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# Education and Early Childhood Development

**ANNUAL REPORT  
2020-2021**



**Education and Early Childhood Education  
Annual Report 2020-2021**

Province of New Brunswick  
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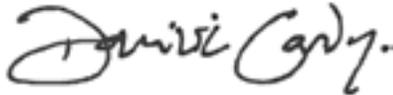
## TRANSMITTAL LETTERS

**From the Minister to the Lieutenant-Governor  
Her Honour 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, 2020, to March 31, 2021.

Respectfully submitted,



Honourable Dominic Cardy  
Minister

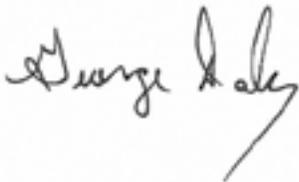
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**From the Deputy Minister to the Minister  
Honourable Dominic Cardy  
Minister of Education and Early Childhood  
Development**

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, 2020, to March 31, 2021.

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, 2020, to March 31, 2021.

Respectfully submitted,



Marcel Lavoie  
Deputy Minister, Francophone Sector

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# Minister's message

Our top priority throughout the COVID-19 pandemic has been to keep our students and staff healthy and safe. The pandemic has not only challenged our education system, but it's affected all of us on a deeply personal level. It has forced us to quickly adapt to ever-evolving realities and routines, overcome uncertainty, and tap into our individual and collective resilience.

During the initial phase of the pandemic, we responded by creating 93 emergency early learning and child care facilities, allowing essential workers to continue to provide critical health, public safety and food services to New Brunswickers.

We've also made significant investments in information technology to enable students and teachers to access online learning. More than 7,400 students have received assistance through the Laptop Subsidy Program and another 1,200 devices were purchased by ineligible families at a reduced price.

And thanks to the remarkable efforts of our educators and support personnel, I am happy to report that students were able to maintain their learning levels, as evidenced in the 2020-2021 provincial assessment results.

But despite the many challenges imposed by the pandemic, we have never lost sight of our commitment to build a world-class education system.

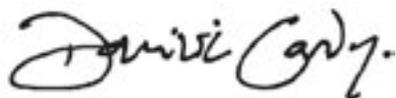
In the Francophone Sector, we're investing in career preparation. We've conducted consultations to improve support services related to career planning, and we continued the Créons la suite (Taking the next step) initiative through four social innovation labs that focus on communicating with parents about life and career planning.

In the Anglophone Sector, we have signed collaborative partnership agreements with several organizations to offer hands-on learning experiences to students. The Essential Skills Achievement Pathway program was expanded to 45 of 49 high schools in New Brunswick, offering students alternate paths to graduation while gaining valuable hands-on experience. The Kindergarten to Grade 2 reading curriculum was reviewed and a comprehensive package of materials informed by scientific research began to be rolled out to teachers.

Early learning and child care education have also been at the forefront. On April 1, 2020, we met our commitment of raising the wages of early childhood educators two years ahead of schedule, and we continue to assess the needs of private operators to ensure they have the resources to attract and retain qualified educators.

In addition, I'm proud of the ongoing work to update the curricula to ensure students are learning the most up-to-date information about the contributions of Black and Indigenous communities locally and across Canada.

This has been a year like no other. I'd like to personally thank school administrators, teachers and all school staff for the extraordinary work they carried out throughout the pandemic. They went above and beyond to support the educational needs of all students with continued flexibility and professionalism.



Honourable Dominic Cardy  
Minister of Education and Early Childhood Development

# Deputy Minister's message

I am extremely pleased that the Anglophone Sector of the Department of Education and Early Childhood Development has managed to continue creating and expanding innovative projects despite the many challenges brought on by the COVID-19 pandemic. We have worked to improve our system, expanding options for students to learn and acquire credits, while creating as safe at school environments as possible.

Early learning and child care provision is an essential service for the population of New Brunswick. From the beginning of the pandemic, they have played an important role in both supporting essential services in the early stages of the pandemic and in supporting the economy of the province when the province reopened in May 2020. Even when the province was in lockdown, operators responded to the province's call to continue to provide their services to ensure that as a population we were able to rely on critical health services, public safety services and access to food services. Their participation in the efforts to combat COVID-19 is recognized and greatly appreciated.

Over the past year we've announced several partnerships to provide experiential learning opportunities for students, including a partnership with NB Power and the Gaia Project to launch the Centre of Excellence for Energy. Other hands-on learning opportunities have been offered through our collaborations with the Atlantic Canada Aerospace and Defence Association, the Tourism Industry Association of New Brunswick, CyberNB and Planet Hatch.

Furthermore, online course offerings have expanded from 50 to 60, including a Grade 10 math course. This is the first time that any course below the Grade 11 level is offered. During the summer, high school students were offered an opportunity to take a free online course that could count toward their high school requirements. Over 300 students benefited from this and were granted a credit for the course they took. Future developments include additional Grade 10 and eventually Grade 9 courses.

To support school staff in assessing their mental fitness, resiliency and positive leadership practices, we have partnered with William Morrison and Associates to develop and implement the Positive Workplace Framework.

We continue to support school districts in their efforts to address human resources challenges and facilitate training and recruitment opportunities. Since August 2021, the department has held 11 bus driver training courses for more than 100 trainees and will continue to host more through the year.

In collaboration with the University of New Brunswick and Post-Secondary Education Training and Labour, an increased number of students will be accepted into the Masters of Education in Counselling. This will help to support the need for trained counsellors in the education system.

To address a projected shortage of skilled trades educators, we have partnered with the Department of Post-Secondary Education, Training and Labour, the New Brunswick Community College and MAP Strategic Workforce Services to develop a "skilled trades" program specifically designed for current teachers in our system.

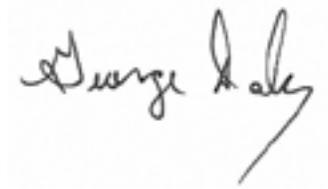
When it comes to second-language learning, we've been working with local educators and school administrators to develop and expand programs such as the French Language Learning Opportunities for Rural Areas (FLORA) to increase the chances of success for all students in the province.

Eleven schools and two early learning centres are implementing innovative French second-language programs this school year, and a new online platform has been launched to offer French second-language teachers increased access to language development and learning opportunities.

In addition, new online courses for Post-Intensive French have been created for Grades 6 through 10 in addition to reading and video resources, learning modules for teachers and lesson plans for those in kindergarten to Grade 5.

The Early Start Credit program enables Grade 12 students to plan their schedule to complete their required high school credit(s) and begin to complete up to two courses in an area of interest or toward a post-secondary certificate, diploma, or degree through online learning options offered by the University of New Brunswick, Mount Allison University, St. Thomas University and the New Brunswick Community College.

It has been a great privilege to work among staff that care so deeply about our education system and want to see all our students succeed. I am excited to see more innovative projects coming to fruition in the new year and I expect they will help build momentum and morale as we continue to navigate the pandemic.

A handwritten signature in black ink that reads "George Daley". The signature is written in a cursive style with a long, sweeping tail on the letter "y".

George Daley  
Deputy Minister, Anglophone Sector

# Deputy Minister's message

The beginning of the 2020-2021 fiscal year, leading into the end of the 2019-2020 school year was heavily affected by the COVID-19 pandemic. Under the circumstances, the Department took immediate steps to develop home-learning plans and resources for families to ensure that students could continue their learning during the closure of schools.

The reopening of the schools in September 2020 and the return of the students and teaching staff to the classroom were among the highlights of this fiscal year. During this period, we had to continue dealing with the COVID-19 pandemic in close cooperation with Public Health officials and the superintendents of the francophone school districts.

Early learning and child care provision is an essential service for the population of New Brunswick. From the beginning of the pandemic, they have played an important role in both supporting essential services in the early stages of the pandemic and in supporting the economy of the province when the province reopened in May 2020. Even when the province was in lockdown, operators responded to the province's call to continue to provide their services to ensure that as a population we were able to rely on critical health services, public safety services and access to food services. Their participation in the efforts to combat COVID-19 is recognized and greatly appreciated.

All of the efforts made to adapt to a virtual teaching method and the various adaptations and changes needed to ensure the health and safety of the students testify to the professionalism and commitment of early childhood educators and teaching staff. The department was also able to adapt and take up the challenges involved in creating a quality teaching environment to ensure the continuity of learning for students in the three francophone school districts.

The department's Return to School Guidelines implemented in September 2020 contained concrete measures to foster the continuation of education during the pandemic. We favoured the attainment of essential learning objectives to be able to effectively reduce gaps in learning. In so doing, we also made substantial progress with regard to the changes in the education system.

The department's investments to provide students with electronic devices they needed to adapt to the changes in their learning process because of the pandemic produced very encouraging results. The department spared no efforts to foster and facilitate the students' access to the different types of virtual learning offered online to enable them to continue their academic development. Another initiative of the department that proved very useful was the establishment of the emergency daycare service that helped parents to reconcile their occupational and family obligations with their child's learning.

With respect to learning, we worked closely with the superintendents of the school districts and the schools to provide school staff and families with help and support in becoming familiar with distance learning methods. We are very pleased that our initiatives in cooperation with the schools made it possible to continue to progress toward the achievement of Objective 1 of the francophone 10-Year Education Plan, which involves reimagining the high school educational program, developing new courses, and continuing to work closely with all of the francophone stakeholders in the education setting in New Brunswick.

We are also very satisfied to have successfully completed the third and final year of the prototype schools initiative making it possible to develop a New Brunswick Francophone Student Profile (June 2020). Further, the presentation of projects arising from the four social innovation laboratories of "Taking the Next Step" is an initiative of which we can also be proud. These projects were focused on the optimization of communication with the parents of students concerning their child's life and career plans. Another important achievement of the Department was the establishment of a new vision of high school through the development of the educational program for Grade 9 students.

Despite all the upheavals produced by the COVID-19 pandemic, the staff of the Francophone Sector of the department is more determined than ever to provide the children and students of our province with a quality, inclusive education. In our school system, we must give all young people the tools required to become independent, engaged citizens who are open to the world and prepare them to attain their life and career plans.

Providing young people with a high-quality education prepares them to contribute to the dynamism, development, and influence of their Acadian and Francophone community in New Brunswick.

A handwritten signature in black ink, appearing to read 'M. Lavoie', with a stylized flourish at the end.

