Annual Report 2013-2014

Department of Education and Early Childhood Development

2013 Succeed
Thrive Achieve 2014

Prince Edward Island
CANADA

Annual Report 2013-2014

Department of Education
and Early Childhood Development
April 1, 2013 to March 31, 2014

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TABLE OF CONTENTS

Minister's Message 1

Deputy Minister's Message 2

The Department of Education and Early Childhood Development in 2013-2014 3

Vision, Values and Priorities 4

Performance in 2013-2014 5

- Department Priority 1 5
  - Strategy 1 5
  - Strategy 2 6
  - Strategy 3 7
- Department Priority 2 8
  - Strategy 1 8
  - Strategy 2 11
  - Strategy 3 16
- Department Priority 2 19
  - Strategy 1 19
  - Strategy 2 21
  - Strategy 3 22

Department Overview 24

- Minister's Roles and Responsibilities 24
- Deputy Minister's Roles and Responsibilities 24
- Legislative Responsibility 25
- Organizational Chart 25
- Administration and Corporate Services Branch 26
- Learning and Early Childhood Development Branch 27
- Joint Consortium for School Health 28

Financial Overview 29

- Department Performance Against Budget 29
- Division/Section Budgets and Human Resources 30

MINISTER'S MESSAGE

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

Your Honour:

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, 2014.

Respectfully submitted

J. Alan McIsaac
Minister of Education and Early Childhood Development

Deputy Minister's Message

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

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, 2013 to March 31, 2014.

This year saw the Department settling into its new structure and cementing its role as a provider of high quality early childhood supports and programs, K-12 curricula, and instructional development, all with an aim to improving child and student learning outcomes.

The Department commenced a strategic planning process in 2013-2014 that will see the Department define its vision for the future of education on Prince Edward Island and illustrate a clear mandate for how it intends to work towards that vision over the next three years. This has been a significant and collaborative process involving extensive consultation among staff at all levels. I commend the employees of the Department for the consideration and commitment they put into this initiative and indeed all of their work. It is this dedication that will see Prince Edward Island rise to meet the challenge of improving child and student success and become a leader in education and early childhood development.

Dr. Alex (Sandy) MacDonald
Deputy Minister of Education and Early Childhood Development

THE DEPARTMENT OF EDUCATION AND EARLY CHILDHOOD DEVELOPMENT IN 2013-2014

This Annual Report presents the Department of Education and Early Childhood Development's progress towards meeting its objectives in the 2013-2014 fiscal year.

The 2013-2014 Annual Report is presented in relation to priorities and strategies developed through a consultative process started in late 2010, and demonstrates the Department's commitment to evidence-based governance and accountability.

VISION, VALUES AND PRIORITIES

Department Vision

All children and students achieve to their full potential

Department Values

Collaboration
Importance is placed on teamwork to produce excellent results as partners work collaboratively to achieve a common goal

Quality and Excellence
High expectations of children, students, and employees engender high quality work and excellent results

Innovation
While every innovation has some associated risk, innovation allows systems to improve continuously and to better support higher child and student achievement

Accountability
Individual accountability for results ensures that employee effort remains focused on achieving results

Department Priorities

The Department of Education and Early Childhood Development is focused on three priority areas:

1 Ensure young children in Prince Edward Island benefit from high quality early learning experiences

2 Achieve excellence in child and student learning outcomes

3 Improve organizational effectiveness to support child and student success

PERFORMANCE IN 2013-2014

Department Priority 1

Ensure Prince Edward Island's young children benefit from high quality early learning experiences

Strategy 1

Support families, allowing young children to meet developmental milestones

Autism Funding

Preschool Autism funding is provided to families and Early Learning and Child Care Centres to employ Autism Assistants who provide direct instruction under the supervision of an Early Years Autism Specialist. In 2013-2014, Preschool Autism funding was provided to the families of 32 children enrolled in the Early Years Autism Service.

School-Age Autism funding is provided to assist families with the cost of employing an aide to encourage involvement with peers in the community and provide tutoring to build on school-based learning. In 2013-2014, School-Age Autism funding was provided to the families of 141 children.

Table 1: School-Age Children with ASD Receiving Autism Funding, 2013-2014

School Board	Students with ASD in School System	Students Receiving School-Age Autism Funding
ELSB	263	141 (51.5%
CSLF	11	
Total	274	

Infant and Child Care Spaces

The Department continued to invest in initiatives that increase the quality, accessibility, and affordability of early childhood care and education.

As part of the Preschool Excellence Initiative introduced in 2010-2011, Early Years Centres are required to offer spaces for infants. Access to infant spaces has increased significantly since the implementation of the Preschool Excellence Initiative. Infant spaces increased by 51% across the province in 2011-2012 (from 182 to 275 spaces), and increased again by 3.3% in 2012-2013 (from 275 to 284 spaces). In 2013-2014, infant spaces decreased by 7.3% (from 284 to 264 spaces) due to the closure of one Early Years Centre and several private/family home care facilities. Demand for infant spaces is high.

Non-infant child care spaces (preschool and school-aged programs) increased in 2012-2013 after a slight decrease in 2011-2012. Demand for non-infant child care spaces is less than the demand for infant spaces, and there are more spaces available than are being utilized.

Best Start Program

Best Start is a voluntary, in-home visiting program that identifies and provides services to families who face challenges and who can benefit from additional support. Families participating in the Best Start program may be experiencing social, economic, and educational challenges. Best Start is offered by CHANCES Family Centre in partnership with the Department of Education and Early Childhood Development, Public Health Nursing, and five other Family Resource Centres across PEI. Public Health nurses screen and assess all infants at birth. The duration of assistance from the Best Start program is to age 3 years. Approximately 400 families participated in the program in 2013-2014.

Family Resource Centres

Family Resource Centres reach over one-third of the most vulnerable families in PEI and contribute substantially to early childhood development

through a variety of programs and supports. A Joint Management Committee of the Public Health Agency of Canada and the province establishes provincial priorities for these programs. Federal funding has been extended to March, 2017, and includes the following:

- $1.2 million: Community Action Program for Children (CAPC) to reduce risks to young children in areas of health, social development, and educational readiness
- $535,000: Canada Prenatal Nutrition Program (CPNP) to reduce the incidence of unhealthy birth weights, promote the growth of healthy babies, and improve the health of at-risk pregnant women

There are 7 Family Resource Centres in PEI:

- Cap Enfants, Wellington
- CHANCES Family Centre, Charlottetown
- Family First, Montague
- The Family Place, Summerside
- Kids West, Alberton
- Main St. Family Resource Centre, Souris
- Mi'kmaq Family Resource Centre, Charlottetown

Department Priority 1

Strategy 2

Support children in meeting developmental milestones

Bridges Program

The Bridges program provides support to licensed Early Learning and Child Care Centres. The Bridges team includes Early Childhood Coaches, the Early Years Curriculum Specialist, and the Early Years Literacy Specialist who work collaboratively in consultation with Early Learning and Child Care Centres to promote and further enhance the quality of early childhood education experiences for children and families.

The Bridges team:

- Supports supervisors, administrators, and owners of Early Learning and Child Care Centres to enhance learning environments and provide training and mentoring
- Encourages increased quality in early learning programs
- Enhances the level of integration of children with special needs
- Encourages a community of learning within the early childhood sector

In 2013-2014 the Bridges team met with centre directors and staff a total of 614 times. Team members facilitated 38 in-services and workshops on various topics for between 5 and 24 participants per session, mostly within Early Learning and Child Care Centres. In addition, the Bridges team provided workshops for the Early Childhood Development Association, and for students at UPEI and in Holland College's Early Childhood Care and Education and Practical Nursing programs.

Reading Recovery® Program

Reading Recovery® is an early intervention program for Grade 1 children struggling with literacy and is offered in English and French. Reading Recovery® teachers provide individually designed series' of lessons 12-20 weeks in length to support students to reach average literacy levels, thus closing the achievement gap and allowing them better access to the regular classroom curriculum. The skills, strategies, and assessment tools utilized in Reading Recovery® closely align with classroom practice.

