



*Department of Education, Early Learning and Culture*

# ANNUAL REPORT

2018-2019



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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, Early Learning and Culture for the fiscal year ending March 31, 2019.

Respectfully submitted,

A handwritten signature in black ink, appearing to read 'Natalie Jameson', with a long horizontal flourish extending to the right.

Natalie Jameson  
Minister of Education and Lifelong Learning



## 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, Early Learning and Culture for the fiscal year ending March 31, 2019.

The report outlines the department's activities from April 1, 2018 to March 31, 2019.

Respectfully submitted,

A handwritten signature in blue ink that reads "B MacLeod".

Bethany MacLeod  
Deputy Minister

# EDUCATION, EARLY LEARNING AND CULTURE

## Department Overview

The overarching goals of the Department of Education, Early Learning and Culture are to develop and deliver high quality education in English and French for Island children from birth to Grade 12, and to provide leadership and support for museums, public libraries and other cultural institutions. The Department operates within a structure that is partitioned into the following:

Division	Full Time Employees
Early Childhood Development	22.00
English Innovation, Education and Programs	17.50
Finance and Administration	10.00
French Innovation, Education Programs and Services	22.50
Educational Services	22.50
Leadership and Learning	35.00
Libraries, Archives and Cultural Affairs	63.03
PEI Museum and Heritage	14.60

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

• Assessment of students	• Legislation Coordination
• Certification of instructional personnel	• Library services
• Cultural planning and programming	• Planning and evaluation
• Development of Department specific legislation	• Provincial museums
• Distribution of learning materials	• Public archives
• Early childhood curriculum development	• Recorded information management
• 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	• Support for preschool children with exceptional needs
• Instructional development	• Technology Support
• Leadership for early learning centres	

However, the Department does not operate as a closed entity. To provide equitable and quality education for all students, it is imperative to receive input from diverse groups and individuals so that a greater understanding of the needs of all learners can be realized. To this end, under the direction of

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the Ministry, three advisory councils (refer to Table 1) were established to work in partnership with the Department to provide input on important issues in education:

TABLE 1: ADVISORY COUNCILS

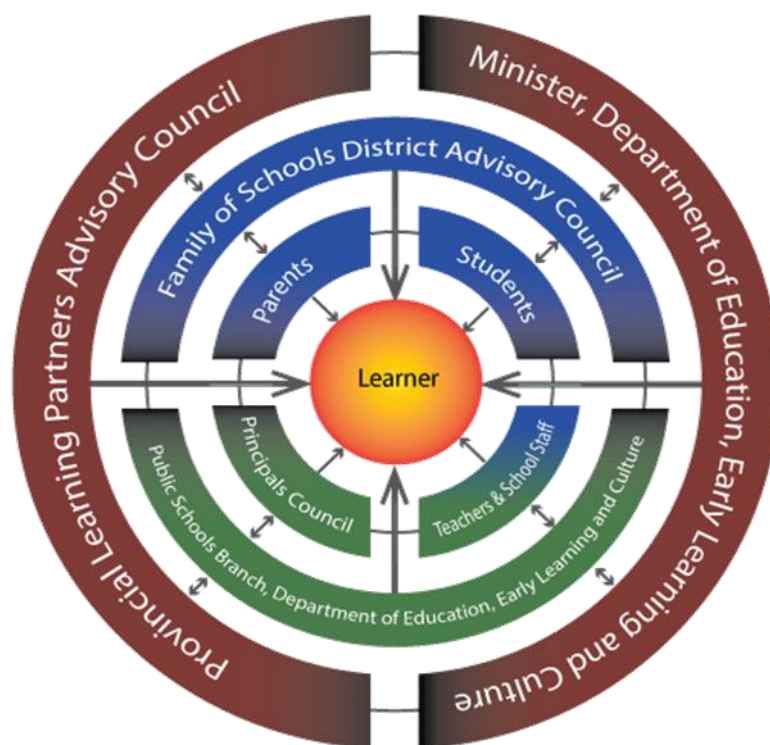
COUNCIL	MANDATE	MEMBERS
Learning Partners Advisory Council	The Council brings together learning champions from the community, educational organizations and government to provide diverse perspectives on priorities, opportunities, and goals for PEI's learning systems to help shape public policy on education. The Council's mandate is to provide insight and advice on how best to advance learning excellence and support learners at all stages.	2 co-chairs 20 citizens representative of a broad cross section of Islanders Department's DAC Engagement Officer 3 ex officio members (Deputy Minister of Education, Early Learning & Culture; Deputy Minister of Workforce and Advanced Learning; Deputy Minister of Human Services)
Family of Schools District Advisory Councils (DACs)	The Council is mandated to help shape an education system that is focused on and meets the needs of learners by advising the minister on education related concerns. Topics may include: student attendance, length and time of school day, rezoning, learning supports, technology in learning, experiential learning, and student transitions from primary to secondary schools.	1 parent from each Home and School Council/Home and School Association within the family of schools 2 students from high schools within the family of schools 1 regional director of the PEI Home and School Federation for the family of schools Department's DAC Engagement Officer
Principals' Council	The Council was established to enable focused conversations among principals and with the Department of Education, Early Learning and Culture on learning perspectives and learning needs, and to support school leadership to provide quality educational opportunities.	All principals within the K-12 system Education, Early Learning & Culture official who will act as Secretary to the Council Department's DAC Engagement Officer

In conjunction with the establishment of the advisory councils, a new functional model for the PEI education system was developed in 2017 (refer to Figure 1). The Department continues to operate within the parameters of that model. The model features a cross-sector process that seeks input from government bodies, as well as, representatives from private, voluntary and non-profit groups with a common interest in providing exceptional educational experiences for all students. The learner is always at the center, and is the focal point for all considerations related to education and personal

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wellbeing. Furthermore, this structure enables the identification and advancement of province wide learning goals, and provides alignment of resources and priorities to better serve and support learners.

FIGURE 1: FUNCTIONAL MODEL FOR THE PEI K-12 SCHOOL SYSTEM



**Goals, Standards and Priorities**

**Public Engagement**

**School / Department Operations**

Through its inclusive and collaborative characteristics, the inter-sectoral model facilitates fulfillment of the Mandate, Vision and Values of the Department.



## Mandate, Vision and Values

### Mandate

To provide leadership, policy direction, resources and services for educators and the early childhood development system.

### Vision

An educational and early childhood development system that enables all children and students to thrive, achieve and succeed as contributing citizens.

### Values

#### *Accountability*

A belief that the Department of Education, Early Learning and Culture is accountable for its work and the impact it has on the success of all children and students.

#### *Excellence*

A belief that the Department of Education, Early Learning and Culture should provide the highest standard of service to those it serves.

#### *Learning*

An appreciation for learning and a belief that it is a foundation for growth and success.

