



# Accountability Report 2021–22

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Education & Early  
Childhood Development



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Accountability Report 2021–2022

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## Accountability Statement

The Accountability Report of the Department of Education and Early Childhood Development (“EECD”, “the Department”) for the year ended March 31, 2022, is prepared pursuant to the Finance Act and government policies and guidelines. These authorities require the reporting of outcomes against the EECD Business Plan for the fiscal year that just ended. The reporting of EECD outcomes necessarily includes estimates, judgments, and opinions by departmental management.

We acknowledge that this Accountability Report is the responsibility of EECD. The report is, to the extent possible, a complete and accurate representation of outcomes relative to the goals and priorities set out in EECD’s 2021-22 Business Plan.

Original signed by

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Hon. Becky Druhan  
Minister

Original signed by

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Cathy Montreuil  
Deputy Minister

## Message from the Minister

It is with pleasure that I present the Education and Early Childhood Development's (EECD) 2021-22 Accountability Report. This document reports on the departmental activities as outlined in EECD's 2021-22 Business Plan.

The COVID-19 pandemic continued to create challenges for early learning and child care and the public education system during the 2021-22 school year. Nova Scotia's Back-to-School Plan was based on guidance from Public Health and the Izaak Walton Killam (IWK) Health Centre, in consultation with the Nova Scotia Teachers Union (NSTU), Public School Administrators Association of Nova Scotia (PSAANS), and educational support unions. It was aimed at supporting children, families, and staff to ensure ongoing safety and wellbeing and the best learning and care environments possible.

For the 2022-23 school year we will continue to support our students, teachers, and the school community to overcome challenges posed over the last three years and to thrive. By working together and listening to many different perspectives, we will continue to make a positive difference in the lives of all students while supporting student achievement and well-being. I look forward to working closely with the Regional Centres for Education (RCEs), Conseil scolaire acadien provincial (CSAP), PSAANS, communities, and all education partners, including unions, to ensure success for our students, children, and staff.

Implementation of the provincial Inclusive Education Policy continued this year as a focus for EECD and the education system, including ongoing implementation of our work related to Multi-Tiered System of Support (MTSS) for our students.

Related to accessibility, we continue to work with the Accessibility Directorate to advance work related to the Accessibility Act and Education Standards.

We continue to make progress on initiatives related to Early Childhood Education and the ongoing transformation of our child care system in Nova Scotia. After government signed the Canada - Nova Scotia Canada-Wide Early Learning and Child Care Agreement (ELCCA) in July 2021, the province is working to implement the agreement and provide meaningful benefits for families, staff, and operators. The province is adding more child care spaces in the province, including in under-served areas of Nova Scotia, and made significant reductions in parent fees. Work also continues on the work force strategy for early child care educators (ECEs), which will result in higher wages for ECEs.

I look forward to continuing to build on our successes and partnerships in the coming year.

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Hon. Becky Druhan  
Minister, Education and Early Childhood Development

