Prince Edward Island
CANADA

Education and Early Childhood Development

Education Handbook for School Administrators

2009-2010

Table of Contents

Forward

The School Administrator's Education Handbook provides an easily accessed reference for school and other administrators on various aspects of the public education system on Prince Edward Island and of items pertaining to the Department of Education and Early Childhood Development in particular.

Besides this handbook, each school should have a copy of the following documents:

- *School Act,* Regulations
- Collective Agreements
- Foundation Documents for English language arts, mathematics, science, technology, arts and social studies
- Program of Studies and List of Authorized Materials for the appropriate grade levels
- Special Education Program of Studies
- School Board Policy Manuals
- Student Assessment Process Handbook
- Individualized Educational Planning Handbook
- Teacher and Support Staff Working Together Handbook
- School Counselling Services
- Provincial Adolescent School Protocol
- Meeting Behavioural Challenges – A Teacher Resource
- Meeting Behavioural Challenges – A Staff Professional Development Resource
- School Library Skills Continuum
- Evaluation and Selection of Learning Resources – A Guide

Please feel free to pass along any suggestions for improvements to this document to the Department of Education and Early Childhood Development.

General Contacts Department of Education and Early Childhood Development 2009-2010 (General telephone number: 368-4600; Fax: 368-4663)			
Name	**Title**	**Phone (368)**	**Email (@edu.pe.ca)**
Gerard Greenan	Minister	4610	glgreenan
Shauna Sullivan Curley	Deputy Minister	4662	sscurley
Beth Cullen	Communications Officer	620-3514	bmcullen
John Cummings	Senior Director, Corporate Services	4456	jacummings
Nancy Desrosiers	Registrar	4650	ndesrosiers
Jean Doherty	Communications Co-ordinator	6449	jmdoherty
Gordon MacFadyen	Director, Finance and School Board Operations	4456	gsmacfadyen
Lisa Kinnear Shaw	Payroll/Accounting Clerk, Finance and School Board Operations	620-3052	lakinnear
Linda Lowther	Senior Director, Learning and Early Childhood Development	4282	lmlowther

English Programs Division Staff Department of Education and Early Childhood Development 2009-2010 (Fax: 368-4622)					
Name	**Title**	**Phone (368)**	**Email (@edu.pe.ca)**	**Sub. Code**	**Room No.**
Vicki Allen Cook	Arts/Music Specialist	4634	vlallencook	901	304
Lorna Ansems	Reading Recovery™ Teacher Leader	569-7704	lmansems	922	212
Sheila Barnes	Elementary Education Co-ordinator	4676	sebarnes	912	206
Blaine Bernard	Secondary Math Specialist		bxbernard	955	208
Heather Butler (Cheryl Dillon)	Admin Support	894-0305	hmbutler	-	209
Clayton Coe	Secondary Education Co-ordinator	6070	cwcoe	985	205
Bethany Doiron	Secondary Social Studies Specialist	569-7649	bldoiron	943	310
Carol Fitzpatrick	Resource-Based Learning Specialist	4633	cafitzpatrick	929	302
Cheryl Gallant	Admin Support	4678	cagallant	-	309
Treena Hann	Primary Literacy Intervention Program Teacher Leader	620-3031	tahann	921	208
Frank Hennessey	Director of English Programs	894-0262	fthennessey @gov.pe.ca	918	204
Mike Leslie	Career Curriculum Specialist	4636	mjleslie	939	308
Paula MacKay	Youth Apprenticeship Co-ordinator	4463	pamackay		3rd floor Sullivan
Bill MacIntyre	Elementary Math/Science Specialist	4659	bxmacintyre	950	303
Lori MacPherson	Health/Phys. Ed. Specialist	569-7648	lemacpherson	977	321
Ryan McAleer	Secondary Science Specialist	0306	rmmcaleer	917	307
Robyn McAulay	Primary Language Arts Specialist	4631	rlmcaulay	941	306
Ray McDearmid	Reading Recovery™ Teacher Leader (Tel: 894-0319 at Westwood School)	569-7531	ramcdearmid	932	212
Cathy Montgomery		4813	cmontgomery		208
Laura Ann Noye	Elementary Social Studies Specialist	620-3493	lanoye	935	105
Jarmo Puiras	Secondary Language Arts Specialist	4632	jjpuiras	916	305
Gary Pyke	Secondary Career Technology/ Trades Specialist	4431	grpyke	909	105

		English Programs Division Staff Department of Education and Early Childhood Development 2009-2010 (Fax: 368-4622)				
Name	**Title**	**Phone (368)**	**Email (@edu.pe.ca)**	**Sub. Code**	**Room No.**
Colleen Richard	Admin Support	4661	crrichard @gov.pe.ca	-	209
John Stephens	Secondary Career Technology/ Trades Specialist	4431	jwstephens	909	314
Vicki Whitlock	English as an Additional Language (EAL) Curriculum Specialist	620-3747	vjwhitlock	964	322

Child and Student Services Division Department of Education and Early Childhood Development 2009-2010 (Fax: 368-4622)					
Name	**Title**	**Phone (368)**	**Email (@edu.pe.ca)**	**Sub. Code**	**Room No.**
Dinah Arviko	Itinerant Teacher HEAR*	4638	dlaviko		St. Jean School
Marlene Breitenbach	Special Education Autism Co-ordinator	569-7792	mmbreitenbach	976	117A
Deanne Cameron	Teacher, Provincial Adolescent School	6226	sdcameron		Royalty Centre
Sterling Carruthers	School Health Specialist	4682	sdcarruthers	923	317
Paula Clark	EAL Assessment Specialist	620-3736	pxclark		ATC
Darrell DesRoches	Aboriginal and Diversity Education Specialist	4701 888-8037	dxdesroches	904	317 S'side
Lisa Dinah	Itinerant Teacher HEAR*	4638			St. Jean School
Glenn Edison	Director of Child and Student Services	620-3486	ggedison	991	227
Myretta Farrell	Supervisor APSEA*	4694	mpfarrell	914	St. Jean School
Karen Gaudet	Supervisor HEAR* Services		kfgaudet		
Faye Hendricken	Speech Language Pathologist	5161	fthendricken		St. Jean School
Joanne Hodgins	Itinerant Teacher APSEA*	4696	jphodgins		St. Jean School
Brenda Honkoop	Itinerant Teacher APSEA*	4696	bahonkoop		St. Jean School
Diane Johnstone	Speech Language Pathologist	569-7570	mdjohnstone		208
Lise Journault	Student Support Specialist, French Programs	4496	lgjournault	931	220
Linda Keel-Hale	Learning Disabilities Specialist	894-0324	ljkeel-hale	994	115
Hugh Logan	Itinerant Teacher APSEA*	4797	hrlogan		St. Jean School
Kathy McDonald	Student Services Co-ordinator	4674	kmmcdonald	906	222
Lisa McQuaid-Ross	Intinerant Teacher HEAR*	4638	dmquaidross		St. Jean School
Peter Meggs	Special Education Co-ordinator	4717	pcmeggs	930	218

Name	Title	Phone (368)	Email (@edu.pe.ca)	Sub. Code	Room No.
Child and Student Services Division Department of Education and Early Childhood Development 2009-2010 (Fax: 368-4622)					
Zelda Morrison	Itinerant Teacher – HEAR*	4638	zlmorrision		St. Jean School
Vicki Morrow	Itinerant Teacher APSEA*	4797	vlmorrow		St. Jean School
Cathy Nabuurs	Speech Language Pathologist	620-3028	cnabuurs		
Tim Payne	Teacher, Provincial Adolescent School	6226	tipayne		Royalty Centre
Janet Perry-Payne	EAL* Program Administrator	620-3735	jlpayne	927	St. Jean School
Kent Pond	Itinerant Teacher, HEAR*	4638	dkpond		St. Jean School
Mary Sherry	Admin Support (Home Schooling)	4677	mpsherry		309
Shelley Nelson	Community Access Facilitator	620-3746	slnelson	949	208
Corrie Urquhart-Lynch	Speech Language Pathologist	432-2678	clurquhartlynch		S'Side
Sarah Vos	Admin Support – HEAR* and APSEA*	4638	sjvos		ATC
TBA	PEI School Athletic Association School Sport Co-oridinator	888-8033		986	102
TBA	Student Support Specialist	4472		908	319

* HEAR Hearing Education and Auditory Resources
* APSEA Atlantic Provinces Special Education Authority
* EAL English as an Additional Language

Complete List (to-date) of EAL Itinerant Teachers:

    Janet Perry-Payne – EAL Program Administrator

Shelley Arsenault	Erica Gilligan-Perry	Evelyn MacLeod
Anne Campbell	Patti Graham	Joanne MacNevin
Sherri Carmichael	Bill Heighton	Valentia Malysheva
Natalie Carrier	Lori Johnston	Carla Rowan
Kathy Constable-Hodson	Shelley Jollimore	Nancy Veale
Philip Cutcliffe	Rosemary MacArthur	Celine White
Prakash Dendukuri	Tracey MacAulay	Nancy Wight
Rachel Fitzpatrick	Brian MacLeod	

Professional Development Department of Education and Early Childhood Development 2009-2010 (Fax: 368-4622)					
Name	**Title**	**Phone**	**Email**	**Sub. Code**	**Room No.**
Leona McIsaac Moran	Professional Development Co-ordinator	368-6128	lmmoran@edu.pe.ca	911	203

	French Programs Division Staff Department of Education and Early Childhood Development 2009-2010 (Fax: 368-4622)				
Name	**Title**	**Phone (368)**	**Email (@edu.pe.ca)**	**Sub. Code**	**Room No.**
Imelda Arsenault	Director	4477	imarsenault	926	226
Rachelle Arsenault	Admin Support	4680	raarsenault	-	209
Eric Arseneault	Grades 7-12 French Math/Science Specialist	4478	eaarseneault	971	323
Diane Bernier-Ouellette	Literacy Mentor	432-2806	ouelletted	913	École-sur-Mer
Véronique Bouchard	Secondary French Social Studies Specialist	854-7243	vmbouchard	934	213
Claude Brisson	French Immersion Language Art Specialist (grades 4-6)	620-3498	cjbrisson	968	115A
Veronica d'Entremont	Second Language Instruction/ Healthy Living Curriculum Specialist	620-3745	vadentremont		223
Lucille Fontaine	French Program Co-ordinator	6495	lrfontaine	972	224
Claire Girard	French Language Arts 1-12 Specialist	6129	cxgirard	967	324
Eamon Graham	French Elementary Mathematics Specialist	4622	efgraham	937	214
René Hurtubise	French Programs Support Services Specialist	4671	rvhurtubise	973	214
Jolene MacLellan	Admin Support	6126	jmmaclellan	-	309
Monica Rafuse	Core and Intensive French Specialist (grades 1-9)	6127	merafuse	933	326
Christine Thibaudier-Ness	French Secondary Immersion Language Arts Specialist	6293	caness	938	325
Jeannine Tremblay	Reading Recovery™ Teacher Leader	4994	jatremblay	940	

	Technology in Education Staff Department of Education and Early Childhood Development 2009-2010 (Fax: 368-4622)				
Name	**Title**	**Phone (368)**	**Email (@edu.pe.ca)**	**Sub. Code**	**Room No.**
Guy Albert	Technology Co-ordinator	4681	gcalbert	903	207
Robert Bourgeois	Distance Education Specialist	4673	jrbourgeois	970	119
Greg Bungay	Elementary Technology Specialist	4562	gmbungay	925	104
Lana MacIsaac	Technology Facilitator	5512	lpmacisaac	923	115A
Edward MacLean	Senior High Technology Specialist	5725	edmaclean	924	115A
Isabelle Racine	Admin Support	TBA	inracine		TBA
Craig Ramsay	French Technology Specialist	620-3948	cxramsay	969	103A
Lona Ryan	Admin Support	4546	leryan		309
TBA	Technology Facilitator	4732	-	946	106