Marcel Lavoie  
Deputy Minister, Francophone Sector

# Government Priorities

## DELIVERING FOR NEW BRUNSWICKERS - ONE TEAM ONE GNB

**One Team One GNB** is a new, collaborative approach to how we operate. It represents a civil service that works together as a single unit for New Brunswickers. We have discovered new and innovative ways of doing business, ways that have allowed us to achieve the outcomes needed for New Brunswickers and we are working more efficiently and effectively than ever before. Our new path forward includes a mindset of focus, urgency, and results.

We are working every day to improve the way government departments:

- Communicate with one another
- Work side-by-side on important projects
- And drive focus and accountability

## 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.

## GOVERNMENT PRIORITIES

Our vision for 2020-2021 is a vibrant and sustainable New Brunswick. To make progress toward this vision, we must focus on our government's priorities.

- Energize private sector
- Vibrant and sustainable communities
- Affordable, responsive and high-performing government
- Dependable public health care
- World-class education, and
- Environment

## COVID-19 RESPONSE

As part of GNB's priorities this past year, responding to the COVID-19 pandemic was at the forefront. Our department supported GNB in responding to the pandemic in the following ways:

In March 2020, the Department of Education and Early Childhood Development, on the advice of Public Health closed all schools and early learning and childcare facilities due to the new and emerging pandemic of COVID-19.

The department created a website and resources to encourage students to continue their learning in the absence of a formal learning. At the same time, the Department created an emergency childcare program to ensure the continuation of essential services in the program. Ninety-three (93) emergency childcare facilities joined the program and received COVID-19 funding. Highlights of the program include:

- Ensuring that the fees for all licensed seats in the emergency early learning and childcare facilities were covered.
- 2,763 families applied to be matched with an emergency childcare facility.

- 398 frontline educators also received a wage top-up of \$2 per hour through the period of emergency child care.
- Provide a \$500 weekly stipend to cover the increased costs of cleaning and supplies.

### **CHILDCARE FACILITIES**

New childcare facilities COVID-19 guidelines were created in coordination with Public Health to ensure the safety of both the children and the staff of these facilities. These guidelines resulted in extra costs for the operators and therefore, the early learning and child care centres received a bona fide monthly grant calculated at \$70 per licensed space for centres and \$50 per licensed space for homes. The guidelines were regularly modified in consultation with Public Health as science evolved and to respond to the situation within the province. Documents were also created for the various colour phases and their impact on early learning and childcare facilities.

### **RETURN TO SCHOOL GUIDELINES**

The department worked with Public Health to release the Return to School Guidelines – the first plan to be released in the country to bring students and school personnel back to school in September 2020. This plan included classroom bubbles, masking in public spaces as well as other health and safety measures in the elementary schools. High schools that were not able to maintain physical distance between students were asked to attend school every other day and learn virtually on the days they were not in school. Individuals were also required to wear masks in public areas and follow health and safety measures. The Return to School Guidelines were accompanied by a series of question and answer documents as well as one-pagers. Documents were also created for the various colour phases and their impact on schools.

### **The department's response to COVID-19 pandemic also includes:**

- The coordination of the purchase and the delivery of 1,200 new water fountains.
- The establishment of a \$3.8M/one-year contract to supply hand sanitizer for school/students. This includes the installation of dispensers for over 12,000 stations in schools.
- The renovation of classrooms, including a space analysis and \$1.6M fit-up exercise with districts to ensure adequate quantities of “classrooms” were in place and outfitted for to accommodate physical distancing in schools.
- The establishment of a contract of supply and coordinated delivery for 5,000, student electronic device charging stations for high schools.
- Purchase and distribution of 7,580 sneeze guards/shields units for in-classroom support.
- The purchase of 60 additional school buses and the installation of over 1,300 barrier curtains installed in buses.
- The investment of approximately \$860,000 to purchase 1,000 iPads with data plans, 500 laptops and 300 Wi-Fi Hubs to help students overcome technological barriers to home learning.
- To support our blended learning model, more than 7,400 students have received assistance through the Laptop Subsidy Program. Another 1,200 devices were ordered by families who, while ineligible for vouchers, were able to access a high-quality device at a reduced price through the program's provider.

### **OUTBREAK MANAGEMENT**

The department worked closely with Public Health and their regional offices to coordinate the response to cases in schools and early learning and childcare centres. An outbreak management process was developed prior to the start of the school year.

# Highlights

**During the 2020-2021 fiscal year, Education and Early Childhood Development focused on these government priorities through:**

- Created 93 Emergency Early Learning and Childcare Facilities during the initial phase of the pandemic from March 2020 to May 2020. This allowed essential workers to continue to provide critical health, public safety and food services to New Brunswickers during the lockdown period.
- 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 (June 2020).
- Consultations on re-imagining support services to focus on students' life and career plans.
- 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.
- Launched the Je m'éduque.ca website for use while schools were closed in the spring of 2020.
- Developed and implemented a revision of the Grade 9 educational plan for the Francophone sector.
- 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.
- Formed an advisory committee for Black Histories and Cultures with representation from New Brunswick Black civil society organizations including the New Brunswick African Association and the New Brunswick Black History Society.
- Developed the Civics Continuum of Learning, Pathway to Civics and Civics SharePoint site. Updated School Improvement Indicators to include civics benchmarks. Drafted a new, civics-based Social Studies 10 curriculum.
- Successfully delivered the sector's first online provincial assessment to over 7,000 students, including schools outside of New Brunswick that purchase our curriculum.
- Continued the implementation of the recommendations of the Truth and Reconciliation Commission of Canada through the purchase of educational resources, training, and outreach activities.
- The Office of First Nation Education worked with Wabanaki partners from across New Brunswick to develop an educational framework to guide future curriculum development to ensure that Wabanaki worldviews, perspectives, histories, and cultures are meaningfully embedded across the K-12 curriculum for all students.
- Completion of review of the Integrated Service Delivery governance structure.
- Launched the Autism Resource Hub for families, which allows families to easily access learning resources, including the introductory online training.
- New guidelines were published in November 2020 for the Preschool Autism Program.
- Publication of the Return to School Guidelines including guidelines for early learning and childcare facilities.
- Received Royal Assent for an Act to Amend the Early Childhood Services Act. The purpose of the Bill was to provide greater authority to suspend and revoke licences of Early Learning and Childcare facilities when the health, safety and well-being of children are in danger. The amendments also ensure that the principles of inclusion are reflected in early childhood and the authority to create a unique identification number that will follow a child from early childhood to graduation.
- Significant Information Technology investments were made in 2020-2021 to enable students and teachers to Bring Your Own Devices in school to access the internet through the wireless network for teaching and learning activities.
- Successfully completed a formal change management process with school districts to update, improve and align the QBL (Quadruple Bottom Line) tool with current conditions.

# Performance Outcomes

<b>A world-class Education</b>	<b>Long-term measures (10-year Education Plan 2016-2026)</b>	<b>Short-term measures</b>
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, 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: Life and career plans
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.

<b>Energized private sector</b>	<b>Long-term measures (10-year Education Plan 2016-2026)</b>	<b>Short term measure (2018-2020)</b>
Increase percentage of children aged five and younger who are attending a New Brunswick Early Learning Centre	Not applicable	Maintain the 168 infant spaces created in 2019-2020.
	Not applicable	Approximately 3,500 children and their families will receive parent subsidies in a New Brunswick Early Learning Centre (NBELC).

# 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 2016-2026)

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

#### Short-term measure (2016-2021)

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

### DESCRIPTION OF SHORT-TERM MEASURE

Items included in the provincial reading assessments measure success on Grades 4, 6, and end of Grade 8 curricular outcomes in relation to provincial reading achievement standards.

### OVERALL PERFORMANCE

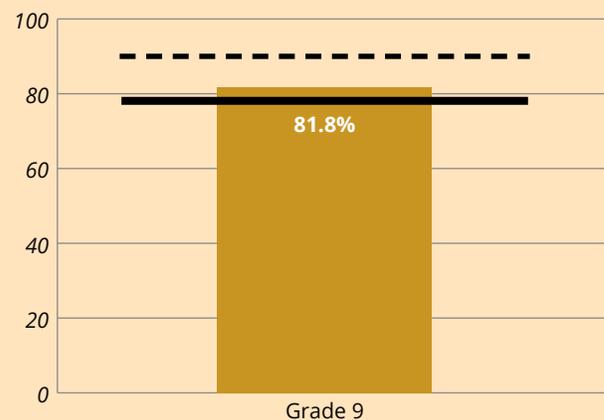
This year the Grade 4 and Grade 6 reading assessments were transitioned to census administration (vs. matrix sample where students complete only ¼ of the assessment items). This change was required in order to produce classroom-level data that is more relevant for teachers and addresses equity across classrooms; enable longitudinal research; tracking of student cohorts, and sub-populations, and to allow students see the results of their efforts.

The change in administration procedure requires establishment of a new baseline which affects comparability of results with previous years.



**Grade 4 baseline revised** (March 2021) 68.6%  
**Target** (2025-2026): 90%  
**Actual:** 68.6%  
**Grade 6 baseline revised** (March 2021) 69.0%  
**Target** (2025-2026): 90%  
**Actual:** 69.0%

The Grade 9 reading assessment was delivered online for the first time in 2020-2021; 81.8 per cent of students scored at the appropriate or strong levels.



**Grade 9 baseline revised** (March 2020) 78.1%  
**Target** (2025-2026): 90%  
**Actual:** 81.8%

### **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 students' 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 curriculum for K-8 was prioritized with an emphasis on Literacy, Numeracy and Well-being to ensure gaps in learning from the closure of school could be addressed.

Throughout the 2020-2021 year, the Anglophone Sector revised and released the Building Blocks of Reading Continuum and General Curriculum Outcome 4 in K-2 to ensure alignment with research-based practices for reading instruction. As part of the role out, companion documents outlining compelling research-based practices, assessment strategies, and suggested learning activities in the areas of phonological awareness, phonics, fluency, vocabulary, and reading comprehension were developed and released. Asynchronous learning modules to support professional learning and implementation of newly developed Building Blocks of Reading resources were developed for teachers, Education Support Teachers (ESTs), and administrators. These materials will begin to be implemented in September 2021. In support of reading skill development in the classroom and at home, the online platform Squiggle Park was provided for all English Prime K-2 learners. Squiggle Park reinforces phonological awareness and phonics skills through self-directed, self-paced game play.

For French literacy an "Idélo" subscription was purchased to provide access to all French teachers in the province to this educational platform that offers over 14,000 learning resources online.