Nine (9) new teachers participated in the program in 2013-2014. Their deepened understanding of literacy theory and practice will benefit both the students in the Reading Recovery® program and the education system as a whole.

On average, 70% of PEI Reading Recovery® students successfully complete the program and reach average levels in their class.

Table 2: Reading Recovery® Participation Rates

Year	Percentage of Eligible Grade 1 Children Receiving Support	Range of Eligible Students across Schools
2010-2011	19%	9% - 45%
2011-2012	23%	14% - 50%
2012-2013	21%	11% - 53%
2013-2014	21%	11% - 60%

Education and Early Childhood Development Minister, Alan McIsaac, joins Amanda Beazley, Program Coordinator with the PEI Literacy Alliance, and Margo and Ruby McFadden in proclaiming January 27, 2014 as Family Literacy Day in Prince Edward Island.

Early Years Autism Service

The Early Years Autism Service utilizes the principles of Applied Behavioural Analysis (ABA) to provide Intensive Behavioural Intervention (IBI) service to preschool children diagnosed with autism. Children who continue to need highly individualized instruction at school entry may receive Intensive Kindergarten Support (IKS), a school-based service, with weekly consults from an Early Years Autism Specialist.

Table 3: Children with ASD Receiving Service, March 2014

Year	IBI	IKS	Wait List for IBI
2012-2013	19	12	15
2013-2014	32	20	11

Children on the wait list for IBI service have access to other supports including the Disability Support program, Speech and Language services, Occupational Therapy, Autism Society, and Special Needs funding for licensed centres.

In total, 33 preschool children and approximately 20 school-aged children were diagnosed with ASD between March 2013 and March 2014. All children referred prior to April 2014 either received IBI services or no longer required intensive intervention. The average wait time for a child services to begin is four months.

Department Priority 1

Strategy 3

Increase employee effectiveness

Certification and Standards Boards Policies

The Certification and Standards Board continued to develop policies to support teacher certification in the province. Work was also undertaken to amend the regulations under the *School Act*. In response to the amalgamation of the former Eastern School District and Western School Board, an amendment was made to the regulations to permit two representatives from the English Language School Board to sit on the board. In addition, the regulations were amended to provide the Minister the authority to refuse applications for an instructional license in

an instance where an applicant held a teacher's licence in another jurisdiction that was revoked or suspended.

Foreign Qualifications Recognitions Project
In 2013-2014, the Office of the Registrar received 40 inquiries from diverse countries around the globe. Of this number, 8 became fully certified teachers (3 currently teach at the Canadian International School in Tokyo, Japan), 3 applications are on hold as the applicants improve their language proficiency, 3 received authorizations as Substitute Only Educational Assistants, and 1 was referred to UPEI where they are pursuing additional studies to qualify as a teacher.

Due to the Foreign Qualifications Recognitions Project work completed by the Department in 2012, the Office of the Registrar is able to efficiently and effectively evaluate applications submitted by internationally-educated teachers.

Kindergarten Teacher Transition Program
In 2010, the Department partnered with the UPEI Faculty of Education to create a Bachelor of Education-Kindergarten program to facilitate the transition of kindergarten teachers from the private system into the public system. Initially, 87 applicants were issued a Kindergarten Teacher Letter of Authority.

As of May, 2013, 84 of the kindergarten teachers who transferred out of the private sector into the public school system were set to graduate with a Bachelor of Education-Kindergarten. Graduates will be issued an Early Year's Teacher's Certificate, which permits instruction at the kindergarten to Grade 2 levels.

Department Priority 2

Achieve excellence in child and student learning outcomes

Strategy 1

Support and challenge children and students to achieve curricular outcomes

Curriculum Development Process
Curriculum includes an outline of courses and content to be covered at all grade levels, and includes outcomes that specify what students are expected to know and be able to do after learning the content.

In Canada, education is a provincial and territorial responsibility. In PEI, curricula are rarely developed from a blank slate. Provinces work collaboratively in curriculum development in order to strengthen efforts, achieve efficiencies, and ensure that curricula are consistent and reflective of Canadian culture. For example, PEI's new Physical Education curriculum was adapted from the Saskatchewan curriculum, and PEI's new Mathematics curriculum is based on the Western and Northern Canadian Protocol.

Core curricula (mathematics, language arts, science) are similar across Canada. This is reflected in the ability of provinces and territories to participate in national student assessments like the Pan-Canadian Assessment Program (PCAP).

Curricula was being developed and implemented in approximately 40 courses from early learning and kindergarten to Grade 12. Each year, new resources, updates to curricula, and new curricula are developed in response to research and better practices, practices, in order to provide students with optimal learning resources and improve student outcomes.

Table 4: New and Revised French Curricula, 2013-2014

Subject Area	Grades	Type
Core French	4-5	Pilot
Geography	12	Implementation
History	10	Pilot
Language Arts, French First Language	7-8	Pilot
Language Arts, French Immersion	7-9	Pilot
Music	K-6	Implementation
Science	1-2	Pilot
	7-8	Pilot
Technology	7-9	Pilot

Table 5: New and Revised English Curricula, 2013-2014

Subject Area	Grades	Type
Drama	10-11	Implementation
	11-12	Pilot
Designing Your Future	11-12	Implementation
Early Years Framework	Early Years	Assessment tool
English	7-9	Pilot and Resources
Independent Study Course	11-12	Implementation
Industrial Arts	12	Implementation
Mathematics	12	Implementation
Mathematics (Apprenticeship and Workplace Mathematics)	12	Implementation
Mi'kmaq Language and Culture	8	Implementation
	9	Pilot
Physical Education	7-9	Implementation
	10	Pilot and Resources
Science	7-8	Pilot and Resources

Aboriginal Education

The Department continued to honour its partnership and work in collaboration with the Lennox Island First Nation, the Abeqweit First Nation, and the Mi'kmaq Confederacy of PEI to improve Aboriginal Learner educational outcomes. The Department is represented on the Tripartite Education Forum, part of the Tripartite Partnership between the Department, the Mi'kmaq Confederacy of PEI (MCPEI), and Aboriginal Affairs and Northern Development Canada (AANDC). Major strategic objectives of the Tripartite Education Forum include:

- Improving the transition process for Aboriginal students in PEI
- Implementing more culturally relevant programs and curriculum resources
- Improving data collection
- Deepening the collaborative working relationship with the Mi'kmaq Confederacy of PEI (MCPEI), the Native Council of PEI (NCPEI), and Aboriginal Affairs and Northern Development Canada (AANDC)

The Department made progress on these objectives through several initiatives, including:

- Mi'kmaq Language and Culture Curriculum developed for Grades 4-6 and Grades 7-9
- Working with the school boards to improve the Department's ability to compile data on self-identifying Aboriginal students in Island schools, in compliance with directives from the Council of Ministers of Education, Canada (CMEC)

English as an Additional Language / French as an Additional Language

The English as an Additional Language / French as an Additional Language (EAL/FAL) unit provides support, orientation sessions, language assessments, and information to children born in countries other than Canada or who have a home language other than English or French. The unit also provides workshops and seminars for public

school educators. Some of the EAL/FAL unit (i.e. itinerant teacher support) was transferred to the school boards in 2012-2013, ensuring direct service providers are more closely associated with their clients.

Table 6: Number of EAL/FAL Students

School Board	2012-2013	2013-2014
ELSB	803	955
CSLF	11	12
Total	814	967

Additional EAL/FAL statistics:

- 293 new students registered since the first week of September, 2013
- 94 students with refugee status (3 new registrants in 2013-2014)
- Approximately 321 students received Itinerant Teacher support
- 60 students took EAL/FAL courses at the high school level
- 50% of students who received Itinerant Teacher support were at the beginner level of language proficiency in 2013-2014, compared to 53% in 2012-2013
- 65 students were in kindergarten, and their language proficiency was assessed at end of the 2013-2014 school year
- New arrivals were predominantly from China, Philippines, India, United Kingdom, United States, Korea, and Sri Lanka

Flexible Learning Opportunities

Flexible learning opportunities such as the Academy Diploma Programs and Summer School provide students alternate methods of obtaining course credits and labour market skills.