		Phone (368)	Email (@edu.pe.ca)	Sub. Code	Room No.
Name	**Title**				
Tracey Anderson	English Kindergarten Specialist	5516	tdanderson	910	117
Aimée Arsenault	Bilingual Administrative Assistant	569-7528	asarsenault		209
Stella Arsenault	French Kindergarten Specialist	620-3278	sxarsenault	966	118
Margaret Dumville	Early Childhood Coach	859-3796	mmdumville @ihis.org		O'Leary
Susan Flynn	Early Childhood Coach	6331	sxflynn		West Kent
Brenda Goodine	Early Childhood Coach	569-7581	brgoodine @ihis.org		SBC
Cathy McCormack	Early Childhood Programs Administrator	6518	camccormack @ihis.org		SBC
Denine McCormack	Early Childhood Coach	6331	drmccormack		West Kent
Alaina Roach-O'Keefe	Early Literacy Specialist	4658	alroachokeefe @ihis.org		SBC
Carolyn Simpson	Provincial Kindergarten Program Administrator	569-7526	cesimpson	944	215
Vacant	Administrative Assistant	6513			SBC

The title of this table: **Early Childhood Development and Kindergarten Programs Staff** / Department of Education and Early Childhood Development / 2009-2010 / (Fax: 368-4622)

SBC - Sherwood Business Centre

		Phone (368)	Email (@edu.pe.ca)	Sub. Code	Room No.
Name	**Title**				
Betty Bailey	Acting Manager, Research and Corporate Services	620-3045	babailey		229
Elizabeth Costa	Mathematics Assessment Specialist	6124	eecosta	920	235
Mark DeMone	Information Management Coordinator	4687	mxdemone		2nd floor Sullivan
Zain Esseghaier	Bilingual Assessment Specialist	4283	zmeesseghaier	928	234
Lori Fletcher	Information Management Assistant	620-3504	lhfletcher@gov.pe.ca		2nd floor Sullivan
Sonia Gaudry	Information Analyst	4876	slgaudry		2nd floor Sullivan
Linda MacDonald	Language Arts Assessment Specialist	620-3485	lwmacdonald	915	233
Karen Redmond	Corporate Services Officer	5509	kkredmond		2nd floor Sullivan
Lorna Underhill	Admin Support	894-0281	lrunderhill		2nd floor Sullivan
Cindy Wood	Acting Manager, Program Evaluation/Student Assessment	4084	clwood	992	229A

Student Assessment and Research Staff
2nd Floor Sullivan Building
Department of Education and Early Childhood Development
2009-2010
(Fax: 368-4663)

Directory of Schools and School Board Offices
in Prince Edward Island
2009-2010

Western School Board

Main Office:
272 MacEwen Road
Summerside PE   C1N 2P7
Telephone: 888-8400 c
Fax: 888-8449 c

Elmsdale Office:
PO Box 57
Elmsdale PE   C0B 1K0
Telephone: 853-8602
Fax: 853-8679

Superintendent of Education – Mr. Dale Sabean (888-8403)
Director of Human Resource Development – Mr. Ron Taweel (888-8409)
Director Education Services – Doug MacDougall (432-2781)
Director Student Services – Brenda Millar (888-8426)
Director of Business Operations – Mr. Harvey MacEwen (888-8428)

* *"c" refers to centrex*

Western School Board				
School	Address, Telephone and Fax	Admin Assistant	Principal/Vice-principal	Grade
Alberton Elementary School	PO Box 280 Alberton PE C0B 1B0 853-8617 c Fax: 853-8608 c	Rosalie Webb	Phyllis Horne Ginette Plourde (vp)	1-6
Amherst Cove Consolidated School	RR 1 Borden PE C0B 1X0 437-8525 c Fax: 437-8527 c	Brenda Ranahan	Sandra Jay Paul Quinan (vp)	1-9
Athena Consolidated School	150 Ryan Street Summerside PE C1N 6G2 888-8486 c Fax: 888-8487 c	Kelly Buchanan	Jerry McAulay David Peters (vp)	1-9
Bloomfield Elementary School	PO Box 29, RR 2 Bloomfield PE C0B 1E0 859-8715 c Fax: 859-8763 c	Jennifer Gallant	Maurice Poirier Kristen Moore (vp)	1-6 (FI)
Ellerslie Elementary School	1226 Ellerslie Road Ellerslie PE C0B 1J0 831-7920 c Fax: 831-7918 c	Una Cotton	Jason Cormier Dwight Kirkham (vp)	1-6
Elm Street Elementary School	256 Elm Street Summerside PE C1N 3V5 888-8490 c Fax: 888-8307 c	Carole Yeo	Tracy Beaulieu Jason Gallant (vp)	1-6 (FI)
Greenfield Elementary School	100 Darby Drive Summerside PE C1N 4V8 888-8492 c Fax: 888-8494 c	Judy Compton	Randy Gallant Michelle Allain (vp)	1-6 (FI)
Hernewood Int. School	RR 3 O'Leary PE C0B 1V0 859-8710 c Fax: 859-3816	Carlene Grigg	Patti Sweet Erin Locke (vp)	7-9 (FI)

Western School Board				
School	Address, Telephone and Fax	Admin Assistant	Principal/Vice-principal	Grade
Kensington Intermediate Senior High School	PO Box 340 Kensington PE C0B 1M0 836-8901 c Fax: 836-8903 c	Cathy Hickey	George Aiken Terry Foster (vp) Scott MacDonald (vp)	7-12
Kinkora Regional High School	Kinkora, PE C0B 1N0 887-2424 Fax: 887-7381	Tracy Thomson	Donald Mulligan Jamie Cole (vp)	9-12
Merritt E. Callaghan Intermediate	RR 2 Elmsdale PE C0B 1K0 882-7354 c Fax: 882-7364 c	Kelly Hackett	Mary Lee Doucette Jean Keizer (vp)	7-9 (FI)
Miscouche Consolidated School	Miscouche, PE C0B 1T0 888-8495 c Fax: 888-8491 c	Cindy Doucette	Andrew Doran Sue Pottie (vp)	1-9
O'Leary Elementary School	PO Box 400 O'Leary PE C0B 1V0 859-8713 c Fax: 859-8708 c	Nancy Gallant	Susan Thain-Trail Aldene Smallman (vp)	1-6
Parkside Elementary School	195 Summer Street Summerside PE C1N 3J8 888-8472 c Fax: 888-8474 c	Margaret Baglole	Janet Cameron Mark Ronahan (vp)	1-6
Queen Elizabeth Elementary School	PO Box 100 Kensington PE C0B 1M0 836-8900 c Fax: 836-8905	Ruth Croken	Rodney MacArthur Anne Marie Murphy (vp)	39452
St. Louis Elementary School	St. Louis PE C0B 1Z0 882-7358 c Fax: 882-0493 c	Mary Perry	Monique Doucette Mike Ellsworth (vp)	1-6 (FI)
Somerset Elementary School	Kinkora PE C0B 1N0 887-2505 Fax: 887-2546	Debbie Logan	Derik Arsenault Lori Palmer (vp)	1-8
Summerside Intermediate School	247 Central Street Summerside PE C1N 3M5 888-8470 c Fax: 888-8469 c	Gwen St. John Nancy Bailey	Doug Doyle Michelle Moore (vp) Glenn Grant (vp)	7-9 (FI)
Three Oaks Senior High School	10 Kenmoore Avenue Summerside PE C1N 4V9 888-8460 c Fax: 888-8261 c	Linda Cashin Pam Rodgerson Donna MacKay	Duncan McKillop Gerald MacCormack (vp) Jacqueline Reeves(vp) Jeff Clow (vp)	10-12 (FI)
Tignish Elementary School	PO Box 39 Tignish PE C0B 2B0 882-7357 c Fax: 882-7353 c	Francine Knox	Marie Rocheleau Craig Blanche (vp)	1-6 (FI)
Westisle Composite High School	PO Box 57 Elmsdale PE C0B 1K0 853-8626 c Fax: 853-8638 c	Darlene Doucette Crystal Paytner Jodi LeClair	Charles Murphy Trevor Wood (vp) Sean O'Halloran (vp)	10-12 (FI)
Alternate Education Sites	Elementary (Athena) 888-8486 Slemon Park – 432-2804 Westisle – 853-8629		Terry Doran	

Eastern School District

PO Box 8600
Charlottetown PE   C1A 8V7
(234 Shakespeare Drive, Stratford C1B 2V8)

Telephone: 368-6990 **c**
Main Fax: 368-6960 c
Superintendent Fax: 368-6834

Superintendent of Education – Dr. Alex (Sandy) MacDonald (368-6850)
Director of School Development – Mr. Bob Andrews (368-6823)
Leader of School Development – Ms. Anne Hall (368-6797)
Director of Curriculum Delivery – Mr. Walter Wilkins (368-6842)
Director of Student Services – Mr. Adrian Smith (368-6832)
Director of Corporate Services – Ms. Marjorie Steeves (368-6845)
Manager of Human Resources – Mr. Tim Christensen (368-6818)
Manager of Policy and Planning – Ms. Donna Dawkins (relief) (894-0234)

* "c" refers to centrex

Eastern School District				
School	Address, Telephone and Fax	Admin Assistant	Principal/Vice-principal	Grade
Belfast Consolidated School	RR 3 Belle River PE C0A 1B0 659-7200 c Fax: 659-7204 c	Janice MacDonald	David Bryand John Van Dyke (vp)	1-9
Birchwood Intermediate School	49 Longworth Avenue Charlottetown PE C1A 5A6 368-6870 c Fax: 368-6896 c	Deborah Upton Shawna Carmody	Ronnie Carragher Patsy McDonald (vp) K.J. White (vp)	7-9 (FI)
Bluefield High School	RR 2 North Wiltshire PE C0A 1Y0 675-7480 c Fax: 675-7482 c	Lenette MacDougall Mary Miller Catherine Cusack	Dale McIsaac Jerry Coady (vp) Stephen Wenn (vp)	10-12 (FI)
Cardigan Consolidated School	Cardigan PE C0A 1G0 583-8575 c Fax: 583-8576 c	Brenda Martin	Noreen Lisi Janie MacDonald (vp)	1-8
Central Queens Elementary School	Hunter River PE C0A 1N0 964-7950 c Fax: 964-7964 c	Trudy Blanchard	Denise Gaudet-MacPhail Tara Deglan Gallant (vp)	1-6
Charlottetown Rural High School	100 Raiders Road Charlottetown PE C1E 1K6 368-6905 c Fax: 894-6906 c	Kathy Aitken Mary Curley Ingrid MacLeod (relief)	Susan Willis Natalie Mitton (vp) John Munro (vp) Dylan Mullally (vp)	10-12 (FI)
Colonel Gray Senior High School	175 Spring Park Road Charlottetown PE C1A 3Y8 368-6860 c Fax: 368-6839 c	Valerie Inman Carolyn Whelan Karen Tsistinas	Kevin Whitrow Dale Cole (vp) Rosemary Fleming (vp) Deneen Gallant-Norring (vp)	10-12 (FI)
Donagh Regional School	RR 5 Charlottetown PE C1A 7J8 (928 Bethel Road, Donagh) 569-7720 c Fax: 569-7724 c	Judy Nicholson	Jason Kielly Jo-Anne Lanigan (vp)	1-9
Dundas Consolidated School - closed effective July 1, 2009				

