

DEPARTMENT OF EDUCATION AND  
EARLY CHILDHOOD DEVELOPMENT

MINISTÈRE DE L'ÉDUCATION ET DU  
DÉVELOPPEMENT DE LA PETITE ENFANCE

# *Annual Report*

# *Rapport annuel*

2010-2011



**Annual Report  
Rapport Annuel**

**1 April 2010 to 31 March 2011  
Du 1<sup>er</sup> avril 2010 au 31 mars 2011**

***Prince Edward Island  
Department of Education  
and Early Childhood Development***

**Île-du-Prince-Édouard  
Ministère de l'Éducation et  
Développement de la petite enfance**

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To the Honourable H. Frank Lewis  
Lieutenant Governor  
Province of Prince Edward Island

Présenté à l'honorable H. Frank Lewis  
Lieutenant-gouverneur  
de l'Île-du-Prince Édouard

Your Honour:

Votre Honneur,

It is my privilege to submit the Annual Report  
for the Department of Education and Early  
Childhood Development for the fiscal year  
ended March 31, 2011.

J'ai le privilège de soumettre le rapport annuel  
du ministère de l'Éducation et du  
Développement de la petite enfance pour  
l'exercice financier se terminant le 31 mars  
2011.

Respectfully submitted,

Respectueusement soumis,

A handwritten signature in dark ink, appearing to read "J. Alan McIsaac". The signature is fluid and cursive, with a long horizontal stroke at the end.

J. Alan McIsaac  
Minister of Education and Early Childhood Development  
Ministre de l'Éducation et du Développement de la petite enfance

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## DEPUTY MINISTER'S MESSAGE



The Honourable J. Alan McIsaac  
Minister of Education and Early Childhood  
Development  
Province of Prince Edward Island

Honorable J. Alan McIsaac  
Ministre de l'Éducation et du Développement  
de la petite enfance  
Province de l'Île-du-Prince-Édouard

Honourable Minister:

It is my pleasure to present the annual report of the Department of Education and Early Childhood Development for the fiscal year April 1, 2010 to March 31, 2011.

I want to thank the dedicated staff of the department for showing such strong commitment to enhancing student achievement across Prince Edward Island.

The department has maintained a steadfast focus on improving education. Several major steps have been taken to transform the education system.

A full-day, school-based, publicly funded kindergarten program was established in 2010.

Monsieur le Ministre,

C'est avec plaisir que je vous présente le rapport annuel du ministère de l'Éducation et du Développement de la petite enfance pour l'exercice allant du 1<sup>er</sup> avril 2010 au 31 mars 2011.

Je veux remercier le personnel dévoué du Ministère qui a fait preuve d'un fort engagement dans l'amélioration du rendement des élèves partout à l'Île-du-Prince-Édouard.

Le Ministère continue d'accorder une attention particulière à l'amélioration de l'éducation. D'ailleurs, plusieurs mesures importantes ont été prises afin de transformer le système scolaire.

Un programme de maternelle à temps plein, intégré dans les écoles et subventionné par l'État a été mis en place en 2010.

A new and enriched early childhood program now provides consistent, high quality early learning and child care to families across the Island.

Major initiatives are underway in public schools to improve student achievement and provide students with necessary skills to succeed in a competitive society and economy.

During this fiscal year, the department moved its office to the Holman Centre in Summerside.

The department continues to invest in resources and infrastructure to support student achievement.

An extensive school inspection process was launched this year after a water infiltration issue was discovered at an Island school. I would like to extend a sincere thank you to staff of the department and all school boards for their dedication and hard work throughout this process. The main priority is to ensure students and staff are able to learn and work in a safe and healthy environment.

The Department of Education and Early Childhood Education remains committed to partnering with stakeholders to ensure the concerns and well-being of students are represented and respected.

Sincerely,

Le nouveau programme enrichi pour la petite enfance offre maintenant des services d'apprentissage et de garde d'enfants uniformes et de qualité supérieure aux familles de partout à l'Île.

D'importantes initiatives sont en cours dans les écoles publiques pour améliorer le rendement des élèves et leur fournir les compétences dont ils ont besoin pour réussir dans une société et une économie compétitives.

Au cours de l'exercice, le Ministère a transféré ses bureaux dans le Centre Holman de Summerside.

Le Ministère continue d'investir dans les ressources et les infrastructures pour soutenir le rendement des élèves.

Un processus approfondi d'inspection des écoles a aussi été lancé cette année après la découverte d'un problème d'infiltration d'eau dans une école de l'Île. Je souhaite exprimer mes sincères remerciements au personnel du Ministère et à toutes les commissions scolaires pour leur dévouement et leur travail acharné tout au long de ce processus. La principale priorité est de veiller à ce que les élèves et le personnel soient en mesure d'apprendre et de travailler dans un milieu sain et sécuritaire.

Le ministère de l'Éducation et du Développement de la petite enfance demeure engagé à travailler de concert avec les intervenants pour s'assurer que les préoccupations et le bien-être des élèves sont représentés et respectés.

Veuillez agréer, Monsieur le Ministre, mes salutations distinguées,



Dr. Alex (Sandy) MacDonald

Deputy Minister of Education and Early Childhood Development

La sous-ministre de l'Éducation et du Développement de la petite enfance



# YEAR IN REVIEW

## Expenditures

In 2010-2011, the Department of Education and Early Childhood Development budget increased by 6.6 percent. The operating budget was approximately \$220.5 million. A capital budget of just over \$19 million was allocated for school construction, capital upgrades and school bus replacement. The estimated spending per student was \$10,000 (excluding capital), which is comparable to other Atlantic provinces.

## Educators

In 2010-2011, the public education system employed 1,668 full-time equivalent teachers. The student/teacher ratio was 12.7 to 1, which was one of the lowest ratios in the country. As well, there were 342 educational assistants and youth workers, 292 school bus drivers, 112 administrative staff, and 205 custodial and maintenance staff. In the early childhood system there were 309 certified early childhood educators and a total of 592 staff. There were 491 full- and part-time employees (excluding

support staff and Special Needs Assistants) working at Early Years Centres and private licensed child care programs, 52% of whom were certified early childhood educators.

## Child and Student Enrolment

In 2010 on PEI, there were approximately 8,367 children aged five and under, and 6,931 children aged four and under.

In April, 2010, there were 5,127 licensed early child care program spaces and 4,177 children enrolled in early learning and child care programs on PEI. Between September, 2010, and March, 2011, there were 4,173 licensed early child care program spaces and 2,317 children enrolled in Early Years Centres and private licensed child care programs. The decrease in available licensed spaces for children between April and September 2010 was due to the implementation of the Preschool Excellence Initiative and the transition of kindergarten into the public school system. These two initiatives saw the establishment of Early Years Centres, the closure of approximately 28 centres (primarily kindergarten and stand-alone centres), and the retirement of 13 child care centres' licenses.

In the public school system in 2010-2011, enrolment was 21,162. Of this number, 4,426 students were enrolled in French Immersion, and 820 were French First Language students. Of the 63 public schools, 57 were English, and 6 were French First Language.



*Minister of Education and Early Childhood Development, Doug Currie, reads with students at Parkdale Elementary School.*

## Preschool Excellence Initiative

On May 28, 2010, the Government of Prince Edward Island announced the Preschool Excellence Initiative, a new plan to revitalize the early childhood system and improve learning opportunities for children from birth to age four, their parents and their educators.

To implement this system, the province increased funding to the early childhood sector by 63 percent, from \$5.35 million to \$8.7 million. This represented Prince Edward Island's largest ever increase in investment in early learning.

The Preschool Excellence Initiative will:

- Ensure access to early learning in local communities across the province.
- Provide a curriculum framework through Early Years Centres.
- Address human resource priorities, including better wages, training, and professional development.
- Provide options to those in the sector. For those who wish to move to the new model, help will be provided to convert their operations to Early Years Centres or Infant Homes. Operators will also have the option of remaining in business as a private, licensed operation.
- Include new opportunities for educators to become self-employed through the establishment of Infant Homes.
- Offer one-time funding to operators who wish to retire their licences.
- Provide new and expanded options for infant care.

- Monitor fees for parents by ensuring rate increases will not exceed \$1 per day.
- Give parents a voice in their child's care through Early Years Centres Parent Advisory Committees.



*Premier Robert Ghiz and Minister of Education and Early Childhood Development, Doug Currie, presents the Preschool Excellence Initiative document to (L-R) Kathleen Flanagan, Flanagan and Associates, and Sonya Corrigan, President of the Early Childhood Development Association of PEI.*

## Kindergarten

On September 9, 2010, 1,410 kindergarten students were officially welcomed into the Prince Edward Island school system. A Kindergarten Transition Team consisting of department staff, school board representatives and stakeholders worked together for the better part of two years to ensure teachers, schools, and classrooms were prepared to open their doors to new kindergarten students. This transition went extraordinarily well. The cost of the entire project was approximately \$10 million.

The KTT covered a broad scope of work in areas of logistics, programming, and human resources. The nine working groups addressed: space, equipment, transportation and materials; professional development for school



system staff; professional development and certification for educators; specialty areas; special needs, including enrichment; transition issues for early childhood centres; legislation; evaluation; and communications.

Simultaneously, a study was undertaken to comprehend the financial impacts of moving the kindergarten program to the school system and out of the community based system. This study helped to inform the Securing the Future for Our Children: Preschool Excellence Initiative.



*Minister of Education and Early Childhood Development, Doug Currie, helps BJ Willis, Program Manager for Welcome to Kindergarten™, pass out helpful resources to kindergarten student, Emma Richards, and her mother and father, Steve and Shawna Richards, at the Welcome to Kindergarten™ session at Glen Stewart Elementary School.*

## School Construction

Government continued to invest in facilities to ensure students and staff can learn and work together in a safe and clean environment. In 2011, two new schools were officially opened: Montague Regional High and Stratford Elementary.



*Premier Robert Ghiz cuts the ribbon to officially open Stratford Elementary School.*

Plans for École Saint-Augustin and School Community Centre were unveiled and construction began on the new school in Rustico.

A series of expansion projects were also opened in September, 2010, to accommodate the influx of kindergarten students at schools such as École François-Buote, Westwood Primary, West Royalty Elementary and L.M. Montgomery.

A \$2.1 million expansion project was also announced at Miscouche Consolidated School to create new classrooms, a computer lab, a music room, as well as career and technical education spaces for a growing student population.



*Premier Robert Ghiz, Minister of Education and Early Childhood Development, Doug Currie, and students, teachers, and school staff attended the sod turning for École Saint-Augustin.*

## **School Inspections**

The importance of securing the health and safety of students and staff across the province emerged as a highlight of the 2010-2011 year.

In November, 2010, moisture problems were found at Elm Street School in Summerside. A renovation costing more than \$240,000 successfully dealt with that issue. As a result of the problem at Elm Street, the department immediately ordered province-wide school inspections and 15 Island schools were identified with moisture issues.

## **Parent, Student and Community Engagement**

Throughout the year, students, parents, teachers, administrators, and community

stakeholders were invited to participate in a number of public consultation exercises.

On June 4 and 5, 2010, the Minister of Education and Early Childhood Development convened a Summit on Learning bringing together over 250 Islanders including parents, students, business leaders, and leaders in the classroom and education system (from early childhood through to post-secondary). They were asked to consider the future landscape of learning on Prince Edward Island and to identify opportunities to support Island learners to prepare for life and work in the 21st century.

The message stemming from the Summit was clear and the department refocused on enhancing student achievement. A stronger emphasis was placed on: literacy and numeracy; new curriculum and resources in Health, Social Studies and Visual Arts; improved Career and

Technical Education; and French language programs. As well, summer Cooperative Education opportunities have been implemented to engage Island students in learning at every grade level. The document, Proceedings of the Minister's Summit on Learning, 2010 is available online at [http://www.gov.pe.ca/photos/original/eecd\\_MinSumEng.pdf](http://www.gov.pe.ca/photos/original/eecd_MinSumEng.pdf).

As part of the on-going school development process, a survey series called Tell Them From Me continued to be implemented in schools in 2010-2011. The online surveys are designed for students, teachers and parents. Results are reported at the school, district and provincial levels and help front-line educators and administrators improve learning outcomes for students by measuring engagement, wellness, and school climate.

The public was invited to provide input on the new Early Learning and Child Care Act. The Early Learning and Child Care Act was created in response to the development of the Preschool Excellence Initiative and was passed in the Fall, 2010 sitting of the Legislature.

## **Autism Action Plan**

The Department of Education and Early Childhood Development partnered with the Autism Society of PEI and other provincial government departments to develop recommendations aimed at strengthening services for children and families coping with an Autism Spectrum Disorder (ASD).

The Autism Action Plan was announced on June 15, 2010, and included 37 recommendations. The department made significant progress by implementing new initiatives, including:

- Developed of a new Intensive Kindergarten Support model to ensure that children can continue to receive intensive support in their first school year.
- Increased service capacity by hiring a Preschool Autism Co-ordinator and three full-time Preschool Autism Specialists, which is helping to decrease wait times.
- Hired two new Autism Consultants to build capacity for supporting students at the Eastern School District and Western School Board.
- Ensured that children receiving Intensive Behavioural Intervention services are now assessed at entry and exit from the program to help evaluate the effectiveness of the service.

Recommendations from the Autism Action Plan will guide the direction for the provincial Autism Strategy.

## **Transition Expos**

The Community Access Facilitator worked with school board and community staff to hold Transition Expos for Grades 8 to 12 students with disabilities, and their families. The Expos featured representatives from government, private organizations, and not-for-profit agencies who support students with disabilities.

As many as 40 service providers and organizations presented information. Services included education and training, assistive technology, employment opportunities, financial assistance, life skills and day programs, recreational and leisure opportunities, residential options, respite care, transportation, support organizations, and advocacy.

## Joint Consortium for School Health (JCSH)

The province became the lead jurisdiction for the Joint Consortium for School Health and hired an Executive Director in the spring of 2010. The Consortium rotates to a new lead jurisdiction every five years. PEI is the lead until 2015. The office will operate from the Department of Education and Early Childhood Development in Summerside with three new staff. Revenue for the Consortium is provided by the Public Health Agency of Canada and the member jurisdictions. This role represents about \$2.5 million in new money for the province.

The Joint Consortium for School Health was established in 2005 by ministers of education and health from across Canada. The purpose of the Consortium is to pull Canada's health and education systems together to ensure that health promotion in schools is carried out in a coordinated and comprehensive way.

## Investing in Curriculum

The basis for enhancing student achievement is directly connected to implementing curriculum and investing time in the classroom. In 2010-2011, several new programs and classes were introduced.

The department, in partnership with the three school boards, increased the focus on career education at the high school level which included: new career development curriculum and resources; expanded trades and apprenticeship programs; and community partnerships that provide Cooperative Education students with practical experience related to their academic and career interests.



*Minister of Education and Early Childhood Development, Doug Currie, officially launched the Aviation-Aerospace Academy Diploma program at Three Oaks High School Aviation and Aerospace facility. Minister Currie tests out the flight simulator at the Aerospace shop with students: (L-R) Nick Gallant, Eric Brookings, Dawn Marie Simmons and Aviation and Aerospace Instructor, Donnie Gallant.*

The new cooperative education program allowed high school students in the Western School Board to learn about job opportunities in health care. Students participating in the new Aviation-Aerospace Academy Diploma program at Three Oaks High School were introduced to opportunities in the rapidly growing aerospace sector. The program allowed Grade 11 students at Three Oaks, Kensington, and Kinkora Regional High Schools to focus on the growing aerospace industry while gaining on-the-job and academic experience.

The department continued to implement the recommendations proposed in the report, *Vers un secondaire renouvelé*, to move toward a renewed high school program for French First Language senior high schools.

In 2010-2011, the Summer Co-operative Education program had more than 70 high school students participate to earn high school credits in the workplace. Several placements are related to important sectors of the Island economy such as aerospace, advanced manufacturing, tourism, small business, and early childhood education. The Summer Co-operative Education Program is administered by the three school boards with



support from the career curriculum specialist at the Department of Education and Early Childhood Development.

The Department of Education and Early Childhood Development partnered with the Eastern School District and Charlottetown Rural High School to pilot an all-female offering of the newly implemented course, Introduction to Carpentry (CAR701A). This course is the prerequisite for the next five carpentry courses at the high school level. The objective is to expose as many students as possible to the occupations available in the skilled trades through Career and Technical Education programs. The department is also committed to developing relationships with other stakeholders to increase the number of skilled tradespeople in Prince Edward Island. The goal is to eventually offer this program at other Island high schools and increase the number of females who enroll in high school carpentry courses.



*Education and Early Childhood Development Minister, Doug Currie, and Ian Hogg, Career and Technical Education teacher, meet with Lyndsay Clow (left) and Monique MacLeod (right), two of the students participating in the new all-female carpentry class at Charlottetown Rural High School.*

Two Island schools launched a pilot program aimed at encouraging high school students to focus on information technology as a potential career path. The department entered into a partnership with the Information and Communications Technology Council to deliver the Focus on IT (FIT) programs at Montague Regional High School and Westisle Composite High School.

FIT is a two-year high school program, developed in conjunction with the Information and Communications Technology industry, that lets high school students develop the necessary technical, business and interpersonal skills they'll need to lead the way in our new, wired world. Students are engaged in a special business simulation model allowing them to practice the techniques they are acquiring. This broad set of skills can be readily applied as well to real jobs made available through FIT-assisted summer, youth apprenticeship or co-op placements.

In 2010-11, to further the goal of mathematical literacy, the Department of Education and Early Childhood Development implemented a new English math curriculum in Grades 1, 2, 4, 7 and 8 and a new French math curriculum in Grades 1 to 5 and Grades 7 and 8. The cost for the resources and the training was approximately \$125,000 per grade level. New curriculum was also developed at the Grades 3, 5 and 9 levels, at similar cost. The department also began piloting new math curricula at the Grades 6 and 10 levels in both academic and general courses.

## **History and Culture**

Island schools participated in the ArtsSmarts program for the seventh year in a row in 2010-2011. Through the ArtsSmarts program, artists



work with teachers and students on projects that integrate arts activities into non-arts school subject areas. Students combine their learning of core subjects such as math and languages with the help of visual and literary arts, dance, music, and/or theatre.

ArtsSmarts Prince Edward Island is administered and funded by the Department of Tourism and Culture and the Department of Education and Early Childhood Development and is a proud partner of the National ArtsSmarts Network. For more information on ArtsSmarts, please visit [www.artssmartspei.ca](http://www.artssmartspei.ca).

In 2010-2011, the Open Suitcase Series was launched to provide teachers across the province with unique and engaging resources they can use in their own classrooms. This creative new program was developed with the staff at the Wyatt Heritage Properties along with help from curriculum experts at the Department of Education and Early Childhood Development.

Ten different suitcases include learning resources on topics like PEI in the 1850's, the Depression of the 1930's in PEI, Eye on Art - Visual Art Outreach, and the History of Tourism on PEI. The suitcases contain a number of artifacts and information related to Island history and visual arts. Island Social Studies teachers and history buffs are encouraged to take advantage of the Open Suitcase Series either in person or online at <http://www.wyattheritage.com/mainsite3/index.asp>.

# BILAN D'ANNÉE

## Dépenses

En 2010-2011, le budget du ministère de l'Éducation et du Développement de la petite enfance a augmenté de 6,6 %. Le budget de fonctionnement s'élevait à environ 220,5 millions de dollars. Un budget d'immobilisations d'un peu plus de 19 millions de dollars a été affecté à la construction d'écoles, à la modernisation des immobilisations et au remplacement d'autobus scolaires. L'estimation des dépenses par élève se chiffre à 10 000 \$ (excluant les immobilisations), ce qui est comparable aux autres provinces de l'Atlantique.

## Éducateurs

En 2010-2011, le système scolaire employait 1 668 enseignants équivalents temps plein. Le rapport élèves-enseignant était de 12,7:1, soit l'un des plus bas au pays. Le système comptait également 342 assistants en éducation et travailleurs auprès des jeunes, 292 chauffeurs d'autobus scolaire, 112 employés administratifs, ainsi que 205 concierges et préposés à l'entretien. Le système de la petite enfance, quant à lui, comptait 309 éducateurs de la petite enfance certifiés, et 592 employés au total. Aussi, 491 employés à temps plein et à temps partiel (excluant le personnel de soutien et les assistants pour enfants à besoins spéciaux) travaillaient dans les centres de la petite enfance et les garderies privées accréditées; 52 % de ces employés étaient des éducateurs de la petite enfance certifiés.

## Inscriptions des enfants et des élèves

Dans la province, en 2010, on comptait environ 8 367 enfants âgés de cinq ans et moins, et 6 931 enfants âgés de quatre ans et moins.

En avril 2010, il y avait 5 127 places accréditées dans les programmes de garde des jeunes enfants et 4 177 enfants inscrits dans les différents programmes d'apprentissage et de garde des jeunes enfants de l'Î.-P.-É. De septembre 2010 à mars 2011, il y avait 4 173 places accréditées dans les programmes de garde des jeunes enfants et 2 317 enfants inscrits dans les centres de la petite enfance et les garderies privées accréditées. La diminution du nombre de places autorisées disponibles pour les enfants survenue entre avril et septembre 2010 est due à la mise en œuvre de l'Initiative préscolaire d'excellence et au transfert du programme de maternelle dans le système scolaire. Ces deux initiatives ont eu comme résultats la création des centres de la petite enfance, la fermeture d'environ 28 centres (surtout des centres offrant le programme de maternelle et des centres autonomes) et le retrait de 13 permis de garderie.