## Financial Results

### 2021-22 Accountability Report: Financial Table

	2021-22 Estimate	2021-22 Actual	2021-22 Variance
<b>Program and Service Area</b>	(\$ thousands)		
<b>Departmental Expenses:</b>			
Senior Management	\$1,052	\$1,261	(\$209)
Strategic Policy, RCE Liaison and Research	\$4,133	\$4,011	\$122
Early Learning	\$62,900	\$95,654	(\$32,754)
Child care and Licensing	\$69,708	\$70,288	(\$580)
Centre for Equity in Achievement and Well-Being	\$3,596	\$2,637	\$959
Education Innovation Programs and Services	\$15,528	\$14,568	\$960
Student Services and Equity	\$2,152	\$2,031	\$121
African Canadian Services	\$5,981	\$6,020	(\$39)
Mi'kmaq Services	\$1,093	\$1,069	\$24
French Programs and Services	\$10,774	\$11,776	(\$1,002)
Corporate Services	\$4,533	\$4,212	\$321
Public Education Funding	\$1,239,554	\$1,238,535	\$1,019
Teachers' Pension	\$96,063	\$99,056	(\$2,993)
School Capital Amortization	\$74,327	\$75,172	(\$845)
<b>Total: Departmental Expenses</b>	<b>\$1,591,394</b>	<b>\$1,626,290</b>	<b>(\$34,896)</b>
<b>Additional Information:</b>			
Ordinary Revenue	(\$46,968)	(\$43,236)	\$3,732
Fees and Other Charges	(\$2,406)	(\$1,435)	\$971
Ordinary Recoveries	(\$24,751)	(\$58,202)	(\$33,451)
<b>Total: Revenue, Fees and Recoveries</b>	<b>(\$74,125)</b>	<b>(\$102,873)</b>	<b>(\$28,748)</b>
TCA Purchase Requirements	\$223,059	\$154,659	(\$68,400)
Provincial Funded Staff (FTEs)	207.8	192.1	(15.8)

**Departmental Expenses Variance Explanation:**

EECD actuals were \$34.9 million or 2.1% higher than estimates primarily due to \$18.5M in funding for the Canada-Nova Scotia Canada-Wide Early Learning and Child Care Agreement (ELCCA), \$10M in one-time funding, through the ELCCA, to support the Excellence in Early Childhood Education Workforce Strategy (EECEWS), and \$8M for a COVID-19 Operational Cost Grant to daycare centres. These increases are partially offset by decreased departmental expenditures.

**Revenue, Fees, and Recoveries Variance Explanation:**

*Revenue*

Actual Revenues were \$3.7M less than budget due to delays in various investments in Canada Infrastructure Program (ICIP) projects as a result of COVID-19.

*Fees and Other Charges*

Actual Fees and Other charges were \$971 thousand less than budget, primarily due to a reduction in fees collected from international schools as a result of COVID-19.

*Ordinary Recoveries*

Actual Ordinary Recoveries were \$33.5M higher due to increases of \$18.5M in federal funding for the ELCCA, \$10M for one-time funding for the EECEWS, a \$3M refund of overpayment for the 2020-2 NSTU group insurance, and \$1.1M for the Official Languages in Education Protocol (OLEP) complementary project.

**TCA Purchase Requirements Variance Explanation:**

TCA purchase requirements were \$68.4M less than budget primarily due to shifts in cash flow to out years relating to new school projects, partially offset by increases in P-3 school purchases, ICIP approved modular classrooms projects, and school bus purchases.

**Provincial Funded Staff (FTEs) Variance Explanation:**

FTE variance due to staff turnover and delays in refilling vacancies throughout the year.

**NOTE:**

For Ordinary Revenues, see Estimates and Supplementary Detail Book, Chapter 2

For TCA Purchase Requirements, see Estimates and Supplementary Detail Book, Chapter

1

## Measuring Our Performance

EECD's 2021-22 Business Plan identified several priority initiatives to advance improvements to the early years and public education systems in Nova Scotia.

### Outcome: Improve Early Childhood and P-12 Education

#### Early Years

##### **Canada – Nova Scotia Canada-Wide Early Learning and Child Care Agreement**

Nova Scotia is transforming the delivery of child care. Through the ELCCA signed in July 2021, Nova Scotia is moving toward a publicly funded early learning and child care system.

Through the federal -provincial agreement, Nova Scotia will receive \$605 million in federal funding over five years, allowing the province to significantly reduce costs for families and expand access to more quality spaces by 2026. The province is investing \$40 million. The agreement focuses on affordability, accessibility, inclusion, and quality. Implementation will continue through 2025-26 and culminate in \$10 per day on average child care for families.

In 2021-22, the Department took steps to establish a formal Early Learning and Child Care Engagement Table, to provide broad and diverse perspectives to EECD in support of the transformation to a publicly funded child care system.