Eastern School District				
School	Address, Telephone and Fax	Admin Assistant	Principal/Vice-principal	Grade
East Wiltshire Intermediate School	PO Box 160 Cornwall PE C0A 1H0 368-4130 c Fax: 368-4139 c	Vodia Frizzel Dale MacInnis	Windsor Wight Francis Martin (vp) Ken MacDougall (vp)	7-9 (FI)
Eastern Kings Consolidated School - closed effective July 1, 2009				
Eliot River Elementary School	PO Box 70 Cornwall PE C0A 1H0 368-4270 c Fax: 368-4322 c	Cathy Carragher Beryl Diamond	Anita Murphy Lynne MacPhee (vp)	4-6 (FI)
Englewood School	Crapaud PE C0A 1J0 658-7850 c Fax: 658-7855 c	Cathy Cairns	Randy Reardon Lynn Huffnagel (vp)	1-9
Fortune Consolidated School - closed effective July 1, 2009				
Georgetown Elementary School	Georgetown PE C0A 1L0 652-8970 c Fax: 652-0997 c	Josephine Jackson	Norbert Carpenter Lisa Myers (vp)	1-9
Glen Stewart Elementary School	PO Box 6500 Charlottetown PE C1A 8B5 569-0550 c Fax: 569-0564 c	Lori Jenkins Denise LaVie	Pat Campbell Marilyn MacLean (vp) Derek McEwen (vp)	1-6 (FI)
Grand Tracadie Elementary School - closed effective July 1, 2009				
Gulf Shore Consolidated School	North Rustico PE C0A 1X0 963-7810 c Fax: 963-7815 c	Rose Gallant	Mary Jane Ready Cathy Corrigan (vp)	1-9 (FI)
L.M. Montgomery Elementary School	69 MacWilliams Road Charlottetown PE C1C 1L4 368-4150 c Fax: 368-4155 c	Liz MacKinnon	Lois Adams Shane Dunn (vp)	1-6
Montague Consolidated School	Montague PE C0A 1R0 838-0820 c Fax: 838-0825 c	Beth Graham Jennifer Ross	Tim Murphy Betty MacDonald (vp)	1-6 (FI)
Montague Intermediate School	PO Box 1390 Montague PE C0A 1R0 838-0860 c Fax: 838-0866 c	Laurel Martin	Kevin Stonefield Luanne Inman (vp) Krista Gordon (vp)	7-9 (FI)
Montague Regional High School	PO Box 3500 Montague PE C0A 1R0 838-0835 c Fax: 838-0840 c	Dawn Martell Kelly Matheson	Seana Evans-Renaud Maureen MacDonald (vp) Sharon Anderson (vp)	10-12 (FI)
Morell Consolidated School	PO Box 60 Morell PE C0A 1S0 961-7340 c Fax: 961-7331 c	Anita Geldert	Leo Hendricken Beryl MacLeod (vp) Linda Blackett (vp)	1-8
Morell Regional High School	Morell PE C0A 1S0 961-7345 c Fax: 961-7339 c	Dianne MacKenzie	J.B. Crawford Kelly Minnis (vp)	9-12
Mt. Stewart Consolidated School	Mt. Stewart PE C0A 1T0 676-7990 c Fax: 676-7989 c	Deanna Birt	Bernadine Lamphier Jill Burry (vp) Roberta Clark (vp)	1-6

Eastern School District				
School	Address, Telephone and Fax	Admin Assistant	Principal/Vice-principal	Grade
Parkdale Elementary School	49 Confederation Street Charlottetown PE C1A 5V5 368-6945 c Fax: 368-6949 c	Jackie Phillips	Michele LeClair Maureen Duffy (vp)	1-6
Prince Street Elementary School	60 Upper Prince Street Charlottetown PE C1A 4S3 368-6950 c Fax: 368-6959 c	Barb Irvine	Terry MacIsaac Colleen Mullen-Doyle (vp)	1-6
Queen Charlotte Intermediate School	150 North River Road Charlottetown PE C1A 3L3 368-6970 c Fax: 368-6983 c	Lisa Curley Marlene MacKinnon	Parker Grimmer Alan Edwards (vp) Ted Nabuurs (vp)	7-9 (FI)
Rollo Bay Consolidated School - closed effective July 1, 2009				
St. Jean Elementary School	335 Queen Street Charlottetown PE C1A 4C5 368-6985 c Fax: 368-6991 c *Teacher's Resource Centre: 368-4086*	Donna MacNeill	Debi Mais-Murphy Don Murnaghan (vp)	1-6
St. Peters Consolidated School - closed effective July 1, 2009				
St. Teresa's Consolidated School - closed effective July 1, 2009				
Sherwood Elementary School	64 Maple Avenue Charlottetown PE C1A 6E7 368-6780 c Fax: 368-6788 c	Marylou Sinnott-Gennis Jackie Lund	Marian Grant Tracy Ellsworth (vp) Rick Brennan (vp)	1-6 (FI)
Souris Consolidated School	PO Box 400 Souris PE C0A 2B0 687-7140 c Fax: 687-7145 c	Maggie MacPhee Judy Coffin	Sharon McIntosh Ann Marie MacDonald (vp) Margaret Anne MacDonald(vp)	1-7
Souris Regional High School	PO Box 460 Souris PE C0A 2B0 687-7130 c Fax: 687-7129 c	Lori Sanderson Judy Coffin	Anna MacKenzie Lynne MacPhee (vp) Ron McIntosh (vp)	8-12
Southern Kings Consolidated School	RR 4 Montague PE C0A 1R0 962-7400 c Fax: 962-7406 c	Dottie Jamieson	Paul Sullivan Garry MacAdam (vp)	1-8
Spring Park Elementary School	30 Dunkirk Street Charlottetown PE C1A 3Z8 368-6400 c Fax: 368-6419 c	Barbie MacQuarrie Karen Tsistinas	Serge LeDuc Terri Bontempo (vp)	1-6 (FI)
Stonepark Intermediate School	50 Pope Avenue Charlottetown PE C1A 7P5 368-6085 c Fax 368-6089 c	Suzanne Billard Grace MacKinnon	Norman Beck Greg Campbell (vp) Mark Kelly (vp) Michael Smith (vp)	7-9 (FI)
Tracadie Cross Consolidated School - closed effective July 1, 2009				
Vernon River Consolidated School	RR 2 Vernon PE C0A 2E0 651-8520 c Fax: 651-8516 c	Helen McIsaac	Dave Wood Robyn MacDonald (vp)	1-9

Eastern School District				
School	Address, Telephone and Fax	Admin Assistant	Principal/Vice-principal	Grade
West Kent Elementary School	27 Viceroy Avenue Charlottetown PE C1A 2E4 368-6065 c Fax: 368-6077 c	Donna Green	Ross McDermott Francyne Doiron (vp)	1-6
West Royalty Elementary School	80 Commonwealth Avenue Charlottetown PE C1A 7J9 368-6790 c Fax: 368-6795 c	Mary MacLean Debbie Miles	Ken Gaudet Cathy Hendricken-Cameron (vp) Heather Cudmore (vp)	1-6
Westwood School	PO Box 490 Cornwall PE C0A 1H0 368-6855 c Fax: 368-6863 c	Heather Stretch Beryl Diamond	Charlotte Bryand Stewart Darrach (vp) Sherry MacDougall (vp)	1-3 (FI)

La Commission scolaire de langue française

Box 124, RR 1 Wellington Station PE   C0B 2E0
Telephone: 854-2975   **Fax: 854-2981**

Superintendent of Education – Gilles Beniot
Director of Instruction – Paul Cyr
Director of Business Operations – Brad Samson
Secretary – Ms. Élise Milligan

* *"c" refers to centrex*

School	Address, Telephone and Fax	Admin Assistant	Principal/Vice-principal	Grade
École Évangéline	Box 124, RR 1 Wellington Station PE C0B 2E0 854-2491 854-2402 Fax: 854-3605 c	Lorraine Brown	Gilles Arsenault Jeanne Gallant (vp)	1-12
École La-Belle-Cloche	41, rue Breakwater C.P. 568 Souris, PE C0A 2B0 687-7177 c Fax: 687-7176 c	Tina White	Nellie Bertrand TBA	1-12
École François-Buote	5 Promenade Acadienne Charlottetown PE C1C 1M2 (Hillsborough Park) 566-1715 Fax: 566-5989	Stéphanie Croharé	Sylvain Gagné Robert Cormier (vp)	1-12
École Pierre-Chaisson	RR 3 Tignish (DeBlois) PE C0B 2B0 882-0475 c 882-0478 c Fax: 882-0482	Nicole Buote	Ghislain Bernard Colleen MacLellan (vp)	1-12
École St-Augustin	Box 5617 RR 3 Hunter River PE C0A 1N0 963-7842 Fax: 963-3442	Jacinthe Basque	Rachelle Gauthier TBA (vp)	1-6
École-sur-Mer	5 avenue Maris Stella Summerside PE C1N 6M9 888-8300 Fax: 888-8138	Ruth Arsenault	Rita Bissessur Joanne Bulger (vp)	1-6

The table title spans all columns: La Commission scolaire de langue française

Alternative Education Sites

Provincial Adolescent School		
School	**Address, Telephone and Fax**	**Grade**
Provincial Adolescent School	3 Enman Crescent Charlottetown, PE C1E 1E8 Tel: 368-6226 Fax: 368-4864	

Eastern School District Alternative Education Sites		
In-school Alternative Education Contact: Craig Clark (cfclark@edu.pe.ca) Stonepark Intermediate – Principal: Norman Beck Colonel Gray High School – Principal: Kevin Whitrow Bluefield High School – Principal: Dale MacIsaac		
School	**Address, Telephone and Fax**	**Grade**
Charlottetown Senior Alternative Education	3 Enman Crescent Charlottetown, PE C1E 1E8 Tel/Fax: 569-7652	10-12
Charlottetown Intermediate Alternative Education	3 Enman Crescent Charlottetown, PE C1E 1E8 Tel/Fax: 569-7652	7-9
Charlottetown Alternative A+	West Kent Elementary School 27 Viceroy Avenue Charlottetown, PE C1A 2E4 Tel: 620-3085	4-7
Montague Alternative Education	574 Main Street Montague, PE C0A 1R0 Tel/Fax: 838-0952	7-12
Morell Alternative Education	c/o Morell High School Morell, PE C0A 1S0 Tel: 961-7313 Fax: 961-7339	9-12
Souris Alternative Education	c/o Holland College Souris Mall Souris, PE C0A 2B0 Tel: 687-7146 Fax: 687-1439	8-12
Birchwood In-school Alternative Education	49 Longworth Avenue Charlottetown, PE C1A 5A6 Tel: 368-6870	7-9

Western School Board Alternative Education Sites		
Western School Board Contacts: Brenda Millar, Director Student Services, bjmillar@edu.pe.ca, Tel: 888-8426, Fax: 888-8449 Terry Doran, Alternative School Principal, tidor@edu.pe.ca, Tel 853-8678, Fax: 853-8679		
School	Address, Telephone and Fax	Grade
Elementary Plus	Athena Consolidated School c/o Western School Board 272 MacEwen Road Summerside, PE C1N 2P7 Tel: 432-2693 Fax: 888-8449	4-6
Slemon Park Intermediate	Slemon Park c/o Western School Board 272 MacEwen Road Summerside, PE C1N 2P7 Tel: 432-2804 Fax: 888-8449	7-9
Elmsdale Intermediate	Westisle Composite High School c/o Western School Board PO Box 57 Elmsdale, PE C0B 1K0 Tel: 853-8629 Fax: 853-8679	7-9
Elmsdale Senior	(WSB/Health) Contact: Terry Doran	

Band-operated First Nation School

School	Address, Telephone and Fax	Admin Assistant	Principal/Vice-principal	Grade
John J. Sark Memorial School	PO Box 124 Lennox Island PE C0B 1P0 831-2777 Fax: 831-3065	c/o Deborah Milligan	Deborah Milligan	K-6

Private Schools

School	Address, Tel, Fax and Email	Admin Assistant	Principal/Vice-principal	Grade
Grace Christian School	50 Kirkdale Road Charlottetown PE C1E 1N6 368-2218 Fax: 628-1668 gbc@gracechristianschool.ca or principal@gracechristianschool.ca	Judy Fanning	Mr. Jason Biech	K-12
Immanuel Christian School	65 Kirkwood Drive Charlottetown PE C1A 8C3 Phone: 628-6465 Fax: 628-1831 ics@pei.aibn.com	c/o Matthew Mann	Matthew Mann	K-9
Full Circle Co-operative School	219 Kent Street Charlottetown PE C1A 1P1 Phone: 628-6174	c/o Adam Joyce	Adam Joyce	K-12

Public School Education

Overview

In Prince Edward Island the public school system comprises grades 1-12. For program planning purposes, grades 1-6 are the elementary grades, 7-9 are the intermediate grades and 10-12 the senior high grades. The program is taught in schools which are organized within the Western School Board, the Eastern School District and La Commission Scolaire de Langue Française.

