based on the following six guiding principles:

- Learning situations must promote students' holistic and whole development.
- All students can and want to learn. All students learn at their own pace and in their own way.
- The ability to communicate is at the root of learning and is a prerequisite for life in society.
- Students develop intellectually and socially through contact with others. Social interaction in the classroom plays a key role in learning.
- Problem-solving processes foster the development of advanced skills.
- Students must be brought to take responsibility for their own learning.

The Renewed Elementary School in the Francophone sector is focussed on education and partnerships between education stakeholders and the community, i.e., students, teachers, parents, and principals.

The 1995 document states that the Renewed Elementary School must make students the focus of its activities and that school staff must work together as a team dedicated to developing educational initiatives in which energy is focussed on promoting educational success. The report concludes by saying that this systemic educational and administrative renewal is such that attitudes must be questioned, skills refreshed, and resistance to change overcome so as to result in educational practices firmly rooted in contemporary social and economic reality.

On a recommendation by the Downey-Landry Commission in its May 1992 report on excellence in education titled *Schools for a New Century*, the Francophone sector restructured its High School system by replacing the two high school streams with a single one which saw Grade 9 added to the new four-year High School.

In restructuring the High School system, the Department of Education had three major goals: (1) to better serve the needs of students 14 and 15 years of age by redefining the Grade 9 system so as to put more emphasis on students' personal and social development and thereby to get students more interested in school; (2) incorporate the activity of teaching into organizational change to make it more lasting; and (3) increase student motivation, thereby mitigating discipline problems that were being encountered in Junior High School.

Since this restructuring, the High School system consists of a total of 32 credits from Grades 9 to 12, 23 of which are compulsory courses from the common curriculum that all students enrolled in High School must take.

The common curriculum consists of 6 credits in French, 4 credits in Mathematics, 3 credits in Science (Science, Chemistry, and Physics), 3 credits in Social Studies (Social Studies, Geography, and History), 2 credits in English as a Second Language, 1 credit in Physical Education, 1 credit in Arts Education, 1 credit in Personal and Social Development, 1 credit in Technology, and 1 credit from among the following: Human Development; Political, Economic, and Legal Institutions; Entrepreneurship; and Arts Education.

The High School curriculum consists of a number of regular and modified compulsory courses from the common curriculum as well as practical courses. Modified programs are developed by simplifying the level of difficulty of key components of the regular program. There are modified programs in the following subjects: French, Mathematics, Geography, History, Physics, and Chemistry. Lastly, practical courses consist of accommodations for students identified as being exceptional in their individual education plan.

In 2000, the Francophone sector, in partnership with the High School principals, began redefining its High School system. The ensuing changes can be divided

into five groups: instructional models, student supervision, learning assessment, instructional system, and instructional organization.

In the document titled *Le secondaire renouvelé... pour un monde nouveau*, the Renewed High School is defined as follows:

[Translation]

In High School, students acquire the knowledge, skills, and behaviours that will provide them with a basic education, consolidate their cultural identity, and develop the skills for life-long learning. Instruction takes into account students' interests and needs through compulsory courses and elective courses. High School takes into account students' learning styles and pace through differentiated instruction. It also provides students with a range of complementary activities both inside and outside school. High School generally runs for four years upon successful completion of which students receive a provincial diploma.

The new High School system is to take effect in September 2005. Under the new system, students will not accumulate any credits in Grade 9 that will count towards the diploma but in the final three years of High School (Grades 10 to 12) must accumulate 24 credits out of a possible 30, i.e., 17 credits from the common curriculum and 7 elective credits. The new common curriculum consists of the following regular subjects: English Second Language, Arts Education, Physical Education, Personal and Social Development, French, Geography, Canadian History, World History, Mathematics, Natural Science, and Technology. There are also modified programs in French, Mathematics, Canadian History, World History, and Natural Science.

Under the new High School system, modified programs are developed by simplifying the level of difficulty of key components of the regular program. Also, as a general rule, all students, except for those who are intellectually challenged, should be able to attain the learning outcomes of prescribed programs. Lastly, in High School, special education programs are deemed to be required if a student cannot attain the learning outcomes of a modified program.

Prior to May 2004, students enrolled in French schools had to sit seven provincial examinations in the following compulsory subjects: Physics, Geography, and English as a Second Language in Grade 10; Mathematics, Chemistry, and History in Grade 11; and French in Grade 12. These examinations counted for 40% of the student's final mark, with coursework making up the other 60%. From now on, students will have to sit two provincial examinations in Grade 11, namely French and Mathematics. These two examinations will count for 40% of the student's final mark, with coursework to make up the other 60%. Additionally, all students in Grade 10 will have to undergo an ESL oral proficiency evaluation.

The Francophone sector issues two High School graduation diplomas, namely a Provincial High School Diploma and a Special Education Diploma (see the French-language version of Policy 316, *Exigences pour l'obtention du Diplôme de fin d'études secondaires*).

In the schools in the Francophone sector, all students not identified as exceptional and all those identified as exceptional by a school-based student services team and who, through accommodations specified in a Special Education Plan, attain the learning outcomes of prescribed regular or modified programs of study will earn a High School Diploma. However, students identified as exceptional and whose Special Education Plans recommend a Special Education Program (individualization) will receive a Special Education Diploma.

(b) Outline the current processes for the delivery of inclusive education (in both language systems)

Just like the instructional system, special education programs and services differ somewhat in the two sectors of the Department of Education. However, both sectors acknowledge the need to involve parents in the preparation of Special Education Plans, and the obligation to place all exceptional students in regular classrooms.

Francophone Sector

In the Francophone sector, a *Special Education Plan (Plan d'intervention)* must be prepared for a student who continues to experience difficulty despite additional assistance from his or her teacher. The school-based student services team examines and analyses the strategies used by the teacher and determines whether or not such a plan should be prepared.

A student for whom such a plan is prepared is thus considered a student with exceptionalities under the *Education Act*. Referral to the school-based student services team is done according to the student's difficulty in attaining the learning outcomes of prescribed programs of study, not the student's disability.

The Special Education Plan proposes a planning and collaborative process, favours a solutions-oriented approach, is based on a holistic vision of the student, helps organize educational activities centred around student success, and takes into account an assessment of the student's needs and abilities. In the Plan, three important terms are used: prescribed program of studies, special education program, and accommodations.

Prescribed Program of Studies - Stipulates what all students in the province must learn in each subject during the school year. In New Brunswick, the Department of Education is responsible for developing programs of studies.

Special Education Program – Designed for a limited number of students who cannot attain learning outcomes in prescribed programs of study. In this program, learning outcomes are individualized so as to meet in particular the needs of students with cognitive deficits.

