



Department of Education and Lifelong Learning
ANNUAL REPORT
2021-2022

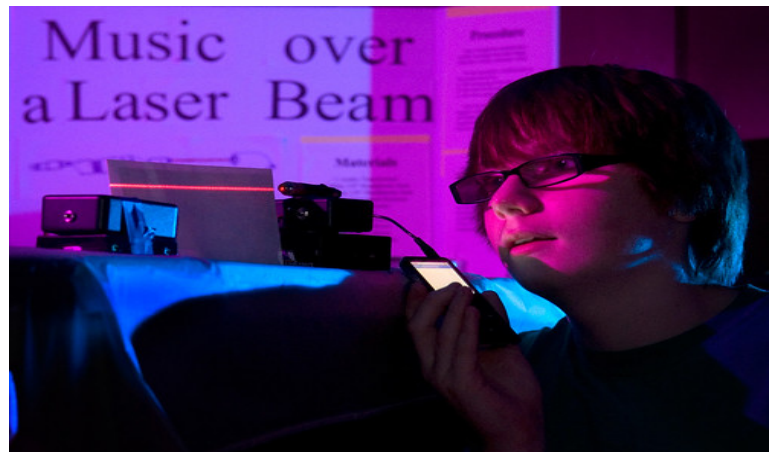


TABLE OF CONTENTS

Contents

Minister's Message _____	1
Deputy's Message _____	2
Department Overview _____	3
Key Priorities 2021-2022 _____	5
Highlights and Accomplishments 2021-2022 _____	12
Early Childhood Development _____	13
Educational Services _____	16
English Education, Programs and Services _____	34
Finance and Administration _____	42
French Education, Programs and Services _____	43
Interministerial Women's Secretariat _____	46
Libraries and Archives _____	48
Post-Secondary and Continuing Education _____	50
School and Student Enrolment Information 2021-2022 _____	55
Financial Statements _____	56
Organization Chart _____	58

EDUCATION and LIFELONG LEARNING



Minister's Message

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

May it Please Your Honour:

I have the honour to submit herewith the Annual Report of the Department of Education and Lifelong Learning for the fiscal year ending March 31, 2022.

Respectfully submitted,

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

Natalie Jameson
Minister

EDUCATION and LIFELONG LEARNING



Deputy's Message

The Honourable Natalie Jameson
Minister of Education and Lifelong Learning

Madam:

I am pleased to submit the Annual Report of the Department of Education and Lifelong Learning for the fiscal year ending March 31, 2022.

The report outlines the Department's activities from April 1, 2021 to March 31, 2022.

Respectfully submitted,

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

Bethany MacLeod
Deputy Minister

EDUCATION and LIFELONG LEARNING

Department Overview

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

The overarching goals of the Department are to:

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

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

Division	Full Time Equivalents
Early Childhood Development	30.00
Educational Services	27.00
English Education, Programs and Services	43.50
Finance and Administration	5.00
French Education, Programs and Services	26.00
Interministerial Women's Secretariat	4.00
Libraries & Archives	65.63
Post-Secondary and Continuing Education	9.00

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

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

EDUCATION and LIFELONG LEARNING

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

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

In the 2021-2022 fiscal year, the Department continued to oversee the education system's operations during the COVID-19 pandemic and the return to regular operations. Legislation to implement major structural reform to the education system was introduced to allow for the restoration of elected school boards to oversee the province's two Education Authorities, fulfilling one of the government's major education policy commitments. The Canada – Prince Edward Island Canada-wide Early Learning and Child Care Agreement for the period from 2021 to 2026 was formalized, with implementation beginning. The Foundations program to improve early childhood literacy was implemented at the kindergarten level and progressed into pilot stage at higher grade levels. The French Immersion Grades 1-3 Action Plan has been put into effect to promote student achievement in that program. Initiatives to improve curricula and services for the province's students continued in a wide array of areas. With renovations completed or underway on a number of elementary schools, the Stratford High School Planning Committee has now begun its work to build a new high school for the Stratford area, anticipated to begin construction in 2023.

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

Key Priorities 2021-2022

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

Early Childhood Development has provided Capital Grants to support the expansion of licensed spaces in early childhood centres, preschool centres and family home centres. Eligible applicants could apply for grants to support the modification of existing space to align with requirements to become licensed or to increase licence capacity.

A universal pre-kindergarten program was made available to families in September 2021. The universal pre-kindergarten program was created to ensure that cost is not a barrier to families and children who wish to attend. Additionally, in January 2022 parent fees were reduced in early childhood centres.

Investments to the Special Needs Funding and Early Years Autism programs provided opportunity for more children to participate in licensed early learning and childcare centres and/or the Intensive Behavioural Intervention program.

The Public Library Service launched a book delivery service to Early Years Centres during the pandemic when the children could not come to libraries for books. This innovative service supported early years centres throughout the pandemic and is now offered to 50 centres across the Island.

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

The French Education, Programs and Services division provided Enriched Academy virtual resource to support the financial literacy development of high school students.

The Post-Secondary and Continuing Education division supported development of a new Holland College Transitions Pilot Program in Eastern PEI in 2021, hosted at Montague Regional High (16 students) and Souris Regional School (14 students). The pilot received overwhelmingly positive feedback from both student and educator participants.

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

The Department has carried out consultations with education stakeholders and the community to facilitate the introduction of legislation to re-implement elected school boards in order to provide a greater role to the public in the operation of the Island's schools.

The Autism Coordination Project Lead and members of the Autism Coordinating Committee met with numerous stakeholders over the last year. These meetings included numerous individuals and families with lived and living experiences, government and community stakeholders such as staff within Department of Health and Wellness; Department of Education and Lifelong Learning; Department of Social Development and Housing; Department of Justice and Public Safety; Health

EDUCATION and LIFELONG LEARNING

PEI; Skills PEI; Public Schools Branch, Commission scolaire de langue française; Autism Society of PEI; PEI Association for Community Living and Stars for Life. These were opportunities to make connections, seek feedback, identify gaps in autism services, gather ideas for improvement, enhance communication between all stakeholders and to develop a pathway for future communications/processes.

The Student Well-being Team has sought input from stakeholders through surveys, interviews and feedback forms for Drop-In services, general feedback on our program including strengths and areas for improvement, suggestions pertaining to our service model, feedback on parent sessions and direct feedback from Principals and School Counsellors. In addition, we have a Compliments and Complaints page that can be accessed from the website where stakeholders can provide us with feedback with an option for this to be anonymous. The feedback we have received from these methods has been compiled and is discussed at Leadership Meetings, with action items created to address areas of concern. These will also be addressed through a Project Plan, and subsequent Strategic Plan that are in early stages of development.

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

New leadership for Inclusive Education

The French Education, Programs and Services division worked in partnership with the Public Schools Branch to fund an Inclusive Education leader position for the French Immersion program.

Post-Secondary mental health supports

The Post-Secondary and Continuing Education division provides mental health supports funds paid directly to the Island's publicly funded post-secondary institutions was doubled to \$50 per student for a total of approximately \$410,000.

Expansion of school-age autism funding eligibility criteria

The Department of Social Development and Housing and the Department of Education and Lifelong Learning looked at ways to make the autism school-age funding eligibility criteria more responsive to the needs of families. With guidance and input from community organizations, families, and those with lived and living experiences, the school-age funding criteria was expanded so that families have greater choice in how and where they can access supports for their children.

As of April 1, 2021, school-age autism funding can now be used to cover the cost of therapeutic activities such as equine and music therapy which previously had not been covered.

Provision of funding for a Private Assessment Initiative

The Private Psychology Autism Spectrum Disorder Assessment Initiative is a collaboration between Health PEI, Department of Education and Lifelong Learning, Department of Health and Wellness, and the Autism Society of PEI. It is a temporary one-year funding model to support autism spectrum disorder (ASD) diagnostic assessments for Prince Edward Island children, aged

EDUCATION and LIFELONG LEARNING

two (2) to seven (7) years, who have a confirmed referral (that is, have already seen a Pediatrician who has requested) for a diagnostic assessment within PEI's Pediatric Psychology Services.

This initiative will be administered by the Autism Society of PEI and will support families by covering the cost of private psychologist pediatric assessments. Beginning in March 2022, private psychologists with demonstrated competency in ASD assessments will be able to bill the Autism Society of PEI directly for diagnostic service provided to pre-approved clients who meet eligibility criteria.

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

Ongoing work to update the GED

The Post-Secondary and Continuing Education division has been engaged in ongoing work to design, develop and implement a new Canadian Credential (Made in Canada GED- General Education Development) with national colleagues that will replace the current GED tests administered in Canada. The new tests will be tailored to meet the needs of adults in Canada including individuals who require accommodations (ex: visual impairment, hearing impairment, etc.) and will be inclusive of diverse cultures and perspectives including Indigenous, Francophone, and visible minorities.

Efforts in international student recruitment

The Prince Edward Island International Student Program has initiated preliminary dialogue with Holland College and UPEI to determine areas of collaboration in selecting target recruiting markets. This collaborative effort could lead to the recruitment of students to complete and graduate from an Island high school (as international students) with the goal of post-secondary enrollment in an Island institution continuing to a post graduate workplace program or permanent resident application.

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

A universal pre-kindergarten program was implemented in September 2021. Pre-kindergarten is a voluntary program offered as a core 15 hours per week program and is funded for families. This is a play-based, developmentally appropriate program for four-year-old children in the year before entering kindergarten.

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

French Education

The French Education, Programs and Services division has worked in partnership with Société Acadienne et Francophone de l'Île-du-Prince-Édouard to provide bursaries for Island students studying in French out-of-province

EDUCATION and LIFELONG LEARNING

Post-Secondary Education

The Post-Secondary and Continuing Education division has undertaken the Open Textbook Project with UPEI and the UPEI Student Union. The project was funded \$50,000 in 2021-22.

We have implemented a \$500,000 budget increase to the Island Advantage Bursary: Low and Middle Income, which put more non-repayable funding in the hands of PEI's post-secondary students.

A combination of student financial funding provided over 1,000 students with free tuition in the 2021-22 Academic Year.

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

The reinstatement of elected school boards

Following extensive public consultations (January-March 2021) and continued education stakeholder engagement (September 2021–February 2022), the Department of Education and Lifelong Learning proposed legislative and regulatory amendments to ensure both Education Authorities (Public Schools Branch and La Commission scolaire de langue française) would be governed by an elected school board.

Proposed approaches outlined in the public consultation report (May 2021) were considered and refined through additional education stakeholder consultations. Resulting amendments to the *Education Act*:

- ensured consistent language for both Education Authorities within the *Act*
- clarified that the affairs of both Education Authorities will be conducted by a board of trustees
- established the legislative/regulatory framework for elected trustees
- outlined that the election processes would be managed by Elections PEI

The proposed new school board governance model includes

- the Public School Branch moving from a board of appointed Directors to a hybrid board - including eight elected trustees from across the province and three appointed trustees (one Mi'kmaq representative and two members-at-large appointed through Engage PEI)
- La Commission scolaire de langue française retaining their complement of nine elected trustees.

