

Education and Early Childhood Development

Annual Report
2019–2020



Education and Early Childhood Development

Annual Report 2019-2020

Province of New Brunswick
P. O. Box 6000, Fredericton, New Brunswick E3B 5H1 Canada

www.gnb.ca

ISBN 978-1-4605-2845-7 (bilingual print edition)
ISBN 978-1-4605-2846-4 (PDF: English edition)

ISSN 2368-4763 (Bilingual print edition)
ISSN 2368-4771 (PDF: English edition)

13077 | 2021.02 | Printed in New Brunswick



Transmittal letters

From the Minister to the Lieutenant-Governor

The Honourable Brenda L. Murphy
Lieutenant-Governor of New Brunswick

May it please your Honour:

It is my privilege to submit the annual report of the Department of Education and Early Childhood Development, Province of New Brunswick, for the fiscal year April 1, 2019, to March 31, 2020.

Respectfully submitted,



Honourable Dominic Cardy
Minister

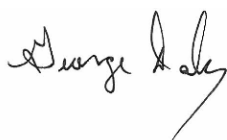
From the Deputy Minister to the Minister

Honourable Dominic Cardy
Minister of Education and Early Childhood
Development

Sir:

I am pleased to be able to present the annual report describing operations of the Department of Education and Early Childhood Development for the fiscal year April 1, 2019, to March 31, 2020.

Respectfully submitted,



George Daley
Deputy Minister, Anglophone Sector

From the Deputy Minister to the Minister

Honourable Dominic Cardy
Minister of Education and Early Childhood
Development

Sir:

I am pleased to be able to present the annual report describing operations of the Department of Education and Early Childhood Development for the fiscal year April 1, 2019, to March 31, 2020.

Respectfully submitted,



Marcel Lavoie
Deputy Minister, Francophone Sector

Table of Contents

Minister’s Message	1
Deputy Minister’s Message	2
Deputy Minister’s Message	3
Top Government Priorities	4
Highlights	5
Performance measures.	6
Overview of departmental operations	16
Division overview and highlights	17
Financial information	31
Summary of staffing activity	32
Summary of legislation and legislative activity.	33
Summary of Official Languages activities	34
Summary of recommendations from the Office of the Auditor General	35
Report on the <i>Public Disclosure Act</i>	38
Appendix A	39
Appendix B	40

Minister's Message

Ensuring New Brunswick's children and youth receive a quality education to prepare them for the future is critical to the prosperity of our province.

Learning begins at birth and is a process that carries through the rest of our lives. Our goal is to instill a love of learning in our students and to support learners who are passionate about their education.

Last fiscal year, most eligible facilities participated in the designation of New Brunswick Early Learning Centres and New Brunswick Early Learning Homes. The parent subsidy program was also enhanced, resulting in an increase in program participation. I would be remiss not to mention the important role our early learning sector played in the response to the COVID-19 pandemic. In March 2020, early learning and child care facilities in New Brunswick were closed as part of a province-wide State of Emergency. To support the continuity of essential services, including health-care providers, the department entered into agreements with over 90 facilities that offered emergency child care to these essential workers.

In the public schools, for the Anglophone sector, K-3 school-based data on balanced literacy, math improvement, and formative assessment showed continued growth, French Language Learning Opportunities for Rural Areas (FLORA) was expanded to eleven pilot sites providing equitable access to early French learning, and several curriculum updates were completed. With respect to the Francophone Sector, the life and career project and exit profile initiatives continue to be a priority and have led to improved pedagogical practices and support for education personnel.

In October, we had the opportunity to host the Provincial Education Summit which aimed at strengthening community ties and connecting schools with the business sector to provide students with valuable hands-on learning opportunities. We launched *Succeeding at Home: A green paper on education in New Brunswick* and embarked on a provincial consultation tour to provide feedback on the education system and inform implementation of the province's 10-year education plans.

This report reflects the hard work carried out in our schools, school districts, childcare facilities, and in the department.

I look forward to continuing working with parents, community members, school staff, district education councils, school districts and early childhood partners over the next fiscal year. Your contribution is invaluable and greatly appreciated.

Together, we will build on the past fiscal year's achievements to provide New Brunswickers with the tools they need to become successful lifelong learners.



Honourable Dominic Cardy
Minister of Education and Early Childhood Development

Deputy Minister's Message

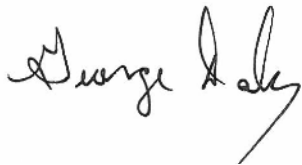
Our goal at the Department of Education and Early Childhood Development is to create exceptional educational experiences for all children across New Brunswick. Our department works closely with school districts, District Education Councils, all school staff, First Nations, early childhood stakeholders, parents and students, to ensure schools and child care centres are environments where all learners have the tools needed for success.

With early childhood imbedded in the education plan, the value of children's early learning and its critical impacts on development is recognized as a system priority. The third year of the *Everyone at their best, from the start...Early Learning and Child Care Action Plan* concluded in March 2020. A key element of this action plan – the designation of New Brunswick Early Learning Centre and New Brunswick Early Learning Home – has seen incredible success with 86 percent of all eligible facilities participating in this program in March 2020. Additionally, the expansion of the parent subsidy has seen an overall increased program participation of 200 per cent for children aged five and under. In 2019-2020, this increase represented 49 per cent. This increase in program participation is explained mainly by the increase in subsidies and the change in the application process for parents making access to these subsidies easier and without stigmatization.

Within the K-12 system, concept papers have been developed to explain redesigned New Brunswick curriculum. *The Portrait of a New Brunswick Learner* and pilot schools for personalized learning contributed to the growing strength in personalized student learning across New Brunswick classrooms.

Additionally, a renewed commitment was made to invest in Enhancement of First Nations Education Programs and the Essential Skills program, developed and piloted in partnership with the Department of Post-Secondary Education, Training and Labour (PETL), as well as the New Brunswick Community College expanded to 26 Anglophone high schools in the 2019-2020 school year.

We are proud of the accomplishments and achievements we made with our partners over the past fiscal year. Over the next fiscal year, we will continue to work to ensure New Brunswick's learners are instilled with the necessary skills for current and future success.



George Daley
Deputy Minister, Anglophone sector

Deputy Minister's Message

Although the end of the fiscal year was marked by the upheaval caused by the COVID-19 pandemic, the Department of Education and Early Childhood Development made tangible progress in working to implement the goals of the 10-Year Education Plan to provide every individual, from early childhood to adulthood, with the opportunity to develop and realize their full potential.

Investments in the early childhood sector supported the successful expansion of the provincial roll-out of the New Brunswick Early Learning Centre and Home designation. As of March 2020, 86 per cent of all eligible early learning and childcare facilities had joined the designation program. This is promising and very encouraging.

Early learning is conducive to the linguistic development and cultural vitality of the Acadian and Francophone community in which our children grow up, while giving all these young people the opportunity to live a life worthy of their ambitions and achieve their future plans. In addition, the enhancement of the parent subsidy to help low and middle-income families resulted in a 49 per cent increase in participation in this financial assistance program for children aged five and under.

At the school level, the department continued its work to advance a variety of initiatives, including in the areas of positive mental health in schools, literacy and the roll-out of the common provincial report card at the elementary level.

Also to be applauded are the considerable efforts that have been devoted to the Life and Career Project and the Exit Profile initiatives that have resulted in real progress during this fiscal year, particularly with respect to the development of better pedagogical practices and support resources for educational personnel.

In the area of inclusive education, the department continued to implement the pilot project to facilitate the transition of students with special needs to the labour market. The monAPPUI support services management platform complements this initiative.

Despite the repercussions attributable to COVID-19, all the staff of the department's Francophone sector is more determined than ever to provide children and students with an inclusive, quality education with the goal of enabling all our children to be engaged citizens open to the world. Thanks to a first-class education, young people will be able to contribute to the dynamism, growth and influence of New Brunswick's Acadian and Francophone community



Marcel Lavoie
Deputy Minister, Francophone sector

Top Government Priorities

Strategy and Operations Management

The Government of New Brunswick (GNB) uses a Formal Management system built on leading business practices to develop, communicate and review strategy. This process provides the Public Service with a proven methodology to execute strategy, increase accountability and continuously drive improvement.

The development of the strategy, using the Formal Management system, starts with our government's roadmap for the future of New Brunswick that focuses on key priorities and the importance of public accountability.

Our Top Priorities:

Affordable and Responsive Government

Getting our financial house in order will make it possible for government to be responsive and provide sustainable high-quality public services for all New Brunswickers.

Dependable Public Health Care

New Brunswickers deserve a sustainable, high-quality health-care system where they are able to access the services they need when they need them.

World-class Education

New Brunswick's young people need access to a world-class education, so they can make the most of their lives and compete in future job markets.

Energized Private Sector

All New Brunswickers benefit from a thriving private sector. Increasing private sector investment, growing our labour force and being home to successful businesses of all sizes is good for our province.

Vibrant and Sustainable Communities

Vibrant communities are places people want to call home. More vibrant and sustainable communities make for a more resilient province.

High-performing Organization

All New Brunswickers benefit when engaged and empowered civil servants use their talents and skills to make our province a better place.

Highlights

During the 2019-2020 fiscal year, Education and Early Childhood Development focused on these strategic priorities through:

- Concluded the third year of the *Everyone at their best...from the starts: Early Learning and Child Care Action* in March 2020.
- Improved and expanded the Parent Subsidy Program for children aged five and under.
- Worked in collaboration with and provided additional funding to facilities that offered emergency early learning and childcare to the essential workers affected by the early stage of the COVID-19 pandemic and shutdown.
- Introduced the *Portrait of a Learner, Future Ready: Self-determined and Capable* in August 2019. This document is guiding the work on personalization and curriculum development.
- Expanded the French Language Learning Opportunities for Rural Areas (FLORA) to thirteen pilot sites, providing equitable access to early French learning.
- Developed online courses, such as the *Culturally and Linguistically Inclusive Schools*, *The Global Mindset*, and *The Plurilingual Language Learner*.
- Continued provincial roll-out of the Life and Career Plan and Exit Profile by developing best pedagogical practices and resources to support school staff in the Francophone sector..
- Completed the third and final year of the Prototype Schools Initiative for the development of the Exit Profile for New Brunswick Francophone Students.
- Continued the implementation of the recommendations of the Truth and Reconciliation Commission of Canada through the purchase of educational resources, training, and outreach activities.
- Continued the initiatives of *Créons la suite* through four social innovation labs that focused on communicating with parents about life and career planning.
- Received the Zero Project 2020 award in recognition of the Provincial Autism Training Framework, as a model as an innovative inclusive practice. In addition, the program was recognized in the UNESCO Global Education Monitoring report 2020.
- Launched *Succeeding at Home: A green paper on education in New Brunswick*.
- Hosted the Education Summit held October 16-18, 2019.
- Implemented Phase 2 of the stop arm camera pilot project on school buses.
- Implemented alternate fuel bus project to study the viability of purchasing propane and gas school buses instead of diesel.
- Completed the implementation of *Bus Planner* as the provincial bus management system.
- Developed and launched an Occupational Health and Safety (OHS) initiative for the department in collaboration with WorkSafe New Brunswick.