## 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 2016-2026)

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

##### Short-term measure (2016-2018)

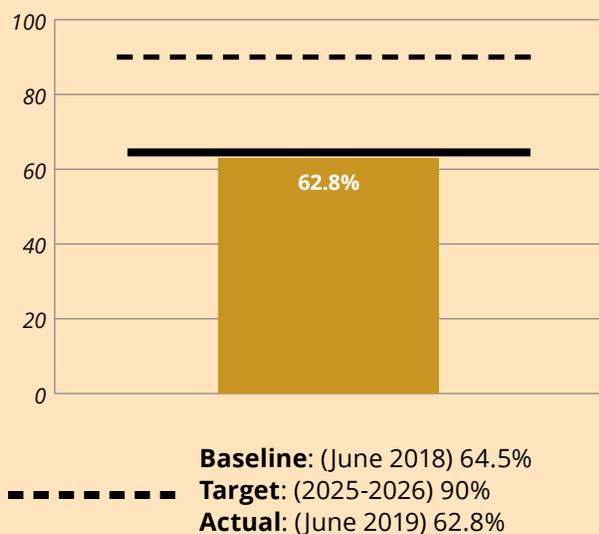
Percentage of students achieving appropriate and higher levels of performance on provincial numeracy assessments at Grades 4, 6, and 10.

#### DESCRIPTION OF SHORT-TERM MEASURE

Items included in the provincial mathematics assessments measure success on Grades 4, 6, and 10 curricular outcomes in relation to provincial mathematics achievement standards.

#### OVERALL PERFORMANCE

Provincial mathematics assessments were not administered in 2019-2020 or 2020-2021 due to school closures in response to COVID-19. Below are the previous year's provincial Grade 10 numeracy 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 student's needs.
- Meeting students' 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. As well, EECD provided additional math textbooks where a need was identified for blended learning.

During the 2020-2021 school year EECD continued to support district consultations and collaboration with external digital mathematics platform resource providers on a district-by-district basis. Each of the four districts had their own approach to targeting areas for support and EECD facilitated the process of completing SNB/GNB Initial Threat Checklists and Business Impact Assessments with district personnel as needed.

- All math curricula were prioritized to reflect essential outcomes to support teachers as they worked to ensure gaps in learning were addressed upon the return to school from COVID-19 closures. This effort addressed a long-standing challenge that existed prior to COVID-19 closures – that educators had indicated too many curriculum outcomes to ensure solid learning.
- The Anglophone Sector created cross-curricular learning packages which embedded literacy and numeracy learnings. These were provided through the online platform, [Learning at Home](#), and in print for those who signed up through Saturday newspaper drops from May - June.

## 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

Baseline: (2017-2018) 59%  
Target: (By 2026) 90%  
Actual: (June 2020) NA

#### 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. *This indicator could not be measured this year because students were not in class in April-June 2020, due to COVID-19.*

#### 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).

#### Short-term measures (2018-2020)

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

## 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

As a result of COVID-19, we were not able to administer provincial assessments in the spring of 2020. In November 2020, a single, silent reading assessment was administered to Grade 3 students to evaluate whether they met the level expected at the end of Grade 2. This provincial assessment was administered in place of the cancelled assessment, and it measured the impact of the school closure from March to June 2020 due to COVID-19.

### 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 assessment, we identified actions in four specific areas.

1. Early Childhood Assessment – Observation of the teacher.

The actions implemented in relation to the Early Childhood Assessment – Observation of the teacher helped improve processes related to this early screening tool that have been in place for several years. This assessment tool's target areas are directly linked to children's academic success and well-being. The administration of the Early Childhood Assessment – Observation of the teacher pre-assessment first allowed us to identify the vulnerable children very early in the school year. The intervention period that followed helped us implement strategies for the children who were vulnerable or at risk of failing by targeting the child's five developmental domains. The post-assessment administered at the end of the school year for the vulnerable or at-risk children helped us identify the efficacy of the strategies implemented for each child. It also allowed us to provide the children's next teachers with a record to help them adapt their teaching to accommodate individual needs. Training and tools were offered

to teaching staff to help them analyze the results and identify effective interventions for each child. Various support teams are working in collaboration with the kindergarten teachers and playing a more specific role in facilitating the student's transition to the next grade level.

2. Grade 3 student survey: impact of COVID-19 and how reading performance was affected by school closures.

A survey was administered to Grade 3 students alongside the provincial reading assessment. Its purpose was to help us understand the child's perspective on and experience during the school closures from March to June 2020. By analyzing the survey results, we were better able to understand the impact that both COVID-19 and student engagement during the school closures had on learning, as well as identify the related factors. We concluded that COVID-19 did impact student performance, especially for those who were at risk in kindergarten. Initiatives to improve student performance have been implemented by the Services éducatifs francophones division.

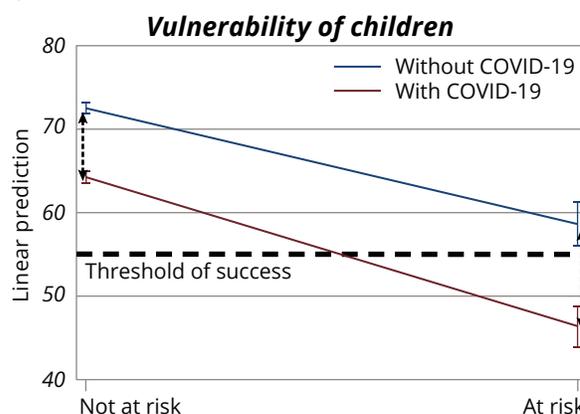


Figure 1: Impact of COVID-19 on student performance

The survey on the students' experience during the school closure helped us identify four main factors that influence their reading performance: (i) having books for the child at home (ii) speaking French at home (iii) doing math exercises at home, and (iv) reading books the child likes.

3. Interventions related to listening to and analyzing student reading, and interventions targeting part of the reading continuum.
4. Identification of students requiring language acquisition support.

These actions have made it possible to clarify processes, better target student needs and intervene earlier.

# ENERGIZED PRIVATE SECTOR

## INCREASE PERCENTAGE OF CHILDREN AGED FIVE (5) AND YOUNGER WHO ARE ATTENDING A NEW BRUNSWICK EARLY LEARNING CENTRE

### OBJECTIVE OF THE MEASURE

The focus on the four goals of the Early Learning and Childcare Action Plan is to improve quality, accessibility, affordability, and inclusion in New Brunswick Early Learning Facilities. 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.

### MEASURES

**Long-term measure** (Not applicable)

### Short-term measure (2018-2020)

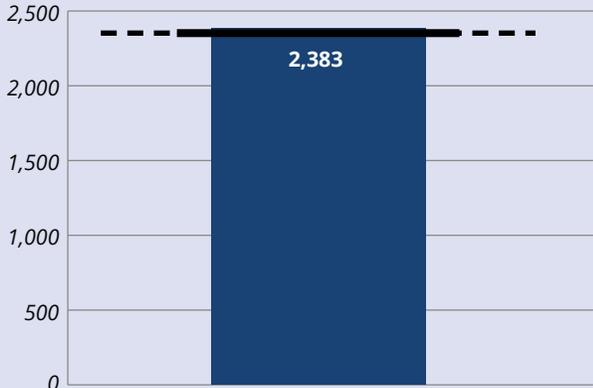
Maintain the 168 infant spaces created in 2019-2020.

### DESCRIPTION OF THE SHORT-TERM MEASURE

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

### OVERALL PERFORMANCE

Building on the growth achieved in March 2020, 168 infant spaces were maintained, and 31 additional infant spaces were created by March 2021.



**Baseline:** (March 2020)  
2,352 infant spaces  
**Target:** (March 2021)  
2,352 infant spaces  
**Actual:** (March 2021)  
2,383 infant spaces

### WHY DO WE MEASURE THIS?

As part of New Brunswick’s commitment to continue to increase the quality, accessibility, affordability, flexibility and inclusivity in early learning and childcare, a focus has been placed on ensuring that new spaces are created in the areas of greatest need, specifically infant spaces. Access to affordable, quality childcare is essential to supporting vulnerable parents in being able to contribute to the provincial workforce and for gender equality.

### 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 Centres 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 AND CHILDCARE CENTRE

## OBJECTIVE OF THE MEASURE

Make childcare more affordable to families.

## MEASURES

**Long-term measure** (Not applicable)

### Short-term measure (2020-2021)

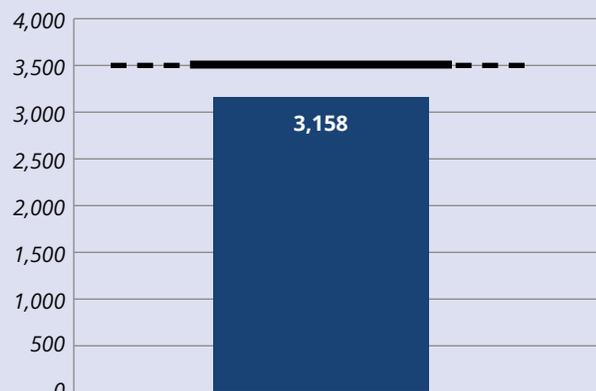
3,500 children and their families will receive parent subsidies in a New Brunswick Early Learning Centre or Home by March 2021.

## 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.

## OVERALL PERFORMANCE

The COVID-19 pandemic has caused a significant impact on enrolment in childcare facilities due to the closure of early learning and childcare facilities in the province from March 16, 2020 - May 19, 2020. Following the reopening of facilities, enrolment has seen a steady increase, however, the number of parents receiving Parent Subsidy benefits had not yet reached their previous levels by the end of March 2021.



**Baseline:** (March 2020) 3,509

**Target:** (March 2021) 3,500

**Actual:** (March 2021) 3,158

## WHY DO WE MEASURE THIS?

The Parent Subsidy program supports accessible, affordable, and quality childcare. The Parent Subsidy program provides free childcare 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. The Parent Subsidy program is intended to provide financial support for vulnerable families so that their children can access quality services and parents can contribute to the provincial workforce.

## WHAT INITIATIVES OR PROJECTS WERE UNDERTAKEN IN THE REPORTING YEAR TO ACHIEVE THE OUTCOME?

- There continues to be an increase in the number of early learning and childcare facilities that are choosing to become a Designated Facility. In 2020-2021, an additional 8 facilities became Designated Facilities, which provides an opportunity for more families to benefit from the Parent Subsidy program.
- The Parent Portal, which is the online digital platform for parents, was enhanced to provide parents the ability to search for childcare spaces in their community. Parents are also able to view which facilities are designated and to download a Parent Subsidy application. The Parent Portal increases access to available spaces in Designated Facilities, where parents can benefit from the Parent Subsidy program.
- During the closure of early learning and childcare facilities due to the COVID-19 pandemic, the Department continued to provide Parent Subsidy benefits to ensure that parents were able to maintain their childcare spaces once facilities reopened.