Dans le système scolaire, en 2010-2011, le nombre d'inscriptions s'élevait à 21 162. Par ailleurs, on comptait 4 426 élèves inscrits dans le programme d'immersion en français. Parmi les 63 écoles publiques, 57 étaient de langue anglaise et 6 étaient de langue française (langue première).

## Initiative préscolaire d'excellence

Le 28 mai 2010, le gouvernement de l'Île-du-Prince-Édouard a annoncé la mise en œuvre de l'Initiative préscolaire d'excellence, un nouveau plan ayant comme objectif de revitaliser le système de la petite enfance et d'améliorer les possibilités d'apprentissage pour les enfants de quatre ans et moins, leurs parents et leurs éducateurs.

Pour mettre en œuvre cette initiative, la province a augmenté le financement accordé au secteur de la petite enfance de 63 %, le faisant passer de 5,35 à 8,7 millions de dollars. Cette augmentation était la plus importante de toute l'histoire de l'Île-du-Prince-Édouard en matière d'investissements pour l'apprentissage des jeunes enfants.

L'Initiative préscolaire d'excellence vise à :

- Garantir l'accès à l'apprentissage précoce dans toutes les collectivités de l'île.
- Offrir un programme d'enseignement par l'intermédiaire des centres de la petite enfance.
- Agir sur les questions prioritaires en matière de ressources humaines, notamment l'offre de meilleurs salaires, la formation et le perfectionnement professionnel.
- Offrir différentes options aux intervenants. Par exemple, offrir de l'aide à ceux et celles qui désirent intégrer le nouveau modèle par la transformation de leur entreprise en centre de la petite enfance ou garderie pour les tout-petits. Aussi, permettre à ceux et celles qui le désirent de garder leur entreprise en tant qu'établissement privé accrédité.

- Fournir aux éducateurs de nouvelles occasions de devenir travailleurs indépendants par la création de garderies pour les tout-petits.
- Offrir une subvention unique aux exploitants qui souhaitent abandonner leur permis.
- Offrir davantage de nouvelles options en matière de soins pour les nourrissons.
- Surveiller les frais payés par les parents et s'assurer que les tarifs n'augmentent pas de plus d'un dollar par jour.
- Donner aux parents un moyen de s'exprimer sur les soins donnés à leurs enfants grâce aux comités consultatifs de parents des centres de la petite enfance.

## Maternelles

Le 9 septembre 2010, le système scolaire de l'Île-du-Prince-Édouard a officiellement accueilli 1 410 élèves de maternelle. L'Équipe de transition du programme de maternelle, formée d'employés du Ministère, de représentants des commissions scolaires et de différents intervenants, a travaillé pendant près de deux ans pour s'assurer que les enseignants, les écoles et les classes seraient prêts à accueillir les nouveaux élèves de maternelle. La transition s'est extraordinairement bien déroulée. Le coût du projet en entier s'est chiffré à environ 10 millions de dollars.

L'Équipe de transition du programme de maternelle a examiné une grande variété d'éléments dans les domaines de la logistique, de la programmation et des ressources humaines. Quant aux neuf groupes de travail, ceux-ci ont étudié les domaines suivants : 1)

Espace, équipement, transport et matériel; 2) Perfectionnement professionnel pour le personnel du système scolaire; 3) Perfectionnement professionnel et agrément pour les éducateurs; 4) Domaines spécialisés; 5) Besoins spéciaux (incluant l'enrichissement); 6) Questions liées à la transition pour les centres de la petite enfance; 7) Dispositions législatives; 8) Évaluation; 9) Communications.

Durant la même période, une étude visant à comprendre les répercussions financières du transfert du programme de maternelle, qui passait du système communautaire aux écoles, a été entreprise. Cette étude a aidé à guider la préparation du document intitulé Assurer l'avenir de nos enfants – Initiative préscolaire d'excellence de l'Île-du-Prince-Édouard.

## **Construction d'écoles**

Le gouvernement continue d'investir dans ses installations pour offrir aux élèves et au personnel la possibilité d'apprendre et de travailler ensemble dans un milieu sécuritaire et sain. En 2011, deux nouvelles écoles ont officiellement ouvert leurs portes, soit Montague Regional High et Stratford Elementary.

Les plans d'exécution de l'École Saint-Augustin et du centre scolaire-communautaire ont été rendus publics, et les travaux de construction ont commencé à la nouvelle école de Rustico.

Une série de projets d'agrandissement a aussi été inaugurée en septembre 2010 pour recevoir les nouveaux élèves de maternelle dans des établissements scolaires telles les écoles François-Buote, Westwood Primary, West Royalty Elementary et L.M. Montgomery.

Un projet d'agrandissement de 2,1 millions de dollars a également été annoncé pour l'école

Miscouche Consolidated afin d'y aménager de nouvelles salles de classe, un laboratoire informatique, une salle de musique, ainsi que des locaux destinés aux cours de carrières et d'enseignement technique qui serviront à accueillir la population scolaire de plus en plus nombreuse de cet établissement.

## **Inspections des écoles**

L'importance d'assurer la santé et la sécurité des élèves et du personnel à l'échelle de la province est apparue comme l'un des faits les plus marquants de l'année 2010-2011.

En novembre 2010, un problème d'humidité a été observé à l'école Elm Street de Summerside. Des travaux de rénovation dont les coûts se sont élevés à plus de 240 000 \$ ont permis de résoudre ce problème avec succès. En raison de la situation survenue à l'école Elm Street, le Ministère a immédiatement ordonné l'inspection des écoles à l'échelle de la province. Ainsi, un problème d'humidité a été découvert dans 15 écoles de l'Île.

## **Participation des parents, des élèves et de la collectivité**

Tout au long de l'année, élèves, parents, enseignants, gestionnaires et intervenants communautaires ont été invités à participer à un certain nombre d'exercices de consultation publique.

Les 4 et 5 juin 2010, le ministre de l'Éducation et du Développement de la petite enfance a tenu le Sommet du ministre sur l'apprentissage, qui a réuni plus de 250 Insulaires, soit des parents, des élèves, ainsi que des leaders en classe, du système scolaire (allant du niveau de la petite enfance à celui des études postsecondaires) et

du milieu des affaires. On leur a demandé de réfléchir sur le cadre d'apprentissage de l'avenir de l'Île-du-Prince-Édouard et de cerner les différentes possibilités de soutenir les apprenants de l'Île pour bien les préparer à la vie et au marché du travail du XXI<sup>e</sup> siècle.

Le message provenant de ce sommet était clair, et le Ministère a réorienté ses efforts vers l'amélioration du rendement des élèves. À cet effet, une plus grande importance a été accordée aux éléments suivants : 1) Littératie et numératie; 2) Nouveaux programmes d'études et nouvelles ressources en santé, en sciences humaines et en arts visuels; 3) Amélioration du programme des carrières et de l'enseignement technique; 4) Offre de programmes en français. Aussi, des possibilités en matière de programmes estivaux d'éducation coopérative ont été mises en œuvre pour faire participer les élèves de l'Île à des activités d'apprentissage à tous les niveaux scolaires. Le document intitulé *Actes du Sommet du ministre sur l'apprentissage (2010)* est accessible en ligne à l'adresse suivante :

[http://www.gov.pe.ca/photos/original/eecd\\_MinSumFren.pdf](http://www.gov.pe.ca/photos/original/eecd_MinSumFren.pdf).

Dans le cadre du processus de développement des écoles en cours, la mise en œuvre d'une série de sondages intitulée « Tell Them From Me » s'est poursuivie dans les écoles en 2010-2011. Ces sondages en ligne sont conçus pour les élèves, les enseignants et les parents. Les résultats font l'objet de comptes rendus au niveau des écoles, des commissions scolaires et de la province, et aident les éducateurs de première ligne ainsi que les gestionnaires à améliorer les résultats d'apprentissage des élèves grâce à l'évaluation de la participation, du bien-être et du climat au sein des écoles.

La population était également invitée à faire part de ses commentaires sur la nouvelle *Early Learning and Child Care Act* (loi sur l'apprentissage et la garde des jeunes enfants). Cette loi a été créée pour donner suite à l'élaboration de l'Initiative préscolaire d'excellence et adoptée lors de la séance de l'Assemblée législative de l'automne 2010.

## **Plan d'action relatif à l'autisme**

Le ministère de l'Éducation et du Développement de la petite enfance s'est associé avec l'Autism Society of PEI et d'autres ministères provinciaux pour élaborer des recommandations visant à renforcer les services offerts aux enfants et aux familles aux prises avec un trouble du spectre autistique.

Le Plan d'action relatif à l'autisme a été rendu public le 15 juin 2010, et comprenait 37 recommandations. Le Ministère a fait des progrès considérables en mettant en œuvre de nouvelles initiatives, notamment :

- Le développement d'un nouveau modèle d'appui intensif pour les maternelles afin de veiller à ce que les enfants puissent continuer de recevoir de l'appui intensif au cours de leur première année scolaire.
- Le renforcement de la capacité de prestation des services par l'embauche d'une coordonnatrice en autisme préscolaire et de trois spécialistes en autisme préscolaire à temps plein, ce qui aide à réduire les temps d'attente.



- L'emploi de deux nouveaux conseillers en autisme afin d'accroître la capacité de soutien aux élèves dans la Commission scolaire de l'est et la Commission scolaire de l'ouest.
- La vérification que les enfants recevant les services d'intervention comportementale intensive subissent maintenant une évaluation au début et à la fin du programme pour aider à évaluer l'efficacité du service.

Les recommandations contenues dans le Plan d'action relatif à l'autisme guideront les orientations adoptées pour la Stratégie provinciale en matière d'autisme.

### **Expositions de transition**

La responsable de l'accès communautaire a travaillé avec le personnel des commissions scolaires et des collectivités pour organiser des expositions de transition pour les élèves de la 8<sup>e</sup> à la 12<sup>e</sup> année ayant une incapacité ainsi que leur famille. Il y avait à ces expositions des représentants d'organismes gouvernementaux, privés et sans but lucratif qui soutiennent les élèves ayant une incapacité.

Pas moins de 40 fournisseurs de services et organismes ont offert de l'information. Les services présentés incluaient les suivants : 1) Éducation et formation; 2) Technologie d'assistance; 3) Possibilités d'emploi; 4) Aide financière; 5) Aptitudes à la vie quotidienne et programmes de jour; 6) Possibilités récréatives et de loisirs; 7) Solutions résidentielles; 8) Soins de relève; 9) Transport; 10) Organismes de soutien; 11) Défense des intérêts.

### **Consortium conjoint pour les écoles en santé**

La province est devenue l'administration responsable du Consortium conjoint pour les écoles en santé et a engagé une directrice générale au printemps de 2010. Le consortium change d'administration responsable tous les cinq ans. L'Î.-P.-É. remplira ce rôle jusqu'en 2015. Le bureau du consortium effectuera ses activités dans les locaux du ministère de l'Éducation et du Développement de la petite enfance, à Summerside, et comptera trois nouveaux employés. Le financement du consortium est fourni par l'Agence de la santé publique du Canada et les administrations membres. L'exercice de ce rôle représente environ 2,5 millions de dollars en argent frais pour la province.

Le Consortium conjoint pour les écoles en santé a été créé en 2005 par les ministères de l'Éducation et de la Santé des quatre coins du Canada. L'objectif de ce consortium est de rassembler les différents systèmes de santé et d'éducation du Canada pour veiller à ce que la promotion de la santé dans les écoles soit effectuée de façon coordonnée et globale.

### **Investissement dans le programme d'études**

La base de l'amélioration du rendement des élèves est directement liée à la mise en œuvre du programme d'études et au fait d'y accorder du temps en classe. En 2010-2011, plusieurs nouveaux programmes et cours ont été créés.

Le Ministère, en collaboration avec les trois commissions scolaires de l'Île, a augmenté l'importance accordée à la formation liée aux carrières dans les écoles secondaires en offrant les éléments suivants : 1) Nouveaux

programmes d'études et nouvelles ressources en matière de développement de carrières; 2) Programmes de métiers et de stages élargis; 3) Partenariats communautaires offrant aux élèves en éducation coopérative de l'expérience pratique liée à leurs préférences scolaires et professionnelles.

Le nouveau programme d'éducation coopérative a donné l'occasion aux élèves du secondaire de la Commission scolaire de l'ouest de connaître les possibilités d'emploi dans le domaine des soins de santé. Les élèves prenant part au nouveau programme de diplôme en aéronautique et en aérospatiale de l'école Three Oaks Senior High ont eu, quant à eux, un aperçu des possibilités offertes dans le domaine aérospatial, qui connaît une croissance rapide. Ce programme a permis aux élèves de 11<sup>e</sup> année des écoles Three Oaks Senior High, Kensington Intermediate Senior High et Kinkora Regional High de porter leur attention sur l'industrie aérospatiale en plein essor, tout en acquérant de l'expérience scolaire et en milieu de travail.

Le Ministère a continué à mettre en œuvre les recommandations du rapport *Vers un secondaire renouvelé* dans le but de renouveler le programme scolaire des écoles secondaires francophones.

En 2010-2011, plus de 70 élèves du secondaire ont participé au programme estival d'éducation coopérative afin d'obtenir des crédits du secondaire en milieu de travail. Plusieurs stages sont liés à d'importants secteurs de l'économie de l'Île, comme l'aérospatiale, la fabrication de pointe, le tourisme, les petites entreprises et l'éducation des jeunes enfants. Le programme estival d'éducation coopérative est géré par les trois commissions scolaires de la province avec le soutien de la spécialiste du programme

d'études sur les carrières du ministère de l'Éducation et du Développement de la petite enfance.

Le ministère de l'Éducation et du Développement de la petite enfance s'est associé à la Commission scolaire de l'est et à l'école Charlottetown Rural High afin de procéder à l'essai d'une classe uniquement composée de filles pour le nouveau cours intitulé « *Introduction to Carpentry (CAR701A)* » (Introduction à la menuiserie [CAR701A]). Ce cours est le préalable des cinq cours de menuiserie suivants au niveau secondaire. L'objectif est de familiariser le plus grand nombre d'élèves possible aux emplois offerts dans le domaine des métiers spécialisés au moyen du programme des carrières et de l'enseignement technique. Le Ministère s'engage aussi à créer des liens avec d'autres intervenants pour augmenter le nombre de gens de métiers spécialisés à l'Île-du-Prince-Édouard. Le but est d'offrir plus tard ce programme dans d'autres écoles secondaires de l'Île et d'augmenter le nombre de filles inscrites aux cours de menuiserie de niveau secondaire.

Deux écoles de l'Île ont lancé un programme pilote visant à encourager les élèves du secondaire à s'orienter vers les technologies de l'information comme cheminement de carrière possible. Le Ministère s'est associé avec le Conseil des technologies de l'information et des communications pour offrir le programme intitulé « Focus sur les technologies de l'information » (FTI) dans les écoles Montague Regional High et Westisle Composite High.

Le programme FTI est un programme de deux ans de niveau secondaire, conçu conjointement avec l'industrie des technologies de l'information et des communications, qui permet aux élèves du secondaire de développer

les compétences techniques, interpersonnelles et d'affaires dont ils ont besoin pour être meneurs dans notre nouveau monde électronique. Les élèves participent à un modèle de simulation d'entreprise qui leur permet de pratiquer les techniques qu'ils acquièrent. La vaste gamme de compétences peut également être mise en application aisément dans de vrais emplois offerts par des formations en apprentissage d'été pour les jeunes présentés par le programme FTI ou par des stages de type « coop ».

En 2010-2011, afin de favoriser l'atteinte des objectifs en matière de culture mathématique, le ministère de l'Éducation et du Développement de la petite enfance a mis en œuvre un nouveau programme de mathématiques en anglais en 1<sup>re</sup>, 2<sup>e</sup>, 4<sup>e</sup>, 7<sup>e</sup> et 8<sup>e</sup> années ainsi qu'un nouveau programme de mathématiques en français de la 1<sup>re</sup> à la 5<sup>e</sup> année et de la 7<sup>e</sup> à la 8<sup>e</sup> année. Le coût des ressources et de la formation s'est élevé à environ 125 000 \$ par niveau scolaire. De nouveaux programmes ont aussi été élaborés à peu près au même coût pour les 3<sup>e</sup>, 5<sup>e</sup> et 9<sup>e</sup> années. Le Ministère a également procédé à l'essai d'un nouveau programme de mathématiques en 6<sup>e</sup> et 10<sup>e</sup> années pour les cours académiques et généraux.

## **Histoire et culture**

En 2010-2011, pour une septième année, les écoles de l'Île ont participé au programme GénieArts, qui offre aux élèves et aux enseignants la possibilité de travailler étroitement avec des artistes de la province. Par l'intermédiaire du programme GénieArts, des artistes travaillent avec les enseignants et les élèves dans le but d'intégrer des activités

artistiques dans des matières scolaires non artistiques. Les élèves peuvent ainsi maximiser leur apprentissage de matières de base telles que les mathématiques et les langues à l'aide des arts visuels et littéraires, de la danse, de la musique et du théâtre.

Le programme GénieArts Île-du-Prince-Édouard est administré et financé par le ministère du Tourisme et de la Culture ainsi que par le ministère de l'Éducation et du Développement de la petite enfance, et est un fier partenaire du réseau national de GénieArts. Pour en savoir plus sur le programme GénieArts, visitez l'adresse suivante :

<http://www.artssmartspei.ca/fr/default.php>.

En 2010-2011, le programme « Open Suitcase Series » a été lancé pour offrir aux enseignants de toute la province des ressources uniques et stimulantes qu'ils peuvent utiliser dans leurs propres classes. Ce nouveau programme ingénieux a été conçu par le personnel des Wyatt Heritage Properties avec l'aide des spécialistes des programmes d'études du ministère de l'Éducation et du Développement de la petite enfance.

Il existe dix valises différentes contenant des ressources d'apprentissage sur des sujets comme l'Île-du-Prince-Édouard dans les années 1850, la grande crise des années 1930 à l'Île-du-Prince-Édouard, « Regard sur les arts – diffusion des arts visuels », et l'histoire du tourisme à l'Île-du-Prince-Édouard. Les valises renferment un certain nombre d'artefacts et d'informations liés à l'histoire de l'Île et aux arts visuels. On encourage les enseignants de sciences humaines et les mordus d'histoire à profiter du programme « Open Suitcase Series » soit en personne ou en ligne à l'adresse suivante : <http://www.wyattheritage.com/mainsite3/index.asp>.

# Strategic Plan

## Values, Mission, Principles, and Goals

### ***Vision Statement***

Prince Edward Island is a place where learning is highly valued. All individuals have the opportunity to develop their full social, intellectual, economic, cultural, and physical potential.

The Department of Education and Early Childhood Development is the leader in ensuring equitable opportunities for lifelong learning.

### ***Mission Statement***

Our mission is to provide leadership in the pursuit of excellence, and to create effective learning opportunities for all.

We are responsible for acceptable results in the following areas:

- Quality of legislation, regulation, and policy
- Quality of programs and services
- Public and client satisfaction
- Accessibility and equity of programs and services
- Employee satisfaction

### ***Guiding Principles***

Values, beliefs, and principles are the foundation for leadership and decision-making within the organization.

The Department of Education and Early Childhood Development believes that an informed and knowledgeable citizen is critical for a vibrant, democratic society.

#### **We value:**

- Our human resources
- Public service
- Timely and relevant communication
- Innovation and creativity
- Delivery of high-quality services
- Honesty and respect

#### **We believe that:**

- Responsibility for learning is shared among individuals, families, and communities
- Everyone has a right to learn
- Learning occurs in many different ways, in many different places, and at many different ages
- All learners have the right to access learning opportunities to enable them to reach their potential

### **Organizational Principles**

Our values and beliefs are reflected in organizational principles which are vital to a healthy work environment.