#### *Respect*

Respect for all individuals and their roles in supporting education and early childhood development.



## Key Priorities 2018-2019

In addition to the usual work of the Department, education staff were directed to address six specific priorities that were considered important to improve educational outcomes in the province. Following are the priorities and the measures undertaken to achieve constructive results during the 2018-2019 fiscal year.

1. Ensure close collaboration with the councils established to guide education in the province, specifically, the Learning Partners Council, the District Advisory Councils and the Principals' Council.

The Department's District Advisory Councils' Engagement Officer participates in all three Councils, and liaises with the Secretary to the Learning Partners Council. This connectivity among the Councils allows for enhanced organization, synthesis and analysis of the advice received; and the identification of issues that would benefit from the diverse perspectives of one or more of the Councils. In terms of collaboration, all documents, summaries and reports from the three Councils are openly shared. Items discussed at one Council may be brought to another Council(s), depending on the issue, for review and input. As advice is gathered and decisions are shaped at one Council, there is value in getting input from another Council.

The seven District Advisory Councils (DAC) are comprised of individuals from across the ten families of schools. Each DAC met either once or twice during the 2018-2019 fiscal year (three to four times during the school year). When councils met more than once, the meetings were held at different schools within the jurisdiction. Frequently, members of the Department and staff of the Public Schools Branch attended the meetings to present information and/or receive input. Following is a list of the meetings and wide range of topics discussed at the various DACs (refer to Table 2). It is evident that some topics are common to all the DACs and others are particular to a specific DAC. Many of the topics would also have been discussed at the Learning Partners Advisory Council and the Principal's Council.

TABLE 2: DAC MEETING DATES DURING the 2018-2019 FISCAL YEAR		
FAMILIES	MEETING DATES	TOPICS
Bluefield	October 2018 December 2018	Cannabis Talk Kits Custodian Allocation Distance Education Guidance Counsellors Homework Guidelines Infrastructure Review PSB Strategic Plan Report Card Review Process Role of Librarians Safe & Caring Learning Environment Policy School Allocations

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TABLE 2: DAC MEETING DATES DURING the 2018-2019 FISCAL YEAR		
FAMILIES	MEETING DATES	TOPICS
Bluefield (continued)		School Food Program Student Course Choice
Charlottetown	October 2018 February 2019	Bussing Class Composition Homework Guidelines Psychological Assessments School Food Initiative School Rezoning Student Wellbeing Teacher Evaluation & Review
Kensington/Kinkora	October 2018 January 2019	Bring Your Own Device Cannabis Talk Kits Elected School Board Provincial Assessment Program & Exemptions Psychological Assessments Report Card Review Process Rezoning Role of Librarians School Staffing
Montague	October 2018 January 2019	A+ Program (for students who are not coping well in the classroom) Bussing Cannabis Talk Kits Engagement Model Flexible Learning Schedules Late French Immersion Provincial Common Assessments Report Card Review Process School Food Initiative
Morell/Souris	December 2018	A+ Program (for students who are not coping well in the classroom) Engaging Parents in Child's Education at Home & at School In-school Student Supports Morell Early Learning Centre School Food Initiative Student Wellbeing

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TABLE 2: DAC MEETING DATES DURING the 2018-2019 FISCAL YEAR		
FAMILIES	MEETING DATES	TOPICS
Morell/Souris (continued)		Wrap Around Schools
Three Oaks	October 2018	Bussing Digital Citizenship French Immersion & Student Choice Playground Equipment Provincial Common Assessments Psychological Assessments & Educational Assistant Support School Goals School Food Initiative Social Emotional Learning Student Vacancies on the DAC Student Wellbeing
Westisle	October 2018	Bussing Cannabis Talk Kits Capital Projects Climate Change & Role of PSB Outcomes and Roles of the Collaborative Process Professional Development Days Report Card Review Process Role of the PSB School Trips Student Wellbeing

2. Strengthen the delivery of early childhood education, including an emphasis on under-served populations across the Island.

To meet the criteria to strengthen the delivery of early childhood education, with a specific emphasis on under-served populations, the following were undertaken during the 2018-2019 fiscal year.

## *Enhanced Early Learning and Child Care Access*

Investments in early childhood education were made through the Canada-PEI Agreement on Early Learning and Child Care. Under this agreement, \$700,000 was allocated towards increasing subsidy access for children from families who are more vulnerable and who previously did not meet the requirements to qualify under the Child Care Subsidy Program. This investment directly supports lower income families, lone parent families, and families with children of varying abilities.

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## *Handle with Care*

The Province partnered with the Early Childhood Development Association of PEI (ECDA) during 2017-2018 to deliver the Handle with Care Program. The program offers advice and support to parents, grandparents and caregivers of young children. Programs often include 8 to 12 week sessions and are coordinated by community groups.

Handle with Care is designed to meet the unique needs of the community and, therefore, programs are offered in English, Francophone and Indigenous communities, and coordinated by the Early Childhood Development Association. In 2018-2019, the number of trained facilitators was increased, allowing for expansion of the program.

## *Francophone Home Visiting/Francization*

The Family Resource Centre, Centre Cap enfants, provides programs and supports for Acadian and Francophone families with children ages 0-6 years. In 2018-2019, Centre Cap enfants was contracted to deliver the Des la naissance project. This project provided a home visiting program for infants and preschool children of Acadian and Francophone families so that children not regularly exposed to the French language could develop skills in French.

## *Special Needs Funding*

The Special Needs Grant supports the inclusion of children with special needs in licensed early learning and childcare settings by providing funding for additional staff. In 2018-2019, there was an increase in this funding program and additional children were brought into the program from the wait list.

## *Child Care Spaces*

In 2018-2019, the number of childcare spaces increased from 5,068 to 5,668, an increase of 11 percent from the previous year (refer to Table 3).

TABLE 3: CHILD CARE SPACES 2018-2019			
CENTRE TYPE	NUMBER OF CENTRES	NUMBER OF LICENSES	NUMBER OF LICENSED SPACES
Designated Early Years	49	50	2,329
Non-designated Early Years	29	29	1,147
Family Home	3	3	19
Preschool	10	10	169
School-Age Child Care	55	55	2,004
<b>TOTAL</b>	<b>146</b>	<b>147</b>	<b>5,668</b>

3. Review the overall approach to student assessments to stay current with best practices and reflective of the overall needs of our learners.

Student assessment occurs at several levels. Typically, student progress is evaluated using quizzes or activities created by individual classroom teachers. Additionally, depending on grade level, students

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may participate in tests and/or exams that measure the level of their accumulated knowledge across a term or a year. For more than a decade, Island students have also participated in the Provincial Common Assessment Program. These assessments were created by groups of grade specific teachers, under the direction of subject specialists, to determine how children were performing in literacy and mathematics across the education system. The Provincial Common Assessment Program grew over the years to include all eligible English and French students in Grades 3, 6, 9 and 11, and French Immersion students in Grade 5.

