March 12, 2019

Dear Applicant:

Re: Your request for access to information under Part II of the Access to Information and Protection of Privacy Act (Our File #: EECD/012/2019)

On February 13, 2019, the Department of Education and Early Childhood Development (the department) received the following ATIPP request, our file EECD/012/2019:

"Any messaging or draft messaging prepared for the Department or Minister since January 1st, 2019. In addition, any benchmarks/status updates/lists outlining levels of completion of "The Way Forward" initiatives."

On February 14, 2019, your request was modified to read:

"Any messaging or draft messaging prepared since January 1st, 2019 for the HOA, or the executive level that is intended for the public. In addition, any benchmarks/status updates/lists outlining levels of completion of "The Way Forward" initiatives."

A decision has been made by the Deputy Minister for the department to provide access to some of the requested information and the appropriate copies have been enclosed.

Access to the remaining records, and/or information contained within the records, has been refused in accordance with the following exceptions to disclosure, as specified in the Access to Information and Protection of Privacy Act (the Act):

Section 29: Policy, Advice and Recommendation

29. (1) The head of a public body may refuse to disclose to an applicant information that would reveal

(a) advice, proposals, recommendations, analyses or policy options developed by or for a public body or minister.

The records attached respecting “The Way Forward” have not yet been completed. Information on completed initiatives is available at https://www.gov.nl.ca/thewayforward/.

You may ask the Information and Privacy Commissioner to review the processing of your access request, as set out in section 42 of the Access to Information and Protection of Privacy Act (the Act). A request to the Commissioner must be made in writing within 15 business days of the date of this letter or within a longer period that may be allowed by the Commissioner.
The appeal may be addressed to the Information and Privacy Commissioner as follows:

Office of the Information and Privacy Commissioner
2 Canada Drive
P. C. Box 13004, Stn. A
St. John's, NL A1B 3V8

Telephone: (709) 729-6309
Toll-Free: 1-877-729-6309
Facsimile: (709) 729-6500

You may also appeal directly to the Supreme Court Trial Division within 15 business days after you receive the decision of the public body, pursuant to section 52 of the Act.

Please be advised that this letter will be published following a 72 hour period after it is sent electronically to you or five business days in the case where records are mailed to you. It is the goal to have the letter posted to the Completed Access to Information Requests website within one business day following the applicable period of time. Please note that requests for personal information will not be posted online.

If you have any further questions, please feel free to contact the undersigned by telephone at 709-729-7180 or by email at garynoftall@gov.nl.ca.

Sincerely,

[Signature]

Gary Noftall
ATIPP Coordinator

Attachment
QP Issue Note
Education and Early Childhood Development

ISSUE: On January 16, the Official Opposition issued a news release stating that government is not listening to concerns raised by parents regarding the 1.6 kilometre busing policy and that “busing restrictions have created a real safety concern for families.” Over the past year, citizens in various regions of the province have made representation for changes to the 1.6 kilometre busing policy.

ANTICIPATED QUESTIONS:

Q: Will you conduct consultations on this issue?
Q: Will you change the 1.6 kilometre policy?

KEY MESSAGES:

• Transportation of students is a major focus of the Department and we work with the school district, operators and the industry to ensure it is as safe as possible.

• We have heard from parents and have taken action to address concerns. Our current policy is comparable – and in most cases – more favourable than other provinces.

• To date, 166 bus routes across 47 schools have been reviewed resulting in the implementation of 72 bus stops within the 1.6 kilometre zone.

SECONDARY MESSAGING:

• This past fall, a review was completed and we changed the guideline so that new bus stops can be established within a 1.6 kilometre zone.

• School transportation is not intended to be a door-to-door service; most students have to walk some distance to get to a bus stop and there may be perceived risks along the way.

• There is a parent responsibility to ensure the safety of their children and I take exception to claims the department is putting children at risk when our policy is comparable, and in most cases, more favourable than other provinces.
• We hear from parents all the time on various issues, we have consistent dialogue with the District and we will continue to collaborate with them to address areas of concern.

**BACKGROUND INFORMATION:**

Cost estimates:

To remove 1.6 kilometre:

- K-3 - approx. $4.8 million
- K-6 - approx. $7.9 million
- K-12 - >$10 million (this is not finalized, could be as high as $12 or $14 million)

To change eligibility zone from 1.6 kilometres to 1 kilometre:

- K-6 – approx. $3.1 million
- K-12 – approx. $3.5 million

**Busing – Quick Facts**

**Investment**

- In 2018-19 - **$58.6M** to bus about **50,000 students**.
- In 2012-13 - **$48M** to bus about **50,000 students**.
- In 2004-05 - **$34M** to bus about **57,000 students**.