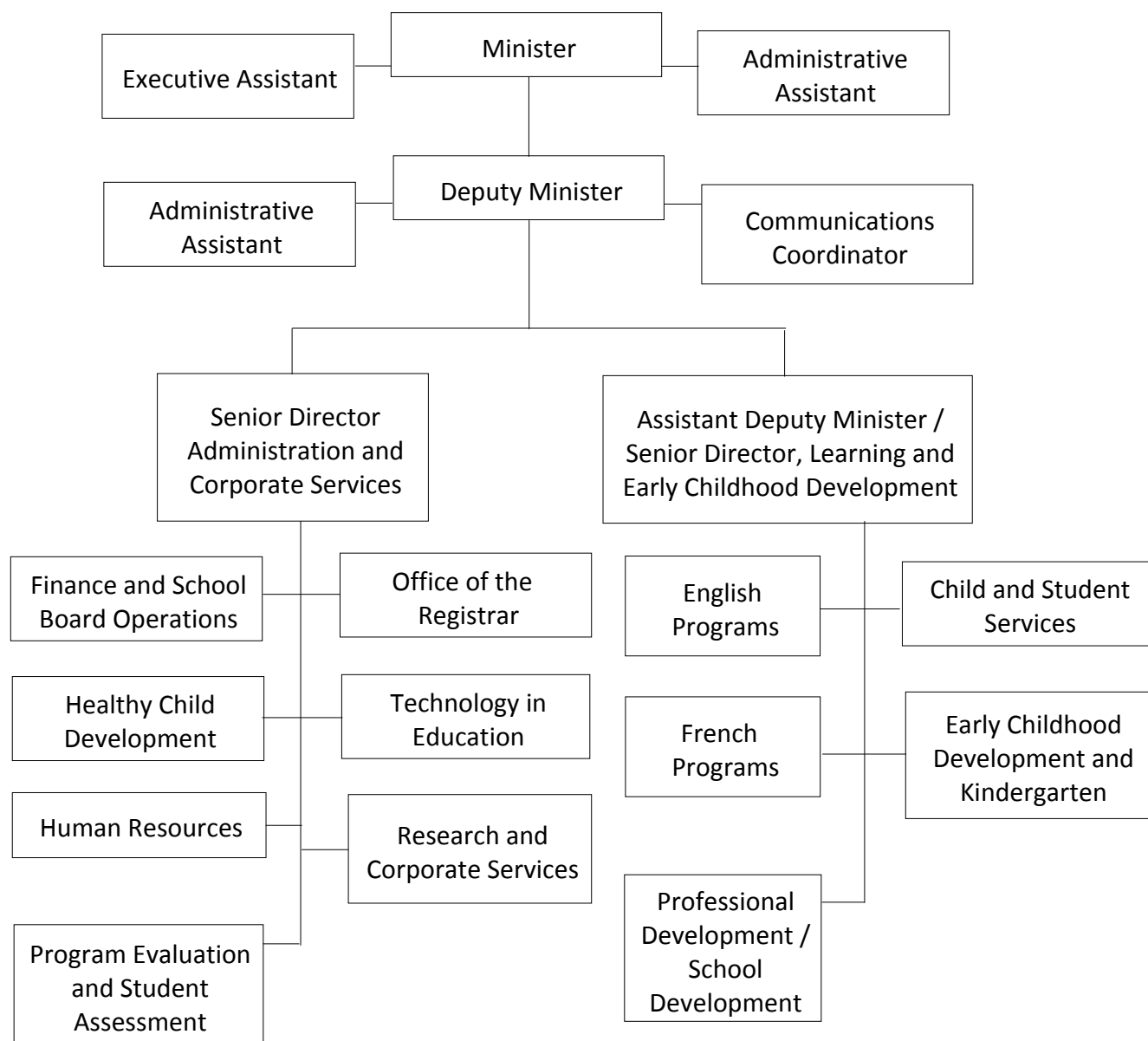
- The mission statement for the Department of Early Childhood Development will form the basis for decision-making.
- The divisional roles and responsibilities must be clearly reflective of the department's vision, mission, values, and beliefs.
- The roles and responsibilities of individuals in the department will be clearly defined.
- The accountability framework for the department will include a monitoring system for measuring results.
- A good communication plan is essential for a well-functioning workplace. It must include timely information, flowing across the organization. Ensuring there is a two-way flow of information among all levels of the department is essential.
- Employees are encouraged to provide input on all department issues. Employees play an integral part in developing and maintaining a positive departmental image. An informed staff is a critical communications agent.
- Every individual in the department recognizes the value of teamwork and will be encouraged to take advantage of opportunities for working together. Cooperation means respect for others. The department will promote an atmosphere for the creative exchange of information and ideas.
- Staff initiative and empowerment to complete the job at hand is critical for success. The department will provide training and professional development opportunities for staff to develop their skills and abilities.
- Cooperation among partners in lifelong learning is fundamental to the success of our mission.

#### Goals of the Department of Education and Early Childhood Development

- ▶ Improve lifelong learning outcomes in PEI.
- ▶ Improve public and client satisfaction with department programs and services.
- ▶ Improve employee satisfaction.
- ▶ Increase collaboration and influence on education partners, departments, governments, and institutions who have an impact on our clients.
- ▶ Improve accountability.



# ORGANIZATIONAL CHART 2010-2011



# MINISTER'S ROLES AND RESPONSIBILITIES

## The Minister shall:

- Define the goals, standards, guidelines, policies and priorities applicable to the provision of education in Prince Edward Island.
- Research and assess changing needs, trends and approaches in education and develop and implement strategic plans.
- Provide leadership and coordination in developing curriculum, define curriculum, articulate curriculum standards and assess and evaluate programs at each level.
- Establish expected outcomes and standards of performance and assess the extent to which outcomes are achieved and standards are met.
- Establish policies for the provision of special education services.
- Establish rules respecting the granting of credits, provincial certificates and diplomas.
- Establish the school calendar in accordance with the regulations.
- Establish an accountability framework for the school system.

## The Minister may:

- Approve and establish courses of study, including the amount of instruction time.
- Approve educational programs and instructional material for use in the schools and educational resource materials in support of educational programs.
- Prohibit, where the minister considers it necessary, the use of educational programs or instructional materials in schools.
- Approve the conduct of pilot, experimental or local programs in schools.
- Establish such policies respecting educational services as the minister considers necessary.
- Establish policies respecting the assessment and evaluation of students.
- Establish classes and categories of instructional licenses and authorizations to substitute for teachers.
- Determine the number and type of positions in each school board.
- Take such actions as the minister may consider necessary for the purpose of carrying out the minister's powers, responsibilities or functions under the *School Act*.

# DEPUTY MINISTER'S ROLES AND RESPONSIBILITIES

As a member of the Deputy Ministers' Council within government, the Deputy Minister is responsible to the Premier and to the Minister of Education and Early Childhood Development. The Deputy Minister provides leadership in achieving high quality legislation, programs, and policies in public education and early childhood development.

- Quality of legislation, regulation, and enforcement of all acts assigned to the department.
- Quality of programs and services in public education and in continuing education and training.
- Quality of policies in public education and in continuing education and training.
- Public satisfaction with the department's performance.
- Client satisfaction with the department's programs and services.
- Quality of educational and other departmental outcomes.
- Impact of the department's programs and services on educational, economic, social, and cultural outcomes.
- Cost effectiveness of the department's programs and services and the condition of the department's finances.
- Employee satisfaction and performance.
- Occupational health, welfare, and safety of department employees.
- Condition of the department's physical assets.

# LEGISLATIVE RESPONSIBILITY

## Legislation

Legislation administered by the Department of Education and Early Childhood Development, for which our minister is responsible, includes:

- *Child Care Facilities Act*
- *Island Regulatory and Appeals Commission Act (IRAC)*
- *School Act*
- *Teachers' Superannuation Act*

## Approved Minister's Directives

The following directives were approved during the reporting period:

### **MD No. 2010-02**

Acceptable Use of Computer and Information Technology  
(Supersedes MD No. 06-03)

### **MD No. 2010-03**

Prince Edward Island School Athletic Association

### **MD No. 2010-04**

School Calendar  
(Supersedes MD No. 10-01)

### **MD No. 2010-05**

School Board Staffing and Funding Program for 2010-2011 School Board Fiscal Year  
(Supersedes MD No. 09-04)

### **MD No. 2010-06**

Terms of Employment for Non-Instructional Substitutes  
(Supersedes MD No. 09-02)

### **MD No. 2010-07**

Terms of Employment for Substitute and Fixed-term Contract Teachers  
(Supersedes MD No. 07-07)

### **MD No. 2010-08**

Tuition and Entitlement to Schooling Privileges for Permanent Resident, Non-Resident, and Exchange Students  
(Supersedes MD No. 07-01)

### **MD No. 2010-09**

Language Proficiency Required to Teach French/English as a Second Language

### **MD No. 2011-01**

External Credentialing Directive

### **MD No. 2011-02**

Senior High School Graduation Requirements  
(Supersedes Circular No. 99-001)

# ROLES OF DIVISIONS

## **Administration and Corporate Services Branch**

The Administration and Corporate Services Branch is responsible for the financial and administrative aspects of the department mandate. Services include general and financial administration, school board operations, staff certification, research, planning, evaluation, technology support, and human resources.

### ***Finance and School Board Operations***

The Finance and School Board Operations division provides administrative and financial support services to the department and public school system. The division also manages and provides support and advice regarding teacher pensions. Areas of responsibility include budget development and control, accounting, purchasing, provisioning texts and materials through the learning materials centre, managing the school construction and capital repair program, and processing payroll for the school system.

### ***Certifications and Standards (Registrar)***

The Certifications and Standards section issues teacher licenses and looks after matters regarding teacher certification, substitute teacher and early childhood educator authorization, educational assistant authorization, and upgrades for teachers. The registrar also carries out inspections of private schools.

### ***Healthy Child Development***

The Healthy Child Development section provides policy and planning advice to support the healthy development of children. It offers direct support to children and their families to ensure that young children have access to programs and services that will guide and enhance their early development.

Staff provide support and leadership to the Children's Secretariat, provide resources for the Premier's Council on Healthy Child Development, oversee the licensing and regulation of early childhood centres, support early childhood programming, and provide policy and programming for children with special needs, including the Preschool Autism Program.

### ***Technology in Education***

The Technology in Education (TIE) section is responsible for providing support and services for Communication and Information Technology (CIT) to public schools, the department and school boards.

### ***Program Evaluation and Student Assessment***

The Program Evaluation and Student Assessment 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 in the areas of student assessment and program evaluation to the department and to educational partners.

### ***Research and Corporate Services***

The Research and Corporate Services section provides guidance, advice and support to the department and to educational partners in applied research, strategic planning, policy and program analysis, legislative coordination, performance measurement, data and recorded information management, and the *French Language Services Act* and *Freedom of Information and Protection of Privacy Act*.

### ***Human Resources***

The Human Resources section provides services to the department in the administration of staffing, classification, personnel, payroll, collective agreements and professional development. The section is responsible for development and training, performance development, and human resource policy and planning.

## **Learning and Early Childhood Development Branch**

The Learning and Early Childhood Development Branch has the responsibility to develop and deliver high quality programs and curriculum in both English and French to Island children from birth to the end of Grade 12. It also provides the support and services necessary to enhance programs and curriculum.

### ***English Programs***

The English Programs division is responsible for providing leadership, coordination, and support in the development of quality English language curricula, as well as, support services, and resources for teachers and students in Grades 1 to 12.

### ***Child and Student Services***

The Child and Student Services division provides learning supports and services to students, their families, and teachers in the public school system. It works closely with school boards, and partners with other government departments and community organizations on student services issues and initiatives.

### ***French Programs***

The French Programs division provides leadership, coordination, and support in the development, in-service, and maintenance of quality curriculum programs, support services, and resources for French First Language, French Immersion, Intensive French, Core French, and Enhanced French programs for students from Grades 1 to 12 in the Prince Edward Island public school system. The division also provides opportunities for teachers and students to promote French education.

### ***Early Childhood Development and Kindergarten***

The Early Childhood Development and Kindergarten section provides policy, program, and funding advice to the government in areas relating to provincial kindergarten programs. It supports kindergarten programs within the early childhood system to ensure children have a high quality early learning experience. The section funds a core kindergarten program, develops and implements curriculum, and provides curriculum resources and support to English, French First Language, and French Immersion kindergarten programs.

### ***Professional Development / School Development***

Through the Professional Development section, the Department of Education and Early Childhood Development supports educators in continuous learning. Continuous learning ensures that educators are informed about new knowledge and best practices, and how to integrate these into their work in support of student learning. Through the School Development process, administrators and teachers are supported to examine their school through established success indicators, and to develop goals and action plans that will move them collectively to greater success in student learning.

### ***Communications***

The Communications Coordinator reports to the Deputy Minister and works with all divisions and sections to ensure consistent information is communicated throughout the department and to the public. This position is responsible for planning, implementing, and evaluating a broad range of communications activities for the department and for government. This position also coordinates events and announcements related to department programs and initiatives.



# DEPARTMENT PERFORMANCE AGAINST ORIGINAL BUDGET

## PEI Department of Education and Early Childhood Development

### Performance Against Original Budget, 2010-2011

BUDGET AREA	BUDGET, 2010-2011	ACTUAL, 2010-2011
Finance and School Board Operations	\$198,070,500	\$195,047,460
Learning and Early Childhood Development	\$8,884,700	\$9,953,574
English Programs	\$3,260,400	\$3,305,584
French Programs	\$2,046,400	\$2,134,414
Child and Student Services	\$6,741,300	\$6,578,734
Technology in Education	\$1,051,600	\$996,021
Joint Consortium for School Health	\$500,000	\$339,542
Total Department	\$220,554,900	\$218,355,329
Revenue – All Sources	\$6,834,300	\$4,065,703
Net Department Budget	\$213,720,600	\$214,829,216
Other Budget Responsibility		
Island Regulatory and Appeals Commission	\$1,326,300	\$1,308,400

## PEI Department of Education and Early Childhood Development

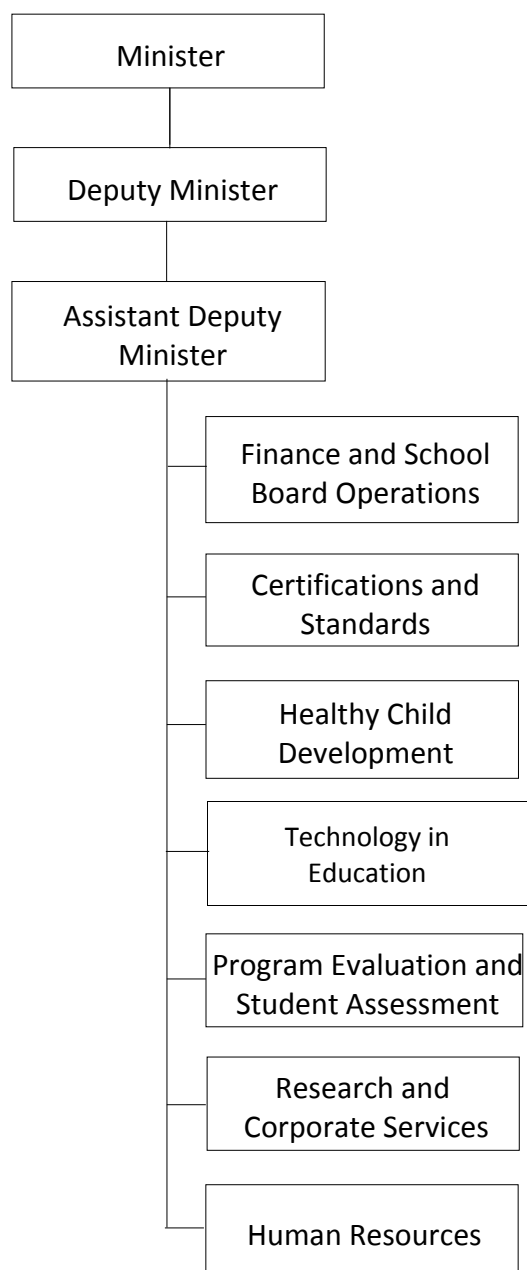
### Performance Against Original Budget, Capital Budget, 2010-2011

CAPITAL BUDGET	BUDGET, 2010-2011	ACTUAL, 2010-2011
School Construction / School Repairs	\$15,030,800	\$13,561,480
Bus Replacement	\$4,058,000	\$4,058,266
Department Capital Budget	\$19,088,800	\$17,619,746
Revenue	\$966,900	\$912,817
Net Department Capital	\$18,121,900	\$16,706,929

# DIVISION AND SECTION PROFILES

# ADMINISTRATION AND CORPORATE SERVICES BRANCH

## ORGANIZATIONAL CHART



# ADMINISTRATION AND CORPORATE SERVICES BRANCH

## Role of Branch

The Administration and Corporate Services Branch is responsible for the financial and administrative aspects of the department's mandate. Services include general and financial administration, school board operations, staff certification, research, planning, evaluation, technology support, and human resources. The branch carries out its work through one division and six sections:

- Finance and School Board Operations division.
- Certifications and Standards (Office of the Registrar).
- Healthy Child Development section.
- Technology in Education section.
- Program Evaluation and Student Assessment section.
- Research and Corporate Services section.
- Human Resources section.

## Main Areas of Responsibility

- Financial management, including budgeting, accounting, procurement, and payroll.
- School board staffing and funding.
- School construction.
- School board relations.
- Teacher certification.
- Early childhood promotion and policy development.
- Technology integration in curriculum.
- Development and analysis of student assessments.
- Human resource support for the department and school boards.
- Records management.
- Statistical analysis.
- Legislation.
- Freedom of Information and Protection of Privacy (FOIPP).
- Strategic planning and policy development.

# FINANCE AND SCHOOL BOARD OPERATIONS DIVISION

## Role of Division

The Finance and School Board Operations division provides administrative and financial support services to the department and public school system in compliance with legislation and established government and departmental policies. The division is responsible for budget development and control, accounting, purchasing, provision of school texts and learning materials, school board payroll support, the School Construction and Repair program, and liaison with school boards. The division also provides support services and advice on matters of a financial or administrative nature to all other divisions and to school boards in carrying out their mandate.

<b>Fiscal Year</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>
Human Resources (FTE)	18	21	22	22
Administration	\$1,193,187	\$2,026,217	\$2,180,800	\$2,569,828
PLMDC	\$1,295,451	\$1,580,186	\$1,427,200	\$1,252,900
Grants to School Boards	\$161,117,864	\$170,012,492	\$183,744,600	\$188,643,220
<b>Total</b>	<b>\$164,345,502</b>	<b>\$173,618,895</b>	<b>\$187,352,600</b>	<b>\$192,465,98</b>

## Main Areas of Responsibility

- The division provided funding for school repair projects.
- The division coordinated the purchase of 51 school buses.
- The division provided leadership during the transition of kindergarten into the school system. Activities included working with school boards to identify the space required, and tendering classroom furniture and classroom supplies.
- The division provided detailed financial analysis and support to the roll out of the Preschool Excellence Initiative.

#### Goals of the Finance and School Board Operations Division

- ▶ Improve the quality of service to internal and external clients.
- ▶ Improve accountability between school boards and the Minister.
- ▶ Ensure the department meets its budget targets.

### Activities

- The department expended \$25,900 less than the revised budget, and collected \$130,000 more revenue than initially budgeted.
- The Kindergarten to Grade 12 system was supplied with learning materials.
- Leadership was provided to the Department Management Team in the development of the annual budget.
- Professional development and training opportunities for employees were supported.
- The division participated in regularly scheduled meetings of senior management groups and business directors of the three school boards and the Department Management Team. This resulted in improved information exchange and open communication lines.
- Regular meetings were held with school board payroll staff to address issues and implement system improvements and the roll out of the PeopleSoft payroll and human resource management system.
- Divisional staff assisted in the planning and implementation of upgrades to the school boards' accounting and financial reporting system.
- Divisional staff served on national, regional, provincial, and departmental committees.
- The annual procurement of new school buses was coordinated.
- Divisional staff participated in collective bargaining sessions with the PEI Teachers' Federation (PEITF).
- School construction and repair projects were coordinated.
- School board staffing and funding projects were developed.
- Divisional staff led the Education Sector Pension Plan committee.
- Divisional staff implemented a school inspection program whereby all schools received an inspection to determine the overall health and safety of the school infrastructure.

# CERTIFICATIONS AND STANDARDS SECTION (REGISTRAR)

## Role of the Registrar

The Registrar issues teacher licenses, upgrades to licenses, and authorizations to substitute on behalf of the Minister and in accordance with the policies of the Certification and Standards Board, Certification and Standards Board Regulations, and the *School Act*. The Registrar evaluates teaching experience outside of the PEI public school system for service recognition. The Registrar maintains records on suspension and cancellation of teachers' licenses in conjunction with the Interjurisdictional Protocol. The Registrar liaises with Registrars for Teacher Certification in the other Canadian provinces and territories to ensure labour mobility of the teacher workforce within Canada and compliance with the Agreement on Internal Trade. The Registrar provides information to school boards to support hiring, recruitment, employment, and pay roll issues. The Registrar issues authorizations of educational assistants and substitute-only educational assistants on behalf of the school boards. The Registrar has been assigned the role of inspecting the Island's licensed K-12 private schools.

## Major Achievements

- Revamped our system of filing hardcopy records in compliance with the *Archives and Records Act* and department records management procedures.
- Supported the transition of kindergarten into the public school system in the fall of 2010 through the issuance of 83 Kindergarten Teacher Letters of Authority.
- Sixty-four (64) Allied Work Experience Recognition applications from kindergarten teachers were evaluated and years of service were awarded.
- Created the Early Years Teacher's Certificate to accommodate kindergarten teachers transitioning from the private sector hired under letters of authority.
- Created the Career and Technical Education Teacher's Certificate to replace the former Vocational/Technology Education Certificate and more accurately reflect the approved provincial curriculum. Certification under the Career and Technical Education Certificate is open only to individuals who do not qualify for an Academic Teacher's Certificate and who possess a qualification in one of four areas: automotive, welding, carpentry, and/or cooking. All applicants must complete a Bachelor of Education in Human Resource Development prior to being awarded full certification.
- Rescinded the Non-Teaching Specialist Certificate by order of the Executive Council, number EC2010-451.
- Hosted a consultation meeting with the sub-committee of the National Registrars, facilitated by project leader, Charles Ungerleider, on a \$2.3 million HRDSC-funded project to develop a web-based language proficiency tool designed specifically to assess language competencies of applicants who were not educated in either English or French. This project is moving ahead with

the completion of a literature review entitled Articulating the Language Demands of the Teaching Profession. Knowledge gleaned from the literature review will be used for the development of language competencies benchmarks for the teaching profession. PEI will be one of five provinces involved in the next phase of the project which will involve validation of the language benchmarks through classroom observations.

