
Education and Early Childhood Development

Annual Report

2021–2022

Education and Early Childhood Education Development

ANNUAL REPORT 2021 – 2022

Province of New Brunswick

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Transmittal letters

FROM THE MINISTER TO THE LIEUTENANT-GOVERNOR

The Honourable Brenda 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, 2021, to March 31, 2022.

Respectfully submitted,



Honourable Bill Hogan
Minister

FROM THE DEPUTY MINISTER TO THE MINISTER HONOURABLE BILL HOGAN

**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, 2021, to March 31, 2022.

Respectfully submitted,



John McLaughlin
Deputy minister, anglophone sector

FROM THE DEPUTY MINISTER TO THE MINISTER HONOURABLE BILL HOGAN

**Minister of Education and Early Childhood
Development**

May it please your Honour:

I am pleased to be able to present the annual report describing operations of the Education and Early Childhood Development for the fiscal year April 1, 2021, to March 31, 2022.

Respectfully submitted,



Marcel Lavoie
Deputy minister, francophone sector

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Minister's message

I would first like to acknowledge the outstanding work and diligent efforts of all department staff during the last semester of the 2020 – 2021 school year and the first seven months of the following school year. While we learned to live with COVID-19, the health and safety of staff and students continued to be our priority.

To best manage the impact and repercussions of the COVID-19 pandemic on our students, we had to continue to adapt, at times swiftly, to a constantly evolving reality and routine. I thank all teachers, school and district staff, and daycare educators and operators for their invaluable contribution and their dedication to the well-being of our learners and students during this period, which was challenging for us all.

The investment of a total of \$544 million under the Canada-wide federal-provincial early learning and childcare funding agreement was undoubtedly one of the major accomplishments of this fiscal year. The objective is to provide early learning and childcare services to families for an average of \$10 per day by 2026.

It is inspiring to note that during the period subject to this agreement, educator wages will increase by almost 25 per cent and the creation of additional early learning and childcare spaces is anticipated under the Early Learning Centre designation program. At the same time, the government delivered on its commitment by investing \$3.34 million in 2021 – 2022 toward increasing the wages of qualified early childhood educators to \$19 an hour effective April 1, 2021.

We are pleased with the measures implemented to continue offering online and at-home instruction, when necessary, to students at all public schools. Investments to expand access to technology, in particular the extension of the Laptop Subsidy Program to low-income families with children in Grade 9, proved highly useful during the January 2022 strike and subsequent lockout that led to the closure of public schools.

Also worth mentioning is the substantial investment of more than \$40 million in Educational Services for the purpose of increasing support for online and experiential learning initiatives. Objectives in this area included expanding virtual course offerings for high school students in the anglophone sector, including co-ops, experiential learning and mentorship programs.

The initiative to nearly double the number of digital books in the anglophone public school library to about 10,000 titles also merits recognition. We are also pleased to have supplemented the existing online course offerings and supporting resources for high school students in the francophone sector. It is gratifying to see the success of efforts to expand experiential learning opportunities for high school students in the francophone sector, primarily through the career and life readiness project.

Additionally, the department continued working closely with all public education stakeholders to improve access to mental health services and optimize the effective use of the resources available to students. To this end, one of the amendments to *An Act Respecting Empowering the School System* is intended to allow resource teachers with specialized training to administer and interpret certain psychoeducational assessments to support the development of intervention plans for students. This will reduce waiting lists with the ongoing aim of supporting learning, since these resource teachers will be positioned to work with students whose needs are not overly complex.

In addition, following a review of the inclusive education policy, investments of \$5.8 million and \$2.2 million respectively were made in the anglophone and francophone school systems to bolster their resources in this area. These investments were reinforced with the signing of an agreement with the New Brunswick Union to support the hiring and retention of school psychologists through a pay increase along with other improvements to working conditions.

Finally, I want to thank all school administrators, teachers, and support staff for their tremendous efforts during this sometimes-difficult period. You should all be proud of your commitment and the work accomplished while always keeping the well-being, health, and educational development of students across our province top of mind.



Honourable Bill Hogan

Minister of Education and Early Childhood Development

Deputy minister's message

I'm honoured to resume my role, in the interim, as deputy minister for the anglophone sector at the Department of Education and Early Childhood Development. Department staff have demonstrated outstanding passion and determination in delivering educational excellence to students across the anglophone sector and I am proud of their efforts.

Despite challenges faced due to the COVID-19 pandemic, the department's efforts have shone through this past year. Among many achievements, I'd like to highlight curriculum updates and implementations to enhance learning all while responding to the pandemic effectively.

In September 2021, the anglophone sector revised and published the *Building Block of Reading Continuum* and provided resources to school personnel for professional development and instructional support. Also, the sector streamlined and revised the kindergarten to Grade 2 English language arts program to better reflect research-based practices for teaching fundamental reading skills. These are just two of the many ways the department was working to help students make up for educational time lost due to the pandemic.

Beginning in mid-October 2021, the department assembled a case management team to collect data and track close contacts in schools and early learning and childcare facilities. This helped schools and operators work closely with Public Health to manage their operations while promoting the health, safety and well-being of learners and students.

We have implemented a variety of initiatives across our schools to promote diversity and to help children become more culturally aware and inclusive. This includes a framework for Black New Brunswick history and cultures created in collaboration with members of civil society organizations and the community. Another example would be the Mi'kmaq and Wolastoqey courses distributed for testing in grades 6 to 9.

Ensuring our students have access to up-to-date and accurate information about the histories and realities of peoples and cultures across the province is not only our mandate, but helps us build a citizenship that is engaged, compassionate and inclusive.

The hiring of a provincial Violence Threat and Risk Assessment coordinator took place this year to help increase the safety of staff and students at schools and to support rapid, coordinated, and effective responses to students in crisis.

We know that literacy rates have declined since the pandemic began in 2020. That is why I'm happy to report that all districts within the anglophone sector have met their goal of completing the first half of the coursework on teaching foundational reading skills by June 2022 with the second half expected to be completed by June 2023.

The department has also undertaken significant consultation with partners across the education system to support alignment and accountability with the goal of ensuring high-quality education and student-centred services. These consultations will guide our work through the 2022 – 2023 school year and inform the decision-making process to ensure stability and accountability across the system.

This past year, I heard stories of staff across the education system coming together and working collaboratively to overcome any challenges they met for the purpose of creating a world-class education system for New Brunswick children. Thank you all for your incredible work and I look forward to seeing the amazing achievements that will come in the years ahead.



John McLaughlin

Deputy minister, anglophone sector

Deputy minister's message

During the 2021 – 2022 fiscal year, the department had to continue managing the impact of the COVID-19 pandemic and adapting to a situation that evolved as the months passed. This was due first to the significant increase in the number of people being vaccinated in our communities, and second to the return of all students to in-school classes in September 2021.

We had to consider the needs of children under 12 who had not yet been vaccinated while also effectively controlling the risk of outbreaks at public schools and early learning and childcare facilities. We continued working closely with the Public Health authorities to update the guidelines applicable to public schools. The department is proud to have kept our schools healthy and safe for students and school staff, as well as provide conducive learning environments.

Considerable efforts were made to adapt to various situations with a view to delivering quality education in schools. Through ongoing collaboration with the three francophone school districts, all possible steps were taken to minimize the consequences of the pandemic on the mental health of children in our schools.

Teaching staff were asked to continue focusing on essential learning to support students and mitigate, wherever possible, any educational delays attributable to the effects of the pandemic. I commend the considerable work accomplished by staff throughout all divisions, branches and units of the department's francophone sector during this highly unusual time in responding to the needs of children and students at schools and early learning and childcare facilities.

Despite the repercussions of the COVID-19 pandemic, students were able to maintain appropriate levels of learning. The department continued working closely with all public education stakeholders to improve access to mental health services and to optimize the effective use of the resources available to students.

We were also pleased with the winter plans put in place in January 2022 to slow the spread of COVID-19 at schools and early learning and childcare facilities.

Despite some continued restrictions and protective measures, the pandemic context did not prevent the department from moving forward with a number of projects and initiatives to improve the education system, the early learning and childcare network and

educational services provided to francophone children and youth in our communities. This is evidenced by the allocation of \$1.4 billion to the departmental budget for this fiscal year, an increase of 4.9 per cent over the previous year's budget.

The investment of \$544 million under the Canada-wide federal-provincial early learning and childcare funding agreement was undoubtedly one of the major accomplishments of the 2021 – 2022 fiscal year. The objective is to provide early learning and childcare services to families for an average of \$10 per day by 2026.

It is inspiring to note that during the period subject to this agreement, educator wages will increase by almost 25 per cent, and the creation of 5,700 additional spaces is anticipated under the Early Learning Centre designation program. The department has been striving to help families find affordable, high-quality, inclusive early learning and childcare services. As an example, the Parent Portal now offers online registration for childcare.

The department continued its efforts to support and expand initiatives to promote community-based experiential learning for high school students, notably through career and life readiness planning and the Exit Profile. The goal of this project is to foster community engagement and encourage career exploration and discovery among students.

Through these experiential learning possibilities, students can build their problem-solving skills, develop resilience and embrace their collaborative spirit. A good example of this is the many projects implemented at schools and early learning and childcare facilities by both learners and teaching staff to reduce their community's carbon footprint and raise public awareness of climate change. One initiative in this area saw more than 200 school staff in the francophone sector participate in professional development activities on climate change.

Also worth mentioning are the measures taken by the department to continue offering online and at-home instruction, when necessary, to students. Investments to expand access to technology, in particular the extension of the Laptop Subsidy Program to low-income families with children in Grade 9, proved highly useful during the January 2022 strike and subsequent lockout that led to the closure of public schools.

The department's many achievements during the past financial year also include the development and implementation of a revision of the Grade 9 educational plan. The support provided to 974 projects in 88 francophone schools by the organization Place aux compétences is also to be acknowledged. Another highlight was the ongoing implementation of the recommendations of the Truth and Reconciliation Commission of Canada through the purchase of educational resources and training and awareness activities.