**Busing Eligibility**

- Students who live 1.6 km or more from their zoned school are eligible for busing.
- This policy compares favourably to other jurisdictions in Canada.
- In NL, a bus will not travel up a side road unless students live greater than 500 metres from the main road; in New Brunswick the distance is 1.5 kilometres and 800 metres in Nova Scotia.
- Nova Scotia is currently reviewing their school bus eligibility distances. The conversations revert back to a review that was done in 2007, the Student Walking Distance Review, which recommended 1.6 kilometre eligibility for elementary students and 3.0 kilometres for secondary students. The report can be found at: https://www.ednet.ns.ca/docs/studentwalkingdistance.pdf.
<table>
<thead>
<tr>
<th>Province</th>
<th>Maximum Non-Eligible Distance (KM)</th>
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<tbody>
<tr>
<td></td>
<td>K-6</td>
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<tr>
<td>Newfoundland and Labrador</td>
<td>1.6</td>
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<tr>
<td>Nova Scotia</td>
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<tr>
<td>New Brunswick</td>
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<td>Ontario</td>
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<tr>
<td>Alberta</td>
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<tr>
<td>British Columbia</td>
<td>4</td>
</tr>
<tr>
<td>Quebec</td>
<td>1.6</td>
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</tbody>
</table>

Contracts

- **Regular buses** – Tendered 5 year contracts with a 5-year renewal option.
- Contractors receive an increase of 2/3 of the Consumer Price Index starting in year 6 of the contract.
- **Contractors also receive additional funding for** fuel price increases.

Age of Buses

- Maximum age is 12 years.
- In 2004 – average age of buses **10.3 years**. (Note: board-owned – 8.1 years; contracted – 11 years).
- In 2012 – average age of buses is **8.7 years**. (Note: board-owned – 6.9 years; contracted – **10 years**).
- In 2018 – average age of all buses is **7.8 years**. (Note: board-owned – 7.9 years; contracted – 7.7 years).
QP Issue Note
Education and Early Childhood Development

ISSUE: There have been calls by some citizens to have cameras installed on all school buses to ensure student safety.

ANTICIPATED QUESTIONS:

Q: Will government require cameras to be installed on all school buses?
Q: What are you doing to ensure the safety of students?

KEY MESSAGES:

- The safety of students is paramount.

- Along with safety, we are also responsible for protecting the privacy of students. While some may welcome cameras, others may have concerns.

- In keeping with the guidelines and advice of the Privacy Commissioner, the decision to install a camera is considered a last resort and is done only after a number of other actions are implemented to reduce any risks.

SECONDARY MESSAGES:

- We have met with the Privacy Commissioner and have had discussions with the school district.

- We will continue to work with the school district to identify measures to increase student safety on buses where necessary.

- While there is a view that cameras may be a deterrent or offer evidence after an incident, they do not prevent incidents from happening and may not be fully effective in capturing evidence due to the high seatbacks of the bus.

- We continue to work with the OIPC, school districts and school bus camera vendors to explore options to increase safety both on and off the bus.

BACKGROUND INFORMATION:

- Media reported on calls to install cameras on school buses in fall 2018, following an incident at a West Coast school that resulted in a conviction and an amendment to the Schools Act.
• An on-line petition calling for the use of cameras on schools buses is being circulated in Corner Brook by a parent who says her child has been bullied on a bus.
• There have been no media reports of the on-line petition currently circulating in Corner Brook.
• On September 27, 2018 CBC aired an interview with the province’s Privacy Commissioner, Donovan Molloy, who said the Schools Act could be changed to more easily permit cameras on school buses. He says the school district has the ability right now to put cameras on school buses. **However, it has to be determined to be necessary, after other measures have been tried.** Mr. Molloy also said that the Schools Act could be amended quickly if Government wants ALL school buses to have cameras and then it wouldn't be an issue.
• On December 21, 2018 the Department of Education and Early Childhood Development met with the Privacy Commissioner specifically on the topic of cameras on school buses.
• The Office of the Information and Privacy Commissioner released guidelines for the installation of cameras on school property/buses in 2013.
• They suggest there must be an ongoing problem that cannot be addressed through other means before a camera - and the inherent privacy concerns that come with it - is installed.
• In particular, the guidelines state, “One incident, no matter how serious or severe, does not constitute a real, pressing and substantial problem...Specific, ongoing and verifiable reports of incidents of crime, public safety concerns, or other compelling circumstances are required to proceed..."
QP Issue Note
Education and Early Childhood Development

ISSUE: CBC recently interviewed two individuals who spoke to the high cost of child care in the province. The Canadian Centre for Policy Alternatives (CCPA) released a report February 7, 2019 providing an analysis of child care fees across 28 cities in Canada. St. John’s is showing an improvement in fees, but an increase in wait lists.