A full school program is available for both English language and French language education. The schools of La Commission Scolaire de Langue Française operate in the French language. French second language courses are available in all schools, with instruction beginning not later than Grade 4. Early French Immersion and late French Immersion programs are available in some English language schools.

Other general information on public education is available in the following documents:

a) *School Act* **and Regulations**

b) **Annual Report of the Department of Education and Early Childhood Development**

c) **A Philosophy of Public Education for Prince Edward Island schools.**

Philosophy of Public Education

A document entitled, *A Philosophy of Public Education for Prince Edward Island Schools*, was adopted in 1990. It contains a statement of purpose, principles and goals, summarized below, along with the supporting rationale and context.

Purpose

The purpose of the Prince Edward Island public education system is to provide for the development of children so that each may take a meaningful place in society.

Basic Principles

Public education in PEI is based on a quality program that respects the intrinsic value of the individual and centres on the development of each child.

The public education system recognizes that education is a responsibility shared among the school, the family and the community.

The public education system demonstrates respect and support for fundamental human rights as identified in the Canadian Charter of Rights and Freedoms and the *PEI Human Rights Act.*

The public education system reflects the character, cultural heritage and democratic institutions of the society it serves.

The programs in the public education system reflect a contemporary view of the knowledge, skills and attitudes that are of most worth to the individual and to society.

The Goals of Education

The goals of public education are to enable the student to:

- develop an appreciation for learning, an intellectual curiosity and a desire for lifelong learning;

- develop the ability to think critically, apply knowledge and make informed decisions;

- acquire the basic knowledge and skills necessary to comprehend and express ideas through the use of words, numbers and other symbols;

- develop an understanding of the natural world and of the applications of science and technology in society;

- acquire knowledge about the past and an orientation to the future;

- develop an appreciation for one's heritage and a respect for the culture and traditions of others;

- develop a sense of self-worth;

- develop a respect for community values, a sense of personal values and a responsibility for one's actions;

- develop a sense of pride and respect of one's community, province and country;

- develop a sense of stewardship for the environment;

- develop creative skills, including those in the arts, and an appreciation of creativity in others;

- develop skills and attitudes related to the workplace;

- develop good mental and physical health and the ability to creatively use leisure time;

- acquire knowledge of the second official language and an understanding of the bilingual nature of the country;

- develop an understanding of gender equity issues and of the need to provide equal opportunities for all; and,

- develop an understanding of fundamental human rights and an appreciation for the worth of all individuals.

Although the family and the community have important roles to play in public education, the school's curriculum is of prime importance in addressing the goals. The curriculum may be defined as all the experiences, formal and informal, which the student encounters under the guidance of the school.

Teaching and Learning

Introduction

The world that students will enter as adults is a rapidly changing one. In order to prepare for productive participation within it, they must first understand the many dimensions of their world, and develop the skills needed to function as successful citizens.

The recent research on how the brain works has led to a clearer and more complete insight into how we learn which directly influences the instructional strategies that must be considered.

The following section provides an overview of some of these considerations but is in no way meant to be a complete synopsis.

Learning Styles

One model of learning defines learning styles as each person's preferred method of receiving and processing information and proposes four styles: visual, auditory, kinaesthetic and digital.

Howard Gardner's theory of Multiple Intelligences, based on the premise that all people are different and learn differently, identifies eight different intelligences which we all have in varying degrees.

Linguistic intelligence involves sensitivity to spoken and written language, the ability to learn languages, and the capacity to use language to accomplish certain goals. This intelligence includes the ability to effectively use language to express oneself rhetorically or poetically; and language as a means to remember information.

Logical-mathematical intelligence consists of the capacity to analyze problems logically, carry out mathematical operations, and investigate issues scientifically. It entails the ability to detect patterns, reason deductively and think logically. This intelligence is most often associated with scientific and mathematical thinking.

Musical intelligence involves skill in the performance, composition, and appreciation of musical patterns. It encompasses the capacity to recognize and compose musical pitches, tones, and rhythms.

Bodily-kinesthetic intelligence entails the potential of using one's whole body or parts of the body to solve problems. It is the ability to use mental abilities to coordinate bodily movements.

Spatial intelligence involves the potential to recognize and use the patterns of wide space and more confined areas.

Interpersonal intelligence is concerned with the capacity to understand the intentions, motivations and desires of other people. It allows people to work effectively with others.

Intrapersonal intelligence entails the capacity to understand oneself, to appreciate one's feelings, fears and motivations. It involves having an effective working model of ourselves and to be able to use such information to regulate our lives.

Naturalist intelligence enables human beings to recognize, categorize and draw upon certain features of the environment.
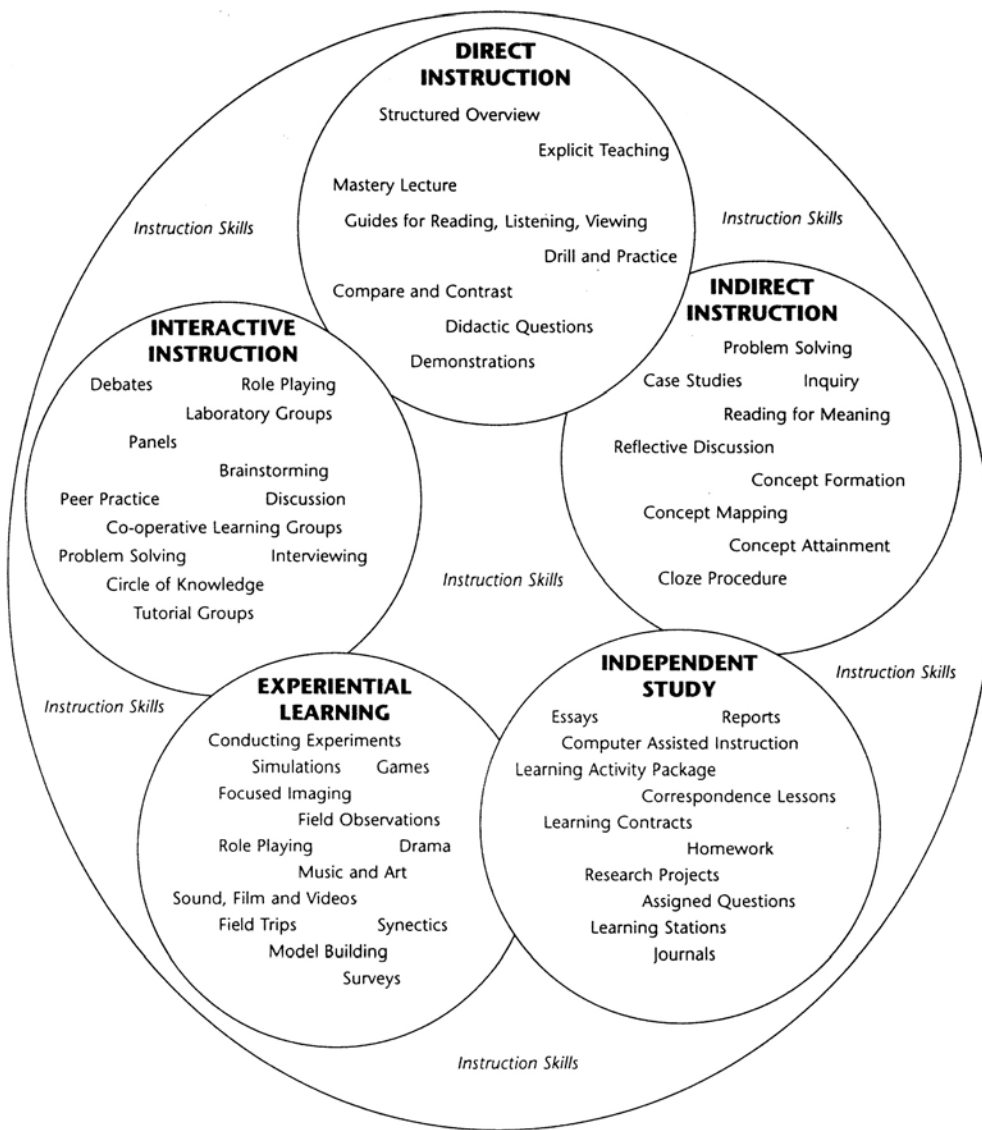
As educators, it is crucial that we encourage students to become aware of their learning styles, that we are aware of our own and that we provide a variety of teaching modes and options for student practice and performance.

Instructional Strategies

Since students have different learning styles, teachers will want to use a variety of teaching strategies. By having different ways to demonstrate their learning, so long as the required course outcomes are met, students learn to use their areas of greatest strength and, at the same time, they gain the confidence needed to achieve their skills.

The following diagram on Instructional Approaches and Strategies provides an overview of some of the many instructional strategies a teacher might use throughout their classes.

Instructional Approaches and Strategies

DIRECT INSTRUCTION
Structured Overview
Explicit Teaching
Mastery Lecture
Guides for Reading, Listening, Viewing
Drill and Practice
Compare and Contrast
Didactic Questions
Demonstrations

INDIRECT INSTRUCTION
Problem Solving
Case Studies   Inquiry
Reading for Meaning
Reflective Discussion
Concept Formation
Concept Mapping
Concept Attainment
Cloze Procedure

INTERACTIVE INSTRUCTION
Debates   Role Playing
Laboratory Groups
Panels
Brainstorming
Peer Practice   Discussion
Co-operative Learning Groups
Problem Solving   Interviewing
Circle of Knowledge
Tutorial Groups

EXPERIENTIAL LEARNING
Conducting Experiments
Simulations   Games
Focused Imaging
Field Observations
Role Playing   Drama
Music and Art
Sound, Film and Videos
Field Trips   Synectics
Model Building
Surveys

INDEPENDENT STUDY
Essays   Reports
Computer Assisted Instruction
Learning Activity Package
Correspondence Lessons
Learning Contracts
Homework
Research Projects
Assigned Questions
Learning Stations
Journals

Instruction Skills

Source: Adapted with permission of Saskatchewan Education. Saskatchewan Education 1991
Instructional Approaches: A Framework for Professional Practice.

Assessment and Evaluation

Assessment is the process of gathering information on student progress and achievement. This is a non-judgmental collection of observable data related to the abilities, needs, interests, learning styles and achievements of individual students. Such assessment provides the information necessary for evaluation.