The minister continued serving as chair of the Conference of Ministers of Education in French-speaking Countries (CONFEMEN). We were also pleased to proceed with implementation of the France-New Brunswick educational cooperation agreement through partnerships and initiatives between all three francophone school districts and three French académies.

Ultimately, we must equip all young people with the tools they need to become independent; ensure that the spark remains bright in the eyes of our children and youth; help them become engaged citizens who are open to the world; and give them the opportunity to acquire a range of skills and knowledge to ensure their career and life readiness.

Now more than ever, we must provide our youth with a high-quality education so they can contribute to the vitality, development and influence of their Acadian and francophone community in New Brunswick.



Marcel Lavoie

Deputy minister, francophone sector

Government Priorities

DELIVERING FOR NEW BRUNSWICKERS — ONE TEAM ONE GNB

One Team One GNB is our vision as an organization and a collaborative approach to how we operate. It is our path forward, and it represents a civil service that is working collectively across departments, professions, and sectors. Together, we are learning, growing, and adapting, and discovering new and innovative ways of doing business. It is enabling us to achieve the outcomes needed for New Brunswickers, and we are working more efficiently and effectively than ever before.

As *One Team One GNB*, we are improving 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 2021 – 2022 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 RESPONSE

As part of GNB's priorities this past year, responding to the COVID-19 pandemic was at the forefront.

The Department of Education and Early Childhood Development continued to work closely with Public Health and its regional offices to establish guidelines for early learning and childcare facilities and schools on outbreak management and to coordinate the response to cases.

The department, on the advice of Public Health, submitted plans to early learning and childcare facilities and schools so that the COVID-19 guidelines could be implemented in these educational environments. The evolution of the pandemic and changes in Public Health directives necessitated several significant operational changes,

particularly from October 2021 to mid-March 2022. During this six-month period, eight updates were made to the plans for implementing Public Health directives.

In mid-October, the department established a case management team to ensure the tracing of close contacts in schools, the collection of data, and communication between school districts, schools, early learning and childcare facilities, and Public Health teams from the seven public health zones. In December, a website was developed to facilitate data collection and communication between schools and the department regarding case management and close contacts. The management team also facilitated communication with

operators of early learning and childcare facilities and teams from the public health zones.

Since the return to school, the school districts have distributed 1.7 million COVID-19 rapid tests to students and 241,900 tests to early learning and childcare facilities. In January 2022, the department's case management team, rapid test distribution teams from the Vitalité and Horizon health networks, and the Public Health teams from the public health zones implemented a communication and collaboration procedure to ensure access to rapid tests for early learning and childcare facilities which were then to provide them to families.

From January to March 2022, the department worked with the Department of Health and operators in regions with hospitals to provide temporary early learning and childcare facility services to nurses who had been deployed to another region to help with shortages due to COVID-19. Eight temporary facilities were established to support seven communities.

In February 2022, the department and school districts also distributed 2.8 million masks to staff at schools and early learning childcare facilities.

On March 14, 2022, with no Public Health directives regarding COVID-19 for early learning and childcare facilities and schools, the functions of the case management team came to an end. According to the data collected by the department between September 2021 and March 4, 2022, there were 12,989 cases of COVID-19 in schools and 162 in early learning and childcare facilities.

New COVID-19 guidelines for early learning and childcare facilities were established in coordination with Public Health to ensure the safety of the children and staff. These guidelines resulted in additional costs for operators and, as a consequence, early learning centres received an increased monthly grant calculated at \$70 per licensed space for centres and \$50 per licensed space for homes.

Highlights

During the 2021 – 2022 fiscal year, Education and Early Childhood Development focused on these government priorities through:

Highlights

- Monthly grants of \$10 per infant space are being provided to New Brunswick Early Learning Centres.
- On December 10, 2021, New Brunswick signed a five-year \$544 million federal-provincial agreement which aims to reduce parents' out-of-pocket childcare expenses by 50 per cent on average by December 2022 and to further reduce the childcare expenses to an average of \$10 per day by 2026. The bilateral agreement further commits to create 3,400 new preschool childcare spaces.
- Families may be eligible for the Parent Subsidy program, which subsidizes the cost of early learning and childcare services for children from birth to age five in New Brunswick, Early Learning Centres and New Brunswick Early Learning Homes.
- Operators of designated facilities received a Quality Improvement Grant to improve the quality of indoor and outdoor learning environments (\$600 per filled space for infants and \$430 per filled space for preschool-aged children).
- Guidelines for healthy and safe schools were developed and published in 2021 – 2022 for the public education system and early childhood centres.
- Introductory online autism training was offered to professionals working in New Brunswick's Talk With Me program and Family and Early Childhood Agencies.
- In September 2021, the anglophone sector revised and published the *Building Blocks of Reading Continuum* document and provided school staff with resources for professional development and instructional support.
- The English language arts program for kindergarten to Grade 2 was simplified and revised to include research-based practices for teaching basic reading skills.
- All anglophone sector districts reached the objective of completing the first half of the lessons for teaching basic reading skills in June 2022, and the second half is expected to be completed in June 2023.
- Mi'kmaq and Wolastoqey courses were offered on a trial basis to students in Grades 6 and 9 in the anglophone sector.
- The francophone sector updated its curriculum — the high-school educational program, in particular.
- A framework for Black history and culture in New Brunswick was established in cooperation with members of civil society organizations and the community in the francophone sector.
- Funding was allocated to the projects of the schools and/or school districts in the francophone sector targeting literacy development outside class time.
- One thousand kits containing books and resources were provided to vulnerable families and students identified by all three francophone school districts.
- The [Allumez l'étincelle](#) [light the spark] campaign was launched to educate parents, employers, and the community regarding changes made to the educational experience to promote the development of skills and a career and life readiness plan for every student in the francophone sector.
- School system partners were consulted regarding school governance reform.
- A \$74 million investment budget, which included a capital improvement program for 294 schools and a major investment program for new school infrastructure, was successfully administered.
- Since the return to school, the school districts have distributed 1.7 million COVID-19 rapid tests to students in schools and 241,900 rapid tests to early learning and childcare facilities.
- In mid-October, the department established a case management team to ensure the tracing of close contacts and the collection of data.
- Royal Assent was given to *An Act Respecting Empowering the School System*, amending the *Education Act*.

Performance Outcomes

A world-class education	Long-term measures (10-year Education Plan 2016 – 2026)	Short-term measures
* Improve literacy skills for all learners. (anglophone sector)	Percentage of students achieving appropriate and higher levels of performance on provincial reading assessments.	Percentage of students achieving appropriate and higher levels of performance on provincial reading assessments at Grade 4, 6, and 9.
* Improve numeracy skills for all learners. (anglophone sector)	Percentage of students achieving appropriate and higher levels of performance on provincial mathematics assessments.	Percentage of students achieving appropriate and higher levels of performance on provincial numeracy assessments at Grade 5 and 7.
Ensure that all students develop the competencies they need to achieve their career and life readiness plan. (francophone sector)	Percentage of Grade 12 students who state they are confident in their decisions regarding their transition to post-secondary education or the workforce.	<ul style="list-style-type: none"> • Percentage of Grade 9 students engaged in school • Percentage of Grade 8 students engaged in school • Percentage of Grade 12 students indicating they have been given sufficient information on careers and post-secondary education requirements to make decisions about their future.
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.

* The anglophone provincial assessment program has undergone several strategic improvements over the past three years which necessitated the development of assessments at new grade levels and the establishment of new baselines for some assessments.

Energized private sector	Long-term measures (10-year Education Plan 2016 – 2026)	Short-term measure (2020 – 2023)
Increase the number 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 4,000 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 a 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 – 2022)

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

The Grade 4 and Grade 6 reading assessments were transitioned to online administration this year.

Grade 4 baseline (March 2021) 68.6%	Target (2025 – 26): 90%	Actual: 59.5%
Grade 6 baseline (March 2021) 69.0%	Target (2025 – 26): 90%	Actual: 71.7%

The Grade 9 reading assessment was delivered online for the first time in 2019-2020

Grade 9 baseline (March 2020) 78.1%	Target (2025 – 26): 90%	Actual: 81.2%
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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 students' needs.

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

Throughout the 2021 – 2022 school year, district coordinators and learning specialists worked together to support educator practices in foundational reading instruction.

- The anglophone sector released a revised Building Blocks of Reading skill continuum in September of 2021 and provided professional learning resources and instructional support to all K-2 English Prime educators, elementary EST-Rs, and elementary administrators across all four districts.
- Release time was provided for all K-2 English Prime educators and elementary EST-R to support implementation of the Building Blocks of Reading and coursework completion. Coursework targeted learning in the areas of phonological awareness,

- phonics, fluency, vocabulary, and reading comprehension instruction.
- All districts met their target to complete the first half of the foundational reading instruction coursework by June 2022, with a target to complete the remaining coursework by June 2023.
- K-2 English Language Arts curriculum has been streamlined and revised to reflect research-based practices in foundational reading instruction.
- A cost-share agreement with the New Brunswick Public Library system provided access to digital eBooks, read-alongs, and audiobooks for K-2 readers through Tumblebooks software. This was accessed 17,853 times in 2021 – 2022.
- Students in Grades 3 to 8 benefitted from the SORA, a virtual library service was purchased to provide access to eBooks, audiobooks, and graphic novels, 11,000 unique titles in English and French. In 2021 – 2022, 6,279 students and teachers borrowed 48,701 titles.

IMPROVE NUMERACY SKILLS FOR ALL LEARNERS

Objective 4 of the 10-Year Education Plan (anglophone sector)

Objective of the measure

To ensure children have a 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 5 and 7.

