



Department of Education and Lifelong Learning
ANNUAL REPORT
2020-2021

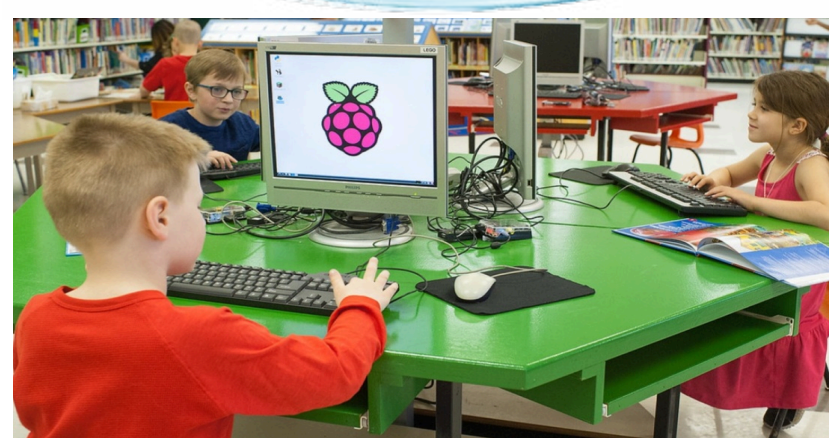


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Minister's Message

The Honourable Antoinette Perry
Lieutenant Governor of Prince Edward Island
P.O. Box 2000
Charlottetown, PE C1A 7N8

May it Please Your Honour:

I have the honour to submit herewith the Annual Report of the Department of Education and Lifelong Learning for the fiscal year ending March 31, 2021.

Respectfully submitted,

A handwritten signature in blue ink that reads "Natalie Jameson". The signature is fluid and cursive, with a long horizontal stroke at the end.

Natalie Jameson
Minister

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Deputy's Message

The Honourable Natalie Jameson
Minister of Education and Lifelong Learning

Madam:

I am pleased to submit the Annual Report of the Department of Education and Lifelong Learning for the fiscal year ending March 31, 2021.

The report outlines the department's activities from April 1, 2020 to March 31, 2021.

Respectfully submitted,

A handwritten signature in blue ink that reads "B MacLeod". The signature is fluid and cursive.

Bethany MacLeod
Deputy Minister

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Department Overview

The Department of Education and Lifelong Learning (DELL) develops and delivers high quality programs and curriculum in English and French to Island children from birth to grade 12. The Department is also responsible for the Post-secondary and Continuing Education Division which encompasses post-secondary institutions, private training schools and community schools.

The overarching goals of the Department are to:

- lead the implementation of changes to advance educational excellence in the province
- provide leadership in creating opportunities for student success in the education system,
- build technology capacity and engagement in schools
- work with other social policy departments on a renewed Poverty Reduction Strategy and Mental Health and Addictions Strategy

The Department operates within a structure that is partitioned into the following:

Division	Full Time Equivalents
Early Childhood Development	25.00
Educational Services	24.00
English Education, Programs and Services	42.70
Finance and Administration	8.00
French Education, Programs and Services	26.00
Libraries & Archives	64.43
Post-Secondary and Continuing Education	9.00

Through the above structure, the Department provides the following services:

• Assessment of students	• Library and archival services
• Certification of instructional personnel	• Planning and evaluation
• Development of department specific legislation	• Post-secondary and continuing education
• Distribution of learning materials	• Recorded information management
• Early childhood curriculum development	• Private Training Schools
• English curriculum development	• Research and evaluation
• French curriculum development	• School athletics
• Funding and coaching for autism	• School health
• General and financial administration	• Student well-being
• Grants to early childhood centres	• Student Financial Services
• Instructional development	• Support for preschool children with exceptional needs
• Leadership for early learning centres	• Technology support
• Legislation coordination	• Workforce development

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On October 11, 2019 the Department of Education and Lifelong Learning (DELL) received its first mandate letter from the Premier outlining the priorities for the Department. A review of those priorities revealed the importance of communication between government and community, as well as, intergovernmental collaboration. The priorities indicated commitment of the Department to a number of important issues in education:

- the importance of the critical early learning period from birth to age three in shaping the future of our children
- the value of providing a voice to all stakeholders in our children's education
- building an educational framework to provide an achievable model for inclusion to meet the diverse and complex needs of our students
- making post-secondary education affordable for low and middle income families
- providing individuals, at many stages of life, with the skills to successfully transition into, re-enter, or progress through the workforce
- making entry into the trades, and upgrading within a trade, more accessible and affordable

In the 2020-2021 fiscal year the staff of DELL continued to focus on the priorities outlined in the 2019 mandate letter. However, DELL, similar to every government department, had to devote considerable attention to addressing the complications and restrictions imposed by the arrival of COVID-19 in the province in March of 2020. At any moment throughout the year the system had to be ready to respond to new educational, health, social and mental health challenges created by the pandemic. Fortunately, because PEI was able to keep COVID-19 numbers low during the 2020-2021 fiscal year, the education system was generally able to operate in a reasonably normal pattern compared to many other jurisdictions. However, the Department was required to adapt existing programs to meet the delivery requirements of on-line and at-home environments, and to develop new ways of working so the system would be ready to quickly respond when necessary.

Examples included:

- additional supports were provided to early learning and childcare centres to ensure they were able to remain open and viable during times of enhanced restrictions. The Department, in partnership with the Early Childhood Development Association, regularly met virtually with Owner/Operators and Early Childhood Educators to provide updates and opportunity for discussion on current response to COVID 19
- curricula were redesigned with consultation from teachers to ensure essential building blocks were achieved earlier in the school year to accommodate gaps from the COVID-19 response and to ensure students did not fall behind
- teachers at all grade levels were provided with an opportunity to complete Google Educator training during the summer
- professional development was customized to enable schools to pivot from traditional to online learning incorporating digital tools and technology into teaching and learning
- beginning teachers participated in an induction program where they learned high yield instruction practices, and were assigned a coach for their ongoing professional development needs
- post-secondary students were able to continue with their education, where a total of 1228 students attending our Island post-secondary institutions were eligible for the Island Advantage: Low and Middle Income Needs-based Bursary (IAB), an increase by \$700,000 in 2020-21; student financial services pivoted to online instructional videos to

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ensure that island students understood the student loan application process and a 6-month repayment and collections pause was put in place on Provincial Student Loans

In the following section the success in meeting the priorities set out in the mandate letter will be reviewed.

Key Priorities 2020-2021

1. Work with the private and public sectors to ensure that the delivery of childcare services is accessible and responsive to the needs of all Islanders.

In partnership with the Federal Government, the Department continued to work with communities and businesses to offer accessible childcare to meet the needs of families. Additionally, existing licensed early childhood centres were supported to expand to continue to meet the needs of children and families. The following table illustrates that there was a 4.0 percent increase in the number of licensed childcare spaces between 2019-2020 and 2020-2021 and a 12.8 percent increase since 2018-2019.

Table 1: Child Care Spaces 2018-2019, 2019-2020 & 2020-2021									
Centre Type	Number of Centres			Number of Licenses			Number of Licensed Spaces		
	2018-19	2019-20	2020-21	2018-19	2019-20	2020-21	2018-19	2019-20	2020-21
Designated Early Years	49	49	54	50	50	55	2,329	2,419	2,687
Non-designated Early Years	29	30	26	29	30	26	1,147	1,209	1,117
Family Home	3	3	4	3	3	4	19	19	27
Preschool	10	10	10	10	10	10	169	176	176
School-Age Child Care	55	59	60	55	59	60	2,004	2,325	2,384
TOTAL	146	151	154	147	152	155	5,668	6,148	6,391

2. Establish a youth school-to-workforce transition taskforce so that our young graduates are properly prepared for employment.

The Youth School-to-Workforce Transition Pilot Project

In 2019, the Government directed the Department of Education and Lifelong Learning to work at solving some of the challenges that students face during their transition from school to the workforce. Making successful transitions from high school is a challenge that is not unique to Prince Edward Island. Indeed, a review of some of the literature indicates that many other Canadian and international jurisdictions identify youth transition as a pressing concern.

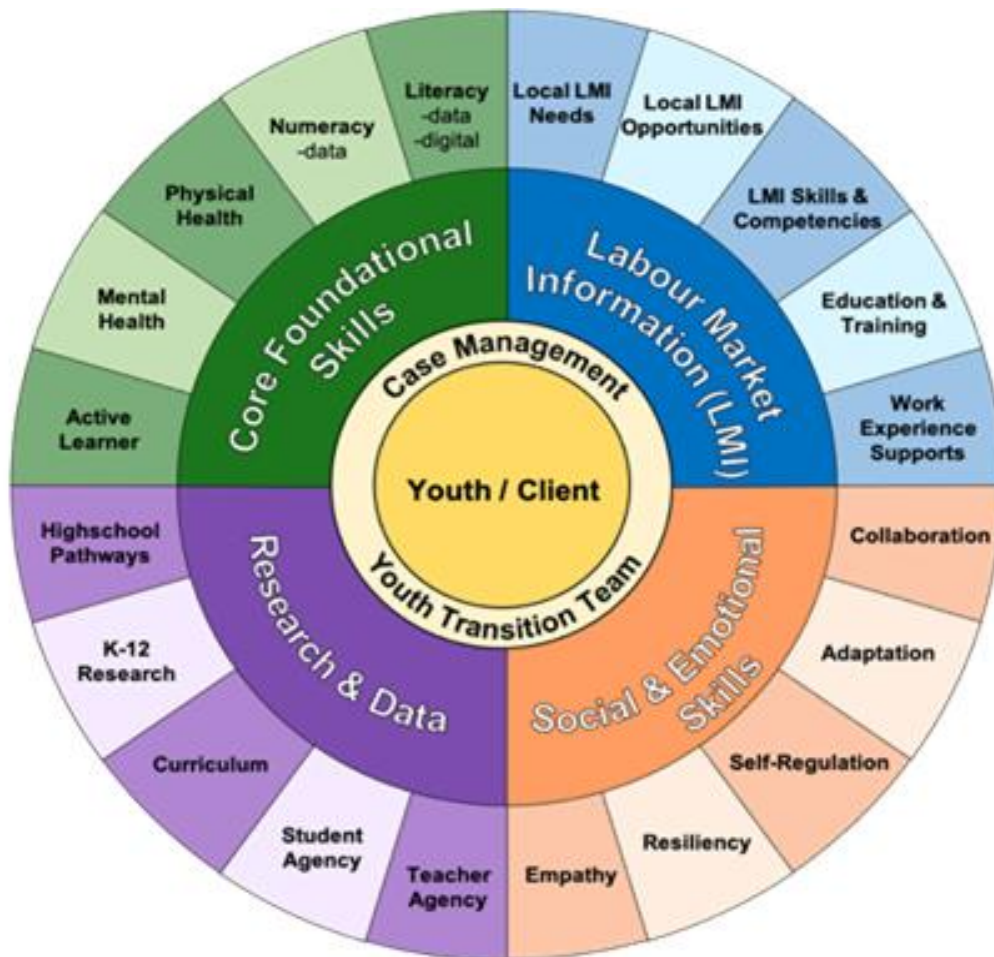
To meet the challenge, the Department initiated a two-year pilot project with the French Language School Board to build a framework to address issues related to school-to-workforce transition. The Youth School-to-Workforce Transition Pilot Project resulted in the hiring of a provincial coordinator and a case worker to assist students in addressing educational gaps, and in developing individualized plans to ensure successful transitions.

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The project is in collaboration with the Department of Education and Lifelong Learning, Skills PEI and RDÉE PEI. A review of the pilot project occurred in 2020-2021 resulting in a draft report that included the following:

- 17 recommendations to enhance successful transitions
- Emphasis on connecting learning to 'real world' applications
- Importance of literacy, numeracy, physical health and mental health
- Importance of social and emotional skills
- Need for increased experiential learning opportunities
- Need for two additional graduation pathways
- Re-establish Youth Apprenticeship Coordinator
- Implement transition plans
- Establish a Youth Transitions Secretariat

The School to Work Youth Transitions Secretariat is based on the maxim of 'a chance to lead proactively' and is represented by the following model. The youth/client, under the guidance of the youth transition team, will develop a transition plan based on research and data, as well as, current labour market information. This information combined with core foundational skills, and social and emotional skills will lead to a more successful transition to the workforce.



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3. Ensure that all stakeholders have a voice in the delivery of education, including parents, grandparents, guardians, and students.

District Advisory Councils

District Advisory Councils (DACs) give parents/guardians and students a direct voice in public education. There are seven DACs which encompass nine families of schools (Morell/Souris and Kensington/Kinkora are combined). Their role is to identify priorities and opportunities in their families of schools and provide advice directly to the Minister. DACs discussed mental health, the healthy school lunch program, experiential learning, student choice and learner supported important initiatives. As well, the Department of Education and Lifelong Learning has been consulting DACs regarding a suitable elected school board model, and the Public Schools Branch (PSB) consulted the DACs on a new draft of the Student Investigations and Searches policy.

The Engagement Officer held meetings with all the DACs during the 2020-21 school year.

4. Review educational funding and program models, such as the inclusive education model, and make practical adjustments to meet the complex and diverse needs in our Island classrooms.

The public education system serves more than 20,000 students in the English and French systems throughout the province. Over the last decade, as the educational needs of Island students evolved, Island classrooms experienced many changes in the areas of diversity, inclusion, special needs, behaviours, mental health, and programming. Throughout these times, our schools, school authorities and the province have found ways to address some of the challenges and provide high level supports to students. Some of the initiatives have included:

- behaviour resource teachers
- flex scheduling
- Foundations pilot project
- increased psychologist positions
- itinerant resource teachers
- kindergarten to grade 3 writing project
- literacy intervention programs
- PATHS Program
- Student Well-being Teams

In the fall of 2019, in an effort to support the dynamic needs of our schools, the Department of Education and Lifelong Learning, in coordination with Information Technology Shared Services and school authorities, introduced a new wireless network, EDU Secure, designed to support school devices. The devices on this network are predominantly used as assistive technology supporting the diverse needs of students within schools. To date, more than 300 school devices are being supported on this wireless network.

In addition to the above initiatives, targeted projects have been directed to schools with specific concerns to directly support their growing classroom composition requirements.