Evaluation is the process of interpreting the data collected during assessment. This data is used to make judgements about a student's achievement and needs, and the instructional program's effectiveness. Evaluation includes using data to make instructional decisions or to assign marks.

Assessment should reflect the full range of student learning which includes process as well as product. It also involves the use of a variety of information-gathering strategies (observation, check lists, portfolios, tests, etc.) which allows teachers to address students' diverse backgrounds, learning styles and needs, and allows students a variety of opportunities to demonstrate their learning (adapted from APEF Language Arts Foundation Document, p. 47). The common core curriculum guides include suggestions for classroom assessment strategies.

Available with this handbook (contact the Department of Education and Early Childhood Development) is a useful reference on assessment entitled *Principles for Fair Assessment Practices for Education in Canada*.

Individual Planning for Students

The Minister's Directive on Special Education, No. MD 01-08 outlines the continuum of special education supports and services for the public school system. As defined in the Directive, " 'Special Education' means programming and/or services designed to accommodate students within the public school system whose educational needs require interventions different from, or in addition to, those which are needed by most students...".

For some students, individual planning is important and necessary for their success in school. Individual planning may result in adaptations or modifications (see definitions on page 27) to the prescribed curriculum. In either case, decisions regarding adaptations and modifications must be made in a collaborative manner with parents and students (when appropriate) and any other professionals involved, and be based on a comprehensive assessment of the needs of the student. If the special educational needs of the student vary to the degree that the outcomes of the prescribed curriculum cannot be met, then a Record of Course Modification (Appendix D) and/or an Individual Education Plan will be written. For some students, adaptations (Appendixes E, F and G) are all that is required to accommodate their needs. When students require adaptations or modifications to the curriculum, it is important that parents are part of the decision-making process and that the changes are well documented for the student's file.

Definitions

Adaptation: A documented process that allows a student with special educational needs to participate in a prescribed curriculum (course) with changes in format, instructional strategies and/or assessment procedures that retain the learning outcomes of the curriculum. This adaptation may include alternate formats, instructional strategies and/or assessment procedures. Full credit will be granted for such courses but adaptations used will be documented and kept on file.

Modification: A process which changes the prescribed curriculum to meet a student's special educational needs. Modified courses do not provide the same credit as a prescribed course. Details of the modified course must be included in the student's file and the transcript should indicate that the course has been modified.

Information Literacy and Resource-based Learning

The APEF Language Arts Curriculum (1997) defines information literacy as:

> "*the ability to access, interpret, evaluate, organize, select, produce and communicate information through a variety of texts, media, technologies and contexts, to meet diverse learning needs and purposes.*"

What is the connection with resource-based learning? This educational approach is often referred to as the "manifestation" of information literacy, or one of the best ways to ensure the development of information literacy. Resource-based learning actively involves students in the effective use of a wide range of print, non-print, electronic, and human or community resources. Students are engaged in learning activities that are carefully structured by their teachers and teacher librarians, emphasizing skills and strategies for accessing, evaluating, using and applying information to meet their own learning needs. Their learning is facilitated and assessed by teachers and teacher librarians who understand that more than "simple or right answers" are often required when students use information to solve problems and construct knowledge. The development of information literacy is a shared responsibility. Teachers and teacher librarians need to ensure that all students are developing the skills and strategies required to think critically about the information they access, use and apply, regardless of the source or format, and that they assess students' learning (process and products) for evidence of "learning about" rather than simply "finding out about" information-related topics, problems and issues.

English Programs Division

Mandate

The English Programs Division provides quality English language curriculum and support services to teachers and students and provides leadership and co-ordination in the development of quality learning opportunities for all students. The division is also responsible for providing support and services to school libraries and managing the Accelerated Secondary Apprenticeship Program (ASAP) in partnership with the Apprenticeship Branch of Continuing Education and Training.

There are more than 200 courses in the public school curriculum. With such a large number of courses, the process of course development, replacement, updating or other types of revisions is a continuous one. The procedures for conducting such work are described in the following section.

Course Development/Update Procedure

1. The Department of Education and Early Childhood Development assesses the effectiveness of existing school courses in consideration of the Province's educational goals and the needs of students. The following information is used as part of the assessment process:

   a) reports from teachers

   b) submissions from school boards/district

   c) submissions from community groups

   d) government studies and initiatives

   e) academic and professional literature in education

   f) the results of testing programs (e.g., PISA, SAIP, Provincial Common Assessment).

2. The decision of whether or not to proceed with development of a revision project is made by the department based upon:

   a) the result of the assessment

   b) the impact on other existing courses/programs

   c) recommendations from appropriate curriculum committees

   d) recommendations of the appropriate Standing Committee if major changes are involved

   e) fiscal considerations.

3. The curriculum development work is carried out by an Ad Hoc Curriculum Committee in conjunction with a Department of Education and Early Childhood Development specialist. Nominations to a committee are requested from schools within each board/district, and, if appropriate, from Holland College or the University of Prince Edward Island. The committee:

   a) assesses strengths and weaknesses of the present course or program;

   b) determines, with reference to provincial education goals and any appropriate Foundation Documents, the outcomes for the new or revised course;

   c) evaluates instructional materials;

   d) provides input on curriculum guides; and

e) makes recommendations on pilot projects and in-service training for pilot teachers.

4. Based on recommendations from the Ad Hoc Committee and the specialist, the appropriate Department of Education and Early Childhood Development Co-ordinator:

   a) submits a request to the appropriate Standing Committee for approval in principle and to the Director for final approval;

   b) consults with school boards to identify pilot schools and teachers; and

   c) ensures that pilot materials are ordered and that appropriate in-service training is carried out.

5. The Department of Education and Early Childhood Development monitors the progress of the pilot projects and provides information back to the Standing Committee. With this information the committee:

   a) reviews the progress of the project and recommends to the Director discontinuing the project, continuing the project, or proceeding to implement a new or revised course;

   b) revises, as needed, the course of study to reflect any course changes; and

   c) makes provision for in-service training and other supports which will ensure effective implementation.

The carrying out of the procedure outlined above helps ensure that high quality, effective courses are available in the schools of the province.

Local Programs

To meet the needs of some students, there may be additional courses other than those found in the provincial program of studies and these are known as local programs.

Criteria for Local Programs

- A local program is a unique course that responds to a demonstrated local need that is not met by provincially developed courses.

- The outcomes, learning experiences and content of the local program must be significantly different from all provincially authorized courses.

- New or existing local programs may be reviewed during the pilot and implementation process of new provincial courses.

- Local programs should not represent a request for additional staffing.

- Approval is based on quality and feasibility of program.

- Approval to proceed with a new local program is dependent on availability of funding.

- Approval will be granted for three years. The course evaluation will be reviewed during the re-approval process.

- Schools must provide the Department of Education and Early Childhood Development with copies of the curriculum for each approved local program by the end of the first year of the program.

Local Programs Moratorium for 2009-2010

As a follow-up to the Report of the Task Force on Student Achievement, the steering committee responsible for the implementation of the action plan to address the recommendations of the report has concluded that it would be best to place a moratorium on the development and approval of any new **local** programs. The public school system will be advised of the status of the moratorium for the 2009-2010 school year early in the fall of 2009.

The following information will become effective if the moratorium on local pilots is discontinued:

Procedure for Local Programs

Prior to considering application for a new local program, a study should be conducted at the school level to determine the interest level of students in the proposed course.

- To initiate a new local program for the 2010/2011 school year, a letter of intent must be received by the Director of Programs prior to November 15, 2009, requesting permission to proceed with planning a local program.

- The letter must be signed by the principal of the school and the Director of Instruction for the board or district. It <u>must include</u> the following main components**:**

  - a general course description (include intended audience for the course)

  - rationale for proposed course

  - general outcomes of the proposed course

  - a <u>separate sheet containing</u> the cost projection of the project.

Note: *The Department can only include funding forecasts in their budgets for those applications received prior to November 15, 2009.*

- The Director of Programs will examine program requests to determine if they meet the criteria for local programs.

- Programs that meet general criteria are presented by the school to the appropriate Standing Committee for recommendation to proceed with the application process.

- By January 31, 2010, the Standing Committee will provide the Director of Programs with a list of local programs that have received support in concept and should proceed to the detailed application.

- The Director of Programs will inform schools of the status of their request and forward a detailed application to those schools that have received a recommendation by the Standing Committees to proceed.

- Detailed applications must be completed and returned to the Director of Programs by February 28, 2010.

- <u>Final approval decisions will be dependant on availability of the required funding</u>.

- By March 30, 2010, the Department of Education and Early Childhood Development will provide the school board/district with notification of local program approval.

Duplicating Existing Local Programs

- Schools wishing to duplicate existing local programs must follow the same application procedure as new local programs. Local programs may be duplicated by other schools after one year of pilot **and** one year of implementation in the school of origin.

New Pilots and Authorizations
(See Appendixes B and C for 2009/2010 List)

Each year a number of new or revised courses become available to schools. Implementation of such courses occurs as follows:

1. Pilot projects take place which may lead to new authorizations. Decisions to proceed to new authorizations are made by **March 31**.

2. By April 30, schools are informed of new authorizations for the coming school year. The department carries out the implementation procedures including publishing the course outline and support documents, arranging in-service training of teachers and providing instructional materials through the Provincial Learning Materials Distribution Centre.

Child and Student Services Division

Mandate

The Child and Student Services Division provides learning supports and services to students and teachers in the public school system. The Child and Student Services Division collaborates with the Kindergarten Section, English Programs, French Programs, Technology in Learning and other divisions within the department. It works closely with the school boards and partners with other government departments and community organizations on student services issues and initiatives.

Division Overview

The Child and Student Services Division provides leadership and services or support in the following areas:

- special education;
- resource based learning;
- youth leadership initiatives;
- learning disabilities;
- career development;
- school athletics;
- school health;
- programs for youth at risk;
- education programs for youth at the Provincial Adolescent School;
- support to alternative education programs;
- school counselling support;
- English as an Additional Language (EAL);
- services for children who have visual or hearing impairments;
- Aboriginal and diversity education;

- Healthy Child Development;
- home schooling;
- healthy living;
- assistive technology;
- Safe Graduation Program Awards;
- Speech language pathology;
- transition planning for students with special needs;
- Interchange on Canadian Studies; and
- Encounters with Canada – Terry Fox Youth Centre.

Special Education

The current Minister's Directive on Special Education came into effect in October 2001. The directive provides a framework for special education services in the public school system. It describes the roles and responsibilities of department, district and boards, and schools in respect to the delivery of support services to students with special needs. (Appendix A – MD 01-08)

The division co-ordinates the activities of the Standing Committee on Special Education and Student Services. This committee acts as an advisory board to the department's special education co-ordinator, identifying priorities in the delivery of student services in the province reviewing the implementation of programs, and making policy recommendations to the Director of Child and Student Services.

Resource Teachers

The department provides out-of-ratio resource/special education teachers for students who require additional support in the school system. This includes students with special needs as well as students who require additional academic or resource support. The Instructional Staffing Model uses a two-part formula to determine resource teacher allocation, with one resource teacher for every 14 high-needs students, and one additional resource teacher for every 500 enrolled students. School boards are responsible for the allocation of resource/special education teachers to schools and for assigning staff so that those students with the greatest needs receive the necessary support.

Educational Assistants

Educational assistants are an additional resource to support students with special educational needs. The Department of Education and Early Childhood Development provides educational assistant funding based on needs identified by school boards. School boards allocate educational assistant positions based on criteria established by the department. Educational assistants work under the direction of a certified teacher and the supervision of the school principal.