Description of short-term measure

Items included in the provincial mathematics

assessments measure success on grades 5 and 7 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 COVID-19. In 2020 – 2021, assessment administration transitioned from matrix sample (where students completed only ¼ of the assessment items) to census. This change was required to produce classroom-level data that is more relevant for teachers, addresses equity across classrooms; enables longitudinal research, and tracking of student cohorts and sub-populations. Since students need more time to complete the full assessment, the tests were dispersed over more grade levels. This required the development of new mathematics assessments which were field-tested this year.

<p>Grade 5 baseline Currently in field test Baseline will be available September 2023</p>	<p>Target (2025 – 26): 90%</p>	<p>Actual: NA</p>
<p>Grade 7 baseline Currently in field test Baseline will be available September 2023</p>	<p>Target (2025 – 26): 90%</p>	<p>Actual: NA</p>

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 students' needs.

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

- During the 2021 – 2022 school year, the minister of Education and Early Childhood Development worked with school districts to plan and set targets for use of external digital mathematics platforms within instruction. The minister also focused on delivering mathematics instruction in a variety of

formats and leveraging the online environment for blended learning.

- Prioritization of essential outcomes to support instructional planning throughout the K-12 mathematics curricula continued in response to educator survey data. Educators indicated the focus on selected curricular outcomes promotes solid learning, mitigating interruptions to learning time.
- The department supported districts in the use of a digital mathematics platform at the primary and secondary levels. This provided access to numeracy skill development and mathematics practice at school and at home. Districts were provided with performance data.
- Development of high school online mathematics courses, including a Grade 10 mathematics course and planning for Grade 9 mathematics continued.
- Use of the Math Improvement Tools and website for formative assessment at the primary and secondary levels continued. Use of these curriculum-aligned tools facilitated data collection and reporting on present levels of student achievement throughout interruptions to learning time.

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

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 12 students who state they are confident in their decisions regarding their transition to post secondary education or the workforce.

Overall performance

Baseline: (2017 – 2018) 59%	Target: (by 2026) 90%	Actual: (June 2022) 82.8%
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Why do we measure this?

In recent years, key actors in the francophone education sector have been implementing a number of actions to create an environment in which students:

- are happy and motivated to learn
- learn to know themselves and discover new professions, dreams, pastimes, and interests
- explore the world and all the possibilities it offers
- receive sufficient information on careers and post-secondary education requirements to make decisions about their future
- communicate what they are thinking, feeling, and experiencing, and formulate and express their own opinions
- develop the sustainable and transferable competencies required to achieve their career and life readiness plan
- join their peers and community members in taking actions that have tangible results and beneficial outcomes
- develop their social conscience and desire to make a positive contribution to society.

This measure is used to gauge the impact of our actions on improving the educational experience for students.

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

A range of initiatives were put in place to offer an educational experience that is relevant, meaningful,

and engaging, thereby contributing to the development of Exit Profile competencies and achievement of the francophone education sector's aims. Examples of this include:

- an updated curriculum (identification of essential learning in the curricula, learning environment that promotes interdisciplinarity, new high school instructional program, expanded high school offering, more elective courses starting in Grade 9, life-career recognition, dual-accreditation courses, greater integration of technologies, etc.)
- more opportunities for experiential learning and career exploration (internships, workplace visits, volunteering, environmental projects, etc.)
- appreciation of each student's uniqueness with greater focus on individual strengths and interests.

Short-term measures (2018 – 2022)

- Percentage of Grade 9 students engaged in school (2021: 31.3% – 2022: 32.2%)
- Percentage of Grade 8 students engaged in school (2018: 59.1% – 2019: 54.7% – 2020: N/A – 2021: 44.5% – 2022: 37.7%)
- Percentage of Grade 12 students indicating they have been given sufficient information on careers and post-secondary education requirements to make decisions about their future (2018: 79% – 2019: 76% – 2020: 77% – 2021: 74% – 2022: 77%)

IMPROVE LEARNERS' LITERACY SKILLS

Objective 7 of the 10-Year Education Plan (francophone sector)

Objective

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

No provincial Grade 2 reading assessments were carried out during the reporting period. The assessment was administered in the spring of 2022.

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

- Essential learning in the French program and adjusted instructional program was maintained to make more room for literacy and numeracy.
- Short videos were developed and distributed to kindergarten through Grade 6 staff to view on a voluntary basis. Examples include:
 - ÉPE-100: activity bank for use in kindergarten
 - Promoting reading
 - Exploring the “Ma rentrée Francosphère” kit
 - Teaching approaches in linguistic upgrading
 - Response to Intervention (RTI) model
 - Reading for fun
 - Overview of Universal Design for Learning
 - The four pillars of learning according to Stanislas Dehaene
- Funding was allocated to school and/or school district projects targeting literacy development outside class time. This helped to foster ties between the community and schools and engage more people in the urgency of investing in literacy.
- Leaflets were distributed to all families with children in grades K to 3 to suggest ways to encourage reading at home in various contexts and to propose resources and community organizations that are also available to support them in this.
- One thousand kits containing books and resources were provided to vulnerable families and students identified by all three francophone school districts.
- Resources were developed to support interventions and practices to help build students’ literacy skills in kindergarten through Grade 5 (leaflet on success indicators in reading and QLA training).

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 (2020 – 2022)

Maintain the 168 infant spaces created in 2019 – 2020 and parent subsidies will also be provided for 4,000 children attending a New Brunswick Early Years Centre or Home Child Care Centre and their families by March 2023.

Description of Short-Term Action

To measure the number of infant spaces over the period and families may be eligible for the Parent Grant Program which subsidizes the costs of early learning and childcare services for children 0 – 5 years of age in New Brunswick Early Years Centres and New Brunswick Home Child Care Centres. This will help track the number of children benefiting from this program.

Overall Performance

The COVID-19 pandemic caused a significant decline in both infant and preschool spaces due to the closure of early learning and childcare facilities in the province. Following the reopening of facilities availability has been steadily increasing, however, the number of infant spaces was still slightly less (45 spaces) than levels at the end of March 2021.

Baseline: (March 2021)	Target: (March 2022)	Actual: (March 2022)
2,383 infant spaces	2,383 infant spaces (unchanged)	2,338 infant spaces

At the end of the 2021 – 2022 fiscal year, 3,365 children were enrolled in the *Parent Subsidy Program*, a 6.5 per cent increase from 3,158 the year prior, yet 7 per cent short of the 3,628 goal.

Baseline: (March 2021) 3,158	Target: (March 2022) 3,628	Actual: (March 2022) 3,365
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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 early learning and childcare is essential to supporting vulnerable parents in being able to contribute to the provincial workforce and for gender equality.

The Parent Subsidy program supports accessible, affordable, and quality early learning and 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 families with an annual family income of \$37,501 – \$80,000. It also ensures no family will pay more than 20 per cent of their gross annual household income on early learning and childcare for children enrolled in a designated facility. The Parent Subsidy program is intended to provide financial support for low- and middle-income families to ensure access to affordable, quality, and inclusive early learning and childcare services for parents’ workforce participation.

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.
- To ensure that further space creation meets the needs of all families, a *Space Creation Strategy* is in development and is scheduled for launch in 2022.
- The impact of the COVID-19 health measures continues to impact families across the province and impacts the need for early learning and childcare for some families. The department monitors the enrollment of children in the early learning and early learning and childcare facilities.
- The department promotes the designation program to licensed facilities to ensure parents have access to more affordable early learning and childcare. As such, funding from the Canada-New Brunswick Canada-Wide Early Learning and Child Care Agreement is targeted to designated facilities. By the end of March 2022, 94.6 per cent of licensed spaces for children aged five and under were in designated facilities, which provides an opportunity for more families to benefit from the Parent Subsidy program.

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 early learning and childcare.

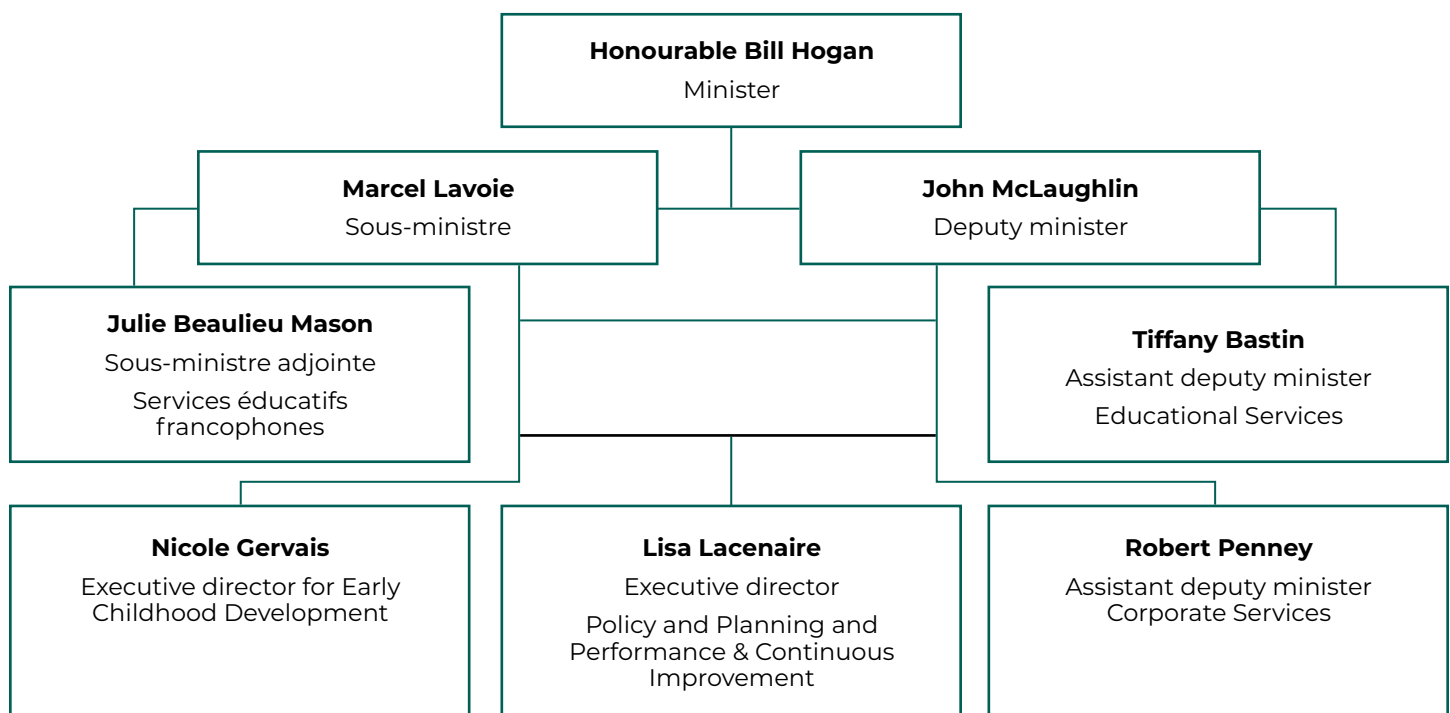
Since 1967, GNB has had sole responsibility for financing public schools and is committed to equal opportunity for all students.

