



# Education and Early Childhood Development

**ANNUAL REPORT**

2024-2025

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ANNUAL REPORT 2024-2025

Province of New Brunswick  
PO 6000, Fredericton NB E3B 5H1 CANADA

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## TRANSMITTAL LETTERS

### From the Minister to the Lieutenant-Governor

Her Honour The Honourable Louise Imbeault

### 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 of April 1, 2024, to March 31, 2025.

Respectfully submitted,



Honourable Claire Johnson  
Minister

### From the Deputy Ministers to the Minister

**Honourable Claire Johnson**  
**Minister of Education and Early Childhood Development**

Madam:

We are pleased to be able to present the annual report describing the operations of the Department of Education and Early Childhood Development for the fiscal year of April 1, 2024, to March 31, 2025.

Respectfully submitted,



Ryan Donaghy  
Deputy Minister, Anglophone Sector



Julie Beaulieu Mason  
Deputy Minister, Francophone Sector

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## MINISTER'S MESSAGE

New Brunswick's children and youth are the heart of our province's future. As Minister of Education and Early Childhood Development, I am deeply committed to ensuring that every child has the chance to grow, learn, and thrive – from their earliest years right through to graduation.

This first year as minister has been a wonderful journey of learning. I have had the privilege of hearing directly from parents, students, educators, and community members across the province, and each conversation has broadened my horizons. Your insights and stories have inspired me, and they remind me daily of the importance of the work we do together. It is truly an honour to serve the people of New Brunswick, and I look forward with excitement and hope to the year ahead.

Education is one of our government's greatest priorities. We know that when students' basic needs are met, they are better able to focus, participate, and succeed. That is why, starting this fall, every public-school student in New Brunswick will be offered a healthy breakfast through an expanded partnership with Feed NB. This universally offered program is an important step toward a hunger-free New Brunswick, giving all students a stronger, more equal start to their school day.

Teachers, too, are at the very centre of student success. Retention and recruitment remain challenges across Canada, but here at home we are tackling this head-on with a new central recruitment team. Their work is focused on ensuring every classroom has a teacher, every student has support, and every school community feels the stability it needs. When our educators feel supported and valued, they can do their best work – and our students benefit directly through stronger literacy, numeracy, and overall well-being.

We also know how important early childhood educators are in shaping our children's future, which is why we have invested \$200 million over five years to extend three child care agreements with the federal government. Early childhood educators guide children through some of their most important developmental years, and we are proud to stand behind them. Supports like tuition reimbursement, a no-cost micro-certification program with the New Brunswick Community College and le Collège communautaire du Nouveau-Brunswick, and regular salary grid reviews are helping to recruit and retain more educators. Over the past four years, wages have risen meaningfully, reflecting the respect and value we place on their work.

Looking ahead, we are also preparing for the next education plans, which will shape education and early learning and child care for years to come. Consultations are now underway, and we want to hear from you. Whether you are a parent, a student, an educator, or a community member – your voice matters. By working together, we can set ambitious yet achievable goals that truly reflect the hopes and needs of New Brunswickers.

I am incredibly proud of all we've accomplished so far, and deeply grateful to all who dedicate their time, care, and energy to our children. Together, we will continue to build an education system that gives every child the chance to shine.



Honourable Claire Johnson  
Minister of Education and Early Childhood Development

## DEPUTY MINISTER'S MESSAGE

The work of the Department of Education and Early Childhood Development is central to shaping New Brunswick's future. Together, we prepare children and youth to learn, grow, and contribute meaningfully to their communities.

This past year, we achieved important milestones in both education and early learning that reflect our ongoing commitment to excellence – starting with an investment of \$1.9 billion in Budget 2024-2025.

In early learning and child care, New Brunswick was recognized as a national leader. The 2023 *Early Childhood Education Report*, released this past April, ranked our province first in Canada, rising from sixth place in 2011 with a remarkable 190 per cent improvement. This recognition reflects the dedication of our educators, operators, and partners.

Building on this progress, we officially launched the 2023-2026 Early Learning and Child Care Action Plan with the federal government, which sets the path for continued growth. In 2024-2025, we also opened 951 federally funded and 115 provincially funded designated child care spaces, despite some infrastructure challenges. In total, this represents 892 new designated spaces for New Brunswick families.

In education, we advanced initiatives that strengthen both learning and teaching. Two new schools, Cuffman Elementary and Wabanaki School, opened their doors in the Anglophone sector, creating more space for our growing student population.

We are placing a strong focus on literacy and numeracy as essential foundations for student success. Targeted initiatives are underway to renew curriculum, create professional learning resources for educators, establish clear learning outcomes, and introduce new courses and tools that will better equip students for lifelong learning.

Supporting the teaching profession remains a priority. To address retention and recruitment, we have formed a central team tasked with the development of a comprehensive strategy aimed at improving educator working conditions and ensuring that the teaching profession remains an attractive career choice. A first step has been working with universities to offer contracts to Bachelor of Education graduates as early as possible.

These accomplishments would not have been possible without the dedication of our staff, teachers, support workers, early childhood educators, operators, and community partners. Your hard work ensures that New Brunswick children have access to the education, care, and opportunities they deserve.

Looking ahead, I am excited to continue building on this momentum as we work together to create an education system that gives every child the chance to thrive.



Ryan Donaghy  
Deputy Minister

## DEPUTY MINISTER'S MESSAGE

This past year has been one of celebration and growth for our education and early learning systems. Together, we have built on our strengths, embraced new opportunities, and continued to work toward a future where every child in New Brunswick can reach their full potential.

One of the highlights of the year was celebrating excellence through the *Prix Étincelles*. Ten celebrations were held across schools and early learning centres, shining a light on the creativity, dedication, and passion of our educators, staff, and students. The joy and pride shared in these events, both in person and on social media, remind us of the extraordinary people who make our system so strong.

In May, we welcomed more than 150 participants, including over 50 partners, to Fredericton for the *Forum sur la Politique d'aménagement linguistique et culturel (PALC)*. This gathering gave us a chance to reflect on the accomplishments of the past decade, consider today's challenges, and set a clear course for the future of our francophone and Acadian communities. It was inspiring to see so many voices come together with a shared vision for the next ten years.

Innovation has continued to drive us forward. This year, New Brunswick was recognized nationally and internationally for its ethical approach to integrating artificial intelligence in education. A new framework and guide, released in August 2024, helps staff make the most of this technology while keeping students' well-being at the centre. At the same time, initiatives such as trades exploration in high schools and the *projet de vie et de carrière* are equipping students with the skills, confidence, and curiosity they need for the future.

We also saw record participation in initiatives that strengthen inclusion and sustainability. The Accès project continues to provide transformative opportunities for four-year-olds, helping to close developmental gaps and better prepare them for school. In addition, 121 environmental projects were funded across schools, double the number from last year. These projects empower students to learn by taking action on issues that matter deeply to their communities and their future.

Professional development has remained a cornerstone of our work. From autism training for early learning staff, to the "Allumez l'étoile" summer institute that gathered nearly 300 educators in Moncton, to part-time and distance B.Ed and early learning and child care certification training cohorts beginning every fall, we are investing in the people who guide and inspire our children every day. Their dedication, skills, and compassion are the heart of our system.

All of these accomplishments are the result of hard work, collaboration, and vision. I am deeply grateful to our teachers, early childhood educators, principals, school staff, district partners, families, and, above all, our students. Everything we do is for them and because of them.

As we look ahead, we will continue to nurture innovation, strengthen our partnerships, and create learning environments where every child feels supported, included, and inspired. With the collective effort of our entire educational community, I am confident that we are building a brighter future for New Brunswick.



Julie Beaulieu Mason  
Deputy Minister

# GOVERNMENT PRIORITIES

## Delivering for New Brunswickers

The priorities the Government of New Brunswick (GNB) has focused on represent the stories and solutions we hear from residents across the province. Our goal is to make a difference and enhance the quality of life for everyone in the province we proudly call home. Together, we are learning, growing, adapting, and discovering new and transformative ways of doing business. GNB is focused on taking the necessary steps to move our priorities forward, and work is being done more efficiently and effectively every day. New Brunswickers are resilient, creative and compassionate people, and by working collaboratively, we can create the brighter future we all deserve. GNB is prioritizing partnerships, and trusting and empowering the people and organizations on the ground working most closely with New Brunswickers to achieve results.

## Priorities

GNB is focused on creating a brighter future for all New Brunswickers. To make progress towards this vision, several priorities have been identified within the following areas:

- Health care
- Affordability and housing
- Education
- The economy
- Environment
- Trusted leadership

We invite you to explore the commitments we have made within each priority area, as well as updates on our achievements and the metrics we use to measure success. For more information, visit: [gnb.ca/accountability](http://gnb.ca/accountability).