After more than a decade of implementing common assessments, it was considered that the program should be evaluated to determine if it was meeting current standards and best practices with regard to content and process. To this end, a call for proposals was issued for a review of the program. The contract was awarded to a Toronto firm, RMJ Assessment, led by Dr. Richard Jones. Dr. Jones worked in the assessment and evaluation field for more than 30 years. Prior to forming RMJ Assessment, he held senior management positions with the Education Quality and Accountability Office (EQAO) in Toronto, as well as the Saskatchewan and British Columbia Ministries of Education.

The results of the review, released in February 2019, indicated that overall, the program was functioning well, and that the practices in place provided a strong foundation upon which to build and refine the assessments and procedures. The main findings of the report included the following:

- Continue with assessments of students in Grades 3 and 6;
- Continue with the reading assessment in Grade 3 and the reading and writing assessment in Grade 5 for French Immersion students;
- Continue with provincial math assessments in Grades 3, 6, 9 and 11;
- Reintroduce a language arts or literacy assessment in Grade 9 or 10;
- Continue with provincial assessments to all students annually toward the end of the school year, and at the end of each semester for semestered courses;
- Develop a framework document and a communications plan to clearly explain the purpose of the program, the intent of the various reports, how the reports can be interpreted, and what follow-up can be taken to improve student learning;
- Establish firm guidelines for student exemptions, implementation monitoring and expanding adaptations for students taking the assessments;
- Review priorities regarding assessment staffing needs, and hire French Immersion staff to manage the primary and elementary French Immersion assessments.

Over the next year, the Department will be considering how to proceed with the recommendations.

4. Working in collaboration with the Ministers of Health and Wellness, Justice and Public Safety and Family and Human Resources, extend student wellbeing supports to all families of schools.

Student Wellbeing Teams work in schools advising, consulting and providing direct services to children and youth who are struggling with mental, social and physical health issues. When professionals from different agencies are co-located in schools, more children can be reached and supports can be provided earlier. As well, barriers such as transportation to services can be eliminated

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creating more opportunities to support wellness in schools. Addressing problems early can prevent them from escalating and, in so doing; students' ability to succeed in school and throughout life is improved.

In 2018-2019, 20 new positions were added to Student Wellbeing Teams across Morell/Souris, Bluefield and Colonel Gray Families of Schools. As a result, the program is now available in all public schools on PEI.

5. Address the matter of the timely availability for student psychological assessments, and improve this service.

Psychological assessments often include a comprehensive evaluation of the learning, emotional and behavioral needs of students, and may result in a diagnosis of a learning or an intellectual disability, and include specific recommendations for the student.

Resource teachers work closely with schools and parents to put in place appropriate interventions and/or adaptations. They monitor the progress of students, provide education about learning disabilities, support teachers with adaptations in the classroom, and provide interventions.

Technical support staff are up-to-date on new technology that enables students to access curriculum. For example, a student might be given a chrome book with voice to text software if they have a writing disability.

A two million dollar, three-year psychology strategy was announced in 2018. Investments were made in key areas to facilitate the assessment of more students earlier. Four additional psychologist positions were filled in 2018, bringing the complement to 10.6 positions. The wait time for an assessment decreased to two years and three months, down from three years and six months in January 2018. The wait list dropped from 423 to 276 students. Improved access to assessments and supports have helped students succeed in school.

6. Leverage the technology base in schools to enhance learning possibilities for all Island children.

Technology is a powerful tool that can support and transform education for teachers and learners. For teachers, technology can facilitate the development of instructional materials, and for students, it can add interest and creatively to assignments. Technology also generates novel ways for children and teachers to interact. For example, if children are absent from school, technology allows them to complete assignments remotely. The importance of technological tools in education increases every year. To ensure that our children have the ability to compete globally, it is essential that we have the most current technological systems. To this end, in 2018-2019:

- Bandwidth upgrades to 27 schools increased bandwidth capacity ten-fold;
- Installation of a new network firewall provided enhanced filtering and security to the entire education network;
- As vendor capacity continues to expand, the new education firewall will allow for future bandwidth upgrades in all schools;

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- 300 peripheral devices purchased individually by schools, such as iPads or printers, enabled increased access to the wireless network;
- All school staff received access to a wireless Bring Your Own Device (BYOD) Network for their mobile devices;
- A student BYOD pilot was conducted during the 2019 Summer School;
- 25 schools received additional Chromebooks to double the original school compliment of Chromebooks; and
- PD Sessions supporting the use of Chromebooks within the classroom and how to integrate BYOD into the Classroom were provided to school Site Technical Contacts.



## Highlights and Accomplishments

In addition to the priority directives delineated above, 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
- English Innovation, Education and Programs
- English Public Schools Branch
- French Innovation, Education and Programs
- External Relations and Educational Services
  - Achievement and Accountability
  - Certification and Standards
  - English as an Additional Language/French as an Additional Language
  - International Education
  - Research and Corporate Services
  - School Health
- Finance and School Board Operations
  - Human Resources
  - Provincial Learning Materials Distribution Centre
  - PEI School Athletic Association (PEISAA)
  - Student Wellbeing Teams
- Leadership and Learning
- Libraries, Archives and Cultural Affairs
- Pan-Canadian Joint Consortium for School Health

## 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. Responsible for the early learning and child care system of PEI, this division provides curriculum development and program support to both the English and French early years centres, supports family resource centres and private regulated early childhood programs. The division is responsible for the implementation of the Canada/PEI Bilateral Agreement in Early Learning and Child Care.

The division administers the following funding programs:

- the Best Start Program
- the Direct Funding Program
- the Partnership Funding Program
- the Pre-School and School Age Autism Funding Programs
- the Special Needs Funding Program

Through the Autism Services section, the Early Childhood Development division also provides high quality services for pre-school and school-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 programs, and provision of resource support to the Early Learning and Child Care Board.

### AUTISM SERVICES

Areas of focus 2018-2019:

- Delivered the Intensive Behavioural Intervention (IBI) Program to 81 children.
- Provided consultation support with some direct instruction to 48 children through the Intensive Kindergarten Support (IKS) program.

## English Innovation, Education and Programs

The English Education Programs and Services 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. The division is primarily responsible for this goal in the English language schools in PEI. Successful attainment of this goal requires the successful 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 acquire 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 by:

- 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, and
- Incorporating effective research-based instruction and assessment practices and providing ease of access and use for teachers.

English Innovation, Education Programs and Services Division areas of focus and highlights for 2018-2019.