Performance measures

A world-class Education	Long-term measures (10-year Education Plan)	Short-term measures
Improve literacy skills for all learners. (Anglophone Sector)	Percentage of students achieving appropriate and higher levels of performance on provincial reading assessments.	Percentage of students achieving appropriate and higher levels of performance on provincial reading assessments at Grade 4, 6, and 9
Improve numeracy skills for all learners. (Anglophone Sector)	Percentage of students achieving appropriate and higher levels of performance on provincial mathematics assessments.	Percentage of students achieving appropriate and higher levels of performance on provincial numeracy assessments at Grade 4, Grade 6 and 10.
Ensure that all students develop the competencies they need to achieve their career and life readiness plan. (Francophone Sector)	Percentage of Grade 8 students who indicate that their time in elementary school helped them identify their strengths and areas of interest.	Percentage of schools whose staff are aware of the importance of Objective 1: Career and life readiness
Improve learners' literacy skills. (Francophone Sector)	Percentage of students who attain at least the expected level in provincial Grade 2 reading assessments.	Percentage of students achieving at least the expected level on the Grade 2 provincial reading assessments.

Energized private sector	Long-term measures (10-year Education Plan)	Short term measure
Increase percentage of children aged 5 and under who are attending a New Brunswick Early Learning Centre	Not applicable	Increase number of licensed childcare spaces for infants from 2184 to 2384 by 2020.
	Not applicable	445 children benefiting from a subsidized space in a New Brunswick Early Learning Centre by 2020.

A world-class education

Improve literacy skills for all learners.

Objective 3 of the 10-Year Education Plan (Anglophone Sector)

Objective of the measure

To ensure children have the solid foundation in literacy to be successful in subsequent grades.

Measures

Long-term measure (10-year Education Plan)

Percentage of students achieving appropriate and higher levels of performance on provincial reading assessments.

Short-term measure (2016-2020)

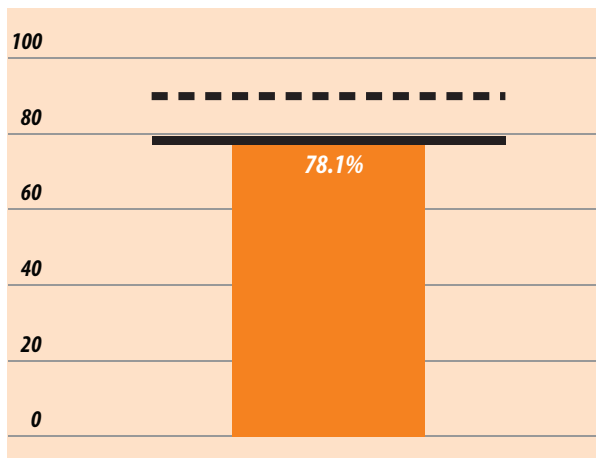
Measure the percentage of students achieving appropriate and higher levels of performance on provincial reading assessments at Grade 4, 6, and 9.

Description of the short-term measure

Items included in the Grades 4, 6, and 9 provincial reading assessments are a standardized measure of Grades 4, 6, and 8 provincial reading curricular outcomes and provincial reading achievement standards. Provincial Grade 4 and 6 provincial reading assessments were not administered in 2019-20 due to school closure in response to COVID-19.

Overall performance

This fiscal year's results represent the final transition made to the Grade 9 provincial assessment methodology for analyzing provincial assessment results. For this reason, the 2019-2020 results cannot be compared to previous results. 78.1 per cent of students scored at the appropriate or strong levels.



Why do we measure this?

- Research reveals the positive impact a balanced instructional and assessment approach has on learning.
- Provincial assessments are standardized across the province.
- Provincial assessments provide an important reference point to identify students reaching targeted outcomes and standards.
- Teachers monitor the impact a balanced instructional and assessment approach has on student learning to reach outcomes and standards.
- Observations of data drawn from a balanced assessment, including provincial standardized assessment, facilitate targeted instruction to meet individual students needs.
- Meeting student individual needs positively impacts student achievement.

What initiatives or projects were undertaken in the reporting year to achieve the outcome?

District coordinators and Learning specialists at the department continued to work together to support instructional practices for teaching reading and writing.

The *Inspiring Growing Readers* E-Learning modules are in the development process. The *Building Blocks of Reading* continuum was completed in March and has been shared

with all teachers. These materials will augment teacher understanding at the K-6 level of strategies to employ in the classroom to support students in areas related to reading and support a clear science-based framework to guide literacy instruction. Professional learning is ongoing.

Funds were allocated to each district to support professional learning on high-yield practices to support striving adolescent readers in middle and high schools with a focus on teachers new to the profession within that last three years. The *Inspiring and Instructing Adolescent Readers* modules were initially rolled out in 2015 and continue to be implemented to address how to increase the volume of reading, build vocabulary, enhance comprehension, and provide intensive support.

Funds were also allocated to each district to support professional learning for teachers of English Language Arts and English as an Additional Language at the high school level. Department learning specialists, district staff, and teachers worked collaboratively to gain an understanding of cultural intelligence, what it means to work effectively in a culturally diverse environment and explored the English as an Additional Language curriculum and other resources to identify ways to more effectively support English as an Additional Language students in the high-school classroom.

Improve numeracy skills for all learners

Objective 4 of the 10-Year Education Plan (Anglophone Sector)

Objective of the measure

To ensure children have the solid foundation in numeracy skills to be successful in subsequent grades.

Measures

Long-term measure (10-Year Education Plan)

Percentage of students achieving appropriate and higher levels of performance on provincial mathematics assessments.

Short-term measure (2016-2018)

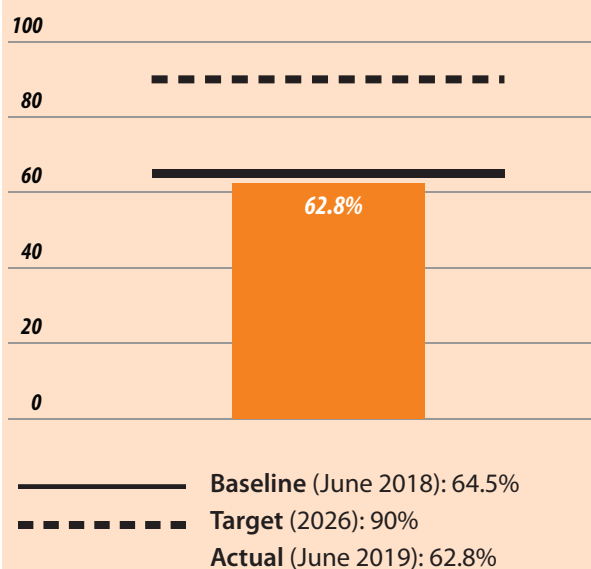
Measure the percentage of students achieving appropriate and higher levels of performance on provincial numeracy assessments at Grade 4, 6, and 10.

Description of short-term measure

Items included in the Grades 4, 6, and 10 provincial numeracy assessments are a standardized measure of Grades 4, 6, and 10 provincial numeracy curricular outcomes and provincial numeracy achievement standards.

Overall performance

Provincial mathematics assessments were not administered in 2019-20 due to school closure in response to COVID-19. Below are Grade 10 numeracy previous year's provincial assessment results.



Why do we measure this?

- Research reveals the positive impact a balanced instructional and assessment approach has on learning.
- Provincial assessments are standardized across the province.
- Provincial assessments provide an important reference point to identify students reaching targeted outcomes and standards.
- Teachers monitor the impact a balanced instructional and assessment approach has on student learning to reach outcomes and standards.
- Observations of data drawn from a balanced assessment, including provincial standardized assessment, facilitate targeted instruction to meet individual students needs.
- Meeting student individual needs positively impacts student achievement.

What initiatives or projects were undertaken in the reporting year to achieve the outcome?

District coordinators and Learning specialists at the department continued to work together to support instructional practices for teaching mathematics. This included a two-day subject coordinator retreat on September 10th and 11th, 2019 with all district literacy, numeracy, and French Second Language subject coordinators from all four regions. District Numeracy Subject Coordinators and department Learning Specialist(s) continue(s) to schedule regular group meetings and correspondence.

The K-12 Math Learning Specialist consulted with the Office of First Nation Education to support their World of Wisdom digital platform (piloting in Anglophone North school district) which included mathematics tutoring targeted at Grades 9 and 10, this was implemented during 2019.

English Grade 4 Math Improvement initiative formative assessment and data collection tools were edited, refined, and formatted from the previous summer and posted onto the Math Improvement website in 2019. Grade 4 English tools were translated into French, formatted, and posted to the Math Improvement website in 2019; subject matter experts from each district gathered for two days in March 2019 to begin refreshing/refining Grade 5 Math Improvement formative assessment and data collection tools linked to the Math Improvement initiative. This task was finished by district subject matter experts and implemented during the 2019-2020 academic year.

Number, Relations, and Functions 10 online course design standard document finalized with department Learning Specialist, department Design Team, and subject matter expert lead. The course content began development during the 2019-2020 academic year. The course is projected to be implemented in February 2021.

Ensure that all students develop the competencies they need to achieve their career and life readiness plan

Objective 1 of the 10-Year Education Plan (Francophone Sector)

Objective of the measure

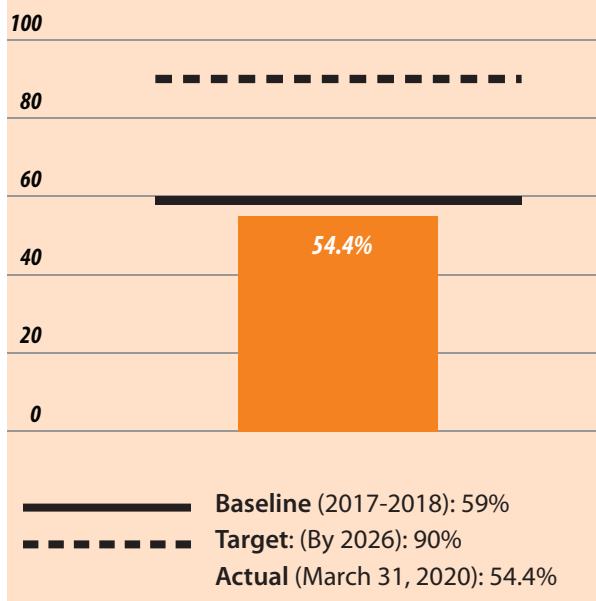
Ensure that all students develop the competencies they need to achieve their career and life readiness plan.

Measures

Long-term measure (10-Year Education Plan)

Percentage of Grade 8 students who say that their time in elementary school helped them identify their strengths and areas of interest.

Overall performance



Why do we measure this?

In the survey of 2019 graduates, 58 per cent of respondents identified “Not knowing exactly what I want to do” as a barrier or potential barrier to pursuing post-secondary education. Self-discovery is an area of action under Objective 1. Self-knowledge contributes to commitment, resilience, and self-confidence and facilitates making informed decisions about the future, both personally and professionally.