## HIGHLIGHTS

During the 2024–2025 fiscal year, Education and Early Childhood Development (the Department) focused on these government priorities:

### Early Childhood Development (ECD)

- The *National Early Childhood Education Report 2023* was released in April 2024, evaluating early learning and child care (ELCC) systems. New Brunswick has remarkably risen from a three-way tie for 6th place in 2011 to 1st place, with over 190 per cent improvement.
- Official Launch of the 2023–2026 Early Learning and Child Care Action Plan in August 2024. The Action Plan is posted on the Department's website.
- The Department negotiated a change in how many for-profit designated spaces could be created under the Canada-Wide Agreement, increasing it from 1,000 to 1,665 spaces.
- The Parent Subsidy program for designated facilities was launched in the Parent and Operator Portals in June 2024. The Portals provide a centralized digital platform for applications and the funding process for parents and operators.
- In June 2024, Year 3 of the Access Project was launched, with funding for 100 four-year-old children who otherwise would not have access to child care.
- Over 250 early childhood educators and operators participated in an International Organisation for Economic Co-operation and Development (OECD) Survey (TALIS-SS) which will guide future policy in Early Learning. The survey closed in May 2024 with a 71 per cent completion rate for New Brunswick.
- Early learning consultants completed training and began implementing the Collaborative Assessment Tool (CAT) in designated early learning facilities in July 2024.
- Agreements have been signed with First Nation Tribal Councils to begin collaborating with the Department on the development of an Indigenous curriculum and early childhood educator training that meet the needs of Wabanaki communities in New Brunswick.
- 80 educators received their one-year certificate in Early Childhood Education through a partnership with Collège communautaire du Nouveau-Brunswick (CCNB).
- 31 participants completed the *Leadership et gestion des services de garde* program in the francophone districts.
- 123 participants completed the Pedagogical Leadership Modules in Early Learning and Child Care facilities across all four anglophone districts.
- 61 secondary students in the Francophone sector earned the Introduction to Early Childhood Education certificate (90 hours), qualifying them to work in child care centres.
- 133 educators earned their one-year certificate in Early Childhood Education through a partnership with the New Brunswick Community College.
- 38 high school students received the Introduction to Early Childhood Education certificate (90 hours), qualifying them to work in licensed child care centres upon graduation.
- Licensing and Monitoring approved 974 preschool spaces (ages 0 to 5 prior to school), 942 of which are designated during 2024-2025.

## Educational Services

- Significant improvement in grade 4 literacy (up 4.9 per cent), in addition to improvements in additional assessments such as grade 6 literacy, and grades 4, 6, and 8 sciences.
- 2024–2025's mandatory grade 9 literacy assessment was completed by 5,645 students with a success rate of 80.9 per cent.
- More than 200 people learned more about Artificial Intelligence in April 2024 during the inaugural AI in Education Think Tank.
- In July 2024, the Office of First Nations hosted a cultural immersion camp facilitated by Elders, where 30 educators explored Indigenous ways of knowing and doing.
- In August 2024, the Department hosted its first Information Fair on Opportunities in Education. This event aimed to inform participants about the various roles in the education system and to connect professionals to the districts' career opportunities. The event received more than 2,000 registrations.
- 51 New Brunswick educators participated in the Democracy Bootcamp in August 2024, hosted by CIVIX Canada, preparing them to effectively implement the Student Vote, CTRL-F, and PoliTalks resources which teach about civic participation, digital literacy, and civil discourse.
- 43 New Brunswick educators participated in Skilled Trades Professional Learning sessions on Metals Processing, MSTE Fashion Technology, Culinary Arts, and Electrical Wiring.
- 520 students successfully completed a course in the New Brunswick Virtual Learning Centre's Summer Learning for Students program. This adds an additional course to their high school transcript.
- For the third consecutive year, Tech for Teachers occurred in August 2024. Partnering with the McKenna Institute, it brought about 60 teachers and 20 other participants together to explore technology in education.
- Over 6,000 school personnel and community professionals from all 4 Anglophone School Districts took part in a suicide prevention Professional Learning session in August 2024.
- The Department has successfully rolled out the new School Counselling Framework in all 4 Anglophone School Districts.
- The Department has successfully completed the Youth Check-in with over 20,000 participants in grades 6–12.
- Successfully completed the pilot of the 30-hour online course Teaching to Include Each Learner in June 2024, and in October, successfully launched a brand-new cohort of 25 (+2 auditing) participants.
- As part of NB Lead, the Department's educator leadership program, the LEAD 2024 Principal Leadership Conference occurred in October, as did EECD's first Vice Principals' Conference, which had 228 attendees.

## Francophone Education Sector

- Developed a strategy to reimagine the K-2 learning environment, in collaboration with three schools (La Ruche, Carrefour de la Jeunesse, Amirault), and including a review of curricula, development of literacy and numeracy resources, and promotion of interdisciplinary studies.
- Organized a literacy symposium, bringing together over a hundred educators from across the province.
- Developed and posted online three self-study modules (out of a total of 13) on literacy for K-3 staff.
- Launched 12 self-study training modules for educational assistants.
- Launched the *Parcours Compétences pour réussir sur le marché du travail* (PCR), a new training pathway aligned with the Skills for Success framework.
- Piloted introduction to skilled trades courses in five secondary schools.
- Updated the grade 10 numeracy program and resources.
- Created an online French as an Additional Language (FLA-A2) course for learners at the secondary level.
- Deployed the Skilled Trades Exploration Program (STEP): 8 teachers completed an intensive 20-week training course, in collaboration with MAP Strategic Workforce Services Inc., and the CCNB.
- Developed a new French literacy course at the secondary level.
- Piloted the 2024 New Brunswick Teen Apprenticeship Program (NBTAP) summer program where 59 students participated in paid practicums.
- Implemented training and resources on the ethical integration of artificial intelligence into the education system, in collaboration with three districts.
- Carried out over 70 environmental projects in daycare centres and schools to support eco-citizenship, including training, retreats, and a new data collection process.
- Held strategic consultations to assess the progress of the 2016–2026 education plan, with an eye towards preparing the next 10-year plan.
- Held the second edition of the *Institut Allumez l'étincelle*, where nearly 300 participants gathered to inspire and equip educational professionals.
- Honoured 18 winners for their commitment and innovative practices at the Étincelles Awards and the Excellence in Education Awards.
- Organized the very first Allô Français! camp, helping over 35 allophone students improve their French and immerse themselves in Francophone culture.
- Held over 80 consultations with partners to update the Linguistic and Cultural Development Policy (LCDP) for the French education system, with the new version scheduled for 2026.
- Integrated a 73-language translation tool into the Vretta platform to support students learning French during provincial assessments in mathematics, numeracy and science and technology.

- Developed the *Guide de gestion des accommodations et des exemptions aux examens provinciaux* to specify the regulations and procedures for managing and administering the Francophone provincial learning assessment program.
- Granted access to primary student provincial assessment results for parents via the PowerSchool platform.

### **Early childhood**

- Over 530 educators followed the training course on inclusion (PIMAGE), with additional post-training support for 250 educators.
- 278 educators completed the 90-hour basic early childhood training.
- Over 1,000 French-language books were donated to Public Health to promote family literacy after the Healthy Toddler Assessment.
- Over 1,850 children and their families received services in French through the Early Intervention Program.

### Autism Learning Partnership

- Since September 2018, 1,417 parents/guardians from New Brunswick have been able to access the Autism Spectrum Disorder and Behavioural Interventions online course. 126 parents/guardians accessed the course between April 1, 2024 and March 31, 2025.
- In preschool autism agencies, all behaviour interventionists are enrolled in the introductory course at the time they are hired. Since 2017, 1,714 preschool autism agency staff have completed the training. During the last year, 91 agency staff completed the training. In addition, 151 supervisors and consultants were enrolled in the online advanced training focusing on intervention planning and monitoring.
- In francophone school districts, 125 educational personnel completed the introductory course. 12 participants (resource teachers and district staff) completed the advanced training during the 2024–2025 school year.
- In anglophone school districts, 160 educational personnel completed the introductory course. 38 participants completed the advanced training during the 2024–2025 school year.
- A total of 950 professionals from the anglophone sector and 677 professionals from the francophone sector accessed the *Functional Skills for Independence* website.
- Three applicants for Board Certified Behaviour Analyst certification training are completing their coursework and supervised fieldwork. Three Learning Specialists are providing fieldwork supervision.

### Corporate Services

- To address retention and recruitment, the Department has formed a central team. A first step has been working with universities to offer immediate, conditional contracts to Bachelor of Education graduates.
- The NB Educational Job Portal is now live.

- Two new schools were successfully opened in the Anglophone school district: Cuffman Elementary and Wabanaki.
- The Department conducted voice-of-the-customer activities for long-term supply, short-term supply, 0–5, 6–15, and 25+ years of teaching experience groups to inform the retention and recruitment strategic plan.
- Launched the Breakfast Program with an \$11M agreement with the federal government over three years to expand access to healthy food in schools. Terms of contract with FEED NB have been agreed to by both parties.
- In 2024–2025, the Department purchased 131 new buses.
- Administered a \$187.5 million capital budget for improvements across 296 schools and new infrastructure projects.
- Continued design and construction on five school projects in Campbellton, Fredericton, Saint John, and Shédiac.
- Began planning for six newly announced school projects in Dieppe, Fredericton, Moncton, Salisbury and Tabusintac.
- Began a multi-year universal washroom upgrade program and advanced a multi-year ventilation system upgrade program for schools.