Accommodations – Constitutes all of the steps and measures that are taken to enable students with special needs to learn and attain the learning outcomes of prescribed programs of study or outcomes of special education programs.

In schools in the Francophone sector, all students identified as exceptional by a school-based student services team and who, through accommodations

specified in a special education plan, attain the learning outcomes of prescribed, regular, or modified programs of study earn a High School Diploma.

However, students identified as exceptional and whose special education plan recommends a special education program (individualization) will receive a Special Education Diploma. The decision to provide a special education program to a student must be based on accurate and germane information and on the judgment of professionals involved with the student in question. This decision must be made in cooperation with the parents and student.

In a special education inventory in 2003, the Instructional Services Branch opted for an adapted version of the classification used in Quebec. It classifies students on the basis of prevention, remediation, special education, accommodation, and support needed for them to succeed in school. The reason for this choice lies in the simplicity of the classification and the importance attached to the needs and characteristics of each student in the planning of the educational measures to be taken. The classification that was chosen consists of three major categories: at-risk students, severely conduct-disordered students, and students with any type of impairment.

With regard to services for students with a sensory, visual, or aural impairment, the Francophone sector of the Department of Education decided in 1987 to repatriate the administration of services and Francophone staff in New Brunswick. Given the specialized nature of these services and the small number of students with sensory impairments, administration and coordination of these services are incumbent upon the Instructional Services Branch (formerly known as Student Services), and the hiring and supervision of staff, upon the Francophone school districts.

Anglophone Sector

In the Anglophone sector, a Special Education Plan (SEP) should be considered when a student is experiencing difficulties over an extended period of time and is not making progress even with the additional support that a teacher would typically employ in the classroom. When the classroom teacher or parent suspects that a Special Education Plan may be necessary for a student, he or she should approach the resource teacher for consultation.

“Special Education Plan (SEP) is a plan that contains recommended adjustments for educational goals and programs and which identifies supports and services to effectively enable an exceptional student to learn and achieve. Planning can involve accommodation, modification, and/or individualization.”

Accommodation – These are the strategies, technologies, or adjustments that enable the student to reach prescribed outcomes, whether they are for regular, modified, or individualized programming.

Individualization – In a minority of cases, the pervasive and significant nature of the disabling condition that a student displays will require planning that deviates from the regular curriculum.

Modification – With this type of planning, the grade level curriculum outcomes of a subject area have been changed to address the specific needs of the student. With modification, the majority (50% or more) of the outcomes of the grade level curriculum have been altered.

In the Anglophone sector, graduation requirements for a student identified as being exceptional under the *Education Act* may vary as documented in his/her Special Education Plan. Accommodation (ACC), modification (MOD), and/or individualization (IND) must be indicated on the transcript. No such indication will appear on the diploma.

In its special education inventory in 2002, the Educational Services Division in the Anglophone sector used the terms set forth in section 12(1) of the *Education Act*, i.e., students who have behavioural conditions, communication conditions, intellectual conditions, physical conditions, and perceptual/sensory conditions.

The Anglophone sector of the New Brunswick Department of Education offers services to students with sensory impairments through the Atlantic Provinces Special Education Authority (APSEA), located in Halifax.

(c) Outline the current comparative role in delivering services to exceptional students of: the Department of Education, District Education Councils, Superintendents, District Staff, and any other roles you consider relevant.

Superintendent

The determination of an exceptional student is the responsibility of the superintendent of a school district. Section 12(1) of the *Education Act* states that the superintendent of a district can deem a pupil to be exceptional “after consulting with qualified persons.” Depending on the nature and extent of the exceptionality, qualified persons may include classroom/subject teachers, members of the school-based student services team, professional district staff, or any other professional in the community.

However, since the superintendent is the chief administrator of the school district, the role of the staff members responsible for delivering services to exceptional students and the organization of services in the districts are often shaped by the superintendent’s beliefs and convictions. We know, for instance, that some superintendents tend to attach more importance to the educational aspect of their work, while others attach more importance to the administrative part.

Accordingly, it is difficult to define the exact role of the various stakeholders in a district in the delivery of services to exceptional students. However, through guidance documents prepared by both education sectors and through the Act, we can paint in broad strokes the responsibilities of the stakeholders involved.

School Supervisor Responsible for Special Education

All school districts, whether in the Anglophone or Francophone sector, have School Supervisors who are responsible for special education. School Supervisors are responsible for planning and supervision of programs and services for students with exceptionalities. The School Supervisor must ensure that planning procedures and the documentation guidelines are followed.

District Student Services Team

This team meets on a regular basis to discuss issues regarding the programs and services for students with exceptionalities.

School Principals

Section 28(1) of the *Education Act* states that the principal of a school is accountable to the superintendent of the school district for the performance of the

principal's duties and the overall educational progress of the pupils enrolled in the school.

The school principal is responsible for overseeing the orchestration of Special Education Plans, i.e., he or she must ensure that they are implemented, assessed, and monitored.

Given ever-increasing administrative obligations, a lack of administrative support, and time requirements, many school principals at both the Elementary and High School levels cannot devote themselves to the educational side of their work as much as they would like. However, some manage to do so, by choice.

School-based Student Services Team

This is a team of professionals at a school who meet regularly to plan and coordinate services and conduct the requisite follow-up to give students with special needs the best learning conditions possible.

Resource Teachers

The resource teacher is key to the process of the development and monitoring of a Special Education Plan. He or she works collaboratively with the classroom teacher and looks after individual cases on occasion.

Many resource teachers have excessive workloads at present and cannot meet all the demands placed on them. There are also others who, unfortunately, do not have the basic training or experience needed to perform this function appropriately.

Classroom Teachers

Section 27(1) of the *Education Act* stipulates the duties of a teacher employed in a school, which include identifying and implementing learning and evaluation strategies that foster a positive learning environment aimed at helping each pupil achieve prescribed learning outcomes (...). What is more, section 27(2) states that a teacher is accountable to the superintendent of the school district through the principal of the school for the performance of the teacher's duties and the overall educational progress of the pupils under the teacher's instruction.

Classroom teachers are required to assist with the development, implementation, and monitoring of students' Special Education Plans.

That many students are referred for special education services often stems from the fact that some teachers tend to refer students at the slightest sign of problems and to neglect the groundwork that has to be done in the classroom prior to the referral.

Parents/Guardians

Parents work collaboratively with school personnel to develop, implement, and monitor their child's Special Education Plan. They take responsibility for various outcomes that can be worked on at home as well as at school. Lastly, they maintain good communication with the classroom teacher and school staff.