What initiatives or projects were undertaken in the reporting year to achieve the outcome?

In recent years, various initiatives have been implemented with students in Grades 6 to 8 to promote self-discovery (strengths, challenges, passions, and interests). The measure for this indicator is down from the previous year; however, we believe that this is due to students’ greater introspection with respect to their self-knowledge. Students now have more opportunities to talk about their strengths and interests and are more aware that they do not know themselves very well.

Short-term measures (2018-2020)

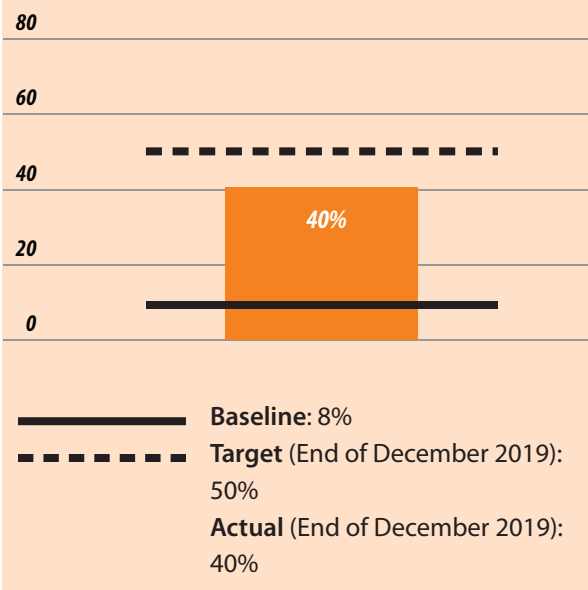
Percentage of schools with staff aware of the importance of Objective 1: Career and Life Readiness Plan

Description of the short-term measure

A survey was administered to principals to determine whether their staff is aware of the importance of Objective 1. School teams that have demonstrated a good understanding of both “what to change” and “why change” are considered “aware”. The target for June 2020 was 85 per cent of schools in the province.

Overall performance

Although the target for December was not met, the progress and commitment of educational staff in pursuing Objective 1 in the space of only a few months is still exceptional. Maintaining this rate of progress would have made it possible to reach next’s target of 85 per cent before June 2020.



Why do we measure this?

The pursuit of Objective 1 involves unprecedented transformational and systemic change. The change management fundamentals tell us that change of this magnitude cannot succeed without the commitment, conviction and mobilization of key players and stakeholders in the pursuit of the objective. The first steps in achieving this commitment are based both on an understanding of the desired change and on a recognition of the benefits of change and the associated risks of not changing (what and why change).

What initiatives or projects were undertaken in the reporting year to achieve the outcome?

- Establishment of a Provincial Deployment Committee with a mandate to ensure that all principals feel inspired, supported, and equipped to provide the leadership necessary to achieve Objective 1;
- Development of a continuum and a portal with numerous resources and turnkey activities that principals can facilitate with their staff to raise awareness of the importance of Objective 1;
- Collaboration with an expert in change management and development of several tools to proactively plan change and manage resistance to change;
- Provincial meeting of school principals (April 2019);
- Provincial meeting of those responsible for learning support services (June 2019);
- Provincial Meeting of Instructional and Improvement Officers (Sept. 2019);
- Provincial Meeting of Guidance Counsellors (Sept. 2019); and
- Resources provided to the districts to support schools in raising awareness of the importance of Objective 1.

Improve learners' literacy skills.

Objective 7 of the 10-year Education Plan (Francophone Sector)

Objective of the measure

Improve learners' literacy skills.

Measures

Short and Long-term measures (10-Year Education Plan)

Percentage of students who attain at least the expected level in provincial Grade 2 reading assessments.

Overall performance

The results of the provincial assessments are available at the following address:

https://www2.gnb.ca/content/gnb/fr/ministeres/education/m12/content/secteur_francophone/bulletins.html

What initiatives or projects were undertaken in the reporting year to achieve the outcome?

Following a project related to the results of the Grade 2 Reading – Reading aloud, we identified actions in four specific areas: Early Childhood Assessment – Observation of the teacher, interventions related to listening to and analyzing student reading, interventions targeting part of the reading continuum, and the identification of

students requiring language acquisition support. The actions have made it possible to clarify processes, better target student needs, and intervene earlier.

Several actions were implemented in relation to the Early Childhood Assessment – Observation of the teacher. These helped to clarify and improve the processes related to this early screening tool, which is directly linked to children's academic success. For example, the administration was able to target vulnerable children earlier in the year and take advantage of a larger window for the intervention period. In addition, differentiated intervention activities targeted according to the child's five developmental domains as proposed with the Early Childhood Assessment – Observation of the teacher to intervene more effectively. Training and tools were offered to reduce the effort involved with administration and focus more on results analysis and intervention. Finally, all children identified as vulnerable were given an assessment station to validate whether the supports and strategies undertaken had worked or were effective for them. The support teams work in collaboration with the kindergarten teachers and play a more specific role in the preparation, observation, intervention, analysis and effective use of the results and the student's transition to the next grade level.

Energized private sector

Increase percentage of children aged 5 and under who are attending a New Brunswick Early Learning Centre and Home

Objective of the measure

As part of the New Brunswick Child Care Review Task Force Report, parents have voiced their concerns over the lack of licensed infant spaces and of the high cost of infant care. The focuses on the four goals of the Early Learning and Child care Action Plan are to improve quality, accessibility, affordability and inclusion. This initiative offers equitable and affordable access to higher quality early learning and childcare services by removing barriers linked to family income, children’s ability and needs, language, and minority settings.

Measure

Long-term measure (Not applicable)
Short-term measure (2018-2020)

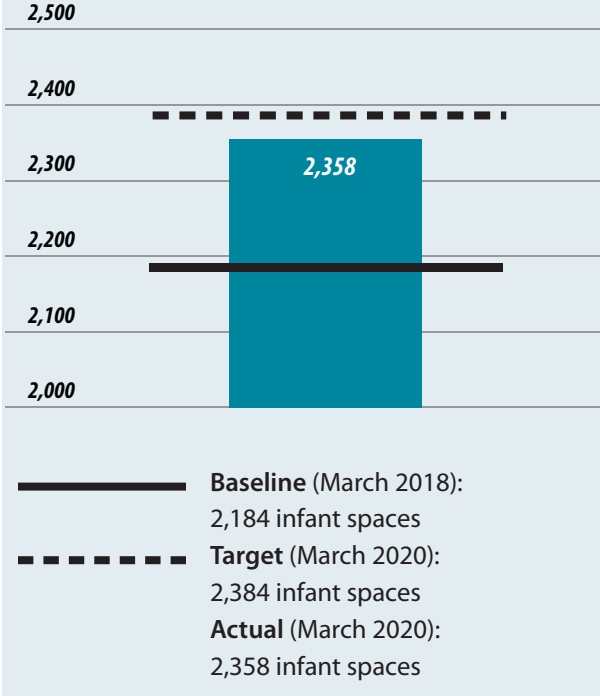
Increase percentage of children aged 5 and under who are attending a New Brunswick Early Learning Centre from 0 per cent to 10 per cent by 2018.

Description of the short-term measure

Measuring the increase in the number of infant spaces created during the period.

Overall Performance

With a target of 200 infant spaces created by March 2020, 174 infant spaces have been created, growing from 2,184 to 2,358 spaces. The overall performance has fallen short of the March 2020 target.



Why do we measure this?

The Child Care Review Task Force Report recommended an increase in infant spaces, given there are significant challenges with the viability of early learning and childcare centres, particularly with spaces for children from birth to age four, especially with infant spaces. The recommendation called for consistent incremental increases in public investments to build a sustainable early learning and childcare system for children from birth to age four.

What initiatives or projects were undertaken in the reporting year to achieve the outcome?

The New Brunswick Early Learning Designation Program is intended to provide incentives to centres and homes to increase the number of infant spaces.

- Monthly grants in the amount of \$10/infant spaces are being provided to New Brunswick Early Learning Centre to help maintain the current number of infant spaces and to assist with the creation of new spaces.
- Monthly grants in the amount of \$2.50/pre-school spaces are being provided to New Brunswick Early Learning Homes to help maintain the current number of infant spaces and to assist with the creation of new spaces.

Subsidized space in a New Brunswick Early Learning Centre

Objective of the measure

Make child care more affordable to families.

Measures

Long-term measure (Not applicable)

Short-term measure (2018-2020)

445 children benefiting from a subsidized space in a New Brunswick Early Learning Centre and Home by 2020.

Description of the short-term measure

Families with children aged five and under attending New Brunswick Early Learning Centres may be eligible for the Parent Subsidy program which subsidizes the costs of early learning and childcare for children in **New Brunswick Early Learning Centres** and **New Brunswick Early Learning Homes**. This measure tracks the number of children benefiting from this program.

Why do we measure this?

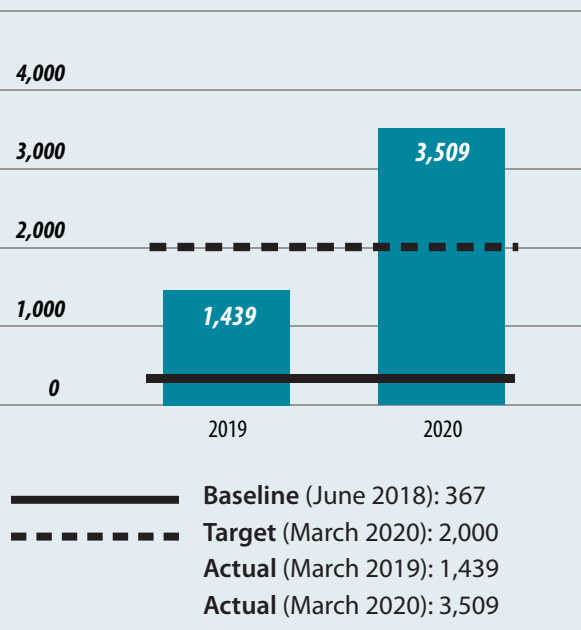
The Parent Subsidy program supports accessible, affordable and quality childcare. The Parent Subsidy program provides free child care to families with a gross income of \$37,500 or less. There is a sliding scale for the subsidy for families with an annual family income of \$37,501 and above. It also ensures no family will pay more than 20 per cent of their gross annual household income on childcare.

What initiatives or projects were undertaken in the reporting year to achieve the outcome?

The Parent Subsidy program for designated facilities provides financial support for low and middle-income families to help pay for the costs of child care. The subsidy for children attending designated facilities ensures affordable childcare to New Brunswick families.

Overall performance

The results are positive and are heading in an upward trend.



The Parent Subsidy for designated facilities results in two outcomes:

1. No family in New Brunswick will pay more than 20 per cent of their gross annual family income to cover child care costs while their child is attending a New Brunswick Early Learning Centre or Home. This increase supports families with multiple children under five years of age.
2. Free childcare for pre-school aged children for families with a gross annual income under \$37,500 attending a New Brunswick Early Learning Centre or Home, regardless of the location and fee charged by the operator.