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 844 licensed early learning and childcare.

HIGH-LEVEL ORGANIZATIONAL CHART



DIVISION OVERVIEW AND HIGHLIGHTS

EARLY LEARNING AND CHILD CARE DIVISION

In New Brunswick, an operator is required to obtain a licence from the Department of Education and Early Childhood Development to offer services to children under the age of 12 as indicated in the *Early Childhood Services Act*. Licensed early learning and childcare centres are licensed by government to provide childcare services for seven or more children from infants to 12 years of age, but not more than 60 children per licence. Licensed early learning and childcare homes are licensed to provide childcare services for three to nine children depending on the ages of the children. An individual or organization can hold more than one licence.

New Brunswick offers operational funding in four main envelopes:

1. The **Parent Subsidy Program** provides financial relief to eligible parents on an income tested sliding scale. It has two components. The first is the Daycare Assistance Program (DAP) for children from birth to age 12 who are registered in a non-designated facility. The second component is the Designated Facilities Parent Subsidy Program for children from birth to age five who are enrolled in a designated facility.
2. The **Wage Enhancement Program** provides funding to operators to help offset the salaries of Early Childhood Educators. This program is offered to all licensed facilities who must provide this wage top up over and above the minimum wage which is currently at \$11.75/hour.
3. The **Inclusion Support Program** funds the salary of an inclusion support worker to an operator for children with a disability or complex needs who require one-on-one supervision to fully participate in the early learning and childcare program.
4. The **Designated Facilities Operational Grants** help to offset the costs of quality and affordable early learning and childcare.

Designation Program

The New Brunswick Early Learning Centre or New Brunswick Early Learning Home is a designation given to licensed early learning and childcare facilities offering services to children aged five (5) and under, prior to school entry, through a voluntary application process. The designated New Brunswick Early Learning

Centres and Early Learning Homes commit to work in collaboration with government to offer 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. This is accompanied by ongoing operational funding for preschool services and improved parent subsidies.

2021 – 2022 Highlights

- In consultation with Public Health officials: practices were implemented for responding to COVID-19 within early learning and childcare facilities: and revisions were made to the *Guidelines for the Prevention and Control of Communicable Diseases in ELC Facilities* to include COVID-19 as a communicable disease.
- Interim agreements were signed with operators across the province to offer early learning and childcare services for redeployed nurses who were needed to assist with the COVID-19 pandemic response. Supporting the Department of Health, seven temporary facilities were established for the sole purpose of ensuring that nurses had access to free early learning and childcare as required.
- On August 13, 2021, New Brunswick signed a federal-provincial *Early Childhood Educator Workforce Development Agreement* which aims to support the professional development, recruitment, and retention of the early childhood workforce. This agreement featured a one-time investment of \$9.2 million to support activities related to professional development, wages, bursary programs, tuition support and grants.
- On December 10, 2021, New Brunswick signed a five-year \$544 million federal-provincial agreement which aims to reduce parents' out-of-pocket childcare expenses by 50 per cent on average by December 2022 and to further reduce the childcare expenses to an average of \$10 per day by 2026. The bilateral agreement further commits to create 3,400 new designated preschool early learning and childcare spaces.
- New Brunswick introduced the *On-line Registry Regulation* within the *Early Childhood Services Act* which provides legislative authority to establish an online registry for collecting operator and child data.

- The first iteration of the Educator Portal was introduced as part of the *Wage Support Program for Early Childhood Educators* (WSP-ECE), allowing educators to view their timesheets and funding history.
- Adjustments were made to the Operator Portal to provide operators with the ability to report the impacts of the pandemic, and to support them with the recruitment and retention of trained educators.
- An online child enrolment process was introduced providing each child their New Brunswick Education Number. The education number will follow the child starting in early childhood through the public school system. This new functionality also lays the foundation for the reduction of childcare fees for parents and simplifies funding for operators.
- The *Market Fee Thresholds* (MFT) was reviewed, and a new fee grid was implemented in May 2021. The new fee grid reflected the increases in the cost of living.
- Operators of designated facilities received a *Quality Improvement Grant* to support increased quality of indoor and outdoor learning environments. The grants were calculated at \$600 for occupied infant spaces and \$430 for occupied preschool spaces.
- Annual quality improvement plans with SMART goals were implemented in 78 per cent of designated centres, and 58 per cent of designated homes.
- In partnerships with the New Brunswick Community College (NBCC) and the College Communautaire du Nouveau-Brunswick (CCNB), four innovative training modules (*Early Childhood Education Micro-Credential, Work Integrated Learning, Apprentissage expérientiel, and Travail/études*) were introduced to support educators with completion of their one-year *ECE Certificate*, while they continue to work.
- The province enshrined inclusion in early learning and childcare by amending its *Early Childhood Services Act*, where all facilities are required to implement an inclusion policy as part of their designation requirements.
- The *Tools for Inclusion* webinar series, designed to support educators and support workers with implementing inclusive practices, was launched in both the anglophone and francophone sectors.
- 16,838 school-aged spaces (10,058 anglophone, 6,780 francophone)
- 16,448 spaces for children aged 0 to 5 (10,831 anglophone, 5,617 francophone)
 - 2,338 infant spaces (1,476 anglophone, 862 francophone)
 - 14,110 preschool spaces (9,355 anglophone, 4,755 francophone)
- 94.6 per cent of licensed preschool spaces are in designated facilities.
- 536 out of 596 New Brunswick Early Learning Centres and Homes were designated, representing over 89 per cent of all eligible facilities.
 - 436 of 473 (92 per cent) eligible New Brunswick Early Learning Centres were designated:
 - 91 per cent (287 of 315) of eligible anglophone centres are designated
 - 94 per cent (149 of 158) of eligible francophone centres are designated
 - 100 of 123 (81 per cent) eligible New Brunswick Early Learning Homes were designated:
 - 81 per cent (57 of 70) of eligible anglophone homes are designated
 - 81 per cent (43 of 53) of eligible francophone homes are designated
- Enrolment in designated facilities has grown six per cent overall in the past fiscal year with 599 additional spaces occupied in designated facilities.
- The provincial average for daily fee for full time equivalent spaces in a designated facility was \$35.66 per day. However, when including the parent early learning and childcare subsidies, the average out-of-pocket expenses of parents was \$25.77 per day.
- 3,365 children were receiving an approved subsidy through the *Parent Subsidy Program* for designated early learning and childcare in New Brunswick Early Learning Centres and New Brunswick Early Learning Homes. Of those:
 - 1,800 (53 per cent) were receiving free early learning and childcare
 - 1,565 (47 per cent) were receiving partially subsidized early learning and childcare
- 2,219 children benefitted from the *Daycare Assistance Program*. Of those:
 - 1,763 were school-aged.

Key Performance Indicators

Early Learning and Childcare Action Plan 2021 – 2022

As of March 2022:

- 844 early learning and childcare facilities were licensed (523 anglophone, 321 francophone), representing:

- 456 were children aged 0 to 5
- Since October 2021, the Educator Portal provides each early childhood educator with a unique identification number which allows to more accurately represent the turnover rate. As such, the turnover rate is expected to be approximately 36 per cent. However, a full year of data is required for a more accurate turnover rate.
- The *Wage Support Program* reached enrolment of 4,818 educators. Of those:
 - 2,133 educators (44 per cent) have an ECE Certificate/Diploma or equivalent
 - 2,685 educators (56 per cent) have completed the 90-hour *Introduction to Early Childhood Education* course or have no formal training
- 268 anglophone early childhood educators out of 296 completed the “Introduction to Early Childhood Education” course.
- The curriculum validation tool, referred to as the *Curriculum Assessment Tool – Validation (CAT-V)*, is under development in collaboration with the anglophone sector and was piloted in eight facilities.
- 135 francophone early childhood educators out of 206 have completed the “*Introduction to Early Childhood Education*” course.
- 144 of 192 (75 per cent) of designated francophone facilities have been assessed with the *Outil d'évaluation de l'application du curriculum éducatifs*.
- 60 of 192 (31 per cent) of administrators in francophone facilities have completed the training *Guidelines for Language Acquisition and Cultural Identity Learning Environments*

ANGLOPHONE EDUCATIONAL SERVICES DIVISION

The **Anglophone Educational Services Division** encompasses responsibility for early learning and development programs and services and 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 (including early years) and public accountability processes. The division works with external partners and provincial, regional and national stakeholders to improve learning and educational service delivery for learners. The division works closely with Autism Learning Partnership and Integrated Service Delivery, whose highlights are reflected in other sections of this report. All updates specific to early learning and childcare will now be recorded under the section titled Early Learning and Childcare.