## Policy, Strategic Planning & Project Management Office

- Amended the *Teacher Certification Regulation* under the *Education Act* to simplify the Certification process, now aligned with current programs at universities, and increased standardization in the levels of certification.
- In April 2024, released the new Policy 714 – *Preventing and Managing Illnesses and Notifiable Diseases in Schools*. The Policy was developed with our Public Health partners and sets the requirements to support and foster a healthy school environment that prevents, controls, and manages the spread of illness and diseases. It also outlines the roles and responsibilities of school personnel, parents, and students on how to manage the spread of notifiable diseases.
- Updated and released Policy 311 – *Information and Communication Technologies Use (ICT use)* in May 2024, for the following school year. The policy was updated to include a new section specifically on the use of cell phones, clarifying that during class time, teachers will have students place their cell phone in a designated area of the classroom, on silent mode, unless they are being used for pedagogical reasons or for health reasons. It also states that students may be subject to disciplinary action if the use of their cell phone disrupts the learning environment.
- Amended the *Licensing Regulation* under the *Early Childhood Services Act* to improve light and shade requirements for indoor and outdoor play areas in all licensed Early Learning and child care facilities.
- In December 2024, Policy 713 – *Sexual Orientation and Gender Identity* was updated to incorporate recommendations of New Brunswick's Child, Youth and Senior Advocate and 2SLGBTQIA+ stakeholders. The updates included changes to the self-identification requirements for the formal and informal use of students' chosen names and pronouns in the school environment.

## PERFORMANCE OUTCOMES

The information below outlines some of the Department's priorities and how we measured our performance.

### Outcome # 1: Canada-wide creating and ensuring availability of designated child care spaces

Under the Canada-New Brunswick Canada-Wide Early Learning and Child Care Agreement with the federal government, the Department committed to developing and implementing a strategic plan that targets the creation of 875 new designated child care spaces by March 31, 2025. The focus of this plan is to ensure that families have access to high-quality early learning and child care services that they can rely on and that meet the needs of New Brunswick's diverse communities.

#### Why is it important?

To ensure families have access to high-quality early learning and child care services they can rely on, this priority is focused on:

- Identifying communities with the greatest gaps in child care.
- Focusing on creating designated child care spaces in areas with the greatest need, through the process of an open call for proposals and the providing of infrastructure grants.
- Capturing actual child care demands from parents (provincial waitlist).
- Identifying barriers to the creation and viability of new designated spaces.

#### Overall Performance

In 2024–2025, the call for proposal process allocated 1,624 spaces to successful applicants. The target of opening 875 additional spaces was not achieved by March 31, 2025. The opening dates of some facilities were adjusted to accommodate infrastructure challenges. These spaces are planned to open in 2025–2026.

#### Initiatives or projects undertaken to achieve the outcome

**Baseline:** 1,020 new spaces opened as of March 31, 2024.

**Target:** Open an additional 875 spaces through the call for proposal process by March 31, 2025.

**Actual:** 777 additional spaces were open as of March 31, 2025.

### Outcome # 2: Food program

Food Security: Since the 2023–2024 fiscal year, the Province of New Brunswick, through the Department, has committed an annual investment of \$2 million to support school food programming. This investment is part of a broader strategy to improve food security across the province and ensure that students have access to healthy meals that support their learning and development. To implement and manage this program, the Department established a partnership agreement with FEED NB. For the 2024–2025 fiscal year, the agreement between the Department and Feed NB was renewed with the same \$2 million base funding.

## **Why is it important?**

The Department recognizes the positive impact of food programs on student learning, both in terms of academic and social outcomes. The effects of school food programs have long-term benefits on development that will follow the child throughout their life.

## **Overall Performance**

**Target:** 138 schools offer a school food program; to be completed by 2024–2025 academic year.

**Actual:** 136 schools have a school food program at the end of fiscal year 2024–2025.

## **Initiatives or projects undertaken to achieve the outcome**

The objective, with a service agreement with FEED NB, was to provide schools without a program with the resources to offer food to students (138 schools).

**Baseline:** 135 schools with 51,711 students receive provincially funded school food programming via partnership with FEED NB

**Target:** With the agreement with FEED NB, it was anticipated that a total of 138 schools would be served by this organization by the end of 2024–2025 academic year. As a result, schools were added in all school districts based on the schools that indicated they did not have programs.

**Actual:** With the services of FEED NB, 136 schools were able to order and receive food and to offer the benefits of a food program to a total of 55,703 students at the end of fiscal year 2024–2025.

## **Outcome # 3: Building Blocks of Reading (Anglophone sector)**

The Department identified a need for renewed curriculum as well as a research-based course for K-2 English Prime educators to support instructional practice and assessment of reading skills. Therefore, the Department executed the Building Blocks of Reading initiative.

Resources and professional learning modules about teaching and assessing reading and writing skills for K-2 educators were developed in 2021. To ensure alignment with literacy approaches and assessment practices for elementary levels in English and French, this was done through collaboration with the francophone sector.

Instructional support and release time were provided for all K-2 English Prime and Elementary Resource Teachers (ESTs) from September 2021 to March 2025.

The Early Grades Literacy Assessment (EGLA) tool, aligned with the Building Blocks of Reading Continuum, was implemented in September 2023 for all K-2 English Prime and 1-3 French Immersion classrooms, enabling intervention for skill gaps and tailored professional learning to support educators. EGLA enables system-wide progress monitoring to ensure learners are progressing towards intended outcomes. EGLA has since been expanded to 3-5 and will be piloted during the 2025–2026 school year.

## **Why is it important?**

While the term “the Science of Reading” has been in use for more than 200 years (Shanahan, 2020), it has recently seen a rise in popularity due to the concerns expressed by educators, parents, politicians, and people everywhere regarding the large percentage of learners who struggle to learn to read (Ontario Human Rights Commission, 2022). The term has come to be associated with a focus on phonics-based early reading instruction; however, the Science of Reading encompasses much more than phonics. It is, instead, simply a collection of research that has been done on how to learn to read and the strategies that educators can use to best meet the needs of their learners. Additionally, the Early Grades Literacy Assessment (EGLA) has been developed to measure foundational reading skills, beginning in kindergarten, with assessments continuing until learners reach reading proficiency.

## **Overall Performance**

Curriculum and assessment resources were fully implemented in September 2023, and 96 per cent of K-2 Educators have completed their training on using the new curriculum and research-based practice for teaching and assessing reading. A cohort of 150 new teachers at this level for 2024-2025 required additional support to ensure training was initiated and completed.

## **Initiatives or projects undertaken to achieve the outcome**

A review of the New Brunswick Language Arts curriculum and supportive resources has been undertaken to ensure alignment to the following research-based practices:

- Targets in reading include system-wide implementation of a reading skills continuum, a standardized assessment tool to monitor progress and inform interventions (EGLA), including required course work for educators to grow capacity (Building Blocks of Reading).
- Explicit and systematic instruction of phonological awareness, phonics, fluency, vocabulary, and reading comprehension.
- Targeted instruction and intervention, including formative assessment.
- A long-term recommendation to improve early reading expectations and materials to be initiated in 2025-26.

**Baseline for training of all primary educators in Science of Reading practices (Building Blocks of Reading modules):** 0 per cent September 2021; 87 per cent April 2023; 98 per cent March 2024; 96 per cent March 2025

**Target:** 100 per cent

**Actual:** 96 per cent teachers trained (March 2025) (Of note: 100 per cent target was not met due to human resource variables. Educators who failed to complete their coursework were identified by school districts as having extraneous circumstances, and school districts are working with those educators to ensure they have supports for completion).

## **Outcome # 4: Improving students' literacy and numeracy skills (Francophone sector)**

One of the fundamental responsibilities of our education system is to ensure that all students acquire essential literacy and numeracy skills. Literacy and numeracy are fundamental predictors of educational success.

### **Why is it important?**

This is an important priority, because literacy and numeracy are the foundation of all other learning and directly influence educational success, access to post-secondary education, and preparation for the job market. Solid skills in these areas enable students to understand, analyze, and solve problems in a variety of contexts, fostering their autonomy, civic engagement, and ability to achieve their career-life plans in a constantly changing world.

### **Overall performance**

In 2024–2025, literacy and numeracy results among grade 3 students showed a slight decline from the previous year. This variation takes place against a backdrop of persistent learning challenges. It highlights the importance of maintaining current initiatives to strengthen the literacy and numeracy skills of all students.

### **Initiatives or projects undertaken to achieve the outcome**

- **Literacy:** Organization of a provincial literacy symposium, creation of the first 3 training modules (out of 13 planned) to support educational staff, review of kindergarten French literacy program, definition of writing performance standards for high schools and development of a new French course for grade 9.
- **Numeracy:** Development of a continuum from kindergarten to grade 2, gradual implementation of the new high school numeracy course for expected deployment in September 2025, transformation of the grade 10 mathematics course (Pathway A) into a numeracy course, and creation of e-learning activities.