Teacher Assistants

Teacher assistants play an important role in special education. They help the teaching staff perform certain functions not relating to the profession and help students with their learning.

While teacher assistants are a valid resource for some students, they can never take the place of the teacher. They must not take on the responsibility of educating students, a role incumbent upon the regular classroom teacher.

However, what we are seeing now is that there are more and more teacher assistants in the school districts and that they are performing duties for which they do not have the necessary training and which should be handled by professionals.

Itinerant Teachers

Itinerant teachers are responsible for providing services to students who are vision or hearing impaired. They have specialized training in either area. They work with preschool aged-children in their homes and with pupils in schools across the province.

Itinerant teachers who work with students enrolled in schools in the Anglophone sector are employed by the Atlantic Provinces Special Education Authority (APSEA) and are paid according to the collective agreement in force for teachers in Nova Scotia. These teachers are supervised by two persons who are employed by APSEA and work from the offices of the Department of Education in Fredericton.

Itinerant teachers who work with students enrolled in schools in the Francophone sector are employed and supervised by the Francophone school districts and are paid according to the collective agreement in force for teachers in New Brunswick. They are supervised in their work by an individual who is employed by the Province of New Brunswick at the New Brunswick Department of Education.

(d) Outline the current roles of partner departments in delivering services to exceptional students: Family and Community Services, Health and Wellness, Public Safety, Training and Employment Development.

Department of Family and Community Services

The Department of Family and Community Services has been administering the Family and Community Services component of the Support Services to Education program since its inception in 1984. There is still a certain number of designated school social worker positions in the Francophone school districts and designated psychologist positions in the Anglophone school districts.

Support Services to Education staff provide screening and assessment, direct intervention with students and families, and consulting services to students, families, and schools. Levels of service vary by region depending on other resources available.

In 2003, in a bid to breathe new life into Support Services to Education, the Department of Family and Community Services commissioned a study to examine the Family and Community Services component of the program. The study was carried out by Carpenter Consulting Inc. under the aegis of the Department of Education and the Department of Family and Community Services. The report was submitted in May 2003.

The report presents two series of recommendations. The first proposes changes to the Family and Community Services component of the Support Services to Education program, while the second is concerned with the changes that are needed on a broader level. We are concerned here with the second series of recommendations, i.e., recommendations 7 and 8, which call for an integrated approach to the delivery of Support Services to Education, as proposed in *New Brunswick's Prosperity Plan* and the *Quality Learning Agenda*.

Department of Health and Wellness

Support Services to Education Program

In 1997, 30.6 speech therapy positions and 1 physiotherapy position dedicated to schools under the Support Services to Education program were transferred to rehabilitation services as a whole under the Extra-Mural Program. The latter, managed by the health authorities across the province, provides health care including rehabilitation services such as physiotherapy, occupational therapy, speech therapy, social work, respiratory therapy, dietetic consulting services, and community-based nursing care in homes and nursing homes and in schools.

Speech therapists hired specifically to work in schools in the 1980s are now required to provide services to the entire population in a given region, including public school students. There is a shortage of rehabilitation workers in the regions, and the waiting lists are growing longer.

Stan Cassidy Centre for Rehabilitation

The Stan Cassidy Centre for Rehabilitation (SCCR) is a provincial tertiary care centre that provides neurological rehabilitation services to children and adults of all ages. The SCCR also provides outpatient services and bilingual training and support services in all regions of the province.

The SCCR has a pediatric team that provides rehabilitation services such as occupational therapy, physiotherapy, and speech therapy to children with neurological and/or developmental disorders. It also provides technological assistance to meet personal communication and mobility needs.

Mental Health – Mental Health Clinics

This program provides mental health services to children and adolescents from birth to age 18 inclusively. Mental health services are designed to promote, enhance and protect mental health from the perspective of environmental factors and to prevent and treat mental health problems caused by mental disorders, emotional problems, and severe adjustment disorders.

There are now 13 mental health centres in the province in addition to 23 other points of service. Students may be referred by schools, parents, or physicians. Each young person undergoes screening and is assigned a priority rating on assessment when services are provided. As is the case for other rehabilitation services, there is a shortage of staff, and waiting lists are becoming longer.

Youth Treatment Program – Pierre Caissie Centre

The Departments of Family and Community Services, Education, and Health and Wellness have put together a group of multi-agency, regionally based clinical teams to develop intervention plans that would be acceptable to the youth in question, his or her family, as well as to the school and community. The Provincial Youth Treatment Program provides services to severely conduct-disordered youth (18 years and younger) who have experienced loss in family life and have faced difficulties in both the school and community settings. The Youth Treatment Program boasts 1 provincial team and 13 regional teams.

The Pierre Caissie Centre is a six-bed provincial facility located in Moncton. Services at the Centre are organized to assist communities in providing care for their youth between the ages of 12 and 18 who have exhausted all community resources that are available. The youth are then sent to the Centre for a

multidimensional assessment prepared by staff from various disciplines. The completed results describe the youth's functioning in a variety of areas and outline strategies that caregivers can use to assist in the youth's development.

Upon the youth's return home, the local Regional Team supervises and reviews the progress of the youth. At various times, goals and strategies will be adapted and modified to facilitate the growth and development of the youth.

Department of Public Safety

The Department of Public Safety does not provide services for exceptional students in schools. However, it manages the New Brunswick Youth Centre, located in Miramichi. The facility, which opened in 1998, is designed to provide a safe and secure environment for young offenders 12 to 17 years of age who have to live in a closed setting.

Department of Training and Employment Development

The Department of Training and Employment Development does not provide services for exceptional students in schools. However, it works collaboratively with governmental and non-governmental organizations to fund alternative programs for conduct-disordered students.

Findings

Since the dismantlement of the Support Services to Education program, the above departments provide certain basic services to public school students. However, since these departments have not been mandated specifically to serve students, they try to meet their needs, just as they do those of the public as a whole.

Unfortunately, the services provided by these departments and/or agencies are not coordinated, often resulting in duplication. For example, a social worker may work with a family without knowing that a mental health professional is working at school with a child from the same family. Sometimes, health professionals and/or social workers make recommendations to school staff without taking into account the situation in and the role of schools. This puts added pressure on the school system and often creates friction between parents and the school.

Since the departmental administrative regions and the school district regions do not coincide, school district staff often have to deal with more than one administrative unit in any given department. For example, School District 11 in Richibucto has to work with staff from four regional offices of the Department of Social and Community Services, i.e., Richibucto, Miramichi, Néguac, and Moncton. Often, they have to do so in a language other than that used by the school district.

The issue of integrated services is currently being reviewed as part of the Quality Learning Agenda.