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 the Department of Post-Secondary Education Training and Labour and the Atlantic Canada Opportunities Agency (ACOA) that allowed for the establishment of sector-specific Centres of Excellence and hiring of five experiential learning leads (four district and one 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 non-profit sectors were expanded or initiated. In 2020 – 2021 the division’s mandate was expanded to include the addition of the Early Learning and Development branch.

The division consists of the following seven 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 support for learning and responsibility for career pathways and Teacher Recruitment and Retention; **Learning and Achievement**, which includes responsibility for curriculum and instruction and French Second Language programs; **Early Learning and Development**, which includes responsibility for early years (0 to 5) curriculum and professional learning, school age childcare curriculum, inclusion and quality improvement, early intervention and early language programs; **Organizational Development**, which looks at the current operating model of the sector and the **Office of First Nation Education**, which

supports understanding of traditional and contemporary First Nation cultures, histories and contributions.

Early Learning and Development

The Early Learning and Development branch contributed to the first draft of the Modernized Curriculum through participation in group work related to aligning with the values, goals and principles of the NB Early Learning and Child Care Curriculum Framework. The branch also supported the participation of two prototype sites under the Language Learning Opportunities and developed an Early Childhood Educator Planning/Reflection tool to guide their practice.

The branch continued its partnership under Future NB Experiential Learning strategy whereby school students can complete the entry level 90-hour Introduction to Early Childhood Education including a co-op placement in an early years setting. In 2021 – 2022, 21 students successfully completed this program.

Learning and Achievement

The branch partnered with districts and the Climate Secretariat from the Department of Environment and Local Government to support 36 projects across the province in rural and urban schools and at all grade levels. Seven early learning centres also participated in these projects for a total of 43 facilities. All projects addressed educating about climate change and/or proposing and implementing a solution for their school community by reducing their carbon footprint.

Examples include school gardens, outdoor classrooms, active transportation programmes, waste tracking and reduction, energy audits and lighting retrofits.

The branch also completed the first draft of the modernized K-9 curriculum. Modernizing includes streamlining the number of outcomes, acknowledging foundational and holistic elements in the framework and updating the development process to support the maintenance of current and responsive curriculum. The modernized curriculum will be released for educator review in 2022 – 2023 with expected implementation to begin in September 2023.

A New Brunswick Black Histories and Cultures framework was drafted with an advisory committee comprised of Black civil society organization and community members. The framework includes a continuum of learning and resource bank to support curriculum and resource developers and educators to ensure that Black perspectives are included in curriculum and instruction. The branch created Grade 7 to 9 Social

Studies resources for teaching Black histories with primary source documents from the New Brunswick Archives that include student inquiry paths, teacher background notes, and professional learning support.

The new Civics 10 curriculum was completed with a professional learning package of three online, asynchronous modules on the topics of Civil Discourse, Data Literacy, and Digital Citizenship. This curriculum will be piloted in the 2022 – 2023 school year with 52 teachers across 17 schools. A partnership with Elections and Democracy, Elections Canada's education branch, provides professional learning to teachers, lessons plans and personalized support over the course of the pilot.

Welding on Wheels a portable welding training centre to provide exposure to in-demand careers in New Brunswick to schools and to serve youth who do not currently have access to facilities in their high school was implemented.

Consultations were launched with educators and students on the changes required to improve the high school program. As part of this, the Minister of Education and Early Childhood Development began to provide more flexibility to students through Options for Credit, such as Personal Interest Courses, expansion of the number of Fast-Tracked Challenge for Credits and the opportunity for Grade 12 students to take up to two post-secondary courses prior to graduation.

The branch supported the rollout of innovative programming intended to increase French language proficiency for anglophone learners in eleven schools and two early learning centres. It also began to plan for another year to expand the number of sites, adding 28 schools and nine early learning sites and additional coaches to work on improving French Language Learning.

The branch launched Services linguistiques: a collaborative project involving the anglophone sector and the four anglophone school districts, funded through the provincial government and the federal Department of Canadian Heritage. The project lead and five coaches provide opportunities and services for pre-service and French second/additional language educators and school staff to enhance their French language and cultural understanding through a variety of experiences: self-paced autonomous learning, courses, social and cultural events and resources. Also, a project was launched to develop an accessible and equitable French second-language learning model so all anglophone students achieve a conversational level of French proficiency or higher by the time they graduate from high school.

Assessment, Analysis and Design Services

All provincial assessments were delivered online for the first time this year. This involved approximately 32,000 students, including those in China and others purchasing the New Brunswick curriculum. New assessments were developed and piloted for mathematics and French second language reading for the elementary and middle levels. Data and analyses were delivered for system checks and planning including the: Language Learning Opportunities Initiative, Priority Schools Pilot, Mental Wellness Initiative, annual Early Years Evaluation report, annual Enhancement Agreement report, an analysis of pandemic-related effects on students using available pre and during COVID data, and a report on teacher response to the prioritized curriculum. In collaboration with the Department of Health and the NB Health Council, integrated the annual Minister of Education and Early Childhood Development student survey with the Student Wellness Survey to permit richer analyses and greater efficiency for schools.

Educational Support Services

During winter and spring 2021, a review of the implementation of Policy 322, Inclusive Education was undertaken. The Moving Forward from Policy to Practice report was submitted in fall 2021. Sixty-nine recommendations within 11 themes were provided to build on the successes of Policy 322 and to continue evolving to meet its intent. During the 2021 – 2022 school year an additional 25 Behaviour Intervention Mentors (BIM) were added to schools across the province, taking the total number to 75. Work continued in support of the Provincial Behaviour Strategy with a focus to support implementation of the Positive Behaviour Intervention and Supports framework (PBIS) in schools across the province. Twenty-one schools will be supported by 19 Education Support Teachers (EST) for English as an Additional Language (EAL). Across these 21 schools, there are 3,142 culturally and linguistically diverse learners, 1,655 of whom arrived within the last three years. Nine hundred and fifty-four of these newcomers are language learners who need targeted support; 305 of them are students who have experienced gaps in formal education and are working on building first language literacy at the same time as the English language. The *Education Act* now allows resource teachers, with specialized training, to administer timely and effective assessments to help schools develop personalized learning and intervention plans. Section 11.1 is about adding a much-needed specialist, in learning, interventions and assessments, to the collaborative school and district teams.

Twenty Anglophone Education Support Teachers for Resource, who currently hold an approved Master's degree in Exceptionalities or Special Education will complete 1,000 hours of training, approved by the Minister. These Resource Specialists for Assessment and Intervention (RSAI) must meet the required qualifications to hold this position, follow all policies and adhere to the New Brunswick teacher's *Code of Professional Conduct of the New Brunswick Teachers' Association*.

Students in New Brunswick do not require a formal diagnosis to receive targeted interventions and learning support. As such, the specifically recruited and trained Resource Specialists will not use the assessments with the intention of diagnosis but to identify a student's educational needs. Their focus will be on providing timely assessments and appropriate interventions to support students' learning.

Teacher Recruitment and Retention

There was a renewed focus beginning in 2021 on the provincial initiative of teacher recruitment and retention for the anglophone sector.

Due to the number of projected retirements in the Skilled Trades and the current lack of a skilled trades teacher training opportunity, the department in partnership with the Department of Post-Secondary education, Training and Labour, the New Brunswick Community College and MAP Strategic Workforce Services, has developed a program to provide skills training to current educators.

Over the next three years 45 educators will be selected to attain the skills required to safely deliver the high school skilled trades curriculum in the areas of carpentry, automotive and welding.

This program will provide the system with the skilled trades' teachers required for the next 3 to 10 years until an educational pipeline for skilled trades teachers is developed.

Due to the current labour market shortage of certified educators the department worked with post-secondary institutions to open additional seats in order to expand the bachelor of education programs.

The department, in partnership with Opportunities NB has focused on supporting newcomers who meet the New Brunswick certification requirements into the education system.

Due to the number of teacher vacancies, qualified staff were redeployed to the classroom as needed.

Office of First Nation Education

Mi'kmaw and Wolastoqey language courses have been released for piloting for grades 6 to 9.

Wabanaki Holistic Learning Framework is now available to teachers and the public. This framework is a part of the toolkits being implemented to guide design and development of curriculum and resources. The framework was developed by Wabanaki Elders and community members from across New Brunswick.

Change Leadership

The Centres of Excellence model expanded to include three centres- Energy, Health, and Entrepreneurship. Digital Innovation is in development for the 2022 – 2023 school year. A website to support the centres was launched [Centres of Excellence \(centresofexcellencenb.ca\)](https://centresofexcellencenb.ca)

Distance learning program introduced two French language courses; French as an Additional Language A1.1 110, and Techniques de communication orale 120.

Offered Summer Learning program (free online courses) for students for the second year.

Supported several Education Services Division projects with jurisdictional scans and research reports.

Initiated partnership with the McKenna Institute and identified the first cohort of educators to participate in the Digital Learning Network.

Organizational Development

Following the 2019 Green Paper, in order to better understand root cause issues with respect to alignment and accountability, the department facilitated a system-wide review of the current operating model including Governance, Organizational Structure, Funding, Partnerships, Leadership, Professional Development and Performance. The resulting 2021 report summarizes themes from stakeholder input as well as opportunities to explore for renewing the operating model.

Building upon the 2019 Green Paper and the 2021 Examination of the Governance and Operating Model for New Brunswick's Anglophone Education System, discussions with partners took place across the education system in 2021 – 2022 to determine a new model of governance.