- In 2010-2011, a major overhaul of Certification and Standards Board policies was undertaken to ensure consistency with legislation and compliance with labour mobility as well as to codify practices.
  - Issuance of a Teacher's Certificate (CSB 11-01) codifies the practice of requiring the submission of satisfactory Statements of Professional Standing as a requisite of certification and establishes an acceptable level of language proficiency in English or in French.
  - Authorizations of Substitutes for Teachers (CSB 11-02) raises the minimum requirement of a non-certified substitute for a teacher from one year of post-secondary to three full academic years of university study. Holders of a trades qualification in automotive, welding, carpentry or cooking may also qualify as substitutes for teachers. A special provision included in this policy for the creation of a Local Permit where shortages of substitute teachers are evident.
  - Levels Assigned to the Academic Teacher's Certificate (CSB 11-03) specifies the criteria for each level (4, 5, 5A and 6). An additional level 7 was created to come into effect in October 2013 for completion of an approved doctoral degree or of an approved additional masters degree.
  - Professional Courses Sponsored by the PEI Teacher's Federation (CSB 11-04) limits to 5 the number of PEITF courses that can be applied towards an upgrade in certification.
  - Fees Policy (CSB 11-05) codifies in policy the fee structure found in the Certification and Standards Board Regulations.
  - Work Experience Recognition for Salary Placement Purposes (CSB 11-06) clearly outlines the kinds of Work Experience and Allied Work Experience that will be recognized for salary increment purposes as well as the process for applying.
  - Criteria for the Recognition of Professional Course Credits for Upgrade Purposes (CSB 11-07) limits to the courses that can be applied towards an upgrade to university courses that are related to PEI curriculum.
  - Issuance of a Teacher's Certificate (CSB 11-09) introduces the requirement of a satisfactory criminal background check as a condition of certification.
  - Authorizations to Substitute for a Teacher (CSB 11-10) introduces the requirement of a satisfactory criminal background check as a condition of authorization as a substitute for a teacher.



- Reviewed the total credit count of active teachers. The data gleaned from this project will be used to make financial projections around a new certification levels schema proposed by the Certification and Standards Board.

#### Goals of the Certifications and Standards Section

- ▶ Ensure transparency and consistency in the implementation of legislation and policy as they apply to certification.
- ▶ Ensure alignment of legislation and policy along with compliance to labour mobility.
- ▶ Improve service to clients.
- ▶ Improve efficiency of workflow in the Office of the Registrar.
- ▶ Liaise with national registrars.

## Activities

- In 2010-2011, initial Academic Teacher's Certificates were awarded to 103 applicants who completed their pre-service teacher education program outside of Prince Edward Island, while 82 certificates were granted to graduates of the Faculty of Education at the University of Prince Edward Island.
- Issued eight Career and Technical Education Certificates. Six were awarded to teachers who, while hired under the provisions of a Career and Technical Education Letter of Authority, have successfully met the conditions and completed the Certificate in Adult Education offered jointly by UPEI and Holland College. There is currently one Career and Technical Education Letter of Authority in the system.
- Issued four Academic Letters of Authority. These were all in the area of French language education, including French Immersion and French First Language, where a suitable, certified teacher could not be found to fill a contract position.
- Processed 374 applications for renewals or for permanent certificates. Under *School Act* legislation prior to August 2010, teachers were issued interim certificates that expired two years from the date of issue. Once offered a permanent contract by a school board, teachers were required to apply for a Permanent Certificate. However, many active teachers had let their interim certificates expire and an effort was made to inform as many teachers as possible of this situation. This explains the large number of applicants for permanent certificates.
- Processed 114 upgrades in teacher certification. Of these, 81 teachers completed masters degrees and were awarded an Academic Certificate 6, while 16 teachers moved from an Academic Certificate 5 to a 5A, and 17 teachers moved from an Academic Certificate 4 to an Academic Certificate 5. Well over one-third of the PEI teacher workforce holds a masters degree and an Academic Certificate 6.

- Issued 529 Authorizations to Substitute for a Teacher. This total number is down by 100 from last year. Of these, 105 were issued to certified teachers, while 424 were for non-certified applicants.
- Received and processed 13 applications for Allied Work Experience Recognition.
- Issued 101 Substitute Only Educational Assistant Authorizations, which includes individuals who hold a minimum of Grade 12. Regular Education Assistant Authorizations were awarded to 23 applicants. Regular Educational Assistants must provide proof of completion of a two-year human services program or proof of 4000 hours of working with school-aged children with special needs.
- Continued to certify new teachers hired by the Canadian International School in Tokyo, most of whom are international applicants. All teachers who teach in this K-12 school must be certified to teach in PEI.

# HEALTHY CHILD DEVELOPMENT SECTION

## Role of Section

The Healthy Childhood Development section provides policy and planning advice to support the healthy development of Island children. Our staff collaborates with and supports healthy child development programs and services in departments across government and in the community. The section co-chairs and provides resource support to the Children's Secretariat, coordinates an inter-departmental and inter-sectoral approach to children's policy development, and provides representation to Federal/Provincial/ Territorial forums related to the early years. The section also monitors children, family, and community outcomes, and administers Preschool and School-age Autism Funding.

## Quick Facts

- Take :30 to Read with Me! is Prince Edward Island's new provincial newborn early literacy program.
- The Healthy Child Development section supports community networks in Partnerships for Children projects. Over 80 projects have been completed by community groups since 2001.
- The Healthy Child Development section lends support and leadership to the PEI Children's Secretariat, a group of community and government representatives working across sectors, communities, and departments as a collective voice to improve outcomes for PEI children age eight and under.
- The PEI Children's Secretariat focuses on activities that profile healthy child development, promote knowledge exchange and public education, inspire action, and influence policy.

Fiscal Year	2009-2010	2010-2011
Human Resources (FTE)	3	3
Total	\$398,000	\$295,414

## Major Achievements

- The Department of Education and Early Childhood Development and the Margaret and Wallace McCain Family Foundation together contracted with Holland College, under the lead direction of Dr. Audrey Penner, to conduct an independent evaluation of the Preschool Excellence Initiative. The evaluation team consists of experienced researchers from Holland College and the University of Prince Edward Island.

- Launched Take :30 to Read with Me!, Prince Edward Island's new provincial newborn early literacy program. It is a hospital-based, family literacy program, where each parent receives a book bag when they have a new baby. Each bag includes two books, a family reading guide, and a directory of community resources for parents of young children. Take :30 to Read with Me! encourages parents and caregivers to read, talk, sing and play with their baby. Research shows that learning begins at birth, and that some of the most important learning happens in the first five years of a child's life. Materials in the bags provide families with books and information they need to give their baby the best start in life.
- Take :30 for the Family was developed to equip parents and employers with information and tools to help families spend more quality time playing and learning together. Take :30 for the Family provides practical activity ideas for spending quality, nurturing time with children, and highlights the importance of family-friendly workplace policies. The PEI Children's Secretariat developed this memorable campaign with a call to action that all parents and community members can draw from. Components of the program include a web site, community resource guide, articles in Island Family Magazine and other community newspapers, as well as attendance at and sponsorship of community events such as the annual Family Expo hosted by Family Place Family Resource Centre.
- Formed a Parent Education and Support working group, co-chaired by Dr. Philip Smith, Premier's Action Committee on Family Violence Prevention, and Sarah Henry, Healthy Child Development Coordinator. The working group includes representation from the following groups:
  - PEI Children's Secretariat.
  - Premier's Action Committee on Family Violence Prevention.
  - Disability Action Council.
  - Youth Addiction Strategy.
- The Parent Education and Support Working Group hosted think tanks on the topic of parent education and support in May and November, 2010. Over 100 participants from education, justice, early childhood, social services, health, and community services attended one or both events.

### Goals of the Healthy Child Development Section

- ▶ Provide Island families with supports and services that promote family wellness and healthy child development.
- ▶ Communicate and partner with the community on healthy child development issues.
- ▶ Communicate and advocate the importance of the early years.
- ▶ Provide leadership and coordination of an interdepartmental and intersectoral approach to children's policy development.
- ▶ Provide provincial leadership and representation to federal-provincial-territorial and interprovincial issues related to the early years.
- ▶ Promote ongoing research and program evaluation related to the early years.

### Activities

- Attended and supported Children's Secretariat network initiatives such as the annual Family Expo, hosted by Family Place in Summerside on June 20, 2010, and the Island Baby Fair, hosted by the Pregnancy Birth and Infancy Network on May 7, 2010.
- Supported implementation of the first cycle of the Early Years Evaluation in PEI. The Early Years Evaluation – Direct Assessment (EYE-DA) was administered in May 2010, with over 90 percent of children entering kindergarten in September 2010 assessed. The Early Years Evaluation – Teacher Assessment (EYE-TA), an informal observational check-list that kindergarten teachers use, was implemented in kindergarten classrooms between November 2010 and February 2011.
- Funding from PEI Partnerships for Children supports Children's Secretariat Community Networks in their efforts to promote healthy outcomes for young children in PEI. Each network is eligible for funding for projects which support healthy development and demonstrate partnerships. In 2010-11, Partnership for Children projects included:
  - Aboriginal Culture Network developed a directory of resources and services available to Aboriginal children and families who live on- or off-reserve in PEI.
  - Children's Mental Health Network expanded the Positive Parenting From Two Homes for Kids! program to include Grades 1-3 and 7-9. Positive Parenting From Two Homes For Kids! is a program for children experiencing changes in their lives as a result of parental separation, divorce, or parenting from two homes. Trained facilitators provide information through age-related activities and discussions. This network also produced Child Survivor of Suicide Grief Kits.
  - Healthy Lifestyles Network developed a toolkit and policy implementation guide for the Healthy Living Policy for early learning and child care centres.
  - Parent Support Network held a two-day social marketing workshop to develop a strategy that addresses the challenges of how to engage parents in existing programs and supports.

- Children's Environmental Health Network developed and conducted workshops for Family Resources centres about their curriculum/resource document Healthy Environments for Children.
- Acadian/Francophone Network provided training, materials and resources for educators of before- and after-school programs about the early learning environment, and provided transportation so families from across the Island could attend a francophone children's play in Summerside.
- Children with Exceptional Needs Network completed phase two of a project that investigated the prevalence of exceptionalities in young people across PEI and connections with health, education and social services for these children.
- Piloted new Autism Funding Guidelines with 21 school-age families and 31 preschool families since June 2010.
- Administered Autism Funding each month for 89 children (25 preschool and 64 school-age children) diagnosed with autism.
- Participated in National Child's Day Charlottetown Children's Parade on November 20.
- Provided on-going support for the Federal Provincial/Territorial and Atlantic Deputy Ministers responsible for Social Services (including early childhood development).

# TECHNOLOGY IN EDUCATION SECTION

## Role of Section

The Technology in Education (TIE) section is responsible for providing leadership, coordination, and support in the development, in-service, and maintenance of Communication and Information Technology (CIT) curriculum programs. This includes courses that are CIT specific and curriculum development in collaboration with subject curriculum specialists where integration can be used to satisfy both core subject outcomes and CIT outcomes.

Fiscal Year	2007-2008	2008-2009	2009-2010	2010-2011
Human Resources (FTE)	7	8	8	8
Total	\$985,494	\$1,129,133	\$1,098,119	\$1,063,520

## Major Achievements

- The kindergarten CIT integration guide, *Un Voyage*, was developed. The kindergarten curriculum will be implemented in the Fall.
- Four e-learning courses were offered to 11 French First Language and 18 English students. These courses were provided by the New Brunswick Department of Education.
- A total of 275 Smart Boards and 75 LCDs were provided to all senior high schools and pilot projects in three intermediate- and two elementary-level schools. One teacher from each school that received Smart Boards was provided two days of “train the trainer” instruction from the vendor.
- The Focus on Information Technology (FIT) certificate program was implemented in two high schools.
- All senior high teachers received training in the use of attendance, mark management, and student/parent access modules of Students Achieve.
- The TIE Coordinator and Specialists met with most principals and site technical contacts during the school year to foster good communication.

#### Goals of the Technology in Education Section

- ▶ Improve client satisfaction.
- ▶ Improve the quality of curriculum support.
- ▶ Improve the quality of policies and standards.
- ▶ Improve the quality of research and evaluation.

### Activities

- Provided support to more than 800 teachers from all Prince Edward Island public schools.
- Assistive technology support services were provided to 120 teachers and educational assistants in 40 schools.
- All teachers were provided an opportunity to receive training in the use of Word 2007 software.
- Lab manual learning resources in Word 2007 and PowerPoint 2007 were implemented to support the Information and Technology Communication (ITC401A) curriculum. An Excel 2007 lab manual has been developed and will be field tested in the fall.
- Kindergarten CIT integration curriculum, Journey On, was implemented.
- CIT Social Studies integrated activities were presented to Grade 6 pilot teachers.
- An intermediate technology module in animation was implemented.
- A desktop publishing module was revised for Publisher 2007 and was field tested.
- In-service was provided for a pilot in French intermediate technology modules.
- Office Management Technologies (OMT801A) curriculum and learning resources were field-tested.
- Advanced Standing in Admission Process and Transfer of Credit agreement with Holland College was signed for students who have earned an overall average of 70% in Applied Networking Technology (ANT801A) and IT Essentials (ITE801A).
- School Site Technical Contact (STC) employees participated in a full-day professional development session and a number of specific-topic training sessions.
- A STC meeting was held to enhance communication between schools, school boards, IT Shared Services, and the Department of Education and Early Childhood Development.
- Staff offered nine summer workshops that were attended by 63 teachers and administrators.
- In total, 1,316 high school students participated in 50 sections of CIT-related courses throughout Island high schools.
- Services were provided for an Internet Café at the PEI Teachers' Federation convention.



# PROGRAM EVALUATION AND STUDENT ASSESSMENT SECTION

## Role of Section

The Program Evaluation and Student Assessment section is responsible for the development and administration of the provincial Common Assessment program and 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 and program evaluation.

Fiscal Year	2008-2009	2009-2010	2010-2011
Human Resources (FTE)	6	6	6
Total	\$592,692	\$784,074	\$778,951

## Major Achievements

- The section administered the Common Assessment program in the areas of primary literacy and math, elementary literacy, and intermediate math.
- Early Years Evaluation (EYE), a new universal screening program, was implemented and provided the department with information about all students entering kindergarten in 2010.
- Results from the 2010 Common Assessment program were provided to educational partners.

### Goals of the Program Evaluation and Student Assessment Section

- ▶ Develop and administer the provincial Common Assessment program.
- ▶ Improve the quality of leadership, information, and advice to the department on student assessment and evaluation.
- ▶ Ensure that the assessment results are understandable and used by teachers and principals.

## Activities

- Developed the Primary Literacy and Math Assessments, Elementary Literacy Assessment, and Intermediate Math Assessment for administration in the spring of 2011.
- Provided results of in-depth statistical analysis of the Provincial Common Assessment program to teachers, school boards, and other educational partners.
- Provided assessment advice to the Council of Atlantic Ministers of Education and Training on three initiatives: Math Assessment Resources K-3, Student Achievement Standards, and Early Years Evaluation.

- Provided support to the Council of Ministers of Education Canada on student assessment initiatives such as the Pan-Canadian Assessment Program and the Programme for International Student Assessment.
- Evaluation support and advice were provided to the Kindergarten Transition Team, ArtsSmarts, and the Joint Consortium for School Health.

# RESEARCH AND CORPORATE SERVICES SECTION

## Role of Section

The Research and Corporate Services section provides guidance, advice, and support to the department and to educational partners in the areas of applied research, performance measurement, data management, recorded information management, and through the maintenance of the department website and production of the department annual report. The section fulfills the department's responsibility in national data collection initiatives that compare education systems across Canada. The section coordinates the development of legislation and regulations within the department, and supports the department's compliance with the *Freedom of Information and Protection of Privacy Act*, the *Archives and Records Act* and the *French Language Services Act*.

Note: Human resource and budget information for the Research and Corporate Services section is included in the Finance and School Board Operations division profile.

## Major Achievements

- The provincial Student Record Guidelines Committee worked to produce a provincial set of guidelines which reached a final draft stage.
- Produced the department's financial briefing book in preparation for the 2011 spring sitting of the Legislature.
- Completed the 2010-2011 Staff Handbook.
- Implemented the Appreciative Inquiry Survey across the department and used the results to inform the strategic planning process.
- The *Early Learning and Childcare Act* was completed and passed in the Legislature in support of the Preschool Excellence Initiative.
- Amendments were made to the *School Act* and the regulations as a result of the transition of kindergarten into the public school system.

### Goals of the Research and Corporate Services Section

- ▶ Ensure sound information management practices.
- ▶ Provide accurate and timely information about the provincial education system.
- ▶ Build the capacity and self-sufficiency of the section to provide quality research, planning, and policy services.

## Activities

The Research and Corporate Services section undertook a range of activities that included research development and coordination, data analysis and reporting, the facilitation of policy and planning initiatives, and responding to legislative matters.

### Surveys, Reports and Requests

- Provided data about the PEI educational system to a variety of education and other public bodies at the provincial, regional and national levels.
- Coordinated the development and publication of the department's 2009-2010 Annual Report.
- Collected system data in order to develop new education indicators.
- Provided support to School Development Planning by analyzing survey data, producing reports and sharing advice regarding the collection and use of data in school development planning.
- Coordinated the department's submission to the P.E.I. Advisory Council of on the Status of Women's questionnaire in support of the 2011 Equality Report Card.

### Policy, Planning and Support

- Represented the department on the Provincial Student Record Management Steering Committee, the Labour Market Information Network, the Healthy Living Strategy Evaluation Subcommittee, the PEI Chapter of ARMA (an international organization of records and information management professionals), and the Business Continuity Coordinating Group.
- Chaired a number of department and provincial committees, including the Provincial Student Record Guidelines Working Group, the Kindergarten Transition Team Legislative Working Group, and the Department Website Committee.
- Provided support to a number of initiatives across government and the learning system that included coordinating the printing and delivery of the PEI High School Graduation Certificates for the Office of the Minister, coordinating seasonal flu vaccinations for school staff across the Island, and representing the department as Appointments Coordinator for the Island Regulatory and Appeals Commission and the Child Care Facilities Board.
- Provided support to initiatives including coordination of the department's Employee Development Fund, administrative relief and other supports to the Offices of the Minister and Deputy Minister, and production of the department newsletter, *Quoi de neuf*.

### Legislative Coordination and Compliance

- Liaised with the Departmental Solicitor regarding issues related to protection and release of information contained in student records.
- Handled 12 Access to Information requests and dealt with other related requests to the mutual satisfaction of clients and the department.
- Developed the department's Legislative Work Plan.

- During the past year the section was responsible for changes to the following statutes and regulations: *Early Learning and Child Care Act*; *School Act*; *School Act* Certification and Standards Regulations; *School Act* School Calendar Regulations; *School Act* Students and Parents Regulations; and *School Act* Student Transportation Regulations. Many of the regulation changes were related to the transition of kindergarten into the public school system.
- Preliminary consultation and development on the *Early Learning and Child Care Act* Regulations was initiated in support of the new *Early Learning and Child Care Act*.
- Provided advice to departmental staff on creating and revising intake and consent forms to ensure compliance with the *Freedom of Information and Protection of Privacy Act*.

### **Recorded Information Management**

- Provided advice and assistance to staff on managing records, creating files according to the departmental Classification Plan and Retention Schedule, transferring semi-active files to the Records Centre for long-term storage, and disposing of inactive files.
- Moved 126 of records during the department transfer from Charlottetown to Summerside. Reorganization of this material in the central filing rooms in the Holman Centre is ongoing.
- Sent 178 boxes of inactive records for destruction.
- Sent 144 boxes of semi-active records to the Provincial Records Centre for long-term storage.

# HUMAN RESOURCES SECTION

## Role of Section

The Human Resources section provides services to the department in aspects of human resource management, including: recruitment and selection, position classification, payroll, training and development, performance appraisal, employee relations, maintenance and processing of personnel records, health and safety issues, harassment and conflict of interest complaints, human resource policy development negotiations, and related activities with school board employees. Human Resources provides proactive coaching, consultation and direction to department management and staff on human resource matters. Human Resources facilitates activities that challenge organizational leaders to identify future trends and needs. This section provides advice and consultation to school boards in human resources policy development, classification, and human resources planning for the education system.

Note: Human resource and budget information for the Human Resources section are included in the Finance and School Board Operations division profile.