Glen Stewart Primary and Westwood Primary Three-Pronged Approach to Resource Support

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At Glen Stewart and Westwood Primary schools, a three-pronged delivery approach to resource support was implemented for both English and French Immersion students who struggled in a number of areas. It was determined that some students required small group support for behavioural, academic and skill-based needs and could benefit from a high level of direct instruction in non-academic areas such as self-regulation, social emotional skills, play skills, functional skills, and pre-kindergarten developmental skills. Occupational Therapists, Speech-Language Pathologists, Inclusive Education Consultants, and Autism Consultants provided expertise to develop programming and interventions for these children.

Alternative School Sites

A+ and Alternative Education programming are available for students who are not achieving success in the regular school setting. Through an application process that indicates that intervention has been appropriately applied at the school level before considering an alternative setting, students can be referred to a grade specific A+ or Alternative Education program. Generally, six students per site are accepted in the A+ program for grades three to six and 12 students per site are accepted in the intermediate/senior level program.

There are now four A+ sites; these sites are in Montague, O'Leary, Summerside and Charlottetown. Additionally, there are eight intermediate/senior high school Alternate Education sites; these sites include Charlottetown Senior, Charlottetown Intermediate, Birchwood Enhanced Learning Plan, Montague Intermediate-Senior, Westisle Intermediate-Senior, Summerside Intermediate-Senior, Souris Intermediate-Senior and the Provincial Adolescent School. As well, a new Primary Enhanced Learning Plan program is scheduled to begin in the Charlottetown area.

Foundations

Following a three-year literacy pilot completed in the spring of 2021, the Department of Education and Lifelong Learning planned the implementation of Foundations, a class-based and intervention program for all kindergarten classes, beginning in the fall of 2021. This highly effective early literacy program has both classroom instruction and intervention combined for seamless student transitions between the two. When implemented, primary grade students across the island will have equitable access to the provincially funded program. The implementation will include classroom teachers and intervention teachers in the program's special training, Department Literacy Coaches and PSB Student Services and Inclusive Education Consultant will also provide services coordinated within this program. All primary grades will participate in the class based Foundations program.

Classroom Libraries

Drawing on the research, Prince Edward Island English Language Arts teachers, Department specialists and school librarians have worked together to build classroom libraries in PSB schools. Classroom libraries provide greater access to a wide range of quality, inclusive literature that can be used to meet the specific outcomes in the ELA curriculum.

State-of-the-art-reading app (SORA) has been implemented which provides additional audio, read along and eBooks to students. SORA also gives students easy access to the Prince Edward Island Public Library.

Annotated Bibliographies were created for grades 7-9 and grades 10-12. Annotated bibliographies provide students with a short description of each book as well as major themes explored. This resource also recommends other books the students may enjoy. This is particularly helpful for

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students during this pandemic as they can easily preview all of the books. It also encourages students to use their school library.

Grades 9-12 teachers have received training with Penny Kittle, world renowned teacher, coach and literacy leader. Grades 7 and 8 teachers will receive this training when it is viable and safe to do so with respect to COVID-19 restrictions and guidelines.

The positive impacts of Classroom Libraries in PEI's schools was presented at the national Canadian Society for the Study of Education Research conference in Regina, Saskatchewan.

Teaching Writing Online

Literacy coaches are providing support for K-6 teachers in implementing writing workshop in the classroom, a high yield instructional practice that targets differentiated support for small groups and individual students.

Virtual professional learning was provided for primary and elementary teachers focusing on taking writing workshop online, as well as providing online feedback to students.

Intermediate Curriculum Delivery Renewal

A review of the intermediate program of studies is leading to exciting changes for PSB students in grades 7-9. The review focuses on increased experiential learning opportunities for students, equitable programming across schools; fewer transitions for students during the school day; and longer blocks of instructional time. The revised Program of Study is expected to be fully implemented for the 2023-2024 school year.

The Learn Platform

At the beginning of the pandemic in the spring of 2020, DELL developed a digital repository and professional learning space for teachers of the PSB and CSLF. The Learn Platform houses all professional learning materials and provides a collaborative space to share professional materials for the exclusive use of PSB and CSLF teachers.

Inclusion and Equity

The Department is committed to developing a curriculum that is reflective of our Canadian diversity, culture and values. Several initiatives have been planned and are ongoing in their development and in conjunction with stakeholder groups.

Planning has started for an Indigenous Education Advisory Committee to provide advice in the development of a framework for quality and culturally responsive Indigenous education of Prince Edward Island. It will be composed of members representing Mi'kmaq Confederacy, Abegweit First Nation and Lennox Island First Nations to heighten awareness, knowledge and understanding of Indigenous values, culture and perspectives. It will incorporate Indigenous knowledge, content and ways of understanding in the PEI curriculum.

The Department recognizes the need for skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism; and the development of age-appropriate curriculum on residential schools, Treaties and contributions of Indigenous people to historical and contemporary Canada.

Indigenous and Black Canadian History curriculum is being planned and will be supported with the hiring of a Diversity Consultant in 2021.

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5. Identify skill gaps and emerging employment sectors and work with our Island educators and institutions to deliver programming to address these opportunities including the expansion of technology-related post-secondary programs.

Identifying skills gaps and emerging employment sectors is an ongoing priority for the Government. It involves working with our post-secondary institutions to identify programs that address current labour market needs. Over the past year, the Department has been working with Holland College to respond to increased workforce demand for Resident Care Workers, Early Childhood Educators and Human Service Workers.

The Department is also involved in an initiative with Health and Wellness, Skills PEI, Post-secondary and Continuing Education and Economic Growth, Tourism and Culture regarding the current shortage of nurses. Shortly, discussions will be underway with senior leadership at the University of Prince Edward Island to explore ways to rectify this critical situation.

6. Lead and implement universal public half-day community-based pre-kindergarten for Island four-year-olds.

The 2017 Early Childhood Education Report, produced by researchers at the Atkinson Centre in Ontario, rated PEI's early childhood education as the best in the country. The 2020 Report, that was recently released, again recounted a number of positive attributes of early education and childcare in PEI:

- Since the 2017 Report, PEI increased spending on early childhood education and care by 20 percent
- PEI reached its benchmark to manage parent fees to keep them affordable
- PEI reached its benchmark in establishing a wage scale to adequately compensate educators through wage grids reflecting the different qualification levels and experiences of staff working in the provinces publicly managed centres
- Whereas, overall access to regulated group childcare and school-operated programs for children aged two to four years dropped slightly across Canada, PEI reported a 20 percent increase since the previous report

While plans of the Department of Education and Lifelong Learning to add a publicly funded pre-kindergarten program to further strengthen early childhood development and school readiness was put on hold during the pandemic, implementation is now planned for September 2021. The half-day, optional program will be for all four-year-olds and will be free to all families. The intention is to provide a more level playing field when children enter the school system at age five. The program will be offered in early childhood centres staffed by trained early childhood educators. The program will use a provincial curriculum framework with a play-based approach that will be linked to the kindergarten program. A transition plan to support children moving to kindergarten will be developed and will include a portfolio of the progress of each child.

7. Reduce the financial burden for Island post-secondary students through direct funding and innovative solutions such as open-textbook initiatives.

To promote this priority, the Department supported funding for an open education resource initiative with UPEI/Robertson Library and the UPEI Student Union. The government continued

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its support of two bursaries which reduce the financial burden for PEI post-secondary students, the Island Advantage: Low and Middle Income Needs-based Bursary and the Debt Reduction Grant.

Island Advantage: Low and Middle Income Needs-based Bursary

PEI residents attending the University of Prince Edward Island, Holland College, Maritime Christian College, or Collège de l'Île may be eligible for the *Island Advantage: Low and Middle Income Needs-based Bursary* (IAB). When combined with the George Coles Bursary, and/or the Canada Student Grant for Full-Time Students (CSG-FT), the cost of tuition could be fully covered for Island students in low and middle income families. In 2020-21 the Island Advantage Low and Middle Income Bursary saw a budget increase of \$700,000 to further assist the Island's post-secondary students most in need. A total of 1229 students from the post-secondary institutions were eligible for the IAB totalling approximately \$2,602,000 for the 2020-21 academic year.

The following table (Table 2) illustrates the 2020-21 breakdown of allocation of the IAB by post-secondary institution.

Table 2: Island Advantage: Low & Middle Income Needs-based Bursary		
Post-Secondary Institution	# of Students	Total Bursary Amount
UPEI	883	\$ 1,751,316
Holland College	345	\$ 845,312
Collège de l'Île	1	\$ 5,850
Total	1229	\$ 2,602,478

Debt Reduction Grant

The Debt Reduction Grant provides Island graduates with debt relief on their provincial student loans. For each year of study July 31, 2018 and earlier, students are eligible for up to \$2,000 per academic year. If students meet the residency requirement they are eligible for up to \$3,500 per academic year after July 31, 2018. The \$2,000 per year grant will eventually be phased out in favour of the \$3,500 per year grant.

If a student graduated prior to July 31, 2018, the application deadline is within one year of their graduation date. If they graduated after July 31, 2018, the application deadline is three years after their graduation date.

In 2020-21, 184 students received this grant totaling \$808,437.

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Community Service Bursary

The Community Service Bursary encourages students in grades 10-12 to volunteer in their communities. It provides young islanders with the opportunity to develop skills, gain work experience, meet new people and develop social skills. Financially, the bursary helps students pay for college or university at the institution of their choice in or outside of PEI. Provincially, the volunteer hours assist the development of a more skilled workforce that also helps to grow the economy and strengthen communities. Furthermore, the bursary gives students exposure to viable careers they may not have considered without the volunteer experience.

Table 3 illustrates the participation and financial compensation related to the Community Service Bursary.

Table 3: Community Service Bursary Participants and Payments			
Fiscal Year	# of Students	Average Amount per Student	Total Bursary Amount
2020-2021	228	\$ 533	\$ 121,440
2019-2020	242	\$ 556	\$ 134,645
2018-2019	265	\$ 528	\$ 140,000
2017-2018	255	\$ 424	\$ 108,170
Total	990	\$ 510	\$ 504,255

George Coles Bursary

Depending on the post-secondary institution/program of study, eligible students will receive from \$2,200 to \$8,800 in non-repayable funding over the duration of their post-secondary programs at the University of Prince Edward Island, Maritime Christian College, Holland College and Collège de l'Île. The award is available for the first degree, diploma or certificate program only. There is no application process; eligible students automatically receive this expanded bursary.

George Coles Bursary		
Post-Secondary Institution	# of Students	Total Bursary Amount
UPEI	1,440	\$ 2,943,600
Holland College	437	\$ 1,139,000
Collège de l'Île	6	\$ 13,650
Total	1,883	\$ 4,096,250

COVID-19 Canada Student Loan Program Enhancements

Due to the impact of COVID-19, the Canada Student Loan Program announced enhancements to the Canada Student Grants for the 2020-21 academic year. These enhancements included the doubling of the Canada Student Grant for Full-Time Students, up to \$6,000 per 8-month school year (based on family size and income); doubling of the Canada Student Grant for Students with Permanent Disabilities, up to \$4,000 per year towards the cost of tuition, books, and accommodations and up to \$8,000 per year for services and equipment such as tutors and note-takers.

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8. Reinstate school boards that have elected representatives and encourage further collaboration and communication between school boards, the department and education and community stakeholders.

To encourage further collaboration and communication between school boards, government and community stakeholders, in December 2019, the government committed to reinstating school boards that have elected representatives. The current French Language School Board is already elected and will continue to operate as is. The purpose of the elected model is to ensure school boards are representative of the Island population. The goal is for Islanders to have a stronger voice in decisions about the operation of their public education system and to have more input into how to best support student learning. The Department is engaging with education stakeholder groups such as PEI Home and School Federation, PEI Teachers' Federation, Canadian Union of Public Sector Employees, Child and Youth Table, Mi'kmaq Confederacy and other education stakeholders.

Feedback will be used to develop the legislative changes required for the implementation of elected trustees for the PSB.

9. Review the standardized testing process to ensure the appropriate assessment tools are being utilized, educational authorities are responsive to the results, and educators and learners are supported to address and improve individual outcomes.

In response to teacher and parent feedback, the Department decided to revise the Provincial Assessment program. New goals for student assessment included:

- assessing children earlier and supporting them as soon as possible
- providing results to teachers and parents more expediently
- ensuring that provincial assessments are consistent with the assessments that teachers do every day in their classrooms

Stakeholders, including teachers, board and Department staff, school leaders, parents and education partners will have opportunities to provide input on the purpose, timing and frequency of assessments. Alignment of provincial and class-based assessments, along with interventions and resources, is key to long-term improvement for student achievement in PEI.

Because of concerns about possible negative educational consequences as a result of COVID-19, the Department made a decision to revise curricula for the 2020-21 school year. To close potential gaps from the spring of 2020, curricula was redesigned, with consultation from teachers, to concentrate on teaching those components determined to be the essential building blocks for further understanding and knowledge development. It was considered that it was important to determine those particular constituents as early in the school year as possible in order to avoid the potential for students to fall behind. MacLean's Magazine referred to the actions taken by the Department as "responsive decision-making".

While no provincial assessments were planned for 2020-21, grades 3, 6 and 9 literacy and math program evaluations were conducted in the spring of 2021 to determine how the system performed using the revised curricula. Results of the evaluations will be available early in the 2021 school year.

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10. Work with your colleague, the Minister of Agriculture and Land, to develop and implement a fulsome provincial school food program building on recent pilot success.

The Department of Education and Lifelong Learning, in partnership with the PEI Home and School Federation, has been committed to developing a universal ‘pay-what-you can’ healthy lunch program for all kindergarten to grade 12 students. The impacts of healthy food choices have been widely researched and the results clearly indicate that healthy food has positive effects on health, wellness, education, and life outcomes for all students. The goals of the proposed school lunch program were to:

- provide access to healthy and affordable meal options for all students
- ensure equitable access for all students, i.e., pay-what-you-can
- provide food literacy opportunities for all students

On September 8, 2020 the PEI Healthy School Food Program was launched with the first meals delivered on September 14, 2020. Utilizing different models of school food delivery (in-house food services and external vendors/restaurants), lunches were provided for 38 weeks during the 2020-21 school year. During that time:

- 360,083 lunches were ordered through the on-line platform and provided by external vendors and the Kinkora Hub
- 40,163 lunches were provided by internal vendors (community centre kitchens)
- an average of 2,274 meals were provided each day of the program
- an average of 11.4% of the total PEI student population participated

The PEI Healthy School Food Program is now being transitioned to a newly formed non-profit (PEI School Food Program Inc.) which will take over responsibility for the program beginning July 1, 2021.