(e) Outline the current funding model for meeting the needs of exceptional students in New Brunswick.

Section 44 of the *Education Act* addresses the division of financial resources between linguistic sectors. Section 1 stipulates that the financial resources voted by the Legislative Assembly for school operations shall be divided by the Minister on an equitable basis between the two distinct education sectors established under subsection 4(1). Section 2 states that the equitable division of financial resources under subsection (1) shall seek to assure to each of the education sectors established under subsection 4(1) an equivalent standard of education taking into account the needs and particular circumstances of each sector.

With regard to funding for special education programs and services in both the Anglophone and Francophone sectors, there is a funding formula based on the total number of students enrolled in a district. The school districts use the monies thus allocated to hire resource teachers and teacher assistants and to purchase supplies and equipment.

The current budget for services for exceptional students comes from the amalgamation in 1987 of the monies used to operate auxiliary classes, funding for the Comprehensive Plan for Services to Students with Learning Disabilities program, and funding for various programs provided by the districts at the time. The initial budget was not established based on the needs of exceptional students, but rather on the monies available in 1987.

Over the years, while there have been increases in funding for education for exceptional students, those increases were mostly the result of inflation and salary hikes. Some new programs, such as Positive Learning Environment and Excellence in Education, have generated additional funding for the school districts. Most recently, the addition of new teachers for literacy under the Quality Learning Agenda has definitely helped to improve the school districts' financial picture.

The Francophone sector and the Anglophone sector use different methods for allocating funding for the education of exceptional students in their districts. While different, they are based on the total number of students enrolled in the district as at September 30 of the previous year, and the monies allocated are proportionally equivalent.

Francophone Sector (2004-2005)

- Resource Teacher – Elementary School:
1 FTE for each group of 210 students enrolled from Kindergarten to Grade 8 in the district.
- Resource Teacher- High School:
1 FTE for each group of 300 students enrolled from Grades 9 to 12 in the district.
- Teacher Assistant:
1 FTE for each group of 167 students enrolled from Kindergarten to Grade 12 in the district.
- Benefits:
3.6% of the amount allocated for assistants' salaries.
- Other (supplies/equipment):
Total of \$35.31 per student enrolled in the district.
- School Psychologist
1 FTE for each group of 1,200 students enrolled in the school district (K to Grade 12)
- Guidance Counsellor
1 FTE for each group of 450 students enrolled from Grades 9 to 12 in the school district.
- Funding for Services for Students with Sensory Impairments

Since 1987 the Instructional Services Branch of the Francophone sector of the New Brunswick Department of Education has been looking after the administration and coordination of and funding for services for students with sensory impairments. In contrast, the Francophone school districts have looked after staff hiring and supervision. The budget for services for students with sensory impairments is put together based on students' identified needs.

Anglophone Sector (2004-2005)

- Funding for Method and Resource Teachers, Teacher Assistants, benefits, and equipment:
A total of \$400 per student enrolled in the school district as at September 30 of the previous year.
- Guidance Counsellor/School Psychologist

1 FTE for each group of 537 students (Kindergarten to Grade 12)

➤ Funding for Services for Students with Sensory Impairments

Students with sensory impairments who are enrolled in schools in the Anglophone sector receive services through the Atlantic Provinces Special Education Authority (APSEA). APSEA is an interprovincial cooperative agency between New Brunswick, Newfoundland and Labrador, Nova Scotia, and Prince Edward Island. The four provinces provide funding for APSEA and share operational costs based on an administrative formula.

In addition to cost-shared programs offered from Halifax, the provinces provide direct funding for services offered by APSEA in their districts. APSEA's services include those of itinerant teachers, guidance counsellors, and tutors. It also covers travel and operating costs. The staff assigned to the provinces are employed and supervised by APSEA. The provincial off-campus services budget is determined based on identified needs.

In addition to funding for the hiring of resource teachers and teacher assistants and the procurement of supplies and equipment, the school districts in both education sectors receive monies under the Excellence in Education (tutors, learning disorders, conduct disorders) and the Positive Learning Environment programs. It would be appropriate to group all of these monies together and allocate them using a single formula taking into account the needs of students with exceptionalities.

(f) Outline the current state of affairs with regard to preparing teachers for inclusive education in curriculum and pedagogy at pre-service teacher training institutions in New Brunswick (Université de Moncton, University of New Brunswick, St. Thomas University, Mount Allison University, and Atlantic Baptist University).

In New Brunswick four universities provide teacher training programs. They are the Université de Moncton, the University of Brunswick, Atlantic Baptist University, and St. Thomas University. Mount Allison University has not offered teacher training since 1996.

Université de Moncton

Bachelor's Program

In a five-year Bachelor of Education program, student teachers must take 9 compulsory special education credits (3 courses). In the Bachelor program for teaching at the Elementary level, student teachers must take the following courses: Psychology and Education of the Child (3 credits), Students in Difficulty (3 credits), and Re-education and Enrichment (3 credits). Students planning on teaching in High School must take the following courses: Psychology and Education of the Adolescent (3 credits), Students in Difficulty (3 credits), and Differentiated Instruction (3 credits).

Master's Program

Master of Education (resource teaching)

Master of Arts in Education (resource teaching)

Master's Certificate in Teaching Hearing-Impaired Students

Master's Certificate in Teaching Vision-Impaired Students.

The Université de Moncton, in cooperation with the Francophone sector of the New Brunswick Department of Education, is working to establish a Minor in Special Education in High School (24 credits) and a Certificate in Special Education in Elementary School (18 credits). The work should be complete in three years.

University of New Brunswick (UNB)

During their training all student teachers must take a compulsory three-credit special education course, namely The Education of Exceptional Learners. They can also take a concentration in special education.

- ED3031 The Education of Exceptional Learners
- ED4089 Gifted Education: Introduction
- ED5026 Educational Psychology
- ED5027 The Psychology and Education of the Adolescent
- ED5046 Educating At-Risk Students
- ED5086 Tutoring Practicum
- ED5091 Learning Disabilities: Introduction
- ED5094 Program Design for Students with Significant Learning Difficulties
- ED5096 Behavioural/Emotional Disorders: Introduction

St. Thomas University

During their training all student teachers must take Course 5323: General Methods: Differentiated Instruction (3 credits).

Students can also take a three-course concentration in special education: Educational Psychology I (5223); Educational Psychology II (5233); and Teaching Exceptional Learners (5243).

Management of the Faculty of Education at St. Thomas University advocate teacher training that prepares new teachers to work in inclusive settings. They do not necessarily wish to emphasize special education courses.