Academy Diploma Programs:

- Enable students to gain sector-specific knowledge in the context of engaging, career-related learning environments
- Include programs in the fields of Agriculture, Bioscience, Arts and Culture, Business and Innovation, and Tourism and Hospitality

Summer School:

- Provincially-recognized credit courses offered during the months of July and August
- 7 courses were offered in 2013, including Co-operative Education, English as an Additional Language, and English
- 119 students registered and 106 successfully completed their courses

French Culture Development

The French Programs division works to ensure that French culture and heritage are represented in the curricula and activities of the Department. In 2013-2014, the following activities were undertaken to promote French cultural development:

- Bursaries for students pursuing French studies in post-secondary institutions
- Support for non-francophone teachers to maintain and improve their French skills
- Support for French teachers to attend professional learning opportunities in French
- Development and implementation of cultural pedagogy in the six French schools in PEI
- Coordination of the French Monitor Program
- Coordination of French cultural events during the school year, including theatre, music, and authors' readings
- Support for French summer camps
- Coordination of the PEI/Québec exchange program for Grade 11 students
- Promotion and support of language development activities for students outside of the school environment

PERFORMANCE IN 2013-2014

Department Priority 2

Strategy 2

Ensure employees have the knowledge and skills necessary to support high child and student achievement

Provincial Common Assessments

Annual Provincial Common Assessments measure students' knowledge and mastery of the outcomes in provincial curricula, and provide timely information for students, teachers and parents to support student learning. Provincial Common Assessments do not involve comparisons with other provinces or territories.

Table 7: Provincial Common Assessment Results, Intermediate (Grade 9)

Assessment	Language	Results			
		2010-2011	2011-2012	2012-2013	2013-2014
Literacy (Reading Comprehension)	English	n/a	n/a	79% at or approaching the standard	81% at or approaching the standard
Language (Writing)	English	n/a	n/a	69% at the standard	59% at the standard
Mathematics	English, French Immersion, and French First Language	n/a	n/a	68% at or approaching the standard	71% at or approaching the standard

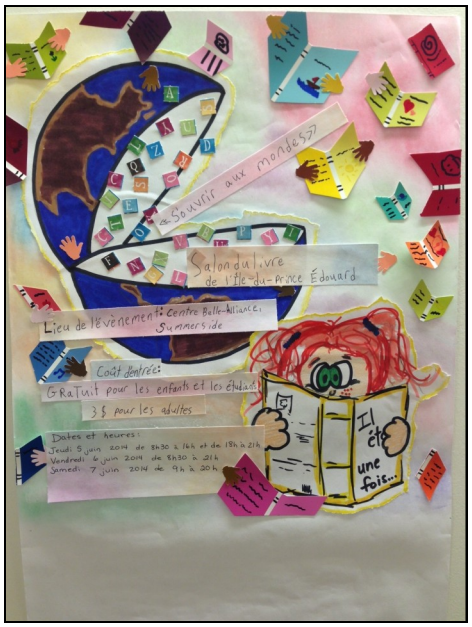
Table 8: Provincial Common Assessment Results, Elementary (Grade 6, French Immersion Grade 5)

Assessment	Language	Results			
		2010-2011	2011-2012	2012-2013	2013-2014
Literacy (Reading Comprehension)	English	74% at or approaching the standard	84% at or approaching the standard	83% at or approaching the standard	78% at or approaching the standard
	French Immersion (Grade 5)	n/a	n/a	n/a	84% at or approaching the standard
	French First Language	n/a	n/a	n/a	84% at or approaching the standard
Language (Writing) Personal Expressive	English	72% at the standard	79% at the standard	74% at the standard	70% at the standard
Transactional	English	66% at the standard	77% at the standard	76% at the standard	No transactional writing
Personal Expressive	French Immersion (Grade 5)	n/a	n/a	n/a	47% at the standard
Personal Expressive	French First Language	n/a	n/a	n/a	51% at the standard
Mathematics	English, French Immersion, and French First Language	n/a	n/a	61% at or approaching the standard	75% at or approaching the standard

PERFORMANCE IN 2013-2014

Table 9: Provincial Common Assessment Results, Primary (Grade 3)

Assessment	Language	Results			
		2010-2011	2011-2012	2012-2013	2013-2014
Literacy (Reading Comprehension)	English	90% at or approaching the standard	92% at or approaching the standard	91% at or approaching the standard	87% at or approaching the standard
	French Immersion	76% at or approaching the standard	74% at or approaching the standard	83% at or approaching the standard	78% at or approaching the standard
	French First Language	85% at or approaching the standard	76% at or approaching the standard	72% at or approaching the standard	78% at or approaching the standard
Language (Writing) Personal Expressive	English	79% at the standard	79% at the standard	62% at the standard	63% at the standard
Transactional	English	71% at the standard	67% at the standard	71% at the standard	No transactional writing
Personal Expressive	French Immersion	65% at the standard	64% at the standard	58% at the standard	46% at the standard
Personal Expressive	French First language	67% at the standard	57% at the standard	51% at the standard	34% at the standard
Mathematics	English, French Immersion, and French First Language	83% at or approaching the standard	77% at or approaching the standard	71% at or approaching the standard	Not available at time of printing



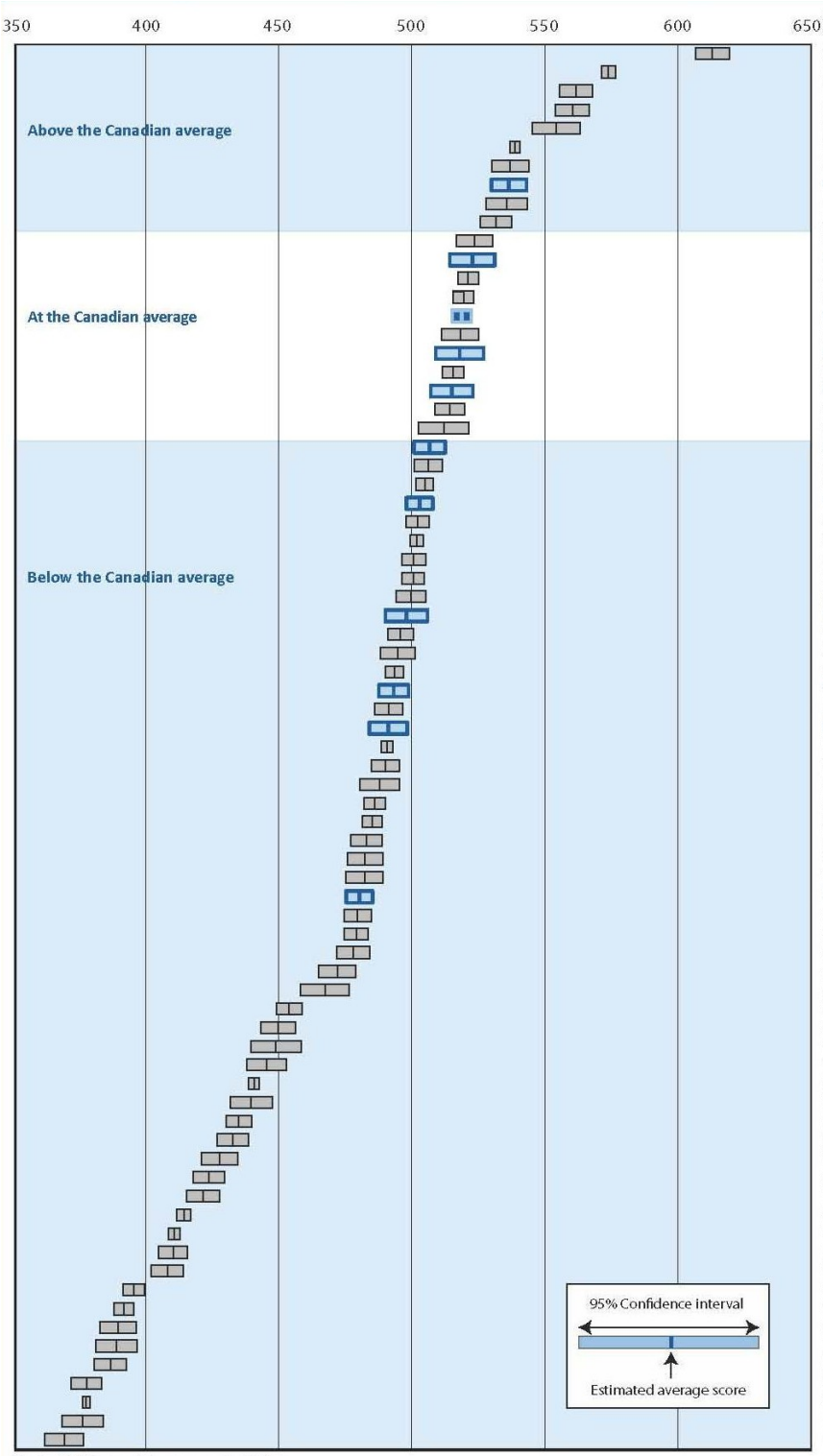
The winning poster of the Salon du livre de l'Île-du-Prince-Édouard poster contest, created by Ms. Lynne Morneault's class from École Pierre-Chaisson.