# 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.

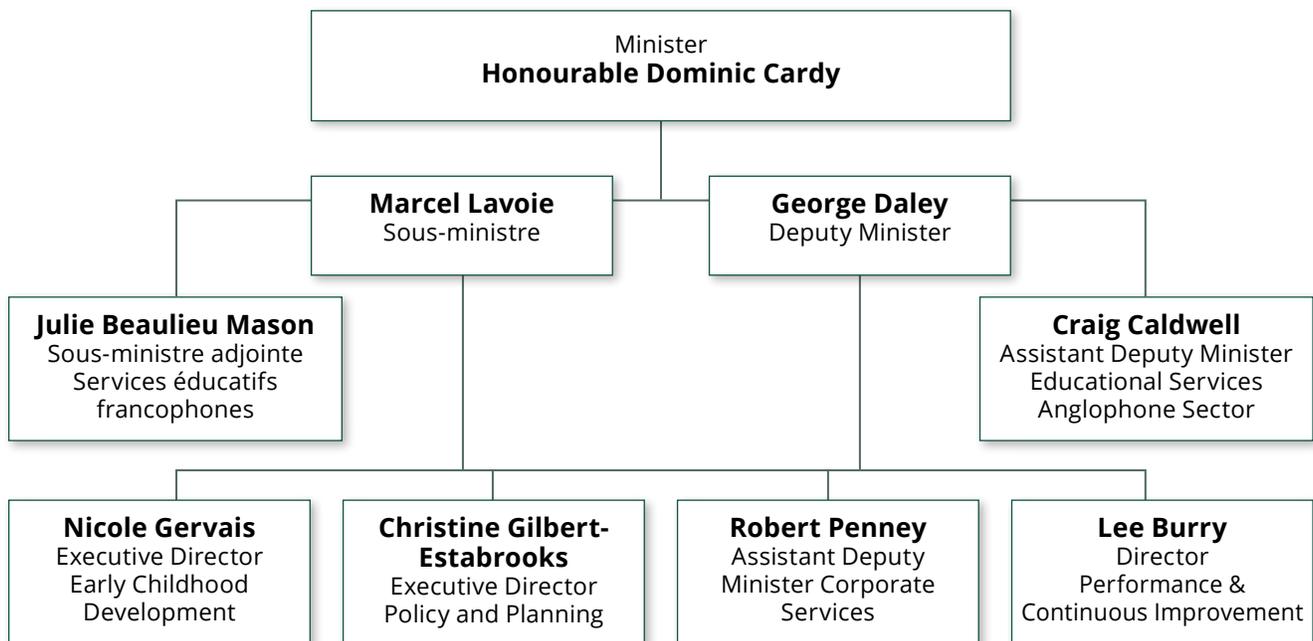
Since 1967, GNB has had sole responsibility for financing public schools and is committed to equal opportunity for all students.

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), each consisting of publicly and locally elected members as well as an appointed councillor who is a member of a Mi’kmaq or Wolastoqey First Nation, and an appointed councillor who is a pupil. DECs 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 preschool 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 837 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.
- Preschool 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

- COVID-19 monthly grants were provided to all facilities to help offset the costs associated with COVID-19 Health and Safety Requirements from the time of the reopening of facilities in May 2021.

- The “Everyone at their best... from the start: Early Learning and Child Care Action Plan” was extended an additional year to March 2021.
- Continued to support enhancing the quality of early learning and childcare practices, through the Centre of Excellence in Preschool Education initiative and professional learning opportunities for educators and administrators across each of the two linguistic sectors (anglophone and francophone).
- 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.
- Enhanced the Parent Portal in November 2020 to include information on available childcare spaces to make accessing childcare easier for parents.
- Established the Operator Portal in November 2020 to support operators in being able to access Early Childhood Development program information and funding more easily, and to reduce the amount of work associated with the administration of those programs.
- The COVID-19 pandemic has impacted occupancy rates in designated facilities. The occupancy rate as of April 1, 2021, was at 73 per cent.

### Key Performance Indicators

#### Early Learning and Childcare Action Plan 2020–2021

As of March 2021:

- 508 New Brunswick Early Learning Centres and Homes were designated as of March 31, 2021, representing 86 per cent of all eligible facilities.
- 411 of 462 eligible New Brunswick Early Learning Centres were designated representing a total uptake of 89 per cent, of these:
  - 87 per cent (260/299) of eligible anglophone centres are designated.
  - 93 per cent (151/163) of eligible francophone centres are designated.

- 97 of 127 eligible New Brunswick Early Learning Homes were designated representing a total uptake of 76 per cent, of these:
  - 77 per cent (53/69) of eligible anglophone homes are designated.
  - 76 per cent (44/58) of eligible francophone homes are designated.
- 10,286 children were enrolled in the 14,050 available spaces in a New Brunswick Early Learning Centre, representing a 73 per cent occupancy across the province. Enrolment in designated facilities has grown five per cent overall in the past fiscal year with an additional 444 children enrolled in a designated facility.
- 371 children were enrolled in the 467 available spaces in a New Brunswick Early Learning Home, representing 79 per cent occupancy across the province.
- 3,158 children were receiving an approved subsidy for childcare in New Brunswick Early Learning Centres and New Brunswick Early Learning Homes. Of these:
  - 1,838 children were receiving free childcare.
  - 1,320 more children were receiving partially subsidized childcare.
- Building on the growth achieved in March 2020, 168 infant spaces were maintained, and 31 additional infant spaces were created by March 2021.
- As of March 31, 2021, a total of 36,856 parents have registered for the Parent Portal.

### Anglophone Sector

- The results of the Early Years Evaluation—Direct Assessment (EYE-DA) for children enrolled to enter kindergarten in September 2020 demonstrated that 75.2 per cent of children in the anglophone school districts were at appropriate development. This is a

2.3 per cent improvement over the 2019–2020 results (72.8%). **Note:** As of 2019–2020, an updated calculation was used for the composite score to determine if a child shows “Appropriate Development” or is “Potentially at Risk.”

- Since 2019, 57 per cent (535/936) of registered educators, including 304 in 2020–2021 in anglophone designated Early Learning Centres completed the 90-hour “Introduction to Early Childhood Education” course.

### Francophone Sector

- The results of the Early Years Evaluation—Direct Assessment (EYE-DA) for children enrolled to enter kindergarten in September 2020 demonstrated that 87.67 per cent of children enrolled in kindergarten in the francophone school districts were evaluated at appropriate development. This is a 3.21 per cent improvement over the 2019–2020 results (84.46%).
- Since 2019, 82.8 per cent (443/535) educators including 119 educators in 2020–2021 in francophone designated Early Learning Centres have completed the 90-hour course “Introduction to Early Childhood Education”.
- The three (3) early intervention agencies participated in improvement process projects to find more efficiencies within their work and to increase the hours of interventions with families to better meet the needs of their community.
- During the pandemic, early childhood services were adapted many times. They were switched to a fully virtual format, offered in person with increased social distancing measures, provided with the use of clear face masks that show the wearer’s mouth, and more.

## 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 ongoing

partnerships with Post-Secondary Education Training and Labour and Atlantic Canada Opportunities Agency (ACOA) that allowed for the establishment of sector-specific Centres of Excellence and hiring of five experiential learning leads (four (4) district and one (1) central). The division also designed and implemented a partnership proposal evaluation process to assess if proposals 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 (5) 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

- ♦ Drafted a Cross-Curricular Climate Action Education plan and began work to improve engagement for Early Childhood Education–Grade 12 with a focus on learner-centred action projects and teacher capacity development.
- ♦ Development of Child and Youth team handbook (including operational guidelines, scope of practice, and individual roles and responsibilities).
- ♦ Continued the ArtsSmarts and the Artist in Residency projects in the 2020–2021 school year with virtual visits from professional artists. VanGo was shared with five (5) schools via virtual exhibit and two (2) days of online learning and Drama Festivals (Elementary and Middle/High School) were able to use funds to support online/streamed performances and adjudications.
- ♦ Initiated the Regional Strategic Coordinator project with partners; the United Way, the Graham Boeckh Foundation and Bell Aliant to support youth-at-risk.
- ♦ Developed a statistical analysis process to assess test item bias.
- ♦ Continued improvements on the school student information system to better align with pedagogical practices and supports.
- ♦ Continued adaptation of report cards to respond to the Prioritized Curriculum.
- ♦ Provided data and analyses for system checks and planning including: family needs for supporting students who are learning at home; student, teacher and administrator wellness and coping during COVID-19; and teacher needs required for curriculum planning.
- ♦ During winter and spring 2021, a review of the implantation of Policy 322 (anglophone) was undertaken.
- ♦ During the 2020–2021 school year a provincial behaviour strategy was developed to support the positive learning and working environment in schools. In addition to this work, 50 Behaviour Intervention Mentors (BIMs) were added to schools across the province between January 2021 and September 2021.
- ♦ There are 16 Education Support Teachers (EST) for English as an Additional Language (EAL) working in 17 schools across the province this year. Pilot schools were chosen by districts based on their cultural and linguistic diversity.
- ♦ Middle school Mi'kmaw and Wolastoqey language courses, using a new curriculum format, have been introduced this semester.
- ♦ Additional Wabanaki language courses for the elementary level are now in development.
- ♦ Facilitated 21 student focus groups to gather input on students' experiences during the pandemic.
- ♦ Expanded online course offerings, including summer courses (summer 2020).
- ♦ Continued development of the Centre of Excellence of Energy, enabling education and experts in a sector to work in partnership to provide meaningful experiential learning opportunities for students.
- ♦ Lead 11 schools and two early learning centres through an innovation process to plan how to improve French language learning for all students (March - April 2021).
- ♦ Developed an online platform to support ongoing language acquisition for French second language teachers.

## PROVINCIAL ASSESSMENT DATA

Most provincial assessments are conducted in May/June and marked and analyzed over the summer with results available early in September.