Atlantic Baptist University (ABU)

In the 60-credit Bachelor of Education program, student teachers must take 18 credits in the fundamentals of education, including one special education course: ED-4103, Educational Psychology: Inclusionary Practices (3 credits). They may also choose one option in special education if they wish.

(g) Outline current policies, practices, and delivery models in New Brunswick.

New Brunswick does not have any specific policies governing application of the provisions of the *Education Act* concerning the education of exceptional students. Programs and services have evolved with practice over the years while taking into account written guidelines applied to many of their facets. Given linguistic duality, both sectors each have specific support documents.

(h) Any other current status issues you consider relevant.

The initiatives undertaken by the Department of Education and the school districts under the provincial government's *Quality Learning Agenda* will contribute greatly to the advancement of education in New Brunswick.

The importance attached to early childhood education, literacy (more staff, teacher training, and testing at the end of Grade 2), initial teacher training, education of gifted students, integrated services, etc. will definitely have a positive effect on services for exceptional students.

(i) Outline the challenge or pressure points in the current delivery system.

- There seems to be a lack of knowledge of the legal aspects surrounding special education (*Canadian Charter of Rights and Freedoms*, Canadian and New Brunswick human rights legislation, and the *Education Act*), both among Department of Education staff and school district staff.
- Lack of clear special education policies.
- Lack of initial and in-service training for classroom teachers.
- Lack of a mentoring program for new teachers.
- Too many paraprofessionals (teacher assistants, resource staff) in the school districts.
- Responsibility for preschool education vested in another department.
- Lack of human and financial resources.
- Lack of coordination between agencies and government departments in the delivery of services for exceptional students (integrated services concept).
- Difficulty in obtaining psychology and rehabilitation services for students with exceptionalities (waiting lists).
- The high concentration of exceptional students in the *English Core Program* (classroom make-up).
- Lack of accountability procedures.
- High incidence of conduct-disordered students in the classroom.

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	Francophone Sector	Anglophone Sector
118,869 students (2003-2004)	35,070 students 102 schools 2,266.8 FTEs 184.8 FTEs - Resource Teachers 19.1 FTEs - Itinerant Teachers 25.5 FTEs - Guidance Counsellors 38.8 FTEs - School Psychologists 329.1 FTEs - Teacher Assistants 35.5 FTEs - Resource Staff 2.9 FTEs - Classroom Attendants	83,799 students 236 schools 5,230.8 FTEs 431.5 FTEs - Resource Teachers 95.9 FTEs - Other – Special Education 126.5 FTEs – Guidance Counsellors 18.0 FTEs – School Psychologists 764.7 FTEs – Teacher Assistants 40.5 FTEs – Resource Staff 15.6 FTEs – Classroom Attendants
New Brunswick public school system	<p><u>Elementary (Kindergarten to Grade 8)</u> Kindergarten In Kindergarten, interdisciplinarity and integration of knowledge are promoted.</p> <p><u>Grades 1 to 3</u></p> <ul style="list-style-type: none"> • French (40% of teaching time) • Mathematics (30%) • Social Studies (4%) • Arts Education (6%) • Personal and Social Development and Physical Education (6%) • Science and Technology (4%) • Recess (10%) 	<p><u>Elementary (Kindergarten to Grade 5) - Elementary Kindergarten</u></p> <ul style="list-style-type: none"> • Art (60 minutes/week – 4.5%) • English Language Arts (600 minutes – 45%) • Mathematics (250 minutes – 19%) • Music (60 minutes – 4.5%) • Physical Education (100 minutes – 6%) • You and Your World (130 minutes – 10%) • Recess and Re-entry (150 minutes – 11%) <p><u>Grades 1 and 2</u></p> <ul style="list-style-type: none"> • Art (60 minutes/week – 4.5%) • Core French (150 minutes – 11%) • English Language Arts (450 minutes – 33%) • Mathematics (250 minutes – 19%) • Music (60 minutes – 4.5%) • Physical Education (100 minutes – 6%) • You and Your World (130 minutes – 10%) • Recess and Re-entry (150 minutes – 11%) <p><u>Grade 3</u></p> <ul style="list-style-type: none"> • Art (60 minutes/week – 4.5%) • Core French (150 minutes – 9%) • English Language Arts (455 minutes – 27%)