## Major Achievements

- Facilitated the relocation of the department to the Holman Centre in Summerside, including teleworking guidelines, travel allowance eligibility, and flexible hours policy.
- The section led the planning committee for the annual departmental staff day with a 21<sup>st</sup> Century Learning theme. The day included various discussions with current and past students, themes of 21<sup>st</sup> Century Learning and strategic planning activities.
- Under the Employee Development Fund, 66 individuals received approval for development and training opportunities, accessing a total of \$20,735.
- The Workplace Social and Wellness Committee organized several events throughout the year to include both Summerside and Charlottetown locations.

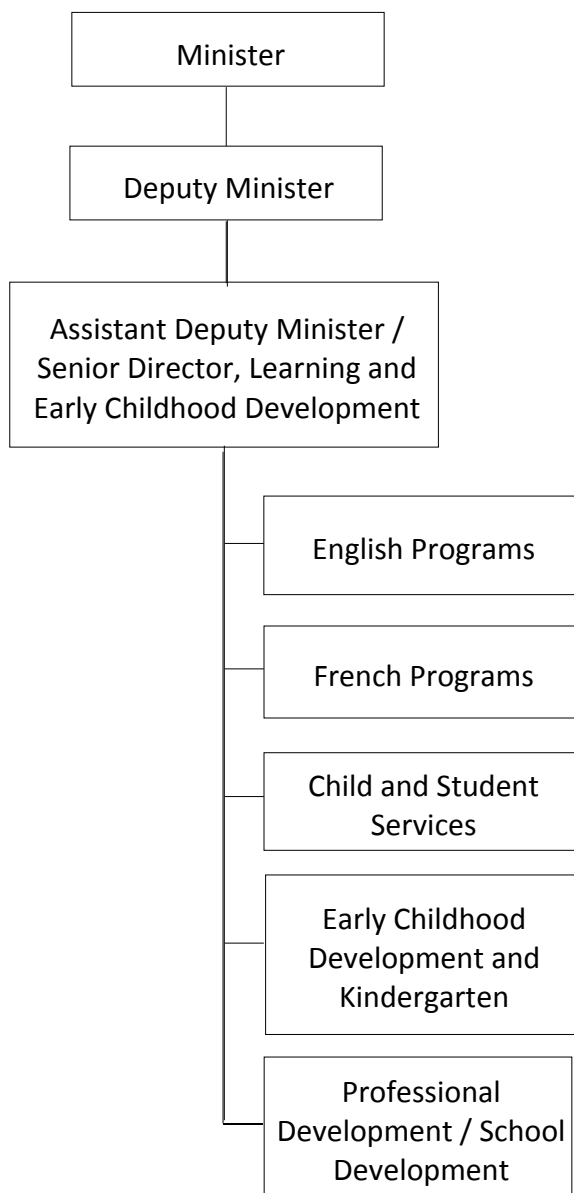
### Goals of the Human Resources Section

- ▶ Improve the quality of services to internal and external clients.
- ▶ Increase the level of employee satisfaction by providing a positive work environment.
- ▶ Improve the quality of human resource planning.

## **Activities**

- Carried out 44 competitions for positions in the department.
- Coordinated staff participation in the Corporate Survey, which had a participation rate of 81 percent.
- Conducted an administrative support review.
- Sent 6 position descriptions to the Public Service Commission for classification review.
- Coordinated learning opportunities for leadership development in partnership with the Public Service Commission.
- Revised the orientation program for new employees.

# LEARNING AND EARLY CHILDHOOD DEVELOPMENT BRANCH ORGANIZATIONAL CHART





# LEARNING AND EARLY CHILDHOOD DEVELOPMENT BRANCH

## Role of Section

The Learning and Early Childhood Development Branch is responsible for the development and delivery of high quality programs and curriculum, in both English and French, to Island children from birth to the end of Grade 12. It also provides support and services necessary to enhance programs and curriculum. The branch carries out its work through three divisions and two sections:

- English Programs division.
- Child and Student Services division
- French Programs division.
- Early Childhood Development and Kindergarten section.
- Professional Development / School Development section.

## Main Areas of Responsibility

The branch provides leadership, coordination, and support in the development, in-service, and maintenance of quality curriculum programs and resources in both official languages for kindergartens and the Prince Edward Island Public school system. It also provides services for children and youth, as well as support for school development and leadership initiatives. The branch provides policy advice to, and coordination of, major education initiatives, such as the implementation of the recommendations from the Final Report of the Task Force on Student Achievement and the maintenance of provincial databases of student and teacher information.

Fiscal Year	2007-2008	2008-2009	2009-2010	2010-2011
Human Resources (FTE)	2	2	2	2
Administration	\$346,402	\$716,173	\$493,606	\$598,204
<b>Total</b>	<b>\$346,402</b>	<b>\$716,173</b>	<b>\$493,606</b>	<b>\$598,204</b>

## Major Achievements

- The most significant new initiative has been the implementation of the kindergarten program into the school system. The three school boards welcomed 1,441 kindergarten students for the 2010-2011 school year.
- Department and school board staff have worked hard in ensuring a smooth and seamless transition of kindergarten into the public school system.

- The Preschool Excellence Initiative has been released. To implement this system, the province is increasing funding to the early childhood sector by 63 percent, from \$5.35 million to \$8.7 million.
- Curriculum development and renewal, as mandated under the *School Act*, continues to be a main focus.
- A special education review is being undertaken in order to provide guidance to special education services in the school system.

## Activities

- Supported the continued focus on the implementation of the recommendation of the Final Report of the Task Force on Student Achievement through initiatives of the PEI Home and School Federation to engage parents in a dozen varied pilot projects across the Island.
- Supported the recommendation to continue to improve curriculum and resources through significant initiatives in both English and French programs.
- Work continued on the Early Learning Framework for 0 to 4 year old children.
- Worked closely with the Pan-Canadian Joint Consortium for School Health to take an active role in developing healthy schools and in sharing best practices across the country.
- Released a new External Credentials Directive, which will allow high school students to receive course credit from external organizations.
- Provided grants totaling \$110,000 to schools to enable them to develop initiatives in response to assessment results.
- Provided funding to schools to implement school development plans.

# ENGLISH PROGRAMS DIVISION

## Role of Division

The English Programs division is responsible for providing leadership, coordination, and support in the development of quality English language curricula, as well as support services and resources for teachers and students in Grades 1 to 12.

Fiscal Year	2007-2008	2008-2009	2009-2010	2010-2011
Human Resources (FTE)	24	26	24	24
Programs - General	\$850,530	\$787,537	\$498,000	\$590,300
Elementary Programs	\$1,148,600	\$1,257,535	\$1,156,643	\$1,359,800
Secondary Programs	\$844,393	\$1,051,207	\$1,382,600	\$1,508,200
<b>Total</b>	<b>\$3,133,523</b>	<b>\$3,096,279</b>	<b>\$3,037,243</b>	<b>\$3,458,300</b>

## Major Achievements

- A new Grade 4 language arts resource, Literacy Place for the Early Years, was implemented, along with four days of in-service for each teacher.
- A new Grade 7 language arts resource, Literacy 7, was implemented, along with four days of in-service for each teacher.
- A new resource, the Fountas and Pinnell Benchmark Assessment System, was distributed to each elementary school. In-service support for this resource was provided for teams of classroom teachers and resource teachers.
- A new Reading Recovery® teacher leader received Reading Recovery® teacher leader training in Truro, Nova Scotia through the Canadian Institute of Reading Recovery® Atlantic Division, in cooperation with Mount Saint Vincent University. The course required a full-time residential year of study.
- A restructured math curriculum, along with supporting resources and teacher in-servicing, was implemented in Grades 5 and 9.
- A new mathematics Early Numeracy Intervention Program (ENIP) was piloted in Grades 1, 2 and 3. Under the direction of a department ENIP coordinator, three itinerant ENIP consultants were trained in First Steps in Mathematics (FSiM) as FSiM facilitators. Four days of intensive FSiM professional learning was provided to 25 Grades 1 to 3 teachers. ENIP consultants also provided support to 260 Grades 1 to 3 students throughout the school year.

- Through consultation with the Department of Health and Wellness and other key stakeholders, a new physical education curriculum for Grades K-6 was developed, piloted, and implemented. This new curriculum provides opportunities for students to develop knowledge, skills, and positive attitudes toward active living. There is an emphasis on fundamental movement skills and teaching games for understanding, and a de-emphasis on competition and traditional organized sports. The curriculum is aligned with Canada's Long-Term Athlete Development (LTAD) Model that provides a framework for athlete development.
- Our province's first Physical Education Safety Guidelines document was developed and implemented. These guidelines were developed in collaboration with Prince Edward Island teachers, administrators, school board officials, and Risk Management staff to assist school boards in their responsibility for the care and safety of students. The intent of the document was to focus teachers' attention on safe instructional practices for all physical activity that takes place in and around our schools, including physical education curriculum, intramural sports programs, and interschool athletics.
- New visual arts curriculum and supporting resources were implemented in Grades 1, 2, 3, and 12.
- Koha, a new Integrated Library System, was implemented in schools in collaboration with ITSS (Information Technology Shared Services).
- Explorations 4, a new social studies curriculum accompanied by new teacher and student resources, was implemented in Grade 4. Teachers received two days of in-service.
- The following senior high social studies curriculum were implemented: Geography of Canada (GEO421A), World Geography (GEO531A), Global Issues (GEO631A), and PEI History (HIS621B). Global Issues teachers are incorporating principles of project-based learning through the active citizenship curriculum outcome.
- The Old Stock - Story of Black Islanders, a live performance, was produced and presented to Island students across the province. The department developed extensive learning support materials, along with a digital version, to accompany the production for use in Island classrooms.
- Support and professional learning opportunities were provided to three early adopter schools (Birchwood Intermediate, Souris Consolidated, and Souris Regional High) as they reflected on current and proven 21<sup>st</sup> century practices regarding teaching and learning.
- Cooperative Education Personalized Placement Learning Plans and Workplace Safety Assessments were implemented. An electronic database to house Personalized Placement Learning Plans and Safety Checklists was developed and data was entered by both the Western School Board and Eastern School District.
- Summer Cooperative Education across the Island experienced considerable growth with several schools offering a single and double credit option. Over 60 credits were granted to Island high school students through this program.

#### Goals of the English Programs Division

- ▶ Improve curricula, programs, and services for students.
- ▶ Improve resources to support learning and teaching.
- ▶ Improve in-service and other professional learning opportunities for educators.
- ▶ Improve working relationships with all internal and external partners.

## Activities

### ***Primary/Elementary Education***

- A new Grade 5 language arts resource, *Moving Up with Literacy Place*, was piloted.
- Grade 4 teachers received the professional development resource, *The Continuum of Literacy Learning, Grades K-8*.
- A new Primary Literacy Intervention Program, targeted at Grades 2 and 3 students, was piloted for the third year in selected schools in the Eastern School District and the Western School Board. New resources and professional development support were provided for PLIP teachers.
- One Reading Recovery® teacher leader provided support to three groups of previously trained Reading Recovery® teachers.
- A restructured math curriculum was piloted in Grade 6.
- Piloting and curriculum development continued on the Grades 3 and 5 social studies curriculum.
- A new combined PEI History /World Cultures Grade 6 social studies curriculum guide, with supporting resource CD, was developed and distributed.
- Support was provided to the 2010 Summer Tutoring Program for Kids.
- Summer in-services and summer institutes on a variety of selected curriculum areas were provided for teachers.
- Program development, in partnership with other organizations and agencies, continued through Family Literacy Grants, the Early Learning and Literacy Committee, ArtsSmarts, support to the Summer Institute Engaging Readers and Writers through Inquiry with Dr. Jeffrey Wilhelm, and professional learning opportunities for primary teachers and principals on early literacy development.

### ***Secondary Education***

- A new Grade 8 language arts resource, *Literacy 8*, was piloted.
- A restructured Grade 10 academic and general math curriculum was piloted.
- A restructured Grade 11 academic and general math curriculum was developed.
- New Robotics curriculum and resources were piloted in Grades 11 and 12.
- A Grade 11 and 12 career education course, *Designing Your Future*, was developed.

- A new Grade 12 academic environmental science curriculum was developed.
- A new intermediate physical education curriculum was developed and piloted.
- Culinary skills courses were piloted at the senior high level.
- A new curriculum handbook for senior high peer helper courses was developed.
- The new Grade 10 career education course, Career Explorations and Opportunities (CEO401A), was piloted in eight high schools with in-servicing for teachers.
- Planning and field testing of technology resources for Career Explorations and Opportunities (CEO401A) took place. Planning continued, in collaboration with ITSS, to install wireless internet in 10 English high school classrooms offering the CEO401A course, along with Notebook computers.
- Implementation of the PEI Career Development Framework continued.
- Selected school educators were in-serviced on the administrative component of the Career Cruising resource.
- Expansion of summer learning opportunities for students occurred.
- An implementation guide for Academy Diploma Programs was piloted.
- Support was provided to several high schools in planning for the development of Academy Diploma Programs in sector areas including agriculture, fisheries and natural resources, and the performing arts.
- Program development, in partnership with other organizations and agencies, continued in the following areas: Skilled Trades Strategy; Holland College Transitions Program; Aviation/Aerospace Academy Diploma Program; and Education for Sustainable Development.
- Youth apprenticeship presentations were conducted in all high schools across PEI.
- Over 32 applications for apprenticeship credit for high school courses were issued, which provided advanced credit towards a post-secondary apprenticeship program for students.
- Youth Apprenticeship Awards recognized eight students in June 2010.
- Nineteen students graduated from the Youth Apprenticeship Program with time and skill credit in their trade to apply to a post-secondary apprenticeship program.
- A new program, Building Futures for Youth, was developed and piloted with Grade 9 students.
- New novels were piloted in academic and general English (ENG421A and ENG431A).
- Grade 12 English teachers participated in a two-day workshop on using anchors /exemplars in their practice.
- The PEI Secondary Literacy Framework, along with a supporting action plan, was developed.
- Drama 701A was piloted, and Drama 801A and 621A were developed.
- A very successful partnership project involving ArtsSmarts PEI, UPEI, and Bluefield Senior High, was piloted under the guidance of artists Sara Saunders and Julia Sauvé. The project included links to curriculum areas of English, biology, chemistry, drama, and technology, and involved over 200 students in Grades 10, 11, and 12.

- The provincial Heritage Fair was held, including students in Grades 7 to 9.
- Geocaching (GPS) and other interactive online activities were developed in partnership with Parks Canada for students of Canadian Geography (GEO421A).
- Several senior high school students in Global Issues (GEO621A and GEO631A) participated in a Joint Education Research Group study focussing on the links between global issues curriculum, critical thinking, civic education, and students' confidence in future learning.
- More than 300 Grade 8 students participated in Discovery Days at The Confederation Centre of the Arts, an activity-based social studies lesson incorporating art, movement, and performance.

# FRENCH PROGRAMS DIVISION

## Role of Division

The French Programs division provides leadership, coordination, and support in the development, in-service, and maintenance of quality curriculum programs, support services, and resources for French First Language, French Immersion, Intensive French, Core French, and Enhanced French programs for students from Grades 1 to 12 in the Prince Edward Island public school system. The division also provides opportunities for teachers and students to promote French education.

Fiscal Year	2007-2008	2008-2009	2009-2010	2010-2011
Human Resources (FTE)	12	14	14	17
Total	\$1,874,080	\$2,066,923	\$1,964,300	\$2,494,400

## Major Achievements

- Developed a new French Language Arts curriculum guide for Grades 7 to 9 Late French Immersion.
- Developed new curricula for French Language Arts (FRA801M and FRA621M).
- Developed new biology curricula for French First Language (BIO521M and BIO621M).
- Developed new science curriculum (SCI801M) for French First Language.
- Developed new mathematics curricula (MAT421M and MAT521M).
- Developed new French Language Arts curricula for Grades 4 to 6 French First Language
- Continued to develop the music curricula for Grades 1 to 6.
- Piloted new French Language Arts curricula (FRA421M, FRA421N, FRA521M and FRA521N) for French First Language.
- Piloted new *Éducation à la Carrière* (CAR421M) curriculum for French First Language.
- Piloted new mathematics curriculum for MAT 801N.
- Piloted new curriculum for Grade 9 mathematics.
- Piloted new social studies curricula for Grades 7 and 8.
- Piloted new *Économie* (ECO621M) and *Entrepreneuriat* (ENT521M) curricula.
- Continued to pilot the Enhanced French program at the Grade 9 level.
- Piloted Enhanced French at the Grade 10 level.
- Continued to pilot the Primary Intervention and the Reading Recovery® programs.
- Piloted new chemistry curricula (CHI521M and CHI621M) for French First Language.



- Implemented a new French language arts curricula in Grades 1 to 3 French First Language.
- Continued to implement the recommendations proposed in the report, *Vers un secondaire renouvelé*, to move toward a renewed high school program for French First Language senior high schools.
- Implemented the revised French First Language arts curricula for the second year in Grades 1 to 3.
- Continued to implement a new writing tool kit for Grades 7 to 12 French Immersion programs.
- Continued to implement the Western and Northern Canadian Protocol for collaboration in education (WNCP/PONC) program in Grades 6 mathematics classes in French First Language and French Immersion Schools.
- Implemented new mathematics curriculum for Grade 9 French First Language and French Immersion programs.
- Implemented new mathematics curriculum (MAT801M) for French First Language.
- Implemented new statistics curriculum (STA621M) for French First Language.
- Implemented new physics curricula (PHY521M and PHY621M) for French First Language.
- The Intensive French program was approved as a provincially authorized program.
- Completed the Grades 1 and 2 benchmarks for French Immersion programs.

#### Goals of the French Programs Division

- ▶ Improve curricula, programs, and services for students.
- ▶ Improve resources to support learning and teaching.
- ▶ Improve in-service and other professional learning opportunities for educators.
- ▶ Improve employee satisfaction.

## Activities

### **Curriculum Resources**

- New resources were provided for Grades 1 to 6 French Immersion Language Arts.
- New resources were provided for Grades 1 to 9 mathematics.
- New resources were provided for physics (PHY521M and PHY621M), mathematics (STA621M), and science (SCI801M).
- New resources were provided for French Language Arts (FRA801M, FRA621M, FRA421 and FRA521).
- New reading materials were provided for intermediate and secondary French First Language classrooms.

- New resources were provided for the Core French program at the elementary and senior high levels.
- New resources were provided for the Grades 7, 8, and 9 Enhanced French program.
- New science lab materials were provided to support all French First Language science courses.
- New resources were provided to support the modules taught in French Immersion from Grades 7 to 12.
- Completed a continuum of book characteristics and e-list leveled books.
- Developed writing rubrics for Grades 1 to 3 French First Language and Grades 2 to 6 French Immersion.
- Piloted new *Économie* (ECO621M) and *Entrepreneuriat* (ENT521M) resources.
- Piloted writing rubrics for Grade 1 French Immersion.
- Provided classroom library resources for French Immersion and French First Language.
- Provided resources to assist teachers with literacy development and instruction in French First Language and French Immersion schools.
- Added new reference materials and teaching resources to the Professional Development Library.
- Provided Elementary Core French and Intensive French teachers with CDs for their classroom music libraries.
- Purchased a variety of CDs and DVDs for all classrooms to promote French culture.

### ***Professional Development***

- Continued to develop literacy teaching tools to assist teachers in gaining a better understanding of the literacy process.
- Held literacy workshops for teachers of Grades 1 to 6.
- Held listening skills workshops for secondary teachers.
- Held reading literacy strategies for secondary teachers.
- Held Workplace Hazardous Materials Information System (WHMIS) training for science teachers.
- Held training sessions for intermediate and secondary teachers on writing strategies and how to integrate grammar concepts in the process.
- Held writing workshops for teachers of Grades 2 to 6 French Immersion and Grades 1 to 3 French First Language.
- Attended joint staff meetings with all staff in the Learning and Early Childhood Development branch.
- Held a meeting with French Immersion and French First Language principals and school board officials to discuss educational needs.
- Contributed to projects sponsored by the PEI-Québec agreement.
- Organized reading and writing assessment workshops for Grades 1 to 3 French Immersion and French First Language teachers.

- Provided professional development for French literacy coaches.
- Piloted a new Language Enrichment program for French Second Language teachers.

### ***Student Activities***

- Consultants collaborated directly with teachers and the community to offer the *Festival des arts dramatiques*, annual science and heritage fairs, *Célébration de la Francophonie* (French Week Celebration) and *GénieArts* (ArtsSmarts).
- The French Programs division participated, for the seventh consecutive year, in the *GénieArts* program. Eleven projects were selected from the three school boards in French First Language and French Second Language programs. *GénieArts* aims to integrate learning through the arts in all subjects in the classroom.
- Various activities were organized for students at all levels in all three French programs for *Célébration de la Francophonie*. Some of the activities included performances by both local artists and artists from Québec, New Brunswick, and Ontario. Most schools organized their own activities to celebrate French Week. For the sixth year, the French Programs division, in collaboration with *Radio-Canada*, invited students to listen to the morning show in which the host dedicated 20 minutes of the morning broadcast of *Le Réveil* to students across the Island.
- Eight students participated in the Québec/PEI six-month exchange program this year. These students were enrolled in either French Immersion or Core French Grade 11 classes.
- Students in the Intensive French pilot program and the Grades 7 and 9 Enhanced French program participated in oral interviews with consultants.
- Piloted the *Diplôme d'études en langue française* (Diploma in French Language Studies) exam to secondary French Immersion students in collaboration with the Nova Scotia Department of Education and the *Alliance Française* in Moncton.