Learning Disabilities

The Learning Disabilities Specialist – with partners from Health, Social Services and Seniors, Attorney General's Office, Education and Early Childhood Development, ESD, WSB, CSLF, Learning Disabilities PEI, Literacy Alliance and UPEI – is working on creating the PEI Learning Disabilities Strategy draft. The strategy addresses the needs of Islanders from birth to adulthood who have, or are at risk of having, learning disabilities. It follows a Response to Intervention service delivery model that focuses on early identification of individuals at risk, assessment/ diagnosis, continuum of interventions, progress monitoring, training and professional development.

Autism

School-aged students with an Autism Spectrum Disorder frequently require specialized supports. The Special Education Coordinator provides training and mentoring for school board Autism Consultants and school staff in order to disseminate accurate information and teaching strategies based on best practices. The department has funded intensive training for school board based Autism Consultants who are now available to provide assessment and individualized program supports for our students. Transitions are often very challenging for individuals on the autism spectrum, so guidelines have been put in place to support families and children as they enter school, move from one grade to the next, change schools or prepare for the post-secondary environment. Specialized curriculum materials are provided based on individual learning needs, and an autism resource library is available to school staff and families.

Special Education Curriculum Materials

Alternative materials are available for students whose educational needs cannot be met through regular curriculum materials. The division selects resource materials, maintains the Student Support Resource Guide, administers the budget allocations to schools for these materials and maintains a small lending library. Teachers can contact the student support specialist for English Programs (368-4472), or Lise Journault, student support specialist French programs (368-4496) for information.

HEAR (Hearing Education and Auditory Resources)

The Department of Education and Early Childhood Development provides specialized support to children identified as having significant hearing loss. School age children can access support in their home schools from an itinerant teacher of the hearing impaired. Tutor support or interpreter services may also be provided. For pre-schoolers, there is direct service as well as a parent guidance program. The department also supplies and maintains *personal* assistive learning devices in educational settings for those children who require them. Assessments and other specialized support can be accessed through the Atlantic Provinces Special Education Authority (APSEA) Resource Centre for the Hearing Impaired in Halifax. Inquiries may be made at 368-4698 (supervisor, Cheryl Perry).

Services for the Blind and Visually Impaired (APSEA)

Services for students who are blind or visually impaired are provided by the inter-provincial agency, the Atlantic Provinces Special Education Authority (APSEA), which operates in the four Atlantic provinces. APSEA staff in PEI include itinerant teachers who offer direct support to students in inclusive settings, a pre-school specialist, an orientation and mobility instructor who monitors travel training in the province and a transition facilitator, who assists students and families in the transition from school to adult life. Further information may be obtained by calling 368-4694 (supervisor, Jennifer Shields).

Provincial Adolescent School

The department provides a school program to students who are receiving treatment in the Provincial Group Home. This school program has two teachers and is located at 40 Enman Crescent. The school serves 20-25 students throughout the school year with a maximum class size of 14. A number of students may be admitted as day students, based on established admission criteria. Day students must be referred by the school board and district.

School Counselling Services

Counselling services are an integral and essential component of the educational process for all students. School counselling services are designed to provide supports and resources to students at all grade levels, to their families, and to educators. These services are intended to facilitate the educational, personal, social, emotional and career development of students in schools and in the community.

Youth Programs

The staff of the Child and Student Services Division is also involved in new or ongoing youth programs and initiatives throughout the school year. These programs and initiatives include, but are not limited to, the areas of: career education planning, transitions, family violence, safe schools, youth at risk, school athletics, student leadership, school health, and diversity and aboriginal education. The division also liaises with other youth and community organizations such as Allied Youth, the Duke of Edinburgh Awards Program, the PEI Tobacco Reduction Alliance, the Active Living Alliance, PEI Newcomers to Canada, the Healthy Eating Alliance and other various community organizations throughout the province.

School Health Promotion

The Child and Student Services Division is committed to supporting school health, including topics such as healthy eating, active living, tobacco reduction, mental fitness, and alcohol and drug education.

Our intuition tells us that when students are healthy, they learn better. These beliefs are supported by strong evidence which demonstrates that health and learning are directly linked and interrelated. We know from research that students who are well nourished, physically active, free from substance use, and who have positive mental health, have higher self-esteem, higher educational aspirations, make more positive lifestyle choices, and perform better academically, behaviourally and emotionally.

Individual school support is available to help schools to identify their specific needs and work with others in their school and community to make plans to address these needs. These plans are often supported by external partners, community organizations, parents and other volunteers.

Please contact Sterling Carruthers for further information.

Diversity/Equity Education
The Aboriginal and diversity education specialist organizes professional development opportunities, collaborates in curriculum development and partners with the community.

The Department of Education and Early Childhood Development is currently working with the Mi'kmaq Confederacy of PEI, the Native Council of PEI and other government partners regarding the tripartite agreement between three levels of government, First Nations, provincial and federal, to identify education priorities for aboriginal students.

The Diversity Education Standing Committee makes recommendations about diversity and equity issues in our system. Representation on this committee includes educators, school boards and various community members and partners.

Recommendations from this committee are made to the Department of Education and Early Childhood Development.

FAL/EAL Programs and Services
English as an Additional Language (EAL) / French as an Additional Language Programs (FAL) and Services have been established in the department. The Provincial Itinerant Team, led by the co-ordinator, Janet Perry-Payne, supports individual learning needs of EAL/FAL students in their school and supports staff by offering teaching strategies and professional development opportunities to ensure the successful inclusion and integration of EAL/FAL students in our system.

The EAL/FAL Reception Centre has been establised. All newcomers are referred to the centre for intake of preschool and school age children. Language proficiency assessments are completed for all children from kindergarten to Grade 12. After results are shared with respective schools, an orientation for the student is planned and co-ordinated by the EAL/FAL team.

Community Access Facilitator
The Community Access Facilitator works with school staff, board personnel, students, parents and community partners to ensure efficient and effective transition planning is in place from the school system to the community for students in grades 8-12 with special needs.

Speech/Language Pathology

The speech/language pathologists provide service delivery for grades 3-6 students presenting with significant speech-language disorders.

The speech pathologists provide assessment, consultation and provision of programming goals to teachers and parents for students identified by school-based student services teams. An assessment may include formal assessment (use of standardized tests), or informal assessment (observation, evaluating progress with current goals, etc.) Consultation may include home/classroom strategies, participation in case conferences, demonstration of program implementation to support personnel, education/inservicing, and so on. Direct one-to-one therapy is not provided.

Home Schooling

In May 2003 the Legislative Assembly passed an amendment to the *School Act* with respect to Home Education. Please use the following URL to access the most recent information concerning home schooling as indicated in the *School Act - Private Schools and Home Education Regulations*.

http://www.gov.pe.ca/law/regulations/pdf/S&2-1-06.pdf

For further information, contact Mary Sherry at 368-4677.

French Programs Division

Mandate

The mandate of French Programs is to develop, implement, evaluate and support high quality curriculum, programs and services to meet the needs of teachers and students.

The primary goal of the French Programs Division is to work in conjunction with the various partners to ensure that Prince Edward Island students receive a quality education whether it be French Immersion, French First Language, Intensive French or Core French. The specialists are constantly working with teachers to ensure that programs and resources are kept up-to-date in order to fully prepare students for the world in which they live.

The French Programs Division follows similar guidelines as described in the English Programs Division regarding course development, local programs and new authorizations.

There are presently 26 schools on the Island that offer a French Immersion program and six schools that offer a French First Language program.

Oral Proficiency Test and Bursaries

At the request of the school board or the school administration, the French Programs Division is available to assist in evaluating language competency of candidates seeking teaching positions as French Immersion, Intensive French or Core French teachers. The province follows the New Brunswick Oral Proficiency Scale as an evaluation instrument. It is recommended that a candidate receive a Superior Level in order to teach in an Immersion program and a level of Advanced to teach either in the Core French Program or in the Intensive French Program.

Since there are few opportunities in Prince Edward Island for teachers to improve their skills in French or French Methodology, bursaries are available for most language programs. The same is offered for administrators who also wish to improve their linguistic skills.

It is important to keep in mind that a school offering a French Immersion program is different than a single-track school and should be treated as such by administration and the school board. Concentration should be on building a shared school culture in dual-track schools. As stated in the report, *French Immersion in Alberta: Building the Future November 1998 – Conference Report*,

> "Establishing a shared school culture does not imply that schools should embrace a single culture or give up the identity of their individual programs; it implies that common goals, norms, beliefs and practices might arise amongst all the myriad sub-groups that exist in a dual-track school. This result further develops positive relationships and better learning in these schools and brings the French and English program participants together."

French Immersion Programs

The purpose of French Immersion programs in Prince Edward Island is to ensure the global development of children as well as to provide opportunities for French language acquisition so that each may take a meaningful place in society.

French Immersion programs have the following goals which are different from the other school programs:

• to encourage the development of oral and written competency in French;

• to raise student awareness of the bilingual nature of the country;

• to promote the acquisition of knowledge, skills and attitudes in all disciplines taught in French; and

• to appreciate the richness and diversity of the Francophone culture and heritage.

Continuing French Immersion

Early Immersion is a school program offered in French which begins at the Grade 1 level and which is offered to non-Francophone students. It is recommended that the percentage of time devoted to teach in French for grades 1-3 should be 90 per cent and for grades 4-6, it should be no less than 65 per cent. This program becomes known as Continuing French Immersion in grades 7-12.

Middle French Immersion

Middle Immersion is a local pilot offered in the Eastern School District which begins at the Grade 4 level and is offered to non-Francophone students. It is understood that the percentage of time devoted to teaching in French will be greater during the elementary school years and it will diminish during subsequent years as prescribed.

Late French Immersion

Late Immersion is a school program offered in French which begins at the Grade 7 level and which is offered to non-Francophone students. It is understood that the percentage of time devoted to teaching in French will be greater during the intermediate school years and that it will diminish during subsequent years as prescribed.

The students in Late French Immersion are grouped with the continuing immersion students for French courses from grades 10-12. Information pertaining to time allocations per subject level for elementary students is noted in the 1990 Elementary Education Report. Similar information for intermediate students is noted in Minister's Directive 99-05 – Intermediate School Subject Time Allotments.

The programs of study in both Early and Late French Immersion are prescribed by the minister and authorized materials in support of these programs are provided by the Department of Education and Early Childhood Development.

French First Language Program

This program is designed for:

• Children whose parents are eligible according to Article 23 of the Canadian Charter of Rights and Freedoms or meeting one of the following criteria:

  a) the first language learned and still understood of the parent is French;

  b) the parent received primary school instruction in Canada in French as a first language; or

  c) a child of the parent has received or is receiving French first language instruction in Canada at the primary level.

- Children whose parents are of Acadian or Francophone origin and who want their children to develop their Acadian or Francophone identity by acquiring the language and culture.

French is the language of instruction from kindergarten to Grade 12. Extracurricular activities are also conducted in French.

Students begin to learn English in Grade 4.

Students can choose to continue their studies in French or English post-secondary institutions.

Core French Program

The purpose of the Core French Program in PEI is to offer students the opportunity to acquire the skills needed to interact with others and to understand and appreciate a different culture. By learning both official languages, it encourages the growth of communication and prepares students to enter a rapidly growing global society. Finally, second language learning also contributes to the overall development of the student.

Goals of a Core French Program are:

- to develop communicative competence in French;

- to foster a positive attitude towards second language learning;

- to develop an appreciation of Francophones and their culture; and

- to contribute to the general development of the learner.

Core French refers to a program offered from grades 4 to 12 where students take one French course, while all other subjects are taught in English.