<b>Outcomes</b>	<b>Reference 2023-2024</b>	<b>Target 2024-2025</b>	<b>Actual result 2024-2025</b>
Percentage of grade 3 students passing the provincial reading assessment	70.2%	71.5%	69.5%
Percentage of grade 3 students passing the provincial mathematics assessment	68.2%	69.6%	65.9%

## OVERVIEW OF DEPARTMENTAL OPERATIONS

The Department's vision is to ensure classrooms and early learning environments are diverse, through focusing on strategic services to support the learning and development of all children and students. The Department's role is to:

- provide quality public education from kindergarten through to grade 12;
- support the development of children before they enter school;
- regulate early childhood services in the province; and
- ensure the safety, security, and healthy development of children in regulated early learning and child care and public education settings.

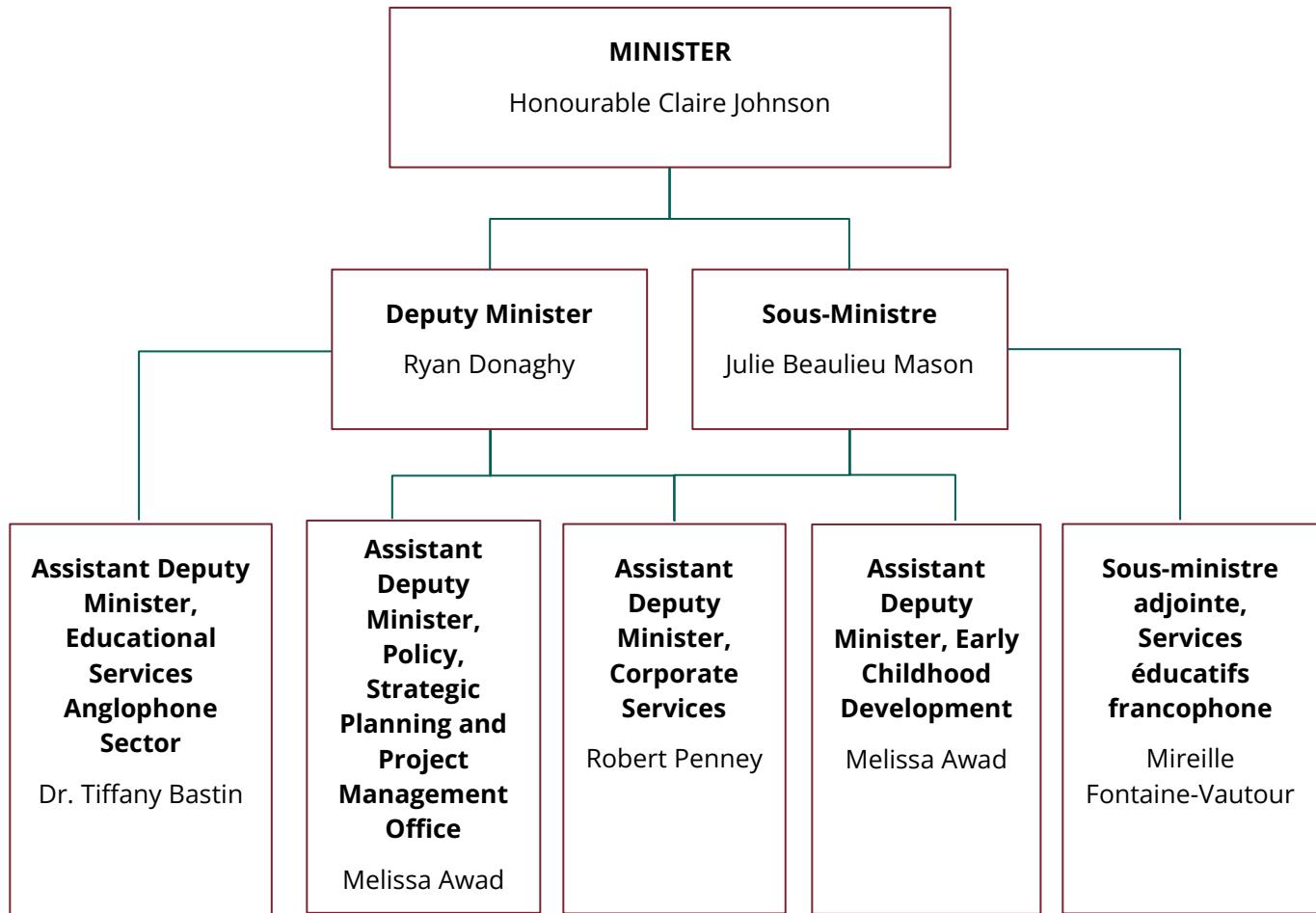
GNB has had sole responsibility for financing public schools since 1967, and is committed to equal opportunity for all students.

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 system includes the early childhood sector and the transition into public education.

The public education system has seven school districts – four anglophone and three francophone. District Education Councils (DECs), under the leadership of the superintendent as legislated under section 36 of the *Education Act*, are responsible for establishing the direction and priorities for their respective school district and for determining how school districts and schools are operated. Each DEC consists 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 student.

The Department plays a crucial role in regulating services through legislation and standards, and serves as the centre for the coordination of services and as a source of information and resources. Services are tailored to different geographical zones and to the official languages of local school districts. While some programs and services are delivered by the Department, most early childhood programs are contracted out to community-based organizations or private agencies. These include services like the preschool autism program and the early intervention program for families with children who are at risk of developmental delays. Additionally, the Department oversees a network of 901 licensed early learning and child care facilities.

## High-Level Organizational Chart



## DIVISIONS OVERVIEW

### Early Childhood Development Division

The Early Childhood Development (ECD) Division is responsible for the planning, design and monitoring of early childhood programs and services related to child development and learning. The Department licences, monitors and regulates early learning and child care programs under the *Early Childhood Services Act* and its Regulations.

Programs and services delivered by ECD include licensing and monitoring of ELCC facilities, online registry (i.e., the Department Portals), tuition reimbursement, child care financial assistance programs, grants for designated facilities, the inclusion support program, the wage support program, the preschool autism program and early intervention programs.

The Department offers three funding programs to licensed facilities: the Daycare Assistance Program, the Wage Support Program for Early Childhood Educators and the Inclusion Support Program; as well as three additional funding programs for designated facilities: the Parent Fee Reduction Subsidy, the Parent Subsidy Program and the Operational Grant.

Moreover, the Early Childhood Development Division is responsible for the strategic planning, implementation, monitoring, reporting, and accountability processes aligned with the Canada-Wide Early Learning and Child Care Agreement and Action Plan, which is in collaboration with the Federal Government.

### Anglophone Educational Services Division

The **Anglophone Educational Services Division** is responsible for early learning and development, the establishment of provincial public education standards, and programs and services for the K-12 education system. The division collaborates closely with Autism Learning Partnership and Integrated Service Delivery.

In 2024-2025, the division consisted of **Assessment and Analysis Services** which includes responsibility for the Provincial Student Assessment Program, provincial data collection, and measurement and analysis; **Digital Learning and System Excellence**, which includes responsibility for leadership development, experiential learning, strategic partnerships, applied research, digital learning, and online learning; **Education Support Services**, which oversees both support for learning and responsibility for career pathways; **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 (0-5) curriculum and professional learning, school age child care curriculum, inclusion and quality improvement, early intervention, and early language programs; and the **Office of First Nation Education**, which supports understanding of traditional and contemporary First Nation cultures, histories, and contributions.

### Division des services éducatifs francophones

The **Division des services éducatifs francophones (DSÉF)** sets standards for its programs and services and accountability reports on the achievement of its objectives. It is responsible for developing, implementing, and evaluating the education plan, study programs, early childhood education curriculum, and learning support services. The DSÉF monitors student learning and

coordinates and administers various assessment programs in schools and educational child care facilities. It anticipates and plans for immediate and future needs. It is also responsible for the budgetary and administrative planning of the francophone education system.

The DSÉF also assumes responsibility for developing various educational projects in collaboration with other departments and various organizations and agencies at the provincial, regional, national, and international levels.

This division carries out its responsibilities in accordance with governance rules and in close collaboration with district education councils (DECs), school districts, and the Acadian and francophone communities.

### Integrated Service Delivery (ISD)

The **Integrated Service Delivery (ISD)** branch coordinates efforts among departments and agencies such as Education, Health, Social Development, Public Safety, school districts, Regional Health Authorities, and others. ISD is a collaborative framework that brings together local and regional partners to support at-risk children and youth by improving early assessment and intervention. Implemented in September 2017, the framework and service delivery model both aim to improve the ability of the system to respond effectively to the needs of children, youth, and their families.

The goal of ISD is to provide timely and integrated service delivery tailored to the strengths, risks, and needs of children and youth. It focuses on educational development, emotional and behavioural functioning, mental health, family relationships, and physical health and wellness to ensure life quality of individuals with multiple needs.

There is ongoing dialogue with First Nations communities to address emotional, behaviour, mental health, and addiction issues.

### Autism Learning Partnership

The **Autism Learning Partnership/Partenariat d'apprentissage en autisme et Services spécialisés** branch manages the creation, implementation, and operation of various training initiatives including the content development, review, coordination, and facilitation of online training. It addresses a broad range of specialized needs, including autism, visual and hearing impairments (francophone sector), and fetal alcohol spectrum disorder through applied behaviour analysis and support and coaching. The branch provides comprehensive support and tailored interventions to families, educational personnel, and early childhood professionals, ensuring accessibility for all. Committed to offering bilingual and evidence-based professional learning and resources, the branch aims to foster development and improve the quality of life for individuals and their communities. Additionally, the team oversees the Preschool Autism Program, including the professional services agreement with VIVA Therapeutic Services.