Overview of departmental operations

The Department of Education and Early Childhood Development’s vision is to make a difference in classrooms and early learning environments that are diverse by focusing on strategic services to support the learning and development of all children and students. The department’s role is:

- to provide public education (Kindergarten through Grade 12);
- ensure that the overall and optimal development of children is supported before they enter school and regulate early childhood services in the province; and
- to ensure the public’s interest in the safety, security and healthy development of children up to age 12 who attend regulated daycares.

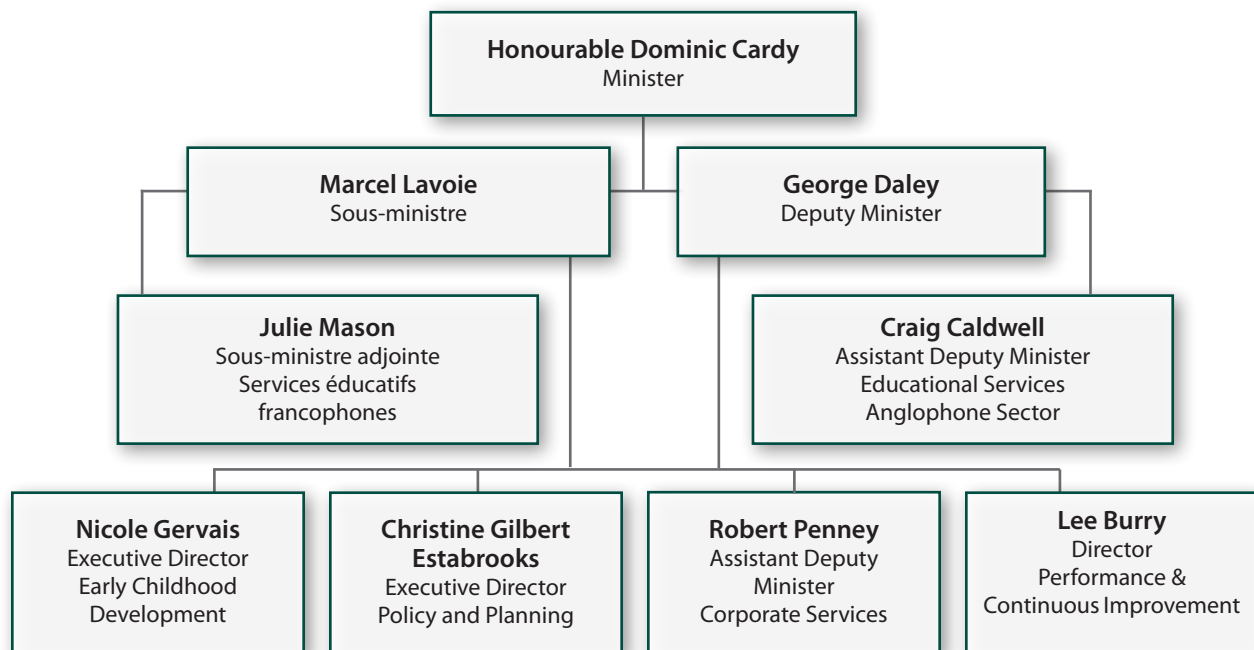
Since 1967, GNB has had sole responsibility for financing public schools and is committed to equal opportunity for all students.

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

The public education system has seven school districts – four Anglophone and three Francophone. District Education Councils (DECs), consisting of publicly and locally elected members, are responsible for establishing the direction and priorities for their respective district and for making decisions as to how the districts and schools are operated, under the leadership of the Superintendent.

Early childhood services and programs are mainly delivered through community-based organizations. However, services are aligned according to the different geographical zones and the Official Language used in the local school district. The department plays a crucial role in regulating the services through legislation and standards. While the department delivers some programs and services, most early childhood programs are contracted to community-based organizations or to private agencies that offer services such as the pre-school autism program or the early intervention program for families with children who are at risk of developmental delays. Programs and services also include a network of 839 licensed daycares.

High-level organizational chart



Division overview and highlights

Early Childhood Development Division

The **Early Childhood Development Division** is responsible for leading the strategic planning and delivery of provincial early childhood programs and services, as well as the strategic alignment of early childhood services and education services to ensure a continuity of programs and services to support the success of all children in the province.

The Early Childhood Development Division leads, directs, oversees and supports the following programs and services:

- Early Learning and Child Care Curriculum Frameworks
- New Brunswick Early Learning Centre and Home designation.
- Professional Learning for early childhood educators.
- Childcare grants and subsidies: Parent Subsidies, Operational Quality and Infant Grants, and Quality Improvement Funding Support Program, and Enhanced Support Worker Program.
- Pre-school Autism Program.
- Early Language Development and Early Literacy.
- Family and Early Childhood intervention services and Developmental Child Care.

It is also responsible to ensure the bridging of early childhood services and school services to build a continuum of learning from birth to high school graduation.

All services are aligned with the seven school districts, both geographically and linguistically. The division plays a crucial role in regulating early learning and child care services through legislation and standards.

The division has ten branches: five Anglophone branches (one central and four within the coverage areas of the Anglophone school districts), four Francophone branches (one central branch and three within the coverage areas of the Francophone school districts) and one provincial team responsible for grants for early learning and childcare facilities.

HIGHLIGHTS

- ♦ *Concluded the third year of the Everyone at their best...from the start: Early Learning and Child Care Action Plan in March 2020.*
- ♦ *Improved and expended the parent subsidy, which has seen an increase in participation of 200 per cent for children aged five and under, since the inception of the Parent Subsidy program. In 2019-2020, this increase represented 49 per cent.*
- ♦ *Continued the implementation of the Designated New Brunswick Early Learning Centres quality improvement plans. Over the two-year period 2018-2020, 63 per cent of Anglophone and 51 per cent of Francophone designated centres achieved a 25 per cent improvement in their quality assessment ratings.*
- ♦ *Continued to support enhancing the quality of early learning and childcare practices, through the Centre of Excellence in Pre-school Education initiative and professional learning opportunities for educators and administrators across each of the two linguistic sectors (Anglophone and Francophone).*
- ♦ *Established in the Anglophone and Francophone sectors a Continuing Professional Development criteria and processes specific to their respective curriculum frameworks.*
- ♦ *Launched the Guidelines for Language Acquisition and Cultural Identity Learning Environments for Francophone New Brunswick Early Learning Centres in January 2020.*
- ♦ *Continued support provided by The New Brunswick Association for Community Living to support New Brunswick Early Learning Centres in the development of their inclusion policy.*
- ♦ *Used the Early Childhood Services Portal to share program information and to engage parents to provide their input in upcoming program changes.*
- ♦ *Launched in October 2019, a new guide to practice for the Talk With Me Program that provides a consistent service delivery model throughout the province across both linguistic sectors. The review modernized the program to strategically engage community partners like Public Health and Family and Early Childhood Agencies to reach children who are most at risk for language and communication difficulties.*

- ♦ *Worked in collaboration with and provided additional funding to facilities that offered emergency childcare to the essential workers affected by the early stage of the COVID-19 pandemic and shutdown.*

Key Performance Indicators

Early Learning and Childcare Action Plan 2017-2020

As of March 2020:

- 3,407 children were receiving an approved subsidy for childcare in New Brunswick Early Learning Centres and New Brunswick Early Learning Homes. Of these:
 - 1,935 children were receiving free childcare.
 - 1,472 more children were receiving subsidized childcare.
- With a target of 300 New Brunswick Early Learning Centres designated by March 2020, 91 per cent (393/434) of eligible early learning and childcare centres are designated.
- 9,842 children were enrolled in a New Brunswick Early Learning Centre, representing 75 per cent of the 13,141 available spaces in New Brunswick Early Learning Centres across the province. Enrolment in designated facilities has grown 17 per cent overall in the past fiscal year with 1,437 more children attending a designated facility.
- 106 of 145 eligible New Brunswick Early Learning Homes were designated representing a 73 per cent total uptake.
- 400 children were enrolled in a New Brunswick Early Learning Home, representing 57 per cent of the 698 available spaces in New Brunswick Early Learning Homes across the province.
- With a target of 200 infant spaces created by March 2020, 174 infant spaces had been created, growing from 2,184 to 2,358 spaces.
- With a target of 9,880 child care spaces available in a designated centre by March 2020, 14,131 childcare spaces were available in these facilities. Surpassing the target by 43 per cent.
- As of March 31, 2020, a total of 8,162 parents signed up to the Early Childhood Services Portal.

Anglophone Sector

- The results of the Early Years Evaluation – Direct Assessment (EYE-DA) administered with children enrolled in kindergarten for September 2019 demonstrated that 87.6 per cent of children in the Anglophone school districts were at appropriate development. The percentage has remained constant at 88 per cent over the two year period of 2017-2018 and 2018-2019.
- In 2019-2020, 244 New Brunswick Early Learning Centres (Anglophone) were assessed using the 7-point scale of the Early Childhood Environment Rating Scale (ECERS) and Infant Toddler Environment Rating Scale (ITERS) with an average quality rating of 5.20. Over the two-year period (2018-2020) 138/222 (63%) of Anglophone facilities increased their rating by 25 per cent or more.
- 49 per cent (243/494) of educators in Anglophone designated Early Learning Centres completed the 90-hour “Introduction to Early Childhood Education” course in 2019-2020.

Francophone sector

- The results of the Early Years Evaluation-Direct Assessment (EYE-DA) for children enrolled to enter kindergarten in September 2019 demonstrated that 80.4 per cent of children enrolled in kindergarten in the Francophone school districts were evaluated at appropriate development. This is a 6.2 per cent improvement over the 2017-2018 results (74.2%).
- In 2019-2020, 139 of NB Early Learning Centres (Francophone) were evaluated using the 7-point scale of the Early Childhood Environment Rating Scale (ECERS) and Infant Toddler Environment Rating Scale (ITERS) with an average of 4.55 on 7-points scale. Over the two-year period (2018-2020) 130/136 (51%) of Francophone facilities increased their rating by 25 per cent or more.
- 41 per cent (207/502) educators in Francophone designated Early Learning Centres have completed the 90-hour course “Introduction to Early Childhood Education”.

Anglophone Educational Services Division

The **Anglophone Educational Services Division** is responsible for the establishment of provincial public education standards, programs (including French Second Language) and services for the K-12 education system. The division contributes to the development, implementation, and monitoring of the provincial education plan and public accountability processes. The division works with external partners and provincial, regional and national stakeholders to improve learning and educational service delivery for students.

The Anglophone Educational Services Division was reorganized in 2018-2019 for greater focus on strategic partnerships that enhance education and offer experiential learning opportunities for all learners. It was operationalized in 2019-2020 through a partnership with Post-Secondary Education Training and Labour and Atlantic Canada Opportunities Agency (ACOA) that allowed for the hiring of five experiential learning leads (4 District and 1 Central). This was funded via a new 2-year partnership agreement that began in 2019-2020. The division also designed and implemented a centralized partnership process to guide partnership decision-making using a strengths-based approach to leverage partnerships that are strategically aligned, positively impact the education system, have clear deliverables, allow equitable access, and are sustainable. More than 40 active partnerships with private, public and not for profit sectors were expanded or initiated with an additional 85 partnerships in the exploratory phase.