	<p><u>Grades 4 to 6</u></p> <ul style="list-style-type: none"> • French (35% of teaching time) • Mathematics (25%) • Social Studies (6%) • Arts Education (6%) • Personal and Social Development and Physical Education (6%) • Science and Technology (6%) • English as a Second Language (8%) • Recess (10%) <p><u>Grades 7 and 8</u></p> <ul style="list-style-type: none"> • French (25% of teaching time) • Mathematics (25%) • Social Studies (9%) • Arts Education (4%) • Personal and Social Development and Arts Education (7%) • Science and Technology (12%) • English as a Second Language (10%) • Recess (8%) 	<ul style="list-style-type: none"> • Health (45 minutes – 3%) • Personal Development and Career Planning (30 minutes – 2%) • Mathematics (300 minutes – 18%) • Music (60 minutes – 4%) • Physical Education (100 minutes – 6%) • Science (150 minutes – 9%) • Social Studies (150 minutes – 9%) • Recess and Re-entry (150 minutes – 9%) <p><u>Grades 4 and 5</u></p> <ul style="list-style-type: none"> • Art (75 minutes/week – 4.5%) • Core French (150 minutes – 9%) • English Language Arts (425 minutes – 26%) • Health (45 minutes – 3%) • Personal Development and Career Planning (30 minutes – 2%) • Mathematics (300 minutes – 18%) • Music (75 minutes – 4.5%) • Physical Education (100 minutes – 6%) • Science (150 minutes – 9%) • Social Studies (150 minutes – 9%) • Recess and Re-entry (150 minutes – 9%) <p><u>Middle School (Grades 6 to 8)</u></p> <p><u>Grades 6 to 8</u></p> <ul style="list-style-type: none"> • Art (75 minutes/week – 4.5%) • Core French (200 minutes – 12%) • English Language Arts (275 minutes – 16.5%) • Health (45 minutes – 2.75%) • Personal Development and Career Planning (45 minutes – 2.75%) • Mathematics (275 minutes – 16.5%) • Music (75 minutes – 4.5%)
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	<p><u>High School (Grades 9 to 12)</u> <u>Grade 9</u></p> <ul style="list-style-type: none"> • French (1 credit) • English as a Second Language (1 credit) • Mathematics (1 credit) • Natural Science (1 credit) • Social Studies (1 credit) • Arts Education (1 credit) • Physical Education (1 credit) • Personal and Social Development (1 credit) <p><u>Grade 10</u></p> <ul style="list-style-type: none"> • French (2 credits) • English as a Second Language (1 credit) • Mathematics (1 credit) • Physics (1 credit) • Geography (1 credit) • Technology (1 credit) • Optional course (1 credit) <p><u>Grade 11</u></p> <ul style="list-style-type: none"> • French (2 credits) • Mathematics (2 credits) • Chemistry (1 credit) • History (1 credit) 	<ul style="list-style-type: none"> • Physical Education (150 minutes – 9%) • Science (170 minutes – 10.5%) • Social Studies (170 minutes – 10.5%) • Technology (90 minutes – 5.5%) • Movement/Flexible scheduling (80 minutes – 5%) <p><u>High School (Grades 9 to 12)</u> <u>Grade 9</u></p> <ul style="list-style-type: none"> • English (all year) • Mathematics (all year) • French • Social Studies • Science <p><u>Grade 10</u></p> <ul style="list-style-type: none"> • English (all year) • Mathematics (all year) • French • Social Studies • Science <p><i>Grades 9/10</i> <i>A minimum of 90 hours in each of the following subjects: Art, Music, Physical Education, Technology (or 135 hours in one, 45 in another and 90 in two)</i> <i>Guidance: 40 hours over 2 years</i> <i>Family Studies: 40 hours over 2 years</i></p> <p><u>Grade 11</u></p> <ul style="list-style-type: none"> • English (2 credits) • Mathematics (1 credit) • Science • History
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	<ul style="list-style-type: none"> • Human Development; or Political, Economic, and Legal Institutions; or Arts Education (1 credit) • Optional course (1 credit) <p><u>Grade 12</u></p> <ul style="list-style-type: none"> • French (1 credit) • Optional courses (7 credits) <p><u>New High School System as of September 2005</u></p> <p><u>Grade 9 (no credits)</u></p> <ul style="list-style-type: none"> • French • Mathematics • Natural Science • Geography • English Second Language • Personal and Social Development • Physical Education • Arts Education <p><u>Grade 10 (1 credit = 1 course consisting of 93.5 hours)</u></p> <ul style="list-style-type: none"> • French (2 credits) • Mathematics (2 credits) • Natural Science • World History • English Second Language • Personal and Social Development • Physical Education <p><u>Grade 11</u></p> <ul style="list-style-type: none"> • French (2 credits) • Mathematics • Optional course: Science or Natural Science • Canadian History 	<ul style="list-style-type: none"> • Fine Arts/Life Role Development • 4 optional courses <p><u>Grade 12</u></p> <ul style="list-style-type: none"> • English (1 credit) • 9 optional courses
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	<ul style="list-style-type: none"> English Second Language, or English as an optional course, or a third language <p>Grade 12</p> <ul style="list-style-type: none"> French or optional course in French Technology 	
<p>Graduation Requirements</p> <p>Section 26 of the <i>Education Act</i></p> <p>“A New Brunswick high school diploma shall be granted to pupils enrolled in the public education program provided under this Act who successfully complete a program of studies prescribed by the Minister.”</p>	<p><u>Provincial High School Diploma</u></p> <ul style="list-style-type: none"> Students must accumulate 26 credits out of a possible 32, i.e., 23 credits from the common curriculum above, plus 3 credits chosen from among optional courses. Students must pass a provincial high school graduation examination (E.F.E.S.) in the following seven compulsory courses from the common curriculum (these examinations count for 40% of the student’s final mark, with coursework making up the other 60%). <p><u>Grade 10</u> Physics, Geography, and English as a Second Language;</p> <p><u>Grade 11</u> Mathematics, Chemistry, and History;</p> <p><u>Grade 12</u> French</p> <ul style="list-style-type: none"> Students must achieve the required computer skill levels. <p><u>Special Education Diploma</u></p> <ul style="list-style-type: none"> Satisfy the requirements of the Special Education Program under the <i>Education Act</i>. 	<p><u>20-Credit System</u></p> <ul style="list-style-type: none"> Students must meet the requirements of the prescribed common curriculum of the 9/10 program as outlined in the <i>Grades 9/10 Companion Document</i> (completing Information Technology outcomes satisfies Computer Literacy requirement). Students must pass the Middle Level English Language Proficiency Assessment, or Reassessments in Grade 10, 11, or 12, or earn at least 50% on the Grade 11 English Provincial Examination (not the blended mark). Students must achieve 17 of 20 credits (including the 7 compulsory credits) as outlined in the <i>High School Program of Study</i>. Students must accumulate a minimum of 5 credits at the Grade 12 level. <p><i>Compulsory Courses</i></p> <p><u>Grade 11</u></p> <ul style="list-style-type: none"> English 11 (2 credits) Mathematics 11 (1 credit) Science (or approved technology course) (1 credit) Modern History 11 (1 credit) Fine Arts/Life Role Development cluster (1 credit) <p><u>Grade 12</u></p> <ul style="list-style-type: none"> English 12 (1 credit) <p><u>16-Credit System</u></p> <ul style="list-style-type: none"> Students must meet the requirements of the prescribed common curriculum of the 9/10 program as outlined in the <i>Grades 9/10 Companion Document</i> (completing

	<p><u>Renewed High School System instructional program – Class of June 2008:</u></p> <ul style="list-style-type: none"> • Students must accumulate 24 credits out of a possible 30, i.e., 17 credits from the common curriculum, plus 7 credits chosen from among elective courses. • Students must successfully complete a provincial examination in the following two compulsory courses from the common curriculum (these examinations count for 40% of the student's final mark, with coursework making up the other 60%), in addition to an ESL oral proficiency evaluation in Grade 10: Grade 11 – Mathematics / French • Students must achieve the required computer skill levels. 	<p>Information Technology outcomes satisfies Computer Literacy requirement).</p> <ul style="list-style-type: none"> • Students must achieve a successful rating on the Middle Level English Language Proficiency Assessment, or Reassessments in Grade 10, 11, or 12, or earn at least 50% on the Grade 11 English Provincial Examination (not the blended mark). • Students must achieve 14 of 16 credits (including compulsory credits) as outlined in the <i>High School Program of Study</i>. • Accumulate a minimum of 4 credits at the Grade 12 level. <p>There are 6 compulsory credits that include those listed above (under compulsory credits for the 20-credit system) with the exception that English Grade 11 earns 1 credit only.</p> <p>Graduation requirements for a student identified as being exceptional (as defined by the <i>Education Act</i>) may vary as documented in his/her Special Education Plan (SEP). Accommodation (ACC), modification (MOD), and/or individualization (IND) must be indicated on the transcript. No such indication will appear on the diploma.</p>
<p>Provincial Assessment</p>	<p><u>Prior to May 2004</u> Provincial high school graduation examinations (E.F.E.S.) in the following seven compulsory courses from the common curriculum (these examinations count for 40% of the student's final mark, with coursework accounting for the other 60%). <u>Grade 10</u> Physics, Geography, and English as a Second Language; <u>Grade 11</u> Mathematics, Chemistry, and History; <u>Grade 12</u> French</p>	<p><u>Prior to May 2004</u> Provincial examinations in Grade 11 in Mathematics and in English Language Arts, which count for 30% of the student's mark.</p> <p>Students who fail the provincial English Language Proficiency examination in Grade 9 may redo the examination in Grade 10, 11, or 12. Successful completion of this examination is a requirement for high school graduation. Information Technology requirements are included in the compulsory common curriculum.</p>