Program for International Student Assessment (PISA)

The PISA is a worldwide study of 15-year-old students' performance in Reading, Mathematics, and Science, administered every three years. The PISA is used to assess the impact of education quality on income and growth and to understand what causes differences in achievement across nations. In 2012, Mathematics was the major domain. Table 10 shows Canadian performance overall and by jurisdiction in relation to a selection of other countries that participated in the 2012 PISA administration. Higher numbers equal higher performance. Prince Edward Island, with an average score of 479, falls below the national average of 518.

Sixty-five (65) countries participated in the 2012 PISA administration. In Canada, 22,000 students participated, including 1,290 students from 28 Prince Edward Island schools.

Table 10: PISA Results in Mathematics, 2012



Countries and provinces	Average	S.E.
Shanghai-China	613	3.3
Singapore	573	1.3
Hong Kong-China	561	3.2
Chinese Taipei	560	3.3
Korea	554	4.6
Macao-China	538	1.0
Japan	536	3.6
Quebec	536	3.4
Liechtenstein	535	4.0
Switzerland	531	3.0
The Netherlands	523	3.5
British Columbia	522	4.4
Estonia	521	2.0
Finland	519	1.9
Canada	518	1.8
Poland	518	3.6
Alberta	517	4.6
Belgium	515	2.1
Ontario	514	4.1
Germany	514	2.9
Vietnam	511	4.8
Saskatchewan	506	3.0
Austria	506	2.7
Australia	504	1.6
New Brunswick	502	2.6
Ireland	501	2.2
Slovenia	501	1.2
Denmark	500	2.3
New Zealand	500	2.2
Czech Republic	499	2.9
Nova Scotia	497	4.1
France	495	2.5
United Kingdom	494	3.3
Iceland	493	1.7
Manitoba	492	2.9
Latvia	491	2.8
Newfoundland and Labrador	490	3.7
Luxembourg	490	1.1
Norway	489	2.7
Portugal	487	3.8
Italy	485	2.0
Spain	484	1.9
Russian Federation	482	3.0
Slovak Republic	482	3.4
United States	481	3.6
Prince Edward Island	479	2.5
Lithuania	479	2.6
Sweden	478	2.3
Hungary	477	3.2
Croatia	471	3.5
Israel	466	4.7
Greece	453	2.5
Serbia	449	3.4
Turkey	448	4.8
Romania	445	3.8
Cyprus	440	1.1
Bulgaria	439	4.0
United Arab Emirates	434	2.4
Kazakhstan	432	3.0
Thailand	427	3.4
Chile	423	3.1
Malaysia	421	3.2
Mexico	413	1.4
Montenegro	410	1.1
Uruguay	409	2.8
Costa Rica	407	3.0
Albania	394	2.0
Brazil	391	2.1
Argentina	388	3.5
Tunisia	388	3.9
Jordan	386	3.1
Colombia	376	2.9
Qatar	376	0.8
Indonesia	375	4.0
Peru	368	3.7

Note: OECD countries appear in italics.
The OECD average is 494, with a standard error of 0.5.

Pan-Canadian Assessment Program (PCAP)
The PCAP assesses the performance of Grade 8 students in Mathematics, Reading, and Science every three years. The most recent assessment was in 2013. Results provide ministers of education with a basis for examining the curriculum and other aspects of their school systems, and informs Canadians about how well their education systems are meeting the needs of students and society.

Science was the major domain of the 2013 PCAP administration. Approximately 32,000 randomly selected Grade 8 students participated in the assessment, with approximately 24,000 responding in English and 8,000 in French. PEI saw minimal changes in results in Science compared to the 2010 PCAP. However, there were significant improvements in Mathematics and Reading scores compared to the 2010 and 2007 PCAP administrations. Between 2010 and 2013, PEI more than doubled the improvement seen in any other province in Mathematics. Between 2007 and 2010, PEI showed more improvement in Reading than any other province (23 points total).

Table 12: PCAP Results in Mathematics, 2013

Jurisdiction	2013	2010	Difference
British Columbia	489	481	+8
Alberta	502	495	+7
Saskatchewan	488	474	+14
Manitoba	471	468	+3
Ontario	512	507	+5
Québec	527	515	+12
New Brunswick	480	478	+2
Nova Scotia	488	474	+14
Prince Edward Island	492	460	+32
Newfoundland and Labrador	487	472	+15
Canada	507	500	+7

Table 11: PCAP Results in Science, 2013

Jurisdiction	2013	2010	Difference
British Columbia	501	497	+4
Alberta	521	515	+6
Saskatchewan	486	488	-2
Manitoba	465	486	-21
Ontario	511	510	+1
Québec	485	486	-1
New Brunswick	469	487	-18
Nova Scotia	492	489	+3
Prince Edward Island	491	493	-2
Newfoundland and Labrador	500	487	+13
Canada	500	500	0

Table 13: PCAP Results in Reading, 2013

Jurisdiction	2013	2010	Difference
British Columbia	502	499	+3
Alberta	502	506	-4
Saskatchewan	487	491	-4
Manitoba	469	478	-9
Ontario	524	515	9
Québec	503	481	+22
New Brunswick	471	479	-8
Nova Scotia	488	489	-1
Prince Edward Island	494	481	+13
Newfoundland and Labrador	495	486	+9
Canada	508	500	+8

Early Years Evaluation - Direct Assessment (EYE-DA)

The EYE-DA is a developmental screening tool administered to all children before entering kindergarten. It is not a performance screen, but is used to identify potential academic or developmental delays, and looks at each child in relation to his or her peers at the same age level in five developmental domains:

- Awareness of Self and Environment
- Social Skills and Behaviour
- Cognitive Skills
- Language and Communication
- Physical Development

Results are generated for each student and are shared with the parent(s) before they enter kindergarten. The most recent EYE-DA was administered in May, 2013 for children entering kindergarten in September, 2014.

Table 14: EYE-DA Results, 2011 and 2013

Results	2011	2013
Experiencing Age-Appropriate Development	75%	80%
Experiencing Some Difficulty	13%	11%
Experiencing Significant Difficulty	12%	9%

Early Years Evaluation - Teacher Assessment (EYE-TA)

The EYE-TA is an observational survey administered to kindergarten teachers in October and February. It provides a systematic framework teachers use during the kindergarten year to structure frequent observations and informal assessments on the same five developmental areas as the EYE-DA. The assessment provides class-level results.