ANTICIPATED QUESTIONS:

Q: Families are still struggling with child care costs. What are you doing to address this issue?

Q: Wait lists are increasing. What is government doing to improve availability?

KEY MESSAGES:

• We are very encouraged by the results of a recent national report on child care costs.

• It is a good indicator that our actions are having a positive impact on families. St. John’s is the only city of the 28 surveyed showing a decrease in preschooler fees.

• Since just last year, under the Operating Grant Program, there has been an increase of approximately 1000 more affordable child care spaces across the province.

• Child care centres and family child care homes are independent businesses, and wait lists would be part of their business process. We want to take a close look at what may be driving the reported increase in waitlists to better understand the issue.

SECONDARY MESSAGES

• We have a vested interest in providing affordable and accessible child care services throughout the province. It is part of our plan to support sustainable communities and economic growth.

• More families are eligible for full subsidy and are receiving child care at no personal cost when they choose a centre that is participating in the Operating Grant Program. (Of the 121 centres currently participating in the program, 52 of these centres are in the St. John’s area).
Background Information:

Government actions:

- Increased operating grants to participating, licensed child care centres to improve affordability for low and middle income families. This has resulted in an increase of approximately 1000 more affordable child care spaces.

- Updated the eligible funding categories in the Child Care Capacity Initiative increasing access for families to more affordable child care.
  - Since 2015, overall close to 900 new child care spaces have been created across the province. This includes 167 spaces created this year under the Child Care Capacity Initiative.

- Signed a three-year $22 million bilateral agreement for early learning and child care investments with the Government of Canada.

- Provided an additional $2 million annually to support the Child Care Subsidy Program and adjusting the income threshold from $27,500 to $32,000, the first adjustment since 2007.

- Enhanced grants, bursaries and professional learning opportunities for Early Childhood Educators including:
  - Removed the cap on the number of courses claimable per year under the ECE Trainee Bursary, doubling the number of courses claimed this year over last year;
  - Increased Early Childhood Educator On-Campus Field Placement Bursary to $2,500 from $1,200; and
  - Increased Early Childhood Educator Graduate Bursary to $7,500 from $5,000.
  - Increased access to professional learning opportunities for all Early Childhood Educators in the province.

Report: Developmental Milestones: Child Care Fees in Canada's big cities 2018

- The report focuses much of its analyses on the preschooler age range as that is where there are the most spaces and the highest parental usage.

- For St. John’s, the report shows a decrease in preschooler fees of almost 13 per cent since the last report in 2017. The next cities showing a decrease in preschooler fees are Edmonton with a 6 per cent decrease and Toronto with a 5.1 per cent decrease. Three other cities showed a slight decrease since the 2017 report. The remaining 22 cities surveyed showed an increase in fees for this age group.

- Since the first report in 2014, St. John’s is the only city showing a decrease in preschooler fees; Charlottetown and Winnipeg held steady (no increase or decrease overall since 2014). The remaining 25 cities all show an increase over the five-year
period (23 cities had increases higher than the inflation rate of 6.8 per cent since 2014).

- Of the 28 cities that were surveyed - five are in Quebec, where the fees are under $200/month. This skews the positioning somewhat. Quebec cities have the highest per cent increase over the five-year period (20-25 per cent) due to a policy change in Quebec in 2015 that introduced a sliding scale for families with incomes higher than $51,000 per year. Their median fees, however, are still by far the lowest in the country.

- Median infant fees in St. John’s have seen a reduction of $439 a month since 2014 (from $1,394/month to $977/month). St. John’s was the second highest (behind Toronto) in the 2014 report and are now 14th out of 28 cities surveyed.

- Median toddler fees in St. John’s have dropped from approximately $868/month in 2015 to $726/month in 2018 [Note: The 2014 report erroneously did not capture or calculate the St. John’s toddler rate – they calculated a combined rate of $868 for toddler and preschooler in 2015]. St. John’s is currently 19th out of 28 cities surveyed.