	<p><u>After May 2004</u></p> <p>Provincial Assessment – Elementary School</p> <ul style="list-style-type: none"> • Kindergarten – December 2005 (Simner) • Provincial Assessment at Grade 2 – Literacy • Provincial Assessment at Grade 5 – Mathematics and Science • Provincial Assessment at Grade 8 – Mathematics and French <p>Provincial Assessment – High School</p> <ul style="list-style-type: none"> • ESL oral proficiency – for all Grade 10 students • French – Grade 11 • Mathematics – Grade 11 <p><i>The Assessment and Evaluation Branch has prepared an Accommodations Guide for students in connection with the provincial examinations. The Branch keeps a register of students who have received one or more accommodations.</i></p>	<p><u>After May 2004</u></p> <p>Provincial Assessment – Elementary School</p> <ul style="list-style-type: none"> • Kindergarten – School Readiness Assessment (Simner) • Provincial Assessment at Grade 2 – Reading & Writing • Provincial Assessment at Grade 5 – Mathematics <p>Assessment – Middle School</p> <ul style="list-style-type: none"> • Grade 7 Literacy Assessment • Middle Level Mathematics Assessment (Grade 8) <p>Assessment – High School</p> <ul style="list-style-type: none"> • English Language Proficiency Assessment - Grade 9. Students may redo the examination in Grade 10, 11, or 12. Successful completion of the examination is a requirement for high school graduation. • Grade 12 FSL Oral Proficiency Evaluation
<p>National and international assessments</p>	<p>PISA 2006 – Science – Students age 15 2007 Pan-Canadian Assessment Program (PCAP)</p>	<p>PISA 2006 – Science – Students age 15 2007 PCAP – Reading, Mathematics, and Science (students age 13)</p>
<p>Programming for students identified as exceptional under the <i>Education Act</i></p>	<p><u>Special Education Plan (<i>Plan d'intervention</i>)</u> “[Translation] The Special Education Plan proposes a planning and collaborative process, favours a solutions-oriented approach, is based on a holistic vision of the student, helps organize educational activities centred around student success, and takes into account an assessment of the student’s needs and abilities.”</p>	<p><u>Special Education Plan (SEP)</u> “A plan that contains recommended adjustments for educational goals and programs and which identifies supports and services to effectively enable an exceptional student to learn and achieve.”</p>

	<ul style="list-style-type: none"> • Prescribed program of studies • Special education program • Accommodation 	<ul style="list-style-type: none"> • <u>Accommodation</u> • <u>Individualization</u> • <u>Modification</u>
<p>Services for students who are visually or aurally handicapped</p> <p>Sections 50(2)(c) and 50(5) of the <i>Education Act</i></p>	<p>The Francophone sector of the Department of Education decided in 1987 to repatriate the administration of services and Francophone staff in New Brunswick. Given the specialized nature of these services and the small number of students with sensory impairments, the administration and coordination of these services were assigned to the Instructional Services Branch (formerly known as Student Services), and the hiring and supervision of staff, to the Francophone school districts.</p>	<p>The Anglophone sector of the New Brunswick Department of Education offers services to students with sensory impairments through the Atlantic Provinces Special Education Authority (APSEA), located in Halifax.</p>
<p>Students identified as exceptional</p>	<p>32.1% of the Francophone school population, of which 23% are said to be at-risk students, <u>i.e., students who require assistance each day from their regular teacher but who have not been referred to a resource teacher.</u></p> <p>At-risk students (23%)</p> <p>Severely conduct-disordered students</p> <p>Students with any type of impairment</p> <ul style="list-style-type: none"> • Minor/major motor deficit • Physiological deficit • Language deficit • Visual deficit • Aural deficit • Mild/moderate intellectual deficit • Severe/profound intellectual deficit • Mental health disorder • Pervasive developmental disorder • Learning disorder 	<p>17.1% of the Anglophone school population</p> <p>Behavioural conditions</p> <p>Communication conditions</p> <p>Intellectual conditions</p> <p>Physical conditions</p> <p>Perceptual/sensory conditions</p>

Equivalences between categories used by the two sectors	<u>AT-RISK STUDENT</u>	
	Student with an Adjustment or Behavioural Difficulty	ADHD (BC), Gifted (IC), Central Auditory Processing Disorder (PSC)
	Student with a Learning Difficulty	Learning Disability (PSC)
	<u>SEVERELY CONDUCT DISORDERED-STUDENT</u>	Conduct Disorder (BC) Obsessive/Compulsive Disorder (BC) Oppositional Defiant Disorder (BC) Tourette's Syndrome (BC) Fetal Alcohol Syndrome (BC)
	<u>STUDENT WITH ANY TYPE OF IMPAIRMENT</u>	
	Minor/Major Motor Deficit	Motor Deficit (PC), Cerebral Palsy (PC), Mobility Appliance Required (PC), Spina Bifida (PC)
	Physiological Deficit	Physiological Deficit (PC) (Medically Fragile)
	Language Deficit	Selective Mutism (CC), Speech Disorder (CC)
	Visual Deficit	Blind/Visually Impaired (PSC)
	Aural Deficit	Deaf/Aurally Impaired PSC)
	Mild/Moderate Intellectual Deficit	Intellectual Deficit (IC), Slow Learner (IC)
	Severe/Profound Intellectual Deficit	Intellectual Deficit (IC)
	Mental Health Disorder	Bipolar Disorder (BC), Emotional Disorder (BC), Schizophrenia (BC)
Pervasive Developmental Disorder	Autism (CC), Asperger's Syndrome (CC), Rett's Syndrome (CC)	
Learning Disorder	Learning Disability (PSC)	