The Department also began the process of improving access to early learning and child care through an initial Expression of Interest to expand high quality and inclusive child care spaces for Nova Scotia families. Work to begin expanding before and after care also got underway.

Child care was made more affordable for families by reducing parent fees by 25% retroactive to January of 2022, with a further commitment to reduce parent fees by 50% by the end of 2022.

Significant progress was also achieved on Nova Scotia's Excellence in Early Childhood Education Workforce Strategy (EECEWS). Initiatives such as increased training seats in post-secondary institutions, upskilling opportunities, and financial assistance programs, including several initiatives targeted toward underrepresented populations, encouraged more people to pursue and advance their training as ECEs.

The Department began creating a compensation framework to improve wages and benefits for ECEs and to develop a certification system to support professionalization of the field. Improved wages and benefits will be delivered in 2022-23. In the interim, the Department provided a one-time grant of \$500 to all trained ECEs in 2021.

Initiatives supporting international recruitment and newcomers to enter the sector were also carried out.

### Pre-primary Program

The Pre-primary Program was implemented in the 2017-18 school year. This program is available to children aged 4 the year before they enter school and provides a quality play-based experience based on Nova Scotia's Early Learning Curriculum Framework.

The Pre-primary Program was fully implemented in September 2020. Enrollment in the Pre-primary Program in 2021-22 was over 7,100 children in 365 classes in 252 school communities across Nova Scotia. The percentage of eligible children who participated in pre-primary in 2021-22 was 83%.

To date, over 21,600 children have participated in pre-primary since its implementation.

The Nova Scotia Before and After Program (NS-BAP) is a fee-based program and is delivered on-site by approved child care, municipal recreation, or recognized non-profit recreation providers. It is delivered at the school, so children and students have a seamless day. Created to remove a barrier to participation in the Pre-primary Program, pre-primary children have the first option to register, and if space is available other children, up to age 12, may also register. A total of 28 NS-BAP sites were maintained during the 2021-22 school year with capacity for 696 children. Early steps were also taken in 2021-22 to expand the accessibility of before and after school spaces as part of the transformation of child care in Nova Scotia.

Pre-primary Program (100% implementation over 4 years)					
	2017-18	2018-19	2019-20	2020-21	2021-22
# of school communities with access to Pre-primary (cumulative)	46	145	205	252	252
% of total school communities	18%	57%	81%	100%	100%

### *Where do we want to go/be in the future?*

*EECD continues to place a strong focus on supporting young children and their families. The Department is committed to ensuring that all four-year-olds have access to a supportive environment in which every child can thrive and successfully transition to school. Universal early learning opportunities like the Pre-primary Program, have the ability to improve child development outcomes, support families to participate in the labour market and reduce inequities overall. Supports for young children and their families will be further enhanced through the implementation of the ELCCA.*

## Inclusive Education

Government continues to invest in the Nova Scotia public education system so that students, families, and educators have the resources and support they need to succeed. Inclusive education is about putting students first and ensuring that all students feel engaged and safe at school. Investments have been made over the past four years to support inclusive education.

In 2021-22, the work of the Department continued to focus on supporting and improving outcomes for all students related to their wellbeing, learning, and achievement. The *Inclusive Education Policy* establishes guiding principles and directives to ensure a high-quality, culturally and linguistically responsive, equitable education is available for all students. To further support this work, EECD has worked with staff at the Accessibility Directorate to advance work related to the Accessibility Act and Education Standards.

Since 2018-19, over 1000 new staff have been added to the education system to support inclusive education, including learning support teachers (e.g., resource, EAL/FAL), specialists in autism and behaviour support, school psychologists, speech language pathologists, and non-teaching staff such as teacher assistants and child and youth care practitioners. Professional learning and training opportunities have been established for staff working in the education system. These new supports are helping our students succeed every day. We have also hired more staff for Alternative Education Sites, more African Nova Scotian and Mi'kmaw student support workers, as well as additional, SchoolsPlus facilitators and Community Outreach Workers.