- St. John’s has seen an increase in centres reporting a wait list (self-reported) in the 2018 report (79 per cent reporting a wait list in 2018 and 43 percent reporting a wait list in 2017).

- There is also an apparent increase in the numbers of centres in St. John’s reporting charging a fee for a spot on their wait list (17 per cent reporting a wait list fee in 2018 with zero per cent reporting a wait list fee in 2017).
QP Issue Note
Education and Early Childhood Development

ISSUE: Advocates and parents of the deaf and hard of hearing community are concerned that these students are not receiving an adequate education due to a lack of resources. A petition was presented to the third party in fall 2018.

ANTICIPATED QUESTIONS:

Q: Will you complete a full assessment of the supports that are currently in place for deaf and hard of hearing students?

KEY MESSAGES:

Every child and every issue is important and we are focused on providing the best possible opportunities to all students.

We work with the school districts and other Atlantic provinces to continually review services for deaf and hard of hearing students.

We most recently met in February and will be having further discussions with a focus on reviewing our services with the K-12 system.

SECONDARY MESSAGING:

Our senior executive are in communication with groups advocating for deaf and hard of hearing students, including the NL Association of the Deaf; the Coalition of Persons with Disabilities; and, the Canadian Hard of Hearing Association, NL.

BACKGROUND INFORMATION:

- School-based services and supports for students are determined by the student's program planning team, and are based on strengths and needs identified through a comprehensive individual assessment recommended by the Atlantic Provinces Special Education Authority (APSEA).

- APSEA provides advice and resources to EECD regarding the delivery of services for students who are deaf, hard of hearing, deafblind, blind, or visually impaired.

- In fall 2018, Education and Early Childhood Development, APSEA, and the Newfoundland and Labrador English School District met to discuss services for deaf and hard of hearing students. A follow-up information sharing session was held on February 6, 2019.

- Services and supports available include:
  - Accommodations, including Assistive Technology
- Modified prescribed courses delivered by classroom/subject teacher
- Alternate courses, programs or curriculum delivered by an Auditory Verbal Therapist, Itinerant Teacher for a student deaf and hard of hearing, an Instructional Resource Teacher and/or Speech Language Pathologist.
- Student Assistant
- ASL interpreter
- Alternate transportation
- Comprehensive assessment
QP Issue Note
Education and Early Childhood Development

ISSUE: The Newfoundland and Labrador English School District continues to implement actions to address issues identified by the Auditor General in September 2018. The Board publically released its Action Plan in November 2018 and the Plan and associated budget request were provided to the Public Accounts Committee in January 2019.

ANTICIPATED QUESTIONS:

Q: Will government support the District’s Action Plan and provide the necessary funding to address the serious issues identified by the Auditor General?

KEY MESSAGES:

• The Department is reviewing the Newfoundland and Labrador English School Board’s proposed action plan and budget request.

• As part of this review, we are looking at integrating the district’s financial processes into government’s core financial management system under a shared services model as committed to in The Way Forward.

• Government’s current system has the capacity to address a number of issues identified with the district (e.g., centralized purchasing: accounts payable including quality controls, inventory control and asset management).

SECONDARY MESSAGING:

• We have engaged a consultant to work with the district and government officials to do a detailed analysis on moving the district’s financial management system to core government.

• We are committed to working with partners in Agencies, Boards and Commissions to identify specific shared-services opportunities for implementation.

• The Way Forward highlights government’s commitment to continue to take steps to consolidate corporate services for various accounting and finance processes. This is a fiscally responsible approach to help address these issues.

BACKGROUND INFORMATION:

• On November 3, 2018, the Department of Education and Early Childhood Development received a copy of a proposed action plan and associated budget
request from the Newfoundland and Labrador English School Board. The action plan and budget request resulted from the recent findings in the Auditor General’s report related to management of the procurement of goods and services.

- On November 13, 2018, The Department of Education and Early Childhood Development responded to the Newfoundland and Labrador English School Board with a commitment to review the proposed action plan and associated budget request. The request is currently being taken under consideration by government, as it continues its budget process.

- On November 29, 2018, the Department of Education and Early Childhood Development responded to the Board to advise that as part of the review, government intends to explore the feasibility of integration into government’s core financial management system (Oracle) under a shared services model.

- On December 17, 2018, OCIO released a Project Requisition seeking to engage a consultant to conduct a detailed analysis and high-level project plan to migrate NLESD’s financial management system into core Government. Vendor KPMG was selected in January 2019 and has been actively working with NLESD and government officials. Their work is expected to be concluded by the end of March 2019.