### ***Other***

- For the sixth year, the French Programs division, in collaboration with the three school boards and other French school boards across the Atlantic Provinces, participated in the *Cerf Volant* Network. This project allows Francophone artists from across the country to tour the four Atlantic Provinces to promote French culture to students in both French First Language and French as an Additional Language programs.
- In partnership with the Eastern School District and the Western School Board, curriculum specialists from the division made presentations to parents about the Intensive French, Enhanced French, and Early French Immersion programs.
- Division staff participated in a steering committee of Council of Atlantic Ministers of Education and Training (CAMET) and Council of Ministers of Education, Canada (CMEC), to study the possibility of integrating the European Language Portfolio and the Common European Framework into French as an Additional Language programs.

- Division staff participated on the *Association canadienne d'éducation de langue française* (Canadian Association for French-Language Training, ACELF) board of governors and the Tripartite Committee for the *Fédération nationale des conseillers scolaires francophones* (FNCSF).
- Division staff participated on a CMEC steering committee that will develop national guidelines to assist researchers in the creation of a national cultural reference database.
- Division staff participated on three committees (Culture and Identity, Human Resources, and Pedagogy) pertaining to the FNCSF to help design a yearly plan for francophone schools.
- Division staff participated in the annual Canadian Association of Second Language Teachers networking meeting and participated on the Intensive French Leadership Committee.
- Division staff, in collaboration with ACELF, organized the 63<sup>rd</sup> annual ACELF conference in Charlottetown.
- In collaboration with the three school boards, the division developed a recruitment strategy for hiring French teachers.
- In collaboration with Canadian Parents for French, *Jeunesse Acadienne*, and UPEI, divisional staff participated in the organization of the French for the Future event for Grade 11 students.
- Curriculum specialists were involved in planning and implementing the Provincial Heritage Fair, participated in a national forum on benchmarks to develop historical thinking, and regularly provided French language proficiency services to all three school boards.

# LA DIVISION DES PROGRAMMES EN FRANÇAIS

## Rôle de la division

La Division des programmes en français gère, coordonne et soutient l'élaboration, la mise en œuvre et le maintien de programmes d'études, de services de soutien et de ressources de qualité pour l'enseignement en français langue première, en immersion française, du français intensif, du français de base et du français approfondi de la première à la douzième année dans le système scolaire de l'Île-du-Prince-Édouard. La division offre également aux enseignants et aux élèves des occasions de promouvoir l'éducation en français.

Exercice	2007-2008	2008-2009	2009-2010	2010-2011
Ressources humaines (FTE)	12	14	14	17
<b>Total</b>	\$1,874,080	\$2,066,923	\$1,964,300	\$2,494,400

## Principales réalisations

- Élaboration d'un nouveau guide pour le programme de français de la 7<sup>e</sup> à la 9<sup>e</sup> année en immersion française tardive.
- Élaboration d'un nouveau programme de français (FRA801M et FRA621M).
- Élaboration d'un nouveau programme de biologie en français langue première (BIO521M et BIO621M).
- Élaboration d'un nouveau programme de sciences (SCI801M) en français langue première.
- Élaboration de nouveaux programmes de mathématiques (MAT421M et MAT521M).
- Élaboration d'un nouveau programme de français pour la 4<sup>e</sup> à la 6<sup>e</sup> année en français langue première.
- Programme de musique pour la 1<sup>re</sup> à la 6<sup>e</sup> année en voie d'élaboration.
- Mise à l'essai d'un nouveau programme de français (FRA421M, FRA421N, FRA521M et FRA521N) en français langue première.
- Mise à l'essai d'un nouveau programme d'éducation à la carrière (CAR421M) en français langue première.
- Mise à l'essai d'un nouveau programme de mathématiques pour MAT801N
- Mise à l'essai d'un nouveau programme de mathématiques pour la 9<sup>e</sup> année.
- Mise à l'essai de nouveaux programmes de sciences humaines pour la 7<sup>e</sup> et la 8<sup>e</sup> année.
- Mise à l'essai des nouveaux programmes Économie (ECO621M) et Entrepreneuriat (ENT521M).

- Mise à l'essai du programme de français approfondi pour la 9<sup>e</sup> année poursuivie.
- Mise à l'essai d'un programme de français approfondi pour la 10<sup>e</sup> année.
- Mise à l'essai des programmes d'intervention au primaire et d'intervention en lecture-écriture poursuivie.
- Mise à l'essai de nouveaux programmes de chimie (CHI521M et CHI621M) en français langue première.
- Mise en place d'un nouveau programme de français pour la 1<sup>re</sup> à la 3<sup>e</sup> année en français langue première.
- Mise en œuvre progressive des recommandations du rapport *Vers un secondaire renouvelé* dans le but de renouveler le programme scolaire des écoles secondaires francophones.
- Mise en place du programme de français langue première révisé pour une seconde année en 1<sup>re</sup>, 2<sup>e</sup> et 3<sup>e</sup> année.
- Mise en place progressive d'une nouvelle trousse d'écriture pour les programmes d'immersion française de la 7<sup>e</sup> à la 12<sup>e</sup> année.
- Mise en place progressive du programme du Protocole de l'Ouest et du Nord canadiens (PONC) pour la collaboration en éducation dans les cours de mathématiques de 6<sup>e</sup> année des écoles francophones et de celles d'immersion française.
- Mise en place d'un nouveau programme de mathématiques pour les programmes scolaires en français langue première et en immersion française de 9<sup>e</sup> année.
- Mise en place d'un nouveau programme de mathématiques (MAT801M) en français langue première.
- Mise en place d'un nouveau programme de statistiques (STA621M) en français langue première.
- Mise en place d'un nouveau programme de physique (PHY521M et PHY621M) en français langue première.
- Autorisation du programme de français intensif par la province.
- Atteinte des cibles des programmes d'immersion française pour la 1<sup>re</sup> et la 2<sup>e</sup> année.

#### Objectifs pour les programmes en français

- ▶ Améliorer les programmes d'études ainsi que les programmes et les services destinés aux élèves.
- ▶ Améliorer les ressources afin de soutenir l'apprentissage et l'enseignement.
- ▶ Améliorer la formation interne ainsi que les autres outils de perfectionnement offerts aux éducateurs.
- ▶ Accroître la satisfaction des employés.

## **Activities**

### ***Ressources curriculaires***

- Nouvelles ressources pour le programme d'arts langagiers en immersion française de la 1<sup>re</sup> à la 6<sup>e</sup> année.
- Nouvelles ressources pour le programme de mathématiques de la 1<sup>re</sup> à la 9<sup>e</sup> année.
- Nouvelles ressources pour l'enseignement de la physique (PHY521M et PHY621M), des mathématiques (STA621M) et des sciences (SCI801M).
- Nouvelles ressources pour l'enseignement du français (FRA801M, FRA621M, FRA421 et FRA521).
- Nouvelles ressources de lecture pour les classes francophones à l'intermédiaire et au secondaire.
- Nouvelles ressources pour le programme de français de base à l'élémentaire et au secondaire.
- Nouvelles ressources pour le programme de français enrichi de la 7<sup>e</sup>, 8<sup>e</sup> et 9<sup>e</sup> année.
- Nouvel équipement pour les laboratoires de sciences pour soutenir tous les programmes de sciences en français langue première.
- Nouvelles ressources pour soutenir l'enseignement des modules en immersion française de la 7<sup>e</sup> à la 12<sup>e</sup> année.
- Création d'un éventail de caractéristiques de livres et de livres classés par niveau se trouvant sur une liste Internet.
- Création de rubriques d'écriture pour la 1<sup>re</sup> à la 3<sup>e</sup> année en français langue première et pour la 2<sup>e</sup> à la 6<sup>e</sup> année en immersion française.
- Mise à l'essai de nouvelles ressources pour Économie (ECO621M) et Entrepreneuriat (ENT521M).
- Mise à l'essai de rubriques d'écriture pour la 1<sup>re</sup> année en immersion française.
- Ressources de bibliothèque pour les classes francophones et celles d'immersion française.
- Ressources pour appuyer les enseignants dans le développement et l'enseignement de la littératie dans les écoles francophones et celles d'immersion française.
- Nouveaux documents de référence et ressources pédagogiques pour la bibliothèque de perfectionnement professionnel.
- CD pour les enseignants de français de base et de français intensif à l'élémentaire pour la bibliothèque musicale de leur classe.
- Achat de divers CD et DVD pour toutes les classes afin de promouvoir la culture francophone.

### ***Perfectionnement professionnel***

- Élaboration d'outils pédagogiques pour la littératie afin d'aider les enseignants à mieux comprendre l'acquisition de la littératie.
- Tenue d'ateliers sur la littératie pour les enseignants de la 1<sup>re</sup> à la 6<sup>e</sup> année.
- Tenue d'ateliers sur les aptitudes à l'écoute pour les enseignants du secondaire.

- Tenue d'ateliers sur les stratégies pour la compréhension en lecture pour les enseignants du secondaire.
- Tenue d'une formation sur le Système d'information sur les matières dangereuses utilisées au travail (SIMDUT) pour les enseignants de sciences.
- Tenue de formations pour les enseignants à l'intermédiaire et au secondaire sur les stratégies d'écriture et sur les façons d'incorporer des concepts de grammaire dans le processus.
- Tenue d'ateliers sur l'écriture pour les enseignants de la 2<sup>e</sup> à la 6<sup>e</sup> année en immersion française et pour ceux de la 1<sup>re</sup> à la 3<sup>e</sup> année des écoles francophones.
- Réunions conjointes du personnel avec tous les membres de la Division de l'apprentissage et du développement de la petite enfance.
- Tenue d'une réunion avec les directeurs des écoles francophones et de celles d'immersion française et des membres des commissions scolaires afin de discuter des besoins en éducation.
- Participation à des projets soutenus par l'entente Î.-P.-É./Québec.
- Tenue d'ateliers sur l'évaluation des aptitudes en lecture et en écriture pour les enseignants de la 1<sup>re</sup> à la 3<sup>e</sup> année en immersion française et en français langue première.
- Perfectionnement professionnel pour les mentors en littératie en français.
- Mise à l'essai d'un nouveau programme d'enrichissement du langage pour les enseignants de français langue seconde.

### **Activités scolaires**

- Des conseillers ont collaboré avec des enseignants et la communauté afin d'offrir le Festival des arts dramatiques, l'expo-sciences, la fête du patrimoine, les Célébrations de la francophonie et GénieArts.
- La Division des programmes en français a participé, pour la septième année consécutive, au programme GénieArts. Onze projets ont été sélectionnés parmi les trois commissions scolaires pour les programmes en français et en français langue seconde. GénieArts vise à introduire l'apprentissage par les arts pour toutes les matières enseignées en salle de classe.
- Diverses activités ont été organisées pour les élèves de tous les niveaux dans les trois programmes en français à l'occasion des Célébrations de la francophonie. Parmi les activités, il y a eu des spectacles d'artistes locaux ainsi que d'artistes du Québec, du Nouveau-Brunswick et de l'Ontario. La plupart des écoles ont organisé leurs propres activités pour les Célébrations de la francophonie. Pour une sixième année, la Division des programmes en français, en collaboration avec Radio-Canada, a invité les élèves à écouter une émission du matin, Le Réveil, pendant laquelle l'animateur a consacré 20 minutes d'ondes aux élèves de l'Île.
- Huit élèves ont participé au programme d'échange de six mois Québec/Î.-P.-É. cette année. Ces élèves étaient inscrits au cours de 11<sup>e</sup> année d'immersion française ou de français de base.
- Des élèves du programme de français intensif à l'essai et du programme de français approfondi de 7<sup>e</sup> et 9<sup>e</sup> année ont participé à des entrevues orales avec des conseillers.



- L'examen du Diplôme d'études en langue française (DELF) pour les élèves du secondaire en immersion française a été mis à l'essai en collaboration avec le ministère de l'Éducation de la Nouvelle-Écosse et l'Alliance Française de Moncton.

### **Autres**

- Pour une sixième année, la Division des programmes en français, en collaboration avec les trois commissions scolaires de l'Île et d'autres commissions scolaires de langue française des provinces atlantiques, a participé au réseau Cerf-Volant. Ce projet permet à des artistes francophones du pays de faire une tournée dans les provinces atlantiques afin de promouvoir la culture francophone auprès des élèves inscrits dans des programmes en français langue première et en français langue additionnelle.
- En partenariat avec la Commission scolaire de l'est et la Commission scolaire de l'ouest, des spécialistes en programmes d'études de la division ont tenu des séances d'information pour les parents à propos des programmes de français intensif, de français approfondi et d'immersion française précoce.
- Des membres de la division ont participé à un comité directeur du Conseil atlantique des ministres de l'Éducation et de la Formation (CAMEF) et du Conseil des ministres de l'Éducation, Canada (CMEC). L'objectif était d'étudier la possibilité d'intégrer le Portfolio européen des langues et le Cadre européen commun de référence pour les langues dans les programmes de français langue additionnelle.
- Des membres de la division ont participé au conseil des gouverneurs de l'Association canadienne d'éducation de langue française (ACELF) et au comité tripartite de la Fédération nationale des conseils scolaires francophones (FNCSF).
- Des membres de la division ont participé à un comité directeur du CMEC qui élaborera des lignes directrices nationales pour aider les chercheurs à créer une base de données de référence culturelle nationale.
- Des membres de la division ont participé à trois comités (culture et identité, ressources humaines et pédagogie) se rattachant à la FNCSF afin de contribuer à l'élaboration d'un plan annuel pour les écoles francophones.
- Des membres de la division ont participé à la réunion de réseautage annuelle de l'Association canadienne des professeures de langues secondes (ACPLS) et ont participé au comité de leadership du français intensif.
- Des membres de la division, en collaboration avec l'ACELF, ont organisé la 63<sup>e</sup> conférence annuelle de l'ACELF à Charlottetown.
- En collaboration avec les trois commissions scolaires, la division a élaboré une stratégie de recrutement pour l'embauche d'enseignants francophones.
- En collaboration avec *Canadian Parents for French*, Jeunesse Acadienne et l'Université de l'Î.-P.-É., des membres de la division ont participé à l'organisation de l'activité Le français pour l'avenir pour les élèves de la 11<sup>e</sup> année.

- Des spécialistes en programmes d'études ont participé à la planification et à la mise en œuvre de la Fête provinciale du patrimoine et à un forum national sur les données de référence pour développer une pensée historique en plus de fournir régulièrement des services de compétences en français aux trois commissions scolaires.

# CHILD AND STUDENT SERVICES DIVISION

## Role of Division

The Child and Student Services division provides learning supports and services to students, their families, and teachers in the public school system. The division works closely with school boards, and partners with other government departments and community organizations on issues and initiatives related to student services.

## Main Areas of Responsibility

The Child and Student Services division is responsible for special education, youth programs and services, career development, school health, school athletics, education programs for youth at the Provincial Adolescent School, school counseling support, transitioning initiatives, tutoring, services for children who have visual or hearing impairments, Intensive Behavioural Intervention (IBI) for young children with autism, aboriginal and diversity education issues, speech language pathology (SLP), English as an Additional Language (EAL), French as an Additional Language (FAL), home schooling, and assistive technology.

Fiscal Year	2007-2008	2008-2009	2009-2010	2010-2011
Human Resources (FTE)	28	54.5	62	65
Student Services	\$3,222,932	\$4,607,923	\$972,400	\$1,126,400
EAL/FAL	n/a	\$26,038	\$2,064,700	\$2,434,600
Special Education	n/a	n/a	\$2,058,600	\$2,088,700
Autism	n/a	n/a	\$956,400	\$1,219,200
<b>Total</b>	<b>\$3,222,932</b>	<b>\$4,633,961</b>	<b>\$6,052,100</b>	<b>\$6,868,900</b>

## Major Achievements

- In order to address classroom composition concerns in PEI schools, the 2007-2010 Memorandum of Agreement between the Education Negotiating Agency and the Prince Edward Island Teachers Federation (PEITF) included a Letter of Understanding on Class Composition, which established a special fund of \$200,000 per school year for each of the three years of the Memorandum. A provincial committee met several times over the course of the year under the chairmanship of the Special Education Coordinator to administer the funding, to give direction on accessing support, and to review and approve project applications from Island educators.

- The EAL/FAL team served students in 33 schools spanning the province from Alberton to Souris.
- Through a collaborative model with the school boards, the section's Early Years Autism Specialists provided support to children entering the school system in their kindergarten year. The collaborative model enables the department to provide intensive supports to children who were diagnosed late or have not yet received Intensive Behavioural Intervention (IBI).
- A Special Needs Family Support Specialist was employed to provide support to families who have a child with autism or other special need from preschool age to Grade 7 and alleviate stress for families trying to access different services available to them.

#### Goals of the Child and Student Services Division

- ▶ Improve accessibility to programs and services.
- ▶ Improve inclusionary practices.
- ▶ Improve programs and services for students.
- ▶ Improve resources to support learning and teaching.
- ▶ Improve in-service and other professional development for educators.
- ▶ Improve working relationships with all internal and external partners.
- ▶ Improve accountability.

## Activities

### English as an Additional Language / French as an Additional Language Unit

- The mandate of EAL/FAL services is to provide language acquisition support to immigrant students from kindergarten to Grade 12 whose primary language spoken in the home is not English or French.
- The EAL/FAL Reception Centre, formed in August, 2007, was again located at the Atlantic Technology Centre. The goal of the EAL/FAL Reception Centre was to welcome all immigrant families to our public education school system and to complete a comprehensive intake and language proficiency assessment for all newcomer children who were planning to attend school in our system. Recommendations for support were provided to families based on individual assessment results. With parent/guardian consent, support commenced within the K-12 school system. Students at the pre-beginner to intermediate range of language proficiency were assigned itinerant teacher support that was provided one-to-one or in small groups.
- For those students at the beginner level, tutor support was recommended outside of the school day. Tutoring services were contracted to a language training company, Study Abroad Canada: Tutors on Demand. This company operates from Charlottetown but has tutors available across the province, thereby, making the service accessible to any student for whom it was

recommended. This year, tutoring services were provided to approximately 220 EAL/FAL learners.

- Progress was measured through reassessment at the end of the school year. EAL/FAL learners had to be in the school system for at least six months before reassessment was considered. Reassessment results determined continuation or termination of support services.
- During this fiscal year, 21 itinerant teachers, including an FAL itinerant, two Assessment Specialists, a Cultural Awareness Specialist, an EAL Teacher Support Specialist, and a Program Administrator, were working in the section.
- The team served EAL/FAL students in 33 schools spanning the province from Alberton to Souris. The largest concentration of newcomer students was in the greater Charlottetown area served by the Eastern School District (ESD). FAL services were provided to one school within the *La Commission scolaire de langue française* (CSLF) and in several French Immersion settings. In addition to itinerant support, specialist staff provided ongoing support to educators across the province through professional development workshops, in-services, school visits, committee work, and so on.
- Itinerants implemented the EAL/FAL Learner Passport as a mechanism to set language acquisition goals for each student on their caseload. The goals were evaluated quarterly for attainment or further development.
- From April, 2010, to March, 2011, approximately 388 assessments of new EAL/FAL learners were completed.
- Schools were given \$25 per EAL/FAL learner to purchase resources specifically intended to support EAL/FAL learners.
- With partners at the government and community levels, the section continued to review services required to support immigrant students and their families within the school system. Partnerships continued with the school boards to ensure that schools were prepared to accept newcomer students throughout the school year.
- The needs of refugee learners have been targeted in discussions with the Provincial Director of Immigration, the Population Secretariat, and our local office of Citizenship and Immigration Canada (CIC). Stakeholders across all departments impacted were invited to discuss their concerns with CIC at a meeting in October.
- In October, 2010, two staff members traveled to China as part of the Canadian delegation invited to visit Beijing and Shanghai by Hanban and the Confucius Institute. The opportunity to visit schools and to speak with teachers and students was very informative and has assisted the section in its work with children from these two cities.
- The new Minister's Directive MD No. 2010-08, Tuition and Entitlement to Schooling Privileges for Permanent Resident, Non-Resident and Exchange Students, was finalized and distributed to schools in November.

- The draft of Our Welcoming Schools: Meeting the Needs of Newly Arrived Learners of EAL: A Practical Guide for PEI Educators was posted on our website.
- The pilot of the Intermediate EAL Teaching Strategies Handbook was completed, with the final version to be published.
- On-going communication with international agents and schools continued throughout the year regarding the possibilities of international recruitment of students to PEI.
- In February, Minister Currie met with Slark Enterprises Ltd., based in Toronto, to discuss the possibilities of partnering with two schools in China. As a result of further discussions and cooperative work with Slark Enterprises Ltd., we signed a contract with Ganzhou No. 3 Middle School to begin a 2+1 program in September 2011.