The division consists of the following five branches: **Assessment, Analysis and Design Services** which includes responsibility for the Provincial Student Assessment Program, measurement and analysis services, and design and development of online courses and print materials; **Change Leadership**, which includes responsibility for applied research, virtual learning and strategic partnerships; **Education Support Services**, which includes oversight for supports for learning and responsibility for career pathways and experiential learning; **Learning and Achievement**, which includes responsibility for curriculum and instruction and French Second Language programs; and the **Office of First Nation Education**, which supports understanding of traditional and contemporary First Nation cultures, histories and contributions.

HIGHLIGHTS

- ◆ Adapted report cards and transcripts to respond to COVID-19-related reporting requirements.
- ◆ Developed a process for tracking website analytics. This was used for monitoring the use of resources provided to support continued learning during school closures.
- ◆ Provided the opportunity to approximately 700 students to complete their Grade 12 French Oral Proficiency Interviews virtually while schools were closed due to the COVID-19 pandemic.
- ◆ Completed the transition to new statistical methodology for preparing assessment results and analyzing assessment items for the Provincial Assessment Program.
- ◆ Introduced the Portrait of a Learner, Future Ready: Self-determined and Capable in August 2019. This document is guiding the work on personalization and curriculum development.
- ◆ Initiated the implementation of the Concussion Management Procedures that have been updated in the NB Safety Guidelines. School Districts were provided with e-learning module to support training.
- ◆ Launched Tools for Schools K – 5 with 20 pilot schools in the province. This project allows students to engage with existing curriculum using real tools, sponsored by industry partners, in all subject areas.
- ◆ Published Climate Change Education Companion documents in December 2019 highlighting Science and Social Studies curricular outcomes that provide opportunities for K – 12 teachers to explore climate change within current curricular instruction.
- ◆ Developed and piloted the Essential Skills program (an additional high school learning pathway) in partnership with the Department of Post-Secondary Education, Training and Labour (PETL) as well as the New Brunswick Community College. Pilot schools for personalized learning contributed to the growing strength in personalized student learning across New Brunswick classrooms.
- ◆ Offered Virtual co-op student placements in cybersecurity, engineering, law, cancer research, business, environmental studies, First Nations Education, nursing and accounting.
- ◆ Developed online courses, such as the Culturally and Linguistically Inclusive Schools, The Global Mindset, and The Plurilingual Language Learner.

- ◆ Offered First Nation language courses taken by 88 students.
- ◆ Expanded the French Language Learning Opportunities for Rural Areas (FLORA) to thirteen pilot sites, providing equitable access to early French learning.
- ◆ Introduced two new coop programs: *Early Childhood Coop* and *Long-Term Care Coop*. The *Early Childhood* program had 34 students working towards the *Early Childhood* certificate needed to enter the workforce. *Long-Term Care Coop* had 18 students working at care sites.
- ◆ Increased the digital collection by a total of 4,144 eBooks and audiobooks to create a collection of almost 9,000 books.
- ◆ Implemented MyBlueprint, a portfolio tool that allows students to become self-determined learners, find purpose, and develop a plan to start to get there.
- ◆ Provided Social Emotional Learning research, professional learning and coaching to schools.

Provincial Assessment Data

Most provincial assessments are conducted in May/June and marked and analyzed over the summer with results available early in September, after the annual report is compiled.

The following Provincial Assessments results, completed in 2019-20, are shown below:

- Grade 9 Reading: English Language Proficiency Assessment (ELPA). This fiscal year's results represent the final transition made to the Grade 9 provincial assessment methodology for analyzing provincial assessment results. For this reason, the 2019-20 results cannot be compared to previous results.
- Grade 12: French Second Language Oral Proficiency Interviews (OPI). Results below reflect students achieving the Intermediate proficiency level (conversational) or higher, based on the NB High School Oral Proficiency Scale.
- The Grade 10 French Second Language Oral Proficiency Interview (OPI) was administered to 74 of the 605 selected students before schools were closed due to COVID-19; results are insufficient for reporting.

Provincial Assessment Results for 2019-20			
Assessment	Students at Appropriate or Above	Change from 2018-19 (percentage point change)	Target
Grade 9 Reading: English Language Proficiency	78.1%	NA*	90%
Grade 12 French Second Language OPI at Intermediate or higher			
<i>Early (G1)</i>	97.9%		
<i>Late (G6)</i>	98.5%	NA**	90%
<i>Post-Intensive</i>	42.1%		
* This year's results represent the final transition made to the Grade 9 provincial assessment methodology for analyzing provincial assessment results. For this reason, the 2019-20 results cannot be compared to previous results.			
** This year's results represent students grouped by FSL program, regardless of the number of courses registered while in Grades 11 and 12 due to COVID-19-related school closures.			

Provincial Assessment Results for 2019-20

Assessment	Students at Appropriate or Above	Change from 2017-18 (percentage point change)	Target
Grade 4 English Reading	67.2%	<i>New Assessment</i>	90%
Grade 4 Mathematics	62.3%	<i>New Assessment</i>	90%
Grade 4 Science	61.0%	<i>New Assessment</i>	90%
Grade 4 French Immersion Reading	64.5%	<i>New Assessment</i>	90%
Grade 6 English Reading	71.7%	NA*	90%
Grade 6 Mathematics	57.8%	NA*	90%
Grade 6 Science	55.9%	NA*	90%
Grade 6 French Second Language Reading			
- Post-Intensive French Reading	52.2%		90%
- Early French Immersion (Gr3)	66.6%		90%
- Late French Immersion (Gr6)	58.5%		90%
Grade 9 English Language Proficiency	73.6%	- 7.0	90%
Grade 10 Mathematics	62.8%	- 1.7	90%
Grade 10 Science	65.4%	+ 0.7	90%
Grade 10 French Second Language Reading			
- Post-Intensive French Reading	58.3%	<i>New Assessment</i>	90%
- Early French Immersion (Gr3)	75.0%	+ 1.4	90%
- Late French Immersion (Gr6)	62.1%	+ 0.4	90%
Grade 6 French Second Language OPI			
All 3 FSL programs combined; success rate at Intermediate or higher proficiency	22.1%	-3.3**	70%
Grade 12 French Second Language OPI:			
Early (G3) – Advanced or higher	50.7%	+ 4.0	90%
Late - Intermediate Plus or higher	49.4%	- 13.3	90%
Post-Intensive – Intermediate or higher	48.3%		90%
* Not comparable to previous year due to transition to IRT analysis methodology.			
** Grade 6 and 10 FSL Oral Proficiency are administered in alternating years. The comparison year for the Grade 6 result is 2016-2017.			

Pan-Canadian Assessment Program (PCAP)

- This national assessment is administered every three years to Grade 8 students to assess their knowledge and skills in: reading, mathematics and science.
- The 2016 results were released in the spring of 2018.
- Reading was the major domain, so performance level data were available for this domain.
- Results have been variable since 2010.

Anglophone Sector Results: PCAP 2016			
Subject Area	Percentage of Students at Expected Level	NB Anglophone Mean	Canadian Anglophone Mean
Reading	84% (Level 2)	498	507
Mathematics	not available	489	511
Science	not available	501	508

Programme for International Student Assessment (PISA)

- This international assessment is administered every three years to 15-year-old students to assess their knowledge and skills in: reading, mathematics and science.
- The 2018 results were released in the fall of 2019, with reading as the major domain.
- Results have been variable since 2000.

Anglophone Sector Results: PISA 2018			
Subject Area	Percentage of Students at Expected Level (Level 2 or above)	NB Anglophone Mean	Canadian Anglophone Mean
Reading	79%	497	522
Mathematics	75%	484	507
Science	80%	494	519

Anglophone school districts

The English-language public education system consists of four Anglophone school districts, each governed by a District Education Council (DEC), whose members are publicly and locally elected. Each DEC hires a superintendent to oversee the leadership of the school district. The Anglophone school districts are responsible to ensure:

- implementation of provincial educational policy;
- development of district education and expenditure plans;
- identification of school district priorities;
- implementation of provincial curricula and related programs and services; and
- establishment of local policies to address its needs.

Highlights

- ◆ For highlights about each school district, please consult: <http://www.gnb.ca/0000/SchoolDistricts.asp>

Francophone Educational Services Division

The **Services éducatifs francophones** division establishes standards for its programs and services and reports on their attainment. It is responsible for the development, implementation, and evaluation of the education plan, curricula, learning support services, and teaching. It verifies students' learning, coordinates and administers various evaluation programs in the schools, and is also responsible for the Francophone school system's budgetary and administrative planning.

The division assumes responsibilities for the development of various educational projects in cooperation with other departments and various organizations and agencies at the provincial, regional, national, and international levels.

It discharges its responsibilities in compliance with the established rules of governance, working closely with the District Education Councils (DECs), the school districts, and the Acadian and Francophone community.

The division consists of four branches: Programmes d'études, Mesure et évaluation, Services d'appui à l'éducation and Perspectives des Premières Nations.

Highlights

- ◆ Continued provincial roll-out of the *Life and Career Plan and Exit Profile* by developing best pedagogical practices and resources to support school staff.
- ◆ Completed the third and final year of the *Prototype Schools Initiative* for the development of the *Exit Profile for New Brunswick Francophone Students*.
- ◆ Aligned the *Education Support Services and the Life and Career Project*.
- ◆ Continued development of a transition plan for students with special education needs into the workforce and into postsecondary education.
- ◆ Development of a new assessment to measure the literacy skills of high school students.
- ◆ Continued the deployment of a new single provincial report card.

- ◆ Continued the implementation of the recommendations of the *Truth and Reconciliation Commission of Canada* through the purchase of educational resources, training, and outreach activities.
- ◆ Continued the initiatives of "Créons la suite" (Taking the next step) through four social innovation labs that focused on communicating with parents about life and career planning.
- ◆ Implemented the *France-New Brunswick educational cooperation agreement* through a partnership between the three Francophone school districts and three French academies.
- ◆ Organized and chaired international ministerial meetings, two of which enabled ministers from different countries to share their experiences and practices with respect to pedagogical continuity in times of global health crisis.

Francophone School Districts

The public-school system has three Francophone school districts administered by district education councils whose members are elected publicly and locally. Each district education council hires a superintendent. The Francophone school districts are responsible for the following:

- Ensuring compliance with provincial education policies;
- Establishing the directions and priorities for their district;
- Preparing education and expenditure plans;
- Implementing curricula, policies, and provincial services, and
- Establishing local policies to better meet the needs of their respective school districts.

Highlights

- ◆ To find out all the highlights about each school district, please go to <http://www.gnb.ca/0000/DistrictScolairef.asp>.

Integrated Service Delivery (ISD)

Integrated Service Delivery (ISD) is a local and regional governance and service delivery framework that enables partners to better work together to meet the needs of children and youth at risk. It aims to fill the gaps in early assessment and intervention services for children, youth and families and is central to the provincial government's response to various reports highlighting the system's challenges.