The new school board governance model will allow for more diversity on the school boards. Elected boards will strengthen collaboration and communication between the school boards and education and community stakeholders. The Department of Education and Lifelong Learning is committed to working with the Education Authorities to further integrate the voice of students into school governance.

EDUCATION and LIFELONG LEARNING

Bill No. 56 “*An Act to Amend the Education Act*” was tabled on Feb 22, 2022 during the 2nd Session of the 66th General Assembly of the Legislature and was passed on May 5, 2022. Subsequent regulatory amendments were also required, which were approved by Cabinet and Executive Council and came into effect on June 4, 2022.

Elections PEI will conduct the school board trustee elections for both Education Authorities in September-October 2022.

Developments in virtual French Education

The French Education, Programs and Services division has collaborated with the Commission Scolaire de Langue Française to develop a virtual school option for high school students.

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

The French Education, Programs and Services division administered the DELF (Diplôme d'études de Langue Française) Assessment from May 9-13, 2022.

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

PEI Healthy School Food Program

The PEI Healthy School Food Program was developed and operated by the Department of Education and Lifelong Learning during the 2020-21 school year as a universal meal program for all K-12 students.

Launched in September 2020, the goals of the PEI Healthy school Food Program were to:

- provide access to healthy/affordable meal options for all students
- ensure equitable access for all students (i.e. offer a pay-what-you-can option to help address food insecurity)
- provide food literacy opportunities for all students

The Department of Education and Lifelong Learning transferred operations of the program to a newly formed non-profit (PEI School Food Program Inc.) on July 1, 2021. Funding for the PEI Healthy School Food Program also moved from the Department of Education and Lifelong Learning to the Department of Social Development and Housing for the 2021-22 fiscal year.

The Department of Social Development and Housing assumed responsibility for the program, as the Department has been given the mandate to reduce poverty through the *Poverty Elimination Strategy Act* (May 2021).

EDUCATION and LIFELONG LEARNING

Through its first seven months of operations (September 2021–March 2022), the PEI School Food Program Inc. is showing significant growth in the program with:

- 302,252 meals served - up from 263,561 (+14.8%) during the same time period last year
- an average student participation rate of 28.31% - which is up from 11.7% participation last year

An ‘emergency school food program’ has also been provided during the summer months and during times of school closure due to COVID to support families who are facing food insecurity. The ‘home delivery’ program is a partnership between the Department of Social Development and Housing (funding and coordination), the Education Authorities (school bus drivers to deliver food), the Department of Education and Lifelong Learning and some of the school food program vendors (to prepare the meals).

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

The Post-Secondary and Continuing Education division has operated a Workplace Essential Skills Certificate Pilot program for participants to assess essential skills competencies that are common among industries, are transferrable and can be applied in different employment settings. To date, there have been four (4) pilots; two (2) in Summerside and two (2) in Charlottetown, with approximately 60 participants in total.

13. Work with your colleague the Minister of Economic Growth, Tourism and Culture to fund, grow, and retain research and intellectual property here on PEI, and support the marketing and commercialization for the benefit of all Islanders.

The Prince Edward Island International Student Program (PEIISP) was re-vamped to deliver K-12 public education opportunities to the global community through the Department of Education and Lifelong Learning. International students who reside outside of Canada may apply to attend one of our 62 public schools in Prince Edward Island.

The Prince Edward Island Affiliate School Program involves schools that are located outside of Canada and are inspected and certified by the Government of PEI through the Department of Education and Lifelong Learning.

Students registered in a PEI Affiliated Program receive instruction in English by PEI Certified Teachers and follow the PEI Program of Studies and curriculum. Students in PEI Affiliated Programs who meet all the PEI Graduation Requirements will graduate with a PEI High School Certificate. This creates a path that supports international students to come to PEI to continue their studies, live and work.

EDUCATION and LIFELONG LEARNING

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

The First 1000 Days Initiative is an internationally recognized framework that focuses on the earliest stages of child development, the period from conception to the end of the child's second year.

There is growing evidence that a greater prioritization of resources in the early years would bring lifelong benefits and a better return on investment for society and public services. A framework and plan forward were presented to the Steering Committee Working Group and to the Social Deputies Committee in early fall 2021.

The First 1000 Days Steering Committee was impacted as were most committees during the pandemic and was further delayed due to the lockdown in December and January. An updated Steering Committee has been formed and short-term resources provided by the Department of Education and Lifelong Learning to focus on creating an Action Plan to continue moving this important initiative forward as per our Premier's goal for the committee.

16. Work with your colleague the Minister of Economic Growth, Tourism and Culture to champion and inspire Island culture and heritage and increase awareness and education of our proud past.

French Education

The French Education, Programs and Services division has worked to develop French Cultural Programming for schools.

Support has been given to a variety of French cultural initiatives: ArtsSmarts, Destination Imagination, French for the Future and the School Cultural Grant.

The division has launched L'Acadie de l'Île-du-Prince-Édouard : 300 ans d'histoire.

Libraries and Archives

The Public Archives is responsible for acquiring, preserving, and making accessible the history of Prince Edward Island. The Public Archives works with many stakeholders to fulfill this responsibility including PEI Museums and Heritage as well as various historical and cultural groups.

Public Libraries are community centers supporting arts, culture and heritage through programs and resources.

Highlights and Accomplishments 2021-2022

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

- Early Childhood Development
- Educational Services
- English Education, Programs and Services
- Finance and Administration
- French Education, Programs and Services
- Interministerial Women's Secretariat
- Libraries and Archives
- Post-Secondary and Continuing Education
- Human Resources

Early Childhood Development

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

The division administers the following funding programs:

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

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

- Handle with Care Program
- Dès la naissance Programs

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

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

Highlights of the year:

- Decrease in Parent Fees:
 - Effective January 2022, standard parent fees in Early Years Centres (EYCs) were decreased to \$25 for children aged 0 to school entry
 - Non-designated early childhood centres received funding to decrease parent fees (decrease of \$9 per day for infants, \$3 per day for toddlers and \$2 per day for three- and four-year olds)

EDUCATION and LIFELONG LEARNING

- Increase Early Years Centres (EYCs):
 - Capital Grant was available to existing EYCs to support expansion of spaces. As a result, 13 EYCs can increase their license capacity and add approximately 42 infant, 77 toddler and 101 preschool spaces across PEI
 - Eleven new EYC designations - parent fees are standardized in EYCs and staff working in EYCs are required to be paid to a provincial wage grid
- Family Home Centre Growth:
 - Capital grants were available to support individuals who wish to license a Family Home Centre. Grants help with the costs of renovations and with the purchase of materials and equipment
 - Operational grants to support the reduction of parent fees to provincial standards in licensed Family Home Centres
- Supporting individuals to become certified as an Early Childhood Educator:
 - Education grants were provided to 148 individuals. Individuals could receive up to \$2500 per year towards tuition costs in post-secondary courses needed for certification as an early childhood educator
 - In partnership with Holland College and the Early Childhood Development Association, an accelerated program was developed for individuals who worked in centres and wished to complete a certificate or diploma in early childhood education
- Supporting Staff in Early Learning and Child Care Centres:
 - One-time Retention grants were provided to all eligible employees to assist with the retention of staff. 659 individuals received a grant ranging from \$1000 to \$5000
 - Two individuals returned to the PEI ELCC system with the offering of the Return to Early Childhood Education grant. Additional individuals have submitted applications and will be eligible for the grant this year
 - Thirty centres applied and were approved to receive an Innovative Retention Practices grant. Each centre received up to \$3000 to support retention practices.
- Supporting Inclusion:
 - BIPOC USHR facilitated professional development opportunities for individuals working in early learning and childcare centres
 - Funding increases to the Early Years Autism program and Special Needs Funding provided opportunity for additional children to receive support
- COVID Supports:
 - Funded additional staffing in centre to support CPHO requirements for enhanced screening and cleaning

EDUCATION and LIFELONG LEARNING

- Emergency Relief to parents to cover parent fees for closures related to COVID outbreaks in a centre
- 121 portable air filtration systems were provided to licensed centres across PEI

Educational Services

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

The branch carries out its work through the following sections:

Autism Coordination Updates

The following objects and purposes are outlined in the *Autism Coordination Act*. Included below are specific actions and initiatives from the past year that are directly supporting the *Act's* implementation.

Facilitate and coordinate the planning, development and delivery of services and programs for people with autism spectrum disorders

- **Formation of the Early Intervention Services sub-committee**

A priority for the first year of implementation of the *Act* was early intervention services. The work focused on identifying opportunities to improve coordination of early intervention services and address gaps. Members of this committee include Dr. Nadine DeWolfe, Psychologist, Supervisor of Pediatric Psychology Services, Health PEI; Jennifer Bartlett-Bitar, Manager of Speech Language Pathology and Audiology, Health PEI; Danielle Rochon, Early Years Autism Manager, Department of Education and Lifelong Learning; and Suzi DeBlois, Autism Coordination Project Lead, Department of Education and Lifelong Learning. This committee had significant input from other early-intervention service providers, community stakeholders and families with lived and living experiences.

This committee met regularly and led the development of several new early intervention initiatives over the last year, including the Social ABCs program.

- **Launch of Social ABCs Early Intervention Program on Prince Edward Island**

A new program was launched this year that will provide early intervention for children living in the province who are awaiting an autism assessment from a psychologist.

The Social ABCs program is a parent-mediated, evidence-based early intervention program for children identified as possibly having autism spectrum disorder, providing families with intervention support at the first signs of concern, even before diagnosis. Parents are engaged to play a major role in the program.

The Province of PEI partnered with the Social ABCs team to support its commitment to increase access to evidence-based intervention for young children showing early signs of possible autism spectrum disorder and their families. With the launch of this program, PEI

EDUCATION and LIFELONG LEARNING

becomes one of the first provinces to offer this service pre-diagnosis, to help ensure there is no lag between when a child is identified and needing support and when their family receives help.

Social ABCs will be offered by provincial health authorities in PEI to children between the ages of 12 and 36 months. The program has been successful in other parts of Canada, where parents have seen a significant increase in positive affect-sharing and social communication in toddlers.

- **Hiring of an additional child psychologist**

Timely access to a diagnostic assessment is a critical part of early intervention and autism services. A diagnosis can provide families with valuable information about their child and help them access funding and supports. The demand for diagnostic assessment services continues to grow here on PEI and around the globe. This year, an additional pediatric psychologist has been hired by Health PEI to help reduce wait times for diagnosis.

- **Provision of funding for a Private Assessment Initiative**

The Private Psychology ASD Assessment Initiative is a collaboration between Health PEI, Department of Education and Lifelong Learning, Department of Health and Wellness, and the Autism Society of PEI. It is a temporary one-year funding model to support autism spectrum disorder (ASD) diagnostic assessments for Prince Edward Island children, aged two (2) to seven (7) years, who have a confirmed referral (that is, have already seen a Pediatrician who has requested) for a diagnostic assessment within PEI's Pediatric Psychology Services.