		<p><u>Legend:</u> BC: Behavioural conditions CC: Communication conditions IC: Intellectual conditions PC: Physical conditions PSC: Perceptual/sensory conditions</p>
<p>Funding for special education services</p> <p>Sections 44(1) and 44(2) of the <i>Education Act</i></p>	<p><u>District Budget Allocation Formula</u> (Funding standards based on number of students enrolled in the district) 2004-2005 Resource teacher – <u>Elementary School</u>: 1 FTE for each group of 210 students enrolled from Kindergarten to Grade 8 in the district.</p> <p>Resource Teacher – <u>High School</u>: 1 FTE for each group of 300 students enrolled from Grades 9 to 12 in the district.</p> <p>Teacher Assistant: 1 FTE for each group of 167 students enrolled from Kindergarten to Grade 12 in the district.</p> <p>Benefits: 3.6% of the amount allocated for assistants.</p> <p>Other: \$35.31 per student enrolled in the district.</p>	<p><u>District Budget Allocation Formula</u> (Funding standards based on number of students enrolled in the district) 2004-2005 Funding for resource teachers, teacher assistants, benefits, and equipment: \$400 per student enrolled in the district.</p>
<p>Publications in connection with inclusion</p>	<p><u>Policies</u> No policies</p> <p><u>Guidelines</u></p> <ul style="list-style-type: none"> • Le plan d'intervention et l'équipe stratégique – 2004 • Lignes directrices sur les services aux élèves ayant un handicap sensoriel • L'aide enseignante en milieu scolaire – septembre 1993 	<p><u>Policies</u> No policies</p> <p><u>Guidelines</u></p> <ul style="list-style-type: none"> • Guidelines and Standards – Educational Planning for Students With Exceptionalities – July 2002 • Guidelines for New Brunswick Alternative Education Programs and Services – February 2002 • Teacher Assistant Guidelines for Standards and

	<p><u>Support Documents</u></p> <ul style="list-style-type: none"> • Sensibilisation à certaines conditions médicales : Des renseignements utiles pour l'enseignant • L'inclusion scolaire : Étude des services en adaptation scolaire au Nouveau-Brunswick • Trouble audition centrale • Guide des accommodations pour les élèves dans le cadre des examens provinciaux <ul style="list-style-type: none"> ○ Politiques et procédures ○ Formulaire de demande d'accommodation – primaire ○ Formulaire de demande d'accommodation – examens de fin d'études secondaires. • Service de soutien à la santé • La communication : élément essentiel entre l'école et les parents. • Rapport de l'inventaire en adaptation scolaire – octobre 2003 • Profil de lecteur – Élèves en fin de deuxième année – 2004 • Guide d'observation en littératie à l'intention des directions des écoles primaires – 2004 • Excellence en éducation – L'école primaire, Octobre 1995 • Vers une école primaire renouvelée – Référentiel de mise en œuvre, Janvier 1995 • Vers une école renouvelée – Le nouveau quotidien de l'école primaire – Juillet 1996 • Vers une école renouvelée – La motivation scolaire : une construction personnelle de l'élève – Janvier 2000 • <u>Le secondaire renouvelé... pour un monde nouveau.</u> Document d'information à l'intention du personnel 	<p>Evaluation – May 1994</p> <ul style="list-style-type: none"> • A User's Guide for the Appeals Process – January 2004 <p><u>Support Documents</u></p> <ul style="list-style-type: none"> • Awareness of Chronic Health Conditions: What the Teacher Needs to Know • Behaviour Tracking Form – September 2004 • Best Practices for Inclusion – July 1994 • Health Support Services in New Brunswick School • Implementing a Comprehensive and Developmental School Counselling Program – November 2002 • Meeting Behavioural Challenge Presentation • Meeting Behavioural Challenge: Staff Professional Development Resource – August 2004 • Meeting Behavioural Challenge: Teacher Resource – August 2004 • Meeting Behavioural Challenge: Workshop Presentation • New School Leaving Age Report – 1998 • Report on the Population of Public School Students with Exceptionalities – August 2002 • Resource Document for Learning Disabled Students: High School 9/10 Program – June 1997 • Resource for Assisting Struggling Learners – September 2000 • Resource for Identification and Teaching of Students with Specific Learning Disability – November 1999 • Resource for the Identification and Teaching of Students with Specific Learning Disability: High School Program – September 2003 • Resource for the Transition of Students with Exceptionalities from School to Work or Post Secondary Education and Adult Life – May 2001 • Teacher Assistant Support Protocol Brochure – September 1999 • When Conflict Arises: Communication Between Home and School.
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	<p>enseignant.</p> <ul style="list-style-type: none"> • <u>Le secondaire renouvelé... pour un monde nouveau.</u> Document d'information à l'intention des parents. 	
<p>Teacher training programs</p>	<p><u>Université de Moncton</u> <i>Bachelor's Program</i> In a five-year Bachelor of Education program, student teachers must take 9 compulsory special education credits (3 courses) and one optional course.</p> <p><i>Master's Program</i> Master of Education (resource teaching) Master of Arts in Education (resource teaching) Master's Certificate in Teaching Hearing-impaired Students Master's Certificate in Teaching Vision-impaired Students.</p> <p>The Université de Moncton, in cooperation with the Francophone sector of the New Brunswick Department of Education, is working to establish a Minor in Special Education in High School (24 credits) and a Certificate in Special Education in Elementary School (18 credits). The work should be complete in three years.</p>	<p><u>University of New Brunswick (UNB)</u></p> <ul style="list-style-type: none"> • During their training all student teachers must take a compulsory three-credit special education course: The Education of Exceptional Learners. <p>Special Education - UNB</p> <p>ED3031 The Education of Exceptional Learners ED4089 Gifted Education: Introduction ED5026 Educational Psychology ED5027 The Psychology and Education of the Adolescent ED5046 Educating At-Risk Students ED5086 Tutoring Practicum ED5091 Learning Disabilities: Introduction ED5094 Program Design for Students with Significant Learning Difficulties ED5096 Behavioural/Emotional Disorders: Introduction</p> <p><u>St. Thomas University</u></p> <ul style="list-style-type: none"> • During their training all student teachers must take Course 5323: General Methods: Differentiated Instruction (3 credits). • Students can also take a three-course concentration in special education: Educational Psychology I (5223); Educational Psychology II (5233); and Teaching Exceptional Learners (5243). <p><u>Mount Allison University</u> Mount Allison University has not offered an education program since 1996.</p>

		<p><u>Atlantic Baptist University</u></p> <p>In the 60-credit Bachelor of Education program, student teachers must take 18 credits in the fundamentals of education, including one special education course: ED-4103, Educational Psychology: Inclusionary Practices (3 credits). They may also choose one option in special education if they wish.</p>
Teacher certification	Only one special education course is required for regular teacher certification.	Only one special education course is required for regular teacher certification.