The team provides support to families, preschool personnel and educational personnel.

### Policy, Strategic Planning and Project Management Office

The **Policy, Strategic Planning and Project Management Office Division** is divided into three branches: Policy and Legislative Affairs, Strategic Alignment and Project Management Office, and Engagement, Compliance and Data Management.

**Policy and Legislative Affairs** is responsible for providing strategic planning, advice, and research and policy development on early childhood development and public education issues. The branch provides submissions to executive council, legislature support and coordination, and the preparation of briefing materials for key government activities. The Branch is also responsible for the Department's legal affairs and the administration of the *Education Act* and the *Early Childhood Services Act*. Policy and Legislative Affairs facilitates the Department's coordinated approach to interdepartmental and intergovernmental activities, including the Council of Ministers of Education, Canada. The branch also coordinates departmental responses to enquiries and investigations from legislative officers.

The **Strategic Alignment and Project Management Office** leads the adoption of GNB's formal management system within the Department, including the development and use of the Department's strategy map. The branch undertakes and facilitates various projects using Lean Six Sigma for project and change management methodologies, both at the Department's central office and in liaison with school district offices. It serves as a focal point for the development of operational standards, practices, and guidelines, and ensures the alignment of the department's strategy and effort with the GNB accountability reporting process.

**Engagement, Compliance and Data Management** is responsible for intradepartmental consultation, engagement with Indigenous communities and organizations, and engagement with Anglophone District Education Councils. The branch also includes audits, teacher certification, and data management. Internal Audit is responsible for performing policy and financial audits in school districts, as well as with early learning and child care facilities and is the lead on risk management. Teacher Certification is responsible for issuing teacher certificates and dealing with all related matters. Corporate Data Management and Analysis is responsible for collecting and analyzing key statistical information, and it develops and implements relevant data-gathering instruments to ensure timely and sound information.

## Corporate Services Division

The **Corporate Services Division** is responsible for providing efficient and effective support in the areas of Accounting, Budgeting, and Financial Management; Facilities and Pupil Transportation, Human Resources, and Information Technology Strategy and Business Solutions.

The **Finance and Services Branch** oversee the Departmental financial operations by preparing quarterly reports, creating and managing annual budgets, and ensuring full compliance with financial regulations. The branch also manages the procurement processes to ensure that purchasing is efficient, transparent, and aligned with government policies. The branch supports its personnel by answering finance-related questions and providing clear guidance on procedures and policies.

The **Educational Facilities and Pupil Transportation Branch** provides support and expertise in the planning and management of educational facilities, pupil transportation, occupational health and safety, and emergency response. The objective is to create a healthy and secure learning and working environment as well as the implementation of a safe and efficient Pupil Transportation service.

The **Human Resources Branch (HR)** is responsible for effectively managing the Department's workforce to ensure its success and sustainability. This includes workforce planning, recruiting, staffing and retention, fostering a positive and productive work environment, promoting personnel development and training, support and guidance on classification, compensation and personnel

relations and ensuring compliance with legislation and human resource policies, including Health & Safety. The branch also supports the development of strategies for personnel wellness and engagement and supports organizational goals by aligning personnel management with the Department's priority objectives.

The **IT Strategy and Business Solutions Branch** aligns technology strategies with organizational priorities, improving operational efficiency, and fostering innovation. They ensure secure systems, data compliance, and effective resource allocation, supporting both educational and administrative excellence. By implementing robust cybersecurity measures, optimizing IT solutions, and promoting continuous improvement, the branch enhances user experiences, safeguards digital resources, and drives long-term organizational growth and resilience.

## FINANCIAL INFORMATION

### Departmental expenditure - Status report by program

Fiscal year ending March 31, 2025 (\$000s)

Expenditures	Budget plus Appropriation Transfers	Supplementary Estimates	Final Budget	Actual*	Variance (Over) Under	Note
<b>Corporate and Other Education Services</b>						
Management Services	15,630	-	15,630	16,535	(905)	
Education Services	64,172	-	64,172	56,990	7,182	
Support Services	27,758	2,300	30,058	28,756	1,302	
<b>Total</b>	<b>107,560</b>	<b>2,300</b>	<b>109,860</b>	<b>102,281</b>	<b>7,579</b>	<b>1</b>
School Districts	1,545,773	6,200	1,551,973	1,568,830	(16,857)	<b>2</b>
Early Childhood Development	288,587	-	288,587	268,200	20,387	<b>3</b>
<b>Department Total</b>	<b>1,941,920</b>	<b>8,500</b>	<b>1,950,420</b>	<b>1,939,311</b>	<b>11,109</b>	

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

Note 1 – The surplus is primarily due to lower spending in the Anglophone sector's support services for complex cases, professional learning, and early learning and development.

Note 2 – The overage was primarily driven by an increase in the number of additional educational assistants and teachers required to support growth in enrolment numbers. Additional expenses were incurred due to the new Reciprocal Tax Agreement with Canada, which reduced the amount of HST returned to the province with respect to district expenditures, WorkSafe NB cost of claims, and support for newcomer students. Furthermore, higher benefit premium costs and unforeseen school maintenance needs also contributed to the overspending.

Note 3 – The budget surplus is attributed to funding from the Canada-Wide Early Learning and Child Care Agreement, which was based on a higher projected level of activity in the early childhood sector than what actually occurred.

## SUMMARY OF STAFFING ACTIVITY

Pursuant to section 4 of the *Civil Service Act*, the Secretary to the 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 2024-2025 for Education and Early Childhood Development.

NUMBER OF PERMANENT AND TEMPORARY EMPLOYEES AS OF DEC. 31 OF EACH YEAR				
EMPLOYEE TYPE	2024	2023	2022	2021
Permanent	192	185	180	179
Temporary	318	261	260	213
<b>TOTAL</b>	<b>510</b>	<b>446</b>	<b>440</b>	<b>392</b>

The Department advertised 73 competitions.

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

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"> <li>• a high degree of expertise and training</li> <li>• a high degree of technical skill</li> <li>• recognized experts in their field</li> </ul>	15(1)	0
Equal Employment Opportunity Program	Provides Aboriginals, persons with disabilities and members of a visible minority group with equal access to employment, training and advancement opportunities.	16(1)(a)	2
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)	4
Lateral transfer	The GNB transfer process facilitates the transfer of employees from within Parts 1, 2 (school districts), and 3	16(1) or 16(1)(c)	3

APPOINTMENT TYPE	APPOINTMENT DESCRIPTION	SECTION OF THE CIVIL SERVICE ACT	NUMBER
	(hospital authorities) of the Public Service.		
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)	8
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*, 0 complaints alleging favouritism were made to the Deputy Head of Education and Early Childhood Development and 0 complaints were submitted to the Ombud.

## SUMMARY OF LEGISLATION AND LEGISLATIVE ACTIVITY

BILL #	NAME OF LEGISLATION	DATE OF ROYAL ASSENT	SUMMARY OF CHANGES
N/A			

NAME OF REGULATION	EFFECTIVE DATE	SUMMARY OF CHANGES
N.B. Regulation 2018-11, the <i>Licensing Regulation</i> under the <i>Early Childhood Services Act</i>	August 16, 2024	Amendments to N.B. Regulation 2018-11, the <i>Licensing Regulation</i> to: <ul style="list-style-type: none"> <li>a) require all indoor play areas at child care facilities to have natural light and meet all the building code requirements;</li> <li>b) require shaded areas in all child care facilities to be measured per minimum of 0.45 square metres per child accessing the outdoor play area; and</li> <li>c) permit hot beverages in spill-proof containers in areas that are occupied by children.</li> </ul>
N.B. Regulation 2001-24, the <i>School Districts and Subdistricts Regulation</i> under the <i>Education Act</i>	August 16, 2024	Amendments to N.B. Regulation 2001-24, the <i>School Districts and Subdistricts Regulation</i> to replace the lists of local governments with new electoral maps drawn and maintained by Elections New Brunswick.
N.B. Regulation 2004-8, the <i>Teacher Certification Regulation</i> under the <i>Education Act</i>	August 16, 2024	Amendments to N.B. Regulation 2004-8, the <i>Teacher Certification Regulation</i> to: <ul style="list-style-type: none"> <li>a) update requirements to obtain Teacher and School Principals' Certificates;</li> <li>b) clarify requirements for issuance and renewal of local teachers' permits;</li> <li>c) add the composition of the Minister's Advisory Committee on Teacher Certification; and</li> <li>d) update the qualifications of the chair and vice-chair of the Appeal Board on Teacher Certification.</li> </ul>

The acts for which the Department was responsible in 2024-2025 may be found at:  
<https://laws.gnb.ca/en/bycategory/cs?categoryId=departmentId&itemId=education>

# **SUMMARY OF OFFICIAL LANGUAGES ACTIVITIES**

## **Introduction**

The Department of Education and Early Childhood Development has developed an action plan that includes strategic means for each of the four objectives found in the [Implementation Plan 2024-2031](#).