This initiative will be administered by the Autism Society of PEI and will support families by covering the cost of private psychologist pediatric assessments. Beginning in March 2022, private psychologists with demonstrated competency in ASD assessments will be able to bill the Autism Society of PEI directly for diagnostic service provided to pre-approved clients who meet eligibility criteria.

Consult with stakeholders on matters that affect people with autism spectrum disorders

- **Increased consultations with stakeholders**

The Autism Coordination Project Lead and members of the Autism Coordinating Committee met with numerous stakeholders over the last year. These meetings included government and community stakeholders such as staff within Department of Health and Wellness; Department of Education and Lifelong Learning; Department of Social Development and Housing; Department of Justice and Public Safety; Health PEI; Skills PEI; Public Schools Branch, Commission scolaire de langue française; Autism Society of PEI; PEI Association for Community Living; Stars for Life; and numerous individuals and families with lived and living experiences. These were opportunities to make connections, seek feedback, identify gaps in services, gather ideas for improvement, enhance communication between stakeholders, and to develop a pathway for future communications/processes.

EDUCATION and LIFELONG LEARNING

- **Expansion of school-age funding eligibility criteria**

The Department of Social Development and Housing and the Department of Education and Lifelong Learning looked at ways to make the autism school-age funding eligibility criteria more responsive to the needs of families. With guidance and input from community organizations, families, and those with lived and living experiences, the school-age funding criteria was expanded so that families have greater choice in how and where they can access supports for their children.

As of April 1, 2021, school-age autism funding can now be used to cover the cost of therapeutic activities such as equine and music therapy which previously had not been covered.

Deliver navigation supports for people with autism spectrum disorders

- **Creation of an autism services webpage to simplify navigation of government services**

Families and service providers have often found it difficult to find information on the various supports and services that are offered. Government services related to autism spectrum disorder are delivered through four different departments in addition to various community service providers, thus making it challenging for families to know all the services that are available and how to access each them.

Navigation needed to be simplified; Information on the various services, programs and funding needed to be in one place. An autism services webpage was developed to act as a landing page for all autism-related services and funding provided through the government of Prince Edward Island. From this page, individuals can then access information on specific supports within the various departments.

Make programs and services more responsive to the needs and aspirations of people with autism spectrum disorders

- **Hiring of additional Autism Consultants**

In the last year, four full time Autism Consultants were added to our public schools, including creating the new position of Autism and Complex Cases Manager within the Commission scolaire de langue française.

Wages for Special Needs Assistants and Autism Assistants in the Early Years Sector have increased.

- **Increase in capacity within the Early Years Autism Services program**

An additional Autism Specialist was hired to our Early Years Autism Services program to help meet the increasing needs of the program.

EDUCATION and LIFELONG LEARNING

- **Purchase of new educational resources**

The Department of Education and Lifelong Learning purchased new educational resources, equipment, and materials for the Early Years Autism Service, including iPads for all children to use who are enrolled in the program.

Collaborate with other governments and with community-based organizations on the development and delivery of policies and programs respecting people with autism spectrum disorders

- **Increase in inter/intra governmental communication of autism services and programs**

Monthly meetings between working group members, Autism Coordinating Committee members and the Project lead have helped increase communications and information sharing between and within departments.

In addition, representatives from various autism-related community organizations have been invited to sit on committees to provide insight and guidance on numerous government programs, services and guidelines.

COVID-19 Response

- **Allowed eligibility to programs and funding with a provisional diagnosis**

COVID-19 and the resulting public health restrictions have impacted diagnostic assessment processes, and as a result, some psychologists have had to issue a provisional diagnosis in lieu of a confirmed diagnosis. Most funding and services require a confirmed diagnosis to access funding and supports.

In response to the impact on diagnostic assessments, government updated their guidelines to allow eligibility for program funding and services when a provisional diagnosis is issued due to the impacts of COVID-19 on the assessment process.

- **Provision of respite care during school closures**

When schools were closed due to COVID-19, respite care was put in place for students with special needs - including those with autism spectrum disorder - who were being supported by a school educational assistant or a youth service worker.

Certification and Standards

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

EDUCATION and LIFELONG LEARNING

a) Teacher Licensure

The *Education Act* prescribes that only holders of a valid PEI teacher's license may be employed to teach by education authorities. The purpose of teacher licensing is to protect the public interest in ensuring that those persons who are authorized to teach by the Minister possess the required academic and professional qualifications. The Registrar is appointed by the Minister under the *Education Act* to evaluate the academic and professional credentials of provincial, regional, national, and international applicants for a PEI teacher's license. Criteria for teacher licensing is developed and reviewed by the minister-appointed Teacher Certification and Standards Board (TCSB). The work of the Registrar with respect to teacher licensure is framed by the *Education Act*, Teacher Certification and Standards Regulations, Instructional Personnel Regulations, and Teacher Discipline Regulations.

Aside from the initial issuance of teaching licenses, the Registrar tracks and approves teaching service, processes applications for upgrades in certification level, and evaluates requests for additional designations. Information on certificate level and teaching experience is conveyed to education authority payroll personnel through the issuance of a *School Board Report* while information on the professional qualifications of teachers is provided to education authority human resource personnel through a *Certificate of Professional Qualifications*. The School Board Report is used for salary placement purposes while the Certificate of Professional Qualifications is used to support staffing and hiring of teachers. Additionally, the Registrar evaluates all applications for a Temporary Permit to Substitute for a Teacher from persons who do not hold a PEI Teacher's License. PEI-licensed teachers seeking licensing outside of the province require a *Statement of Professional Standing* issued by the PEI Registrar. These are issued at the written request of teachers who hold a valid and subsisting PEI teacher's license.

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

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

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

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

EDUCATION and LIFELONG LEARNING

b) Educational Assistants

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

c) Private and International Schools

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

d) Amendments to the Teacher Certifications and Standards Regulations

The following amendments were made to the Teacher Certifications and Standards Regulations this year:

- The minimum requirements for a temporary permit to substitute teach were changed from two full years of post-secondary study (60 credit-hours) to one full year of post-secondary study (30 credit-hours).
- The requirements for a Certificate 5A teacher's license were clarified

2.4.5. Number of Teacher's Licenses and Authorizations Issued

- The Office of the Registrar issued 390 teacher licenses this year: 290 were new licenses, 74 were upgrades in qualification level, 5 were conditional licenses, and 21 were interim licenses.
- A total of 195 Statements of Professional Standing were issued; of that total, 59 percent were sent to Ontario and 13 percent were sent to British Columbia.
- A total of 583 authorizations to substitute teach were issued: 315 were for licensed teachers while 268 were to Temporary Permit holders.
- A total of 515 authorizations for educational assistants were issued: 67 were for Regular Educational Assistant Authorization and 448 were for Substitute Only Educational Assistant Authorization.
- A total of 25 administrative certificates, and 4 additional designation in inclusive education were issued

English as an Additional Language/French as an Additional Language

The English as an Additional Language (EAL) / French as an Additional Language (FAL) section supports the language acquisition needs of immigrant students who were born outside of Canada

EDUCATION and LIFELONG LEARNING

or who speak a language other than English, French or Mi'kmaq. The successful integration of immigrant students into our K-12 school system is a priority.

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

Assessment Specialists maintained and enhanced new intake and assessment procedures. They completed in excess of 600 intakes and assessments during this fiscal year. The top source countries for new arrivals were China, including Hong Kong, Vietnam, Philippines, Syria and India.

While COVID posed some restrictions for international travel, our federal and provincial borders were open in a less restrictive manner. We continued to work with our Chief Public Health office to ensure that our newcomer students and their families were in compliance with federal and provincial protocols. As protocols changed, the EAL/FAL Reception Centre relaxed intake procedures.

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

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

Highlights of the year include:

1. Synchronous EAL courses were offered in seven (7) high schools; Westisle, Three Oaks Senior High School, Kensington Intermediate Senior High School, Kinkora Regional High School, Colonel Gray Senior High School, Montague Regional High School and Souris High School, enabling EAL students to engage in the EAL courses they needed on a daily basis. Two teachers were responsible for the delivery of the online EAL courses, one (1) for the West and one (1) for the East. In total, 43 students completed EAL courses online. Feedback from administrators, students and teachers was very positive leading to the continuation of this online model for the 2022-2023 school year.
2. Three (3) EAL itinerant teachers supported students who were unable to attend school due to COVID in the areas of literacy and language acquisition during February and March using Google Meet. Student participation was positive in all instances.

EDUCATION and LIFELONG LEARNING

3. In support of our assessment and re-assessment process, our Assessment Specialists designed an oral language assessment with accompanying rubrics for EAL students in grades K-12. This oral component complements the areas of listening, reading and writing.
4. Our EAL/FAL team completed 967 re-assessments of EAL/FAL student's language acquisition during April and May. These re-assessments helped to determine which EAL/FAL students continued to need language support for the next school year. Feedback from re-assessments were provided to families primarily in person, but when warranted, virtually, by email, by phone or by home visit. Parents/guardians were pleased with the feedback process especially to be able to meet in person and have expressed their approval of the new visual representation of their children's language acquisition.
5. We welcomed and supported 18 school-age students from the Ukraine from grades K-12 at various schools across PEI. Schools provided much needed structure and care to meet the social/emotional and trauma needs of these very fragile young people.
6. The NUWELCOM app has become an integral component of our day to day communication with families who do not speak either English or French. In addition, we have used NUWELCOM translation services to ensure that important information is being communicated to our new families in their home language. NUWELCOM plans to release a voice to text component which will enable families with low literacy to receive and send information.

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

In addition, the province has:

- Welcomed 642 new EAL/FAL students during the 2021-22 school year
- Provided educational service to 201 refugee students and 18 Ukrainian students
- Provided 908 EAL/FAL learners with itinerant teacher support and 62 students with school-based EAL courses.

District/Board	Number of Students	Percentage
PSB	2490	97.6 %
CSLF	60	2.4%
Total	2550	100.0%

EDUCATION and LIFELONG LEARNING

International Education

The Prince Edward Island International Student Program (PEIISP), a Department of Education and Lifelong Learning initiative, is designed to support students who choose to study abroad in PEI (www.peiisp.ca). Each year, we welcome students from around the world to live and study in PEI.

An education system that prepares graduates with the international knowledge and skills to work and live in an increasingly diverse and interdependent world is essential to our future. While international students provide an influx of important revenues to the education system and economies, the educational benefits of having international students in schools should not be overlooked. Diverse student populations in Island classrooms help to increase intercultural awareness and promote global understanding among students, teachers and residents.