### *Curricula in development:*

- Intermediate Physical Education and Health Curriculum Renewal
- Elementary, Intermediate, Senior High Music
- Kindergarten Visual Arts
- Integrated Curriculum Project Grades 1-3
- Science 421A
- Applied Science
- Grades 5-6 Language Arts Curriculum Renewal
- Grades 7 and 8 ELA curriculum pilot
- Grade 12 English 671A and English 671C curriculum pilot
- HIS 521A (pilot)
- Accounting 801 (under review)

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- Cooperative Education (under review)

## *Curricula implemented:*

- Science 9
- Grade 12 Leadership
- High school Dramatic Arts
- Kindergarten Music
- Instrumental Music 421A, 521A, 621A
- Choral Music 421B, 521B, 621B

## *Extended learning opportunities through programs:*

- PE801 and UPEI Biomechanics Partnership, Physical Education Active Leader's Day (Elementary/Intermediate)
- Science Fair, BioGenius Challenge, Envirothon, Future City, Engineers PEI Bridge Building & Artwork Contest
- Drama Festival
- Intermediate and Senior High Honours Bands, Honours Choir, The Rock Band Showcase
- Senior High Wits and Words, Poetry Slam
- Provincial Heritage Fair (Grades 4-9), Discovery Day
- PEI Genie/ArtsSmarts Program, Art to the Schools Program
- Destination Imagination
- Skills Canada
- Take Your Kids to Work Day
- Welcome to Kindergarten Program
- My Blueprint

English Innovation staff also offer leadership in the implementation of social emotional learning & mental health literacy programs and truth and reconciliation.

## English Public Schools Branch

The Public Schools Branch (PSB) was officially proclaimed and launched as the school authority in August 20, 2016. It represents all English language public schools on Prince Edward Island. The PSB serves more than 19,000 students from kindergarten through grade 12 in 56 English schools. 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 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 including International Baccalaureate that assist students in making a successful transition to the workplace, apprenticeship, university or college.

Altogether, the PSB has approximately 4,000 employees who work to 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. The work of the PSB focuses on student achievement and supporting all students to succeed. Working with educators, support staff, Board of Directors, community partners and parents, the PSB is dedicated to the success of every student. It is committed to improving student achievement; ensuring equity, inclusion and well-being; as well as enhancing engagement, accountability and sustainability.

### *School Food Program*

The School Food Program strives to support student learning and to unobtrusively assist students in food insecure situations. Additionally, a goal of the School Food Program is to increase food literacy among students, staff and families. Student engagement is a priority and the program reflects student voices and the input of communities.

School Food Student Think Tanks and school food service demonstrations took place during the 2018-2019 school year. These events allowed the branch to collect information about the 'pay-what-you-can' cost-shared meal program, and the use of a centralized kitchen, both being important components of the school food strategy. This learning opportunity will ensure a smoother transition to a new food service model at our pilot schools in the 2019-2020 school year.

### *Automated External Defibrillators*

All 56 PSB schools now have access to modern automated external defibrillators (AEDs). AEDs are used during a cardiac failure to shock the heart and restore its rhythm. They are known to dramatically increase the survival rate from a cardiac arrest. The province purchased 60 AEDs at a cost of more than \$100,000. The new units were placed in schools that did not already have an AED, and in schools where existing units needed to be replaced.

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Modern AEDs are safe and easy to use. Teachers and staff were trained by the Red Cross to use the new units. The school-based AEDs have been added to the provincial AED Registry which is a database used by first responders to locate the nearest defibrillator when an emergency occurs in an Island community.

## *Late Buses in the Westisle Family of Schools*

As the result of a pilot project initiated at the request of two Westisle Composite High School District Advisory Council (DAC) students and launched this year, students in the Westisle Family of Schools were able to stay after school and still take the bus home. Through funding provided by the Department of Rural Development, two 'late run buses' were provided at a cost of \$18,000 for the school year. The 'late run buses' provided opportunities for more students to take part in extracurricular activities, such as athletics, band, and drama, to enhance their whole learning experience.

## *Charlottetown Area Review of Schools*

One very challenging issue in 2018-2019 was related to capacity within schools in the Charlottetown area. The PSB recognized the impact increasing enrolments and population demands were having on six identified schools including: Charlottetown Rural High, Colonel Gray High, Queen Charlotte Intermediate, Birchwood Intermediate, Spring Park Elementary, and West Kent Elementary. Recent projected enrollment data indicated that these schools would exceed their total functional capacity in three to five years.

In April 2018, the PSB Board of Directors approved an in-depth study of the Charlottetown Family of Schools taking into consideration functional capacity and future enrolment projections. Online and public consultations took place in June and July 2018. The PSB hosted three public engagement consultations, a number of key stakeholder consultations, and designed an online survey to reflect the same process as the in-person consultations. The online survey was hosted on the PSB website from June 14, 2018 until July 20, 2018 to provide time for staff, parents and community members to participate. Volume 18 Consulting was contracted to compile the information received, and assist in developing a consultation report.

The Charlottetown Family of Schools Study Report was presented to the Public Schools Branch Board of Directors at a public meeting on August 29, 2018. The Study Report included options for improving capacity issues. Eight recommendations were presented, three for the elementary level and five for the secondary (intermediate/high school) level.

The PSB Board of Directors held a public meeting on September 13, 2018 to consider options to address overcrowding. The Board of Directors of the Public Schools Branch voted to support an option to build a secondary school for the Stratford and Donagh community to address the overcrowding projected in the Charlottetown intermediate and high schools. The board said it would recommend the Province fund construction of the new school or schools to potentially accommodate grades 7-12, with primary consideration being given to grades 10-12.

The Board also decided to rezone students from the Orchard Hill/Lewis Point Park area from Spring Park Elementary to West Royalty Elementary for September 2019 to address projected overcrowding at Spring Park Elementary. The move of the elementary students will take place gradually over the next 4 years, with K-2 English students (approximately 50) moving in September 2019. After this initial

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move, the population of both Spring Park Elementary and West Royalty Elementary is anticipated to be under 500 for each school. Moving forward, students entering kindergarten in the English program from this area will also attend West Royalty Elementary.

To further reduce the number of students attending Spring Park Elementary, Grade 3-6 English Program students, including older siblings of the rezoned K-2 students currently at Spring Park Elementary, who wish to attend West Royalty Elementary will be supported through the Student Transfer process,. By 2022, the anticipated population of Spring Park Elementary, due to rezoning, will be 445, with approximately 50 more students from this area attending West Royalty Elementary.

They also emphasized that proactive planning can prevent overcrowding and ensure the best possible spaces for learning and the delivery of education for all students.



## French Innovation, Education Programs and Services

The French Innovation, 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.