A second language program is mandatory for all students in PEI from grades 4-9. Students then may choose to continue the French Program through Grade 12. By then, students will have accumulated a total of 950 hours of instruction in French.

Intensive French Program

The Intensive French program is a pilot program that is offered during the Grade 6 school year. Rather than using a second-language approach to teach French, French is taught using a literacy (language arts) approach.

This program seeks to improve upon the level of communicative competence developed in Core French.

Goals of the Intensive French Program are:
- to develop increased communicative competence in French;

- to foster a positive attitude towards second language learning;

- to develop an appreciation of Francophones and their culture; and

- to contribute to the general development of the learner.

For five months of the Grade 6 year, Intensive French students receive a minimum of 270 hours of instruction in French. For the remaining five months of the year, students receive approximately 45 hours of French instruction, for a total of 315 hours of French instruction during the Grade 6 year. This is an increase of 225 hours of French instruction in total during the Grade 6 year.

Enhanced French Program

Enhanced French, an intermediate level pilot program, is the follow-up program for students who have taken Intensive French. (It may be offered to students who have not previously taken the Intensive French program.) French continues to be taught using a literacy (language arts) approach.

This program seeks to maintain and improve upon the level of communicative competence developed in Intensive French.

Goals of the Enhanced French Program are:

- to develop increased communicative competence in French;

- to foster a positive attitude towards second language learning;

- to develop an appreciation of Francophones and their culture; and

- to contribute to the general development of the learner.

Students in Enhanced French do not receive additional instructional time in French, compared with Core French classes. However, when possible, it is preferable to block schedule the Enhanced French classes (for example, two consecutive classes every second day). This makes it possible to maintain some of the intensity of the Grade 6 program.

Technology in Education

Mandate

Technology in Education is responsible for evaluating, developing, implementing and maintaining CIT curriculum documents and resources. This includes courses that are CIT specific and curriculum development in collaboration with subject curriculum specialists where integration can be used to satisfy both core subject outcomes as well as CIT outcomes.

Our mission is to make CIT an integral part of the PEI public school system, contributing to student learning outcomes in grades 1 to 12.

Technology Competence

APEF defines technological competence as the ability to use a variety of technologies, demonstrate an understanding of technological applications and apply appropriate technologies for solving problems independently. Due to the rapid change of technology, our understanding of technological competence is also changing. Technologically literate individuals use technology to research, communicate and solve problems. When researching with the assistance of technology, individuals must have the skills that enable them to determine what are the available sources of information, and then use technology to efficiently search for the information, organize it into a workable format, create new information, and share or present this information. They must also be able to think critically about information gained through the use of technology, the application of specific technologies, and the impact of technology on individuals and society when formulating decisions, opinions and courses of action.

Technologically literate individuals are not only able to apply technology appropriately to solve a problem, but have developed problem solving skills and strategies, confidence and an attitude which allows them to learn how to use and apply new technologies for some purpose, or to overcome or circumvent problems associated with older technologies.

Journey On

The purpose of Journey On is to focus on how CIT can be used from grades 1 to 12 and across all areas of the curriculum as part of a more global strategy that will contribute to the development of technologically competent and literate individuals graduating from our school system.

Journey On:
- provides strategies and concrete suggestions for effective integration of communication and information technologies into the Prince Edward Island curriculum in a way to enhance learning;
- identifies the communication and information technologies that we wish students to use; and
- identifies the knowledge and skills that students need to develop to be considered technologically competent in communication and information technologies.

The Journey On documents, sample lesson plans and technical information for teachers and site technical contacts are available online at: ***www.edu.pe.ca/journeyon***

Atlantic Provinces Education Foundation – APEF

From 1993 to 2004 work was carried out on the development of common Atlantic Canada curricula in specific core programs.

Under the auspices of the Atlantic Provinces Education Foundation (APEF), development of this common core curricula follows a consistent process. Each project required consensus by a regional committee at designated decision points with all provinces having equal weight in decision-making. Foundation documents and supporting curriculum documents were developed for Language Arts, Mathematics, Science and Social Studies. Foundation documents were developed for Technology Studies and the Arts.

The French Programs Division also works in partnership with the other provinces through APEF on developing similar curriculum documents in specific core programs for both French as an Additional Language and FAL subjects. The specialists from the four provinces meet throughout the year in order to ensure that the needs of Atlantic students are fully met. However, when implementing the program, each province adjusts to the specific needs of their clientele.

The Student Services Division staff participate in the following regional committees: the APEF Early Literacy Initiative; Meeting Behavioural Challenges; Atlantic Provinces Directors of Student Services; and the Atlantic Canada Indicator's Project.

Essential Graduation Learnings (EGLs) provide the framework for the development of curriculum outcomes. Essential Graduation Learnings are statements describing the knowledge, skills and attitudes expected of all students who graduate from high school. The six Essential Graduation Learnings are **Aesthetic Expression, Communication, Citizenship, Problem Solving, Personal Development, and Technological Competency**. General Curriculum Outcomes (GCOs) identify what students are expected to know and be able to do upon completion of study in a curriculum area. Key Stage Curriculum Outcomes (KSCOs) identify what students are expected to know and be able to do by the end of grades 3, 6, 9 and 12 as a result of their cumulative learning experience in a curriculum area. Specific Curriculum Outcomes (SCOs) identify what students are expected to know and be able to do at a particular grade level which contribute to the achievement of the key-stage curriculum outcomes.

All learning outcomes (EGLs, GCOs, KSOs and SCOs) describe student learning in terms of:

- knowledge: what students will be expected to know
- skill: what the student will be expected to do
- attitudes: what the student will be like.

Learning Outcomes, unlike instructional objectives, are student centred; that is, the results are observable and demonstrated through a variety of behaviours, processes and products.

Essential Graduation Learnings				
• Aesthetic Expression • Citizenship • Communication • Personal Development • Problem Solving • Technological Competence				

General Curriculum Outcomes

Language Arts	Mathematics	Science	Core French	Social Studies
Speaking and Listening Students will be expected to • speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences. • communicate information and ideas effectively and clearly, and to respond personally and critically. • interact with sensitivity and respect, considering the situation, audience, and purpose. **Reading and Viewing** Students will be expected to • select, read, and view with understanding a range of literature, information, media, and visual texts. • interpret, select, and combine information using a variety of strategies, resources, and technologies. • respond personally to a range of texts. • respond critically to a range of texts, applying their understanding of language, form, and genre. **Writing and Other Ways of Representing** Students will be expected to • use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences and learns; and to use their imaginations. • create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes. • use a range of strategies to develop effective writing and media products and to enhance their clarity, precision and effectiveness.	**Number Concepts/Number and Relationship Operations** • Students will demonstrate number sense and apply number theory concepts. • Students will demonstrate operation sense and apply operation principles and procedures in both numeric and algebraic situations. **Patterns and Relationships** • Students will explore, recognize, represent and apply patterns and relationships both informally and formally. **Shape and Space** • Students will demonstrate an understanding of and apply concepts and skills associated with measurement. • Students will demonstrate spatial sense and apply geometric concepts, properties, and relationships. **Data Management and Probability** • Students will solve problems involving the collection, display and analysis of data. • Students will represent and solve problems involving uncertainty.	**Science, technology, society, and the environment (STSE)** • Students will develop an understanding of the nature of science and technology, of the relationships between science and technology, and of the social and environmental contexts of science and technology. **Skills** • Students will develop the skills required for scientific and technological inquiry, for solving problems, for communicating scientific ideas and results, for working collaboratively, and for making informed decisions. **Knowledge** • Students will construct knowledge and understandings of concepts in life science, physical science, and Earth and space science, and apply these understandings to interpret, integrate, and extend their knowledge. **Attitudes** • Students will be encouraged to develop attitudes that support the responsible acquisition and application of scientific and technological knowledge to the mutual benefit of self, society, and the environment.	**Communication** • Students should be able to communicate effectively in French, both orally and in writing, and to interact appropriately in a variety of situations that relate to their needs and interests. **Culture** • Students should be able to demonstrate an appreciation and understanding of francophone cultures, while comparing them with their own culture, as well as an appreciation and understanding of Canada's multicultural reality. **General Language Education** • Students should be able to choose and implement strategies to facilitate their communication in French and improve their learning. **Language** • Students should be able to recognize and use in context elements of the linguistic code, orally and in writing, to facilitate their communication in French.	**Citizenship, Power, and Goverance** • Students will demonstrate an understanding of the rights and responsibilities of citizenship and the origins, functions, and sources of power, authority, and goverance. **Culture and Diversity** • Students will be expected to demonstrate an understanding of culture, diversity, and world view, recognizing the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives. **Interdependence** • Students will be expected to demonstrate an understanding of the interdependent relationship among individuals, societies, and the environment – locally, nationally, and globally, and the implications for a sustainable future. **Individuals, Societies, and Economic Decisions** • Students will be expected to demonstrate the ability to make responsible economic decisions as individuals and as members of society. **People, Place, and Environment** • Students will be expected to demonstrate an understanding of the interactions among people, places, and the environment. **Time, Continuity, and Change** • Students will be expected to demonstrate an understanding of the past and how it affects the present and the future.

Council of Ministers of Education and Training (CAMET)

In March 2004 the Council of Atlantic Ministers of Education and Training (CAMET) was established. The council promotes regional co-operation in all areas of education and training and replaced the Atlantic Provinces Education Foundation (APEF).

In establishing CAMET, ministers of education and training are committed to further enhance the level of co-operation in public and post-secondary education by working on common issues to improve learning for all Atlantic Canadians, optimize efficiencies and bring added value to provincial initiatives and priorities.

CAMET will also play a key role in establishing joint positions on national education issues and on matters pertaining to federal government involvement and funding. Ministers recognize that CAMET will provide them with an opportunity to advise the Council of Atlantic Premiers (CAP) on education and training matters of mutual interest.

Ministers of education and training have identified three major areas of co-operation with the intent of supporting learning in Atlantic Canada. These areas of co-operation include:

- improving student achievement;
- program implementation support to assist teachers with curriculum delivery and help students with their learning; and
- post-secondary education.

Education Policy Development
on Prince Edward Island

School Act and Regulations

The basis for the public education system on Prince Edward Island is the *School Act* which is legislation enacted by the Lieutenant Governor and Legislative Assembly of the Province of Prince Edward Island. All other education policy is derived from and must be rooted in this legislation.

Regulations are made by the Lieutenant-Governor in Council, under the *School Act,* for the purpose of specifying the detailed implementation of the provisions of the *School Act*. Regulations are considered to be "enabling" extensions of the *School Act* and as such cannot be in conflict with the act. In such an event, the *School Act* always has priority.

In addition to regulations, the minister is empowered under the *School Act* to issue Minister's Directives. Section 8 of the *School Act* states, "The minister may issue such directives, including policies, guidelines and rules as the minister considers necessary for the administration of this act.

In addition to the *School Act*, Regulations and Minister's Directives, school administrators need to also be familiar with the policies of their school board as well as with relevant collective agreements.

Minister's Directives

A number of Minister's Directives frequently used by school administrators are included in Appendix A for easy reference. They are entered according to their number which reflects the date on which each was proclaimed.

Other Departmental Policies

Protocol on Additions to Networks

Software
Schools requesting software to be installed on their school network must submit an online Software Evaluation Submission Form available at: *www.edu.pe.ca/softeval*

The software must be sent to:
Education Technology Co-ordinator
Department of Education and Early
Childhood Development
PO Box 2000
Charlottetown, PE   C1A 7N8

Once software has been assessed for curriculum and technical requirements, the co-ordinator will notify the school and if the request is approved, installation dates will be arranged.