- On December 18, 2018 the Public Accounts Committee conducted a public hearing in the House of Assembly Chamber to review the findings of the Report of the Auditor General entitled Management of the Procurement of Goods and Services, Newfoundland and Labrador English School District.

- During the course of the meeting, some members of the Committee asked for a more formal report on the actions taken to address the issues raised by the Auditor General’s report. The District submitted a full report with detailed information on each action to the Committee on January 14, 2019.
QP Issue Note
Education and Early Childhood Development

ISSUE: Some municipalities are increasing rental rates for libraries in town buildings. The Provincial Information and Library Resources Board recently requested increased funding from government to ensure the continued operations of its 94 libraries.

ANTICIPATED QUESTIONS:
Q: Will you increase funding to public libraries?
Q: Are there any plans to close libraries?

KEY MESSAGES:

- Requests for funding increases will be considered as part of government’s regular budgetary process.

- There are no plans at this time to close libraries.

- Government continues to provide the lion’s share of funding to libraries – more than twice the average of provincial government’s across the country and we would hope that municipalities would continue to support our libraries as they have in the past.

SECONDARY MESSAGING:

- The board has been moving ahead with recommendations from the review, such as looking for alternate space at a lower cost when leases expire, and exploring and implementing alternate service delivery methods, among others.

- Decisions related to the administration and service delivery model of the public library system are the board’s to make. The board stated in its plan that it will not be implementing the recommendation to adjust the number and location of libraries.

BACKGROUND INFORMATION:

- The most recent media report on funding of provincial libraries occurred in the Overcast in January 2019. The article addressed the status of the report prepared by the Provincial Information and Library Resources Board (Future State Plan) in response to the review undertaken by EY, released in May 2017.
• The Future State Plan outlines the board's proposed actions to address the recommendations of the EY review, noting the need for increased funding of $9.8 million to implement all recommendations. The plan states the board will not take any action on the recommendation to “reassess and adjust the number and locations of public libraries in the province.”
QP Issue Note
Education and Early Childhood Development

ISSUE: The Child and Youth Advocate released a report on chronic absenteeism from school in January 2019. The report includes four recommendations to address the issue, which involves several government departments, the regional health authorities and the school districts.

ANTICIPATED QUESTIONS:

Q: What are you doing to address absenteeism and the recommendations of the Child and Youth Advocate?

KEY MESSAGES:

- This is an important issue and work is already well underway to address chronic absenteeism.

- Extensive discussions and planning are ongoing with the departments and organizations identified by the Child and Youth Advocate which will help address the recommendations.

- As stated in the Education Action Plan, improvements to recording and monitoring attendance will be completed by spring 2019 and a dropout prevention program is expected to be completed by September 2020.

Secondary Messaging:

- The comprehensive and interdisciplinary approach recommended by the Child and Youth Advocate makes good sense and our government, under the Education Action Plan, has brought all parties together to help address this and other issues.

- EECD, in partnership with both school districts, is also working to develop a viable program for early school leavers to return to school.

BACKGROUND INFORMATION:

In the report, the Child and Youth Advocate stated “We must stop defining this solely as a school problem. The issue truly demands a comprehensive approach that also involves the Department of Children, Seniors and Social Development, the Department of Health and Community Services and the Regional Health Authorities”.

The report makes four recommendations to government departments and agencies that have shared responsibility for solutions:
Recommendation 1
Within one year, the Department of Education and Early Childhood Development in conjunction with the school districts, the Department of Children, Seniors and Social Development, the Department of Health and Community Services and Regional Health Authorities develop an action plan to address chronic absenteeism. This action plan should:

a. Incorporate knowledge of best practices and results
b. Include community partners that provide services to children and youth
c. Provide appropriate resources for any pilots that emerge from the action plan
d. Implement professional staff development highlighting chronic absenteeism as a possible indicator of child maltreatment
e. Include an evaluation plan

Recommendation 2
The Department of Children, Seniors and Social Development, the Department of Education and Early Childhood Development, the school districts, the Department of Health and Community Services and Regional Health Authorities develop and implement policy specifically identifying how staff will effectively assess and respond to chronic absenteeism.

Recommendation 3
The Department of Children, Seniors and Social Development, the Department of Education and Early Childhood Development, and the school districts, collaboratively develop and implement policies and protocols specifically defining the point at which chronic absenteeism situations require referral to the Department of Children, Seniors and Social Development.