## Provincial Assessment Results for 2020-2021

Assessment	Students at Appropriate or Above	Change from 2019-2020 (percentage point change)	Target 2025-2026
<b>Grade 4 English Reading</b>	68.6%	*	90%
<b>Grade 4 Mathematics</b>	NA	NA	90%
<b>Grade 4 Scientific Literacy</b>	NA	NA	90%
<b>Grade 4 French Immersion Reading</b>	62.7%	*	90%
<b>Grade 6 English Reading</b>	69.0%	*	90%
<b>Grade 6 Mathematics</b>	NA	NA	90%
<b>Grade 6 Scientific Literacy</b>	NA	NA	90%
<b>Grade 6 French Second Language Reading</b>			90%
– Post-Intensive French Reading	49.2%	*	
– Early French Immersion (Grade 3)	64.0%	*	
– Late French Immersion (Grade 6)	55.1%	*	
<b>Grade 9 English Language Proficiency</b>	81.8%	3.7	90%
<b>Grade 10 Mathematics</b>	NA	NA	90%
<b>Grade 10 Scientific Literacy</b>	NA	NA	90%
<b>Grade 10 French Second Language Reading</b>			90%
– Post-Intensive French Reading	51.2%	*	
– Early French Immersion (Grade 3)	73.2%	*	
– Late French Immersion (Grade 6)	54.3%	*	
Success rate at Intermediate or higher oral proficiency	4.2%	2.0	70%
<b>Grade 10 French Second Language OPI</b>	93.9%	1.2	
– Post-Intensive French Reading	70.0%	-0.9	
– Early French Immersion (Grade 3)			
– Late French Immersion (Grade 6)			
<b>Grade 12 French Second Language OPI:</b>			90%
– Post-Intensive French Reading	37.5%	2.1	
– Early French Immersion (Grade 3)	99.3%	4.3	
– Late French Immersion (Grade 6)	95.3%	-3.4	

NA Assessment not administered due to COVID-19.

\* Not comparable to the previous year due to movement from matrix sampling where students completed only ¼ of the assessment items to census administration which will provide student-level data.

Note: Grades 6 and 10 FSL Oral Proficiency are administered in alternating years. The comparison year for the Grade 10 result is 2017-2018 due to assessment cancellations in 2019–2020.

### ANGLOPHONE SCHOOL DISTRICTS

The New Brunswick Public Education System's Anglophone Sector is comprised of a central department of Education and Early Childhood Development and four anglophone school districts (North, East, South and West).

**The Department** serves as the centre for the coordination of common services and as a source of information and resources. Examples of the department's responsibilities include negotiation of collective agreements; teacher education and certification; human resources services; budgeting and accounting services; capital infrastructure; and transportation framework.

**The District Education Councils (DECs)** are responsible for local decision-making in the operation of schools in their districts through the development of broad policies that are implemented by superintendents on a day-to-day operational basis. DECs are also responsible to establish, administer and monitor three-year district education plans and expenditure plans, which are prepared by the superintendent in each district. The DEC appoints, with the approval of the minister,

and evaluates the performance of the superintendent. The establishment and composition of the DEC are articulated in section 36 of the *Education Act* and roles and responsibilities detailed in *Governance Structure Regulation* under the *Education Act*.

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

makes the operational and administrative decisions affecting the district and schools. All staff report to the superintendent, who, in turn, reports to the DEC. The superintendent is responsible for preparing the district education plan, district expenditure plan and district performance report. The responsibility and authority of the superintendent are provided in section 48 of the *Education Act*.

For information on anglophone school districts please visit [Anglophone School District Information](#) online.

## 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 Relations et diversité culturelle.

### 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 (June 2020).
- ♦ 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 post-secondary 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.
- ♦ Launched the *Je m'éduque.ca* website for use while schools were closed in the spring of 2020.
- ♦ Established a plan for the safe return to school during COVID-19 and implemented changing practices throughout the year.
- ♦ Developed and implemented a revision of the Grade 9 educational plan.
- ♦ 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.
- ♦ Implementation of the France-New Brunswick educational cooperation agreement through partnerships between two French school districts and two French academies.
- ♦ Organized and chaired international ministerial meetings, including one that allowed ministers from different countries to share their experiences and practices regarding educational continuity during a global health crisis.

## FRANCOPHONE SCHOOL DISTRICTS

The New Brunswick Public Education System's Francophone sector is comprised of a central department of Education and Early Childhood Development and three (3) francophone school districts (Nord-Est, Nord-Ouest, and Sud).

**The department** serves as the centre for the coordination of common services and as a source of information and resources. Examples of the department's responsibilities include negotiation of collective agreements; teacher education and certification; human resources services; budgeting and accounting services; capital infrastructure; and transportation framework.

**The District Education Councils (DECs)** are responsible for local decision-making in the operation of schools in their districts through the development of broad policies that are implemented by superintendents on a day-to-day operational basis. DECs are also responsible to establish, administer and monitor three-year district education plans and expenditure plans, which are prepared by the superintendent in each district. The DEC appoints, with the approval of the minister, and evaluates the performance of the superintendent. The establishment and composition of the DEC are articulated in section 36 of the *Education Act* and roles and responsibilities detailed in *Governance Structure Regulation* under the *Education Act*.

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For information on New Brunswick's francophone school districts please visit [Districts scolaires francophones en ligne](#).

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## 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 toward 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

- ♦ Hired two (2) First Nations ISD Coordinators to assist in leading indigenous focused initiatives.
- ♦ Initiated the Regional Strategic Coordinator project with partners; the United Way, the Graham Boeckh Foundation and Bell Aliant.
- ♦ Development of Child and Youth team handbook (including operational guidelines, scope definition, individual roles, and responsibilities).
- ♦ Maintained continuity of appointments and interventions with youth during school closures.
- ♦ Incorporation of a focus on prevention work along the continuum of services by including Level 1 and Level 2 interventions to complement traditional Level 3 and Level 4 work in the case of moderate to severe situations.

## AUTISM LEARNING PARTNERSHIP

The **Autism Learning Partnership** is a branch of the department dedicated to the development and delivery of autism training to prepare preschool 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, preschool 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**  
These introductory-level courses are designed for both preschool 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.

**The 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. Starting in April 2021, the Preschool Autism Program portfolio, which falls under the Early Childhood Division, will become part of this unit.

## Highlights

- ♦ Offered the introductory online autism training 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* during the COVID-19 pandemic and agency closure to provide additional training for preschool autism agency professionals.
- ♦ Created several resources and video presentations in both English and French for families and professionals supporting children and youth with autism and neurodevelopmental disorders in response to the needs arising from the realities of COVID-19.

- ♦ Launched the Comprehensive Assessment for Learning and Independence—Functional Skills for Independence online modules. This resource is intended for school personnel and is designed to provide them with the knowledge, skills and tools to assess and teach meaningful and relevant functional skills to learners.
- ♦ Implemented a clinical monitoring process to measure agency adherence to the Preschool Autism Program Guidelines and provided ongoing clinical support with program oversight and continuous improvement.
- ♦ Transitioned the responsibility for the Preschool Autism Program from the Early Childhood Development Division. This transition included the adoption of a new outcome-based accountability framework.
- ♦ Prepared *Collection Objectif Réussite*, a resource to support ongoing development of practical skills of educational assistants and other school personnel, which will be launched in Francophone districts in the coming school year.
- ♦ The course framework for educational personnel in N.-B. was recognized in the UNESCO Global Education Monitoring Report 2020.
- In preschool autism agencies, all behaviour interventionists are enrolled in the introductory course at the time they are hired; in 2020–2021, 108 of them completed the training. Since 2017, 939 behavioural interventionists have completed the training.
- 140 employees from New Brunswick’s Talk With Me Program and Family and Early Childhood Agencies (French and English) have enrolled in the introductory course, *ASD and Behavioural Interventions*.
- In francophone school districts, 331 educational personnel have enrolled in the introductory course in 2020–2021, including 52 educational assistants. Five (5) individuals completed the level 2 advanced training.
- In anglophone school districts, 1037 educational personnel have enrolled in the introductory course in 2020–2021, including 526 educational assistants. Nineteen (19) individuals completed the level 2 advanced training.

**Feedback:**

- In an end-of-training survey, the francophone and anglophone school staff that have completed the training in 2020–2021 were asked if the information presented in the course will help them in their work. On a scale of 1 (strongly disagree) to 5 (strongly agree), the average score was 4.4.
- Participants completed quizzes before and after completing 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).

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**Key Performance Indicators**

**Participation:**

- 197 parents/guardians of children/youth (0–21 years old) with ASD have enrolled in the introductory training. Since September 2018, 1,201 parents/guardians from New Brunswick have been able to access the online course.

**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.

## 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, accountabil-

### Highlights

- ♦ Provided portfolio oversight to EECD's Return to School (2020-2021) efforts.
- ♦ Supported EECD's ongoing COVID-19 response efforts by providing project leadership to a variety of priority initiatives.
- ♦ Implemented the first year of a three-year enterprise change management strategy within EECD.
- ♦ Continued enhancement of the Department's portfolio management process to provide better oversight of our entire portfolio of projects.
- ♦ Provided support, coaching and training to EECD personnel regarding the deployment of GNB's Formal Management System.
- ♦ Led various Lean Six Sigma projects aimed to improve key department programs, services and processes.
- ♦ Reviewed a series of internal programs and services to validate and improve strength of existing controls.

ity 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

- ♦ Developed and published the COVID-19 Return to School Guidelines and the COVID-19 Early Learning and Childcare Facilities Guidelines.
- ♦ Developed and published a variety of guidelines, Frequently Asked Questions and communication materials to support school's district's in their response to Outbreaks and Alert Levels due to the pandemic.
- ♦ Lead the department's response for COVID-19 by participating in the Health's Emergency Operation Centre providing project leadership to a variety of priority initiatives.

- ♦ Received Royal Assent for an Act to Amend the *Early Childhood Services Act*. The Bill included amendments to the *Early Childhood Services Act*, the *Education Act*, the *Licensing Regulation – Early Childhood Services Act*, and the *Personal Health Information Privacy and Access Act*. The purpose of the Bill was to provide greater authority to suspend and revoke licences of Early Learning and Childcare facilities when the health, safety and well-being of children are in danger. The amendments also ensure that the principles of inclusion are reflected in early childhood and the authority to create a unique identification number that will follow a child from early childhood to graduation.
- ♦ Reviewed of the provincial school *Policy 612 – Interim certificate 4 in a specified field of study and upgrading requirements*. The purpose of the review was to help increase recruitment opportunities for individuals who have a Bachelor in an accepted specialty field to become accredited teachers by following the new requirements outlined in this policy.
- ♦ Published a new provincial school *Policy 713 – Sexual Orientation and Gender Identity*. This new policy helps to support LGBTQI2S+ students so they can see themselves and their lives positively reflected in their school environments. The policy also provides additional support to schools to help create a safe, welcoming, inclusive, and affirming learning environment.