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 2021 – 22

Assessment	Students at Appropriate or Above	Change from 2020 – 21 (percentage point change)	Target 2025 – 26
Grade 4 English Reading	59.5%	-9.1	90%
Grade 4 Scientific Literacy	70.5%	NA	90%
Grade 5 Mathematics	NA	NA	90%
Grade 5 French Immersion Reading	NA	NA	90%
Grade 6 English Reading	71.7%	+2.7	90%
Grade 6 Scientific Literacy	64.0%	NA	90%
Grade 7 Mathematics	NA	NA	90%
Grade 7 French Second Language Reading			
- Post-Intensive French Reading	NA	NA	90%
- Early French Immersion (Grade 3)	NA	NA	
- Late French Immersion (Grade 6)	NA	NA	
Grade 8 Scientific Literacy	NA	NA	90%
Grade 9 English Language Proficiency	81.2%	-0.6	90%

<i>Percentage at Intermediate or higher oral proficiency</i>			
Grade 6 French Second Language Oral Proficiency:			70%
- Post-Intensive French Reading	0.6%	-0.4	
- Early French Immersion (Grade 3)	37.3%	-9.1	
- Late French Immersion (Grade 6)	0%	-6.3	
Grade 10 French Second Language Reading			
- Post-Intensive French Reading	43.5%	-7.7	90%
- Early French Immersion (Grade 3)	70.3%	-2.9	
- Late French Immersion (Grade 6)	61.2%	+6.9	
Grade 12 French Second Language Oral Proficiency:			
- Post-Intensive French	38.9%	+1.4	90%
- Early French Immersion (Grade 3)	98.7%	-0.6	
- Late French Immersion (Grade 6)	92.1%	-3.2	

NA Assessment not administered due to COVID-19; or assessment is in development, no results yet

Notes: Grades 6 and 10 FSL Oral Proficiency assessments are administered in alternating years. The comparison year for the Grade 6 results is 2018 – 2019, for Grade 10 it is 2020 – 2021.

Students in the Grade 6 Post-Intensive French and Late French Immersion programs are not expected to reach the Intermediate level of proficiency at this grade. The results are presented this way to facilitate comparison with the Grade 10 and 12 results.

Results for the Grade 12 Oral Proficiency assessments represent only those students who met the program participation requirements according to Policy 309 – French Second Language Programs.

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 resource 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 is provided in section 48 of the *Education Act*.

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 and for learning and teaching support services. It verifies students' learning and coordinates and administers various evaluation programs in schools and early learning and childcare facilities. It anticipates and plans based on immediate and future needs and is also responsible for the francophone education sector's budgetary and administrative planning.

The division assumes responsibility 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.

It has nine branches:

- Développement et apprentissage (0 – 8 ans)
- Programmes d'études (Grades 3 – 12)
- Integrated Service Delivery
- Autism Learning Partnership
- Services d'appui à l'éducation
- Relations et diversité culturelle
- Recherche, mesure et évaluation
- Stratégies et services transformationnels
- Relations et éducation internationales

Highlights

- Continued provincial roll-out of the career and life readiness plan and exit profile by developing best pedagogical practices and resources to support school staff.
- Launched the [Allumez l'étincelle](#) [light the spark] campaign to educate parents, employers, and the community regarding changes made to the educational

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

- experience to promote competency development and career and life readiness for every student.
- Aligned education and career and life readiness support services.
- Implemented a pilot project for planning the transition to the workforce and post-secondary education for students with special needs.
- Resumed provincial assessments and developed new assessments to measure high-school students' literacy and numeracy skills.
- Continued the deployment of a new single provincial report card.
- Developed and implemented a revision of the Grade 9 educational plan.
- The Place aux compétences program supported 974 projects at 88 francophone schools.
- More than 200 school staff in the francophone sector participated in professional development on climate change. Nearly 3,000 students were involved in climate change projects.
- This year's Provincial French Pride Week placed a special focus on francophone artists.
- Télévision française de l'Ontario, in conjunction with Bellefeuille Production, produced a series of videos at francophone schools in the province to showcase good practices at some of our schools. [Called "Apprendre autrement"](#) [learning differently], this program focused on career and life readiness.
- Enrolment of children in early learning and childcare services was launched, with children to be assigned a unique identifier serving as a student number. This number follows students into the school system, laying the foundation for service continuity from birth through the end of schooling. This also facilitates tracking of children's learning development from birth throughout their school years.
- The 2021 – 2023 Action Plan for the Canada-New Brunswick Canada-Wide Early Learning and Child Care Agreement was publicly launched.

- Continued implementation of the recommendations of the Truth and Reconciliation Commission of Canada through the purchase of educational resources, training, and outreach activities.
- Assumed chair of the Conference of Ministers of Education in French-speaking Countries (CONFEMEN).
- Implemented the France-New Brunswick educational cooperation agreement through partnerships and initiatives between all three francophone school districts and three French academies.

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 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 resource 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 for establishing, administering, and monitoring three-year district education plans and expenditure plans, which are prepared by the superintendent in each district. Each DEC appoints, with the approval of the minister,

and evaluates the performance of the superintendent. The establishment and composition of DECs are articulated in section 36 of the *Education Act* and roles and responsibilities detailed in the 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 New Brunswick's Francophone school districts please visit [Francophone School District Information](#) online.

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, young people and their families. Integrated Service Delivery is intended to ensure the vitality and well-being of all children and young people 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 young people with multiple needs. Integrated Service Delivery was rolled out at the provincial level in September 2017.

To achieve the overall goals, 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, provincial coordinator, and two First Nation Coordinators from the Department of Education and Early Childhood Development and

a management analyst, and project manager from the Department of Health. The team contributes to the alignment toward a common vision of Integrated Service Delivery, 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, young people and families, provides opportunities for knowledge exchange and training for stakeholders across the continuum of services, and works with governance to harmonize collaborative and integrated procedures and practices.

Highlights

- Hired a Provincial Violent Threat Risk Assessment

AUTISM LEARNING PARTNERSHIP

Autism Learning Partnership/Partenariat d'apprentissage en autisme 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 team is also responsible for the oversight of the Preschool Autism Program, including the professional services agreement with Autism Intervention Services.

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

Coordinator to assist in developing a provincial interdepartmental protocol guide and a provincial roll-out.

- Developed an interdepartmental working group to engage and initiate interdepartmental training opportunities.
- Developed and released a comprehensive Roles and Responsibilities Document defining every position within a Child and Youth Team.
- Initiated Family Assessment, Supporting Children Post-Pandemic, and Parenting in Post-Pandemic training opportunities for professionals within the four pillars of ISD.
- First Nation Cultural Sensitivity and Awareness Training was provided via Zoom to over 400 participants.

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 a learner's strengths and needs, implement evidence-based strategies for teaching essential skills for a learner 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 periodically. 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 Outreach unit establishes partnerships with organizations and provides access to online autism training nationally and internationally. Since April 2021,

the Preschool Autism Program portfolio, which used to fall under the Early Childhood Division, is now 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.
- Offered a flexible training calendar to continue the delivery of *Learning for Teaching* during the COVID-19 pandemic and school closures.
- Completed a research project, in collaboration with francophone and anglophone school districts, which allowed us to identify some supports and barriers that education support teachers - resource encounter when applying the skills they developed during the Advanced Training.
- Updated the Learning for Teaching curriculum to better reflect the most current trends in evidence-based practice for school-aged learners and to better meet the needs of our participants.
- Launched an improved version of the *ASD and Behavioural Interventions* online modules. This version includes up-to-date instructional design features to better support learning.
- 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.
- The result of one of the criteria assessed during the clinical monitoring of the preschool autism program indicates that 91% of the Personalized Learning Plans demonstrate collaborative practice when collaborative partners are impacted by intervention.
- 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.
- Expanded *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.
- In a survey to parents/guardians on the Preschool autism program, 80% reported a positive impact resulting from intervention.

Key Performance Indicators

Participation:

- 66 parents/guardians of children/youth (0 – 21 years

old) with ASD have enrolled in the introductory training in 2021 – 2022. Since September 2018, 1,281 parents/guardians from New Brunswick have been able to access the online course.

- In preschool autism agencies, all behaviour interventionists are enrolled in the introductory course at the time they are hired; in 2021 – 2022, 206 of them completed the training. Since 2017, 1,225 preschool autism agency staff have completed the training.
- 73 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, 131 educational personnel have completed the introductory course in 2021 – 2022, including 48 educational assistants. Five participants completed the advanced training (level 2) in June 2021. Fourteen participants we enrolled in the advanced training during the 2021 – 2022 school year and are due to complete in the fall.
- In anglophone school districts, 222 educational personnel have completed the introductory course in 2021 – 2022, including 85 educational assistants. Nineteen participants completed the advanced training (level 2) in June 2021. 33 participants we enrolled in the advanced training during the 2021 – 2022 school year and are due to complete in the fall.

Feedback and Results:

- All level 1 participants are asked to complete an end of training survey. In 2021 – 2022, 97 participants from the NB school system completed this survey.
 - When asked to rate on a scale from 1 (strongly disagree) to 5 (strongly agree) how they felt about this statement: "I have the confidence to put my new learning into practice in my job or everyday life", the average score was 4.5.
 - When asked to rate on a scale from 1 (strongly disagree) to 5 (strongly agree) how they felt about this statement: "I am motivated to apply my new learning in my job or everyday life", the average score was 4.7.
- In 2021 – 2022, 41 participants from preschool autism agencies completed this survey.
 - When asked to rate on a scale from 1 (strongly disagree) to 5 (strongly agree) how they felt about this statement: "I have the confidence to put my new learning into practice in my job or everyday life", the average score was 4.5.

- When asked to rate on a scale from 1 (strongly disagree) to 5 (strongly agree) how they felt about this statement: “I am motivated to apply my new learning in my job or everyday life”, the average score was 4.8.
- All level 2 participants are asked to complete a quiz before and after completing each

component of the training. The participants who completed component 2 “Teaching Positive Behaviours” in June 2021 scored as followed:

- Pretest average score: 55%
- Post test average score: 72%

PERFORMANCE AND CONTINUOUS IMPROVEMENT DIVISION

The **Performance and Continuous Improvement Division** is responsible for providing efficient and effective support in the areas of Strategy, Continuous Improvement, Internal Audit, 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 the provincial government’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 and Portfolio Management Branch** plays a key role in the management of priority initiatives and projects at a strategic level. It ensures projects align with the organization’s 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 **Internal Audit and Advisory Services Unit** provides independent and objective assurance designed to improve and add value to district and departmental operations. Its activities include the assessment of existing risk management, governance, and control processes, while also providing training, support, and promoting accountability.