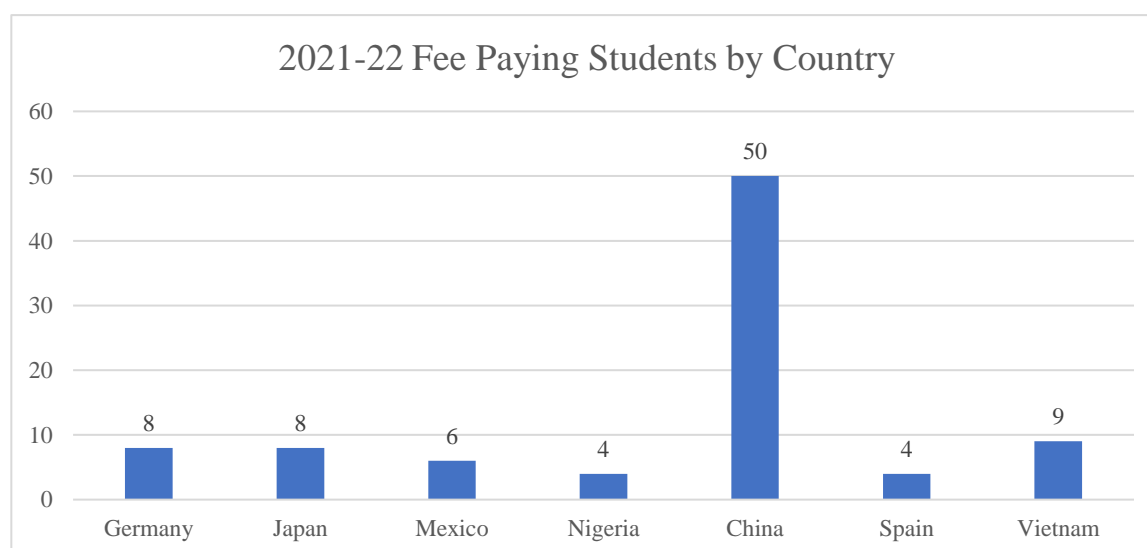
In 2021-22 the program successfully implemented many key target initiatives to align the program with those of other successful programs across the country:

- an electronic application and record keeping process
- the addition of international electronic payment method
- the provision of a comprehensive international student insurance plan
- updated and enhanced recruitment material
- a standardized contractual agreement for education agents
- virtual meetings with over 10 agencies worldwide to expand and diversify source countries (Germany, Spain, and Mexico)
- the introduction of social events to bring home PEIISP students together

Program fees for 2021-22

Tuition: \$10,600 Health Insurance: \$600 (school year) Application Fee: \$275

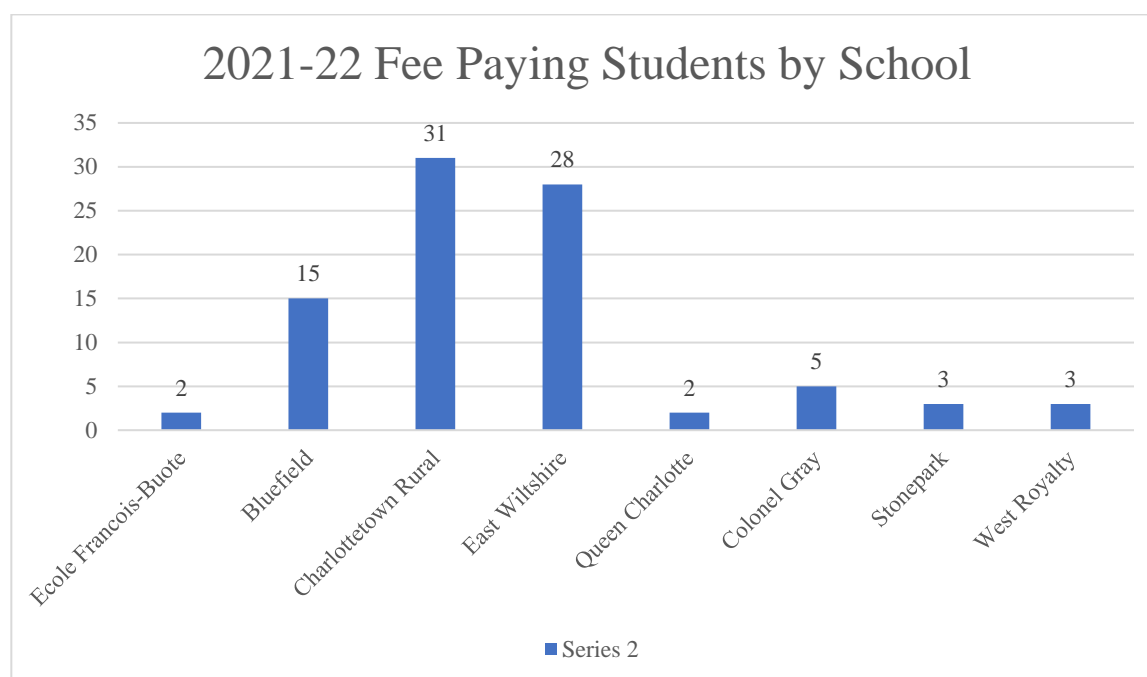
In 2021-22 we welcomed 94 students from 12 different countries who attended 13 schools.



Note 1: in addition: Iran, Pakistan, Saudi Arabia, Taiwan and Turkey 1 from each

Note 2: does not include students who withdrew or received non fee-paying status during the school year

EDUCATION and LIFELONG LEARNING



Note 1: in addition: Birchwood, Eliot River, Montague Regional and Spring Park each had 1 student

Note 2: does not include students who withdrew or received non fee-paying status during the school year

Prince Edward Island Affiliated Schools Program (PEIASP)

The Prince Edward Island Affiliated Schools Program provides educational partnerships with international schools that have been granted accredited status with the Department of Education and Lifelong Learning. Our affiliated schools implement the Prince Edward Island curriculum and follow the standards and procedures that guide our instructional and assessment practices. Only teachers who are fluent in English and have a PEI teaching license will be approved to teach our curriculum at our partner schools. Students who meet our graduation requirements will receive a PEI graduation diploma.

The process for an international school to be granted an accredited partner with the Department of Education and Lifelong Learning is a detailed process that begins with a formalized Expression of Interest from the school. The application stage requires collaboration with our legal partners, Trades Commissioners and Risk Management before a legally binding contract is potentially reached. Affiliated schools are inspected and certified by the Government of PEI through the Department of Education and Lifelong Learning. It is critical that our affiliated schools maintain the standards that are outlined in our contract and that students receive an educational program that meets the curriculum outcomes and practices that are defined by the province of Prince Edward Island.

The Prince Edward Island Affiliated Schools Program presently has three international school partnerships and two additional schools that will open in September of 2022. Royal Canadian School, Cairo and Keystone International Schools, Turkey will expand our educational market into two growing countries. Prince Edward Island continues to work with and seek new global partners to make our excellent kindergarten to Grade 12 curricula available to students in other countries.

EDUCATION and LIFELONG LEARNING

The Department of Education and Lifelong Learning has the following Affiliated School partnerships:

Table 1: Affiliated Schools

School	Country	Grades	Affiliated School Date
Canadian International School (CIS) Tokyo	Japan	1-12	July 1, 1999
Jinling High School Hexi Campus	China	10-12	July 1, 2015
Ganzhou #3 Middle School (2+1 Program)	China	10-11	July 1, 2011
Royal Canadian School - Cairo	Egypt	K-9	Pending: July 1, 2022
Keystone International Schools, Turkey	Turkey	1-9	Pending: July 1, 2022

Table 2: Student Numbers

2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	Projected Numbers 2022-2023
390	460	500	537	538	650

Highlights 2021-2022

1. A formalized plan has been created to implement PowerSchool in all our affiliated schools for September 2022. School staff will receive training sessions and will be given support through the implementation stage. It is expected that schools will record student information, timetables and calendars, attendance, reports and gradebooks using our PowerSchool software. Aligning our systems will provide our schools with educational tools that supports the collection and storage of valuable student information and provides the Department of Education and Lifelong Learning instant access to this data.
2. An International Education Operational Schedule has been in development with the RIM staff. A draft of an international retention schedule will be completed in the Fall of 2022 for final Government approval. A study was completed on the operational processes, governing documents and data collection of the PEIASP and PEIISP. A formalized retention structure will provide direction on the management of important Government documents.
3. Two new schools have been negotiated and confirmed for opening for September 2022. The Department of Education and Lifelong Learning has completed the application, site inspection and contract stages of the PEIASP partnership process. Royal Canadian, Cairo

EDUCATION and LIFELONG LEARNING

and Keystone International Schools, Turkey will be implementing the elementary and intermediate levels of the PEI curriculum. They will add an additional grade level each year until they meet the Grade 12 graduation requirements. Support was given to each of the schools on the development of operational policies and practices, purchasing books and materials that support our curriculum, hiring and certification expectations, curriculum and assessment practices and supervision and evaluation of staff and programs.

4. Annual School Inspections were conducted this year using a virtual format. COVID travel restrictions required the regular onsite inspections to be restructured. A virtual inspection package was developed, and meetings were held to prepare the schools for the new process. All schools completed their inspections over several meeting dates. These meetings included virtual classroom assessments, meetings with stakeholders, school site assessments, and a review of the requested school documents.

Legislation

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

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

Legislative and Regulatory Action

Education Act

Bill No. 56 (*An Act to Amend the Education Act*) received Royal Assent on May 6, 2022. This suite of amendments will facilitate the government's longstanding commitment to reinstate elected school boards as overseers of both the Public Schools Branch and La Commission scolaire de langue française. It was accompanied by regulatory amendments to further the same end.

Bill No. 57 (*An Act to Amend the Education Act (No. 2)*), a proposed amendment to Section 58, will allow for disclosure of selected student information for research purposes, and thereby facilitate the implementation of the Atlantic Student Tracking System agreed to among the Council of Atlantic Ministers of Education. The bill was introduced into the legislature but did not reach second reading before the conclusion of the Spring 2022 session.

EDUCATION and LIFELONG LEARNING

Education Act Regulations

The *School Calendar Regulations* were amended to institute the National Day for Truth and Reconciliation as a holiday, which was proclaimed in the *Royal Gazette* on September 25, 2021.

The *Instructional Personnel Regulations* were amended to give education authorities additional power in the appointment of school principals and vice principals, as well as revising some existing language in the regulations to be gender neutral. These amendments were proclaimed in the *Royal Gazette* on February 12, 2022

The *Teacher Certification and Standards Regulations* were amended to change the way that credit hours for teacher licensing are assessed. These amendments were proclaimed in the *Royal Gazette* on March 19, 2022.

The *Election Regulations* were amended to revise the provisions governing the election of school boards. These amendments were proclaimed in the *Royal Gazette* on April 23, 2022.

The *Education Authority Regulations* were amended to eliminate gendered wording and revise provisions governing the election and terms of trustees. These amendments were proclaimed in the *Royal Gazette* on June 4, 2022.

The *Election Regulations* were amended to provide a new regime to govern the holding of elections for school board trustees. These amendments were proclaimed in the *Royal Gazette* on June 4, 2022.

The *Student Regulations* were amended to eliminate gendered wording, reflect changes to school boards enacted elsewhere, and clarify procedures regarding student expulsion. These amendments were proclaimed in the *Royal Gazette* on June 4, 2022.