### **Autism Services Unit**

- Provided support to 193 school-aged students across the province during the 2010-2011 school year. Supports included individual assessment and programming, Individualized Education Program (IEP) development, transition planning, and consultation to assist in the development of Behaviour Support Plans.
- Funded three Preschool Autism Specialists and two board Autism Consultants to complete graduate level courses in Applied Behaviour Analysis. The two board Autism Consultants completed one year of practicum and mentoring. In September 2011, they will begin supporting students with autism in the school system in their respective boards (four in the Eastern School District, three in the Western School Board, and one in *La Commission scolaire de langue française*), increasing capacity to provide the intensive support needed for these students.
- Created Building Social Skills, A Resource for Educators, to help build capacity within the schools to provide social skills groups and disseminate knowledge in this area.
- Offered 230 hours of training to parents, tutors, and school staff to build knowledge about effective practices for children with autism.
- A Terms of Reference was written for the Interdepartmental Autism Committee and a project manager was identified to facilitate the review and implementation of further actions. The next steps will be for the Senior Management Autism Committee to review the Terms of Reference and prioritize initiatives for the Interdepartmental Autism Committee.
- Increased the wage subsidy for Intensive Behavioural Intervention (IBI) tutors to \$11.70 to help families subsidize wages and equalize this with the wages for Special Needs Assistants.
- Identified needs in the area of increasing community involvement for PEI families. This was taken into account in the new funding policy, which allows families to use funding to support community-based activities with peers. Four focus groups were held to gather additional input from families.

- Employed an Autism Project Coordinator through the Atlantic Provinces Special Education Authority (APSEA) to facilitate the actions of the Autism Research Advisory. This project, recommended in our action plan, was supported by the Ministers of Education in the Atlantic Provinces and will improve dissemination of evidence based standards of practice and collaborative training initiatives.
- Discussions began with community partners to support the development of an autism resource centre.

## **Special Education Unit**

### ***Learning Disabilities***

- Reduced the Learning Disabilities Specialist position to 20 percent this year, leading focus to be placed solely on the Response to Intervention (RTI) pilot.
- Piloted the RTI Framework and field tested AIMSweb in three schools. Approximately 800 students participated in the pilot. On June 10, 2011, the RTI Advisory committee met to review the pilot outcomes and make recommendations for next year. The main recommendation is for Child and Student Services and English Programs to coordinate a comparison field-testing of the universal screening and progress monitoring data systems. The tools to be compared will be AIMSweb and the Fountas and Pinnell Benchmark Assessment.
- Participated in the development of the Early Intervention Strategy and conducted work on the implementation of a RTI model from birth to 59 months.

### ***Speech Language Pathology Services***

- Continued efforts to consolidate all speech language services for children in the education system into one service delivery model under the auspices of the Department of Education and Early Childhood Development. In most cases, Department of Health and Wellness SLPs have been relocated to Department of Education and Early Childhood Development office space.
- Filled vacant Charlottetown-based and Summerside-based SLP positions over the course of the school year, and began recruitment of a Montague-based position. Part-time contracted SLP support has also been used to fill gaps in services in schools this year.

### ***Community Access Facilitator***

- Provided support to students with disabilities, their parents, schools, the school boards, and community service providers to ensure that practical transition plans were in place to enable students to transfer from the school to the community. Assisted students in Grades 8 to 12 to develop transition action plans that address educational, employment, recreational, transportation, residential, and personal life skills goals.
- Collaborated with educators and community partners to organize a series of Transitions Expos to disseminate information on post-secondary employment and academic opportunities, transportation and residential services, advocacy, support groups, life skills training, and other issues to students with disabilities and their families. Approximately 45 agencies participated in

the Transition Expos, including the Association for Community Living, the Cerebral Palsy Association, the Learning Disabilities Association, the Autism Society, the Disability Support Program, and the PEI Council of People with Disabilities.

- Promoted portfolio development.
- Provided Looking Forward to Work workshops in several locations across the province.
- Participated in the following committees: Western Transitions Committee (Elmsdale), UPEI Adult Connections in Education (ACE) Advisory Committee, Central School to Community Transitions Committee (Charlottetown), Employment Assistance Services, Career Exploration and Development Committee of APSEA, the Council of Atlantic Ministers of Education and Training (CAMET) Atlantic Study on Transition of Students with Disabilities, Networking Employment for Positive Outcomes, Looking Forward to Work Workshop, and the Eastern School to Work Transition Committee (Montague).

### ***Student Support***

- Ordered a wide variety of materials to support students' learning needs.
- Visited resource teachers to discuss ways to support their literacy programs and offered workshops on literacy strategies and initiatives.
- Facilitated in-service in Jolly Phonics and the Fountas and Pinnell Benchmark for Elementary Resource teachers.
- Continued developing the Student Support Resource Guides in French and English.
- Collected data from the four Primary Intervention Program teachers for the final report of the study that is now in its fourth year. Schools included Tignish, Bloomfield, St. Louis, and Elm Street in the Western School Board, and Glen Stewart, Sherwood, and Montague Consolidated in the Eastern School District. The four teachers will remain in the program at their respective schools.
- Loaned approximately 200 packages of learning materials to Island teachers.
- Facilitated professional development sessions for students and school and board staffs, including: Reading Comprehension, Reading Records, Student Support Resource Guide, Engaging Young Writers, Guided Reading: A Process to Enhance Reading Comprehension and Study Skills, and Effective Literacy Tutoring.

### ***Hearing Education Auditory Resources (HEAR)***

- Four teachers of the Deaf and Hard of Hearing (DHH) supported 69 preschoolers and students across Prince Edward Island, including 22 by direct service and 47 consults or equipment checks.
- Received 8 new referrals.
- Provided and maintained 13 personal FM systems for Island students diagnosed with severe Central Auditory Processing Disorder (CAPD).
- Purchased a number of wireless personal FM systems and accessories, including 12 FM



- transmitters for teachers, 13 FM receivers for DHH students, and four personal FM receivers for students diagnosed with severe CAPD;
- Attended two in-services with DHH itinerants from APSEA, participated in two online professional development workshops, and attended a professional development session with an Auditory Verbal Therapist in New Brunswick.

### ***Atlantic Provinces Special Education Authority (APSEA) Services for Students who are Blind or Visually Impaired***

- Received eight new referrals, all of whom qualified, to make the total number of students who received services from APSEA this school year at 56 (13 preschoolers / 43 school age).
- Eight students participated in centre-based services, including two students who participated in full assessments, three students who had one-week combined assessments and short-term programs, and three students who participated in one-week short-term programs.
- One APSEA student from PEI participated in a new Youth Leadership weekend program. The program was held in April and was aimed at high school students interested in developing leadership skills.
- As part of an outreach service from the APSEA Centre in Halifax, Nova Scotia, a Speech Language Pathologist (SLP) was able to travel to PEI as a follow-up for an IWK augmentative communication assessment. The student assessed did not have SLP services at school; the APSEA SLP was able to attend the IWK assessment, observe the student at school, and demonstrate programming suggestions to the student's school team.
- Two APSEA students were selected to travel to the APSEA Centre to participate in a week-long Visual and Performing Arts camp in the summer of 2011.
- Participated in two disability-specific professional development sessions at the APSEA Centre. As well, APSEA staff attended a two-day program planning in-service in Moncton, New Brunswick.

## **Student Support Services Unit**

### ***Healthy School Communities***

- Over the past year, collaborative efforts between the Department of Education and Early Childhood Development, the Department of Health and Wellness, the University of Prince Edward Island, schools, school boards, provincial alliances, community organizations and volunteers alike, have resulted in a variety of new and strengthened supports for healthy school communities, using a comprehensive school health approach.

- Implemented the second cycle of the School Health Action Planning and Evaluation System / Youth Smoking Survey (SHAPES/YSS-PEI) in partnership with the Department of Health and Wellness, the University of Prince Edward Island, the University of Waterloo, and Health Canada. Through the SHAPES/YSS survey, information was collected from 90 percent of Prince Edward Island students in Grades 5 to 12 about their knowledge, attributes, and behaviours related to healthy eating, physical activity, tobacco use, and mental fitness. School Health Profile reports were provided to all participating schools using the student survey results, and aggregated data were used to produce school board and provincial level reports as well. Discussions were initiated with a variety of provincial partners to explore the use and usefulness of the provincial dataset from the Provincial Profile Reports from 2008-2009 and 2010-2011, and to help support its application.
- In 2010-2011, 89percent of eligible schools participated in the SHAPES program.
- Implemented the second year of the SHAPES-PEI school grant with support from the Department of Health and Wellness. Through this grant, students, teachers, parents, and community members are encouraged to examine the results contained within their school report, discuss and identify needs and priorities, propose activities to address these needs within a comprehensive school health framework, and develop an action and evaluation plan.
- Provided a total of \$9,000 in grants to 16 schools in 2010. Conducted 30 projects related to healthy eating, active living, and the promotion of positive mental health, worth a total of \$17,000 in grants for 2011.
- Continued to support the expansion of breakfast/snack programs in Island schools in partnership with the Department of Health and Wellness and the PEI Healthy Eating Alliance. Department funding is complemented by national funding from Breakfast for Learning. There are now 49 programs in schools and alternative education sites, supported by over 500 volunteers, which provide breakfast and snacks to approximately 6,000 students across PEI.
- With the Department of Health and Wellness, funded a collaborative effort between the PEI Healthy Eating Alliance and the School Nutrition and Activity Project (a UPEI research project) to evaluate the extent to which school breakfast programs meet standards and to determine whether foods and beverages offered are consistent with school nutrition policies. Results of this evaluation are being reviewed and plans will be put in place to help address the needs of breakfast programs identified through this evaluation.
- Held a provincial comprehensive school health forum Youth Health in the School Setting in partnership with the Comprehensive School Health Research Group at the University of Prince Edward Island and the Youth Excel project (YOUTH Health Collaborative: EXCElating evidence-informed action). The goal of this forum was to build relationships, collaborations and networks amongst policy, program, and research leaders in PEI, all in support of youth health programs and policies in school settings. The forum provided over 30 participants with background information about the Youth Excel project, presentations from current projects and programs here on PEI and their links to school health, and discussions regarding next steps for working together, how to build on what is working, and how to address gaps and needs.

- Supported a variety of provincial healthy lifestyle initiatives designed to positively impact the health of students, such as those developed by the PEI Healthy Living Network partners, the PEI Healthy Eating Alliance, the PEI Tobacco Reduction Alliance, Recreation PEI, and a variety of community health organizations.

### ***Provincial Adolescent School (PAS)***

- Provided educational services to 24 behaviourally, emotionally, and/or socially dysfunctional students from across the province.
- Continued to partner with the Provincial Adolescent Group Home and other group homes, community agencies, school boards, and the Child Youth Care Program at Holland College, to support the personal, social, and learning needs of students.
- Installed a smart board, which provided staff with additional tools to meet the learning needs and styles of students.
- Continued to increase resources at the PAS library with the addition of several volumes.
- Four students from the Child and Youth Care Program at Holland College were involved with the school. Two students completed several hours of their work placements at the school, and two completed a series of 10 sessions with PAS students related to personal and social development.
- Continued to provide healthy nutrition breaks to students with funding from the IODE Food for Thought program.
- Received funding from the PEI School Breakfast program, enhancing the school's ability to provide nutrition breaks for the students.
- Provided students opportunities to participate in a wide range of recreational physical programming, including a daily 20-minute walk.
- Addiction Services presented six 90-minute workshops to our students that were tailored to meet our students' needs regarding issues related to alcohol and drug abuse.
- Provided opportunities for several students to develop essential work skills through participation in the Cooperative Education course or extra-curricular placements.

### ***Career Education***

- Career Cruising, a computer career guidance system that includes current PEI labour market information, was implemented in all intermediate and senior high schools.

### ***Diversity and Aboriginal Education***

- A tripartite Aboriginal education policy and planning forum, with representatives from the Department of Education and Early Childhood Development, the Mi'kmaq Confederacy of PEI (MCPEI), and Indian and Northern Affairs Canada (INAC), continues to work collaboratively towards the improvement of Aboriginal learner outcomes in this province. The Education Policy and Planning Forum was the first to be established under the umbrella of the Tripartite Partnership Agreement (2007). Major accomplishments include the drafting of an education Memorandum of Understanding, and the crafting and implementation of a Strategic Action Plan to improve the educational outcomes for First Nations learners.

- A Memorandum of Understanding was signed on August 30, 2010, with the expressed objective of having First Nation learners in Prince Edward Island achieve or exceed the full educational outcomes of all other learners in PEI. Signatories on the MOU included the First Nation Chiefs, Ministers Currie, Campbell, and Bertram from the province, and Minister Duncan of the Department of Aboriginal Affairs and Northern Development.
- As a result of a Treasury Board decision, the department may reinvest \$2,150 of tuition paid for each First Nation student. Two temporary resource teaching positions in the Eastern School District were paid for from this re-investment fund.
- Drafted Diversity and Equity in PEI Schools: A Framework in consultation with the Diversity Education Standing Committee. The document is a foundational text meant to provide a compass for future initiatives in diversity education.
- Provided input in preparing and adopting a national Action Plan on Aboriginal Education, in response to the Council of Ministers of Education, Canada's (CMEC's) Learn Canada 2020.
- Provided ongoing support to the Provincial Fetal Alcohol Spectrum Disorder Advisory Committee, the UPEI Mawi'omi Connecting Aboriginal Cultures event, and the PEI Teachers' Federation Diversity Equity Committee.
- Provided ongoing support to schools in the development of diversity and inclusion plans. A newsletter, Building Bridges: Aboriginal and Diversity Education, is published quarterly.
- Collaborated with the Lennox Island First Nation to deliver the Grades 3 and 6 Provincial Common Assessments to students at John J. Sark School, a band-operated elementary school on the Lennox Island First Nation.
- Consulted with the Native Council of PEI regarding the inclusion of kindergarten in the public school system, data collection initiatives, and the department's Career Development Framework.
- Participated in the Train the Trainer and Diversity Awareness Training workshops through the Public Service Commission. Plans are being developed to deliver diversity and cultural awareness workshops to all department personnel during the next school year.
- Established an Aboriginal Education Transitions Task Group has been established that includes representation from the First Nations, the department, the Department of Innovation and Advanced Learning, the school boards, schools, the Native Council, UPEI, and Holland College. The mandate of the group is to identify barriers and gaps for Aboriginal learners and take steps to address them. An action plan has been developed by the group that includes built-in accountability measures.
- A Grade 7 Mi'kmaw language and culture course will be piloted at Hernewood Intermediate School and at Mount Stewart Consolidated School in September, 2011.
- A regional committee of Aboriginal Education consultants has been struck with the objectives of working collaboratively on contributing to national strategies and to working cooperatively in areas of mutual interest. PEI is joining New Brunswick, Nova Scotia, and Newfoundland and Labrador with this initiative.

- Participating in the planning and development of a Mi'kmaq Travelling Exhibit with MCPEI. The exhibit is a museum-quality series of displays using the latest technology and archaeological evidence. The Mi'kmaq Traveling Exhibit will meet many of our social studies outcomes and is intended to be a valuable resource for Island students to learn more about Mi'kmaq culture and history on PEI.

### ***Counselling***

- Supported ongoing professional development of counsellors through workshops and meetings with a variety of partners.

### ***PEI School Athletic Association (PEISAA)***

- Collaborated with the school boards, member schools, the University of Prince Edward Island, Holland College, Sport PEI, provincial sport organizations, and community volunteers to facilitate and support the interscholastic sport experiences of Island students.
- Implemented recommendations from the organizational review of the PEISAA.
- Prepared the Minister's Directive and Rules outlining the new governance structure for the PEISAA and school sport in the province.
- Prepared the PEISAA Handbook of school sport policies, rules, and regulations.
- Implemented the Physical Education Safety Guidelines K-12 Interschool Section.
- Through a concentrated effort by the Media-Publicity Commissioner, promoted and profiled school sport and raised awareness about school sport programs.
- Offered 14 sport programs at a variety of schools and at various levels across the province.
- Thousands of students continued to participate in individual and team school sport activities within Island schools.
- The Coach in School module, a joint project with the Coaching Association of Canada, was released to address coaching certification.
- Began developing a new PEISAA Website, which will be a valuable resource tool for school sport and the sports community within the province.
- Preparing to celebrate the 50<sup>th</sup> Anniversary (1961-2011) of structured school sport administration by the province.
- Regular Board Meetings were held to plan for and address issues regarding programming and sport within Prince Edward Island schools.

# EARLY CHILDHOOD DEVELOPMENT AND KINDERGARTEN SECTION

## Role of Section

This section provides policy and funding advice to ensure Island children have a high quality learning experience in the early childhood and kindergarten sector. This section administers the direct funding program, the special needs funding program, the Best Start program, the provincial kindergarten program, and provides curriculum and curriculum resources to English, French, and French Immersion kindergarten programs. As well, this section has responsibility for the *Child Care Facilities Act*, including the certification of early childhood educators, licensing and inspections of early childhood programs, and resource support to the Child Care Facilities Board.

Fiscal Year	2007-2008	2008-2009	2009-2010	2010-2011
Human Resources (FTE)	4	7	7	12
Kindergarten / Early Childhood Services	\$3,349,667	\$8,667,048	\$7,702,069	\$9,222,815
<b>Total</b>	\$3,349,667	\$8,667,048	\$7,702,069	\$9,222,815

## Major Achievements

- Supported the transition of educators from the early childhood sector to the school system.
- Supported the transition of resources, material, and equipment from existing kindergartens to the school-based kindergartens.
- The department was very pleased with the transition of kindergarten to a full-day mandatory program into the public-school system and considered the transition a huge success.
- Developed the Preschool Excellence Initiative as a result of the impact to the early learning sector because of the transition of kindergarten to the public-school system.
  - The Preschool Excellence Initiative will ensure parents have access to early learning and childcare across PEI.
  - A new *Early Learning and Child Care Act* was developed and passed during the Fall Session.
  - A curriculum framework will be written in this academic year. Centres will continue with their existing programming as approved by the Child Care Facilities Board. This work is being contracted out.

- The roll-out of the PEI Preschool Excellence Initiative has been a huge success. The early childhood sector has embraced the transition from a sector to an early learning and childcare system. Parents and children will benefit from increased expectations in the quality of the service provided.

#### Goals of the Early Childhood Development and Kindergarten Section

- ▶ Contribute to the development of a comprehensive early childhood system in Prince Edward Island by providing a creative and unique curriculum, grounded in early childhood learning and development theories, and maximize opportunities for children.
- ▶ Appreciate and build upon existing community-based programs, acknowledging best practices and diversity.
- ▶ Balance flexibility and responsiveness to the needs of families and communities with fairness and consistency to all partners.
- ▶ Address human resource issues including wages, benefits, working conditions, and training.
- ▶ Promote a system that is effective, cost-efficient, and accountable.
- ▶ Contribute to the ongoing development of the school-based kindergarten program, maintaining curriculum and program development and support.

## Activities

- Identified kindergarten classroom space in each elementary or primary school.
- Furnished classrooms with curriculum resources and teaching and learning materials.
- Provided professional development sessions focused on the play-based integrated curriculum, purpose of play, and the learning environment for department and board senior staff, school administrators, and teachers.
- The department, board staff, school administrators, and teachers continued to work together to ensure the transition was effective for all, particularly for the students.
- Established 41 Early Learning Centres as part of the PEI Preschool Excellence Initiative.

# PROFESSIONAL DEVELOPMENT / SCHOOL DEVELOPMENT

## SECTION

### Role of Section

Through the Professional Development section, the Department of Education and Early Childhood Development supports educators in continuous learning. Continuous learning ensures that educators are informed about new knowledge and best practices, and how to integrate these into their work in support of student learning. Through the School Development process, administrators and teachers are supported to examine their school through established success indicators, and to develop goals and action plans that will move them collectively to greater success in student learning.

Fiscal Year	2007-2008	2008-2009	2009-2010	2010-2011
Human Resources (FTE)	1	1	1	1
Professional Development	\$257,502	\$244,942	\$285,760	\$267,301
School Development	\$191,203	\$164,634	\$192,961	\$132,600
<b>Total</b>	<b>\$448,705</b>	<b>\$409,576</b>	<b>\$478,721</b>	<b>\$399,901</b>

### Major Achievements

- The provincial School Development Program has made significant progress this year in the support of increased student learning.
- Increased collaborative provincial planning has enabled additional support to be provided to teachers. A full day workshop on Collaboration was provided to all teachers at the beginning of the school year. Wayne Hulley delivered this presentation in September 2010, and provided follow up through a video to reinforce his support at a school level in November.
- All schools have now established a teaching and learning smart goal. This decision is increasingly based on the sound use of relevant data. In addition the parents, students, and teaching staff all completed Tell Them From Me perceptual surveys this year. Surveys were translated so the French school Board could contribute. Data from provincial assessments were much more integrated into the go-forward planning of schools, and progress in student achievement and teacher engagement has been noted.
- Electronic reporting of collaborative work and yearly reports provide an increased measure of accountability at the school level.



- The provision of two dedicated school development days in the school calendar in 2010 allowed for collaborative school work to be enhanced. There is additional need for dedicated time for this collaborative work, perhaps in another format if we are to support ongoing work by teachers to link planning, assessment, and instructional practice to enhance student achievement.
- There was increased focus on student achievement with respect to learning opportunities that were offered by various educational partners.