The Official Language policy and action plan apply to the Department; however, given the linguistic duality within the education system, they do 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.

## **Strategic Objective 1**

Ensure high quality, equal, bilingual services to all New Brunswickers:

- New promotional materials in support of bilingualism are displayed throughout the workplace to identify that service delivery is available in both official languages.
- 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.
- Personnel at the Department is always encouraged to speak to one another in its 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.

## **Strategic Objective 2**

Provincial government personnel is able to work and pursue a career in the official language of its choice:

- The Department continues to create an environment where personnel is free to use its Official Language of choice. Personnel is encouraged to participate in meetings by using its language of choice.
- Personnel official language preference is contained in the Human Resources Information System and in the personnel member files.
- All performance reviews are carried out in the personnel member's official language of choice.
- All seasonal/holiday/personnel appreciation activities are held in both official languages. Monthly "huddles" with deputy ministers and all personnel continues to provide highlights and news of the Department in both official languages. This has been one method used to inform all personnel, regardless of which sector it works 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 personnel members, including those who work remotely or may work in alternate locations other than at head office.

### **Strategic Objective 3**

New Brunswickers understand the socio-economic benefits of bilingualism through improved and effective communication and better support:

- Government continues to ensure that official bilingualism is included as a fundamental value of the public service and is clearly included in the Code of Conduct of the personnel of the Public Service.

### **Strategic Objective 4**

Positive measures are implemented to promote the development of both official linguistic communities:

- Policy and Guidelines on the Language of Service are available to all GNB personnel. This includes examples of active offer for services in both Official Languages on voicemail greetings, mailbox set-up, correspondence, electronic services, service in person, etc.
- Onboarding materials for new personnel include a review of the *Language of Service* Policy and Guidelines (AD-2919) as well as the *Language of Work* Policy and Guidelines (AD-2920). A further review of these policies is part of the annual performance review process.
- In partnership with the Department of Intergovernmental Affairs, the community of practice for Official Languages Coordinators and the community of practice for Second Languages Coordinators met and communicated regularly on Official Languages.

## SUMMARY OF RECOMMENDATIONS FROM THE OFFICE OF THE AUDITOR GENERAL

**Section 1** – Includes the current reporting year (2024-2025) and the previous year (2023-2024).

NAME AND YEAR OF AUDIT AREA WITH LINK TO ONLINE DOCUMENT	RECOMMENDATIONS
	TOTAL
<b>2024 V1 Chapter 3:</b> Pupil Transportation <a href="https://www.agnb-vgnb.ca/uploads/volume_translations/1/report/agnb-V1-2024-report.pdf">https://www.agnb-vgnb.ca/uploads/volume_translations/1/report/agnb-V1-2024-report.pdf</a> Chapter 3, pages 72 to 95	12

IMPLEMENTED RECOMMENDATIONS	ACTIONS TAKEN
<b>3.31</b> Ensure that districts obtain and retain the following for all school bus drivers, both at hire and at each license renewal: <ul style="list-style-type: none"> <li>• A driver's license of the appropriate class</li> <li>• An acceptable abstract of driving record</li> <li>• Superintendent approval of any driving records where acceptability is in doubt.</li> </ul>	It is the Department's expectation that all School Districts keep bus driver files up to date as appropriate.  The Department will explore methods to ensure School Districts remain compliant with bus driver documentation requirements. <b>Implemented</b>
<b>3.34</b> Ensure that districts obtain and retain criminal background checks for all school bus drivers.	This is a requirement within the existing policy framework. It is a school district responsibility to adhere to this requirement.  The Department will look at how oversight can be improved. <b>Implemented</b>
<b>3.38</b> Ensure that districts establish processes to verify that medical examinations are passed annually for school bus drivers over 65 years of age.	The Department will review existing Regulations and Acts governing this requirement. <b>Implemented</b>

	<p>Work will then be undertaken with our GNB partners to close the identified gaps.</p> <p><b>Implemented</b></p>
<b>3.41</b> Ensure that districts obtain and retain evidence that all required training has been completed by all school bus drivers, including: <ul style="list-style-type: none"> <li>• The School Bus Driver Training Program, at hire</li> <li>• A driver training refresher course at least annually</li> <li>• First Aid training at hire and at each license renewal.</li> </ul>	<p>The Department will develop guidelines which will outline the expectation for the documentation of each bus driver's completion of the required training.</p> <p><b>Ongoing</b></p> <p><b>Target Implementation Date: End of 2025</b></p>
<b>3.44</b> Develop standardized guidelines for annual bus driver refresher training.	<p>The Department will develop a minimum standard for the annual driver refresher.</p> <p><b>Implemented</b></p>
<b>3.48</b> Ensure that districts perform regular performance appraisals of school bus drivers.	<p>The Department will work with school districts to identify the requirements to complete regular performance appraisals of bus drivers.</p> <p><b>Ongoing</b></p> <p><b>Target Implementation Date: Spring 2026</b></p>
<b>3.52</b> Ensure that districts obtain annual sign-off from all school bus drivers to signify that they have read and understood their responsibilities under: <ul style="list-style-type: none"> <li>• The <i>Education Act</i> and the <i>Pupil Transportation Regulation</i></li> <li>• Pupil transportation specific policies: <ul style="list-style-type: none"> <li>◦ <i>Policy 504 – School Vehicle Inspections, Maintenance, and Reduction of Idling</i></li> <li>◦ <i>Policy 508 – School Bus Driver Training Program</i></li> </ul> </li> </ul>	<p>Will be included in the minimum requirements for the annual driver refresher.</p> <p><b>Implemented</b></p>
<b>3.59</b> In cooperation with the school districts and the Vehicle Management Agency, ensure that all school buses receive motor vehicle inspections every 6 months.	<p>Work is underway to review and improve processes to improve tracking of motor vehicle inspections at the Department level.</p> <p><b>Ongoing</b></p> <p><b>Target Implementation Date: End of 2025</b></p>

<p><b>3.62</b> In cooperation with the school districts and the Vehicle Management Agency, ensure that school buses receive all scheduled preventative maintenance based on the schedule in the service level agreement with the Vehicle Management Agency.</p>	<p>Work is underway to develop a system to better track preventative maintenance at the Department level. This will assist in ensuring the prescribed schedule is followed.</p> <p><b>Ongoing</b></p> <p><b>Target Implementation Date: End of 2025</b></p>
<p><b>3.66</b> In cooperation with the school districts, ensure all required documentation in pre-trip inspection sheets and school bus logbooks is present, and kept up to date.</p>	<p>The Department will explore potential solutions with school districts for implementation.</p> <p><b>Ongoing</b></p> <p><b>Target Implementation Date: Spring 2026</b></p>
<p><b>3.70</b> Develop a provincewide strategy that addresses actual bus driver recruitment and retention needs and challenges, including measurable targets and objectives that align with projected staffing requirements.</p>	<p>The hiring of school bus drivers, as for all other school personnel, is the responsibility of individual school districts.</p> <p>The Department will review bus driver recruitment challenges faced by school districts. An appropriate recruitment strategy may be put in place to support school districts in their staffing efforts.</p> <p><b>Ongoing</b></p> <p><b>Target Implementation Date: Spring 2026</b></p>
<p><b>3.72</b> In cooperation with the school districts, establish a contingency plan to address short-term driver absences.</p>	<p>School districts are responsible for the day-to-day operations of the pupil transportation system. This includes ensuring that they have plans in place for short-term driver absences.</p> <p>The Department will discuss with school districts to identify opportunities where support may be beneficial.</p> <p><b>Ongoing</b></p> <p><b>Target Implementation Date: Spring 2026</b></p>

NAME AND YEAR OF AUDIT AREA WITH LINK TO ONLINE DOCUMENT	RECOMMENDATIONS
	TOTAL
<p><b>2023 V2 Chapter 3:</b>  Pandemic Preparedness and Response – Department of Education and Early Childhood Development  <a href="https://www.agnb-vgnb.ca/uploads/volume_translations/9/report/Agrepe.pdf">https://www.agnb-vgnb.ca/uploads/volume_translations/9/report/Agrepe.pdf</a>  Chapter 3, pages 15 to 29</p>	<b>5</b>

IMPLEMENTED RECOMMENDATIONS	ACTIONS TAKEN
<b>3.16</b> Ensure that a business continuity plan is kept up to date, reflects the specific educational needs for potential long-term emergencies (including pandemics) and is periodically tested according to a predefined schedule.	Agreed. Updated Business Continuity Planning (BCP) began during the spring of 2023 and is currently being updated. This document will continue to evolve to meet the circumstances. <b>Updated BCP submitted to Executive Council Office (ECO) July 1, 2023.</b>
<b>3.17</b> Ensure adequate training is provided to staff identified with key roles and responsibilities in business continuity plans according to a predefined schedule.	Agreed. Training plan is currently being developed. <b>Ongoing</b> <b>Target Implementation Date: TBD</b>
<b>3.38</b> Ensure consistent, appropriate virtual-learning training is provided to school district staff.	Agreed. Financial support for the use of virtual tools is now included in onboarding and ongoing professional learning for teachers. <b>Implemented</b>
<b>3.42</b> Ensure that a communications plan is in place for similar future emergencies, and it should incorporate lessons learned.	Agreed. <b>As part of BCP referenced above.</b>
<b>3.45</b> Ensure a comprehensive after-action review is completed to identify areas for improvement.	Agreed. ECO is leading a comprehensive after-action review of which the Department will be a part. <b>Department officials met with a consultant as part of ECO's review.</b>