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### Key Performance Indicators (KPIs)

- 94 per cent (32 out of 34) 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, particularly 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, advice regarding procurement, 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 manage-

ment 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.

The **Human Resources Services Branch** 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 New Brunswick Early Learning Homes is the responsibility of Early Learning and Childcare staff.

## Highlights

- ◆ Commenced Phase 2 of the stop arm camera pilot project. Phase 1 collected sufficient data to confirm the effectiveness of stop arm cameras on school buses. Phase 2 will focus on the procurement and additional deployment of stop arm cameras across the province.
- ◆ Completion of the alternative fuel project. The project has confirmed that there are financial and environmental savings to be had by introducing alternative fuel powered school buses into our school bus fleet. The acquisition of alternative fuel buses has now been incorporated into the standard school bus procurement cycle.
- ◆ Successfully completed a formal change management process with school districts to update, improve and align the QBL (Quadruple Bottom Line Analysis) tool with current conditions. The QBL is a tool used to help assess potential infrastructure projects against a common set of criteria with a weighted scoring system.
- ◆ Obtained governmental support regarding implementation of the Stable Departmental Infrastructure Priorities List. A prioritized multi-year list of major capital projects will be respected as part of annual Capital Budget exercises, allowing the department and districts to better strategize and more effectively plan for the long-term.
- ◆ The designation of New Brunswick Early Learning Centres and New Brunswick Early Learning Homes became the responsibility of the Early Learning and Childcare Services Branch on September 28, 2020.
- ◆ Effective March 31, 2021, there are 837 licensed early learning and childcare facilities representing 32,187 available childcare spaces. This represents an increase of 1,317 available childcare spaces.
- ◆ Significant Information Technology (IT) investments were made in 2020-2021 to enable students and teachers to Bring Your Own Devices (BYOD) in school to access the internet through the wireless network for teaching and learning activities.
- ◆ Provided support to make it easy for individuals to bring their own devices to school and have access to high-speed internet connectivity. As many families do not have the means purchase such devices, the Laptop Subsidy Program was introduced to assist low to middle income families with the purchase of laptops.

# Financial information

## DEPARTMENTAL EXPENDITURE STATUS REPORT BY PROGRAM/PRIMARY Fiscal year ending March 31, 2021

	Budget	Actuals
<b>Corporate and other Education Services</b>		
Personnel Services	29,027,334	23,854,628
Other Services	19,154,800	17,757,656
Materials and Supplies	2,098,048	4,107,900
Property and Equipment	9,915,190	16,119,093
Contributions and Grants	12,188,500	11,787,387
Debt and Other Charges	-	120
<b>TOTAL</b>	<b>72,383,872</b>	<b>73,626,784</b>
<b>School Districts</b>		
Personnel Services	1,057,930,275	1,035,583,416
Other Services	109,188,405	95,381,377
Materials and Supplies	23,911,778	28,407,149
Property and Equipment	3,830,308	9,718,954
Contributions and Grants	380,000	575,300
Debt and Other Charges	375,000	249,910
<b>TOTAL</b>	<b>1,195,615,766</b>	<b>1,169,916,106</b>
<b>Early Childhood Development</b>		
Personnel Services	5,275,990	4,896,293
Other Services	32,031,200	26,335,699
Materials and Supplies	120,900	315,265
Property and Equipment	58,300	61,580
Contributions and Grants	97,390,137	100,048,781
Debt and Other Charges	-	60
<b>TOTAL</b>	<b>134,876,527</b>	<b>131,657,678</b>
<b>GRAND TOTAL</b>	<b>1,402,876,165</b>	<b>1,375,200,568</b>

### Notes:

- (1) Figures are drafts and may vary slightly from information to be published in Supplementary Information Volume 2 Public Accounts.  
 (2) Budget includes \$ 46,000,000 received during the year with respect to COVID-19.

# Summary of staffing activity

Pursuant to section 4 of the *Civil Service Act*, the Secretary to Treasury Board delegates staffing to each Deputy Head for his or her respective department(s). Please find below a summary of the staffing activity for 2020–2021 for Education and Early Childhood Development.

Number of permanent and temporary employees as of December 31 of each year		
Employee type	2020	2019
Permanent	212	196
Temporary	86	77
<b>TOTAL</b>	<b>298</b>	<b>273</b>

The department advertised 41 competitions, including 35 open (public) competitions and six closed (internal) competitions.

Pursuant to section 15 and section 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"> <li>- a high degree of expertise and training</li> <li>- a high degree of technical skill</li> <li>- recognized experts in their field</li> </ul>	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)	3
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)	3
Lateral transfer	The GNB transfer process facilitates the transfer of employees from within Part 1, 2 (school districts) and 3 (hospital authorities) of the Public Service.	16(1) or 16(1)(c)	1
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)	1
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 favouritism 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

Bill #	Name of legislation	Date of Royal Assent	Summary of changes
3	<p>An Act to Amend the Early Childhood Services Act</p> <p><a href="https://www1.gnb.ca/legis/bill/editform-e.asp?ID=1499&amp;legi=60&amp;num=1">https://www1.gnb.ca/legis/bill/editform-e.asp?ID=1499&amp;legi=60&amp;num=1</a></p>	2021-3-26	<p>Amendments to the <i>Early Childhood Services Act</i> and the Education Act and any consequential amendment to <i>Regulation 2018-11 (Licensing)</i> and the <i>Personal Health Information Privacy and Access Act</i> to:</p> <ul style="list-style-type: none"> <li>- clarify the definition of operator and application process for a licence;</li> <li>- give more authority for the suspension and revocation of a licence when the health, safety and well-being of children are in danger;</li> <li>- ensure that the principles of inclusion are reflected in early childhood;</li> <li>- create a unique identification number that will follow a child from early childhood to graduation;</li> <li>- give authority to collect and disclose parents' and/or child's personal information (including Medicare number); and</li> <li>- Give authority to collect and disclose early childhood educators' personal information.</li> </ul>

The acts for which the department was responsible in 2020–2021 may be found at:  
<http://laws.gnb.ca/en/deplinks?subjectnumber=4>

# 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

Ensure access to service of equal quality in English and French throughout the province:

- 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 toward 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.

## FOCUS 2

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

- 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. Monthly "huddles" with Deputy Ministers and all employees continue to provide highlights and news of the department in both Official Languages. 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. These huddles are undertaken in virtual format and continue to be attended by a large number of employees, including those who do not work at head office.

# Summary of recommendations from the Office of the Auditor General

**NEW: Section 1**—Includes the current reporting year (2020–2021) and the previous year (2019–2020).

Name and year of audit area with link to online document	Recommendations
	Total
<b>2020 Financial Audit Results (including payroll and Gestion systems)</b> Recommendations re. teachers' payroll system (Gestion and EPAY)	3

Implemented Recommendations	Actions Taken
<b>1. We recommend the Department implement a replacement solution for the teachers' payroll system (Gestion) as soon as possible. The new system should ensure appropriate security of payroll and personnel data, consistent, accurate and timely entry of leave tracking information across districts, eliminate the need for manual re-entry, and incorporate sufficient training and cross-training of payroll staff.</b>	<p>In the 2017–2018 budget the Province announced a five-year project to transform Human Resource Management, Financial Management, Procurement/Supply Chain and Collections business functions across: Part I (Departments and Agencies), Part II (School Districts), Part III (Regional Health Authorities), NBCC and CCNB (Part IV).</p> <p>Known as the Enterprise Resource Planning (ERP) Project, it will transform how these business functions are delivered, enable government to realize an enterprise-wide view of its operations and eliminate costly and redundant systems. Service New Brunswick (SNB) and Treasury Board are partners in the delivery of a new Enterprise Resource Planning solution for government. The new ERP solution will be created through a transformation of business processes and implementation of an integrated ERP system.</p> <p>With respect to recent activities, we have been advised by the Office of the Comptroller as follows. GNB has selected a vendor through a competitive process and signed a contract for the Oracle ERP solution. GNB has also selected an implementation partner (IBM) to assist with the implementation of the solution. To date, significant work—such as confirmation of data quality, data cleansing, examination of collective agreements and policies, confirmation of business processes and preliminary configuration of some aspects of the solution – is in progress using the approach recommended by the implementation partner. School districts are, and will continue to be, involved in this process.</p>
<b>2. We recommend all school districts prepare reconciliations between the processed payroll, the actual payroll payments made (EFT/cheques) and the general ledger on a regular basis. We recommend that someone other than the preparer review these reconciliations on a timely basis (ideally prior to the next payroll cycle) so that errors, if any, are detected and promptly corrected.</b>	<p>The school district in question has since recommenced the task of reconciliations. Discussions on this matter will be held with district payroll staff.</p>
<b>3. We recommend the Department update and test its Gestion system backup plan "Failure Response Plan" on an annual basis so that payroll will continue to be processed and paid in the event of a system failure.</b>	<p>We agree with this recommendation and will update and test by the end of school year 2020–2021.</p>

Name and year of audit area with link to online document	Recommendations
	Total
<b>2020 V1 Chapter 2:</b> School Infrastructure Planning <a href="https://agnb-vgnb.ca/content/dam/agnb-vgnb/pdf/Reports-Rapports/2020V1/Chap2e.pdf">https://agnb-vgnb.ca/content/dam/agnb-vgnb/pdf/Reports-Rapports/2020V1/Chap2e.pdf</a> Chapter 2, pages 13 to 89	14