Ministerial Directives

The Department issued the following Minister's Directives for the 2021-2022 fiscal year:

MD 21-01 School Calendar for the 2021-2022 School Year

MD 21-02 Education Authority Staffing and Funding Program for the 2021-2022 School Year

MD 21-03 Responsible Use of Communication and Information Technology

MD 21-06 Guidelines for Respecting, Accommodating, and Supporting Gender Identity, Gender Expression and Sexual Orientation in our Schools

Pan-Canadian Joint Consortium for School Health

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

EDUCATION and LIFELONG LEARNING

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

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

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

Areas of focus and highlights for 2021-2022:

- JCSH priorities for this year are student and educator mental wellbeing, substance use prevention/harm reduction, school food, and the impacts of the COVID-19 pandemic on student and school community health, wellbeing, and academic outcomes.
- The Council of Ministers of Education, Canada (CMEC) now sits at JCSH tables in an observer capacity.
- Environmental scans in 2021-2022 developed by JCSH included initial and/or updates on the following issues:
 - Anti-Human Trafficking Policy Framework
 - Social Media Use in School-Aged Children and Youth/Parents/Community
 - Sexual Violence/Misconduct in Schools
 - Federal School Nutrition Funding
 - Health Promoting Schools
 - In-School Nursing Shortages
 - Competency Based IEPs
 - School Nutrition Programs During COVID
 - Health Promoting Schools - CSH Monitoring Scan
 - Masks and Rapid Antigen Testing in Schools
 - P/T Policies for Free Menstrual Products/Hygiene Kits in Schools
 - Ministry of Education - Establish P/T Network: Student Supports
 - Trauma-Informed Practices in the School System
 - School Emergency Response Procedures - Bomb Threats
 - Positive Mental Health Toolkit Implementation
- Participated on an expert panel developed by the Sedentary Behaviour Research Network (SBRN) led by Dr. Mark Tremblay of the Children's Hospital of Eastern Ontario (CHEO). And coordinated by Dr. Travis Saunders of UPEI. The purpose of this panel is to inform the research team as they develop guidelines to address sedentary behaviours in students (K-12) during school and school-related activities (such as homework).
- Brought together a Research Advisory Committee comprising members of both the

EDUCATION and LIFELONG LEARNING

Management Committee and the School Health Coordinators' Committee in every one of the 12 member provinces and territories with leadership from the Public Health Agency of Canada to support the 2021-2022 survey round of the Canadian Health Behaviour in School-aged Children study.

- Supported by its Preventing Substance Use Harms Task Group, JCSH contracted the Students Commission of Canada to develop a set of multi-media assets (short videos) to disseminate and support children and youth in substance use prevention and harm reduction through a positive youth development approach.
- To begin Phase 1 of the work to revise the Healthy School Planner, the Healthy School Planner Task Group developed and issued a Request for Proposals (RFP) for Canadian Standards and Indicators for Health Promoting Schools. Dr. Paul Veugelers (University of Alberta) and Dr. Katerina Maximova (University of Toronto) were awarded the contract to develop the Standards and Indicators resource. The project is ongoing, with full documentation and draft manuscript slated to be completed in July 2022.
- Furthering Phase 1 of the work to revise the Healthy School Planner, the Healthy School Planner Task Group, supported by the JCSH Reconciliation Task Group, developed and issued an RFP for Wise Practices for Health Promoting Schools in Canada. Wise Practices are defined as those practices that are inclusive, locally recognized, respectful, and include historical, cultural, environmental contexts (Petrucka et al., 2016).
- A webinar series has been added to the School Health Coordinators' Committee regular meetings; every second of the monthly meetings is devoted to having two one-hour presentations on a variety of topics. Those held in 2021-2022 were as follows:
 - Impacts of School Closures on Learning, Child and Family Well-Being
 - Promoting Well-Being, Engagement and Flourishing in School Environments
 - An Introduction to Preventing Substance-Related Harms Among Youth
 - PEI's School Food Program
 - Yukon First Nations Education Directorate (YFNED)
 - Promoting health and tackling health inequities by implementing CSH
 - National Child Day - A Celebration of Child Rights
 - Workplace wellbeing in Canadian K-12 Education
 - Interventions & Treatments for Youth at Risk for Opioid Use
 - Get to know CIHR-IHDCYH
 - Cannabis Use and Driving: Let's Talk About Youth
 - School-Related Sedentary Behaviour Recommendations
- JCSH's commitment to ongoing monitoring, evaluation, and accountability continues through the creation of new task groups in 2021-2022 in the following areas: Equity, Reconciliation, and a JCSH Research Council. All this help to maintain and improve JCSH's work as the government voice of comprehensive school health, and the multifaceted nature of capacity building.
- Like all other areas of government, the JCSH spent much of 2021-2022 focused on how the Ministries of Education and Health in Canada communicate and collaborate on the multiple areas from the COVID-19 pandemic that impact education/academics, health, and well-being of school-aged children in this country.

EDUCATION and LIFELONG LEARNING

PEI School Athletic Association

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

- September 2021 – PEISAA developed a “Return to Play” plan that was approved by CPHO, PSB and CSLF. PEI was the only province to hold all our regular Provincial Championships for team school sports. We also held provincial championships for Cross Country (except Grade 3-6), Golf and Badminton. The only sports not held due to regulations with COVID concerns were Wrestling and Gymnastics.
- September 2021 – As per PEISAA Policy Manual, all coaches that participate in PEISAA must take “Making Headway”, an online concussion course offered by the NCCP.
- October 2021 – New format for Intermediate Golf was used with 9-hole Individual play and 9-hole three (3) person team scramble. The format was very well received by all.
- November 2021 – Executive approved a motion that starting in Fall of 2022, all coaches in PEISAA must take Safe Sport in addition to having Making Headway in order to coach.
- March 2021 – PEISAA received the “Premier’s Award” from Sport PEI as Organization of the Year.

School sport highlights:

- PEISAA is the only provincial school sport organization that offers competition to all levels of students in the Province across six (6) age classifications
- Provide extracurricular interscholastic competition for 66 Member Schools
- Offer over 90 Provincial Championships, 10,000+ student athletes, 17 team and individual sports
- Support provided by over 800 volunteer coaches, convened by 24 sport commissioners, and a volunteer Executive

Provincial Learning Materials Distribution Centre

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

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

Research and Corporate Services

Efforts in 2022 involving evaluation planning and project management support were provided to two school health initiatives, using continuous improvement approaches:

EDUCATION and LIFELONG LEARNING

Joint Consortium for School Health

Evaluation advice and recommendations were provided and accepted to enable empowerment evaluation to become part of planning. Emphasis on knowledge transfer and measurement through systematic data collection was highlighted for operational planning to ensure evaluation as an activity is both proactive and foundational.

Student Wellbeing Teams

Program advice and recommendations were provided to leadership for the development of integrated policy, process and procedures that enable enhancements to data-driven program assessments and through ongoing evaluation activities, within operations.

School Health

- Due to increased demand and costs associated with operating school-based breakfast and snack programs the Department of Education and Lifelong Learning increased funding to schools from \$200,000 to \$400,000 for the 2021-22 school year.
- Financial support was provided to 91 programs (62 breakfast, 29 snack) within 69 schools (54 Public Schools Branch, 11 Alternative Education, four (4) La Commission scolaire de langue française).
- Programs provided approximately 48,700 breakfasts/snacks to 10,900 students each week.

Student Well-being Teams

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

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

During the 2021-2022 school year (*data only includes September 1 – March 31 at the time of writing this submission*), our teams have received 762 referrals for service, have maintained an average of over 500 active students/month, provided group intervention for 628 students and 104 parents, and offered 41 well-being presentations, impacting over 1200 students.

Our team has expanded during the 2021-2022 school year to include a psychologist. Teams can access our psychologist for consultative support and capacity building. In addition, our Psychologist is working to support a streamlined and trans-diagnostic approach to our intervention (Unified Protocol) with students and families to improve consistency in the delivery of support across the island. We have also rolled out a Drop-In Service in most of our High Schools, with plans to continue to roll out more of this service throughout the 2022 Calendar year.

EDUCATION and LIFELONG LEARNING

As one of the impacts of COVID-19, we have seen a steady rise in the number of referrals we receive for service. The predominant reasons for referral are anxiety and symptoms of depression. The increase in referral numbers resulted in a waitlist for service in the Spring of 2021, which now impacts almost all our teams. This is being addressed through a calendar of services that is being created for the 2022-2023 school year and will include a scheduled number of group interventions for each Family of Schools.

Throughout the times of school closure, and to address times when students were unable to attend school due to isolation requirements from COVID-19, our team was able to offer services virtually. This was offered for students participating in 1:1 service (e.g. scheduled direct intervention or drop-in services), and for groups of students (e.g. lunch club). As a way of ensuring our day to day operations were unaffected by COVID-19, staff were able to connect with schools and attend meetings virtually. Our Leadership Team continued meeting bi-weekly for our Admin Table meetings, in addition to our weekly meetings, as well as our monthly Operational Committee meetings.

Technology

Starting in May 2021, the student information database and learning management software, PowerSchool, was deployed provincially. This application replaced both Trevlac as the provincial student information system, and StudentsAchieve as the learning management software for Island teachers, parents, guardians and students.

In May and June 2021, school-based administrative assistants and school administrative staff were provided a training session on the functionality of PowerSchool's student information database. Also, during May and June 2021, instructional staff were provided demonstrations and Q&A sessions on how PowerSchool's learning management software, PowerTeacher Pro, supported student learning.

During the end of August and start of September 2021, school-based administrative staff were provided with additional training and support for this new application. Also, an additional support resource, powerschoolhelp@gov.pe.ca was established to better support schools with this new initiative.

As part of PowerSchool's provincial deployment, school administrative staff were provided training in September 2021 on the mass communication software, School Messenger, that allows schools to communicate with their school community via email, text and voice messaging.

Instructional staff were provided training sessions on PowerTeacher Pro in September and again in October. Additionally, high school teachers were provided with in-person support in November 2021 in advance of the first reporting period.

Both Department and school board staff developed a fleet of new reports, such as high school transcripts and report cards, which were deployed to the system throughout the fall of 2021.

High school administrators were provided with training sessions on student scheduling within the application in January 2022.

English Education, Programs and Services

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

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

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

The goals of curriculum renewal are achieved through:

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

CURRICULUM INITIATIVES 2021-2022

COVID-19 Response to Curriculum

Because of concerns surrounding COVID-19, the curriculum was revised to address student well-being, teacher workload, gaps in outcome delivery during the spring of 2020, and the likelihood of reduced in-school learning that would recur if we were subjected to another wave. As a result of these concerns, the curriculum remained reduced and restructured to prioritize key learning in the 2021-22 school year.

Aligning instruction allowed educators to better support students and each other in key content areas and as we moved to remote learning. Pacing and sequence guides, as indicated in the revised curriculum documents, remained mandatory.

COVID-19 Response to Supporting Students in Self-Isolation

- Online tutoring for students in self-isolation in K-12
- Daily synchronous virtual lessons designed to engage students in their learning were offered to K-9 students

EDUCATION and LIFELONG LEARNING

- Learning Activities for k-9 students in self-isolation
 - <https://www.princeedwardisland.ca/en/information/education-and-lifelong-learning/learning-activities-for-k-9-students-in-self-isolation>

COVID-19 Response to Distance Education

In order to support immunocompromised students, Department staff, in conjunction with Student Services at the PSB, sought virtual programming through the New Brunswick Virtual Learning Centre, Blyth Academy, and Ontario Virtual School. Students were enrolled in several PEI-equivalent courses offered by these providers during both semesters.