Recommendation 4
The Department of Education and Early Childhood Development, the Department of Health and Community Services, and the school districts develop agreements with the Department of Children, Seniors and Social Development and the Regional Health Authorities defining how all these partners will collectively contribute to addressing chronic absenteeism.

Ongoing Work:

- The Education Action Plan has highlighted some of the same concerns raised by the Advocate’s report.
  - Recommendation 29: EECD, in partnership with both school districts, ensure accurate recording of school attendance and develop a dropout prevention program for every school in the province, engaging the voice of youth.
  - Recommendation 30: EECD, in partnership with both school districts, develop a viable program for early school leavers to return to school.
- An accountability framework is being designed specifically for the Education Action Plan, in consultation with members of the committees established to develop specific
work plans for the implementation of the recommendations. Each committee will report progress to a Steering Committee. The eight-member steering committee comprises deputy ministers from a number of Provincial Government departments (EECD; HCS; CSSD & AESL); CEOs/directors of the Newfoundland and Labrador English School District and le Conseil scolaire francophone provincial de Terre-Neuve-et-Labrador; the Dean of Memorial University’s Faculty of Education; and the Executive Director of the Newfoundland and Labrador Teachers' Association.

- An Advisory Committee on School Early Leaving Prevention (ACSELP) has been established. The work called for by the Advocate is already under way with a plan being developed to help address chronic unexplained absenteeism.

- A Secretariat within Executive Council will monitor recommendations related to implementation of the Comprehensive School Health Framework, development of a year-round child health services model, promotion of 'health in all policies for schools', and the renewed commitment to a model of coordination of supports for children with complex needs. The Secretariat will also monitor the recommendations relevant to schools in the “Towards Recovery: The Mental Health and Addictions Action Plan for Newfoundland and Labrador”.

**Other information:**

- A thorough analysis of the research literature has revealed there are at least 45 reasons why children leave school early. Only three or four of them are related to experiences at school.

- Recognizing that most of the conditions necessary for children to thrive academically are created outside of schools, the ACSELP committee is comprised of managers from Justice, CSSD, EECD, NLES, CSFP, NLTA, AESL, Health, WPO, Choices for Youth, Thrive, Murphy Centre, NL Housing and Homeless Network. A range of nationalities, genders and ethnicities are represented.

- Early Interventions, Trauma Informed Pedagogical Practice, and building relationships with children rank highest among practices mitigating leaving school early. The single greatest mitigating factor shown by the research to see children completing school on time is a relationship with one enabling adult – one champion on a child’s corner makes all the difference.
QP Issue Note
Education and Early Childhood Development

ISSUE: Periodically there are calls for additional teaching resources in schools, particularly for student assistant supports, inclusive education and increased administrative time.

ANTICIPATED QUESTIONS:
Q: What are you doing to increase student assistant time, as the NLTA has stated is so badly needed?

KEY MESSAGES:

Through our Education Action Plan we are focusing on a responsive teaching and learning model providing multiple supports for students.

A total of 350 teaching resources will be added to the education system over three years which includes the new Teaching and Learning Assistants, reading and math specialists, teacher librarians and English as a Second Language teachers.

This approach is will help achieve an education system that is responsive to students’ strengths and needs.

SECONDARY MESSAGING:

The newly created Teaching and Learning Assistants will be guided by the classroom teacher and will support literacy, numeracy and social emotional learning.

We expect that following the full implementation of the Education Action Plan, the education system will be more responsive to students’ strengths and needs.

BACKGROUND INFORMATION:

- Allocated $6.9 million to support the Education Action Plan and the implementation of a number of recommendations of the Premier’s Task Force on Improving Educational Outcomes.

- Close to 40 per cent of the actions are already completed or substantially underway.
Under the Education Action Plan we have to date:

- Launched the Math Bursary program for Grades K-6 teachers to enhance capacity within the school system to teach Mathematics.

- Established Reading and Mathematics Advisory Committees and Working Groups.

- Allocated six permanent K-6 Mathematics Program Specialists to the school districts

- Allocated five permanent Program Specialists with expertise in reading instruction to the Newfoundland and Labrador English School District.

- Allocated 21.5 new reading specialists.

- Allocated 13.5 additional teacher-librarians.