11. Work with your colleague, the Minister of Transportation, Infrastructure and Energy, to increase vocational opportunities in Island high-schools, and increase the participation of equity-seeking groups in our trades.

Developing the skills of Canadians is a priority for governments across the country. Actively pursuing education and training while receiving Employment Insurance (EI) benefits could potentially reduce long-term reliance on EI and encourage more long-term sustainable employment.

Career Connect Program

Under the Canada-PEI Labour Market Development Agreement, the Department of Education and Lifelong Learning has the authority to provide EI eligible clients with a referral to participate in training while continuing to receive EI benefits during their entitlement period. While college students have been provided with this support, individuals enrolled at the university level were ineligible to receive a referral to participate in training. With the implementation of the Career Connect program, all unemployed workers who have not attended the public school system for 12 months and have established an active EI claim will be eligible. Through this program, more than 1,500 Islanders per year will be able to maintain their Employment Insurance benefits as they pursue full time post-secondary studies. Since similar programming was available in Nova Scotia

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and New Brunswick, implementation of the Career Connect program in Prince Edward Island has ensured equitable access for PEI students within the Atlantic region.

12. Work with your colleague, the Minister of Economic Growth, Tourism and Culture, to review program delivery of provincial immigration, Skills PEI, Labour Market Development Agreement (LMDA) and Labour Market Agreement (LMA) to ensure their goals and deliveries are aligned.

As a result of collaboration between Skills PEI and The Department of Education and Lifelong Learning, two important training programs have been introduced to support the trades in PEI.

Apprenticeship Harmonization

The Apprenticeship Training program provides high quality apprenticeship training to assist Islanders in acquiring the necessary skills to enter, re-enter and progress through the workforce. The purpose of the National Harmonization Initiative is to align apprenticeship systems across Canada by making apprenticeship training requirements more consistent in the Red Seal Trades. The harmonization initiative will allow apprentices to complete their training and work experience anywhere in Atlantic Canada and will remove barriers to mobility across these jurisdictions. Ultimately, it will benefit all trades in Atlantic Canada through the alignment of apprenticeship systems across the region.

The Apprenticeship Blended Learning Initiative

Partnerships between industry, education and government encourage training and certification in skilled trades to fill labour demands and grow the economy. Blended learning is an education-training platform that combines online digital media with traditional classroom methods. Blended learning allows for the physical presence of both teacher and student while incorporating online self-study and student control over time, place, path, and/or pace. Blended learning is a training tool that can be modified, monitored and customized to suit specific learner needs or situations.

Apprenticeship PEI has been successful in obtaining Employment and Social Development Canada funding to pilot a three-year, \$1,536,000 program, designed to address apprenticeship-training needs in two skilled trades - specifically welders and machinists. The funding will impact approximately 55 apprentices.

Apprenticeship training in the selected high-volume trade of welder will be available in both Traditional Block Release and Blended Learning. The dual training models will provide measures to gauge the success of the Blended Learning Pilot against Traditional Block Release results. The second low volume trade - machinist, will be offered exclusively in a blended learning format.

Blended learning is being implemented in New Brunswick, Nova Scotia and Newfoundland as a solution to the barriers that apprenticeship stakeholders face. The blended learning initiative of PEI goes one step further in removing the requirement for the participant to be laid off from his/her job during training. This approach will provide job and financial continuity for the apprentices.

13. Work with your colleague, the Minister of Health and Wellness, to implement the first 1000 days initiative.

In April 2019, the Government announced the First 1000 Days Initiative, an internationally recognized framework that focuses on the earliest stages of child development, from conception to the end of the child's second year. There is growing evidence that a greater prioritization of resources in the early years would bring lifelong benefits and a better return on investment for society and public services.

The initiative places a new focus on strengthening programs that care for the physical, mental and emotional development of children and offers a unique opportunity to build lifelong health and intelligence. This critical time in a child's life can shape their future.

The First 1000 Days Steering Committee was impacted as were most committees during the pandemic. A framework and plan forward were developed with a release date of early fall in 2021.

Highlights and Accomplishments 2020-2021

In addition to the priority directives indicated in the mandate letter, the Department continued to address and advance the usual work of the various divisions and sections that include the following:

- Early Childhood Development
 - Autism Services
- Educational Services
 - Autism Coordination Updates
 - Certification and Standards
 - English as an Additional Language/French as an Additional Language
 - International Education
 - Legislation
 - Pan-Canadian Joint Consortium for School Health
 - PEI School Athletic Association
 - Provincial Learning Materials Distribution Centre
 - Research and Corporate Services
 - School Health
 - Student Well-being Teams
 - Technology
- English Education, Programs and Services
- English Public Schools Branch
- Finance and Administration
- French Education, Programs and Services
- Libraries and Archives
- Post-Secondary and Continuing Education
- Human Resources

Early Childhood Development

The Early Childhood Development Division provides policy, program and funding advice and direction to ensure Island children and families have high quality experiences in the early years. In its responsibility for the early learning and childcare system of PEI, the division provides curriculum development and program support to both English and French early years centres. As well, it provides Quality Enhancement Grants to non-designated early childhood centres to assist with program and curriculum improvements and/or wages. These centres may also be eligible for Special Needs Funding Grants to support the inclusion of children with exceptional needs. The division is also responsible for the implementation of the Canada/PEI Bilateral Agreement in Early Learning and Child Care.

The division administers the following funding programs:

- Best Start Program
- Direct Funding Program
- Pre-School Autism Funding Program
- Special Needs Funding Program

Under the Canada/PEI Bilateral Agreement in Early Learning and Child Care the division administers funding for:

- Handle with Care Program
- Dès la naissance Programs

Through the Autism Services section, the Early Childhood Development division also provides high quality services for pre-school and kindergarten age children with autism spectrum disorder, and their families. Evidence-based practices with demonstrated effectiveness form the foundation of the assistance provided to families.

The division also has responsibility for the *Early Learning and Child Care Act* and the *Early Learning and Child Care Act Regulations*. Under these guidelines the Early Childhood Development division oversees certification of early childhood educators, licensing and inspections of early childhood centres, and provision of resource support to the Early Learning and Child Care Board.

In response to COVID-19, the following funding programs were administered:

- Child Care Allowance Program
- Essential Worker Child Care
- Emergency Relief to Child Care Centres
- Early Years Restart Program
- Early Years Bridge Funding

Autism Services

The Government is committed to early interventions and a continuum of supports for all children with special needs. Autism Services maximizes learning and inclusion for children on the autism spectrum. Intensive Behavioural Intervention (IBI) is provided for children in early childhood centres who have been diagnosed with autism and Intensive Kindergarten Support (IKS) provides interventions for children in kindergarten. Improved coordination of autism services is being led

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by the Autism Coordinating Committee which is responsible for overseeing the implementation of the *Autism Coordination Act*.

Areas of focus 2020-2021:

- Delivered the Intensive Behavioural Intervention (IBI) program to 67 children with Autism Spectrum Disorder (ASD) in homes and childcare centres
- Provided consultative or direct support to 35 children with ASD in public kindergarten through the Intensive Kindergarten Support (IKS) program
- Provided consultative support to 22 children with ASD in grades 1-12 in the French Language School Board
- Submitted the first *Autism Coordination Act* Annual Report in July 2020

Educational Services

The Educational Services Branch is responsible for advising the Deputy Minister and Minister on matters related to external education programs and services. The branch oversees the management of research, corporate services, school health, certification of and standards for teachers, policy, legislative development and the implementation of major departmental initiatives. The branch is also responsible for providing English as an Additional Language./French as an Additional Language programming.

The branch carries out its work through the following sections:

Autism Coordination Updates

The Autism Coordination Project Lead serves as the lead resource to support the *Autism Coordination Act* and the Autism Coordination Committee. This position supports cross-departmental efforts to improve coordination of program and services for Islanders with autism spectrum disorder (ASD).

Highlights for 2020-2021:

- Submitted the first Annual Report for the *Autism Coordination Act* in July of 2020
- Increased wages for Special Needs and Autism Assistants
- Created a webpage on the government website for easy one-stop access to all autism-related programs and funding
- Due to impact of COVID-19, updated government guidelines to allow eligibility for program funding with a provisional diagnosis
- Adding an additional Early Years Autism Specialist to reduce waitlist for Intensive Behavioural Intervention (IBI)
- Increased Autism Grant funding
- Purchased new educational resources, equipment and materials for IBI, including iPads for all children enrolled in the program
- Established an Early-Intervention Sub-Committee with representatives from multiple departments, services, and community stakeholders.

Certification and Standards

The Certification and Standards Section is comprised of the Registrar and a part-time Administrative Assistant. The Certification and Standards Section is responsible for three main areas: 1) teacher certification, 2) educational assistant authorizations, and 3) private school inspections.

Teacher Licensure

The *Education Act* prescribes that only holders of a valid PEI teacher's license may be employed to teach. The purpose of teacher licensing is to protect the public interest in ensuring that those persons who are authorized to teach, by the Minister, possess the required academic and professional qualifications. The Registrar is appointed by the Minister under the *Education Act* to evaluate the academic and professional credentials of provincial, regional, national and international applicants for a PEI teacher's license. Criteria for teacher licensing is developed and

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reviewed by the minister-appointed Teacher Certification and Standards Board (TCSB). The work of the Registrar with respect to teacher licensure is framed by the *Education Act*, Teacher Certification and Standards Regulations, Instructional Personnel Regulations, and Teacher Discipline Regulations.

Aside from the initial issuance of teaching licenses, the Registrar tracks and approves teaching service, processes applications for upgrades in certification level and evaluates requests for additional designations. Additionally, the Registrar evaluates all applications for a Temporary Permit to Substitute for a Teacher from persons who do not hold a PEI Teacher's License. PEI-licensed teachers seeking licensing outside of the province require a *Statement of Professional Standing* issued by the PEI Registrar. These are issued at the written request of teachers who hold a valid and subsisting PEI teacher's license.

A database containing information with respect to teaching certificates that have been suspended or revoked across Canada is maintained by the Office of the Registrar in keeping with the Protocol on Procedures relating to the Suspension or Cancellation of Teaching Certificates signed by the Ministers of Education on September 29, 1999. Every new applicant for a PEI teacher's license is screened through this database.

The Registrar liaises with the Registrars for Teacher Certification Canada (RTCC), an organization which falls under the auspices of the Council of Ministers of Education, Canada (CMEC). Provincial and territorial RTCC representatives work on issues and projects of common interest and strive to achieve full labour mobility compliance under *Chapter Seven of the Agreement on Internal Trade*. The Registrar is involved in two major projects which include 1) the creation of an Online Language Proficiency Tool for Internationally Educated Teachers, and 2) the creation of a Pan-Canadian International Credential Evaluation Centre for the teaching profession.

The Registrar works closely with the UPEI Faculty of Education. Annually, a presentation is made to the Bachelor of Education program cohort on the process involved in obtaining a PEI teacher's license with the aim of providing a PEI Teacher's License to all graduates who qualify at Convocation.

An important function of the Registrar is to provide information to prospective teachers and to in-service teachers as they consider post-secondary educational pathways. The Registrar advises prospective teachers on teacher education programs that are recognized and advises teachers seeking to upgrade their certification level on viable graduate level programs. Teachers planning on further studies are recommended to submit a Pre-Approval Form to the Registrar prior to commencing post-graduate studies for upgrade purposes.

This year, changes were made to the *Education Act* that were related to the work of the Registrar:

- The evaluation fee was removed from the Temporary Permit to Substitute Application, with a view to increase the number of substitute teachers in the province
- Career and Technical teacher licenses were re-instated after a four-year absence from the Act

Educational Assistants

The Registrar evaluates applications for Educational Assistants and Substitute Only Educational Assistants, and issues authorizations on behalf of the education authorities. The evaluation fee for the Substitute Only Educational Assistant Application was removed in 2020.

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The Registrar fields queries from individuals interested in receiving human services training and vets proposed programs of study to determine if they meet provincial requirements, while maintaining a list of approved post-secondary human services programs and equivalents. The Registrar sits as a member of the Human Services Advisory Board at Holland College providing input into Holland College's two-year Human Services programs.

Private and International Schools

As the appointed Private School Inspector, the Registrar inspects and monitors the functioning of the Island's private schools and vets the applications for persons seeking a license to operate a private K to 12 school in the province. The Registrar also liaises with the Canadian International Schools in Tokyo, Japan and Jinling, China for the purposes of ensuring that teachers hired to teach in the schools hold a PEI Teacher's License as required by the contractual arrangement between government and the operators of the international schools. The Registrar also works with an organization known as CanTeach to license teachers who complete their teacher education program abroad.

Teacher Licenses and Authorizations Issued

- The Office of the Registrar issued 353 teacher licenses during 2020-2021: 275 were new licenses, 53 were upgrades in qualification level, three (3) were conditional licenses, eight (8) were interim licenses, and 14 were license renewals
- A total of 184 Statements of Professional Standing were issued; of that total, 58 percent were sent to Ontario and 14 percent were sent to British Columbia
- A total of 536 authorizations to substitute teach were issued; 315 were for licensed teachers while 221 were to Temporary Permit holders
- A total of 348 authorizations for educational assistants were issued; 46 were for Regular Educational Assistant Authorization and 302 were for Substitute Only Educational Assistant Authorization
- A total of 13 administrative certificates, one (1) additional designation in inclusive education, and one (1) additional designation in school counselling were issued this year

English as an Additional Language/French as an Additional Language

The English as an Additional Language (EAL) / French as an Additional Language (FAL) section supports the language acquisition needs of immigrant students who were born outside of Canada or who speak a language other than English, French or Mi'kmaq. The successful integration of immigrant students into our K-12 school system is a priority.

Recognition of the importance of language acquisition to settlement and population growth has resulted in significant growth in the EAL/FAL section over the past few years. Itinerant teachers travel to schools across the province to provide language support and EAL/FAL Youth Service Workers are in place in some island schools to support transition and integration of new language learners into our school system. Additionally, Educational Assistants have been allocated to EAL and FAL students with exceptional needs.

Assessment Specialists were busy this year developing new intake and assessment procedures. They completed more than 300 intakes and assessments before the end of the year. The top source countries for new arrivals were China, including Hong Kong, Vietnam, Philippines, Syria and India.