Areas of focus 2018-2019:

- 12 teachers participated in a program to support ongoing French language development
- 282 Grade 12 students from seven high schools prepared for the Diplôme d'études en Langue française (DELF) examination. Since the program was implemented, the majority of PEI candidates have achieved the highest level of proficiency on the DELF.
- Implemented the new French Immersion Language Arts Curriculum.
- Provided four full days of professional learning for 60 teachers and one-half day of professional learning for 75 teachers, for a total of 277.5 days of training related to the new curriculum.
- Renewed the play-based resources for all Francophone kindergarten classrooms.
- Allocated \$85,615 for teaching and learning resources including new curricula for Grades 4-6, new supporting curricula documents, development of a grammar continuum, read-aloud texts, mentor texts, and guided reading texts.

## External Relations and Educational Services

The External Relations and Educational Services branch is responsible for advising the Deputy Minister and Minister on all 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 related to achievement and accountability. The branch is also responsible for providing English as an Additional Language/French as an Additional Language programming and is the liaison for the French Language School Board (FLSB).

The branch carries out its work through the following sections:

### ACHIEVEMENT AND ACCOUNTABILITY

The Achievement and Accountability section is responsible for the development and administration of the Provincial Common Assessment program, as well as regional, national and international student assessment programs and activities. The section provides guidance, advice and support to the Department and to educational partners in the areas of student assessment.

For the Provincial Common Assessments, teachers participate in the development of questions based on the literacy and math curricula that students are learning in their classrooms. The assessments produce comparable information based on standard administration, scoring and reporting procedures. They are reliable and objective measures of students' accumulated knowledge of the prescribed curricula. They do not involve comparisons with other provinces. Through a stringent statistical process, assessment results are comparable year over year.

#### *Highlights for 2018-2019*

- Administered the Early Years Evaluation - Direct Assessment (EYE-DA), a developmental screening tool that looks at a child in relation to his/her peers at the same age level in the domains of (1) awareness of self and environment, (2) cognitive skills, (3) language and communication, and (4) physical development [gross and fine motor skills]
- Trained facilitators with early childhood and education experience to administer the EYE-DA
- Administered and tabulated the results of the Provincial Common Assessments

#### *Early Years Evaluation Results*

- 79% of children entering kindergarten had appropriate development in the domain of Awareness of Self and Environment
- 74% of children entering kindergarten had appropriate development in the domain of Cognitive Development
- 74% of children entering kindergarten had appropriate development in the domain of Language and Communication
- 75% of children entering kindergarten had appropriate development in the sub-domain of Fine Motor Skills

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- 69% of children entering kindergarten had appropriate development in the sub-domain of Gross Motor Skills

## *Provincial Common Assessment Results 2018-2019*

### Primary Results:

- 81% of students were at or approaching the reading comprehension standard in English
- 49% of students met the writing standard in English
- 50% of students were at or approaching the reading comprehension standard in French Immersion
- 81% of students were at or approaching the standard in Mathematics

### Elementary Results:

- 76% of students were at or approaching the reading comprehension standard in English
- 65% of students met the writing standard in English
- 77% of students were at or approaching the standard in Mathematics

### Intermediate Results:

- 74% of students were at or approaching the standard in Mathematics

### Secondary Results:

- 72% of students passed Mathematics - 521A
- 87% of students passed Mathematics - 521B
- 57% of students passed Mathematics - 521K

## CERTIFICATION AND STANDARDS

The Certification and Standards section is overseen by the Registrar, who evaluates the academic and professional credentials of provincial, national and international applicants for a PEI Teacher's License. This is done on behalf of the Minister and in the interest of the public to ensure high standards for teachers.

The Certification and Standards Section is responsible for:

- Tracking and approving teaching services, processing applications for upgrades in certification levels and evaluating requests for additional designations to certificates,
- Evaluating Temporary Permit to Substitute applications,
- Issuing Statements of Professional Standing to PEI-licensed teachers seeking licensing outside of the Province,
- Educating people on the process of obtaining a PEI teacher's license,
- Providing assistance to prospective teachers and in-service teachers on continuing education and post-secondary education pathways,
- Evaluating Regular Educational Assistant applications and Substitute Educational Assistant applications, and

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- Inspecting and monitoring the functions of private schools.

Certification and Standards area of focus and highlights for 2018-2019:

- Issued 353 teacher licenses, of which 300 were new licenses
- Issued 53 teacher upgrades to certification levels
- Issued 184 Statements of Professional Standing
- Issued 536 Substitute Teacher Authorizations
- Issued 302 Substitute Educational Assistant Authorizations
- Issued 46 Regular Education Assistant Authorizations
- Issued 15 Additional Designations to Teacher Licenses

## 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, and itinerant teachers travel to schools across the province to provide service. The EAL/FAL team supports administrators, teachers, support staff and board-based staff through consultation, observation, co-teaching and professional development.

**TABLE 3: NUMBER OF EAL/FAL STUDENTS BY EDUCATION AUTHORITY**

Education Authority	Number of Students	Percentage of Students
Public Schools Branch	2,141	97.6
French Language School Board	51	2.4
Total	2,192	100.0

EAL/FAL Highlights 2018-2019:

- Welcomed 606 new EAL/FAL students during the 2018-2019 school year
- Provided educational services to 247 refugee students
- Provided 735 EAL/FAL learners with itinerant teacher support with an additional 83 EAL learners receiving EAL courses at the high school level

## INTERNATIONAL EDUCATION

The 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.

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. In 2018-2019, 14 international students attended PEI high schools.

The Canadian International School (CIS) in Tokyo, Japan is a private school with a long-standing affiliated schools partnership that offers PEI's entire Kindergarten to Grade 12 curriculum. Students who meet PEI's graduation requirements at the end of Grade 12 are issued a PEI high school certificate. Enrolment for 2018-2019 was 304 with 24 students completing Grade 12 graduation requirements.

Nanjing Jinling High School, Hexi Branch No. 60 is a public school in Nanjing, China that entered an affiliated school agreement in September of 2015. Jinling High School offers PEI public school curriculum in Grades 10 to 12. Students who meet PEI's graduation requirements at the end of Grade 12 are issued a PEI high school certificate. School enrolment for 2018-2019 was 125, with 40 students completing Grade 12 graduation requirements.

Discussions and negotiations are ongoing with potential partners who have expressed interest in offering PEI Affiliated Schools Programs.

### *International Fee-Paying Students*

The Department operates a program (Prince Edward Island International Student Program) for accepting international fee-paying students. There were 136 international fee-paying students in the PEI school system in 2018-19.