Highlights

- Supported the department’s ongoing COVID-19 response and recovery efforts by providing project leadership to a variety of priority initiatives.
- Led efforts to further streamline and align strategic objectives in both the anglophone and francophone sectors.
- Implemented the second year of a three-year enterprise change management strategy within the department.
- 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 the strength of existing controls.

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.

The **Policy and Legislative Affairs Branch** 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 enquiries and investigations from legislative officers.

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

The **Teacher Certification Branch** 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

- Received Royal Assent for *An Act Respecting*

KEY PERFORMANCE INDICATORS (KPIs)

93 per cent (42 out of 45) of requests under the *Right to Information and Protection of Privacy Act* were processed

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 Resource services, Technology services, and Procurement services provided to the department and the school districts are coordinated through this division.

Empowering the School System, which amended the *Education Act* to, among other things, increase transparency as it relates to the investigation process and results of discipline for school personnel; update language pertaining to references of Indigenous people; modify the responsibilities of principals to ensure a working and learning environment that is conducive to innovation and constructive feedback; and allow teachers with specialized training to administer and interpret psychoeducational assessments to support the development of student learning plans.

- Amended the *Childcare Subsidies Regulation 2018 – 12* to exclude any financial benefits received by parents from Canada Housing Benefit from the annual household income calculations.
- Developed and released the 2021 – 2022 Healthy and Safe Schools Guidelines for the public education system.
- Updated the plans for the students' return to school following the transition to home-based learning in January 2022 due to the rapid spread of the Omicron variant.
- Consulted with education system partners on school governance reform to improve decision-making, the role and organization of district education councils, and find ways to improve parental and community engagement.

within the legislated timeframe (exceeding the target of 90 per cent).

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 the provincial government with support and expertise in the planning and management of educational facilities and pupil transportation. The branch responsibilities include 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 Business Solutions** branch is responsible for the strategic planning process related to the use of information technology in the public school system and is responsible for developing the Strategic Information Technology Plan. 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 is responsible for optimizing the performance of provincial applications and provides direction, oversight and support to staff responsible for prioritizing and coordinating service requests, and for overseeing the support provided to users by Service New Brunswick or other groups. The branch collaborates closely with Service New Brunswick to ensure business strategies and priorities are understood and IT demand is managed to ensure effective 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 age 12 years 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 early learning and childcare services. Branch staff are responsible for the designation and licensing of New Brunswick Early Learning

centres and New Brunswick Early Learning Homes.

Highlights

Infrastructure: successfully administered a \$74 million Capital Budget which included a capital improvement program for 294 schools and a major capital program for new school infrastructure. Planning and design were completed for a new K-5 school in Fredericton and a K-8 school in Moncton. Construction was ongoing for a new K-8 in Hanwell and a new school in Moncton. Ventilation assessments and project planning took place, beginning a multi-year program to ensure integrated ventilation systems in all schools.

Transportation: Focused on assisting districts with increased efforts to recruit and train new drivers. Established procurement parameters for deployment of additional stop arm cameras around the province, with a goal of equipping 20 per cent of the bus fleet.

Occupational Health and Safety: Continued to manage the program for the department in collaboration with WorkSafe New Brunswick and school districts. Sustainable programs were developed for districts, ensuring compliance with OHS regulations and laws. The OHS team continued to support operational measures related to the pandemic.

Process improvement: A new bank account was established in order to receive payments for Early Learning Centre licenses and Teacher Certification fees via e-transfer.

Employee wellness room and library: Renovated office space to create an area where employees of Place 2000 can enjoy lunch or a quiet moment.

The **Early Learning and Childcare Services Branch:**

The branch organized pre-budget consultations for stakeholders and the public in eight locations around the province. Effective March 31, 2022, there are 842 licensed early learning and childcare facilities representing 33,205 available early learning and childcare spaces. This signifies an increase of 1,018 available early learning and childcare spaces since March 31, 2021. Implemented practices for responding to COVID-19 within early learning and childcare facilities; in consultation with Public Health officials, augmented the *Guidelines for the Prevention and Control of Communicable Diseases in ELC Facilities* to include COVID-19 as a communicable disease.

As of March 31, 2022:

- 92% of all eligible Early Learning and Childcare centres are designated
- 80% of all eligible Early Learning and Childcare homes are designated
- 89% of all eligible Early Learning and Childcare facilities are designated

Financial information

DEPARTMENTAL EXPENDITURE STATUS REPORT BY PROGRAM/PRIMARY

Fiscal year ending March 31, 2022

	Budget	Actuals
Corporate and other Education Services		
Personnel Services	34,582,503	28,627,966
Other Services	27,838,788	32,094,743
Materials and Supplies	812,687	1,282,168
Property and Equipment	5,513,357	6,557,590
Contributions and Grants	9,298,000	10,037,853
Debt and Other Charges	-	3,030
TOTAL	78,045,335	78,603,350
School Districts		
Personnel Services	1,114,271,111	1,112,419,014
Other Services	120,356,553	116,432,410
Materials and Supplies	25,214,703	20,731,634
Property and Equipment	4,003,373	12,394,168
Contributions and Grants	380,000	1,108,989
Debt and Other Charges	250,000	-
TOTAL	1,264,475,740	1,263,086,215
Early Childhood Development		
Personnel Services	3,959,984	3,385,828
Other Services	21,514,300	20,473,276
Materials and Supplies	77,700	294,078
Property and Equipment	53,900	52,689
Contributions and Grants	90,455,300	94,151,882
TOTAL	116,061,184	118,357,753
COVID-19 Pandemic		
Personnel Services	16,258,800	17,186,576
Other Services	149,100	384,055
Materials and Supplies	876,100	514,483
Property and Equipment	-	115,049
Contributions and Grants	12,816,000	17,821,131
TOTAL	30,100,000	36,021,294
GRAND TOTAL	1,488,682,259	1,496,068,612

Notes:

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

Summary of staffing activity

Pursuant to section 4 of the *Civil Service Act*, the 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 2021 – 2022 for Education and Early Childhood Development.

NUMBER OF PERMANENT AND TEMPORARY EMPLOYEES AS OF DEC. 31 OF EACH YEAR		
EMPLOYEE TYPE	2021	2020
Permanent	219	212
Temporary	106	86
TOTAL	325	298

The department advertised 56 competitions, including 52 open (public) competitions and four closed (internal) competitions.

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

APPOINTMENT TYPE	APPOINTMENT DESCRIPTION	SECTION OF THE CIVIL SERVICE ACT	NUMBER
Specialized Professional, Scientific or Technical	An appointment may be made without competition when a position requires: <ul style="list-style-type: none"> a high degree of expertise and training a high degree of technical skill recognized experts in their field 	15(1)	0
Equal Employment Opportunity Program	Provides Aboriginals, persons with disabilities and members of a visible minority group with equal access to employment, training and advancement opportunities.	16(1)(a)	1
Department Talent Management Program	Permanent employees identified in corporate and departmental talent pools, who meet the four-point criteria for assessing talent, namely performance, readiness, willingness and criticalness.	16(1)(b)	0
Lateral transfer	The GNB transfer process facilitates the transfer of employees from within Part 1, 2 (school districts) and 3 (hospital authorities) of the Public Service.	16(1) or 16(1)(c)	4
Regular appointment of casual/temporary	An individual hired on a casual or temporary basis under section 17 may be appointed without competition to a regular properly classified position within the Civil Service.	16(1)(d)(i)	0
Regular appointment of students/apprentices	Summer students, university or community college co-op students or apprentices may be appointed without competition to an entry-level position within the Civil Service.	16(1)(d)(ii)	0

Pursuant to section 33 of the *Civil Service Act*, no complaints alleging 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
35	An Act Respecting Empowering the School System	June 11, 2021	<p><i>An Act Respecting Empowering the School System</i> amending the <i>Education Act</i> to:</p> <ul style="list-style-type: none"> • increase transparency as it relates to the investigation process and results of discipline for school personnel; • modify responsibilities of principals to ensure the working and learning environment is conducive to open discussion, innovation, constructive dialogue and the sharing of concerns or constructive feedback by school personnel, including volunteers; • clarify conflict of interest rules for district education council members, as well as a requirement for a council code of conduct; and • allow teachers with specialized training to administer and interpret certain psychoeducational assessments to support the development of student learning plans.

NAME OF REGULATION	EFFECTIVE DATE	SUMMARY OF CHANGES
<i>Childcare Subsidies Regulation 2018 - 12</i> under the <i>Early Childhood Services Act</i>	November 23, 2021	Amendments to the <i>Childcare Subsidies Regulation 2018 - 12</i> to exclude any financial benefits received by parents from Canada Housing Benefit from the annual household income calculations.

The acts for which the department was responsible in 2021 – 2022 may be found at: <https://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. A new language learning opportunity has been developed in-house by the Anglophone Educational Services Division. This opportunity is being piloted with a small number of employees seeking to improve their French second language proficiency.
- 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 of 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 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 work remotely or may work in alternate locations other than at head office.

Summary of recommendations from the Office of the Auditor General

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

NAME AND YEAR OF AUDIT AREA WITH LINK TO ONLINE DOCUMENT	RECOMMENDATIONS
	TOTAL
2020 Financial Audit Results (including payroll and Gestion systems) Recommendations re. teachers' payroll system (Gestion and EPAY)	2

IMPLEMENTED RECOMMENDATIONS	ACTIONS TAKEN
1. We recommend the Department continue to monitor the ongoing risks associated with the existing Part II payroll system, have reliable back ups, and continue to update and test business continuity plans to ensure Part II payroll will continue to be processed in the event of a system failure.	We will plan to review the Gestion Failure response plan on an annual basis involving all the parties that would be involved in addressing and resolving a District Gestion failure. It should be noted that the likelihood of a province-wide failure is very low because Gestion processing is decentralized. Each of the 14 (payroll) districts have their own independent Gestion program and dataset.
2. We recommend school districts, in consultation with the Department (and Service New Brunswick, if necessary) develop personnel file documentation standards for school districts' personnel files.	As deficiencies were only noted in 3 districts, we have addressed each district individually. All affected districts will ensure that deficiencies noted will not recur. The department has shared with districts GNB's guidelines for managing HR records containing personal information.