The goal of Integrated Service Delivery is to enhance the system capacity to respond in a timely, effective and integrated manner to the strengths, risks and needs profiles of children, youth and their families. Integrated Service Delivery is intended to ensure the vitality and well-being of all children and youth with multiple needs, through the impact of the collaborative and integrated work of government and community partners.

The Integrated Service Delivery model was created to provide a comprehensive platform for departments and agencies (Education and Early Childhood Development, Health, Social Development, and Public Safety, seven school districts, and the two Health Networks) for the sharing of service activities and communications to improve outcomes for New Brunswick's children and youth with multiple needs. Integrated Service Delivery was rolled out at the provincial level in September 2017.

To achieve the overall goals of Integrated Service Delivery, the Provincial Integrated Service Delivery Team must provide provincial leadership and effective change management to government and community partners across the continuum of services. This team is comprised of a director and provincial coordinator from the Department of Education and Early Childhood Development and a management analyst, project manager, and consultant from the Department of Health. The team contributes to the alignment towards a common vision of Integrated Service Delivery and supports its sustainability and ensures the progress of initiatives and projects arising from Integrated Service Delivery governance. In addition, it ensures and promotes adherence to the model, supports the operationalization of the model at the regional and provincial levels, supports the interdepartmental integration of services for children, youth and families, provides opportunities for exchange and training for stakeholders across the

continuum of services, and works with governance to harmonize collaborative and integrated procedures and practices.

HIGHLIGHTS

- ◆ *Redesigned the governance structure of the Integrated Service Delivery Framework and revised its vision, mission and guiding principle statements, as well as the components of the model to improve it.*
- ◆ *Received and started the prioritization of the recommendations of the report of the Aboriginal Steering Committee. This ongoing exercise is part of a spirit of co-creation and collaboration.*
- ◆ *Created a working group to address potential solutions to the human resource challenges faced by child and youth teams.*
- ◆ *Established monthly videoconference clinical supervision sessions to allow participants to learn how to apply the key concepts of the trauma-sensitive model.*

Autism Learning Partnership

The **Autism Learning Partnership** is a team dedicated to the development and delivery of autism training to prepare pre-school and educational personnel to meet the learning and behavioural needs of learners with Autism Spectrum Disorder (ASD). The team provides bilingual, evidence-based, high-quality professional learning and resources to support families, pre-school agency personnel and educational personnel.

The branch is made up of the following three units: **Provincial Autism Training, Research and Innovation**, and **Autism Education Outreach**.

Provincial Autism Training unit supports the implementation of three levels of professional learning as part of the Department of Education and Early Childhood Development Autism Training Framework. All course content is based upon the principles of Applied Behaviour Analysis, an evidence-based approach to support learners with autism. Resources and professional learning curriculum have been developed in collaboration with experts in the field, validated by a quality assurance committee.

The Framework is made up of three levels of professional development.

Introductory Courses:

ASD & Behavioural Interventions

This introductory level course is designed for both pre-school personnel and educational personnel. The online training allows participants to gain a better understanding of the strengths and needs of learners with Autism Spectrum Disorder (ASD), as well as evidence-based teaching practices and interventions.

Advanced Professional Learning: Learning for Teaching

This advanced training provides participants with research-based practices and skills to develop and carry out effective programs. Through an online course, on-the-job coaching, workshops, and a library of materials and resources, participants learn to conduct assessments to determine learner strengths and needs, implement evidence-based strategies for teaching essential skills for learners with ASD and provide coaching for team members working with learners with ASD.

Continuing Education

To maintain and enhance skills and knowledge of best practices, continuing education is offered on an ongoing basis. Examples of professional learning opportunities include workshops, consultation with a Learning Specialist and support in obtaining advanced certification in Applied Behaviour Analysis.

Research and Innovation unit develops new training content and resources and establishes partnerships with experts for validation and evaluation of training initiatives.

Autism Education Outreach unit establishes partnerships with organizations and provides access to online autism training nationally and internationally.

HIGHLIGHTS

- ♦ Offered the introductory online autism training provided to pre-school autism agencies and families to professionals working in New Brunswick's Talk With Me Program and Family and Early Childhood Agencies.

- ♦ Adapted and offered advanced training Learning for Teaching personnel during the COVID-19 pandemic and agency closure to provide additional training for pre-school autism agency professionals.
- ♦ Created several resources and video presentations in both English and French for families, and school personnel supporting children and youth with autism and neurodevelopmental disorders in response to the needs arising from the realities of COVID-19.
- ♦ Implemented a clinical monitoring process to measure agency adherence to the Pre-school Autism Program Standards and provided ongoing clinical support with program oversight and continuous improvement.
- ♦ Prepared Collection Objectif Réussite, a resource to support ongoing practical skills development of educational assistants, and other school personnel, and will be launched in Francophone districts in the coming school year.
- ♦ Received the Zero Project 2020 award in recognition of the Provincial Autism Training Framework, as a model as an innovative inclusive practice. In addition, the program was recognized in the UNESCO Global Education Monitoring report 2020.
- ♦ Established an agreement with a Moroccan post-secondary training facility in partnership with their governmental employment agency, where nearly one hundred participants from Morocco enrolled and completed the introductory online course.
- ♦ Hosted professionals from the education, and health systems of Saint-Pierre et Miquelon, who completed the online training program and visited schools to better understand New Brunswick's inclusive education system.

Key Performance Indicators

Participation:

- 275 parents/guardians of children/youth (0-21 years old) with ASD have enrolled in the introductory training. Since September 2018, 1198 parents/guardians from New Brunswick have been able to access the online course.
- In pre-school autism agencies, all behaviour interventionists are enrolled at the time that they are hired, and 192 behaviour interventionists completed the training.
- 115 employees from New Brunswick's Talk With Me Program and Family and Early Childhood Agencies

have enrolled in the introductory training, *ASD and Behavioural Interventions*.

- Pre-school Autism Program: Clinical Monitoring was completed for each of the seven districts and all customer requirements were achieved.
- In Francophone school districts, 441 educational personnel have enrolled in the course. 60 educational personnel completed the introductory online training and 14 individuals participated in advanced training.
- In Anglophone school districts, 880 educational personnel have enrolled in the course. 200 educational personnel completed the introductory online training, and 24 individuals participated in advanced training.

Feedback:

- Upon completion of the introductory online autism training, over 90 per cent of the pre-school autism agency and educational personnel have indicated that the course prepares them for their work.
- At the end of the first component of the advanced training, participants responded to a survey. When

asked, on a scale of one (strongly disagree) to five (strongly agree), to respond to the following statement: *“This training has given me the confidence to put my new learning into practice”*. The average score was 4.6 for the Anglophone Sector and 4.7 for the Francophone Sector.

- Participants took a prior knowledge test and a post knowledge test, before and after the first component of the advanced training. In the Anglophone Sector, participants’ average prior knowledge test score was 49 per cent (class average). Participants’ average post knowledge test score was 80 per cent (class average). In the Francophone Sector, participants’ average prior knowledge score was 57 per cent (class average) and the average post knowledge test score was 74 per cent (class average).

Performance and Continuous Improvement Division

The **Performance and Continuous Improvement Division** is responsible for providing efficient and effective support in the areas of Continuous Improvement, Quality Assurance, Project Management and Change Management, both at the department's central office and in liaison with the school district offices.

The **Continuous Improvement Branch** is responsible for the implementation of GNB's Formal Management system within the department and in collaboration with the school districts. This includes working with senior management to develop, communicate and execute the department's strategy and 10-Year Education Plans, measuring departmental performance with tools like the balanced scorecard and key performance indicators, ensuring the alignment of effort and the department's strategy through the Departmental SOMIA framework (Strategy, Objective, Measure, Initiative and Actions), identifying and carrying out Lean Six Sigma improvement projects that are aligned with the department's strategic objectives and aimed to improve processes through the elimination of waste and variation, enabling a culture of Performance Excellence to drive results and encourage continuous improvement; and coaching and supporting department Green and Black Belts candidates in their certification training process and Lean Six Sigma improvement projects.

The **Project Management Office** plays a key role in the management of priority initiatives and projects at a strategic level. It ensures projects align with organization vision and strategy, and provides standards, procedures, methods, tools and dedicated resources to support project teams across the organization. It also includes a focus on enterprise change management, ensuring that individuals are successfully prepared, equipped and supported to adopt change to drive organizational success and key outcomes.

The **Quality Assurance Branch** provides independent and objective assurance designed to improve and add value to district and departmental operations. Its activities include the assessment of existing risk management, governance and control processes, while also providing training, support, and promoting accountability.

HIGHLIGHTS

- ◆ *Provided project management support towards the implementation of the department's numerous priority initiatives.*
- ◆ *Enhanced the department's portfolio management process to provide better oversight of a portfolio of projects.*
- ◆ *Developed a framework to support an enterprise change management strategy within the department.*
- ◆ *Lead various Lean Six Sigma projects aimed to improve key department programs, services and initiatives processes, including the Manulife Referral Timeliness project that resulted in a decrease of employee referral times to Manulife from 18 work days to six work days.*
- ◆ *Established an Enterprise Risk Management program to identify, mitigate and monitor key risks across the education system.*
- ◆ *Provided support and training to the department's divisions in the deployment of GNBs Formal Management System.*

Policy and Planning Division

The **Policy and Planning Division** is divided into three branches: Policy and Legislative Affairs; Corporate Data Management and Analysis; and Teacher Certification. It is responsible for strategic planning and advice, research and policy development on early childhood development and public education issues. The division provides submissions to Executive Council, legislature support and coordination and the preparation of briefing materials for key government activities.

Policy and Planning is responsible for the department's legal affairs and the administration of the *Education Act*, the *Early Childhood Services Act*, the *Right to Information and Protection of Privacy Act*, the *Personal Health Information Privacy and Access Act*, the *Public Interest Disclosure Act*, the *Transparency in Election Commitments Act*, the *Copyright Act* and other legislation relevant to the mandate of the department. Policy and Planning facilitates the department's coordinated approach to interdepartmental and intergovernmental activities,

including the Council of Ministers of Education, Canada. The division also coordinates departmental responses to Legislative Officers' enquiries and investigations.

The division collects and analyses key statistical information and develops and implements relevant data gathering instruments to ensure timely and sound information, project management, surveys, accountability tools and performance indicators. It is responsible for the management of ministerial correspondence, as well as the linguistic revision of documents to ensure quality for the department and its stakeholders.

The division is responsible for evaluating requests for initial teacher certification, Principal's Certificates, certification upgrades, granting work experience for salary purposes and for recommending disciplinary actions as they arise. The division routinely works with universities on issues related to quality public K-12 education.