Eight (8) facilitators with early childhood and education experience were trained to administer the EYE-TA in 2013-2014.

Professional Development for Educators

The Department provides professional development for educators on new and revised curricula, the use of new technologies in the classroom, and programs such as Reading Recovery®. In-service programs are developed and presented by Department curriculum specialists. Tables 15 and 16 provide an overview of in-service sessions held during the 2013-2014 year, by subject area and grade.

Table 15: French Language In-Service, 2013-2014

Subject Area	Grades	Number of Educators
Administrator Support	K-6	10
Core French	4-6	45
Cultural Pedagogy	K-12	27
English as an Additional Language	7-9	7
French Language Support for Teachers	K-12	27
Language Arts, French First Language	K-12	65
Language Arts, French Immersion	K-6	95
Mathematics	K-6	22
Music	K-6	6
Physical Education	K-6	7
Reading Recovery®	1	66
Science	1-2	26
	7-8	24
Social Studies	10-12	16
Student Support	K-6	5

Table 16: English Language In-Service, 2013-2014

Subject Area	Grades	Number of Educators
Career Education	7-12	104
Career and Technical Education	10-12	58
Early Years Framework	Early Years	40
Language Arts	K-6	614
	7-12	92
Mathematics	K-6	44
	7-12	68
Physical Education / Health	7-12	93
Reading Recovery®	K-6	457
Science	7-12	50
Social Studies	7-12	13
Technology	7-12	8
Visual Arts / Music	K-6	110
	7-12	48

Education and Early Childhood Development Minister, Alan McIsaac, and students who represented PEI at the Canada-Wide Science Fair in Lethbridge, Alberta. (L-R) Hailey Brake, Shruthi Bandi, Pieter VanLeeuwen, Neil Kelley, and Gavin Kerr.

Department Priority 2

Strategy 3

Provide optimal learning environments for children and students

School Construction / Physical Infrastructure

Several capital projects were completed or initiated in 2013-2014.

- Spring Park Elementary: A new Spring Park Elementary school was proposed following the discovery of water infiltration issues in 2011. The new 66,000 square foot, $10 million facility officially opened April 15, 2013. Features of the new school include learning, resource and literacy centres, a health services room, a project-based learning studio, meeting and convention rooms, a multipurpose room, a kitchen, and a teacher planning room. There are SMARTboards in all classrooms, FM sound reinforcement systems to support students with hearing disabilities, and WiFi throughout the building.
- Montague Intermediate School: The $1.3 million expansion to Montague Intermediate School was officially opened September 19, 2013. The 6,100 square foot addition includes new space for woodworking, metals and visual arts, as well as an instructor's office, a computer lab, and an expansion of the multipurpose room. The new band room features four practice rooms, a music instructor's office, and a sound studio.
- Souris K-12 School: Plans were finalized for the 120,000 square foot, $20 million Souris K-12 school in 2012-2013. Construction commenced on the Souris K-12 school in May, 2013, and will continue through five distinct phases through to March 2015. The school opened in the fall of 2014 and construction continues on several components. The K-12 school will have a new K-6 academic wing, a

culinary teaching area, enhanced IT and trades spaces, two gymnasiums, and three playgrounds.

- École François-Buote: Construction continued in 2013-2014 on a two-phase project at École François-Buote and the Carrefour de l'Isle-Saint-Jean community centre. This project included a 15,000 square foot addition and over 6,000 square feet of renovated space, featuring two new classrooms and a trades/ technology section for technical education, carpentry, motor vehicle repair, and welding. The community centre benefits from new and renovated space for the Early Learning and Child Care Centre, the Before and After School program, community offices and meeting rooms, and improvements to kitchen storage and the lounge area. The cost of this project was shared between the federal Department of Canadian Heritage and the Government of Prince Edward Island.

Premier Robert Ghiz and Education and Early Childhood Development Minister, Alan McIsaac, join representatives from the planning committee and community for a tour of the new expansion of École François-Buote and the Carrefour de l'Isle-Saint-Jean.

Premier Robert Ghiz and Education and Early Childhood Development Minister, Alan McIsaac, join Spring Park Elementary School staff and students to celebrate the official opening of their new school.

School Health Action Planning and Evaluation System / Youth Smoking Survey (SHAPES / YSS)

Research has shown that health and education are interdependent: healthy students are better learners, and better-educated individuals are healthier. SHAPES/YSS is a data collection and knowledge exchange system that is designed to measure and monitor youth health across PEI. SHAPES/YSS uses school-based surveys to ask students in Grades 5 to 12 about knowledge, attitudes, and behaviours related to healthy eating, physical activity, tobacco, alcohol and drug use, positive mental health, and bullying. The Department committed $58,800 in 2013-2014 to implement a knowledge-translation and exchange process to share the survey results. The Department assisted partners and stakeholders in using the 2012-2013 survey results, funded school community projects, and made presentations to students, teachers, and parents.

SHAPES/YSS consists of several programs and initiatives:

Biennial Student Health Behaviour Survey
- Third implementation in 2012-2013
- 90% school participation rate
- 80% student participation rate

School Health Profile Reports
- Participating schools were provided with a school-level report reflecting students' survey responses, which helps schools identify needs, support planning, and monitor student health behaviour changes over time
- Results were aggregated to provide board-level and provincial profile reports

Annual School Health Grant
- Funding (since 2009-2010) of $500 to $1,000 is available per school to help address specific needs identified in the School Health Profile Reports
- In 2013-2014, there were 16 school-based projects funded by this program

Table 17: SHAPES-PEI Survey Highlights

Indicator	2008-2009	2010-2011	2012-2013
Healthy Eating	30% ate "other" foods (salty, high fat, etc.)	23% ate "other" foods (salty, high fat, etc.)	18% ate "other" foods (salty, high fat, etc.)
Physical Activity	n/a*	45% met current PA guidelines	45% met current PA guidelines
Tobacco Use	8% current smokers / 30% tried smoking	6% current smokers / 25% tried smoking	7% current smokers / 25% tried smoking
Mental Fitness	66% high MF / 34% low-middle MF	69% high MF / 31% low-middle MF	70% high MF / 30% low-middle MF
Bullying	n/a**	n/a**	26% bullied in last 30 days

* PA guidelines changed between 2008 and 2010; results are not comparable

** Bullying data collected for the first time in 2012-2013

School Breakfast Program

Food insecurity, defined as the lack of access to affordable, adequate, and nutritious food, has been associated with poorer cognitive functioning, lower academic achievement and test scores, higher rates of absenteeism, increased hyperactivity and aggression, and decreased attentiveness. School Breakfast programs have been in place since 2008, funded by the Department and implemented by the PEI Healthy Eating Alliance. In 2013-2014, the Department provided $100,000 in funding, which included $56,000 to schools for food, equipment, resources and coordination, $27,000 to provide provincial program coordination, and $17,000 to provide nutrition education and operations. Approximately 6,000 students were provided food through 41 breakfast and 7 snack programs in PEI schools and alternative education sites.

Joint Consortium for School Health

The Joint Consortium for School Health (JCSH) was established by provincial, territorial, and federal governments to facilitate and initiate cooperation across health and education sectors. In 2013-2014, the JCSH initiated or implemented several projects to promote comprehensive school health, including:

- Working with the Social Program Evaluation Group at Queen's University to develop a set of core indicators and measures that will allow provincial governments, school districts, and schools to measure the effectiveness of comprehensive school health initiatives on student achievement.
- Working with the Students' Commission and the Centre of Excellence for Youth Engagement to develop the JCSH Youth Engagement Toolkit, a resource that emphasizes the importance of engaging youth in implementing Comprehensive School Health and provides effective practices to support youth engagement.
- Worked in partnership with W. Morrison & Associates to create a Positive Mental Health Toolkit to help schools foster an environment of positive mental health.
- Published a second edition of *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 on positive mental health. The publication is being used by the Mental Health Commission of Canada to assist in the development of indicators of progress toward action on the recommendations in the Commission's national mental health strategy.