The guiding principles of the *Inclusive Education Policy* are also reflected in the implementation of a MTSS, an integrated school-wide approach, designed to deliver the new model of inclusive education. MTSS addresses student's academic, social-emotional, and behavioral needs through providing assessment, instruction, and intervention at three levels: classroom, small group and individual. The Department continues to implement MTSS through the support of regional/board teams.

A key focus for EECD is creating a more culturally responsive and inclusive education system. Some specific programs and initiatives aimed at supporting the implementation of inclusive education include:

Multi-Tiered System of Supports (MTSS) – The Department continues to implement MTSS through the support of provincial and RCE/CSAP lead teams. In February 2022, MTSS RCE/CSAP lead teams received \$50,000 in provincial funding to purchase resources to support local priorities for professional learning.

Culturally Responsive Pedagogy (CRP) – EECD, RCEs, and the CSAP continue working together to support and implement training in Culturally Responsive Pedagogy. CRP is a research-based pedagogy that enhances the learning environment and the educational outcomes for all students.

Nova Scotia's curriculum continues to be renewed and modernized to include culturally responsive learning experiences that support learning about the Mi'kmaq, Acadians, African Nova Scotians, Gaels, Newcomers, and persons with disabilities.

Increasing authentic learning resources – The Department continues to offer ReconciliACTION Grants to schools that apply to bring Mi'kmaw knowledge and teachings into their schools and classrooms in meaningful, authentic ways. In 2021-22, applicants could choose between two themes: Netukulimk and Reconciliation. Funds were distributed to successful applicants from each of the RCEs and the CSAP.

The Department also offered Student Cultural Leadership and Mentorship Grants. These grants were distributed to support the hiring of cultural mentors, engagement mentors, cultural griots and initiatives such as the Black Youth Aspire Symposium, team building exercises, wellness and cultural pride.

Prioritizing the success of Mi'kmaw and Indigenous students – Mi'kmaw Education Coordinators have been hired in all RCEs and the CSAP to lead discussions and decision-making on all matters including achievement, well-being, parent/guardian empowerment, and community engagement.

Support all students' learning of Mi'kmaw and non-Mi'kmaw Culture and History – The Department is working with RCEs and CSAP to continue the professional learning of grades P-12 for Treaty Education. Treaty Education resources provided to grades P-2 include hand puppets and books written by Mi'kmaw Elders and educators. Teaching documents have also been distributed to help teachers support students' learning.

EECD continues to work with partners to create and implement a Treaty Education Framework to direct the development of curricula for grades P-12. The Framework is being created in consultation with elders, knowledge holders, teachers, and stakeholders.

Curricula for grades 7-8 is in its final pilot stages, with outcomes linked to Treaty Education across many subject areas, including residential schools.

Etuaptmumk /Two-Eyed Seeing (E/TES) - E/TES is a foundational, guiding principle that encourages both students and educators to learn from the strengths of both Indigenous and mainstream or Western perspectives. E/TES has been integrated into two courses and will be piloted in 2022-23: Sustainable Solutions 12 (to be offered to students in the Technology Advantage Program), and Contemporary Canadian Studies (to be piloted by grade ten Pre-International Baccalaureate teachers in 9 schools).

Prioritizing and supporting the success of African Nova Scotian students - The African Nova Scotian Education Framework launched in Fall 2021. This framework is being used to guide the development of curriculum, learning resources and professional learning.

The Department, through the African Canadian Services Branch, provided schools (grades P-3) with a copy of the Diversity Library Collection and a set of related

bookmarks. This collection celebrates people of Black African ancestry and allows students to see themselves and others reflected in empowering ways.