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While it was not a typical year in terms of international travel, our federal and provincial borders were open to people holding permanent resident status, refugee status, and work permits. To ensure the health and safety of front-line staff as well as our public-school system, a new process involving confirmation of self-isolation requirements for new families from our Chief Public Health Office was added. This step allowed the Assessment Specialists to register our newcomer students into the school system with confidence in their adherence to provincial COVID-19 protocols.

Adding new language learners to the school system during the pandemic added significant stress. Schools who had established cohorts and class sizes as per their operational plans had to flex plans in order to accommodate new students. Our EAL Teacher Support Specialist was very active supporting teachers of new EAL learners and EAL learners with exceptional needs. A significant amount of time was spent observing EAL students in the classroom and during non-instructional times in order to make recommendations for teaching and learning. Professional development was targeted at the specific needs of individual and small groups of teachers through webinars, virtual meetings and in person meetings.

The work of the EAL/FAL team supports administrators, teachers, support staff and board-based staff through consultation, observation, co-teaching and professional development.

Five significant highlights of the year are important to note:

1. With the availability of Google Suite and many extensions, we were able to offer high school EAL courses online in a synchronous manner to EAL students in seven (7) high schools. EAL students from Westisle, TOSH, KISH, Colonel Gray, Morell, Montague and Souris were able to engage in the EAL courses they needed on a daily basis. Two (2) teachers were responsible for the delivery of the online EAL courses, one (1) for the West and one (1) for the East. In total, 41 students completed EAL courses online. Feedback from administrators, students and teachers was very positive leading to the continuation of this online model for the 2021-2022 school year.
2. In support of the assessment and re-assessment process, the EAL Teacher Support Specialist with collaboration from Department staff from English Education, Programs and Services and our EAL Itinerant teachers, was able to align writing standards for EAL students from grades 1-12. The creation of EAL Writing Rubrics for each of the grade levels provides essential information about EAL student's writing development in relation to their grade levels.
3. The EAL/FAL team completed 876 re-assessments of EAL/FAL student's language acquisition during April and May. These re-assessments helped to determine which EAL/FAL students continued to need language support for the next school year. While COVID-19 protocols impacted the way in which we carried out the assessment process, we are extremely pleased with the outcome. Feedback from re-assessments were provided to families in person, virtually, by email, by phone or by home visit. Parents/guardians were pleased with the feedback process and the new visual representation of their children's language acquisition. However, the hope is to return to in-person feedback in the future.
4. The EAL/FAL team developed an EAL/FAL Manual that explains our mandate, our roles, language acquisition, etc. It is intended to build understanding for teachers and administrators who are ultimately responsible for the education of our new language learners. This manual will be housed online and will be constantly updated.

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5. The EAL/FAL team has partnered with a local business who has developed an app, NUWELCOM, which is intended to provide new families with connection to the community in their targeted language. People new to PEI can get information in 12 languages, English, French and 10 other PEI specific languages. Information ranges from Waste Watch, weather, walk-in clinics, UPEI and schools etc. With the support of the Provincial Office of Immigration and Island Investment Development Inc., the NUWELCOM app will have an added feature, NuChat, which will allow two-way communication with families in their target language. Our staff will be able to send a message in English or French, the receiver will get the translation in their language and will be able to respond in their language, and our staff will receive their response in English or French. This will have a significant positive implication by ensuring that new families get school information that they need and can understand. Next steps will hopefully be to develop the app with voice for people who have literacy challenges in any language.

The work of the EAL/FAL team constantly evolves as new students arrive. The use of evidence-based research and practice has insured that the service delivered to new language learners is relevant and progress oriented. Collaboration and cooperation with the Provincial Office of Immigration, Island Investment Development Inc., the PEI Association of Newcomers to Canada, and local organizations involved in service to our newcomer community continue to be a priority. The success of EAL/FAL learners in our school system and settlement of their families into the island community is the ultimate goal.

District/Board	Number of Students	Percentage
PSB	2247	96.6 %
CSLF	78	3.4%
Total	2325	100.0%

- Welcomed 346 new EAL/FAL students during the 2020-21 school year
- Provided educational service to 196 Refugee students
- Provided 824 EAL/FAL learners with Itinerant teacher support while an additional 82 EAL learners received EAL courses at the high school level

International Education

The International Education section is responsible for internationally affiliated schools and international fee-paying students.

Affiliated Schools

The Department has developed Affiliated Schools Guidelines outlining the requirements of international schools who wish to offer PEI kindergarten to grade 12 curriculum. International schools that have applied to use PEI kindergarten to grade 12 curriculum and meet the rigorous program requirements may become PEI Affiliated Schools. Students who meet PEI's graduation requirements at the end of grade 12 are issued a PEI high school certificate.

The Canadian International School (CIS) in Tokyo, Japan is a private school with a long-standing affiliated schools' partnership that offers PEI's grade one (1) to grade 12 curriculum. Student

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enrolment for 2020-2021 was 354. Nanjing Jinling High School, Hexi Branch No. 60 is a public school in Nanjing, China that entered into an affiliated school agreement in September of 2015. Jinling High School offers PEI public school curriculum in grades 10 to 12 with a student enrolment for 2020-2021 of 159.

A school in Ganzhou, China offers PEI/China curriculum to students in grades 10 and 11. Students who successfully complete those courses attend school in PEI in grade 12 and, if successful, are granted a PEI high school certificate. The program had 24 students in the 2020-2021 school year. COVID-19 had a significant impact on this program as the Grade 12 students were not able to attend schools in Prince Edward and there was no recruitment of a Grade 10 cohort. Plans continue to bring the 2021-2022 Grade 12 cohort to Prince Edward Island and to recruit a Grade 10 cohort.

Annual fees from the Affiliate Program provided approximately \$159,000 in revenue.

Discussions and negotiations are ongoing with potential partners who have expressed interest in offering PEI Affiliated Schools programs. A potential partner in Egypt and another in Turkey are both in the formal application process.

International Fee-Paying Students

The Department operates a program (Prince Edward Island International Student Program) for accepting international fee-paying students. COVID-19 also had a significant impact on the International Student Program with 82 fee-paying students registered.

Table 4 indicates the number of students attending PEI international schools and international fee-paying students enrolled in PEI schools over the past four years.

Table 4: International Schools & International Fee-paying Students				
International Students	Number of Students			
	2017-18	2018-19	2019-20	2020-21
Canadian International School - Tokyo, Japan (Grades K-12)	271	304	341	354
Nanjing Jinling High School, Hexi Branch No. 60, China (Grades 10-12)	119	125	137	159
Ganzhou, China (Grade 10-11) - Enrolled in China		31	22	24
Ganzhou, China - Enrolled in PEI for Grade 12		14	18	
Prince Edward Island International Student Program (fee-paying students attending school in PEI)	181	136	153	82

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Legislation

The Department of Education and Lifelong Learning is responsible for the development and administration of the following legislation:

<ul style="list-style-type: none">• <i>Apprenticeship and Trades Qualification Act</i> and Regulations	<ul style="list-style-type: none">• <i>Maritime Provinces Higher Education Commission Act</i>
<ul style="list-style-type: none">• <i>Archives and Records Act</i> and Regulations	<ul style="list-style-type: none">• <i>Private Training Schools Act</i> and Regulations
<ul style="list-style-type: none">• <i>Autism Coordination Act</i>	<ul style="list-style-type: none">• <i>Post-Secondary Institutions Sexual Violence Policy Act</i> and Regulations
<ul style="list-style-type: none">• <i>Early Learning and Child Care Act</i> and Regulations	<ul style="list-style-type: none">• <i>Public Libraries Act</i>
<ul style="list-style-type: none">• <i>Education Act</i> and Regulations	<ul style="list-style-type: none">• <i>Student Financial Assistance Act</i> and Regulations
<ul style="list-style-type: none">• <i>Hairdressers' Act</i>	<ul style="list-style-type: none">• <i>Teachers' Superannuation Act</i>
<ul style="list-style-type: none">• <i>Holland College Act</i> and Regulations	<ul style="list-style-type: none">• <i>University Act</i>
<ul style="list-style-type: none">• <i>Island Regulatory and Appeals Commission Act</i>	

The department issued the following Minister's Directives for the 2020-2021 fiscal year:

MD 2020-01: School Calendar for 2020-2021 School Year

MD 2020-02: Granting of Senior High Graduation Diploma and Certification of Accomplishment in the English Language Education Program

MD 2020-03: Requirements for Emergency Child Care Service Centre Staff

MD 2020-04: Granting of Senior High Graduation Diploma and Certificate of Accomplishment in the English Language Education Program

MD 2020-05: Granting of Senior High Graduation Diploma in the French First Language Education Program

MD 2020-06: Responsible Use of Communication and Information Technology

MD 2020-07: Procedures for Dealing with Life Threatening Allergies (Information Handbook on Anaphylaxis)

MD 2020-08: Education Authority Staffing and Funding Program 2021-22

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Pan-Canadian Joint Consortium for School Health

Established in 2005, the Pan-Canadian Joint Consortium for School Health (JCSH) is a partnership of federal, provincial and territorial governments working together to promote the health, well-being and achievement of children and youth in the school setting. Recognizing that every province and territory has initiatives in place to foster healthy school environments, JCSH brings together key representatives of government departments responsible for health and education to:

- Strengthen cooperation among ministries, agencies, departments and others in support of healthy schools
- Build the capacity of the health and education sectors to work together more effectively and efficiently
- Promote understanding of, and support for, the concept and benefits of comprehensive school health initiatives

Moreover, the work of JCSH benefits from and is informed by relationships with research, policy and practice partners across the country. The Consortium has partnered on national research and resource development projects with Queen's University, University of New Brunswick, University of Waterloo and a number of national agencies, including Promoting Relationships and Eliminating Violence Network (PREVNet), The Students Commission, the Canadian Centre for Substance Use and Addiction, and the National Centre for Truth and Reconciliation.

In 2020, the Provincial and Territorial Ministers of Education and Provincial and Territorial Ministers responsible for Health and/or Wellness committed to the current five-year JCSH mandate (2020-2025).

Pan Canadian Joint Consortium for School Health areas of focus and highlights for 2020-2021:

- JCSH priorities for this year are student and educator mental well-being, substance use prevention/harm reduction, school food, and the impacts of the COVID-19 pandemic on student and school community health, well-being and academic outcomes.
- The Council of Ministers of Education, Canada (CMEC) now sits at JCSH tables in an observer capacity.
- Environmental scans in 2020-2021 developed by JCSH included initial and/or updates on the following issues:
 - Bullying Prevention and Cyber-Safety
 - Cannabis
 - Student Injury Prevention
 - School-based Mental Health Plans
 - Return-to-School for Students with Prevalent Medical Conditions
 - Sexual Violence / Misconduct in Schools
 - School-based Responses to Vaping
- Participated on an expert panel developed by the Sedentary Behaviour Research Network (SBRN) led by Dr. Mark Tremblay of the Children's Hospital of Eastern Ontario (CHEO). And coordinated by Dr. Travis Saunders of UPEI. The purpose of this panel is to inform the research

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team as they develop guidelines to address sedentary behaviours in students (K-12) during school and school-related activities (such as homework).

- Brought together a Research Advisory Committee comprising members of both the Management Committee and the School Health Coordinators' Committee in every one of the 12 member provinces and territories with leadership from the Public Health Agency of Canada to support the 2021-2022 survey round of the Canadian Health Behaviour in School-aged Children study.
- Developed a Task Group to begin work towards a set of multi-media assets (whiteboard animations, infographics, short videos) to disseminate and support children and youth in substance use prevention and harm reduction through a positive youth development approach. This work continues into 2021-2022.
- Developed a Task Group to begin what will ultimately be a revision of the Healthy School Planner. Phase 1 of this work will begin in 2021-2022 and develop a set of Standards and Indicators/Wise Practices on Comprehensive School Health / Health Promoting Schools in Canada. Wise Practices are defined as those practices that are inclusive, locally recognized, respectful, and include historical, cultural, environmental contexts (Petrucka et al., 2016).
- The Truth and Reconciliation Commission's 94 Calls to Action have been studied and considered as JCSH provides ongoing review and additions to its Operational Plan. In 2019, the JCSH Reconciliation Working Group developed the JCSH Statement on Reconciliation. It has been translated into French, Inuktitut, and Inuinnaqtun.
- A webinar series has been added to the School Health Coordinators' Committee regular meetings; every second monthly meeting is devoted to having two one-hour presentations on a variety of topics. Those held in 2020-2021 are as follows:
 - Pan-Canadian Supports for K-12 Workplace Wellbeing
 - Planet Youth and the Icelandic Model
 - Nurturing SEL for policy makers, principals and teachers (preparing for system change)
 - An Update on the Health Behaviour in School-aged Children survey
 - Canada's Food Guide: Update on Initiatives from Health Canada
 - Human Trafficking: Risks to Canadian Youth (from Public Safety Canada)
- JCSH's commitment to ongoing monitoring, evaluation, and accountability continues through the creation of task groups in 2020-2021 in the following areas: annual work plan development, priorities and implementation, evaluation. These help to maintain and improve JCSH's work as the government voice of comprehensive school health and the multifaceted nature of capacity building.
- Like all other areas of government, the JCSH spent much of 2020-2021 focused on how the Ministries of Education and Health in Canada communicate and collaborate on the multiple areas from the COVID-19 pandemic that impact education/academics, health, and well-being of school-aged children in this country. For this partnership of Ministries of Health and Education, supported by the Public Health Agency of Canada, the consequences of COVID-19 continue to be at the forefront of the JCSH's work going forward. The health, well-being, and learning successes of all Canadian students are both fundamental goals of the JCSH and

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key to the post-COVID-19 responses.