Department Priority 3

Improve organizational effectiveness to support child and student success

Strategy 1

Define clear system roles and relationships

Strategic Plan 2014-2015 to 2016-2017

The Department developed a Strategic Plan in 2013-2014. The Strategic Plan was developed through a consultative and collaborative process involving all staff of the Department, with the goal of providing a clear and concise document outlining the Department's vision, mission, and goals for a three-year period from 2014-2015 to 2016-2017. Staff input was reviewed and assessed through a Strategic Planning Working Group that included representatives from each division and section, with regular discussion and debate at monthly joint staff meetings. The Strategic Plan was approved in April, 2014, and will be used to inform annual operational and work plans.

PEI School Athletic Association (PEISAA)

The PEISAA is the body responsible for the administration of school sport in PEI according to the rules and expectations of the Department and the provincial school boards, under the auspices of the *School Act*. In 2013-2014, the PEISAA integrated the Physical Education Safety Guidelines K-12 into all aspects of school sport in the province, developed the PEISAA digital archives and virtual Hall of Fame, and implemented the Coach in School Module, a joint project of the Coaching Association and the PEISAA addressing coaching certification.

International Fee-Paying Students

The PEI International Student Program saw significant growth in 2013-2014. Great strides were made in brining more K-12 students to the province as a result of dedicated staffing, combined with the development of a website (peieip.ca), an increase in agent agreement signing, expanded recruitment strategies, and membership with national and international professional organizations.

The Department is negotiating, through various agents, to actively recruit international fee-paying students to PEI. The *Ministers Directive on Tuition and Entitlement to Schooling Privileges for Permanent Resident, Non-Resident, and Exchange Students* facilitates that recruitment process. In 2013-2014, the Department received approval to establish tuition rates competitive within Atlantic Canada, and also established a commission rate for recruiting agents.

The number of international fee-paying students in PEI surpassed expectations in 2013-2014. Enrolment was 81 students (compared to the projected 65 students) and is expected to increase in the next three years.

Table 18: Revenue Generated from International Fee-Paying Students

Year	Revenue	Percentage Difference
2009-2010	$209,500	n/a
2010-2011	$196,320	-6.3%
2011-2012	$274,860	40.0%
2012-2013	$275,098	0.1%
2013-2014	$683,500	148.5%

Amendments to Legislation

In 2013-2014, an act was made to amend the *School Act*. The amendment extended the term for the initial trustees of the English Language School Board (ELSB) and provided a schedule for future trustee elections for the ELSB and La Commission scolaire de langue française (CSLF).

Education and Early Childhood Development Minister, Alan McIsaac, welcomes Brazilian students beginning their Grade 11 year in PEI high schools.

PEI Affiliated Schools Program

International schools that apply to use PEI K-12 curricula and meet rigorous program requirement may become PEI Affiliated Schools. PEI Affiliated Schools include the Ganzhou No. 3 Middle School in Jiangxi province, China, and the Canadian International School in Tokyo, Japan. Ongoing discussion and negotiation took place in 2013-2014 with additional schools in China and other countries who have expressed interest in offering the PEI Affiliated Schools program.

Ganzhou No. 3 Middle School students who complete the PEI/China curriculum in Grades 10 and 11 may attend school in PEI for their Grade 12 year and, if successful, are granted a PEI high school graduation certificate. There were 17 students from Ganzhou No. 3 Middle School attending Grade 12 at PEI schools in 2013-2014.

The Canadian International School in Tokyo, Japan, is a private school with a long-standing Affiliated Schools partnership that pays the province to use PEI public school curriculum.

Table 19: Enrolment at the Canadian International School

Year	Enrolment
2009-2010	299
2010-2011	300
2011-2012	259
2012-2013	247
2013-2014	251

Department Priority 3

Strategy 2

Modify organizational structure to enhance child and student learning

School Calendar Revision

The school calendar was restructured in 2013-2014 (for the 2014-2015 school year) to enhance the use of embedded professional learning days and support student achievement.

Holland College President, Brian McMillan (front left), and Education and Early Childhood Development Minister, Alan McIsaac (right), welcome students from Ghanzou 3 Middle School and President of Slark Enterprises, Tom Lin (middle left), to Prince Edward Island.

Embedded professional learning days provide opportunities for teachers to learn new concepts, meet with other teachers in their school or grade level, try out new concepts in their classrooms, and evaluate how those concepts are working with their students.

Department Priority 3

Strategy 3

Monitor and evaluate programs

Issuance of Certificates and Authorizations

Certificates and authorizations were issued to educators in PEI under a number of categories.

Table 20: Issuance of Certificates and Authorizations

Certificate/Authorization	2012	2013
Teacher Certificates, New	151	147
Teacher Certificates, Upgrades	74	99
Teacher Certificates, Renewals	158	150
Substitute Authorizations, Certified	76	120
Substitute Authorizations, Non-Certified	146	119
Substitute Authorizations, Local Permits	9	2
Letters of Authority, Kindergarten	81	3
Letters of Authority, Academic	5	0
Letters of Authority, Career and Technical Education	1	2
Statements of Professional Standing	73	75
Allied Work Experience Approvals	8	27
Educational Assistant Authorizations, Regular	14	7
Educational Assistant Authorizations, Substitute	89	76

Education System Statistics

The Department generates statistical information on a variety of education system indicators. Included here are 2013-2014 statistics on the student-educator ratio, average class size, schools, and student enrolment.

The student-educator ratio is derived by dividing the number of students in PEI schools by the total number of certified educators in the education system, including school administrators and school board-based educators.

Average class size is determined by dividing the number of students by the number of classes in a grade group. High school grades are not included as students are more mobile between classes in Grades 10 to 12.

Student enrolment reports include school board and provincial summaries, by grade. Enrolment is compiled from data submitted annually from school boards and private schools and represents the number of students attending school on September 30 of the school year.

Overall, student enrolment in PEI decreased by 2.4% in 2013-2014 compared to 2012-2013, reflecting a continuing trend in declining enrolment. Since 2005-2006, enrolment in Grade 1 to Grade 12 in PEI schools has declined by 16%. PEI schools experienced an increase in enrolment in the 2010-2011 school year with the transition of kindergarten into the public school system, but the trend of declining enrolment has continued since that time. Overall, kindergarten to Grade 12 enrolment from 2010-2011 to 2013-2014 declined by 5.8%.

Table 21: Student-Educator Ratio, PEI Public Schools, 2009 to 2013

Year	Student Enrolment	Full-Time Equivalent Educators	Student-Educator Ratio
2009-2010	19,955	1536	13.0
2010-2011	21,169	1670	12.7
2011-2012	20,831	1670	12.5
2012-2013	20,406	1634	12.5
2013-2014	20,131	1596	12.6

Table 22: Average Class Size, 2011-12 to 2013-14

Grade	Number of Students			Number of Classes			Average Class Size		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
K	1,402	1,386	1,460	102	99.5	100.5	13.7	13.9	14.5
1-3	4,361	4,270	4,054	231.5	224.5	209.5	18.8	19.0	19.4
4-6	4,076	4,141	4,411	197	197	206	20.7	21.0	21.4
7-9	4,564	4,327	4,243	207.5	185.5	183	22.0	23.3	23.2
K-9	14,403	14,124	14,168	738	706.5	699	19.5	20.0	20.3

Table 23: Number of Schools, by Grade Category, 2013

School Board	Primary Grades K-3	Elementary Grades K-6	Intermediate Grades 7-9	Consolidated Grades K-9	Senior High Grades 7-12	Other Grades K-12	Total
ELSB	2	24	8	13	10	0	57
CSLF	0	0	0	2	0	4	6
Private	0	0	0	1	0	1	2
Total	2	24	8	16	10	5	65