NAME AND YEAR OF AUDIT AREA WITH LINK TO ONLINE DOCUMENT	RECOMMENDATIONS
	TOTAL
2020 V1 Chapter 2: School Infrastructure Planning https://agnb-vgnb.ca/content/dam/agnb-vgnb/pdf/Reports-Rapports/2020V1/Chap2e.pdf Chapter 2, pages 13 to 89	14

IMPLEMENTED RECOMMENDATIONS	ACTIONS TAKEN
<p>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.</p>	<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 are now two standing lists of unfunded projects. The department created a Stable Departmental Infrastructure Priorities list (SDIP). This list is organized to rank the top-rated projects, and only contains a dozen or so projects. As funding gets allocated, the highest ranked projects get funded, and other projects that are yet to be funded move up the list in order of importance. Projects on the list will be on the list until funding is allocated. This is intended to bring stability and ensure that top-rated projects remain and do not change yearly based on the desires of the districts. As projects are funded and taken off the list, new projects are added at the bottom of the SDIP list. Projects that do not make the list, are on a secondary list of unfunded projects, which is amended yearly based on the district submissions, as per the Education Act and Policy 409.</p> <p>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>
<p>2.31 We recommend the Department create a centralized repository for all historical and current QBL assessments and their supporting documents.</p>	<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 – 16 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>
<p>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:</p> <ul style="list-style-type: none"> • Clear approval path depending on the significance of the change; • Consultation with all key stakeholders such as school districts changes; and • Formal approval and documentation of changes before they are applied. 	<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 files for each project being assessed. The team responsible for QBL assessments at the Minister of Education and Early Childhood Development verifies data and completes scoring analysis over a period of several days, depending on how many projects there are to assess. A primary requirement is to ensure consistency of assessment and scoring.</p> <p>A formal change management process was undertaken with collaboration from all districts and was completed in spring 2021 prior to 22 – 23 district capital request submissions. The approval process was formally recorded and documented, revisions to the QBL tool were implemented and applied to the 22 – 23 evaluation and scoring process.</p>

IMPLEMENTED RECOMMENDATIONS	ACTIONS TAKEN
<p>2.50 We recommend the Department implement a data validation and quality review process for Quadruple Bottom Line Multi-Criteria Analysis.</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 – 19 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 – 17 submission to 2019 – 20 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 two other discrepancies to clarify are the Tiering process and the 2019 – 20 capital program submission.</p> <p>At the time of the QBL development in 2013 – 14, the provincial school population had consistently decreased so the major infrastructure capital concerns were aging and underutilized schools. In 2017 – 18, 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 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. With the 2022 – 2023 formal change management process, the threshold was increased to 20% to make Tier 1 slightly more exclusive. 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 projects, 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 modulars do not reflect the actual pressures on conformance to the Education Guidelines for teaching platforms.</p> <p>The 2019 – 20 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 years 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.</p> <p>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>2.54 We recommend the Department use a rolling average method to predict the student enrolment trends.</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>2.55 We recommend the Department improve the Quadruple Bottom Line Multi-Criteria Analysis tool to:</p> <ul style="list-style-type: none"> • Address the weaknesses in the indicators listed in Appendix IV of the report and increase its overall objectivity; and • Incorporate a scoring mechanism to capture space deficiencies, instead of the tiering approach. 	<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 changes were made to the QBL.</p> <p>The results are:</p> <ul style="list-style-type: none"> • 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...”) • Indicator 6: This indicator has been updated, as has Indicator 5 to avoid possibility of double counting • Indicator 9 measures have been revised. Further changes were incorporated as part of the formal change management process. • Indicators 14 and 15 have been revised; statistics will be confirmed and validated. References to “significant” or “moderate” impacts have been defined. <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. As part of the formal change management process, criteria for ranking projects within Tier 1 was established.</p>
<p>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.</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>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.</p>	<p>As discussed in the response to 2.29, the department has begun 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>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.</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>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.</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.</p> <p>Although in article 2.66, the report challenges this application of equitable division and balance that the department has established with the districts and DECs, 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.</p> <p>The department relies on the professional staff at the school districts to identify district priority projects within their allocation and brief their DECs 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 DECs are an elected body representing the school district and have a legal responsibility under the Education Act.</p> <p>Twice a year the department hosts 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 with the district staff. The department will raise this recommendation with the school districts to determine if more criteria are required.</p>
<p>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.</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>2.104 We recommend the Department develop a long-term province-wide capital plan for school infrastructure. The plan should include items such as:</p> <ul style="list-style-type: none"> • Projects that are fully scoped, estimated and ready to be delivered in the short to medium term (3 to 5 years); • A broad long-term funding allocation based on an analysis of school facility data and projected budget plan; and • All key elements of the long-term infrastructure sustainability recommendation AGNB made in 2012: <ul style="list-style-type: none"> • the rationalization of assets (i.e. if not considered essential, remove from service); • a long-term approach to budgeting which includes life-cycle maintenance; • a protected stream of a base level of funding determined necessary to adequately maintain schools in service; • a 20-year planning horizon; • 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 • 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. 	<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"> • Projects identified for the short to medium term are fully scoped, estimated, ready for funding approvals, and are included on the departmental SDIP list. • 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. • With respect to all key elements of the long-term infrastructure sustainability recommendation AGNB made in 2012. • 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 <ul style="list-style-type: none"> • As stated above, a long-term approach to budgeting is a government decision, not departmental. • 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. • A 15 to 20-year planning horizon is adjusted every year, based on the results of the annual capital budget process. • As described in this AG report, new schools are only constructed when there is a clearly defined requirement as presented in the Tier 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, ensure 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. • 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.

IMPLEMENTED RECOMMENDATIONS	ACTIONS TAKEN
<p>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.</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.</p> <p>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/T12 light replacements, based on industry practice, in collaboration with the Department of Transportation and Infrastructure 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>
<p>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.</p>	<p>See 2,116 above</p>

Section 2 – Includes the reporting periods for years three (2019 – 2020), four (2018 – 2019) and five (2017 – 2018).

NAME AND YEAR OF AUDIT AREA WITH LINK TO ONLINE DOCUMENT	RECOMMENDATIONS	
	TOTAL	IMPLEMENTED
<p>2018 V1 Chapter 2: Improving Student Performance: A New Brunswick Challenge https://www.agnb-vgnb.ca/content/dam/agnb-vgnb/pdf/Reports-Rapports/2018V2/Chap2e.pdf Chapter 2, pages 13 to 84</p>	14	7
<p>2017 V5 Chapter 2: School District Purchase Cards https://agnb-vgnb.ca/content/dam/agnb-vgnb/pdf/Reports-Rapports/2017V5/Chap2e.pdf Chapter 2, pages 9 to 47</p>	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 2021 – 2022 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	2021
My learning is interrupted by the behaviour problems of other students.	41.5%	39.6%	39.2%	39.4%	Not available	28.2%	32.4%
My school is a place where I felt like I belonged.	57.0%	71.5%	69.0%	66.7%	Not available	64.8%	63.2%
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%	54.1%
Discipline is managed effectively at my school.	63.6%	66.7%	65.5%	62.3%	Not available	67.8%	61.3%
Students are generally well behaved in class.	76.0%	78.8%	78.0%	76.1%	Not available	87.5%	81.6%
I felt respected at my school.	76.3%	78.0%	77.6%	77.9%	Not available	78.1%	76.9%
I enjoyed my school experience.	75.4%	74.9%	73.7%	71.3%	Not available	69.1%	68.9%
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%	78.9%
I feel safe at my school.	87.9%	87.4%	89.3%	85.1%	Not available	85.4%	82.3%

* 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	2021
My learning is interrupted by the behaviour problems of other students.	38.0%	37.5%	41.9%	40.0%	37.2%	34.3%	36.7%
My school is a place where I feel I belong.	61.4%	75.0%	74.4%	76.1%	73.2%	71.4%	74.9%
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%	71.4%
Discipline is managed effectively.	81.3%	79.3%	78.3%	77.8%	74.9%	81.4%	79.1%
Students are generally well behaved in class.	89.0%	88.6%	87.7%	87.5%	86.6%	91.7%	90.6%
I felt respected.	84.9%	85.1%	85.0%	87.3%	85.2%	86.8%	87.9%
I enjoyed my school experience.	83.3%	82.9%	81.4%	81.8%	78.4%	79.2%	78.8%
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%	85.3%
It is a safe environment.	92.6%	92.7%	91.7%	92.2%	89.7%	89.1%	90.6%

Appendix B

OFFICE OF TEACHER CERTIFICATION 2021 – 2022 STATISTICS

CERTIFICATES ISSUED			
LEVEL	FEE	MALE/FEMALE	TOTAL
Certificate IV	\$70.00	14/20	34
Certificate V	\$70.00	92/286	378
Certificate VI	\$70.00	42/173	215
Interim Cert. IV	\$120.00	14/42	56
Interim Cert. V	\$120.00	9/12	21
Interim Cert. VI	\$120.00	5/6	11
Total Teacher's Certificates issued			715
Principal Certificate	\$60.00	24/40	64

OTHER DOCUMENTS ISSUED BY TEACHER CERTIFICATION	
Letters of Professional Standing	257
Letters of Work Experience	214

SUSPENSION AND REVOCATION OF TEACHER'S CERTIFICATES	
Revocation of teacher's certificates	3
Suspension of teacher's certificates	0