Anti-Racism Anti-Discrimination Leadership Module – The new mandatory leadership module focuses on ensuring that education leaders, including principals and vice-principals, as well as leaders in EECD are empowered with the knowledge, skills, and confidence they need to take up their professional responsibility and appropriately identify, respond to, and eliminate racism and discrimination. This includes not only responding to incidents that occur within a school, but also to examining issues of systemic racism and discrimination, which have affected, and continue to affect, students, particularly African Nova Scotian/Black students and Mi'kmaw students, as well as those students that have been traditionally targeted by racism and discrimination such as newcomers, individuals with special needs, and the 2SLGBTQIA+ communities. EECD has directed the Educational Leadership Consortium of Nova Scotia to complete and pilot the leadership module.

### ***Where do we want to go/be in the future?***

*EECD remains committed to creating a coherent, and responsive education system for the benefit of all Nova Scotian students. As part of this work, EECD will ensure an equity lens is used and that our work is grounded in the principles of the Inclusive Education Policy.*

## **Student Well-being and Achievement**

EECD is committed to improving school programs, services, and policies to support students' achievement and well-being. This work has been supported by the excellent working relationship between the Department, RCEs and CSAP. Some specific projects underway are listed below:

Student Success Survey (grades 4-12) - The survey administration that was scheduled for spring 2021 was interrupted due to COVID-19 and the response rate was not high enough to publish provincial results. The third administration of survey was completed in spring 2022.

Student Success Planning and Regional Improvement Plans – RCEs/CSAP continue to set targets for improvement and submit annual reports on progress.

Reviewing Individual Program Plans (IPP) - Facilitators were hired within the Halifax Regional Centre for Education to lead work on reviewing IPPs for African Nova Scotian/Black students with the lens of historical overrepresentation of these students on IPP and under representation of African Nova Scotian/Black students enrolled in higher level courses and programs.

## **SchoolsPlus**

SchoolsPlus brings a range of services together, including mental health, social work, after school programming, recreational and justice services into schools and community settings where students and families can easily access them. SchoolsPlus has several

service components and supports, which may vary depending on the area of the province, availability of resources, and the needs of a particular community.

SchoolsPlus Mental Health Clinicians are an important part of the work SchoolsPlus does in schools and communities. There are 54 FTE positions for SchoolsPlus Mental Health Clinicians who are employed through the Nova Scotia Health Authority (NSHA) or the IWK and co-located in schools.

SchoolsPlus has been a key resource in supporting families throughout the pandemic by continuing services to those families that require it most. Four Regional Coordinators have been hired to build capacity, evaluate progress, and enhance inter-agency partnerships across the province.

As of 2021-22, SchoolsPlus supports 370 schools through 69 hub sites, with 77 Facilitators (social workers) and 147 Community Outreach Workers. Additionally, four SchoolsPlus Regional Coordinators were allocated to provide cross regional support, and enhanced partnership engagement.

SchoolsPlus Stats at a Glance: April 2021-March 2022	
Total New referrals	2,222
Short term interventions; navigation to another service	619
Intensive wraparound services based on new referrals	1280
Total Active cases at Month End <sup>1</sup>	Total number of cases served on average per month is 1,378 throughout the Province.
Average Case load	30.3 per SP Facilitator
Total of Parents in groups	5,515
Total of students <sup>2</sup> in groups	47,638

1. An average of 30.5 cases per SchoolsPlus Facilitator per month and 1,374 active cases over the 2021-22 year.

2. Parents and students may attend multiple groups, thereby may be counted more than once.

**Note:** SP Facilitators also support local Regional Advisory Committees and implement regional, provincial and national strategies within their geographic area.

## Public School Program

The Department continues to review the Public School Program (PSP) and ensure it is focused on providing relevant and renewed curriculum and programs in the public education system. A review of the PSP for high school students continued in 2021-22. The Department is adding more work integrated learning and skilled trades programming, as well as curriculum revisions to include green energy, environmental stewardship,

sustainability, climate change, Netukulimk, biodiversity, and the unique experiences of African Nova Scotians and the Mi'kmaq.