NAME AND YEAR OF AUDIT AREA WITH LINK TO ONLINE DOCUMENT	RECOMMENDATIONS
	TOTAL
<b>2023 V2 Chapter 6:</b> Out-of-Province Travel - Select School Districts <a href="https://www.agnb-vgnb.ca/uploads/volume_translations/9/report/Agrepe.pdf">https://www.agnb-vgnb.ca/uploads/volume_translations/9/report/Agrepe.pdf</a> Chapter 6, pages 72 to 100	<b>17</b> 6 (ASD-N) 5 (ASD-W) 6 (DSF-S)

IMPLEMENTED RECOMMENDATIONS	ACTIONS TAKEN
<b>6.31</b> ASD-N and DSF-S ensure adequate documentation pertaining to approval to travel, including estimated costs, and appropriate authorization, per policy AD-2801.	School district has updated their "Out of Province" travel document to align with policy AD-2801. Staff proposing this type of travel will be advised of updated requirements. <b>Implemented</b>
<b>6.37</b> Anglophone West School District (ASD-W), ASD-N and DSF-S: <ul style="list-style-type: none"><li>ensure quantifiable, anticipated benefits are documented and considered as part of the travel approval process</li><li>have processes in place to perform post-travel reviews to ensure anticipated benefits were achieved.</li></ul>	School district has updated their "Out of Province" travel document to align with policy AD-2801. Staff proposing this type of travel will be advised of updated requirements.  The nature of post-travel reviews will vary depending on the nature of the travel; the importance of ensuring expected benefits are achieved is acknowledged. <b>Implemented</b>
<b>6.39</b> ASD-W, ASD-N and DSF-S document a cost-benefit analysis of in-person versus virtual attendance for out-of-province travel. Factors such as cost and overall benefit to the province should be considered.	School district has updated their "Out of Province" travel document to align with policy AD-2801.  School district added Virtual Option checkbox. <b>Implemented</b>  Superintendent will evaluate the cost-benefit option, and how this may be implemented. The degree to which benefits are quantifiable will

	<p>vary depending on the nature of the conference/training.</p> <p>Each application is reviewed by Superintendent prior to approval. Preference is given to Virtual Conference when there is that option.</p> <p><b>Implemented</b></p>
<p><b>6.41</b> ASD-W, ASD-N, and DSF-S establish documented approval processes for out-of-province and international travel by Superintendents, including cost estimates and anticipated benefits. Actual benefits of travel should also be documented.</p>	<p>School district has updated their "Out of Province" travel document to align with policy AD-2801. Superintendent will complete the same travel form as all other staff.</p> <p><b>Implemented</b></p>
<p><b>6.45</b> ASD-W, ASD-N, and DSF-S, as part of the approval process for out-of-province and international travel, document evidence of having ensured availability of travel budget dollars, including having considered overall school district budget pressures.</p>	<p>The availability of funds is considered prior to approving travel. However, the step to document budget availability will be added as part of the approval process going forward. This includes consideration for allocated travel budgets and the overall projected state of the school district budget.</p> <p>Funds for travel/conference are now allocated in the budget for travel in the spring of the previous budget year.</p> <p><b>Implemented</b></p>
<p><b>6.47</b> ASD-W, ASD-N, and DSF-S ensure financial performance reporting (budget-actual) is made readily available to the public.</p>	<p>Financial reporting to the DEC takes place during meetings which are open to the public and media. Information is recorded in meeting minutes which are posted to the ASD-N website.</p> <p>The school district will evaluate the appropriateness of current practices and will make a determination on potential changes.</p> <p>Current practice of reporting to DEC and sharing on the website was deemed the best way for the public to be informed.</p> <p><b>Implemented</b></p>

IMPLEMENTED RECOMMENDATIONS <b>Anglophone West School District</b>	ACTIONS TAKEN
<p><b>6.37</b> ASD-W, ASD-N and DSF-S:</p> <ul style="list-style-type: none"> <li>ensure quantifiable, anticipated benefits are documented and considered as part of the travel approval process</li> <li>have processes in place to perform post-travel reviews to ensure anticipated benefits were achieved</li> </ul>	<p>Revise our current practice and update the official AD-2801 forms to allow for more clarity and confirm a pre/post travel process.</p> <p><b>Implemented</b></p>
<p><b>6.39</b> ASD-W, ASD-N and DSF-S document a cost-benefit analysis of in-person versus virtual attendance for out-of-province travel. Factors such as cost and overall benefit to the province should be considered.</p>	<p>Include on revised form a place to identify if a virtual option is available, describing the opportunity, and allow for the approving authority to analyze the cost-benefit for virtual vs. in-person prior to granting approval.</p> <p><b>Implemented</b></p>
<p><b>6.41</b> ASD-W, ASD-N, and DSF-S establish documented approval processes for out-of-province and international travel by Superintendents, including cost estimates and anticipated benefits. Actual benefits of travel should also be documented.</p>	<p>Continue to follow our present process, supplemented by cost estimates and benefits of travel being documented on the revised form. Approval sign-off for the Superintendent shall be two signatures: the Director of Human Resources and the Director of Finance and Administration.</p> <p><b>Implemented</b></p>
<p><b>6.45</b> ASD-W, ASD-N, and DSF-S, as part of the approval process for out-of-province and international travel, document evidence of having ensured availability of travel budget dollars, including having considered overall school district budget pressures.</p>	<p>Establish a travel budget for the 2024-2025 fiscal period for out-of-province travel as part of the operating budget provided by the Department. Tracking shall occur through this budget.</p> <p><b>Implemented</b></p>
<p><b>6.47</b> ASD-W, ASD-N, and DSF-S ensure financial performance reporting (budget-actual) is made readily available to the public.</p>	<p>Create a descriptive paragraph in a visible location on our website that will link the public to the final fiscal results that are already being published on our website (posted annually as part of the June district Education Council meeting).</p> <p><b>Implemented</b></p>

IMPLEMENTED RECOMMENDATIONS <b>Francophone Sud school district</b>	ACTIONS TAKEN
<p><b>6.31</b> ASD-N and DSF-S ensure adequate documentation pertaining to approval to travel, including estimated costs, and appropriate authorization, per policy AD-2801</p>	<p>An online form will be available to document and obtain approval in one location.</p> <p><b>Implemented</b></p>
<p><b>6.37</b> ASD-W, ASD-N and DSF-S:</p> <ul style="list-style-type: none"> <li>ensure quantifiable, anticipated benefits are documented and considered as part of the travel approval process</li> <li>have processes in place to perform post-travel reviews to ensure anticipated benefits were achieved</li> </ul>	<p>An online form will be available to document and obtain approval in one location.</p> <p><b>Implemented</b></p>
<p><b>6.39</b> ASD-W, ASD-N and DSF-S document a cost-benefit analysis of in-person versus virtual attendance for out-of-province travel. Factors such as cost and overall benefit to the province should be considered.</p>	<p>This is already being done but it will be documented on the new online form.</p> <p><b>Implemented</b></p>
<p><b>6.41</b> ASD-W, ASD-N, and DSF-S establish documented approval processes for out-of-province and international travel by Superintendents, including cost estimates and anticipated benefits. Actual benefits of travel should also be documented.</p>	<p>Same process as 6.31 but will be approved by the DEC Chair.</p> <p><b>Implemented</b></p>
<p><b>6.45</b> ASD-W, ASD-N, and DSF-S, as part of the approval process for out-of-province and international travel, document evidence of having ensured availability of travel budget dollars, including having considered overall school district budget pressures.</p>	<p>Training budgets are set in advance on an annual basis and it is from these budgets that decisions are made about whether or not to allow participation in training.</p> <p><b>Implemented</b></p>
<p><b>6.47</b> ASD-W, ASD-N, and DSF-S ensure financial performance reporting (budget-actual) is made readily available to the public.</p>	<p>This information is already available in public documents of the District Education Council on the DSF-S website.</p> <p><b>Implemented</b></p>

**Section 2** – Includes the reporting periods for years three (2022-2023), four (2021-2022) and five (2020-2021).

NAME AND YEAR OF AUDIT AREA WITH LINK TO ONLINE DOCUMENT	RECOMMENDATIONS	
	TOTAL	IMPLEMENTED
<b>2022-2023</b>		
<b>2022 V2 Chapter 4:</b> Follow-up on Recommendations from Prior Years' Performance Audit Chapters - Improving Student Performance: A New Brunswick Challenge <a href="https://www.agnb-vgnb.ca/uploads/volume_translations/29/report/Agrepe.pdf">https://www.agnb-vgnb.ca/uploads/volume_translations/29/report/Agrepe.pdf</a> Chapter 4. pages 126 to 131	14	14
<b>2021-2022</b>		
N/A	N/A	N/A
<b>2020-2021</b>		
<b>2020 V1 Chapter 2:</b> School Infrastructure Planning <a href="https://www.agnb-vgnb.ca/uploads/volume_translations/47/report/Agrepe.pdf">https://www.agnb-vgnb.ca/uploads/volume_translations/47/report/Agrepe.pdf</a> Chapter 2, pages 13 to 89	14	11 implemented 2 ongoing 1 N/A

## **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 received no disclosure of wrongdoing in the 2024-2025 fiscal year.