HIGHLIGHTS

- ◆ *Contributed to Succeeding at Home: A green paper on education in New Brunswick, which was a document offering the public and stakeholders a range of ideas and policies to consider making our education system, from birth to high school graduation, the best in the world.*
 - ◆ *Organized and hosted an Education Summit held October 16-18, 2019, which allowed over 230 participants from both linguistic sectors to hear various perspectives from world-renowned speakers, learn from each other and share ideas about transforming our education system.*
 - ◆ *Developed and continue to develop agreements for research projects and the transfer of administrative data as part of the formalized partnership with the University of New Brunswick's NB Institute for Research, Data and Training (NB-IRDT).*
 - ◆ *Instrumental in responding to and ensuring preparedness for the initial impacts of the COVID 19 pandemic and closure of daycares and schools under the Emergency Measures Act.*
- ◆ *Amended the School Districts and Subdistricts Regulation 2001-24 under the Education Act to change five subdistrict boundary lines within School Districts in preparation for the next District Education Council election.*

Key Performance Indicators (KPIs)

- 100 per cent (35 out of 35) of requests under the *Right to Information and Protection of Privacy Act* were processed within the legislated timeframe (exceeding the target of 90 per cent).

Corporate Services Division

The **Corporate Services Division** is responsible for providing efficient and effective support in the areas of Finance and Services, Educational Facilities and Pupil Transportation, and IT Strategy and Planning for the K-12 and Early Childhood sectors, both at the department's central office and in liaison with the school district offices. Additionally, responsibility for the assurance of service levels with Service New Brunswick, in particular for Human Resources services, Technology services, and Procurement services provided to the department and the school districts are coordinated through this division.

The **Finance and Services Branch** consists of the following units: Budget and Accounting, School District Financial Services, School District Payroll Services and Departmental Services. The branch mandate includes formulation and support on budgets for school districts and all branches of the department, accounting, effective departmental internal controls, financial reporting of district operations, payroll services for Part 2 of the Public Service as well as providing general office and administrative support services. The branch promotes accountability and is committed to the continued improvement in the management of financial and administrative support resources.

The **Educational Facilities and Pupil Transportation Branch** provides districts, the department and GNB with support and expertise in the planning and management of educational facilities and pupil transportation. The branch responsibilities include, but are not limited to, the department's major capital program, its fleet management programs and its safety, security and emergency response programs. The goal is to enable students to realize their potential through the provision of an appropriate, healthy and safe learning and working environment in a fiscally responsible manner.

The **Information Technology Strategy and Planning Branch** is responsible for IT strategy development and planning activities for the use of information technology in the public-school system. This includes responsibility for providing IT leadership, guidance and support to the department's central office staff, early childhood development, and the IT services teams in the school districts. The branch collaborates closely with Service New Brunswick to ensure business strategies and priorities

are understood and IT demand is managed to ensure effective IT service delivery to the department, districts and schools.

Operational and transactional human resources services are delivered by Service New Brunswick to Part 1 departments and agencies. In coordination with SNB's **Human Resources Services Branch**, Corporate Services develops, promotes and supports human resource programs and practices that result in a workplace culture committed to achieving a standard of excellence in education and all aspects of service delivery. The branch is responsible for providing comprehensive human resources services to the department's senior administrators, central staff and school districts.

The **Early Learning and Childcare Services Branch** is responsible for representing the public interest in matters related to the safety and healthy development of young children from birth to 12 years of age who are in non-parental Early Learning and Childcare arrangements primarily while their parents are working, studying or in training. Services are provided in both official languages in four regions of the province. Staff support the operators and staff of early learning and childcare facilities and the families and children who access childcare services in New Brunswick. The designation and licensing of New Brunswick Early Learning centres and homes is the responsibility of Early Learning and Childcare staff.

HIGHLIGHTS

- ◆ *Implemented Phase 2 of the stop arm camera pilot project. 18 camera systems were installed on 18 buses in Anglophone School District South in December and January. The department collaborated with provincial Commercial Vehicle Enforcement (CVE) on implementation. By the end of January, CVE had 49 files from stop arm camera reports, compared to 9 in total last year. Phase 2 was halted as part of COVID-19.*
- ◆ *Implemented alternate fuel bus project to study the viability of purchasing propane and gas school buses instead of diesel. The project was not completed due to COVID-19. It will resume when buses start running again.*

- ◆ *Completed the implementation of Bus Planner as the provincial bus management system. All seven school districts were converted to the provincial transportation management system by September 2019.*
 - ◆ *Developed and launched an Occupational Health and Safety (OHS) initiative for the department in collaboration with WorkSafe New Brunswick. A management structure was developed and implemented and an OHS coordinator was hired for each school district. The development of sustainable OHS programs for each school district is the outcome. These positions became integral to the management of the COVID-19 Pandemic at the school districts.*
 - ◆ *Effective March 31, 2020 there are 839 licensed early learning and childcare facilities representing 30,870 available childcare spaces. This represents an increase of 507 available childcare spaces.*
-

Financial information

Departmental expenditure Status report by program/primary

Fiscal year ending March 31, 2020

	Budget (\$000)	Actuals (\$000)
Corporate and other Education Services		
Personnel Services	24,395,831	24,040,325
Other Services	19,143,648	17,199,080
Materials and Supplies	2,329,297	1,333,529
Property and Equipment	5,320,315	5,952,043
Contributions, Grants and Subsidies	8,601,100	9,006,906
Debt and Other Charges	-	258
TOTAL	59,790,191	57,532,141
School Districts		
Personnel Services	1,001,894,675	1,012,609,101
Other Services	108,530,396	107,873,052
Materials and Supplies	23,316,694	21,731,614
Property and Equipment	4,186,147	5,137,727
Contributions, Grants and Subsidies	335,000	403,319
Debt and Other Charges	250,000	7,565
TOTAL	1,138,512,912	1,147,762,378
Early Childhood Development		
Personnel Services	5,496,990	5,069,406
Other Services	33,403,922	26,487,202
Materials and Supplies	103,770	199,926
Property and Equipment	58,300	16,710
Contributions, Grants and Subsidies	75,936,926	77,201,739
Debt and Other Charges	-	60
TOTAL	114,999,908	108,975,043
GRAND TOTAL	1,313,303,011	1,314,269,562*

Note: Figures are drafts and may vary slightly from information to be published in Supplementary Information Volume 2 Public Accounts.

Summary of staffing activity

Pursuant to section 4 of the *Civil Service Act*, the Deputy Minister of the Department of Human Resources delegates staffing to each Deputy Head for his or her respective department(s). Please find below a summary of the staffing activity for 2019-2020 for Education and Early Childhood Development.

Number of permanent and temporary employees as of December 31st of each year		
Employee type	2019	2018
Permanent	196	192
Temporary	77	122
TOTAL	273	314

The department advertised 39 competitions, including 33 open (public) competitions and six closed (internal) competitions.

Pursuant to sections 15 and 16 of the *Civil Service Act*, the department made the following appointments using processes to establish merit other than the competitive process:

Appointment type	Appointment description	Section of the <i>Civil Service Act</i>	Number
Specialized Professional, Scientific or Technical	An appointment may be made without competition when a position requires: <ul style="list-style-type: none"> • a high degree of expertise and training • a high degree of technical skill • recognized experts in their field 	15(1)	0
Equal Employment Opportunity Program	Provides Aboriginals, persons with disabilities and members of a visible minority group with equal access to employment, training and advancement opportunities.	16(1)(a)	0
Department Talent Management Program	Permanent employees identified in corporate and departmental talent pools, who meet the four-point criteria for assessing talent, namely performance, readiness, willingness and criticalness.	16(1)(b)	0
Lateral transfer	The GNB transfer process facilitates the transfer of employees from within Part 1, 2 (school districts) and 3 (regional health authorities) of the Public Service.	16(1) or 16(1)(c)	5
Regular appointment of casual/temporary	An individual hired on a casual or temporary basis under section 17 may be appointed without competition to a regular properly classified position within the Civil Service.	16(1)(d)(i)	0
Regular appointment of students/apprentices	Summer students, university or community college co-op students or apprentices may be appointed without competition to an entry-level position within the Civil Service.	16(1)(d)(ii)	0

Pursuant to section 33 of the *Civil Service Act*, no complaints alleging favoritism were made to the Deputy Head of Education and Early Childhood Development and no complaints were submitted to the Ombud.

Summary of legislation and legislative activity

Name of regulation	Effective date	Summary of changes
School Districts and Subdistricts Regulation 2001-24 under the <i>Education Act</i>	November 21, 2019	Amended the School Districts and Subdistricts Regulation 2001-24 to change 5 subdistrict boundary lines within school districts.

The acts for which the department was responsible in 2019-2020 may be found at:

https://www2.gnb.ca/content/gnb/en/departments/jag/attorney-general/content/acts_regulations.html

Summary of Official Languages activities

Introduction

Following the revised *GNB Plan on Official Languages – Official Bilingualism: A Fundamental Value*, the Department of Education and Early Childhood Development is continuing to use its action plan that includes strategic means for each of the four sectors of activity identified (i.e., Language of Service; Language of Work; Development of the Two Official Linguistic Communities; Knowledge of the *Official Languages Act* and other obligations).

The Official Language policy and action plan apply to the department; however, given the linguistic duality within the education system, it does not apply to divisions of the department that have been established based on one or the other of the two Official Languages. This policy does not apply within schools and school district offices.

Focus 1

- One of the objectives of the department continues to be a focus on increasing the level of participation in casual/formal second-language communication at central office.
 - Employees at the department are always encouraged to speak to one another in their second Official Language to improve their second-language skills. The department is a strong proponent for second-language training as well as conducting meetings in both Official Languages, where appropriate.
 - The department continues to work towards ensuring that linguistic profiles are reviewed to validate accuracy. Efforts continue to be made to maintain the linguistic profiles and ensure the department has the capability to offer quality services in both Official Languages.
 - The department’s annual all-staff event is simultaneously translated; speakers at the event may present in English and/or French.
- The department continues to create an environment where employees are free to use their Official Language of choice.
 - Employee Official Language preference is contained in the Human Resources Information System (HRIS) and in the employee files.
 - All performance reviews are carried out in the employee’s Official Language of choice.
 - All seasonal/holiday/employee appreciation activities are held in both Official Languages. For example, the Deputy Ministers have implemented a monthly “huddle” for employees to provide highlights and news of the department. Each Deputy Minister speaks in their respective language in a welcoming and engaging way. This has been one method used to inform all employees, regardless of which sector they work in, about what is going on in other sectors and branches. This has been a very successful initiative reflected by the large number of employees who frequently attend. Employees who do not work at head office are able to call in and listen to these “huddles” as well.

Focus 2

An environment and climate that encourages, for all employees, the use of the Official Language of their choice in their workplace:

Summary of recommendations from the Office of the Auditor General

NEW: Section 1 – Includes the current reporting year and the previous year.