Table 24: Student Enrolment, by Grade, September 2013

School Board	Grade													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
ELSB	1464	1397	1376	1341	1542	1482	1368	1328	1441	1417	1641	1736	1784	19,317
CSLF	75	73	82	67	76	63	74	55	65	61	36	49	38	814
Private	26	14	18	9	26	17	16	22	17	18	13	6	7	209
All Schools	1565	1484	1476	1417	1644	1562	1458	1405	1523	1496	1690	1791	1829	20,340
All Public Schools	1539	1470	1458	1408	1618	1545	1442	1383	1506	1478	1677	1785	1822	20,131

Table 25: French Immersion Enrolment, September 2013

Gender	Grade													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Female	214	196	195	176	183	166	151	277	267	233	207	193	192	2,650
Male	190	141	147	95	134	118	110	175	176	173	146	128	99	1,832
Both	404	337	342	271	317	284	261	452	443	406	353	321	291	4,482

DEPARTMENT OVERVIEW

Minister's Roles and Responsibilities

Under the *School Act* and the *Child Care Facilities Act*, the Minister of Education and Early Childhood Development has the following Responsibilities:

- Overall leadership of the education and early childhood development system in the province
- Ensuring the provision of educational services through the Department and the school boards
- Certification of instructional personnel
- Defining the goals, standards, guidelines, policies and priorities applicable to the education and early childhood development system
- Providing equipment and facilities for use by the school boards
- Providing leadership and coordination in developing curriculum, articulating curriculum standards, and assessing and evaluating curriculum outcomes in the education and early childhood development system
- Establishing policies for the provision of special education services in the education and early childhood development system
- Establishing an accountability framework for the education and early childhood development system
- Appointing the members of the Child Care Facilities Board, which regulates early childhood facilities in the province

Deputy Minister's Roles and Responsibilities

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

- The quality and enforcement of all legislation administered by the Department
- The quality of programs and services in public education, early childhood development, and the training of educators
- The quality of policies in public education, early childhood development, and the training of educators
- Public satisfaction with the Department's performance
- Client satisfaction with the Department's programs and services
- The quality of educational and other Departmental outcomes
- The impact of the Department's programs and services on educational, economic, social, and cultural outcomes
- The cost-effectiveness of the Department's programs and services and the condition of the Department's finances
- Employee satisfaction and performance
- The occupational health, welfare, and safety of Department employees
- The condition of the Department's physical assets

DEPARTMENT OVERVIEW

Legislative Responsibility

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

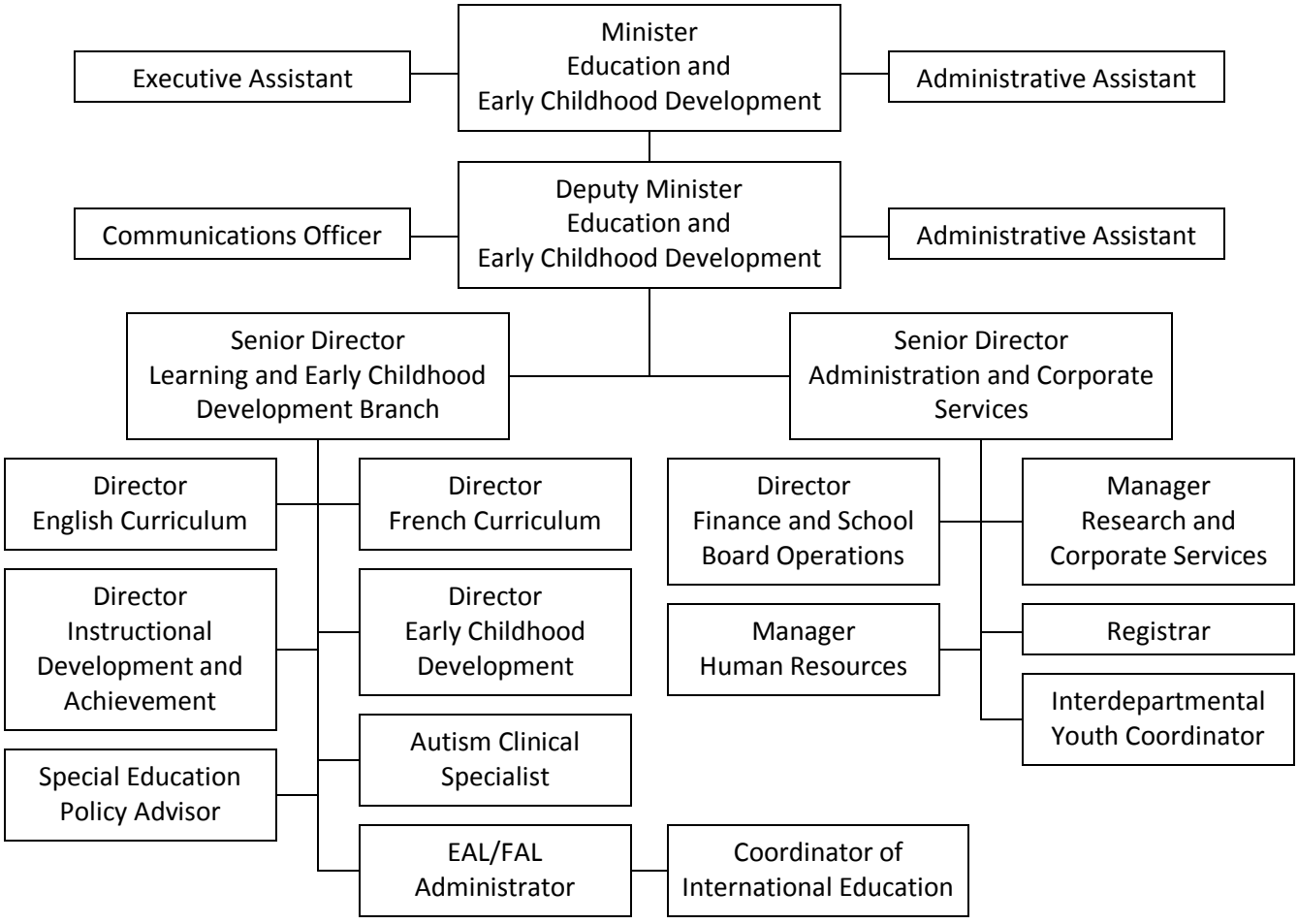
- *Child Care Facilities Act* and *Regulations*
- *Island Regulatory and Appeals Commission Act (IRAC)*
- *School Act* and *Regulations*
- *Teachers' Superannuation Act*

Approved Minister's Directives

The following Minister's directives were approved during the 2013-2014 year:

- MD No. 2013-02: School Calendar for the 2012-2013 School Year
- MD No. 2013-03: School Board Staffing and Funding Program for the 2013-2014 School Board Fiscal Year

Organizational Chart



DEPARTMENT OVERVIEW

Administrative and Corporate Services 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, and human resources. The Administration and Corporate Services branch consists of one division and several sections and units.

Finance and School Board Operations 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 Department policies. The division is responsible for budget development and control, accounting, purchasing, provision of school texts and learning materials, school sport, school board payroll support, the School Construction and Repair Program, and liaison with school boards. The division also provides support services and advice on financial or administrative matters to all other divisions and to school boards.

Research and Corporate Services Section
The Research and Corporate Services section provides support, guidance, and advice to the Department and to educational partners in the areas of applied research, performance measurement, survey work, data management, recorded information management, legislation, privacy matters and access to information, copyright, healthy school communities, strategic planning, and policy development. The section fulfills the Department's responsibility in provincial, regional, and national data collection initiatives, and coordinates the development of legislation.