PEI School Athletic Association

The PEISAA is the body responsible for the administration of school sport in PEI according to the rules and expectations of the Department and the provincial school boards, under the auspices of the *Education Act*. Recent projects include:

- September 2020 - PEISAA developed a “Return To Play” plan that was approved by CPHO, PSB and CSLF. PEI was the only province to hold all the regular Provincial Championships for team school sports. There were also provincial championships for Cross Country (except Grades 3-6), Golf and Badminton. The only sports not held due to regulations with COVID-19 concerns were Track & Field, Wrestling and Gymnastics
- September 2020 – As per PEISAA Policy Manual, all coaches who participate in PEISAA must take “*Making Headway*”, an online concussion course, offered by the NCCP
- November 2020 – PEISAA participated in a Gender Equity & Diversity review of the PEISAA Policy and Procedure Manual. Recommendations from this committee were presented to PEISAA Executive and accepted which will result in further updates to the document
- June 2020 – PEISAA formed a committee to review school Golf. The committee included a Junior High and High School Athletic Director, the President and Executive Director of the PEI Golf Association, Lori Kane (professional golfer) and the School Sport Coordinator. A new format for Intermediate Golf was presented to the Executive and approved for trial in the fall of 2021.

School sport highlights:

- PEISAA is the only provincial school sport organization that offers competition to all levels of students in the Province across six (6) age classifications
- Provide extracurricular interscholastic competition for 66 Member Schools
- Offers over 90 Provincial Championships, 10,000+ student athletes, 17 team and individual sports
- Support provided by over 500 volunteer coaches, convened by 24 sport commissioners, and a volunteer Executive

Provincial Learning Materials Distribution Centre

The Provincial Learning Materials Distribution Centre (PLMDC) orders learning materials on behalf of all publicly funded schools Island wide. The PLMDC also orders materials for English and French Consultants within the Department and supplies home schoolers with resources.

The materials are sourced from publishers throughout the country and distributed through the PLMDC warehouse. The PLMDC is responsible for shipping materials to schools and for maintaining an inventory of materials at schools and in the warehouse.

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Research and Corporate Services

The Research and Corporate Services section provides support, guidance and advice to the Department and to educational partners in the areas of applied research, program evaluation, performance measurement, implementation and analyses of surveys and data management. The section fulfills the Department's responsibility in provincial, regional and national data collection initiatives that compare education systems across Canada and internationally. It is responsible for all aspects of copyright related to education, including compliance monitoring, fair usage, and advocating for user rights. The section also coordinates and maintains content on the Department website.

Highlights 2020-2021:

Special Needs Models and Funding in Early Childhood Education

Concluded a provincial/territorial comparative review of program models and funding in childcare settings as it related to support for children with special needs. Components included workforce credentials, training, grants and funding, and policies and programming. In March 2021, findings were shared with staff of the Early Childhood Development Division.

Evaluation of the PEI Healthy School Food Program

An evaluation of the province-wide roll out of this program was conducted to cover the period September to December 2020. Quantitative and qualitative feedback was collected from students, parents/guardians, school staff and administrators, and school lunch providers ("vendors"). A final report, submitted in December, contained a series of recommendations to support further direction of the program.

Home Learning Survey

In March of 2020, due to COVID-19, the PEI school system moved to an online home-based learning model. The purpose of the survey was to get qualitative and quantitative feedback on this experience from students, parents and school staff. Findings highlighted issues related to access to and comfort with technology, expectations around assignments, availability of textbooks and learning materials, and gaps in learning. The surveys were conducted in June 2020 and findings were shared with the public in July.

Emergency Childcare Registry

In March of 2020, due to COVID-19, the PEI childcare system provided service only for essential workers. Not all childcare centres were operational. An online registration system was immediately developed for the Government of PEI Website. The purpose was to connect essential workers with childcare centres in their area that were providing service at the time. This registration site was modified during re-opening phases in May and June to accommodate the broader spectrum of parents as they returned to work.

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School Health

This section provides leadership, coordination and partnership development related to a variety of health and wellness initiatives for schools.

Highlights 2020-2021:

- Provided \$200,000 in financial support for 87 breakfast/snack programs within 69 schools and alternative education settings across PEI. These programs provided 43,000 breakfasts/snacks to 10,000 students each week.

Student Well-Being Teams

The Student Well-being Teams are in place to support school-aged children and their families through their service in all Public schools across Prince Edward Island. These teams are comprised of registered nurses, social workers and outreach workers who help students and families develop strength in mental, social and physical health, and, thereby, to increase resilience and well-being in their lives. Support is offered through:

- Well-being activities focused on education and prevention, such as healthy-eating and positive relationship presentations
- Group activities focused on specific target skills, such as anxiety, depression or social skills
- Individual counselling support focused on specific target skills, often in the area of anxiety and/or depression

Our Student Well-being Teams work collaboratively with a number of stakeholders, engaging through direct contact by way of formal or informal communication and/or meetings, indirect contact (e.g. through support and skill development of the student) and participation in Student Well-being Programming (e.g. Parent Groups). Stakeholders include:

- Parents or Guardians
- Counselling Consultants
- Educational Authority Staff
- Health Professionals
- Occupational Therapists
- Community Resources

Student Well-being Teams are committed to meeting the needs of our students and their families. Clients are provided support on a year-round basis in schools, in the community or in homes. Teams strive to provide all stakeholders with a voice in the delivery of services through surveys and feedback forms, as well as, the recent addition of a Compliments and Complaints link on our web page. We are in the process of developing additional feedback tools that will continue to guide the programming we offer. Clinicians and outreach workers strive to offer programs and services that match our data based on the demand seen in referral requests and the feedback provided. Teams participate in ongoing training to continue developing their own skill set in providing skills and strategies for students in need.

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Table 5: Reasons for Referral (Data taken from November 2020 - March 2021)	
Reason for Referral	Percentage of Referrals
Symptoms of depression	75%
Anxiety	64%
Mental health concerns (new, ongoing)	57%
Self regulation (behaviour) concerns	33%
Family life/parenting concerns	33%
Social concerns	31%
Attendance/student engagement concerns	28%
Self-harm	10%
Emotional/physical or sexual abuse/violence	8%
Medical condition (new, existing)	8%
Addiction/substance use	4%
Sexuality and gender identity concerns	4%
Sexual health concerns	2%
Other	6%

**Total is greater than 100% as multiple reasons for referrals may be provided*

Technology

PowerSchool was selected as the vendor for the new student information management software. A project team consisting of staff from the Department, education authorities and ITSS was formed to work on the development and implementation of software for September 2021.

Google For Education Enterprise Licensing:

To provide additional support for remote learning, the department of Education and Lifelong Learning secured enterprise licensing within the Google for Education Workspace Suite of tools that teachers, Department and board staff utilize to support student achievement. This enterprise licensing supports additional digital functionality within the Google Suite of educational tools to support learning both within the classroom and within remote learning.

School Website Migration:

The Department of Education and Lifelong Learning partnered with the Web Services team within IT Shared Services to support the migration of school websites, which had typically been using Wordpress software, to Drupal. An initial group of ten schools, from both the PSB and CSLF, will migrate to the new Drupal application at the end of the 2021 school year, with planning in place for all remaining schools moving to Drupal by June 2022.

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Google Sites Implementation:

To provide support for remote learning, the Department of Education and Lifelong Learning provided training to primary teachers, grades K-3, on how to utilize Google Sites, which is part of the Google suite of education tools used within the system, to maintain a class platform to support learning that is accessible to parents, guardians, and students during both classroom and remote learning.

Google Classroom Training:

To provide support for remote learning, the Department of Education and Lifelong Learning provided training to teachers, primarily at the grades 4-12 levels, on how to utilize Google Classroom, which is part of the Google suite of education tools used within the system, to maintain a class platform to support learning that is accessible to parents, guardians, and students during both classroom and remote learning.

Google Meet Training:

To provide support for remote learning, the Department of Education and Lifelong Learning provided training to teachers on how to utilize Google Meet, which is part of the Google suite of education tools used within the system, to utilize video communications to support student achievement during remote learning.

English Education, Programs and Services

The English Education, Programs and Services (EEPS) Division is responsible for providing leadership, coordination and support in developing quality English language curricula. The division provides support services and resources for teachers and students from kindergarten to grade 12. Successful attainment of this goal requires the effective completion of the following objectives:

- Deliver services and resources to improve achievement
- Deliver services and resources to support educators
- Develop high-quality curriculum

Renewal of curriculum begins with the common understanding that kindergarten to grade 12 students must be educated to participate in a world of rapid and complex change. This dynamically evolving environment requires that students develop multiple literacies, increasing their depth of knowledge, and acquiring a range of twenty-first-century skills and abilities. Students must also develop a desire for personal and collective achievement and a willingness to collaborate for the well-being of themselves and others.

The goals of curriculum renewal are achieved through:

- Clarifying expectations, outcomes, standards and benchmarks for students
- Ensuring relevance and consistency for all students across grade levels and areas of study
- Focusing on central tenets and developing deep understanding within the areas of study
- Incorporating effective research-based instruction and assessment practices while providing ease of access and use for teachers

Curriculum Initiatives 2020-2021

COVID-19 Response to Curriculum

Because of concerns surrounding COVID-19, the curriculum was revised to address student well-being, teacher workload, gaps in outcome delivery that occurred during the spring of 2020 and the likelihood of reduced in-school learning that would recur if we were subjected to a second wave. As a result of these concerns, the curriculum was reduced and restructured to prioritize key learning.

Pacing and sequence guides, as indicated in the revised curriculum documents, were made mandatory. Aligning instruction allowed educators to better support students and each other in key content areas and in the event of a move to remote learning. However, as the school year proceeded with students generally able to be in school five days a week, additional curriculum was taught for the duration of the year.

COVID-19 Response to Distance Education

In order to support immunocompromised students, staff at the Department taught eleven different courses to nine (9) students in the first semester of the school year. Students were enrolled in an additional five (5) courses offered by other providers. In the second semester, support continued for ten students who continued their learning in thirteen different courses offered by DELL and other providers.

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Curriculum Renewal

Arts, Music and Creativity Curriculum

- The ArtsSmarts Program had several initiatives. The school learning experiences for spring 2020, that were shut down due to COVID-19, were completed; four schools were awarded funding for integrated learning experiences through the Arts; and two pilot projects were in progress: Diverse Music on PEI; and Exploring, Understanding, and Celebrating Indigenous Culture on PEI.
- The Popular Music Performance course was field-tested in two high schools: Three Oaks Senior High and Montague Regional High. This course offered the same music learning foundation as other music courses, but uses various genres, styles and cultures to explore, express and create music.
- The Department surveyed K-12 musical instruments in all schools and, as a result, updated the instrument fleet.

Science

- New Biology resources were purchased to support Biology 521A and 621A curricula. The resources include student textbooks, resources for teachers, and access to both online student and teacher centres.
- The Provincial Forest Envirothon is part of the international education program, known as the National Conservation Foundation Envirothon. In partnership with PEI's Forests, Fish and Wildlife Division, and local forestry industry partners, interested Island high school students learn how people depend on and interact with the natural world. This year the competition was held remotely with Nova Scotia.
- Sanofi BioGenius Challenge, in partnership with the PEI Biotech Sector Cluster, is the premiere biotechnology competition in Canada. Under the mentorship of professional experts, participants tackle university-level research topics from cancer and Alzheimer's disease, to agriculture and the environment. Students can build experience as scientists and innovators, all before graduating from high school. This year was unique in that students were afforded the opportunity to work remotely with mentors across the country. Furthermore, the regional challenge was held virtually.
- The Provincial Science Fair was held virtually in 2021. The organizers of the fair wanted to give young scientists a chance to exhibit their projects to let the world know what they care about and what concerns them from a scientific perspective.

English Language Arts (ELA)

- In grades 7 and 8, new ELA curriculum was piloted in 2020-21. Students and teachers were asked to provide feedback during this process. Outside agencies, such as the Mi'kmaq Confederacy of PEI (MCPEI), provided suggestions regarding the new curriculum.
- In grades 10 through 12, ELA 'whole class novels' were reviewed. Feedback from teachers and students was collected. Community-based organizations, such as the Human Rights Commission, MCPEI and the Black Cultural Society, also participated in the review.

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Computer Studies

- In consultation with UPEI and Holland College, the Department completed the curriculum renewal of grade 12 Computer Studies.

Physical and Health Education

- The Curriculum Renewal Steering Committee worked in partnership with the Human Rights Commission, PEERS Alliance, Inter-ministerial Women's Secretariat, Department of Health and Wellness, MCPEI, The Women's Network, and the PEI Physical Education Association to develop a pilot program. Teacher and student feedback was gathered during the pilot.
- The curriculum was piloted in a sample of intermediate schools for the 2020-21 school year.

Social Studies

The Indigenous Education Advisory Committee brings together stakeholders and allies of Indigenous culture. In collaboration with the Faculty of Education at UPEI, work began to develop units of study related to Indigenous culture for the renewed grades 7 and 8 social studies curriculum. The units will:

- Heighten awareness, knowledge, and understanding of Indigenous values, culture, and perspectives
- Incorporate Indigenous knowledge and ways of understanding into the PEI curriculum
- Include authentic Indigenous content that can lead to informed, respectful discussion of issues, and give Indigenous students a sense of place and belonging in the PEI school system

Business Education

- New resources were ordered for Accounting 801 with a plan to restart the curriculum renewal process in September.

Flexible Learning

The Department offers several flexible learning opportunities for students in PEI high schools. Flexible learning occurs in situations in which the curriculum is not currently part of the Senior High Program of Studies and List of Authorized Materials and/or the method of curriculum delivery is not in a traditional classroom setting. In 2020-21:

- Independent study credit applications continued during COVID-19
- External Credential Applications were put on hold with three pending for the fall of 2021
- The Academy Diploma Program (ADP) continued within COVID-19 operational guidelines providing students sector-based experiences and courses in support of their post-secondary pathway plans. ADP is a specialized program "cluster" of credits and community experiences. It is offered as an additional certification for a small number of students. Most PEI high schools have an ADP, for example, Bluefield Senior High provides an Arts and Culture ADP, and Three Oaks Senior High delivers an Aerospace ADP.

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School to Workforce Transition Initiatives

While creating and renewing the curriculum is of utmost importance, English Education, Programs and Services must also consider student preparedness for the workforce. Through a number of programs, students can complement their education to meet some of these demands:

- Career Exploration and Opportunities (CEO) Curriculum Outcomes support student exploration of pathways through high school and beyond, including school-to-workforce planning.
- The grades 10 to 12 English Language Arts (ELA) Bridging program supports students in developing essential literacy skills to help them successfully transition to post-secondary and/or the workforce. English 671A and English 671C were implemented in 2019-20.
- The department provided \$90,000 for tools and equipment for Career and Technical Education (CTE) programs, including carpentry, automotive and welding, and equipment for foods and culinary programs. Additionally, the department implemented a \$30,000 School Grant program to further support the purchase of tools and equipment for CTE.
- Sanofi BioGenius Challenge, in partnership with the PEI Biotech Sector Cluster, is the premiere biotechnology competition in Canada. Under the mentorship of professional experts, participants tackle university-level research topics from cancer and Alzheimer's disease to agriculture and the environment. Students have the opportunity to build experience as scientists and innovators, all before graduating from high school.