- Allocated 54 Teaching and Learning Assistants.
<table>
<thead>
<tr>
<th>Action Title, Deliverable and Target Completion Date</th>
<th>Lead Dept</th>
<th>Milestones and Timelines</th>
<th>Performance Indicators</th>
<th>Self-Assessment</th>
<th>Authorities Needed to Implement</th>
<th>Need to Engage Public/ Stakeholders</th>
<th>Planned Public Announcements</th>
<th>Current Status of Action</th>
<th>Internal Description of Progress</th>
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</thead>
<tbody>
<tr>
<td>Develops Model for the Design of Student Services</td>
<td>ECOO</td>
<td>• Implement the new policy with a mentoring and evaluation plan (September 2019)</td>
<td>• Implementation of new policy and professional learning for teachers</td>
<td>On Schedule</td>
<td>Minister</td>
<td>No</td>
<td>N/A</td>
<td>Ongoing</td>
<td>A Student Support Services Policy Advisory Committee was formed to draft policy, procedures, and associated professional learning for delivery of Student Support Services. A draft policy and procedures document, entitled “Responsive Teaching and Learning,” has been developed and implementation of components of the policy began in the fall of 2019. Teachers professional learning is ongoing throughout the 2019-20 school year.</td>
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<tr>
<td>Develops Model for the Design of Student Services</td>
<td>ECOO</td>
<td>• Purchase Special Education Case Management System (March 12, 2019)</td>
<td>• Implementation of Special Education Case Management System</td>
<td>On Schedule</td>
<td>Deputy Minister</td>
<td>No</td>
<td>N/A</td>
<td>Ongoing</td>
<td>s.29(1)(a)</td>
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<tr>
<td>Improve Child Care Quality and Access</td>
<td>ECOO</td>
<td>• Develop Quality Improvement Program available to all regulated child care centres in the GTA.</td>
<td>Development and launch of Quality Improvement Program</td>
<td>Behind Schedule</td>
<td>Minister</td>
<td>No</td>
<td>N/A</td>
<td>Progress</td>
<td>s.29(1)(a)</td>
</tr>
<tr>
<td>Improve Child Care Quality and Access</td>
<td>ECOO</td>
<td>• Launch Quality Improvement Grant Program in 2018-19.</td>
<td>Development and launch of Quality Improvement Grant Program</td>
<td>Behind Schedule</td>
<td>Minister</td>
<td>No</td>
<td>N/A</td>
<td>Progress</td>
<td>s.29(1)(a) s.29(1)(a)</td>
</tr>
</tbody>
</table>

We December 2017, the Provincial and Federal Governments signed a three-year bilateral agreement on early learning and child care. (The agreement allocated just over $22 million, over three years, to Newfoundl and Labrador for early learning and child care investments.)

The funding allows the development and implementation of innovative approaches to address early learning and child care challenges through subsidies, grants, bursaries and professional learning opportunities.

As of April 2019, the additional 180 space target for the Operating Grant Program was achieved. Under the Operating Grant Program, there have been an increase of approximately 1,200 more affordable child care spaces province-wide. The province now includes 662 of all child care centres.

Under the Child Care Capable by 2020, we have:

- Approved $48,200 for the Early Childhood Development Association in Happy Valley Corner Bay to support the construction of a child care centre with a total capacity of 92 affordable spaces for both child care and early learning programs.
- Approved $119,322 for Labrador West Child Care Centre to create 36 new preschool and child care spaces, increasing the centre’s capacity to 53 children.