Human Resources Section
The Human Resources section provides a systematic process for identifying the human resource requirements for the Department to support fulfilment of its vision, business objectives, and strategic goals. Specific services provided to the Department include administration of staffing, classification, personnel, payroll, collective agreements, and professional development. The section is responsible for development and training, performance evaluation, human resource policy and planning, and human resource metrics.

Certifications and Standards (Registrar)
The Certification and Standards Section is responsible for evaluating the academic and professional credentials of provincial, regional, national and international applicants for the issuance of PEI Teacher's Certificates on behalf of the Minister. The Registrar provides support to the Certification and Standards Board and implements its policies under the PEI *School Act* and Regulations. Teaching service, applications for upgrades in certification levels and additional designations are assessed by the Registrar. Information on certificate level and teaching experience is conveyed to school boards for salary placement purposes and to support the staffing and hiring process. The Registrar maintains information on the suspension, cancellation and revocation of teaching certificates and provides Statements of Professional Standing for teachers seeking certification outside of Prince Edward Island. The Registrar liaises with the Registrars for Teacher Certification Canada and strives to ensure labour mobility compliance under Chapter Seven of the Agreement on Internal Trade.

DEPARTMENT OVERVIEW

Learning and Early Childhood Development Branch

The Learning and Early Childhood Development branch is responsible for the development and implementation of high quality programs and curricula 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 Curriculum Division
The English Curriculum 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 from kindergarten to Grade 12.

French Curriculum Division
The French Curriculum division provides leadership, coordination, and support in the development of quality French First Language, French Immersion, and Core French curricula, as well as support services and resources for teachers and students from kindergarten to Grade 12. The division also provides opportunities for teachers and students to promote French education.

Early Childhood Development Division
The Early Childhood Development division provides policy, program, and funding advice to ensure Island children have high quality learning experiences in the early years. The division provides curriculum, program development and support to Early Learning and Child Care Centres, supports Family Resource Centres and private regulated early childhood programs, provides Early Years Autism services, administers the direct funding program, special needs funding program, the Best Start program, and supports healthy child development. As well, this division administers the *Child Care Facilities Act*, including the certification of early childhood educators, licensing and inspections of early childhood programs, and provides resource support to the Child Care Facilities Board.

Instructional Development and Achievement Division
The Instructional Development section is responsible for the implementation and in-servicing of new curricula in collaboration with English and French Curriculum division staff. The Instructional Development section is also responsible for the development and maintenance of a virtual professional learning library for Island educators, and responds to Provincial Common Assessment results.

The Achievement section provides leadership, guidance, and support to the Department and educational partners in student assessment. This section leads teachers in the development and administration of the Provincial Common Assessment program, and also administers national and international student assessment programs and activities.

English as an Additional Language / French as an Additional Language (EAL/FAL) Unit
The EAL/FAL unit supports the individual learning needs of immigrant students and their successful integration into the education and early childhood development system. The EAL/FAL team also supports administrators, teachers, support staff, and board-based staff through consultation, observation, co-teaching, and professional development. The majority of EAL/FAL staff were transferred to the English Language School Board and La Commission scolaire de langue française during the Department's restructuring in late 2012.

Department Overview

Joint Consortium for School Health

The Joint Consortium for School Health (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.

For the years 2010-2015, the JCSH Secretariat 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.

Core funding for operations and the Secretariat is cost-shared. Each year, the Public Health Agency of Canada (PHAC) contributes $250,000. Member provinces and territories match this contribution for a total of $500,000 annually.

Education and Early Childhood Development Minister, Alan McIsaac (left), and Charlottetown Deputy Mayor, Sterling MacFadyen (right), kick off the start of a parade to celebrate November 20th as National Child Day.

FINANCIAL OVERVIEW

Department Performance Against Budget

Table 26: Performance Against Original Budget, 2013-2014

Budget Area	Budget Estimate 2013-2014	Forecast 2013-2014
Finance and School Board Operations	$209,631,900	$210,733,200
Learning and Early Childhood Development	$368,000	$507,900
English Curriculum	$2,981,900	$2,881,000
French Curriculum	$2,200,900	$2,171,700
Early Childhood Development	$12,889,600	$12,518,200
Instructional Development and Achievement	$2,041,700	$2,068,100
EAL/FAL	$290,600	$290,600
Joint Consortium for School Health	$500,000	$500,000
Department Budget Total	**$230,904,600**	**$231,670,700**
Revenue (all sources)	$4,336,000	$5,306,500
Net Department Budget	**$226,568,600**	**$226,364,200**
Other Budget Responsibility		
Island Regulatory and Appeals Commission	$1,358,300	$1,358,300

Table 27: Performance Against Original Capital Budget, 2013-2014

Capital Budget Area	Budget Estimate 2013-2014	Forecast 2013-2014
School Construction / School Repairs	$16,425,000	$10,728,800
School Bus Replacement	$1,550,000	$1,546,000
Department Capital Budget Total	**$17,975,000**	**$12,274,800**
Revenue (all sources)	$0	$0
Net Department Capital Budget	**$17,975,000**	**$12,274,800**

FINANCIAL OVERVIEW

Division/Section Budgets and Human Resources

Table 28: Finance and School Board Operations Budget and Human Resources

	2010-2011	2011-2012	2012-2013	2013-2014
Human Resources (Full-Time Equivalent)	22	22	17	17
Administration	$2,569,828	$2,175,000	$2,594,440	$3,029,400
Provincial Learning Materials Distribution Centre (PLMDC)	$1,252,900	$985,200	$1,197,700	$1,112,100
Grants to School Boards	$188,643,220	$193,377,800	$204,489,800	$206,591,700
Total	**$192,465,980**	**$196,538,000**	**$208,281,940**	**$210,733,200**

Table 29: Learning and Early Childhood Development Branch Budget and Human Resources

	2010-2011	2011-2012	2012-2013	2013-2014
Human Resources (Full-Time Equivalent)	2	2	2	3
Total	**$598,204**	**$542,060**	**$379,700**	**$507,900**

Table 30: English Curriculum Division Budget and Human Resources

	2010-2011	2011-2012	2012-2013	2013-2014
Human Resources (Full-Time Equivalent)	24	22	20	18
Total	**$3,458,300**	**$3,024,800**	**$3,113,000**	**$2,881,000**

Table 31: French Curriculum Division Budget and Human Resources

	2010-2011	2011-2012	2012-2013	2013-2014
Human Resources (Full-Time Equivalent)	17	17	15	15
Total	**$2,494,400**	**$2,128,300**	**$2,136,700**	**$2,171,700**

FINANCIAL OVERVIEW

Division/Section Budgets and Human Resources

Table 32: Early Childhood Development Division Budget and Human Resources

	2010-2011	2011-2012	2012-2013	2013-2014
Human Resources (Full-Time Equivalent)	12	13	20	20
Early Childhood Development	$9,222,815	$10,650,635	$10,881,400	$11,167,700
Autism Services	n/a	n/a	$1,341,000	$1,350,500
Total	**$9,222,815**	**$10,650,635**	**$12,222,400**	**$12,518,200**

Table 33: Instructional Development and Achievement Division Budget and Human Resources

	2010-2011	2011-2012	2012-2013	2013-2014
Human Resources (Full-Time Equivalent)	n/a	n/a	16	17
Instructional Development	n/a	n/a	$880,900	$1,075,400
Achievement	n/a	n/a	$805,800	$992,700
Total	**n/a**	**n/a**	**$1,686,700**	**$2,068,100**

Table 34: EAL/FAL Unit Budget and Human Resources

	2010-2011	2011-2012	2012-2013	2013-2014
Human Resources (Full-Time Equivalent)	n/a	n/a	2	2
Total	**n/a**	**n/a**	**$238,500**	**$290,600**

Table 35: Joint Consortium for School Health Budget and Human Resources

	2010-2011	2011-2012	2012-2013	2013-2014
Human Resources (Full-Time Equivalent)	4	4	4	4
Total	**$500,000**	**$500,000**	**$500,000**	**$500,000**

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