COVID-19 Response to Supporting the System

From December 2021-June 2022, English programs staff were redeployed to substitute teach in order to directly support schools in remaining open when staff absences were high due to self-isolation requirements.

Curriculum Renewal

Arts, Music and Creativity Curriculum

The ArtsSmarts Program had a number of incredible initiatives across Island schools. Thirteen schools were awarded funding for integrated learning experiences through the Arts. Three pilot projects were in progress: Our Musical Island On-line Resource, Indigenous Map Atlas Exploring through Indigenous Culture and History which travelled across Island schools; and Indigenous Studies with UPEI Pre-Service Teachers and Montague High Students on Murdered and Missing Indigenous Women, Girls and 2 Spirited People. This was guided by Elder, Judy Clark and Knowledge Keeper, Julie Pellissier-Lush, plus other Indigenous Artists. These artworks were shared across the Island at host schools and two Provincial exhibition sites; Confederation Centre of the Arts and Eptek Centre. Meaningful messages and understandings were created, expressed, and shared through Art by our students!

The Popular Music Performance course was piloted in two high schools: Three Oaks Senior High and Montague Regional High. These courses offer the same music learning foundation as other music courses, but use various genres, styles and cultures to explore, express and create music. The diversity and inclusion of this program supports and values many voices through their music-making. This is an amazing course that is learner-centred and promotes and encourages the creative process and develops self-identity/expression and understanding and respect for others. It will be implemented in the spring of 2023.

The Premier's Student Art Garden Exhibition is displayed in both the reception and foyer area of the Premier's office. This exhibition encourages, supports, promotes and celebrates student creativity as it is an important part of our Island's cultural fabric.

To raise awareness of International Day for the Elimination of Racial Discrimination, the Department of Education and Lifelong Learning has launched a virtual gallery. Students were encouraged to participate in the project by creating a piece of artwork exploring what racism feels like. As a lead up to the creation of their art, students watched a selection of curated videos exploring some of the challenges of racism, followed by a facilitated class discussion. This is the

EDUCATION and LIFELONG LEARNING

first stage of the project with hopes to engage local BIPOC artists to create artwork sharing their experience of what racism feels like, and the story behind the piece. Student submissions have been curated and posted on a department website with an accompanying paragraph describing their process and inspiration for the submission. The gallery will be open to the public.

Science

New curricula for Chemistry 521A and Chemistry 621a were implemented. The renewed science curriculum is designed for competency-based education.

New curriculum for Biology 521A was developed following the same design principles and philosophy that was used for Chemistry.

A climate intern was hired to develop and facilitate inquiry-based lessons to address climate/sustainability related curriculum outcomes for intermediate grades in both Science and Social Studies AND to curate STEAM, climate & sustainability learning resources for teacher access via a newly created “Climate Ecosystem” and “STEAM Ecosystem” web presence.

The Provincial Forest Envirothon is part of the international education program known as the National Conservation Foundation Envirothon. In partnership with PEI’s Forests, Fish and Wildlife Division, and local forestry industry partners, interested Island high school students learn how people depend on and interact with the natural world. This year the competition was held remotely with Nova Scotia.

The Provincial Science Fair was held virtually in 2022. The organizers of the fair wanted to give young scientists a chance to exhibit their projects to let the world know what they care about and what concerns them from a scientific perspective.

English Language Arts (ELA)

The Grades 7 & 8 ELA renewed curriculum was implemented in 2021-2022.

The Grade 10-12 ELA Book Review committee reviewed books for future use in classroom libraries and Book Clubs focusing on the areas of Diversity and Inclusion.

Computer Studies

In consultation with UPEI and Holland College, the Department is renewing grade 12 Computer Studies.

Physical and Health Education

Physical and Health Education Curriculum implementation in grades 7-9 for the 2021-2022 school year. Including comprehensive sexual health outcomes and updated resources. Professional learning opportunities to support teachers will continue in the 2022-2023 school year.

EDUCATION and LIFELONG LEARNING

Social Studies

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

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

New resources have been purchased to support the pilot of grade 7 and 8 social studies in the 2022/23 school year.

The Heritage Fair was held after a two (2) year pause due to COVID. Students in grades 5-8 were able to participate in a day of fun and presentation of their inquiry-based projects at Orwell Corner.

Flexible Learning

The Department offers several flexible learning opportunities for students in PEI high schools, encompassing learning that is not currently part of the Senior High Program of Studies and List of Authorized Materials and/or delivered outside of the traditional classroom setting. In 2021-22:

- Independent study credit opportunities continued during COVID-19
- External Credential Applications were put on hold with three pending for the fall of 2021
- The Academy Diploma Program (ADP) continued within COVID-19 operational guidelines providing students sector-based experiences and courses in support of their post-secondary pathway plans. ADP is a specialized program “cluster” of credits and community experiences. It is offered as an additional certification for a small number of students. Most PEI high schools have an ADP, for example, Bluefield Senior High provides an Arts and Culture ADP, and Three Oaks Senior High delivers an Aerospace ADP.
- External Credential Applications were approved and added to the list of authorized providers. Joining us in the 2021-22 school year are: SHAD, Down East Dance Academy and Girl Guides Canada. Additionally, we reconnected with 4H to bring them back on the books after they had made some changes to their programming.

School Youth to Work Transition Initiatives

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

- Career Exploration and Opportunities (CEO) Curriculum Outcomes support student exploration of pathways through high school and beyond, including school-to-workforce planning. Additional resources were provided in the 2021-22 school year: SHIFT to

EDUCATION and LIFELONG LEARNING

support students in both recognizing and empowering themselves to deal with workplace sexual harassment, and Enriched Academy to provide financial literacy education.

- The grades 10 to 12 English Language Arts (ELA) Bridging Program supports students in developing essential literacy skills to help them successfully transition to post-secondary and/or the workforce. English 671A and English 671C were implemented in 2019-20.
- The Department provided \$150,000 for tools and equipment for Career and Technical Education (CTE) programs, including carpentry, automotive and welding, foods and culinary programs. Additionally, the department implemented a \$30,000 School Grant program to further support the purchase of tools and equipment for CTE.

To support female student safety in carpentry, automotive and welding programs, approximately \$23,000 was spent on safety tools and equipment to accommodate their specific needs.

- In collaboration with the Department of Health and Wellness, a certified Food Handling Safety Course was piloted in the High Schools' Foods 421 course. This course will allow students to gain an industry recognized certification valid for 5 years from the date of completion.
- An alternate high school graduation pathway is in development. This program has both a Workplace and a Career Readiness path to support students in developing competencies to support either transition after graduation.
- Sanofi BioGenius Challenge, in partnership with the PEI Biotech Sector Cluster, is the premiere biotechnology competition in Canada. Under the mentorship of professional experts, participants tackle university-level research topics from cancer and Alzheimer's disease to agriculture and the environment. Students have the opportunity to build experience as scientists and innovators, all before graduating from high school.

Initiatives to develop personal interests

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

- The Premier's Student Art Garden Exhibition, located in the reception area of the office of the Premier, showcased the creativity and talent of student artists from English, French and Indigenous schools.
- ArtsSmarts is the largest education initiative in Canada dedicated to improving the lives and learning capacity of Canadian children by injecting arts into academic programs. The importance of engaging young people in artistic activity is critical to their evolution as creative thinkers and doers. In 2021-22, the program focused on projects related to sustainability, human rights, diversity, inclusion, social justices, and Indigenous Culture. A variety of authors, visual artists, musicians, dancers, dramatists/actors, Indigenous Artists and Elders helped to expose children to a greater understanding of these important issues through artistic endeavours.
- The PEI Heritage Fair program is a student-centred, inquiry-based learning opportunity that allows students to explore PEI and Canadian history within the context of the social studies curriculum.

EDUCATION and LIFELONG LEARNING

Leadership and Learning

Leadership and Learning refers to the professional learning of instructional staff in the Public Schools Branch including the optimization of practices, processes and systems to support student achievement. While staff at all grade levels receive professional development throughout the school year, following are some of the foci and highlights from 2021-22.

Literacy

The Right to Read

As a result of the Right to Read report released by Ontario Human Rights Commission, a committee was established to review our existing practices in K-9 English language arts and examine new research on the science of reading.

Literacy: Kindergarten - Grade 6

Kindergarten Play Committee

The Department of Education and Lifelong Learning partnered with Dr. Gabriela Arias de Sanchez from the UPEI Faculty of Education for an exciting research project entitled Play Pedagogy: A Pathway to Global Competency-based Learning. This project committee consists of a focus group including UPEI researchers, 10 teachers of kindergarten and grade one, as well as English Programs staff. The committee has met several times throughout the year.

Foundations K-1

Foundations is based on scientific reading research demonstrating that reading is the intersection of five critical components: phonemic awareness and phonics, fluency, vocabulary and comprehension. These are the critical foundational reading skills specified by The National Institute for Literacy and National Reading Panel report. Together, these five areas form the foundation upon which higher level reading skills, critical to success in college and the workforce, are built. Without the ability to fluently pull print from the page and comprehend it, students will be unable to understand complex text.” (Wilson Language Training Corporation, 2018, p.4)

Foundations incorporates the science of reading and writing in a carefully designed scope and sequence for all K – 3 students. (Wilson Language Training Corporation, 2018, p.2) The program also provides small group setting programming for early intervention.

In the 2021-2022 school year, Foundations was implemented into all Kindergarten classrooms which included 60 teachers, resource teachers and 850 students. Teachers were provided with two (2) training days and coach support.

In the 2021-2022 school year the Foundations pilot project was added to nine (9) pilot schools at the Grade 1 level. The pilot included nine (9) classroom teachers, nine (9) resource teachers and 180 students.

At the Grade 3 level, the Foundations pilot program was added to two (2) pilot schools that included six (6) teachers, three (3) resource teachers and 150 students.

EDUCATION and LIFELONG LEARNING

Classroom Libraries

Grades 1-6 were provided with an Independent Reading Classroom libraries collection, offering engaging text with varying genres and levels of complexity to foster the love of reading through choice. The books support students to reinforce good reading habits, to take advantage of a selection of high-quality books they find engaging and enjoy reading a self-selected book for a sustained period of time each day.

Numeracy

Numeracy: Kindergarten - Grade 6

Ongoing professional learning took place to support teachers and students in the Revised Mathematics Curriculum.

Numeracy: Grades 7-9

To support teachers with effective corrective instruction for students working below grade level, an essential skills resource was purchased, and professional learning was provided for implementation in grades 7-9.

Other Highlights

PowerSchool

The team provided training to teachers relating to the implementation of the PowerSchool Student Information System to support consistency and accuracy in evaluating and reporting student achievement.