## APPENDIX A

### Grade 12 Exit Survey—Anglophone Sector

How do you feel about each of the following statements?	2020	2021	2022	2023	2024
My school is a place where I felt like I belonged.	64.8%	63.2%	62.5%	66.0%	69.7%
I felt respected at my school.	78.1%	76.9%	75.4%	77.1%	79.0%
I enjoyed my school experience.	69.1%	68.9%	68.3%	72.0%	74.6%
If I had a problem, there was an adult I could talk to at my school.	81.5%	78.9%	80.8%	83.2%	83.0%
I feel safe at my school.	85.4%	82.3%	81.9%	80.5%	84.4%

The 2024 Exit Survey was thoroughly reviewed, and a number of questions were removed to reduce the length of the survey.

### Grade 12 Exit Survey—Francophone Sector

How do you feel about each of the following statements?	2020	2021	2022	2023	2024
My school is a place where I felt like I belonged.	71.4%	74.9%	70.3%	73.2%	76.4%
I felt respected at my school.	86.8%	87.9%	84.4%	82.0%	85.1%
I enjoyed my school experience.	79.2%	78.8%	76.8%	78.2%	79.3%
If I had a problem, there was an adult I could talk to at my school.	84.5%	85.3%	86.4%	85.7%	87.1%
I feel safe at my school.	89.1%	90.6%	89.5%	87.4%	88.9%

The 2024 Exit Survey was thoroughly reviewed, and a number of questions were removed to reduce the length of the survey.

## APPENDIX B

### OFFICE OF TEACHER CERTIFICATION

#### 2024-2025 STATISTICS

TEACHING CERTIFICATES ISSUED					
Type of Certificate	Level 4	Level 5	Level 6	Male/Female Distribution	Total
Permanent	69	435	36	129/411	540
Interim	127	19	18	42/122	164
Upgrade	-	17	202	52/167	219
Principal Certificate	-	-	-	30/73	103
Total					1,026

OTHER DOCUMENTS ISSUED		
Type of document	Male/Female Distribution	Total
Letters of Professional Standing	56/180	236
Work Experience Recognition Letters	N/A	507

SUSPENSION AND REVOCATION OF TEACHING CERTIFICATES		
Revocation	Suspension	Total
		1
		1

LOCAL TEACHING PERMITS		
New and Renewed Permits Until March 2025 (July 2024 to March 2025)	C Contracts	Total
		2,407
		281

## APPENDIX C

### Provincial assessment data (anglophone) 2024–2025

Most provincial assessments are conducted in April/May and results are provided to schools prior to the end of the school year.

ASSESSMENT	STUDENTS AT APPROPRIATE OR ABOVE (%)	CHANGE FROM 2023-2024 (PERCENTAGE POINT CHANGE)	TARGET 2025-2026 (%)
<b>Grade 4 English Reading</b>	60.5	+4.9	90
<b>Grade 4 Scientific Literacy</b>	77.7	+3.8	90
<b>Grade 5 Mathematics</b>	51.4	-1.9	90
<b>Grade 5 French Immersion Reading</b>	64.2	-10.7	90
<b>Grade 6 English Reading</b>	78.3	+2.3	90
<b>Grade 6 Scientific Literacy</b>	76.9	+1.3	90
<b>Grade 7 Mathematics</b>	49.5	+1.5	90
<b>Grade 7 French Second Language Reading</b>			
- Post-Intensive French Reading	55.6	+6.3	
- Early French Immersion (Grade 1)	84.0	+16.4	90
- Late French Immersion (Grade 6)	64.0	+1.9	
<b>Grade 8 Scientific Literacy</b>	78.1	+3	90
<b>Grade 9 English Language Proficiency</b>	80.9	-1.3	90
<b>Grade 10 French Second Language Reading</b>			
- Post-Intensive French Reading	48.7	+4.1	
- Early French Immersion (Grade 3)	72.9	+2.2	90
- Late French Immersion (Grade 6)	51.4	-2.7	

ASSESSMENT	STUDENTS AT APPROPRIATE OR ABOVE (%)	CHANGE FROM 2023-2024 (PERCENTAGE POINT CHANGE)	TARGET 2025-2026 (%)
<i>Percentage at Intermediate or higher oral proficiency</i>			
<b>Grade 6 French Second Language Oral Proficiency:</b>			
- Post-Intensive French Reading	1.7	+1.1	70
- Early French Immersion (Grade 1)	38.1	+0.8	
- Late French Immersion (Grade 6)	2.1	+2.1	
<i>Percentage at Intermediate or higher oral proficiency</i>			
<b>Grade 10 French Second Language Oral Proficiency:</b>			
- Post-Intensive French Reading	0.8	-3.4	70
- Early French Immersion (Grade 3)	74.2	-19.7	
- Late French Immersion (Grade 6)	45.1	-24.9	
<b>Grade 12 French Second Language Oral Proficiency:</b>			
- Post-Intensive French	27.0	+17.1	90
- Early French Immersion (Grade 3)	96.6	-0.4	
- Late French Immersion (Grade 6)	90.2	-1.7	

Note: Grades 6 and 10 FSL Oral Proficiency assessments are administered in alternating years. The comparison year for the grade 6 results is 2023–2024, for grade 10 it is 2024–2025.

Note: Grade 10 results for 2022-23 could not be released as a technological difficulty was encountered during the administration period.

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*.

## APPENDIX D

### Results of provincial assessments 2024–2025 (Francophone sector)

The Early Childhood Assessment – Teacher Observation includes two observations: the pre-test, carried out in the fall, and the post-test, carried out in May.

Early Childhood Assessment – Teacher Observation				
School year	Children assessed	Children at TAL 2 or 3 post-evaluation* (yellow or red)	Children at TAL 1 post-evaluation (green)	% of children having passed ELE-TO
2020–2021	2,079	484	1,595	76.7
2021–2022	2,135	565	1,570	73.5
2022–2023	2,205	580	1,625	73.7
2023–2024	2,182	490	1,692	77.5
2024–2025	2,154	527	1,627	75.5

\* These children are considered to be at risk.

TAL – Teaching adapted by level

ELE-TO – Early Learning Evaluation – Teacher Observation

The following assessments were administered in the spring of 2025.

SUCCESS RATE (%)								
Provincial Assessment – Primary School	2019	2020/ 2021	2022	2023	2024	2025	Change from 2024–2025	Target 2025–2026
Reading 2	74.8		61.6	60.2	61.6	60.2	-1.4	90
Reading 3	62.5		63.2	68.8	70.1	69.5	-0.6	90
Mathematics 3	81.0		63.6	63.2	68.2	65.9	-2.3	85
Writing 4	76.0*		70.2	60.0	68.3	69.1	+0.8	85
Mathematics 6	71.9		54.1	68.2	62.4	62.2	-0.2	85
Reading 7	66.6*		69.3	75.2	73.8	69.2	-4.6	85
Writing 7	69.0*		52.9	62.5	62.8	55.7	-7.1	85
Mathematics 8	73.7		53.3	52.3	53.0	53.9	+0.9	85
Science and technology 8				60.3*	59.7	63.3	+3.6	85
	Assessment administered online							
	* First administration							

\* First administration

For most assessments, the results remained relatively stable compared with the previous year. However, there was a marked drop in grade 7 French assessment results and a slight improvement in science and technology results in grade 8. Many elementary school assessment results remain relatively low compared with pre-COVID results. This is particularly notable in mathematics, especially in grades 3 and 8, where the success rates remain 15 to 20 percentage points below those of 2019.

The Test de *compétences en lecture et en écriture* (TCLÉ) [reading and writing skills test] and the *Test de compétences en numératie* (TCN) [numeracy skills test] are administered online annually. Passing both tests is a graduation requirement. Students who fail either of these tests may retake them in grade 11 and, if necessary, in grade 12.

Grade 10 results for the *Test de compétences en lecture et en écriture* (TCLÉ) show a slight increase this year, while those for the *Test de compétences en numératie* (TCN) show a slight decrease.

Success rate (%) for all students in the regular program						
Performance Assessments – Secondary School		2023	2024	2025	Change from 2023–2025	Target 2025–2026
<b>TCLÉ*</b>	<b>Grade 10</b>	<b>75.5</b>	<b>74.2</b>	<b>77.7</b>	<b>+2.2</b>	<b>85</b>
<b>TCN*</b>	<b>Grade 10</b>	<b>79.3</b>	<b>79.7</b>	<b>78.6</b>	<b>-0.7</b>	<b>85</b>

\* These success rates apply only to grade 10 students who wrote each of the tests