Name and year of audit area with link to online document	Recommendations
	Total
School District Purchase Cards (https://www.agnb-vgnb.ca/content/dam/agnb-vgnb/pdf/Reports-Rapports/2017V5/Agrepe.pdf) Chapter 2, pages 8 to 47	2

Implemented Recommendations	Actions Taken
We recommend the Department of Education and Early Childhood Development coordinate work on the implementation of our recommendations by all school districts.	Plan in place including a self-assessment tool to gather initial data. Expected implementation of the tool by the end of September 2020.
We recommend the Department of Education and Early Childhood Development’s internal audit function audit and report on school district purchase cards on a regular basis.	Bi-annual follow-up included in the annual plan for 2020-21 fiscal year. Expected deliverables: - Approval of audit approach by EECD Finance and Services and Directors of Finance at school districts: September 2020 - First review report: December 2020

Name and year of audit area with link to online document	Recommendations
	Total
Improving Student Performance: A New Brunswick Challenge (https://www.agnb-vgnb.ca/content/dam/agnb-vgnb/pdf/Reports-Rapports/2018V2/Chap2e.pdf), Chapter 2, pages 13 to 84)	14

Implemented Recommendations	Actions Taken
Maintain the current 10-year provincial education plans until they expire in 2026, to allow the education system to stabilize and allow for evaluation of progress. Any adjustments to the plans should be collaborative.	The 10-Year Education Plans are still applicable and being implemented.
Prior to implementing major changes that impact student performance, including changes to the French immersion program, prepare a detailed implementation plan with: <ul style="list-style-type: none"> • a realistic schedule; • consideration of all supports that need to be in place for the change to be successful, such as human resources, curricula, teacher training, tools and methodologies; • adequate funding; and • a comprehensive risk assessment of the change’s impact on operations and other ongoing initiatives at the department, school district and school levels, as well as risk mitigation strategies. 	It is understood that an implementation plan, with a dedicated communications strategy, is critical to successful implementation of the Education Plan. Changes to French Programming will be developed with schools through a collaborative approach in the Language Learning Opportunities Initiative.

Implemented Recommendations	Actions Taken
<p>Stabilize the provincial assessment programs to allow for trend analysis of student performance results for decision-making.</p>	<p>The review of the Anglophone provincial assessment program, begun in 2013, was completed last year. Assessments are now stable. In addition, new statistical procedures were introduced to allow for more precise equating of assessments from year to year. These measures will permit trends and other more in-depth analyses.</p>
<p>In collaboration with the school districts, analyze results of provincial assessments to identify root causes of poor performance and take corrective action to improve student performance in reading, math and science.</p>	<p>Following the release of the Anglophone Sector results, and in preparation for the School Improvement Planning cycle, the department provided an analysis of each provincial assessment – to inform and support the system to examine the noted strengths and gaps. Districts are using the provincial assessment results to inform their District Improvement Goals. Curriculum and Assessment staff at the department work closely to ensure information from assessment results impact curriculum supports and discussions with districts about professional learning. There is a plan to make a formal root cause analysis prior to the 2020-21 school year. In the Francophone Sector, each school establishes a school profile using provincial evaluation results and other available data. This profile informs the initiatives included in the school improvement plan, showing trends and areas requiring more focus and support.</p>
<p>Work with school districts, other departments and community-based organizations where applicable to:</p> <ul style="list-style-type: none"> • identify and address the challenges to achieving the provincial targets for reading, math and science; • present to government options to address the challenges; • develop standards for student absence tracking and measurement to better monitor student attendance; and • take corrective action to improve student attendance. 	<p>A new initiative in the Anglophone Sector titled, “Local Improvements in Literacy and Numeracy” is addressing the gaps in achievement at K-2. Teams of educators from each district have gone through analysis of a variety of data, including provincial assessments, to determine areas to target for growth and progress monitoring. Barriers and risks were captured in these sessions. In the Francophone Sector, the Grade 2 reading project completed. Work was done on collecting data on student absenteeism. Absenteeism indicator on the provincial BSC. Various projects related to student engagement to promote attendance.</p>
<p>Facilitate the sharing of successes and best practices between the Anglophone and Francophone sectors.</p>	<p>Weekly meeting set up between the alignment champion of the Francophone and Anglophone sectors to share best practices. The Strategic Partnerships Service Unit is partnering with the Francophone Sector in the Skills Canada competition to strengthen the awareness of the trades for students in New Brunswick.</p> <p>Curriculum Learning Specialists who have a counterpart in the Francophone Sector meet regularly to discuss hot topics and share approaches, research and direction. Joint planning and projects include, but are not limited to, Climate Action, the Common European Frame of Reference, the Calls to Action in the Truth and Reconciliation Recommendations, and Newcomer Supports.</p> <p>The Anglophone and Francophone Assessment units have begun to share expertise to improve statistical procedures, assessment processes, logistics, and use of equipment. The sectors are also sharing the management of requests regarding national and international assessments coming from the Council of Ministers of Education Canada.</p>

Adopted Recommendations	Actions Taken
<p>In collaboration with the school districts:</p> <ul style="list-style-type: none"> • ensure school improvement plans are prepared and reviewed annually as required by the <i>Education Act</i>, • demonstrate school improvement plans align with the provincial education plan, and • monitor the extent to which school improvement goals are being met. 	<p>In the Anglophone Sector, the Provincial Improvement Framework has been developed through the collaborative efforts between department leads, districts and schools. This framework includes a School Improvement Plan (SIP) self-assessment process for schools to complete each December. The process includes a document which outlines common performance indicators and measures. To date, 1/3 of provincial Anglophone Schools have completed the self-assessment process. Every school in the Francophone districts has a BSC, which is directly linked to the district improvement plans and the 10-year plan.</p>
<p>In collaboration with the District Education Councils, ensure District Education Councils self-evaluate their performance annually.</p>	<p>DECs already perform debriefing and self-evaluation through their governance policies to ensure continued improvement. This exercise is typically done on a semi-annual or annual basis. The Francophone districts and department review their plans quarterly.</p>
<p>In consultation with school districts, review the <i>Education Act</i> in light of the current operating environment to ensure expectations are clear, relevant and realistic.</p>	<p>The department is committed to ensuring its legislation always remains modern, relevant and responsive to the needs of an education system in constant evolution. The department launched the Red Tape Challenge in Public Education and the Green Paper. In addition, in the Francophone Sector, each school establishes a school profile using provincial evaluation results and other available data. This profile informs the initiatives included in the school improvement plan, showing trends and areas requiring more focus and support.</p>
<p>Track, receive, review and take action on school district plans and reports, and hold all parties accountable as required by the <i>Education Act</i>.</p>	<p>The Francophone districts review the BSC of the schools and the department works closely with the districts and they review a provincial BSC quarterly.</p>
<p>Develop standards for teacher performance and tools to support the school districts in:</p> <ul style="list-style-type: none"> • evaluating staff performance regularly as required by the <i>Education Act</i>; and • taking action to improve staff performance where needed. 	<p>Department is committed to collaborating with school districts and developing common evaluation tools for teachers. This would be developed in consultation with relevant stakeholders. (Target date for implementation: September 2021)</p>
<p>Publicly provide plans to improve when assessment results show targets for reading, math and science were not met.</p>	<p>In the Anglophone Sector, the annual 10-Year Education Plan implementation plans and district improvement plans (DIPs) provide this information and are published on their respective websites. The outcomes for numeracy and science are positive for the Francophone Sector.</p>
<p>Make it easy to find the results of provincial assessments by displaying them prominently on its website.</p>	<p>In the Anglophone and Francophone sectors, the Reports on Achievement site which houses the provincial assessment program results are now more accessible. Prominent links have been added to the department's main website.</p>
<p>Publicly report New Brunswick students' performance on national and international tests on its website and inform the public when these results are available.</p>	<p>A clearly identified link has been added to the Reports on Achievement in the Anglophone and Francophone sectors website to make this information more accessible.</p>

Section 2 – Includes the reporting periods for years three, four and five.

Name and year of audit area with link to online document	Recommendations	
	Total	Adopted
Administration of School Raised Funds (2015) (http://www.agnb-vgnb.ca/content/dam/agnb-vgnb/pdf/Reports-Rapports/2015V3/Chap4e.pdf) Chapter 4, pages 77 to 91	7	6

Report on the *Public Disclosure Act*

As provided under section 18(1) of the *Public Interest Disclosure Act*, the chief executive shall prepare a report of any disclosures of wrongdoing that have been made to a supervisor or designated officer of the portion of the public service for which the chief executive officer is responsible. The Department of Education and Early Childhood Development received did not receive any disclosure(s) of wrongdoing in the 2019-20 fiscal year.

Appendix A

Grade 12 Exit Survey – Anglophone sector

How do you feel about each of the following statements?	2015	2016	2017	2018	*2019
My learning is interrupted by the behaviour problems of other students.	41.5%	39.6%	39.2%	39.4%	Not available
My school is a place where I felt like I belonged.	57.0%	71.5%	69.0%	66.7%	Not available
Students are generally well-behaved outside of the classroom (e.g., in the hallways, on the bus, on school property).	59.0%	62.2%	58.9%	58.5%	Not available
Discipline is managed effectively at my school.	63.6%	66.7%	65.5%	62.3%	Not available
Students are generally well-behaved in class.	76.0%	78.8%	78.0%	76.1%	Not available
I felt respected at my school.	76.3%	78.0%	77.6%	77.9%	Not available
I enjoyed my school experience.	75.4%	74.9%	73.7%	71.3%	Not available
If I had a problem, there was an adult I could talk to at my school.	79.9%	81.0%	80.4%	80.0%	Not available
I feel safe at my school.	87.9%	87.4%	89.3%	85.1%	Not available

* The Anglophone Sector survey was not carried out due to the COVID-19 pandemic and closure of schools.

Grade 12 Exit Survey – Francophone sector

How do you feel about each of the following statements?	2015	2016	2017	2018	2019
My learning is interrupted by the behaviour problems of other students.	38.0%	37.5%	41.9%	40.0%	37,2 %
My school is a place where I never felt like an outsider.	61.4%	75.0%	74.4%	76.1%	73,2 %
Students are generally well-behaved outside of the classroom (e.g., in the hallways, on the bus, on school property).	79.0%	78.1%	76.7%	74.2%	71,9 %
Discipline is managed effectively at my school.	81.3%	79.3%	78.3%	77.8%	74,9 %
Students are generally well-behaved in class.	89.0%	88.6%	87.7%	87.5%	86,6 %
I felt respected at my school.	84.9%	85.1%	85.0%	87.3%	85,2 %
I enjoyed my school experience.	83.3%	82.9%	81.4%	81.8%	78,4 %
If I had a problem, there was an adult I could talk to at my school.	88.4%	86.5%	86.2%	88.2%	85,4 %
I feel safe at my school.	92.6%	92.7%	91.7%	92.2%	89,7 %

Appendix B

Teacher Certification statistics

Between April 5, 2019 and April 4, 2020, the Teacher Certification Branch processed the following:

Initial Teacher Certification (Teacher Education Completed in New Brunswick)	269
Initial Teacher Certification (Teacher Education Completed Outside of New Brunswick)	156
Interim Certificate Renewals	33
Teacher Certification Level Upgrades	193
Principal's Certificates	65
Statements of Professional Standing	241
Copies of Teacher's Certificates	58
Letters of Work Experience	241

Data is based on the Teacher Certification Branch's application fees

Teacher Certification Suspensions and Revocations

Between March 25, 2018 and April 5, 2019, the Teacher Certification made the following disciplinary actions:

Suspension	0
Revocation	0

The Teacher Certification Branch uses those dates based on mailout data (most reliable).