### **Literacy**

Student outcomes in literacy achievement show there continues to be many opportunities to improve how our education system supports students and their teachers. The goal of the Nova Scotia Provincial Literacy Strategy is for students to achieve a high level of literacy so that they can thrive in school and beyond.

The Department has committed to enhancing essential reading skills through an increased focus on phonics and phonemic awareness for grades primary to two. A new reading document has been created and supporting resources will be procured and distributed during the 2022-23 school year.

Literacy education is being supported by new programs for online literacy supports. The programs will be widely accessible to support student learning. The new programs include:

- Online Literacy resource for grades Primary-3 to help focus on certain aspects of learning to read based on the areas the individual student requires.
- Online Writing resource for grades 4-6 to provide another way to support students in writing, including prompting and encouraging reluctant writers, enhancing skills of all student writers, and helping to support them through the writing process.
- Professional learning for teachers to support the implementation of these programs. A focus on reading strategies through explicit instruction of phonics and phonemic awareness will be supported through new learning resources and professional learning, starting with pre-primary and primary classrooms for the 2022-23 school year.

EECD has developed the Power to Read Program; an academic and wellness program that will nurture and inspire students in pre-primary – grade 2. EECD staff will work with community partners, schools, and regional/board staff to close and/or eliminate the reading opportunity gap for African Nova Scotian/Black children, including the collection, monitoring, and analysis of data to support students in meeting year-end reading benchmarks. A key component of this program will be intentional opportunities to engage with parents/guardians and provide them with necessary information and tools as they seek to inspire their child's education.

### **Mathematics**

The Department continues to review supports for mathematics and to consult with experts in this area. Students and families have access to the Nova Scotia Homework Hub, which provides free online tutoring in the evenings and resources anytime. Mathematics pathways in high school are being reviewed as part of the updating of the PSP for grades 9-12.

### ***Where do we want to go/be in the future?***

*EECD has prioritized streamlining and renewing the curriculum to ensure students have the competencies, skills, and knowledge they need to be successful as they move forward in learning and life. The province has placed a strong focus on building the foundations of mathematics and literacy in the early grades, to support greater student success in the later grades.*

### **Skilled Trades and Related Learning**

Skilled Trades Education provides exposure to a wide range of careers, engages students in authentic learning in the community, and immerses students in the realities of skilled trades work. There are several skilled trades and related learning opportunities for students. These include Skilled Trades Centre programming, Technology Education, and Co-operative Education.

Skilled Trades Centres provide students an experience intended to mirror an authentic workplace trades setting, integrating workplace and academic learning. In September 2021, the total number of schools with Skilled Trades Centres was 31. For the 2021-22 school year, 15 schools were approved to offer Skilled Trades 10 outside a Skilled Trades Centre. Currently there are 45 out of 81 high schools offering Skilled Trades courses.

Technology Education courses provide students the opportunity to develop trades-related skills and competencies through a problem-solving approach. In 2021-22, 30,119 students were enrolled in technology education credits. Of those, 26,641 students were in grades 7-9 and 3,478 students in grades 10-12.

Co-operative education allows students to integrate classroom learning, personal interests, and goals with career exploration and real-world experience. There were 1400 skilled trades placements for this school year (36% of all co-operative education placements.)

The Department will continue to work to:

- Increase the number of students participating in skilled trades and related learning
- Increase the number of schools offering skilled trades courses
- Ensure that all junior high students are aware of skilled trades-based opportunities available to them in high school and beyond

Physically Active Framework – Physical activity and nutrition have always been cornerstones of good physical and mental health. The Department is developing a Physical Activity Framework to provide guidance on increasing opportunities for students to be physically active and reduce sedentary behavior which will be launched in the 2022-23 school year.