#### Goals of the Professional Development / School Development Section

- ▶ Provide diverse learning opportunities for teachers, administrators, and others who impact student learning, to enhance their professional knowledge and skills.
- ▶ Plan, develop, and coordinate delivery of learning opportunities at provincial, board, and school levels that are aligned with department and school goals.
- ▶ Provide leadership, support, and resources to boards and school leaders in the school development process.

## Activities

- The Beginning Teacher Induction Program was again successfully offered in partnership with the three school boards, UPEI, and the PEI Teachers' Federation (PEITF). A provincial welcome workshop was held in late August, 2010, and included an introduction to the program, curriculum, staff resources, and the union. The program was expanded to meet the needs of P1, as well as all contract teachers with a six-month or longer period of engagement. The additional challenge this year was the large increase in numbers of educators with the introduction of kindergarten into the system. This caused challenges with substitute time and, as a result, pullout workshops were cancelled. An introductory package was prepared and distributed to all beginning teachers and time was given for teachers to meet with mentors. There was a heavy uptake on this with excellent feedback on the value of this time for both teacher and mentor.
- Active participation through networking and role-related learning contributed to the professional development of vice principals in both the Eastern School District and Western School Board. These programs were planned by a team that included vice principals, board school development staff, and the Professional Development Coordinator. Program topics differed between boards.
- Support was provided in the development and training for enhanced supervision and evaluation processes. Approaches varied by board and will be reviewed to discuss effectiveness.

- The program for the fall Joint Staff Development Day reflected the significant commitment to focus program offerings on student learning. Increasingly, teacher leaders and coaches prepare and present best instructional and assessment practices in these workshops. In addition, the department and School Board consultants have opportunities to support teachers through providing information about new best practice models. Teachers had the option to devote this development day to learning with their collaborative school groups or in cross-school groupings by subject or grade level, in addition to a program of themed offerings or attendance at special association meetings.
- A regional pilot project, the Atlantic Provinces Education Resource Persons Database, was developed with other regional partners.
- Planning for school-based professional development is now fully integrated with School Development Planning Committees. The school-based school development days have made a significant contribution to teacher learning and the ability to move forward with school development.
- Funding in the amount of \$50,000 was provided to support school-based and board-based professional development. This funding supported the provincial fall 2010 Learning Day, innovation grants to individual schools, and opportunities for peer coaching, planning, and observation.
- Awarded and coordinated three full-year sabbatical leaves for the 2010-2011 school year.
- Coordinated summer learning opportunities for teachers across the province. Summer institutes and in-services were offered in compliance with the PEITF agreement. This resulted in reduced teacher pull-out during the school year.
- Provided on-going leadership, facilitation, consulting, coaching support, and financial resources to boards and school teams involved in School Development Planning. Designed, developed, and delivered training for school development teams in support of identified goals at the school level and planning at the board and provincial levels.
- Managed budget and allocated resources to meet program and system needs.
- Consulted with curriculum specialists about system needs as identified through the School Development process.
- Provided leadership to, and fostered collaboration between, the various educational partners, including the three school boards, PEITF, UPEI Faculty of Education, principals, teachers, department consultants, and other education partners, to ensure a comprehensive and aligned approach to professional development for Island educators.
- Monitored the professional development needs of the system. Generated and implemented ideas, initiatives and programs to meet identified needs within budget allocations.
- Participated in the departmental Employee Development Fund Committee supporting employee learning.
- Chaired the Provincial Professional Development Committee and its sub-committees.

- Provided advice and coaching to staff concerning the design and delivery of professional development workshops, including in-service (with respect to facilitation skills, process, and adult education, etc.).
- Facilitated workshops and staff days for internal department teams.
- Provided training to literacy coaches on working with adults and supporting changes in practice among teachers.

# JOINT CONSORTIUM FOR SCHOOL HEALTH (JCSH)

## Role of the Joint Consortium for School Health

The Pan-Canadian JCSH was established by the Council of Ministers of Education Canada and the Conference of Ministers of Health in 2005 to improve the health and academic achievement of Canadian children and youth.

The JCSH is a partnership of governments working together to promote the health of children and youth in the school setting. Together with 12 member provinces and territories (excluding Québec) the Consortium works to strengthen collaboration among research, policy and practice communities across the health and education sectors, and to provide evidence of the impact of comprehensive school health on learning and health outcomes. Comprehensive school health is an internationally recognized framework for supporting improvements in students' educational outcomes while addressing school health in a planned, integrated, and holistic way, and encompasses the whole school environment with actions addressing four distinct but inter-related pillars: social and physical environment; teaching and learning; healthy school policy; and partnerships and services. Research shows that comprehensive school health approaches can lead to improvements in children's academic achievements, as well as in their health and well-being, ultimately improving their quality of life and helping to reduce pressures on our health care system over the long term.

The federal government also supports the work of the Consortium, with the Public Health Agency of Canada (PHAC) serving in a funding and advisory capacity.

For the years 2010-2015, the Secretariat for this pan-Canadian partnership of governments is housed in the Prince Edward Island Department of Education and Early Childhood Development. The Secretariat, comprised of a small team under the direction of an Executive Director, coordinates and provides leadership to the work of the Consortium. For this five year period, the Management Committee of the JCSH is chaired by PEI, as is the School Health Coordinators' Committee. Under its first mandate (2005-2010), the JCSH Secretariat was housed in British Columbia (2005-2010).

Core funding for operations and the Secretariat is cost-shared: each year, PHAC contributes \$250,000, and member provinces and territories match this contribution (according to an agreed-upon schedule), for a total of \$500,000 annually. Prince Edward Island's contribution for 2011 is \$3,280.

## Activities

- Published *Schools as a Setting for Promoting Positive Mental Health: Better Practices and Perspectives*, a document summarizing key literature, key informant interviews, and synthesized better practice statements.
- Partnered with the Public Health Agency of Canada and Health Canada to publish a school health supplement in the *Canadian Journal of Public Health*.

- Hosted the Pan-Canadian Comprehensive School Health Roundtable, in partnership with the Centre for Population Health Impact, University of Waterloo, through the Youth Excel Coalitions Linking Action and Science for Prevention (CLASP) project.
- Supported the School Health Coordinators' Committee to develop strategies and activities for the 2010-2012 Operating Plan to guide the work of the JCSH.
- Developed new partnership with CLASP, which is funded by the Canadian Partnership Against Cancer. The JCSH has taken on a significant advisory role in one of CLASP's major projects – Youth Excel, a long-term research collaboration to reduce tobacco use, and to promote healthy eating and physical activity among Canadian youth.
- Began work to strengthen, and to increase the use of, the Healthy School Planner (HSP), which was introduced in 2009. Developed in partnership with the University of Waterloo, the HSP covers three key topics: healthy eating, physical activity, and tobacco use. The JCSH is now looking at ways to improve the tool's usefulness for schools, reflecting feedback from its users.
- Completed an evaluation in May 2010 that will inform JCSH's next directions and priorities.

# STATISTICAL SUMMARY

# EXPENDITURES

## Expenditure per Child in Kindergarten, PEI, by year

SCHOOL YEAR	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Expenditure per child	\$2,121	\$2,193	\$2,323	\$2,756	\$2,420	\$4,893

## Expenditure per Child in Grades 1 to 12, PEI, by year

SCHOOL YEAR	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Expenditure per child	\$7,607	\$7,695	\$8,230	\$9,056	\$9,743	\$10,425

# Enrolment in the PEI Education System

## Official Provincial Enrolment, Kindergarten to Grade 12 - September 2010

District / Board	Grades													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
ESD	877	103	975	901	853	961	901	974	109	114	130	125	128	13564
WSB	460	516	472	465	430	431	494	491	546	605	643	590	644	6778
CSLF	71	74	71	75	64	78	78	50	70	52	68	45	24	820
Private	8	23	17	20	16	14	22	27	15	18	8	7	8	203
Total	141	164	153	155	136	148	149	154	172	182	202	189	196	21365

### Eastern School District Enrolment, Kindergarten to Grade 12 - September 2010

School Name	Grades													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Belfast Cons.	3	10	14	14	11	13	16	17	15	13				126	
Birchwood Int.	80								94	109				283	
Bluefield High											239	245	278	762	
Cardigan Cons.	19	23	14	26	12	28	14							136	
Central Queens	42	44	31	34	25	30	38							244	
Charlottetown Rural High											354	338	352	1044	
Colonel Gray											364	319	318	1001	
Donagh Regional	17	20	21	19	16	14	22	2	9	6				146	
East Wiltshire	192								178	201				571	
Eliot River Elem.	127					154	136							417	
Englewood	20	19	25	20	16	25	22	17	18	19				201	
Georgetown	6	13	5	11	14	16	14	9	10					98	
Glen Stewart	140	124	143	102									509		
Gulf Shore Cons.	18	24	22	20	25	14	23	21	29	36				232	
L.M.	48	54	57	47	44	46	44							340	
Montague Cons.	40	62	56	64	57	60	56							395	
Montague Int.	84								103	154				341	
Montague Regional High											208	219	202	629	
Morell Cons.	20	19	22	23	29	24	27	22	29					215	
Morell Regional High											59	70	67	76	272
Mt. Stewart	18	26	15	11	23	17	10	21	22					163	



### Eastern School District Enrolment, Kindergarten to Grade 12 - September 2010

School Name	Grades													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Parkdale Elem.	9	19	19	15	16	17	18							113
Prince Street	35	38	36	39	34	52	23							257
Queen Charlotte								159	205	175				539
Sherwood Elem.	64	98	85	60	75	81	73							536
Souris Cons.	48	50	46	36	36	49	52	55						372
Souris Regional High									38	72	69	65	63	307
Southern Kings	25	24	27	27	23	35	28	32	33					254
Spring Park	59	63	63	54	49	51	58							397
St. Jean Elem.	22	25	15	18	19	16	11							126
Stonepark Int.								242	300	282				824
Stratford Elem.					110	112	114							336
Vernon River	22	21	16	12	8	11	10	21	14	19				154
West Kent Elem.	23	25	29	48	24	34	35							218
West Royalty	56	77	63	61	60	62	57							436
Westwood	123	156	151	140										570
<b>Total</b>	<b>877</b>	<b>103</b>	<b>975</b>	<b>901</b>	<b>853</b>	<b>961</b>	<b>901</b>	<b>974</b>	<b>109</b>	<b>114</b>	<b>130</b>	<b>125</b>	<b>128</b>	<b>13564</b>

### Western School Board Enrolment, Kindergarten to Grade 12 - September 2010

School Name	Grades													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Alberton Elem.	24	21	19	28	20	30	33							175
Amherst Cove	20	16	22	12	10	15	14	17	12					138
Athena Cons.	37	35	38	38	42	32	54	27	45	46				394
Bloomfield Elem.	29	29	26	36	19	27	15							181
Ellerslie Elem.	22	40	35	28	22	19	24							190
Elm Street Elem.	66	62	61	50	57	99	107							502
Greenfield Elem.	48	58	61	47	48	25	37							324
Hernewood Int.								97	102	108				307
Kensington Int. / Senior High								59	70	77	76	56	91	429
Kinkora Regional High										46	49	50	41	186
M.E. Callaghan								85	93	92				270
Miscouche Cons.	27	31	25	23	33	21	33	26	34	35				288
O'Leary Elem.	31	21	20	25	21	22	29							169
Parkside Elem.	50	60	41	44	28	35	30							288
Queen Elizabeth	46	51	44	39	49	42	50							321
Somerset Elem.	16	30	16	23	15	11	19	16	15					161
St. Louis Elem.	18	22	23	24	22	17	23							149
Summerside Int.								164	175	201				540
Three Oaks Senior High											305	287	253	845
Tignish Elem.	26	40	41	39	44	36	26							252
Westisle Composite High											213	197	259	669
<b>Total</b>	<b>460</b>	<b>516</b>	<b>472</b>	<b>456</b>	<b>430</b>	<b>431</b>	<b>494</b>	<b>491</b>	<b>546</b>	<b>605</b>	<b>643</b>	<b>590</b>	<b>644</b>	<b>6778</b>

**La Commission scolaire de langue française, Kindergarten to Grade 12 - September 2010**

School Name	Grades													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
École Évangéline	18	13	16	22	12	17	23	15	31	22	31	22	9	251
École François-Buote	16	22	27	24	25	28	21	27	26	25	29	18	13	301
École St-Augustin	3	6	4	4	7	10	10							44
École-sur-Mer	16	18	10	15	11	12	15							97
École Pierre Chaisson	14	6	7	6	4	6	5	5	5	4	6	4	1	73
École La-Belle-Cloche	4	9	7	4	5	5	4	3	8	1	2	1	1	54
Total	71	74	71	75	64	78	78	50	70	52	68	45	24	820

**Private School Enrolment, Kindergarten to Grade 12 - September 2010**

School Name	Grades													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Immanuel Christian	3	13	7	11	8	7	8	14	5	7				83
Grace Christian	5	10	10	9	8	7	14	13	10	11	8	7	8	120
Total	8	23	17	20	16	14	22	27	15	18	8	7	8	203

**Enrolment by Grade, Prince Edward Island, 2000/01 to 2010/09**

Year	Grades													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
2000-2001		1752	1876	1906	1949	2012	2042	1958	1996	2112	2110	2032	2162	23907
2001-2002		1807	1731	1873	1921	1941	2022	2066	1972	2010	2121	2080	2117	23661
2002-2003		1733	1797	1730	1873	1934	1944	2055	2068	1999	2045	2113	2142	23433
2003-2004		1644	1727	1799	1732	1886	1943	1971	2064	2070	2060	2063	2124	23083
2004-2005		1485	1658	1711	1810	1735	1898	1960	2000	2083	2159	2070	1992	22561
2005-2006		1477	1478	1654	1726	1818	1746	1927	1966	2006	2197	2133	2010	22138
2006-2007		1437	1467	1485	1648	1732	1821	1769	1934	1969	2152	2155	1993	21562
2007-2008		1312	1449	1469	1516	1665	1756	1869	1773	1938	2136	2112	2012	21007
2008-2009		1433	1334	1464	1487	1521	1684	1788	1874	1806	2111	2063	1971	20536
2009-2010		1533	1439	1346	1472	1492	1517	1721	1809	1888	1943	2013	1975	20148
2010-2011		1416	1647	1535	1552	1363	1484	1495	1542	1728	1820	2023	1895	21365
% change 2000 to 2010	n/a	-6.0 %	-18.2 %	-18.6 %	-30.1 %	-26.2 %	-26.8 %	-21.3 %	-13.4 %	-13.8 %	-4.1 %	-6.7 %	-9.1 %	-10.6%*

\*Overall percent change from 2000 to 2010 includes kindergarten enrolment in 2010. Percent change from 2000 to 2010 in Grades 1 to 12 enrolment, not including kindergarten, is -16.6%.

**Enrolment in French Immersion, by Grade, 2008/09 to 2010/11**

Grade	2008-2009			2009-2010			2010-2011		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
K	n/a	n/a	n/a	n/a	n/a	n/a	198	122	320
1	171	150	321	166	133	299	194	156	350
2	158	138	296	154	122	276	166	132	298
3	142	116	258	148	126	274	152	115	267
4	147	129	276	146	108	254	166	119	285
5	134	101	235	128	126	264	145	103	248
6	150	116	266	129	94	223	136	120	256
7	284	205	489	267	225	492	256	182	438
8	260	185	445	294	195	589	252	199	451
9	236	177	413	258	179	437	286	185	471
10	258	206	464	230	171	401	238	146	284
11	262	166	428	242	181	423	195	140	335
12	199	147	346	226	139	365	193	130	323
Total	2401	1836	4237	2398	1799	4197	2577	1849	4426

**Enrolment in French Immersion, by Immersion Level, 2010-2011**

Immersion Level	Female	Male	Total
Early (K-12)	1833	1387	3220
Middle (4-12)	82	37	119
Late (7-12)	662	425	1087
Total	2577	1849	4426

# CLASS SIZE AND STUDENT/EDUCATOR RATIO

**Average Class Size in Prince Edward Island, 2007/08 to 2010/11\***

Grade	Number of Students				Number of Classes				Average Class Size			
	2007-2008	2008-2009	2009-2010	2010-2011	2007-2008	2008-2009	2009-2010	2010-2011	2007-2008	2008-2009	2009-2010	2010-2011
K	1337				94				14.2			
1	1236	1331	1443	1550	67	75	80	91	18.4	17.7	18	17
2	1349	1254	1348	1447	65	68	71	78	21.8	18.4	19	18.6
3	1370	1371	1264	1357	70	75	68	68	19.6	18.3	18.6	20
4	1436	1378	1382	1283	70	69	71	64	20.5	20	18.7	20
5	1575	1446	1388	1392	76	67	67	68	20.7	21.6	20.7	20.5
6	1675	1592	1455	1395	77	81	70	65	21.8	19.7	20.8	21.5
7	1780	1715	1636	1465	74	77	74	67	24.1	22.3	22.1	21.9
8	1700	1787	1735	1643	71	73	72	72	23.9	24.5	24.1	22.8
9	1892	1733	1805	1750	76	74	69	74	24.9	23.4	26.2	23.6
All	14013	13607	13456	14619	646	659	645	741	21.7	20.7	20.9	19.7

\*ESD and WSB only. CSLF and private school data are not included due to disproportionately small class size.

**Eastern School District, Average Class Size, 2007/08 to 2010/11**

Grade	Number of Students				Number of Classes				Average Class Size			
	2007-2008	2008-2009	2009-2010	2010-2011	2007-2008	2008-2009	2009-2010	2010-2011	2007-2008	2008-2009	2009-2010	2010-2011
K	877				60				14.6			
1	811	878	965	1034	46	49	55	60	17.6	17.9	17.5	17.2
2	920	827	989	975	44	46	49	52	20.9	18	18.3	18.8
3	876	937	834	901	44	51	46	45	19.9	18.4	18.1	20
4	946	886	953	853	46	46	49	43	20.6	19.3	19.4	19.8
5	1040	955	897	961	52	44	42	47	20	21.7	21.4	20.4
6	1090	1048	964	901	50	54	46	42	21.8	19.4	21	21.5
7	1160	1114	1085	974	48	51	48	45	24.2	21.8	22.6	21.6
8	1144	1170	1132	1097	46	50	46	49	24.9	23.4	24.6	23.3
9	1297	1169	1184	1145	49	49	44	48	26.1	23.9	26.9	23.9
All	9266	8984	8912	9718	425	440	425	489	21.8	20.4	21	19.9

**Western School Board, Average Class Size, 2007/08 to 2010/11**

Grade	Number of Students				Number of Classes				Average Class Size			
	2007-2008	2008-2009	2009-2010	2010-2011	2007-2008	2008-2009	2009-2010	2010-2011	2007-2008	2008-2009	2009-2010	2010-2011
K				460				34				13.5
1	425	453	473	516	21	26	25	31	20.2	17.4	19.1	16.6
2	429	427	450	472	21	22	22	26	20.4	19.4	20.5	18.2
3	494	434	430	456	26	24	22	23	19	18.1	19.5	19.8
4	490	492	429	430	24	23	25	21	20.4	21.4	17.2	20.5
5	535	491	491	431	24	23	24	21	22.3	21.4	20.5	20.5
6	585	544	481	494	27	27	24	23	21.7	20.2	20	21.5
7	620	601	551	491	26	26	26	22	23.8	23.1	21.2	22.3
8	556	617	603	546	25	23	26	25	22.2	26.8	23.2	21.8
9	613	564	621	605	27	25	25	26	22.7	22.6	24.8	23.3
All	4747	4623	4534	4901	221	219	219	252	21.5	21.1	20.7	19.4

**Provincial Student/Educator Ratios, 2007/08 to 2010/11**

Year	Student Enrolment <sup>1</sup>	Full-Time Educators <sup>2</sup>	Student/Educator Ratio
2007-2008	20813	1493.1	13.9
2008-2009	20324	1539.4	13.2
2009-2010	19955	1536	13
2010-2011	21162	1668.63	12.7

1. Enrolments include ESD, WSB, and CSLF.

2. Full-time equivalent educators includes regular classroom teachers, specialty teachers such as resource and special education teachers, and board-based teaching staff.

3. Includes influx of 132 full-time equivalent educators in 2010-2011 with the introduction of kindergarten into the public school system.



# GRADUATION RATE

**High School Graduation Rate, by District/Board and Sex, 2008/09 to 2010/11**

Board / District	2008-2009			2009-2010			2010-2011		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
ESD	94.8%	89.8%	92.3%	92.8%	87.2%	89.9%	92.9%	86.2%	89.3%
WSB	87.1%	85.7%	86.4%	88.3%	85.7%	87.0%	87.4%	84.6%	86.0%
CSLF	95.2%	92.6%	93.8%	87.5%	90.5%	89.2%	100%	92.9%	95.8%
Province*	92.0%	88.7%	90.4%	91.2%	86.8%	88.9%	91.0%	85.7%	88.3%

\*Rate calculated for a given school year as follows: the number of Grade 12 students enrolled as of September 30<sup>th</sup> divided into the number of Grade 12 graduates as of June 30<sup>th</sup>.

# ACCESS TO TECHNOLOGY

**Student/Computer Ratio, by District/Board, 2010/11**

Board/District	Number of Computers	Number of Students per Computer
Eastern School District	4153	3.3
Western School Board	2523	2.7
La Commission scolaire de langue française	323	2.5
Province	6999	3



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