# EDUCATION, EARLY LEARNING AND CULTURE

## LEGISLATION

The Department of Education, Early Learning and Culture is responsible for the development and administration of the following legislation:

- |   |                                       |
|---|---------------------------------------|
| • Archives and Records Act                          | • Island Regulatory and Appeals Act   |
| • Early Learning and Child Care Act and Regulations | • Lucy Maud Montgomery Foundation Act |
| • Education Act and Regulations                     | • Museum Act                          |
| • Fathers of Confederation Act                      | • Private Schools Act and Regulations |
| • Heritage Places Act                               | • Public Libraries Act                |
|   | • Teachers' Superannuation Act        |

The Department issued the following Minister's Directives for the 2018-2019 school year:

- MD 2018-01: Granting of Senior High Graduation Diploma and Certificate of Accomplishment in the English Language Education Program
- MD 2018-02: School Calendar for 2018-2019
- MD 2018-03: Research Requests
- MD 2018-04: Education Services - Counselling
- MD 2018-05: School Authority Funding 2018-2019
- MD 2018-06: Responsible Use of Communication and Information Technology
- MD 2018-07: PEI School Athletic Association
- MD 2018-08: Procedures for Dealing with Life Threatening Allergies
- MD 2018-09: Education Authority Budget Information

## 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.

# EDUCATION, EARLY LEARNING AND CULTURE

Areas of focus for 2018-2019:

## *OurSCHOOL Survey*

In partnership with The Learning Bar, administered the OurSCHOOL Survey to students in Grades 4 to 12, as well as, their parents and teachers. The OurSCHOOL survey, developed by The Learning Bar (an Atlantic Canadian company), is the largest national survey in Canada with many provinces and school boards participating.

The results of the 2019 survey provided schools with information about the factors that affect student learning such as quality of instruction; sense of safety and support; and engagement and behavior at school. This information can be used to inform school goals and assess the effects of school initiatives. Schools shared their results with parents, students and staff in their school community.

## *Student Well-being Program Evaluation*

A formative evaluation of the Student Well-being Program was undertaken in Year 1 (2017-2018) of the Program and a report was produced in June 2018. Key elements evaluated were: delivery of services; promotion and awareness of the Program; roles; training; referral and intake protocols; communication; supervision and management; and, comprehensive data collection.

The report provided a series of recommendations that addressed these various elements of the Program. The results of the evaluation formed the basis for the work plan of the Program Steering Committee. Evaluation continued in Year 2 (2018-2019), as the Program expanded from two to five Student Well-being Teams (SWTs).

## SCHOOL HEALTH

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

Areas of focus and highlights for 2018-2019:

- Provided \$200,000 in financial support for 90 breakfast/snack programs within 66 schools and alternative education settings across PEI. These programs provided 40,100 breakfasts/snacks to 10,400 students each week.
- In partnership with the Department of Health and Wellness, hosted multiple presentations for education system staff and parents, regarding cannabis legalization and our collective efforts to prevent youth substance use.



## Leadership and Learning

The Leadership and Learning division is responsible for the professional learning of instructional staff in the Public Schools Branch, including the optimization of practices, processes and systems to support student achievement.

### *Professional Learning for Teachers*

During the 2018-2019 fiscal year, all provincial professional learning focused on increasing student achievement in mathematics and literacy by:

- Aligning curriculum, instruction and assessment, and
- Using evidence-based high yield instructional strategies such as the Big3! (Learning Goals, Success Criteria and Descriptive Feedback) and the Workshop Model.

To this end:

- More than 500 teachers from Kindergarten to Grade 12 received professional learning in numeracy instruction. Almost 100% of respondents indicated that this opportunity would impact their teaching practice.
- More than 500 teachers from Kindergarten to Grade 12 received professional learning in literacy instruction. 97% of respondents indicated that this opportunity would impact their teaching practice.

### *Professional Learning for Beginning Teachers*

- 100 beginning teachers received professional learning in Big3! Instructional Strategies, Creating Classroom Climate, and more. This aligned with the system goals of increasing student achievement through the use of high yield instructional practices. 97% of respondents indicated that this professional learning was useful.

### *Professional Learning for Leaders*

- Twenty-three senior high department heads received professional learning related to classroom assessment practices and cognitive level training.

### *Professional Learning in Technology*

- Provincial professional learning sessions, delivered via Google Classroom for the first time, allowed teachers who were unable to participate on the day to access the sessions at another time;
- Digital tools and practices were modeled throughout all professional learning; and
- Teacher Platform (Learn Site) was updated to provide immediate access to curriculum documentation and instructional resources in numeracy and literacy.

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## *School Goals*

- All 56 schools identified professional learning goals in the areas of high quality education and student wellbeing. Administrators and School Goals teams were supported throughout the year by coaches and other instructional leaders.
- 3 Wrap-Around schools were supported with additional professional learning for School Goals teams, small groups of teachers, and full staff teams.

## Libraries, Archives and Cultural Affairs

The Library, Archives and Cultural Affairs division is responsible for the administration and operation of PEI's Province-wide public library system. In a partnership between the Government of PEI and participating communities, Library, Archives and Cultural Affairs 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, Archives and Cultural Affairs 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.

### PUBLIC LIBRARY SERVICES

- 90,000 Islanders carried library card
- 55,000 people attended library programs for children and adults
- 779,000 books were borrowed
- 142,000 electronic books were borrowed
- 340,000 books, dvds and electronic books were available in the 26 public libraries
- In partnership with public schools, each child entering kindergarten received a public library card
- In addition to books, musical instruments, telescopes, fitness kits, snowshoes, autism sensory kits and coding technology kits were free to borrow with a library card
- All newborns received a 'tummy time' book and baby's first library card at two month immunization clinics across PEI (jointly funded by Education, Early Learning and Culture and Public Health)

### PUBLIC ARCHIVES AND RECORDS OFFICE (PARO)

- *Addition to Erica Rutherford fonds:*  
The Erica Rutherford fonds is the largest and most comprehensive artist fonds in PARO's collection. The 2018 addition included exhibit catalogues, correspondence, clippings, sketchbooks, and 280 pieces of original art works on paper (drawings, paintings, prints), as well as approximately 2,476 graphic items (photographs, slides, negatives, and contact sheets) of Rutherford's work as an artist over the years (sculptures, paintings, drawings, prints, etc.). At present, the Rutherford fonds is one of the only collections at PARO to examine issues of gender and transsexuality on an individual, personal level. The 2018 addition included material related to gender, some correspondence with physicians and others related to Rutherford's decision to transition, and notes about treatment and medication.
- *Records Information Management Strategy*

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- PARO coordinated the continuing implementation of the province-wide strategy through its second year. 1600 employees completed mandatory records management training, which is available in class and online. The second annual Recorded Information Management (RIM) Assessment was tabled in the PEI Legislature in 2018.
- *Exhibit at the Confederation Centre Art Gallery*  
The Archives loaned over 50 original photographs and contact prints by photographers Lionel Stevenson, Lawrence McLagen, and George Zimbel to the Centre.
- *New Vital Statistics Records Available Online*  
Approximately 10,000 new marriage records from marriage registers are now online (1893-1898, 1903-1919). These records are searchable by bride and groom.