Implemented Recommendations	Actions Taken
<b>2.29 We recommend the Department, in collaboration with school districts, develop a standardized major capital project submission form for school districts to collect and present major capital project information.</b>	<p>The Department and the school districts constantly communicate throughout the year to maintain and manage the infrastructure portfolio for the public school system. The Department provides resources for districts to undertake studies and analyze infrastructure requirements to identify district capital programs and projects. The districts share the results with the Department. There is a standing list of unfunded provincial infrastructure projects from the previous year's submission which is reviewed and updated annually based on the District submissions, as per the Education Act and Policy 409. In accordance with Policy 409, the DEC is required to submit the district capital project requirements to the Minister by May 31 each year. The Department then undertakes the QBL process which is designed to use centrally held and verified data, rather than use unverifiable data provided by seven different school districts. During the process, the Department staff will reach out to the district staff on a case-by-case basis to clarify project details if required. Article 2.28 of the audit refers to a departmental ad hoc approach based on comments from two out of seven districts that were not actually verified with the department, and then concludes that a lack of standardized submissions by the DEC's puts the QBL scoring process at risk of subjective assessments. Because the QBL relies on centrally controlled data for assessment and the Department and District staff work collaboratively prior to the DEC submission on defining capital project scopes, the DEC submission format has no impact on the QBL scoring process. This being said, the Department will undertake a review of Policy 409 collaboratively with the districts in response to both recommendations 2.29 and 2.58 to ensure the policy is reflective of expected practices and provides appropriate guidance and support to the capital program process.</p>
<b>2.31 We recommend the Department create a centralized repository for all historical and current QBL assessments and their supporting documents.</b>	<p>The Department has a centralized repository for QBL assessments and a standard for documentation. The QBL process did not exist earlier than the 2015-2016 process. The projects from the first year the QBL implementation had not been collected on a central drive. All QBL analysis and results since implementation are now on a common drive and easily accessible.</p>
<b>2.49 We recommend the Department implement a formal change management process for the Quadruple Bottom Line Multi-Criteria Analysis. The process should include but not be limited to:</b> <ul style="list-style-type: none"> <li>- Clear approval path depending on the significance of the change;</li> <li>- Consultation with all key stakeholders such as school districts changes; and</li> <li>- Formal approval and documentation of changes before they are applied.</li> </ul>	<p>The QBL was designed as a tool, in collaboration with the school districts, for Department staff to objectively and consistently prioritize five different types of Capital Projects. As outlined in exhibit 2.4, the QBL provides information to inform Cabinet on Capital Program budget discussions; the results of the QBL are considered confidential as advice to Cabinet. Unless the results are released by Government, the Department cannot discuss specific results publicly. There is a communication process to the DEC's. After DEC elections, staff from the Department visit DEC's and brief them on the Capital Program process and the QBL. As part of the QBL process, the indicators are reviewed annually based on lessons learned from the previous year. Each year, the Minister is briefed on the process prior to project analysis. Once approved, the staff gather the data and create a file for each project over a two-month period. A team is created to jointly assess all the project files over a two to three-day period to ensure consistency of assessment and scoring. This year, a formal process of QBL change management is being developed and applied involving the districts. The approval process for changes will be formally recorded and documented.</p>

Implemented Recommendations	Actions Taken
<p><b>2.50 We recommend the Department implement a data validation and quality review process for Quadruple Bottom Line Multi-Criteria Analysis.</b></p>	<p>The Department acknowledges that lessons have been learned since the inception of the QBL process and that continuous improvement is necessary in any process. Checks and balances are in place to mitigate this potential risk of human error. As identified 2.36, there was an error in assessing the Grand Bay Area School in 2017 for the 2018-2019 capital program submission. In other years, the project scored consistently with the data variables between assessment years with demographic changes, building conditions, education programming changes, etc. A process is currently in place to ensure a more rigorous review process is applied.</p> <p>However, other comments in the AG report state or imply errors that require clarification, less they are taken out of context. In article 2.38, the report found a discrepancy in the application of Indicator 4. When the QBL was developed and applied the first year, the indicator was not applied to new schools because new schools have no facility condition to assess. The impact of this was not apparent until after the first application of the tool. As per the review process stated above, the QBL scoring was revisited and revised. Although a new school had no "Facility Condition", the schools in the catchment area of the new school did. Using an average of the facility condition score of these schools, the indicator was then applied to new schools. Unfortunately, the indicator documentation was not updated to reflect this change, so the report identified it as a discrepancy. A review of the application of Indicator 4 for all new school projects from the 2016-2017 submission to 2019-2020 reflect this consistent application. If one refers to Exhibit 2.9, it is evident how new schools initially scored low in the first year and subsequently scored higher. The Indicator 4 description was updated to reflect present practice since the report identified this documentation error. The two other discrepancies to clarify are the tiering process and the 2019-2020 capital program submission.</p> <p>At the time of the QBL development in 2013-2014, the provincial school population had consistently decreased so the major infrastructure capital concerns were aging and underutilized schools. In 2017-2018, the situation changed significantly. The rural to urban demographic shift was compounded by the influx of refugees and the impact of successful provincial efforts to increase immigration. The pressure on school space in specific areas was increasing. It was recognized that the QBL was not able to address this situation. It is approximately a four-year process from the Department submitting a New School project for Complete; process used for 2020-2021 School Infrastructure Planning Chapter 2 20 Report of the Auditor General—2020 Volume I Recommendation Department's response Target date for implementation funding approval to a school being ready for occupancy. Subsequently the tiering process was developed. The tiering process is based on a threshold analysis of teaching platforms (classrooms, science labs, art and music rooms, vocational labs, gymnasiums). If the existing schools supporting the student population for the new school have an average deficiency of 15 per cent or more of teaching platforms based on the education design guidelines, then the project is further assessed based on demographic projections. If demographic projections indicate a continual growth, the project is Tier 1. If the projections are flat or declining, the project is scored and ranked through the QBL. If there are more than one Tier 1 project, they are ranked based on three factors: percentage of teaching platform deficiency; percentage increase in projected growth; and total population of students impacted. This tiering process mitigates the potential for significant overcrowding in schools. In article 2.45 the AG report indicates other schools with a significant lack of space due to the number of modular classrooms. This is a poor measure as the number of modularity does not reflect the actual pressures on conformance to the Education Guidelines for teaching platforms. The 2019-2020 Capital Budget submission discrepancy requires context. This was an election year. The Capital Budget submission was prepared in the summer and fall using the QBL with the required briefings to senior management as described earlier. The original submission preparation followed the past year's process, assuming there would be a similar call letter for the Department's capital program requirements. A new government was elected, and the new minister received a briefing on the QBL process, the results, and the recommended Department submission. Article 2.43 refers to the direction the Department received from the new Government. The memo dated 16 November 2018, a copy of which was provided to the auditor, advised all departments to submit no new projects and to review all previously approved and funded projects under three categories: must do; can be deferred; and do not proceed. The Department identified all projects or phases of a project presently under construction as must do projects. Projects or phases of projects that were in the various stages of design were identified as "can be deferred" projects. The two exceptions proposed by the Department were École Moncton and Hanwell. These were identified as must do projects based on the Tier 1 criteria. All projects identified as "must do", including these two projects, were approved by Government. The "can be deferred" projects were deferred by Government.</p>

Implemented Recommendations	Actions Taken
<p><b>2.54 We recommend the Department use a rolling average method to predict the student enrolment trends.</b></p>	<p>Since the inception of the QBL, the tool has, and will continue to be, evaluated and modified as part of continuous improvement process. One of the greatest challenges facing the capital program for schools is forecasting student populations. The act of building a new school often influences developers and families, resulting in an increase in population that is not predictable. Similarly, the creation or closure of a large local employer will shift demographics quickly over a couple of years. Neither the methodology used by the QBL for Indicator 2 nor the rolling average methodology proposed by the report provide an accurate prognosis—both are rearward looking. Drastic changes are flattened and therefore significant shifts in trends are identified after the fact. The Department is investigating the use of more effective predictive applications for medium to long-term demographic trends. The Department will use the rolling average methodology until a better predictive tool is available.</p>
<p><b>2.55 We recommend the Department improve the Quadruple Bottom Line Multi-Criteria Analysis tool to:</b></p> <ul style="list-style-type: none"> <li>- <b>Address the weaknesses in the indicators listed in Appendix IV of the report and increase its overall objectivity; and</b></li> <li>- <b>Incorporate a scoring mechanism to capture space deficiencies, instead of the tiering approach.</b></li> </ul>	<p>As part of continuous improvement to the QBL, the Department reviewed the recommendations identified by the report in Appendix IV. This review was done with the school districts as described in 2.49 above and the documentation is being revised accordingly. The results are:</p> <ul style="list-style-type: none"> <li>- Indicator 4: Facility age will continue to be a factor considered as it is noted as an industry standard (As quoted in Section 2.64, “assets that have the highest average age relative to their expected lives...”</li> <li>- Indicator 6: This indicator has been updated, as has Indicator 5 to avoid possibility of double counting.</li> <li>- Indicator 9 measures have been revised; measure #2 was removed. The remaining measures within the indicator will not change.</li> <li>- Indicators 14 and 15 have been revised; statistics will be confirmed and validated. References to “significant” or “moderate” impacts have been removed.</li> </ul> <p>The tiering approach will remain. It only applies to projects that surpass a teaching platform deficiency threshold and have a trending population increase. The data used to determine teaching platform deficiencies, the population trending and the number of students impacted is objective and the results identify an urgent requirement for additional pedagogical infrastructure.</p>
<p><b>2.56 We recommend the Department publicly report the annual major capital project rankings and scores based on the Quadruple Bottom Line Multi-Criteria Analysis.</b></p>	<p>Government has committed to release the ranking results of the QBL. The details of the QBL process were released in the fall of 2019.</p>
<p><b>2.58 We recommend the Department re-evaluate the document submission requirements for school districts in Policy 409 “Multi-year School Infrastructure Planning” and enforce the policy.</b></p>	<p>As discussed in the response to 2.29, the Department will undertake a review of Policy 409 collaboratively with the districts in response to both recommendations 2.29 and 2.58 to ensure the Policy is reflective of current practices and provides appropriate guidance and support to the capital program process.</p>
<p><b>2.71 We recommend the Department establish a clear definition of “special project” and apply it consistently to minimize potential for subjective interference in capital improvement funding allocation.</b></p>	<p>The process for the planning of the Capital Improvement Program involves the status of major systems across the province, federal/provincial initiatives and district priorities. This program is not discreet, it is directly impacted by the Major Capital Program as well as the maintenance program. Although the program is only funded from one fiscal year to the next, projects may overlap over fiscal years, and unforeseen costs may be incurred, particularly when dealing with older facilities. As a result, these requirements, when they occur, are funded out of the Capital Improvement budget as a priority. This approach has been consistently applied. As per the report recommendation, a formal definition of a special project has been established in writing for future reference.</p>