Initiatives to Develop Personal Interests

The Department also provides students with opportunities to showcase their personal interests and expand their educational repertoire with skills that will contribute to their overall quality of life in the present and into the future. Following are some of the programs that meet these objectives:

- Destination Imagination is a volunteer-led, educational non-profit organization that teaches "21st century" skills in science, technology, engineering, arts, and math (STEM) to kindergarten through university level students by collaborative problem-solving challenges in an on-line platform. In PEI, the program involves support from Home and School Associations; Parents for French; Holland College; UPEI; Confederation Centre for the Arts; the Culinary, Artistic, Engineering, Agricultural, Creative Arts and Environmental communities; local businesses and parents.
- The Premier's Student Art Garden Exhibition, located in the reception area of the office of the Premier, showcased the creativity and talent of student artists from English, French and Indigenous schools.
- ArtsSmarts is the largest education initiative in Canada dedicated to improving the lives and learning capacity of Canadian children by injecting arts into academic programs. The importance of engaging young people in artistic activity is critical to their evolution as creative thinkers and doers. In 2020-21, the program focused on projects related to sustainability, human rights, diversity, inclusion, social justices, and Indigenous Culture. A variety of authors, visual artists, musicians, dancers, dramatist/actors, Indigenous Artists and Elders helped to expose children to a greater understanding of these important issues through artistic endeavors. Due to COVID-19, a number of these learning experiences were not completed until the following school year.
- On December 10, 1948, the United Nations General Assembly adopted the Universal Declaration of Human Rights. Each year, since that time, December 10 is observed as

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Human Rights Day. A number of PEI schools celebrated this important occurrence through artistic presentations of music, art and storytelling.

- The PEI Heritage Fair program is a student-centered, inquiry-based learning opportunity that allows students to explore PEI and Canadian history within the context of the social studies curriculum. Due to COVID-19, schools will hold their own individual heritage fairs. It is hoped the province-wide heritage fair will return in 2023.
- In partnership with the PEI Physical Education Association and UPEI, an Active Leaders' Day was hosted in which students engaged in a day to promote their physical, social and mental well-being. High School leadership students planned activities and events through their Leadership curriculum service-learning outcome.

Leadership and Learning

Leadership and Learning refers to the professional learning of instructional staff in the Public Schools Branch including the optimization of practices, processes and systems to support student achievement. While staff at all grade levels receive professional development throughout the school year, following are some of the foci and highlights from 2020-21.

In response to the impact of the global pandemic, professional learning for all teachers focused on supporting preparedness for remote teaching and learning, as well as, the incorporation of digital tools and pedagogy into practice. Teachers, at all grade levels, were provided with an opportunity to do Google Educator training during the summer. Additionally, professional development around remote teaching and learning, and incorporating digital tools and technology into teaching and learning was provided in September and December of 2020. While other professional learning was limited by the need to focus on digital pedagogy, the following additional initiatives were supported by EEPS.

Literacy

Literacy: Kindergarten - Grade 6

Foundations is a multisensory and systematic literacy program that teaches the foundational skills required to support reading, writing and language development. The foundational skills include:

- phonemic awareness
- phonics
- high frequency word study
- reading fluency
- vocabulary
- comprehension strategies
- handwriting
- spelling

The program also provides small group setting programming for early intervention.

In the 2020-2021 school year, the Foundations pilot project was added to nine (9) pilot schools at the kindergarten level. The pilot included nine (9) classroom teachers, nine (9) resource teachers and 116 kindergarten students. A program evaluation is underway, but early evidence indicates a positive impact.

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Additionally, all kindergarten teachers received professional development in gross and fine motor skills development in young children, and information about the connection of these physical attributes to academic success. The training provided guidance to teachers on how to make adjustments in their classrooms to ensure the development of these skills.

K-6 teachers were supported in preparing for teaching language arts in the context of a potential change to remote learning. Following are a few of the resources that were used to inform teachers about remote learning:

- Guidance on how to get to know your readers and writers quickly
- Providing student feedback in conferences and with the use of digital tools
- Ways to lift the level of student reading and writing using digital tools

Numeracy

Numeracy: Kindergarten - Grade 6

Ongoing Professional Development took place to support teachers and students in the Revised Mathematics Curriculum. Support has focused on adjusting the instructional starting point through the Workshop Model, and, as well, on connecting conceptual understanding and procedural fluency within the parameters of COVID-19 operational plans and social distancing.

Numeracy: Grades 7-9

To support effective corrective instruction for students with significant gaps, an anchor resource was purchased to be field-tested in Island schools. With the ongoing support and professional development from math coaches, this resource field tested successfully with teachers, and will be expanded to all intermediate grades next year. Professional development support will be aligned to its rollout.

Other Highlights

Beginning Teacher Induction Program

Approximately 80 probationary teachers received professional development on the high yield instructional practices on which our education system is grounded. Additionally, new teachers learned about mental health issues particular to the first year of the profession. The professional development included information about how to access support in both of these areas. Beginning teachers were also connected with a coach to support their ongoing professional development.

English Public Schools Branch

The Public Schools Branch (PSB) was officially proclaimed and launched as a school authority on August 20, 2016. It represents all 56 of the Island's English language public schools and serves approximately 20,000 students from kindergarten through Grade 12. The PSB is governed by a Board of Directors and is administered and served by branch-based staff operating from various sites across the province, with primary offices in Stratford and Summerside. The Branch's responsibilities are outlined in Section 20 (2) of the *Education Act*.

The Public Schools Branch offers elementary and secondary students an education that is enriched with diverse program choices and activities to complement curriculum requirements, while supporting achievement, well-being and the overall success of every student. The PSB offers full-day kindergarten to give children an enriched start to their learning. Elementary students are introduced to several unique programs in the Arts and French Immersion. Secondary students are offered a variety of programs that assist students in making a successful transition to a workplace, apprenticeship, university or college.

The PSB's mission is to foster inclusive, diverse, safe and caring learning environments that inspire a commitment to lifelong learning and community engagement. The PSB's approximately 4,000 employees work together to ensure school learning environments support the unique needs, strengths, interests and learning styles of our students; foster personal development, respect and social responsibility; and inspire a passion for life-long learning that prepares students for the opportunities and challenges ahead.

Working with educators, support staff, the PSB Board of Directors and community partners and parents, the PSB is dedicated to the success of every student and aims to prepare successful global citizens for our ever-changing world.

The following are just a few highlights from 2020-2021.

COVID-19 Response

COVID-19 and the associated global pandemic had one of the most significant impacts of our lifetime on our education system. When schools closed to in-person learning in March 2020, the entire school community was called upon to adapt to new and evolving circumstances.

Between March and June 2020, PSB worked collaboratively with the Department of Education and Lifelong Learning and the Chief Public Health Office to determine what aspects of learning and school life could be maintained for the remainder of the 2019-2020 school year. In a short period of time, teachers and students migrated to online learning platforms and the PSB undertook a number of steps to ensure students had access to learning and needed supports. Thanks to the entire education community, we were able to deliver quality education during exceptionally challenging times.

With the return to in-person learning in September 2020, schools continued to adapt, including self-isolation requirements, circuit breakers and changing COVID-19 guidance. While the year was extremely challenging, the school system and all members of the school community demonstrated an exceptional capacity for resilience and adaptability, as well as a widespread desire to support one another through difficult circumstances.

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Safe and Caring Learning Environments

The Safe and Caring Learning Environments Policy and Procedures continue to provide a foundation on which the PSB bases its expectations for creating and maintaining a safe, caring, respectful and inclusive climate for learning and working. Training has been ongoing and is augmented through the use of supplementary resources.

PowerSchool

In the winter of 2021, an implementation team began planning and preparing for the change from Trevlac/SAS to PowerSchool. The new system, which would be launched in fall 2021, marks a complete replacement of the student information system.

School Bus Driver Recruitment and Training Program

Through partnership with the Department of Highway Safety and others, the PSB developed and delivered a certified school bus driver training program, the first of its kind in Atlantic Canada. The first cohort of graduates completed training in February 2021.

French Immersion Recruitment

More than half of the 56 English schools in the Public Schools Branch offer an immersion program, including early immersion, mid immersion and late immersion, as well as Core French programs. While recruitment for these positions has been ongoing, the PSB launched a dedicated French immersion recruitment campaign in the spring of 2021.

PREPaRE Training

All school principals participated in PREPaRE training. PREPaRE training is designed to help schools improve and strengthen their school safety and crisis management plans and emergency response. School counselors also participated; focusing on training for mental health.

Finance and Administration

The Finance and Administration provides administrative and financial support services to the Department and public school system in compliance with legislation and established government and Department policies. The division is responsible for budget development and control, accounting, purchasing, payroll support for education authorities, the School Construction and Repair program and is a liaison with education authorities. The division also provides support services and advice on matters of a financial or administrative nature to all other divisions and to the education authorities.

Its primary responsibilities include:

- Financial management including budgeting, accounting, procurement and payroll
- Public school staffing and funding
- School construction and repair

French Education, Programs and Services

The French Education, Programs and Services Division provides leadership, coordination and support in the development of French language curricula. The division is responsible for the maintenance of quality programs and providing support services and resources for French First Language and French Second Language programs for students from kindergarten to grade 12. The division also provides opportunities for teachers and students to promote French education.

The foci for 2020-21 include the following:

Language Arts - Elementary French Immersion

The French Immersion (FI) K-6 Literacy team came together to create a French language arts “Boot Camp”. The boot camp’s emphasis was on strengthening and building oral language skills through a balanced literacy program, while focusing on the previous year’s foundational learning outcomes. To complement this, the team also adjusted the sequencing guide by aligning, as well as possible, when the genres would be taught, therefore easing the opportunities to collaborate within grade levels. The number of genres were also reduced, enabling teachers the time to teach the genres at a pace that matched their students' needs.

At the beginning of the school year, new teachers were identified and individually supported throughout the year in learning best practices, management systems and assessment strategies. This support began with an asynchronous workshop on “The Reading Workshop” with a follow-up coaching cycle to facilitate and transfer this powerful structure for optimum teaching, practice and differentiation. As the year continued, the cycles with new teachers moved towards learning about the writing workshop and the necessary balanced literacy components. Also offered to beginning and new to key stage teachers, was an asynchronous workshop in which teachers familiarized themselves with the new curriculum as well as with the support documents available on the LEARN website.

In February, Island FI teachers had an opportunity to participate in a synchronous workshop with Francophone Literacy Leaders Diane Ouellette and Martine Arpin. These leaders participated in multiple workshops at the Teachers College Reading Writing Project and are now facilitators for homegrown Literacy Institutes in Francophone communities across Canada. Their message on the power of the workshop model and the opportunities it opens up for differentiating, supported our provincial goals and student needs. Toward the last part of April and the beginning of May, an asynchronous workshop on the topic of oral and writing conventions was offered to teachers from grades 3-6. Though this was not mandatory, there was a high rate of participation amongst this cohort of teachers.

Toward the end of the school year, the FI literacy coach and a small team of teachers visited four different FI schools across PEI and gathered first hand reading and oral language data in K-2 classrooms. This data informed our Professional Development for 2020-21, as well as, how to best support K-3 students and teachers as of September 2020.

Language Arts - French Immersion 7-12

At the intermediate level, a modified curriculum and 6-week intensive plan for teaching and learning were made available to teachers in the early, late and middle immersion programs.

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Contingency plans were also developed to support teachers and students in the event of a closure or hybrid learning scenario. The French language arts plans for all of these initiatives were developed in collaboration with social studies and science leaders and mentors, to ensure learning time was maximized and curriculum outcomes were being taught in varied contexts as often as possible to promote internalization of concepts and development of competencies. Throughout the year, teachers were supported collectively, as required, through targeted, relevant professional development and individually through mentoring. Despite limitations imposed by COVID-19, significant progress was made on goals for curriculum renewal, with the early and middle immersion revised curriculum being finalized and ready for piloting in the fall of 2021.

The professional development offered virtually to teachers presented effective pedagogical strategies which lent themselves well to all subject areas, but also to in-person or virtual learning. Teachers were able to become more effective in class and simultaneously prepare for potential closures. Even more significant is the fact that the training provided was applicable to language arts, science and social studies, all of which are taught in French in our immersion programs. Therefore, this training contributed to effective language development in our students.

At the secondary level, new curricula for French language arts courses were successfully implemented. Teachers completed the first part of the training in the previous school year, and the remainder of the PD was delivered virtually in September. Teachers were supported throughout the semester and a team participated in the development of a common assessment.

Several new resources were also piloted and evaluated this year; notably, Idélo (a bank of listening exercises and teaching plans developed by FSL teachers and specialists in Ontario) and a reading comprehension package built around current events (Le Monde en marche) to help develop critical thinking and increase student engagement. Additional tools and resources continue to be added to the LEARN website.

Language Arts - French First Language K to 12

The French First Language (FFL) team worked on a revised curriculum for K to 12 for the first few months of school in reaction to the closure at the end of 2019-2020 school year due to COVID-19. The team also worked on two different plans for K to 12 in case of a partial closure or a full closure during the 2020-21 school year.

In August, the first day of Literacy 101 professional development (PD) was offered virtually to new teachers. The goal was to present the foundations of a balanced literacy program. Day two of this PD was offered in person and included demonstrations in classrooms of different teaching practices.

New curriculum for grades 5, 6 and 9 is currently being written. New material has been bought or renewed and updated in the Program of Study.

We also worked on an oral language progression from K to 12 that will contribute to defining more specific teaching goals for our French First language students. This project is a collaboration between our literacy coaches and leaders. We have also consulted an expert, Christian Dumais from the Université du Québec à Trois Rivières, in the field of teaching oral language in a minority setting. We have met with him several times throughout the year to receive feedback and to adjust our language progression. This work will greatly inform the learning outcomes we will select for the new curriculum.