## CULTURAL AFFAIRS:

- *Art Bank*  
The Art Bank was created in 1979 to celebrate and support Island artists. This year marks its 40th in existence. Works are displayed in government buildings throughout the province. The province added 14 new acquisitions to the provincial art bank in 2019.
- *Arts Smart*  
Arts Smart integrates the creative process of the arts into school curricula. A total budget of \$26,045 was invested in 14 Island schools and four Early Years Centers. More than 667 students from the Early Years Centers to Grade 12 participated in this program
- *Cultural Affairs Grant Budget*  
The Cultural Affairs Division provides support to organizations and provincial non-profits involved in arts and culture activities that contribute to the cultural life of communities and the Island as a whole. In 2018-2019, this budget totaled \$2,170,000.

## Finance and School Board Operations

The Finance and School Board Operations Branch 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, provision of school texts and learning materials, payroll support for education authorities, the School Construction and Repair Program and 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
- Human resource support for the Department and education authorities
- Public school staffing and funding
- School construction and repair

Finance and School Board Operations oversees:

- Human Resources
- Provincial Learning Materials Distribution Centre
- PEI School Athletic Association

## HUMAN RESOURCES

The Human Resources section provides a systematic process for identifying the human resource requirements of the Department, to support the fulfillment of the vision, business objectives and strategic goals. The section provides advice, support and coordination to specific provincial initiatives.

In 2018-2019 the section:

- Successfully negotiated contracts on behalf of the Education Authority and the PEI Teachers' Federation, and Canadian Union of Public Employees local 3260;
- Conducted an Engagement Survey with all employees in the Department;
- Supported 82 internal/external competitions in the fiscal year
- Hired 68 employees throughout the year that included
  - 4 Casuals
  - 2 Contracts
  - 38 Permanent (including 17 seconded teachers)
  - 18 Public Service Commission casuals
  - 6 Public Service Commission temporary assignments

## 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 in 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.

## PEI SCHOOL ATHLETIC ASSOCIATION

The PEI School Athletic Association (PEISAA) provides extracurricular interscholastic competition for 65 member schools. The organization offers over 90 provincial championships to over 10,000 student athletes in 14 team and individual sports. The PEISAA also provides support to over 500 volunteer coaches, convened by 24 sport commissioners and a volunteer executive.

In 2010, the PEISAA was formalized within the Department of Education, Early Learning and Culture and was designated as the body responsible for administering school sport in the province of Prince Edward Island.

The PEISAA is responsible to:

- Promote competition in amateur athletics in a manner that is consistent with the goals of the education authorities
- Equalize athletic opportunities by standardizing rules of eligibility for individuals and classifying, for competitive purposes, the schools that are members of the PEISAA
- Cultivate the ideals of sport-personship in its relationship to the development of character as part of the complete education of a student athlete
- Plan sport in such a way as to cause minimal interference with school attendance
- Establish and maintain standards for coaching practices, team travel and conduct of student athletes and spectators
- Encourage positive communication and cooperation among schools, sports governing bodies and community sport groups
- Maintain a list of PEISAA sanctioned sporting events
- Promote all around education growth of students and not elite athlete development
- Foster, facilitate and govern activities as recreational endeavours that are beneficial to students and worthy of active encouragement

The PEISAA Highlights:

- Worked with PEI Special Olympics to introduce Bocce as a new inclusive event for our students.

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- Offered Senior Men's Ball Hockey as a trial sport to replace Softball, which was removed several years ago.
- Introduced "Making Headway" as a mandatory course for all coaches in the PEISAA. Over 1,000 coaches successfully obtained this training, which is available free online from the National Coaching Certification Program.
- Subsidized training for coaches willing to take CPR/First Aid Training. Over 100 more coaches successfully completed the training.
- Continued to attract new sponsors for the PEISAA and support of school sport
- Continued to improve our Provincial Championship events, making them something that our students and their families will remember for many years!



## 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, and
- Promote understanding of, and support for, the concept and benefits of comprehensive school health initiatives.

Moreover, JCSH's work 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 of Canada, the Canadian Centre for Substance Abuse, and the National Centre for Truth and Reconciliation.

Pan Canadian Joint Consortium for School Health areas of focus and highlights for 2018-2019:

- Participated on national tables such as the Canadian Public Health Association and on provincial and territorial teams, to determine actions, resources and supports for schools and educators in relation to the legalization of cannabis.
- Participated on the Federal, Provincial and Territorial Working Group on Concussions, which led to ongoing collaboration with a number of partners to support best protocols and to optimize student learning and physical health.
- Participated on a working group led by the Sex Information and Education Council of Canada, to revise the *Canadian Guidelines for Sexual Health Education*.
- Supported the *Health Behaviour in School-aged Children* (HBSC) study, a 30-year cross-national study which is updated every four years. JCSH supported this research by collaborating to expand the sample size to a provincial and territorial level, resulting in jurisdiction-specific assessments.
- 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 2017, both the Management Committee and the School Health Coordinators' Committee had sessions with Kevin Lamoureux, Assistant Vice-President of Indigenous Affairs, University of Winnipeg, to increase understanding of the legacy of residential schools and consider steps moving forward. In 2019, the JCSH Reconciliation Working Group developed the JCSH Statement on Reconciliation. It has been translated into French, Inuktitut, and Inuinnaqtun.

## EDUCATION, EARLY LEARNING AND CULTURE

- JCSH has planned to build an Indigenous module as part of its Positive Mental Health Toolkit. After consultations with member provinces and territories and supported by Indigenous colleagues, initial procedures are underway to develop this module.
- JCSH's commitment to ongoing monitoring, evaluation, and accountability has culminated in an Evaluation Report to reflect the collective work from this mandate. The 2019 Evaluation Report reflects the complex nature of JCSH; comprising diverse jurisdictions with different needs, the Consortium's role as the government voice of comprehensive school health, and the multifaceted nature of capacity building.
- Originally housed at/maintained by the Propel Centre at the University of Waterloo, the JCSH Healthy School Planner is a self-assessment planning tool for schools based on the four components of comprehensive school health. The tool was newly revised and improved with a Foundational Module focusing on the process involved in building a healthier school community using a comprehensive school health approach. It also features "express" and "detailed" modules on four key topics: healthy eating, physical activity, tobacco use and positive mental health. With the current maintenance contract with Propel/University of Waterloo ending as of March 31st, 2019, the Healthy School Planner is now being housed on the JCSH website, and maintained by the JCSH Secretariat.