Implemented Recommendations	Actions Taken
<p><b>2.72 We recommend the Department, in consultation with school districts, develop consistent criteria for the provincial prioritization of capital improvement projects. In developing the criteria, building conditions, life-cycle costs, and industry standards should be used.</b></p>	<p>The Department has a defined process and criteria for the development of the priority list for the capital improvement projects. The description of the Capital Improvement Program in articles 2.16 to 2.22 and the analysis from 2.59 to 2.70 is not complete nor correct. The exhibit of 2.5 is correct. The Capital Improvement Program is managed as a balance between provincially prioritized pan-provincial projects and district priority projects.</p> <p>The province has identified the major common building systems or compliance requirements across the province and has developed industry standard inspection processes to maintain these requirements, in priority, through pan-provincial projects. The roofing program mentioned in 2.18 is one such program for the school roofing systems. Other systems include elevators, dust extractor systems, sprinkler systems, building control systems, water quality, and lighting, as well as building code compliance for radon and asbestos. The criteria used for the determination of requirements is industry-based and standard for all seven districts. The method of measurement is universal, and prioritization occurs at the provincial level. This accounts for approximately half of the Capital improvement allocation. The response to 2.71 above explains the funds that may be allocated for a special project, should the requirement arise.</p> <p>The allocation of the approximate 70/30 split of the remaining 50% of funding to the sectors is based on student population between sectors and complies with the section 44(1) of the Education Act. Although in article 2.66, the report challenges this application of equitable division and balance that the Department has established with the Districts and DEC's, stating a view that is contrary to interpretation of the Education Act by the Department. To be clear, the Department has an objective that all schools in each education sector be in good condition. The Department relies on the professional staff at the school districts to identify district priority projects within their allocation and brief their DEC's on the requirements. The district staff know the buildings. DEC submissions are reviewed by the Department before approval to ensure there are no anomalies in a submission. It is important to note that DEC's are an elected body representing the school district and have a legal responsibility under the Education Act.</p> <p>Twice a year the Department host a formal two to three-day conference with all seven school districts to discuss a number of topics. The Capital Program and process is a standing item. Concerns, recommendations, provincial pilot projects, etc., are discussed and developed on a regular basis the district staff. The department will raise this recommendation with the school districts to determine if more criteria are required.</p>
<p><b>2.103 We recommend the Department, in consultation with school districts, re-evaluate the student enrolment projection method and implement a province-wide student population forecasting approach.</b></p>	<p>Since the inception of the QBL, the tool has, and will continue to be, evaluated and modified as part of continuous improvement process. One of the greatest challenges facing the capital program for schools is forecasting student populations. The act of building a new school often influences developers and families, resulting in an increase in population that is not predictable. Similarly, the creation or closure of a large local employer will shift demographics quickly over a couple of years. Neither the methodology used by the QBL for Indicator 2 nor the rolling average methodology proposed by the report provide an accurate prognosis—both are rearward looking. Drastic changes are flattened and therefore significant shifts in trends are identified after the fact. The Department is investigating the use of more effective predictive applications for medium to long-term demographic trends.</p>

Implemented Recommendations	Actions Taken
<p><b>2.104 We recommend the Department develop a long-term province-wide capital plan for school infrastructure. The plan should include items such as:</b></p> <ul style="list-style-type: none"> <li>- <b>Projects that are fully scoped, estimated and ready to be delivered in the short to medium term (3 to 5 years);</b></li> <li>- <b>A broad long-term funding allocation based on an analysis of school facility data and projected budget plan; and</b></li> <li>- <b>All key elements of the long-term infrastructure sustainability recommendation AGNB made in 2012:</b> <ul style="list-style-type: none"> <li>- <b>the rationalization of assets (i.e. if not considered essential, remove from service);</b></li> <li>- <b>a long-term approach to budgeting which includes life-cycle maintenance;</b></li> <li>- <b>a protected stream of a base level of funding determined necessary to adequately maintain schools in service;</b></li> <li>- <b>a 20-year planning horizon;</b></li> <li>- <b>a process whereby new schools are constructed only when there is a business case to support the need. This should include redirecting savings from rationalized assets (school closures) to the new school's life-cycle maintenance costs; and</b></li> <li>- <b>provide annual public performance reporting, which includes the 5-year project delivery plan, the actual facility condition of schools versus pre-established targets, explaining the reason for any significant variances.</b></li> </ul> </li> </ul>	<p>There is a long-term province-wide capital plan that is reviewed every year. The plan is adjusted based on the results of the annual capital budget process. Specific to the bullets in the recommendation:</p> <ul style="list-style-type: none"> <li>- Projects identified for the short to medium term are fully scoped, estimated and ready for funding approvals.</li> <li>- A broad long-term funding allocation is not within the authority of the department; however, the Department is prepared to action such a funding program.</li> <li>- With respect to all key elements of the long-term infrastructure sustainability recommendation AGNB made in 2012 <ul style="list-style-type: none"> <li>- The rationalization has successfully occurred and is incorporated in the QBL indicators. Since 2011, the number of schools in the province has decreased from 317 to 294.</li> <li>- As stated above, a long-term approach to budgeting is a government decision, not a departmental.</li> <li>- There is base line funding for maintenance for districts within the operational budget allocation for a school district. It is not protected; districts have the authority to reallocate funding within their budget to meet operational requirements. Districts may increase or decrease the baseline funding for maintenance depending on the circumstances during a fiscal year.</li> <li>- A 15 to 20-year planning horizon is adjusted every year, based on the results of the annual capital budget process.</li> <li>- As described in this AG report, new schools are only constructed when there is a clearly defined requirement as presented in the tiering process or QBL. New school projects, midlife upgrades, additions, rationalization projects and school replacement projects are first identified by the DEC as part of their obligation to determine the requirements for their constituents and submitted to the Minister. Subsequently the projects are analyzed and ranked using the QBL process, ensuring the projects of greatest need provincially are identified and prioritized. Note. The recommendation to redirect savings from rationalized assets to the life-cycle maintenance cost of the new school is not done. Following this recommendation would result in districts that have rationalized schools receiving more operational funding than districts with population increases that required new schools. This recommendation from the 2012 report appears to be contradictory to the centralization principle for allocation of resources being promoted in this AG report.</li> <li>- The concept of an annual report for the 294 schools at the provincial level is not supported by the budgeting process and the operational responsibilities of the DEC/district versus the Department. DEC's are accountable to their constituents and conduct their review and approval of the capital program and operational budget in public forums. A five-year delivery plan requires a five-year budget; this is not the present government funding model.</li> </ul> </li> </ul>
<p><b>2.116 We recommend the Department, in consultation with school districts, develop and maintain a centralized asset inventory that contains details of all major facility components to support the Department's capital planning.</b></p>	<p>There is an inventory of major critical components at both the provincial and district levels which are supported through provincial programs based on regulatory requirements and industry standards. These components include roofs, elevators, control systems, sprinkler systems, dust extraction systems, building controls systems as well as safety systems for radon, asbestos, water quality and energy efficiency programs for items such as lighting. Regardless, the expert consultant strongly recommended the department invest in a centralized inventory management system, a business line product of the company. In summary, the department does enforce inspection and data collection standards appropriate for the key facility systems. Facility systems are added or removed from the provincial level based on Building Code requirements, Health Canada/New Brunswick Public Health directives and Work Safe New Brunswick requirements. Other systems are added or removed such as T8/T124 light replacements, based on industry practice, in collaboration with DTI and the school districts as part of the discussions at the biannual district conference. For the next conference, the AG report will be discussed in detail.</p>

Implemented Recommendations	Actions Taken
<b>2.117 We recommend the Department develop and enforce data collection standards and requirements for the uniform collection and aggregation of facility data across all school districts.</b>	See 2,116 above

**Section 2**—Includes the reporting periods for years three (2018–2019), four (2017–2018) and five (2016–2017).

Name and year of audit area with link to online document	Recommendations	
	Total	Implemented
<b>2018 V1 Chapter 2:</b> Improving Student Performance: A New Brunswick Challenge <a href="https://www.agnb-vgnb.ca/content/dam/agnb-vgnb/pdf/Reports-Rapports/2018V2/Chap2e.pdf">https://www.agnb-vgnb.ca/content/dam/agnb-vgnb/pdf/Reports-Rapports/2018V2/Chap2e.pdf</a> Chapter 2, pages 13 to 84	14	14
<b>2017 V5 Chapter 2:</b> School District Purchase Cards <a href="https://agnb-vgnb.ca/content/dam/agnb-vgnb/pdf/Reports-Rapports/2017V5/Chap2e.pdf">https://agnb-vgnb.ca/content/dam/agnb-vgnb/pdf/Reports-Rapports/2017V5/Chap2e.pdf</a> Chapter 2, pages 9 to 47	2	2

# Report on the *Public Interest 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 did not receive any disclosure(s) of wrongdoing in the 2020–2021 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	2020
My learning is interrupted by the behaviour problems of other students.	41.5%	39.6%	39.2%	39.4%	Not available	28.2%
My school is a place where I felt like I belonged.	57.0%	71.5%	69.0%	66.7%	Not available	64.8%
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	66.4%
Discipline is managed effectively at my school.	63.6%	66.7%	65.5%	62.3%	Not available	67.8%
Students are generally well-behaved in class.	76.0%	78.8%	78.0%	76.1%	Not available	87.5%
I felt respected at my school.	76.3%	78.0%	77.6%	77.9%	Not available	78.1%
I enjoyed my school experience.	75.4%	74.9%	73.7%	71.3%	Not available	69.1%
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	81.5%
I feel safe at my school.	87.9%	87.4%	89.3%	85.1%	Not available	85.4%

\* The Anglophone Sector survey was not carried out for 2019 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	2020
My learning is interrupted by the behaviour problems of other students.	38.0%	37.5%	41.9%	40.0%	37.2%	34.3%
My school is a place where I feel I belong.	61.4%	75.0%	74.4%	76.1%	73.2%	71.4%
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%	82.5%
Discipline is managed effectively.	81.3%	79.3%	78.3%	77.8%	74.9%	81.4%
Students are generally well-behaved in class.	89.0%	88.6%	87.7%	87.5%	86.6%	91.7%
I felt respected.	84.9%	85.1%	85.0%	87.3%	85.2%	86.8%
I enjoyed my school experience.	83.3%	82.9%	81.4%	81.8%	78.4%	79.2%
An adult was available to listen to me if I had a problem.	88.4%	86.5%	86.2%	88.2%	85.4%	84.5%
It is a safe environment.	92.6%	92.7%	91.7%	92.2%	89.7%	89.1%

# Appendix B

## TEACHER CERTIFICATION STATISTICS (2020–2021)

Initial Teacher’s Certificate Issued (candidates trained in New Brunswick)	312
Initial Teacher’s Certificate Issued (candidates trained outside New Brunswick)	181
Interim Teacher’s Certificate Renewed	35
Upgraded Teacher’s Certificate Issued	236
Principal’s Certificate Issued	39
Statements of Professional Standing Issued	250
Copies of Teacher’s Certificate Issued	35
Letter of Work Experience Issued	172

## TEACHER CERTIFICATION SUSPENSIONS AND REVOCATIONS (2020–2021)

Teacher Certificates Revoked	2
Teacher Certificates Suspended	0