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In April, literacy coaches, along with two teachers from our six French First language schools, attended the conference *De mots et de craie*, which offered high quality PD on different aspects of reading and writing, with an emphasis on the workshop model. During this conference, our CSLF leaders, coaches and principals also had the opportunity to attend a virtual day with Michael Fullan on the topic of “The Right Drivers for Whole System Success.”

A virtual session on the Writing Workshop was also offered to the grade 7 to 12 French teachers. We had the privilege of collaborating with Anick Sirard, who is among the first in the country to adapt the workshop model at the secondary level in a French First language setting. This workshop was recorded and was placed in a virtual professional development library. The team is planning on adding more virtual courses to this library, which will be available for teachers in September. Topics include: how to conduct efficient writing conferences, how to establish student partnerships to enhance learning, how to use mentor texts, and understanding the writing process.

Mathematics

Through a collaborative process with teachers, the Prince Edward Island K - 9 Continuum of Mathematics was revised to align with a blended delivery model of instruction which provided the ability to flex between classroom learning and Home Learning scenarios (if required), in response to ongoing Chief Public Health Office directives. The Revised Mathematics Curriculum Committee analyzed each Specific Curriculum Outcome (SCO) for its role within its grade level and within the overall K - 9 continuum of mathematics. Following the examination and analysis of each SCO, with its associated Achievement Indicators, it was then designated as either a Prioritized Outcome or an Outstanding Outcome. The Prioritized Outcomes were those SCOs that comprised the required mathematics curriculum for the 2020/2021 academic year. All other outcomes were reflected in the Outstanding Outcomes. As the academic year progressed, the Outstanding Outcomes were able to be reflected in different ways (based on the situation as it related to COVID-19), either as a continuation of learning following the delivery of the revised curriculum of the current grade or as instructional starting points in later grades.

In addition, in order to be able to equip teachers with the materials they need to further develop conceptual understanding of the prioritized and outstanding outcomes, and to support them with their instructional goals, the LEARN platform (teacher resource site) was updated to ensure that all teachers had access to the most recent and up-to-date resources and materials.

Sciences

The Prince Edward Island science curriculum is guided by the vision that all students will have the opportunity to develop scientific literacy. Scientific literacy is the set of knowledge, skills, and attitudes that enables an individual to critically evaluate and make well-informed decisions regarding science-related claims, issues, and applications. Over the course of this academic year, work has been on-going to review, renew and implement several of the science courses offered by French Education, Programs and Services. The following science courses are in the process of being renewed:

- Grade 9 French Immersion science
- Chemistry grades 11 and 12
- Environmental Science and Forestry
- Biology grades 11 and 12

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In addition, in order to equip teachers with the materials they need to engage in hands-on and authentic learning opportunities with their students, teachers were able to submit requests for lab materials and equipment they were, otherwise, unable to purchase through their school budgets.

Finally, in collaboration with the Atlantic Science Specialists in the other Atlantic Provinces, we have continued to work on the creation of a common laboratory safety manual. The goal of this manual is to help further develop students' scientific literacy skills, to address the need for an increased safety consciousness, and to outline the safety procedures and considerations in the laboratory, as well as, to bring together information needed by Ministries, school administrations, teachers and students to help them make sound decisions regarding science safety.

Social Studies

The social studies curriculum is in the process of being renewed. This year, a modified program was provided to allow teachers to spend more time developing key abilities in grades 7-9 and to ensure that foundational learnings were achieved. At the high school level, two new courses were partially implemented (they will be fully implemented in fall 2021). New resources are being evaluated to support continued reconciliation and additional cultural education.

Literacy intervention

Intervention préventive en lecture-écriture (IPLÉ) is the French adaptation of *Reading Recovery* (RR), which is an early intervention designed to reduce the number of children with reading and writing difficulties within an education system. It identifies first grade students who are at risk and delivers a series of individually designed lessons. These lessons help children who are falling behind to become successful readers and writers so that they are able to better learn and progress more rapidly in their classroom. A specially trained teacher works individually with children to help them learn more effectively which, in turn, benefits them throughout their school career.

There are two positive outcomes for children involved in IPLÉ. Most children who receive daily, individual lessons are able to accelerate their progress and they catch up to or exceed the average of their class within 12-20 weeks. Those children, who do not reach average performance levels, learn how to read more efficiently. Furthermore, their teachers recognize that they require long-term support and are better equipped to move forward with that struggling reader/writer. In 2020-2021, six teachers and one teacher leader offered IPLÉ to the students of their respective schools. Results will be reported in next year's report.

During the course of the school year, teachers participating in continuing contact training attended ten in-service sessions (each a half day in length) where research, theory, and procedures were presented and discussed. The objective of these sessions was to increase teachers' understanding of the learning process in relation to the literacy development of at-risk students. During each session, a member of the group taught one of their students. The other participants observed the students' work and discussed possible means of increasing efficiency.

Core French

The Core French grades 4 to 12 team created a French as a second language "Boot Camp". The boot camp emphasized strengthening and building oral language skills through a balanced literacy program, while focusing on the previous year's learning outcomes. To complement this, the team created sample lesson plans, including action-oriented tasks to support learning and also identified key success indicators from grades 4 to 9.

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Asynchronous professional development workshops were created to support teachers from grades 4 to 12 with planning and evaluation in the domains of oral production and comprehension, reading and writing. These workshops continue to be available to teachers on the Learn platform to serve as a resource for all teachers to view and access if they need further support in these areas.

With collaboration from teachers, a new curriculum document, with support documents, was created for grades 10 to 12. Teachers piloted resources to align with the new curriculum outcomes and pedagogical approach based on literacy, descriptors from the Common European Framework of Reference for Languages (CECRL) and strategies borrowed from the Neurolinguistic Approach to Language Learning.

Information Technology

Through coordination and support for distance education in collaboration with the Department of Education of New Brunswick, we were able to offer 24 different courses for the English programs and 19 for the French programs. There were over 200 registrations this year (EN188, FR15).

This year, during the second semester, French Programs and CSLF piloted the first PEI virtual school. Overall, the pilot went very well and preparations are beginning for year two. Two teachers offered five different courses for 40 students (GRA621, PSY621, MAT611, MAT621M and MAT521M). In 2021-22 courses will be offered in both semesters.

In coordination with Brilliant Labs, we have continued to further explore and to begin the implementation of Maker Spaces in the CSLF schools. A lot of equipment was provided to schools, and further requests from individual teachers have been frequent. The goal is to continue to offer support for teachers willing to practice this type of pedagogy with their students, in relation to their current curriculums.

Work is currently occurring in all PEI schools for the implementation of PowerSchool, a student information system to replace Student's Achieve and Trevlac. The data migration from our current information systems is still underway and will be ready for launch in September 2021. Additionally, considerable translation work will be required, as well as, preparations for the training of all school staff.

Other Curriculum Initiatives

During the second semester, in collaboration with the Enriched Academy, we were able to offer a financial literacy module in the grade 10 CEO courses. The grade 10 students of École-sur-mer completed nine modules of the program during the financial component of the course.

A working group was formed to produce a report with some recommendations for a “Secondaire renouvelé”, i.e., a new high school model. The group was composed of members of the Department of Education, CSLF, teachers, principals and community groups. The group met on five different occasions, both in person and virtual. A report was written and presented to the High school principals in May and to the “commissaire” of the CSLF. The plan is to put some of the recommendations in actions over the next three years.

Cultural Initiatives

Following a brief adjustment from live performances / activities to an on-line format, ten on-line performances / activities were delivered to French First language students and French Second

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language students. Approximately 6800 students participated in these performances that were created for students from K to 12.

Programs such as ArtsSmarts PEI went delivered in Island classrooms. In total 15 schools, 21 artists, and 1406 students participated in ArtsSmarts.

The Students' Drama Festival was adapted to include a mixture of on-line and in person classroom activities with artists. A total of 14 (eight (8) English and six (6) French) videos were created to help students gain a better understanding of the various artistic roles involved in the creation of a Dramatic Production. Following three months of creation activities, students submitted 24 original productions that were shared during the on-line festival which ran from June 8 to June 28, with a Gala on June 21. A total of 229 students participated in the program.

Two on-line French for the Future events were held. In November, 381 students in grades 9 to 12 participated in the activity, and in May, over 300 students in grades 7 to 8 participated.

STEAM PEI Workshops

STEAM PEI is a non-profit organization created in 2018 that offers practical classroom experiences supporting learning outcomes in science, technology, engineering, math, and the arts. During 2020-2021, the French Education, Programs and Services division partnered with STEAM PEI to present workshops throughout the year that were designed to support, among others, mathematics and science programs.

Through this partnership, over 60 French workshops were offered to island students. The workshops that were offered supported the common goal of generating enthusiasm for science, technology, engineering, math and the arts among students enrolled in PEI French Immersion programs (early, middle and late) and French First Language Programs (grades two (2) to eight (8)). The Department of Education and Lifelong Learning acted as the expert partner in the development of practical learning opportunities in French, and in supporting grades 2 to 8 teachers in the development and facilitation of practical classroom learning experiences in STEAM fields. Support for teachers followed an evolving model that spanned three similar practical sessions that were carried out with the same teacher. This evolutionary approach allowed for a gradual release of responsibility and the facilitation of the three stages of each session in the classroom (pre / during / post) by the teacher with the support of STEAM PEI personnel.

Transdisciplinary Units

Following the work by our grade 3 pilot committee members in 2019-20, a program document was created and distributed to all grade 3 teachers in the province. This guide was accompanied by a bin of text resources and science equipment. Training was provided by means of an online (synchronous) three-part video series. The interdisciplinary nature of these units ensures that specific curricular outcomes in the areas of Science, Social Studies, Arts, and Health are all addressed within the proposed activities. In addition, links to our math program, language arts (writing forms, reading genres, oral expression), and technology are referenced throughout. Indigenous perspectives and gender-neutral activities and tools are woven within each component of this program.

Starting in September, teachers were given the option to spend a day with the support of curriculum leaders, to learn about the inquiry process, peruse the four units created for them, identify the

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related resources and equipment, and begin planning for instruction. Twelve teachers took advantage of this opportunity and embarked on their own inquiry process of discovery. Full implementation of the grade 3 transdisciplinary units will occur beginning in September 2021, thus completing this process at the primary key stage.

Libraries and Archives

The Library and Archives Division is responsible for the administration and operation of PEI's province-wide Public Library Service (PLS), as well as, the management of the Public Archives and Records Office.

Public Library Services

In a partnership between the Government of PEI and participating communities, Library and Archives provides direct delivery of public library services, and is responsible for administration, strategic planning, management, automation, collections development and technical services.

Communities have the responsibility of providing and maintaining library facilities and providing library equipment and furnishings. Library and Archives headquarters, located in Morell, provides administration and technical services for all provincial libraries. This office manages the ordering, processing, cataloguing and distribution of materials for the public libraries.

In 2020-2021:

- 91,975 Islanders carried library cards
- 1,156 people attended library programs for children and adults
- 485,798 physical items borrowed
- 134,614 eBooks and eAudiobooks borrowed
- 304,884 books, DVDs, eBooks available in 25 public libraries

Highlights:

Launched Music and Memory Program

Through this program, the Library aims to help improve the lives of Islanders living with dementia, Alzheimer's, and other memory loss conditions. Participants in the Music & Memory program can borrow a portable music device (MP3 player) preloaded with personalized music playlists for up to six weeks, with the possibility of renewal.

Launched Flipster

Flipster is the PEI Public Library Service's digital magazine service. Islanders can use their library card for 24/7 access to full-colour digital magazines with no waiting lists or limits. Magazines are available for all ages in English and French.

Launched Reusable Bag Program

This environmentally friendly initiative aims to help reduce the use of plastic bags by offering free tote bags for the public to borrow. Islanders can check out a reusable bag when borrowing library materials and return it during their next visit.

Launched Call2Recycle Battery Program

By partnering with Call2Recycle, Islanders can drop off their used batteries at any of the Library's 25 locations. Call2Recycle ensures that all batteries are safely collected and properly recycled so they do not enter provincial landfills.

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Addition of New Collections:

Nature Backpacks

These backpacks include a variety of items such as magnifying glasses, a flower press, bug catcher scoops, compasses, butterfly nets, bugnoculars and a variety of books that will help children and families have fun while playing, discovering, and learning about nature.

DODOW Sleep Aid Lights

Dodows are a metronome-style sleeping aid that aims to help users fall asleep naturally through slowing one's breath and relaxation.

White Noise Machines

White noise machines are portable devices that play a variety of noises, including white noise, nature sounds, fan noise, lullabies, and more. These machines help users fall asleep by playing calming sounds.

Partnership with the Community Volunteer Income Tax Program (CVITP)

This federal program provides free tax preparation for Islanders with modest incomes. Due to COVID-19, this year's CVITP program operated on a drop-off/pick-up model. Eligible taxpayers were able to drop off their tax paperwork to participating PEI Public Libraries. Once tax returns were completed by CVITP volunteers, taxpayers were able to pick up their paperwork from the designated library.

Partnership with PEI Community Reads

This province-wide, year-long book club is an initiative between Robertson Library at UPEI, the PEI Public Library Service and other community partners. The title is *The Skin We're In: A Year of Black Resistance* by Desmond Cole. Islanders can borrow copies of the title in multiple formats through the PEI Public Library Service.

Virtual Programming

Due to COVID-19 restrictions, a variety of online programming was offered to the public. Programs were available for adults and children in both English and French. Examples of programming include: story times, author visits, musical instrument lessons, scavenger hunts, Code Clubs, Genealogy sessions, English Conversation Circles, virtual escape rooms, and much more.

Launched Crafts to Go Bags

These grab and go bags include bilingual instructions and all of the supplies needed for an individual to create a fun craft activity at home. Craft to Go bags are available for both children and adults and they are offered monthly at all PEI Public libraries.

Public Archives And Records Office (PARO)

The Public Archives and Records Office (PARO) operates under the authority of the *Archives and Records Act* (SPEI 2001, cap.28). It is comprised of the Public Archives unit and the Recorded Information Management (RIM) unit. The Public Archives unit fulfills the first part of the legislated mandate to acquire, preserve and make available for public research the records of the government of this Province, and private-sector papers and records deemed to be of lasting historical value. The Recorded Information Management unit is responsible for delivering a corporate program that provides central recorded information management services and support to all departments, agencies, corporations, and commissions within the Government of Prince Edward Island.