# EDUCATION, EARLY LEARNING AND CULTURE

## School and Student Enrollment Information 2018-2019

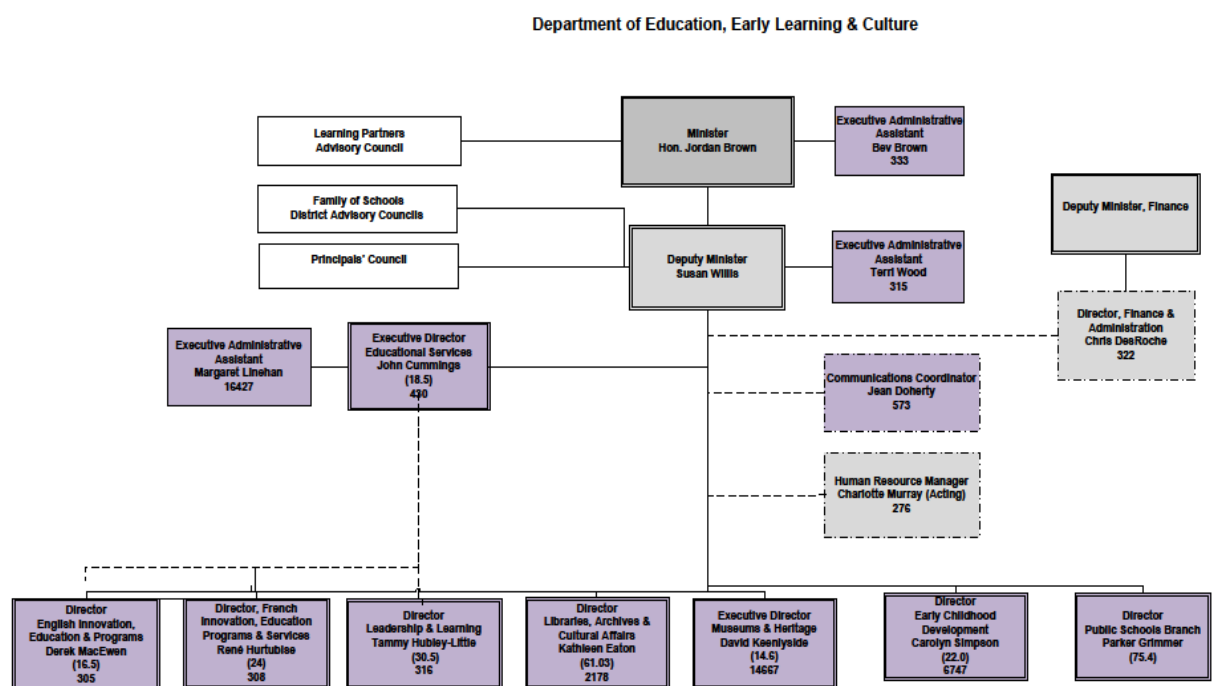
Number of Schools by Board by Category								
Board	Primary	Elementary	Elementary	Intermediate	Consolidated	Senior High	Other	Total
	K-3	K-6	4-6	7-9	K-9	7-12	K-12	
PSB	2	22	2	8	12	9	1	56
FLSB	0	1	0	0	0	0	5	6
Private	0	1	0	0	0	1	2	4
<b>Total</b>	<b>2</b>	<b>24</b>	<b>2</b>	<b>8</b>	<b>12</b>	<b>10</b>	<b>8</b>	<b>66</b>

Number of Students by Board by Grade														
Board	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
PSB	1,379	1,300	1,460	1,408	1,484	1,565	1,501	1,519	1,443	1,658	1,673	1,535	1,453	19,378
FLSB	108	108	104	96	81	80	64	74	63	66	51	48	40	983
Private	36	26	26	26	38	20	27	36	42	57	50	30	27	441
<b>Total</b>	<b>1,523</b>	<b>1,434</b>	<b>1,590</b>	<b>1,530</b>	<b>1,603</b>	<b>1,665</b>	<b>1,592</b>	<b>1,629</b>	<b>1,548</b>	<b>1,781</b>	<b>1,774</b>	<b>1,613</b>	<b>1,520</b>	<b>20,802</b>

French Immersion Enrollment by Grade and Gender														
Grade	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Female	224	200	203	209	209	196	184	310	286	303	228	226	199	2,977
Male	194	164	160	155	159	149	132	251	185	228	145	140	110	2,172
<b>Total</b>	<b>418</b>	<b>364</b>	<b>363</b>	<b>364</b>	<b>368</b>	<b>345</b>	<b>316</b>	<b>561</b>	<b>471</b>	<b>531</b>	<b>373</b>	<b>366</b>	<b>309</b>	<b>4,149</b>

# EDUCATION, EARLY LEARNING AND CULTURE

## Organizational Structure



Revision Date: February 2019

# EDUCATION, EARLY LEARNING AND CULTURE

## Financial Statements

### PERFORMANCE AGAINST BUDGET & FULL-TIME EQUIVALENTS

Description	2018-2019 Budget Estimate	2018-2019 Forecast	Resources (FTE)
Achievement & Accountability	1,293,300	1,293,300	7.50
Autism Services	2,122,700	2,122,700	10.00
Cultural Affairs	2,423,100	2,468,100	3.00
EAL/FAL	575,800	575,800	4.00
Early Childhood Development	17,182,500	17,182,500	12.00
English Innovation, Education & Programs	2,395,700	2,420,700	17.50
External Relations & Educational Services	747,700	747,700	7.00
Finance & Administration	2,995,900	2,995,900	8.00
French Innovation, Education & Programs	3,085,100	3,085,100	22.50
Leadership & Learning	4,084,100	4,134,100	35.00
PEI Museum & Heritage Foundation	1,379,400	1,309,400	14.60
Pan-Canadian Joint Consortium for School Health	530,000	530,000	4.00
Provincial Learning Materials Distribution Centre	969,100	1,294,100	2.00
Provincial Library Services	2,952,200	3,052,200	41.53
Public Archives & Records Office	<u>1,169,400</u>	<u>1,169,400</u>	18.50
Department Budget Total	43,906,000	44,381,000	207.13
Revenue (all sources)	<u>10,953,100</u>	<u>11,878,100</u>	
Net Department Budget	<u>32,952,900</u>	<u>32,502,900</u>	
Island Regulatory & Appeals Commission	1,400,300	1,400,300	
Grants to Public Schools	229,576,200	229,355,200	

# EDUCATION, EARLY LEARNING AND CULTURE

<b>CAPITAL PROJECT BUDGET, 2018-2019</b>		
<b>Capital Budget Area</b>	<b>Budget Estimate 2018-2019</b>	<b>Forecast 2018-2019</b>
School Construction/School Repairs	\$23,390,500	\$17,685,500
School Bus & Vehicle Replacement	\$2,050,000	\$2,257,000
Museum & Heritage Sites	\$150,000	\$150,000
<b>Department Capital Budget Total</b>	<b>\$25,590,500</b>	<b>\$20,092,500</b>
Trades Training Capital	\$250,000	\$250,000
Classroom Equipment	\$2,525,000	\$2,710,000
Public Archives & Records Office	\$82,000	\$82,000
<b>Total Equipment Capital</b>	<b>\$2,857,000</b>	<b>\$3,042,000</b>
<b>Total Department Capital Budget</b>	<b>\$28,447,500</b>	<b>\$23,134,500</b>