In 2021-22, the Department committed to working with Nourish Nova Scotia to expand access to healthy food choices and locally sourced food in Nova Scotia's schools. The Department signed an agreement with Nourish Nova Scotia, effective August 2021,

providing funding to support the building of community-wide initiatives to ensure healthy and locally produced and sourced food is provided in Nova Scotia's schools.

Healthy School Grants – These grants were established in the 2021-22 school year and provided \$5,000 plus \$1 per student to all public schools to enhance students' health and well-being, supporting academic achievement and student success. Grants will help build connectedness within the school community and promote students' sense of cultural safety and belonging that is fundamental to inclusive education. Increasing fitness and physical activity opportunities, reducing sedentary behaviour, increasing access to cultural experiences, and engaging in outdoor learning can all support student mental health and wellness.

All public schools received Healthy Schools Grants during 2021-22.

## Responding to COVID-19

The COVID-19 pandemic continued to create several challenges for early learning and child care and the public education system during the 2021-22 school year.

The goal for the 2021-22 school year was for students to have access to in-school learning with a comprehensive school experience including supports for students, families, and communities.

Nova Scotia's *2021-22 Back-to-School Plan* was developed based on guidance from Public Health and experts at the IWK. It contained core public health measures, including vaccination for those eligible, staying home when sick, regular hand hygiene, and disinfecting of high touch surfaces. When necessary, Public Health also introduced enhanced measures for individual schools or more broadly. These measures included limiting mixing of classes, extra-curricular activities, and ensuring there were no non-essential visitors in schools. During Fall 2021, some schools were required to put in place enhanced COVID-19 measures, including temporary closures, to contain the spread of COVID-19.

On March 21, 2022, most public health restrictions were lifted. Masking guidance for staff, students, visitors, and spectators remained in place during school hours and on school buses. Staff and students were also asked to follow core public health measures such as getting vaccinated if eligible, staying home if feeling unwell, following the COVID-19 daily checklist, washing and sanitizing hands frequently.

These steps to address the impact of COVID-19 were aimed at supporting children, families, and staff to ensure ongoing safety and wellbeing and the best learning and care environments possible.

## Key and Interesting Initiatives

### Inclusive Education

- Partnership with Youth Project - EECD partnered with the Youth Project to support 2SLGBTQIA+ children and youth through collaboration and consultation on curricular and co-curricular offerings, including resource identification and development. The Youth Project also works collaboratively with education entities across the province to directly support schools through presentations, Gender Sexuality Alliances and other resources.
- NSTU Growth Grants – EECD provided funding to support the establishment of grants to support teacher-directed professional learning opportunities for groups of two or more teachers wishing to pursue professional learning focused on equity, diversity, and inclusion.
- Enhanced access to Assistive Technology: EECD has provided additional support for students and teachers through grants for resources and the hiring of Assistive Technology Support Workers.

### Student Supports and Transitions

EECD works closely with other departments, agencies, and organizations to provide supports to students to ensure they have timely access to a wide range of services, including mental health and physical well-being. Priorities related to student supports and transitions include:

- Enhancing SchoolsPlus services through collaboration with our partners.
- Continue to operate ACHIEVE sites (post-secondary transition year programs for graduating high school students with special needs).
- Supporting children through key transition phases, for example using Early Intensive Behavioural Intervention data to help children transition into primary.
- Enhanced staffing to support students from traditionally underrepresented groups, for example through the student support worker program.
- Networking and strengthening relationships with community based educational partners and stakeholders.
- Growing the understanding and enhancement of schools as culturally safe spaces.

Appendix 1—Disclosures of Wrongdoing received by the Department of Education and Early Childhood Development for the fiscal year 2021-22.

Department of Education – Disclosures of Wrongdoing	
Information Required under Section 18 of the Public Interest Disclosure of Wrongdoing Act	Fiscal Year 2021-22
Number of disclosures received	0
Number of findings of wrongdoing	0
Details of each wrongdoing	N/A
Recommendations and actions taken on each wrongdoing	N/A