Diversity, Equity and Inclusion

PRISM (Promoting Rights Identity and Self-Actualization of Marginalized People) cultural competency training was provided to all PEI educators. This training was designed to provide education around topics of diversity and give tangible tools for teachers to utilize in their daily practice, and to support courageous conversations around diversity, equity and inclusion.

Program Evaluation

Program evaluation is a systematic method for collecting, analyzing, and using information to answer questions about projects, policies and programs, particularly about their effectiveness and efficiency.

In May and June 2021, a sample of Grade 3, 6 and 9 students across PEI participated in Math and Literacy Program Evaluation.

The Program Evaluation aims to collect data to measure the effectiveness of the revised curriculum in math and literacy.

EDUCATION and LIFELONG LEARNING

PEI Teacher Induction Program

- Approximately 55 probationary teachers accessed virtual asynchronous professional learning on the high yield instructional practices on which our education system is grounded. Additionally, new teachers learned about taking care of their mental health during the early years of the profession, as well as sessions focused on navigating professional learning, anti-racism, and building inclusive and diverse schools. Beginning teachers were also connected with instructional coaches to support their ongoing professional learning.

Finance and Administration

The Finance and Administration 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, payroll support for education authorities, the School Construction and Repair program and is a liaison with education authorities. The division also provides support services and advice on matters of a financial or administrative nature to all other divisions and to the education authorities.

Its primary responsibilities include:

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

French Education, Programs and Services

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

Elementary (K-6)

French Language Arts

The division's French First Language program activities included:

- Finalizing the Kindergarten review report with recommendations for 2022-2023
- Completing an Oral Communication continuum for K-12 in French language schools
- Implementing a new Grades 5-6 Language Arts curriculum
- Finalizing a new Grades 3-4 Language Arts curriculum to be implemented in 2022-2023
- Providing foundations in literacy training (Literacy 101) for new teachers (K-8)
- Providing in-service for new and continuing IPLÉ/RR IPLÉ teachers.

The division's French Immersion and Core French program activities, meanwhile, saw new developments in these areas:

- Implementing the French Immersion Grades 1-3 Action Plan to address student achievement expectations
- Piloting a new resource, La forêt de l'Alphabet, in eight (8) French Immersion kindergarten classrooms
- Providing foundations in literacy training (Literacy 101) for new teachers (K-6)
- Supporting new core French teachers from Grades 4-6
- Revised Curriculum Outcomes to address priorities due to COVID
- Providing on-line support and materials during home learning.

Mathematics

New developments and initiatives in mathematics included:

- Providing two (2) days math in-service for Grade 5 teachers
- Piloting new virtual tools Zorbit (K-2) and Netmaths (3-6)
- Creating a multi-source math resource for K-2
- Providing support for teachers new to Grade level.

Other subjects

- New science kits were distributed in all Grade 4-6 classrooms
- We have implemented Grade 3 Integrated Units
- There have been piloted Integrated Units in Grades 4-6

EDUCATION and LIFELONG LEARNING

- Resources have been provided for the English classroom libraries.

Junior/High schools (7-12)

French Language Arts

French First Language

- Research and development of a draft for Grades 9-12 including a bridging support
Développer une ébauche du programme d'études 9-12 avec un comité d'enseignants et considérer l'aspect 'bridging' dans le développement du programme

French Immersion and Core French (7-12)

- Piloting of a new curriculum for Early, Middle and Late Immersion in Grades 7-9
- Provision of virtual training to all teachers with the CEFR (Common European Framework of references)
- Renewal of classroom novel sets in Grades 10-12
- Piloting of new curriculum and resources for Core French Grades 11-12
- Piloting of Idello in Grades 10-12

Math/Sciences

- Review of Grade 7 math and sciences curriculum to prioritize outcomes and to align with the Common European Framework of References
- Piloting of new Chemistry curriculum for Grade 11
- Implementation of a new curriculum in Foresterie Grade 12
- Research and development for new Biology curriculum in Grades 11-12
- Research and propose adjustment for the math continuum in High School
- Implementation of the adjustment for Science 9 curriculum.

Social Studies

- Integration of the new resource on Acadian history in social studies curricula
- Support for provincial initiatives to develop a greater understanding of indigenous culture and history
- Final Implementation for Law 521 and Sociologie 621.

Others

- Collection of exit survey data on French Immersion in high school.

French Language Development

- Coordination of the Programme de Perfectionnement Langagier (PPL) French Language Support for FSL teachers
- Coordination of the French Monitor program
- Administration of the French Language teachers Oral Competency Evaluation for all new French teachers in the Public Schools Branch

EDUCATION and LIFELONG LEARNING

- Work has been done in partnership with both school authorities and UPEI to improve French teacher recruitment and retention
- The division has negotiated Official Language in Education funding with the Federal government to support programming for K-12 and school construction.

Interministerial Women's Secretariat

The Interministerial Women's Secretariat (IWS) provides assistance to the provincial government to promote the legal, health, social and economic equality of women. The Secretariat works in partnership with women's organizations and the community to develop projects, programs and services that benefit women in the province. In 2021-2022, 11 grants were issued as part of this program, totalling \$240,000, which included four Violence Against Women Prevention Grants totalling \$75,000.

Last fiscal year, for the first time, core funding grants were provided to four women's groups (Women's Network PEI, Coalition for Women in Government, Justice Options for Women and East Prince Women's Association). This fiscal year, funding has increased from \$20,000 to \$30,000 for each organization. Additionally, funding to the PEI Advisory Council on the Status of Women increased \$20,000 this fiscal year. Additionally, annual funding to the PEI Business Women's Association were announced (\$5,000) for Microgrants.

During this fiscal year, responsibility for the Premier's Action Committee (PAC) on Family Violence Prevention as well as funding for Family Violence Prevention Services and PEI Rape and Sexual Assault Centre were transferred to the Interministerial Women's Secretariat (IWS).

A position was created to provide dedicated Gender and Diversity analysis for the provincial government. This is the first of its kind for PEI. For the first time, a Gender and Diversity lens was applied to the provincial budget management plans. All departments were included in this process. A similar lens was applied to the capital budget. A new interdepartmental committee was created to address gender and diversity analysis in the provincial government. The Task Force for Advancing Gender Equity and Diversity 1) coordinates action for and 2) provides advice via the Deputy Minister's Council to the Government of Prince Edward Island with a goal to ensure gender equity and diversity considerations are included in government policy and programs. The Gender and Diversity Analysis guide was updated for the public service.

Through the Task Force for Advancing Gender Equity and Diversity, the IWS coordinated government's response to the Advisory Council on the Status of Women's Equality Report Card that was released in March 2022. The Prince Edward Island Advisory Council on the Status of Women awarded the Government of Prince Edward Island a B+ (77.5/100 points) on progress towards gender equality goals (from 2019 to 2021). This is the highest grade for government since the Report Card was initiated in 2007 and since the first pilot report was released in 2008.

To help encourage women's leadership and democratic participation throughout the province and at all levels of government, the IWS met regularly with the Coalition for Women in Government. There was a partnership event between the Confederation Centre and the Coalition for Women in Government which highlighted women in leadership in our province in October 2021 (Women's History Month). PEI's Famous Five book highlights women in leadership and the historic precedent PEI achieved over 25 years ago with the top five government leadership positions being held by women. These books have been shared with schools, libraries and women's organizations throughout the province.

Women in PEI: A Statistical Review, a statistical snapshot of the female population in PEI, was updated in 2021. This document provides sex-disaggregated data related to education, work and

EDUCATION and LIFELONG LEARNING

income, health, justice, violence against women and women in leadership and includes jurisdictional comparisons within the Atlantic region and across Canada to highlight women's experiences in PEI as they compare to women's experiences elsewhere.

Libraries and Archives

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

Public Library Services

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

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

Highlights for the 2021-22 period:

Public Archives and Records Office:

- Completion of the first Recorded Information Management Strategy and Three-Year Plan – March 2020
- Completion of move of the Public Archives to its new location in the basement of the Atlantic Technology Centre – June 2020
- Special Committee on Government Records Retention - coordinated government's response to the Special Committee by preparing a global response to their questions regarding records management practices throughout government and submitted over 425 documents for their review. Prepared, on behalf of Government, a response to the report and recommendations of the Special Committee – September 2020
- Cabinet approval for One Box at a Time: Recorded Information Management (RIM) Strategy and Three-Year Plan 2.0, 2021-2024 – July 2021
- Arrangement and description of the Government Services Library Collection – 210 linear metres of material – March 2022
- Vital Statistics records digitized - 1,100 original death registrations (1965-1966 – in progress) were digitized. Staff also captured technical metadata and created access and thumbnail copies of the digital files – March 2022
- Office 365 migration – assisted ITSS in the planning and implementation of O365 throughout government – 2021 to present

Public Library Service:

- Elimination of overdue fees to improve access to libraries for everyone
- Continued to increase new collections: Parenting to Go kits, Disc Golf, Hiking Backpacks, French Discovery Kits, Music and Memory, Museum passes, Snowshoes
- Launched Early Years Centres Book Delivery Service now serving 50 EYCs across the province
- Launched Library Leaders in-house staff training program

EDUCATION and LIFELONG LEARNING

- Bibliothèque publique J.-Henri-Blanchard renovation is complete
- Public libraries adapted and changed throughout pandemic restrictions to continue to serve our communities through curbside service, home delivery, expanded online services and reopening adhering to COVID restrictions
- Planning and construction for July 2022 of new Charlottetown Library Learning Centre.

Post-Secondary and Continuing Education

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

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

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

Student Financial Services

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

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

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

Private Training Schools

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

EDUCATION and LIFELONG LEARNING

Adult Basic Education and Upgrading Program (ABE)

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

GED Testing Service

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

Accomplishments:

Integrated the Island Advantage Bursary: Low and Middle Income into our student financial assessment system. This has streamlined the process for schools and allows students to view their expected bursary award via their online student account.

Implemented a \$500,000 budget increase to the Island Advantage Bursary: Low and Middle Income, which put more non-repayable funding in the hands of PEI's post-secondary students.

A combination of student financial funding provided over 1,000 students with free tuition in the 2021-22 Academic Year.

The Open Textbook Project with UPEI, UPEI Student Union, and the Department of Education and Lifelong Learning was funded \$50,000 in 2021-22.

Mental health supports funds paid directly to the Islands publicly funded post-secondary institutions was doubled to \$50 per student for a total of approximately \$410,000.

Supported development of a new transition pilot program at Holland College in Eastern PEI in 2021, hosted at Montague Regional High (16 students) and Souris Regional School (14 students). The pilot received overwhelmingly positive feedback from both student and educator participants.

Financial commitment and support to our post-secondary institutions on two new exciting projects (new programs and infrastructure) that will benefit our students and islanders. They include the new Centre of Wellness and Student Academic Success at Holland College, and the new Faculty of Medicine, expanded nursing program, and expanded Wellness Centre at UPEI.