Archives Move and Re-opening

The Public Archives and Records Office (PARO) re-opened to the public June 22, 2020 after a seven-month closure combining a move to a new facility and a government-wide closure in response to the COVID-19 pandemic. Apart from two short COVID-19 circuit-breakers, the reading room has remained open to researchers since that time. The new facility features a public reading room, staff offices, and collections storage.

Public Archives - Moving Forward

After focusing, since 2018, on preparing and then making the move to the new Public Archives location in the ATC Building, the Archives staff have commenced a planning exercise intended to help refocus attention on traditional archival practices such as arrangement and description, as well as, exploring possibilities for marking the celebrations in 2023 of the 150th anniversary of Prince Edward Island entering Confederation.

Government Services Library Collection (Acc5420)

On September 30, 2020, the Government Services Library (GSL) closed its doors. Part of the Public Library Service, the GSL served public service staff and members of the public with its unique collection of PEI government documents, reports, publications, and other resources. With the closing of the GSL, the collection was divided, with some material going to other libraries in the Public Library Service and some material coming to the Public Archives. On January 26 and 27, 2021, the Archives received approximately 840 boxes of material. This material will be sorted, inventoried, and made available to researchers at the Public Archives.

Special Committee on Government Records Retention

PARO coordinated government's response to the Special Committee on Government Records Retention by preparing a global response to questions regarding records management practices throughout government and submitted over 425 documents for their review. The Deputy Minister of Education and Lifelong Learning and the Provincial Archivist appeared at Committee to provide an update on current practices. PARO also prepared, on behalf of Government, a response to the report and recommendations of the Special Committee.

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The Public Archives continues to provide access to historical records online:

- 293,478 vital statistics records
- 80,470 archival collection records (i.e., photographs, maps, plans, court records, etc.
- 1,178 fonds/collection level descriptions available online through MemoryPEI
- 1,150 fonds/collection level descriptions available online through ArchivesPEI
- Online exhibits of archival records are made available through the Public Archives website as well as digital screens at the Public Archives and seven Public Library Service sites across the province

Post-Secondary and Continuing Education

The Post-Secondary and Continuing Education Division is responsible for programs and services relating to post-secondary education, student financial assistance, private schools' training, and adult learning in Prince Edward Island. Within the division, there are three areas of responsibility: Post-Secondary Education, Student Financial Services, and Continuing Education - Private Training Schools, and Adult Education (GED, Literacy and Essential Skills). All the work for the Division occurs in Charlottetown at 176 Great George Street, the Atlantic Technology Centre.

The Division provides significant funding to the Island's public post-secondary institutions (UPEI, Holland College, and Collège de l'Île). The Atlantic Veterinary College is under the umbrella of UPEI, but has its own interprovincial funding agreement with the other Atlantic Provinces.

This funding is used to support the institutional operations and targeted initiatives/programs aimed at advancing post-secondary education on Prince Edward Island. We have been mandated to develop long-term plans for higher education to provide stable, predictable and long-term funding. In doing so, the Division works with post-secondary institutions to maximize the value of investments in the post-secondary education system.

The Provincial Budget in 2018-19 provided for a 2% increase in the operating grant with a commitment for multiyear funding to our institutions until 2020-21.

Student Financial Services

This section provides loans, bursaries and grants to students wishing to pursue further post-secondary education. The divisional staff works on the student financial assistance programs, which are disbursed through the PEI Student Financial Assistance Corporation ("SFAC").

The SFAC is responsible for administering federal and provincial loan and grant programs. The SFAC has a Board of Directors comprised of three Deputy Ministers (chaired by Deputy Minister of DELL), and the Executive Director of the Division is the CEO. Financial statements are audited each year, and an Annual Report is tabled in the Legislative Assembly.

In recent years, the division implemented a number of initiatives to increase financial assistance and repayment assistance to PEI post-secondary students.

Private Training Schools

The Administrator of the *Private Training Schools Act* regulates the operation of private training schools on Prince Edward Island. The Act governs individuals interested in providing career training, and occupational private training on Prince Edward Island. The Administrator, under the *Act*, provides guidance regarding registration, registration renewal and maintenance of private training schools, ensuring that such things as instructor qualifications, equipment, course curriculum and facilities, meet the requirements set out in the Regulations. The Administrator also oversees the student protection fund, guaranteeing that some form of deposited money is forfeited to the Department if the school does not live up to its obligations to students.

Adult Basic Education and Upgrading Program (ABE)

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The Division contracts with Holland College to manage and deliver the Adult Basic Education and Upgrading Program (ABE) to adult Islanders who did not complete Grade 12 in their earlier years. The program also provides the opportunity for people who already have grade 12 to earn academic credits that are pre-requisites for post-secondary training. The program includes both the academic credit program for Islanders who need specific academic credits for certification and/or employment and the General Educational Development (GED) preparation program.

GED Testing Service

The GED Testing Service manages and administers the five (5) GED Tests: Language Arts Reading, Language Arts Writing, Social Studies, Science and Math to approximately 250 adult Islanders annually. There are over 25 group-testing sessions annually administered by Holland College as well as one on one testing administered by the Department, as needed, for candidates requiring special accommodations (hearing/sight impairments, autism, mobility issues, and mental health issues).

Human Resources

The Public Service Commission (PSC) provides human resources leadership and services that support performance excellence, public service values and help build the capacity of the Civil Service to deliver government's programs and services. The section provides strategic advice, support, coordination and programs in the following areas:

- Human resources management and planning
- Employer/employee relations
- Employee and organization learning and development (including French language training and diversity programs)
- Human resources processes and systems (including staffing, classification, and payroll administration)
- Human resources legislation, policies and collective agreements
- Employee health, safety and well-being

In addition to the above, members of the PSC are assigned to government departments to lead, support and counsel on day-to-day human resources and operational initiatives. In 2020-2021, the HR team assigned to the Department of Education and Lifelong Learning:

- Processed payroll for approximately 348 employees
- Facilitated the classification of 16 positions
- Supported 31 internal and external competitions in the fiscal year; from April 1 – June 30, 2020 all staffing requirements, with exception of seasonal recalls, for the Department of Education and Lifelong Learning were put on hold due to COVID restrictions resulting in a decrease in overall staffing from the previous year
- Hired 32 employees throughout the year that included casual, contract and permanent positions, along with multiple secondments, Public Service Commission casuals and Public Service Commission temporary assignments
- Assisted 51 employees with accessing and receiving funds from the Unionized or Excluded Development and Training Fund in order to pursue exciting professional development opportunities

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- Supported senior management and employees with important human resource functions such as HR planning, compensation, benefit and pension information, classification of positions, Treasury Board and Executive Council submissions, union grievances, workplace investigations, performance management, occupational health and safety, and employee engagement

Furthermore, in response to the Province wide shut down of Government offices, the HR team assigned to the Department of Education and Lifelong Learning assisted, supported and lead the transition of staff redeployed to other essential duties across Government, working remotely, or remaining at regular work sites to ensure services continued. Due to the social distancing measures in place for 2020-2021, leadership, communication, and support of human resources processes, programs, services and operational initiatives were primarily carried out using virtual platforms, conference calls or electronic email.

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School and Student Enrolment Information 2020-2021

Number of Schools by Board by Category										
Board	Primary	Primary	Elementary	Elementary	Elementary	Intermediate	Consolidated	Senior High	Other	Total
	K-2*	K-3	K-6	3-6*	4-6	7-9	K-9	7-12	K-12	
PSB	1	1	21	1	1	8	12	9	1	56
FLSB	0	0	1	0	0	0	0	0	5	6
Private	0	0	0	0	0	0	0	0	4	4
Total	1	1	22	1	2	8	12	10	9	66

Beginning in 2019, Glen Stewart Elementary became primary grades K-2, exclusively, and Stratford Elementary became elementary grades 3-6, exclusively.

Number of Students by Board by Grade														
Board	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
PSB	1325	1402	1419	1320	1500	1442	1516	1605	1568	1523	1554	1746	1622	19,542
FLSB	118	122	109	106	102	97	89	76	59	72	53	50	46	1,099
Private	31	18	25	22	29	21	37	26	50	91	82	66	59	557
Total	1474	1542	1553	1448	1631	1560	1642	1707	1677	1686	1689	1862	1727	21,198

French Immersion Enrolment by Grade														
Grade	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total	410	403	364	332	341	358	353	530	511	514	390	405	342	5,253

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Financial Statements

Performance Against Budget & Full-Time Equivalents			
	2020-2021	2020-2021	Resources (FTE)
Description	Budget Estimate	Forecast	
Autism Services	1,771,100	1,771,100	10.00
EAL/FAL	580,400	565,400	5.00
Early Childhood Development	19,941,600	19,941,600	15.00
English Education, Programs & Services	3,207,100	3,207,100	21.00
Educational Services	3,188,700	3,233,700	17.00
Finance & Administration	3,210,300	3,195,300	5.00
French Education, Programs & Services	3,426,800	3,426,800	26.00
Leadership & Learning	3,029,200	3,029,200	21.70
Pan-Canadian Joint Consortium for School Health	250,000	250,000	2.00
Post-Secondary and Continuing Education Operations	1,238,800	1,238,800	9.00
Post-Secondary Grants	100,655,800	98,947,800	0.00
Provincial Learning Materials Distribution Centre	998,400	998,400	3.00
Provincial Library Services	3,078,700	3,078,700	41.93
Public Archives & Records Office	1,427,900	1,427,900	22.50
COVID-19 Response and Recovery Contingency	<u>8,000,000</u>	<u>10,454,000</u>	<u>0.00</u>
Department Budget Total	154,004,800	154,765,800	199.13
Revenue (all sources)	<u>12,268,100</u>	<u>11,833,100</u>	
Net Department Budget	<u>141,736,700</u>	<u>142,932,700</u>	
Island Regulatory & Appeals Commission	1,400,300	1,700,300	
Grants to Public Schools	255,330,600	255,330,600	

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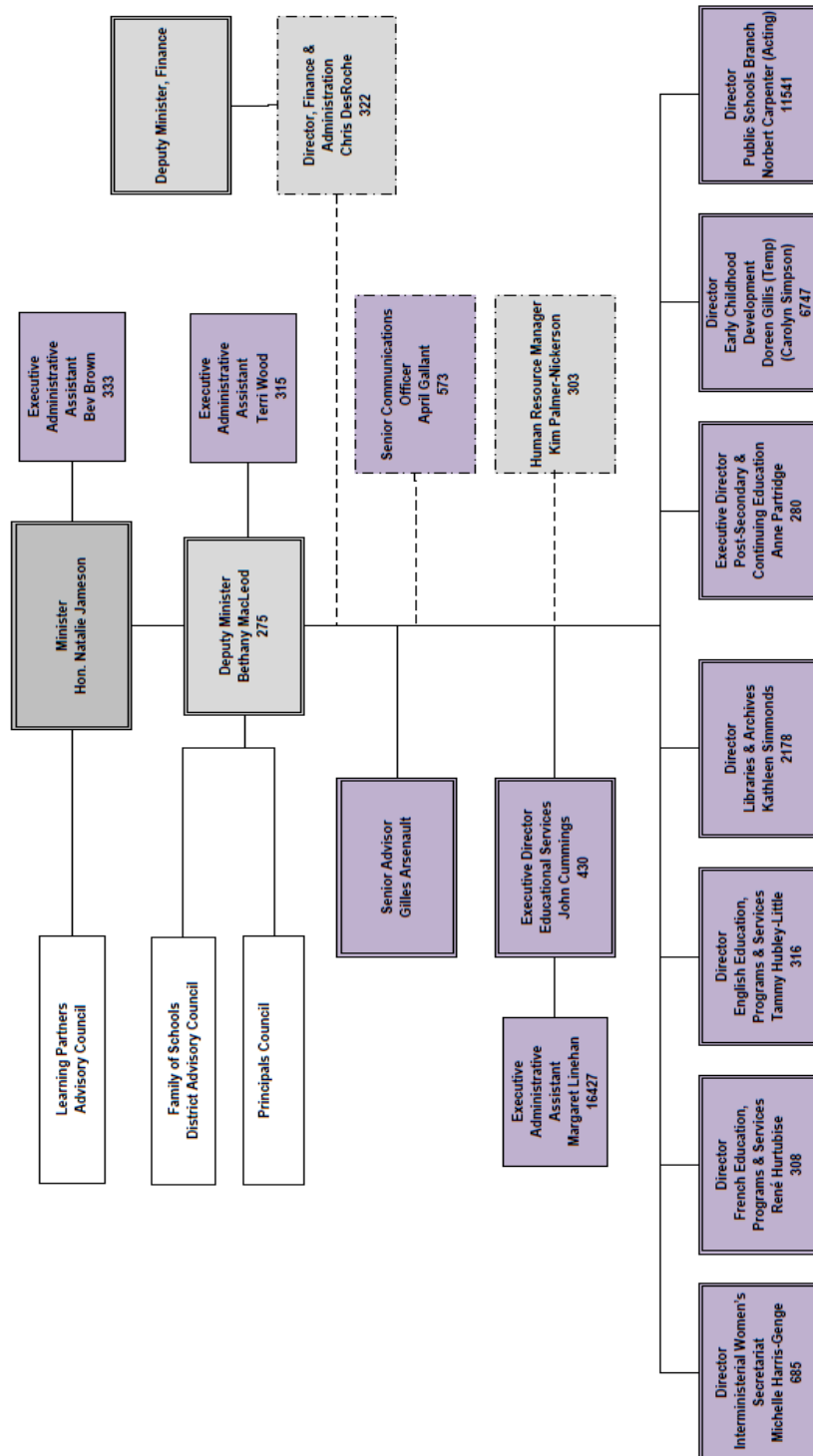
Capital Project Budget, 2020-2021		
Capital Budget Area	Budget Estimate 2020-2021	Forecast 2020-2021
School Construction/School Repairs	\$9,003,000	\$11,399,000
School Bus & Vehicle Replacement	\$3,400,000	\$7,398,000
Department Capital Budget Total	\$12,403,000	\$18,797,000
Trades Training Capital	\$250,000	\$250,000
Classroom Equipment	\$2,100,000	\$2,100,000
Total Equipment Capital	\$2,350,000	\$2,350,000
Total Department Capital Budget	\$14,753,000	\$21,147,000

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Organization Chart

Temporary – white
Excluded – purple
Central services assigned - grey

Department of Education and Lifelong Learning



Revision Date: March 22, 2021