$650,000 in funding for the Building Our Future in Child Care Cooperative project. It aimed to assist parents to develop a new 38-space child care centre for infants, toddlers and pre-school children.
<table>
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<tr>
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<th>Performance Indicators</th>
<th>Self-Assessment</th>
<th>Authorities Needed to Implement</th>
<th>Need to Engage Public/Stakeholders</th>
<th>Planned Public Announcements</th>
<th>Current Status of Action</th>
<th>Internal Description of Progress</th>
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</table>
| Improve Math and Reading Skills among 6-12 Students | **EDCO** | ● Adjustments to the mathematics curriculum at the Education Action Plan (April 2018)  
● Local schools in specific districts with appropriate staffing of Math Specialists, Learning Resource Teachers, Reading Resource Teachers, Reading and Learning Assistants, and Mathematics and Reading Program Specialists (District) level through the implementation of the Education Action Plan (July 2018)  
● To develop a training program to encourage teacher participation in secondary-level courses on mathematics content and pedagogy required for graduation, June 2018  
● Increased funding for reviewing of learning commons (Budget 2018) | On Schedule  
Math Anxiety  
Teacher Capacity  
Learning Commons | Ministry  
No  
No  
No | Progress  
Program  
In progress  
Progress  
Program  
In progress | Improving student achievement outcomes in reading and math  
Math Anxiety  
Teacher Capacity  
Learning Commons | ● Math and Reading Skills will be part of the focus around the release of the EAP  
Teacher training program for Math and Reading Skills has been announced through social media and correspondence with districts  
Teacher training program for Math and Reading Skills will be highlighted at appropriate conferences (e.g., technology week) |
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Math Anxiety  
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Teacher training program for Math and Reading Skills will be highlighted at appropriate conferences (e.g., technology week) |
| Improve Math and Reading Skills among 6-12 Students | **EDCO** | ● Increase resources for coding in libraries (September 2020)  
● Provide professional learning for teachers to increase capacity for instruction of coding using Trumpette (2020) | On Schedule  
No  
No | Ministry  
No  
No | Ongoing | Increase resources for coding in libraries to increase student engagement in technology  
Increase resources for coding in libraries to increase student engagement in technology  
Increase resources for coding in libraries to increase student engagement in technology | ● Increase resources for coding in libraries  
● Provide professional learning for teachers to increase capacity for instruction of coding using Trumpette |
| Increase Revenue to the Province Through International Education | **EDCO** | ● Seek and obtain Ministerial approval to increase tuition rates for international students (March 31, 2018)  
● Higher education institutions to increase the number of international students graduating from their programs by up to 30% (December 31, 2020) | On Schedule  
No  
Yes  
No | Ministry  
Yes  
Yes  
No | Revenue  
Significant Progress  
Significant Progress  
Significant Progress | Increase revenue to the Province through international education  
Increase revenue to the Province through international education  
Increase revenue to the Province through international education | ● Significantly increase revenue to the Province through international education  
● Increase revenue to the Province through international education  
● Increase revenue to the Province through international education |

**s.29(1)(a)**
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| **Support Disengaged and At-Risk Youth**            | EDD       | ■ Increase student retention by implementing a new data system by June 2022.
 ■ Identify strategies for reducing high school drop-out rates by 20% by 2024. |
 ■ Increase opportunities for career education opportunities at each intermediate level. |
 ■ Create a community-based strategy to increase students’ understanding of有关 requirements at Memorial University and College of the North Atlantic. |
 ■ Increased opportunities for career education. |
 ■ Work with school district staff to improve the tracking and record-keeping of attendance. |
 ■ The Advisory Committee for School Health is working on developing a school health program that will include a school health program. |
 ■ Implemented a new health program by 2023. |
 ■ Final report due by 2024. |
 ■ Community consultations with community groups, school districts, and schools. |
 ■ The Advisory Committee for School Health is working on developing a school health program that will include a school health program. |
 ■ Final report due by 2024. |
 ■ Work on increasing the accessibility for distance education supports. |
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 ■ The Advisory Committee for School Health is working on developing a school health program that will include a school health program. |
 ■ Final report due by 2024. |
 ■ Work on increasing the accessibility for distance education supports. |

4. 2017-18: The Department of Education and Early Childhood Development (DEED) provided funding to the Murphy Centre to develop and implement the Adult (EDD) Preparation Program. This continuing learning program was established in 2015. The Committee’s composition of representatives from different government departments, school boards, and school principals, as well as teachers and community youth organizations. The Committee’s mandate is to develop strategies aimed at reducing the number of students leaving school before graduation, providing support to students who return to school to complete education, and providing alternative options for students who do not return to school before graduating to complete their education. These strategies will be identified by 2023. EDD staff and school district staff have developed strategies for improving the recording and monitoring of attendance. |

1. Consultations took place in 2018 with community groups, other departments, school district staff, school administrations, teachers, and parents. These consultations concluded in December 2018. |

2. EDD is currently preparing a report that identifies strategies aimed at reducing the number of students leaving school before graduation, providing support to students who return to school to complete education, and providing alternative options for students who do not return to school before graduating to complete their education.
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<td>s.29(1)(a) Attract and Retain More Immigrants</td>
<td>EOCO</td>
<td>• Hire Program Specialist at EOCO to implement LAP recommendations on Multicultural Education (May 2010).</td>
<td>• Increased provision of multicultural education to all 32 school districts.</td>
<td>On Track/Late</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
<td>s.29(1)(a) Multi-ethnic initiatives for schools, particularly those with large numbers of students from foreign countries.</td>
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