Ongoing work to design, develop and implement a new Canadian Credential (Made in Canada GED- General Education Development) with national colleagues that will replace the current GED tests administered in Canada. The new tests will be tailored to meet the needs of adults in Canada

EDUCATION and LIFELONG LEARNING

including individuals who require accommodations and will be inclusive of diverse cultures and perspectives including Indigenous, Francophone, and visible minorities. Provinces and territories will support development through participating in various working groups. Curriculum Subject Matter Experts (SME's) from the Department of Education and Lifelong Learning will be involved in developing test items, field testing, validating tests and developing user guides and other supporting materials. Implementation of the new Canadian credential and associated tests is scheduled for the summer of 2024.

Work continues on the Workplace Essential Skills Certificate (WESC) project, a joint partnership between the Department of Education and Lifelong Learning and Workplace Learning PEI with the Government of Canada. The WESC project aims to develop, test, and evaluate a workplace essential skills certification for individuals entering the workforce, transitioning to work, or struggling to succeed in the workforce, in order to increase the Island's skilled workforce. The project will help to address the shortage of skilled workers on PEI by increasing employers' integration of literacy and essential skills education in the workplace and by offering a reputable certification that employers recognize and trust. The project is intended to benefit job seekers and employees, as well as employers. One of the main deliverables in the WESC project is the "pilot phase" for participants to assess essential skills competencies that are common among industries, are transferrable and can be applied in different employment settings. To date, there have been four (4) pilots; two in Summerside and two in Charlottetown, with approximately 60 participants in total. The project is scheduled for completion on January 31, 2023.

Ongoing work to educate private training school operators on their responsibilities under the Private Training Schools Act (February 2020), and the enforcement of new reporting requirements under the Act.

Establishment of the Student Protection Fund (SPF) as required under the Private Training Schools Act, to protect the financial investments of students at PEI's registered private training schools (June 2021). The purpose of the Student Protection Fund is to provide for the completion of training of a student enrolled in an approved occupational training program in a private training school, should they be affected by sudden or unforeseen school closure.

Statistics:

- GED (General Education Development) – 95 individuals earned their GED certificates in 2021-22
- MSHSD (Mature Student High School Diploma) – 10 individuals received their MSHSD in 2021-22
- One (1) new Private Training School was approved offering Class 1 and 3A Truck Driver training

Human Resources

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

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

In addition to the above, employees of the PSC are assigned to government Departments to lead, support and provide council on day to day human resources and operational initiatives.

In 2021-2022, the human resources team assigned to the Department of Education and Lifelong Learning proudly:

- Processed payroll for approximately 319 employees
- Facilitated the classification of 39 positions
- Supported and conducted 80 internal and external competitions
- Hired 68 employees that included casual, contract and permanent positions, along with secondments, Public Service Commission casuals and Public Service Commission temporary assignments
- Assisted 34 employees with accessing and receiving funds from the Unionized or Excluded Development and Training Fund in order to pursue external learning opportunities that enhanced their current job skills or potential future responsibilities relevant to the public service
- Promoted, assisted and encouraged employee participation in the PSC Pathways for Learning courses resulting in 132 registrations from the Department
- Supported senior management and employees with important human resource functions such as HR planning, compensation, benefit and pension information, classification of positions, Treasury Board and Executive Council submissions, union grievances, workplace investigations, performance management, occupational health & safety and employee engagement.

Furthermore, in response to the temporary public health measures put in place by the Chief Public Health Office (CPHO), the human resources team assigned to the Department of Education and Lifelong Learning assisted, supported and lead the transition of staff redeployed to other essential duties across the Civil Service, Public Schools Branch and La Commission scolaire de langue française, working remotely, or remaining at regular work sites to ensure uninterrupted services.

EDUCATION and LIFELONG LEARNING

In 2021, CPHO issued a new Vaccination and Testing Policy Order that the human resources team communicated and verified with the affected staff and managers, along with providing up to date information on isolation protocols, close contact procedures and COVID leave options. Due to the continued social distancing measures, leadership, communication, and support of human resources processes, programs, services and operational initiatives were primarily carried out using virtual platforms, conference calls or electronic email.

EDUCATION and LIFELONG LEARNING

School and Student Enrolment Information 2021-2022

Number of Students by Board by Grade														
Board	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
PSB	1441	1366	1469	1481	1370	1522	1490	1577	1655	1599	1670	1514	1747	19,901
CSLF	104	125	123	108	110	100	95	84	76	61	67	52	55	1,160
Private	26	35	25	29	19	26	26	41	45	59	88	75	50	544
Total	1571	1526	1617	1618	1499	1648	1611	1702	1776	1719	1825	1641	1852	21,605

French Immersion Enrolment by Grade														
Grade	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total	431	404	390	354	334	325	355	541	509	494	436	317	368	5,258

EDUCATION and LIFELONG LEARNING

Financial Statements

Performance Against Budget & Full-Time Equivalents			
	2021-2022	2021-2022	Resources (FTE)
Description	Budget Estimate	Forecast	
Autism Services	\$2,204,900	\$2,204,900	11.00
EAL/FAL	\$593,500	\$593,500	5.00
Early Childhood Development	\$28,148,200	\$36,978,200	19.00
English Education, Programs & Services	\$3,215,900	\$3,720,900	22.00
Educational Services	\$3,571,400	\$4,586,400	18.00
Finance & Administration	\$3,527,200	\$3,727,200	5.00
French Education, Programs & Services	\$3,461,700	\$3,461,700	26.00
Interministerial Women's Secretariat	\$948,600	\$948,600	4.00
Leadership & Learning	\$2,933,800	\$2,933,800	21.50
Pan-Canadian Joint Consortium for School Health	\$250,000	\$250,000	2.00
Post-Secondary and Continuing Education Operations	\$1,243,000	\$1,243,000	9.00
Post-Secondary Grants	\$103,231,100	\$106,165,100	0.00
Provincial Learning Materials Distribution Centre	\$948,200	\$948,200	2.00
Provincial Library Services	\$3,137,600	\$3,237,600	42.13
Public Archives & Records Office	<u>\$1,759,100</u>	<u>\$1,619,100</u>	23.50
Department Budget Total	\$159,174,200	\$172,618,200	210.13
Revenue (all sources)	<u>\$11,595,100</u>	<u>\$21,765,100</u>	
Net Department Budget	<u>\$147,579,100</u>	<u>\$150,853,100</u>	
Island Regulatory & Appeals Commission	\$1,600,300	\$1,600,300	
Grants to Public Schools	\$262,539,800	\$265,679,800	

EDUCATION and LIFELONG LEARNING

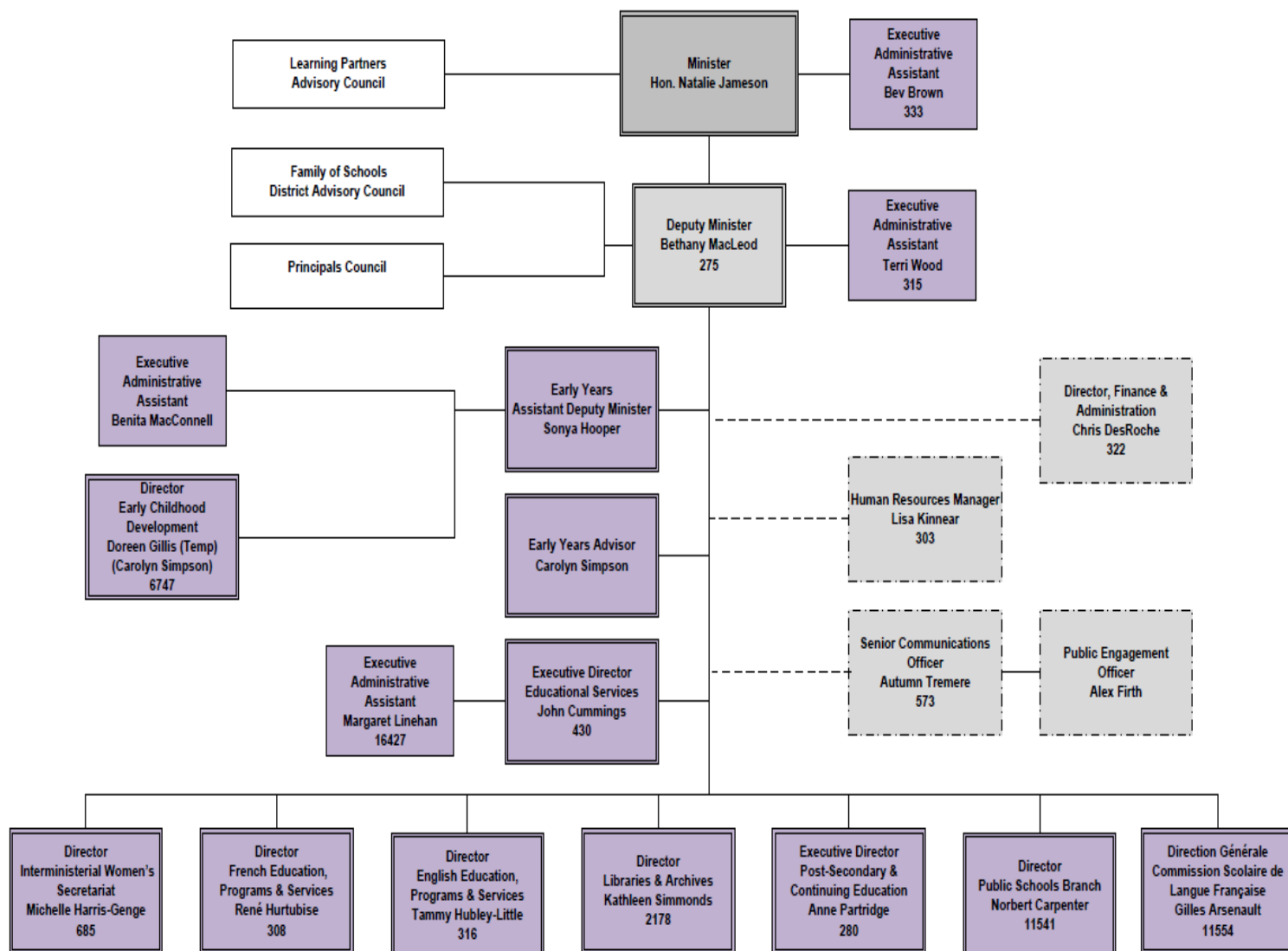
Capital Project Budget, 2021-2022		
Capital Budget Area	Budget Estimate 2021-2022	Forecast 2021-2022
School Construction/School Repairs	\$21,475,600	\$25,634,000
School Bus & Vehicle Replacement	\$4,550,000	\$12,775,000
Department Capital Budget Total	\$26,025,600	\$38,409,000
Trades Training Capital	\$250,000	\$250,000
Classroom Equipment	\$2,000,000	\$2,000,000
Portable Air Purifiers	\$0	\$225,000
Total Equipment Capital	\$2,250,000	\$2,475,000
Total Department Capital Budget	\$28,275,600	\$40,884,000

EDUCATION and LIFELONG LEARNING

Organization Chart

Department of Education and Lifelong Learning

Temporary – white
Excluded – purple
Central services assigned - grey



Revision Date: March 31, 2022