Schools wishing to install software must comply with the Canadian Copyright laws.

Hardware
Schools wanting to purchase additional computers for their school network must comply with the Standards for the Purchase of New Computers set forth by the Information Technology Shared Services section, Provincial Treasury.

Information on additional hardware such as printers and scanners can be obtained from the Service Centre at 620-3600.

Health Policies and Sexuality Education Policy Statement
Sexuality Education is **one** component of the province's Health Education program.

The province acknowledges that parents are the primary educators of their children and that the family is the basic unit of society. **The school's health/family life program does not replace or ever assume the responsibility of parents in this area of education.** Communication between home and school is essential to the success of this program. **Schools must send a letter to parents to outline content of the sexuality unit before that unit is taught.**

In order for any student to participate in the sexuality unit a parent or guardian must provide permission by signing an "opt-in form." Students who are not opted into the program must be provided with alternate health learning experience.

For more detailed information concerning the Health Education curriculum, please refer to the front matter of the health curriculum guides.

Guidelines for School Web Pages

Guidelines have been developed to help promote and enhance learning opportunities for students, and to maintain an appropriate web environment.

School web pages are public documents allowing communication within the school community and with the public worldwide. Guidelines are required in the construction of school web pages in order to protect the students and their work, to ensure that information displayed is appropriate for any Internet user, and to comply with the provincial *Freedom of Information and Protection of Privacy Act.*

Each school is responsible for developing and updating their web pages. The school principal is ultimately responsible for the content of the site. However, it is strongly encouraged that the principal designate one or more webmaster(s) who would be responsible for managing and maintaining the site. The webmaster(s) would have FTP access to upload pages and images to the school website and would help the principal adhere to the guidelines.

These guidelines are available at:
www.edu.pe.ca/journeyon/tech_support_pages /GuidelinesforSchoolWebPages.html

Meeting the Needs of All Students – Enrichment

The provincial curriculum is inclusive and is designed to help all learners reach their potential through a wide variety of learning experiences. The curriculum seeks to provide equal entitlement to learning opportunities for all learners.

The development of students' curiosity and love of learning is shaped by many factors, including gender, social and cultural background, and the extent to which individual needs are met. Students who exhibit a particular giftedness or talent in one or more areas of the curriculum can be challenged with a variety of instructional strategies and learning activities. In designing learning experiences for gifted or talented students, teachers should consider their needs, experiences, and interests of these students. The following are some examples of instructional strategies that can be used to differentiate instruction and learning experiences that will support the development of gifted and talented students.

- compacting the curriculum in order to provide opportunities to explore additional areas of interest
- independent study (e.g., project-based learning, service-based learning)
- the use of learning centres with challenging activities
- flexible grouping that will permit students with similar gifts/talents to work together to explore the curriculum more deeply or broadly
- the use of tiered assignments
- the use of different questions and questioning techniques
- the use of technology/the internet

Students can be challenged within the context of the existing provincial curriculum. Planning for gifted and talented students should be done by teachers and/or school teams.

Please note: Acceleration through the curriculum can present significant challenges for teachers and schools and is not a preferred option for meeting the needs

of gifted or talented students. Acceleration of the curriculum means having a student address more than one grade level of a particular curriculum in an academic year. Schools should consult with school board and departmental staff about situations where acceleration is being considered for gifted and talented students.

Dissection Policy

The PEI Department of Education and Early Childhood Development supports each teacher's decision to use animal dissection as a pedagogical practice to assist with the teaching and learning of specific curriculum outcomes.

The practice of dissection is supported by the National Science Teachers Association (NSTA) as articulated in their position statement regarding the responsible use of live animals and dissection in the science classroom.

> NSTA supports each teacher's decision to use animal dissection activities that help students:
> • develop skills of observation and comparison;
> • discover the shared and unique structures and processes of specific organisms; and
> • develop a greater appreciation for the complexity of life.
> NSTA recognizes science educators as professionals. As such, they are in the best position to determine when to use — or not use — dissection activities. NSTA encourages teachers to be sensitive to students' views regarding animal dissection, and to be aware of students' beliefs and their right to make an informed decision about their participation. (NSTA, 2008)

The PEI Department of Education and Early Childhood Development agrees with the aforementioned NSTA position.

Should a student wish not to participate in a dissection activity for moral, religious, or other acceptable reasons, then a meaningful alternative to the dissection activity must be provided for the student.

Students are to be informed, at the beginning of any course potentially involving the practice of animal dissection, of their right to choose to not dissect animals.

Students who opt to engage in a meaningful alternative to dissection are responsible for completing the form titled *Alternative to Dissection* (Appendix H). This form must be completed and returned within the specified time communicated by the teacher at the beginning of the course. This form requires students to articulate the reason(s) why they wish not to engage in the practice of dissection. The *Alternative to Dissection* form further serves to confirm students' acknowledgment that they agree to engage in a meaningful alternative to dissection. The *Alternative to Dissection* form must be signed by the student, the teacher, and a parent/guardian.

References:
National Science Teachers Association, (2008, March). NSTA position statement: Responsible use of live animals and dissection in the science classroom. Retrieved May 20, 2008, from www.nsta.org Web site: http://www.nsta.org/about/positions/animals.aspx

Equipment Replacement Policy PASCO Pasport Probeware High School Science Program

Purchase /Distribution
On September 14, 2007, the following PASCO Pasport technologies were distributed to each of our 10 high schools to support teaching and learning related to the Physics 521A/621A curricula.

- **Xplorer GLX (PS 2002):** 8 units per school (serial numbers recorded)
- **Motion Sensor (PS 2103A):** 8 units per school
- **Force Sensor (PS 2104):** 8 units per school

Since the initial purchase, the following PASCO Pasport technologies have been acquired and distributed to support the teaching and learning related to science, biology, and chemistry curricula.

- **Xplorer GLX (PS 2002): 4 units per school**
- **Motion Sensor (PS 2103A): 4 units per school**
- **Force Sensor (PS 2104): 4 units per school**
- **EKG Sensor PS-2111: 2 units per school**
- **Spirometer PS-2152 : 2 units per school**
- **Exercise Heart Rate Sensor PS-2129: 2 units per school**
- **Respiration Rate Sensor PS-2133: 2 units per school**
- **Water Quality Sensor PS-2169: 6 units per school (6)**
- **High Accuracy Drop Counter PS-2117: 6 units per school (6)**
- **Colorimeter PS-2121: 3 units per school (3)**

Note: The ( ) indicates the quantity of additional units purchased for Westisle, TOSH, Bluefield, Colonel Gray, Montague, and Ch'town Rural.

PASCO Replacement Policy
This policy will be in effect for the 2009-2010 school year. This policy will continue to be in effect pending available finances and availability of the PASCO technologies

identified above. Furthermore, this policy will be reviewed at the time of high school physics, chemistry, and biology curriculum/resource renewal.

Conditions for Replacement:
1. A form (Appendix I) requesting replacement must be completed in full (see policy below).

2. Present - June 2012
   PASCO offers a five-year warranty on all PASCO PASPORT probeware. All forms and damaged PASCO technologies identified above for which replacement is requested must be delivered to the Department of Education and Early Childhood Development immediately for warranty repair/replacement considerations.

3. July 2012 +
   All forms and damaged PASCO technologies identified above for which replacement is requested must be delivered to the Department of Education and Early Childhood Development for inspection by April 1st of the school year. This equipment will become the property of the Department if it is replaced.

   3.1. Lost or stolen items will not be replaced

   3.2. Resources that appear to be damaged as the result of mis-use or "not normal wear and tear" will not be replaced

   3.3. The "age" or "usage" of the equipment will be ascertained. It will be serviced or repaired, if practical, and returned to the school.

Equipment Replacement Policy EPSON PowerLite 822+ Multimedia Projector Visual Arts Program

Purchase/Distribution

On July 21, 2008, the following technologies were purchased for nine of our 10 high schools (excluding Kensington Senior High) to support teaching and learning related to the Senior High Visual Arts Program.

EPSON Multimedia Projector PowerLite 822+

1 unit per school (All Senior High Schools except Kensington Intermediate/ Senior High) (serial numbers recorded)
15ft Cable 1 unit per school

EPSON Multimedia Replacement Policy

This policy will be in effect for the 2009-2010 school year. This policy will continue to be in effect pending available finances and availability of the EPSON technologies identified above. Furthermore, this policy will be reviewed at the time of high school visual arts curriculum/resource renewal.

Conditions for Replacement:

1. A form (Appendix K) requesting replacement must be completed in full (see policy below).

2. July 2009 to July 2011, EPSON offers a three-year warranty on all Powerlite 822+ Multimedia Projector. All forms and damaged EPSON technologies identified above for which replacement is requested must be delivered to the Department of Education and Early Childhood Development immediately for warranty repair/replacement considerations.

3. July 2012 +, all forms and damaged EPSON technologies identified above for which replacement is requested must be delivered to the Department of Education and Early Childhood Development for inspection by April 1st of the school year. This equipment will become the property of the department if it is replaced.

   3.1 Lost or stolen items will not be replaced.

   3.2 Resources that appear to be damaged as the result of mis-use or "not normal wear and tear" will not be replaced.

   3.3 The "age" or "usage" of the equipment will be ascertained. It will be serviced or repaired, if practical, and returned to the school.

   3.4 Bulb replacement for projector will be responsibility of the school.

TI-83 Calculator Replacement Policy

This policy will be in effect for the 2009-2010 school year. This policy will continue to be in effect pending available finances and production of TI-83 calculators. Furthermore, this policy will be reviewed at the time of high school mathematics curriculum/resource renewal.

Conditions for Replacement:

1. A maximum of five calculators per high school can be eligible for replacement each school year (starting in the 2009-2010 school year)

2. A form requesting replacement must be completed in full (Appendix J).

3. All forms and damaged TI-83 calculators for which replacement is requested must be delivered to the Department of Education and Early Childhood

Development for inspection by April 1st of the school year. This equipment will become the property of the department if it is replaced.

3.1. Lost or stolen items will not be replaced

3.2. Resources that appear to be damaged as the result of mis-use or "not normal wear and tear" will not be replaced

3.3. The "age" or "usage" of the equipment will be ascertained. It will be serviced or repaired, if practical, and returned to the school.

3.4. Accessories, such as carrying bags and battery chargers, will not be supplied with replacement units.

Equipment Repair Policy
HP Probook 45 10S
Visual Arts Program

Purchase /Distribution
On August 1, 2009 the following technologies were purchased for nine of 10 high schools (excluding Kensington Senior High) to support teaching and learning related to the Senior High Visual Arts Program.

HP Laptop Computers
HP Probook 45 10S – one unit per school (all senior high schools except Kensington Intermediate/ Senior High)

HP Laptop Computers Repair Policy
This policy will be in effect for the 2009-2010 school year. Furthermore, this policy will be reviewed at the time of the Visual Arts curriculum/resource renewal.

Procedure for having the laptop repaired:
Log a call with the helpdesk and a technician will be dispatched who will then arrange to have the unit serviced.

Equipment Repair Policy
HP Probook 45 10S
Science/Technology Programs

Purchase /Distribution
During the winter and spring of 2009, the following technology was purchased for the high schools that piloted the SCI701A course in 2008-2009 and that will pilot the ROB801A course in 2009-2010.

HP Laptop Computer
HP Probook 45 10S - six units per school

HP Laptop Computer Repair Policy
This policy will be in effect for the 2009-2010 school year. Furthermore, this policy will be reviewed at the time of the SCI701A and ROB801A curriculum/resource renewal.

Procedure for having the laptop repaired:
Log a call with the helpdesk and a technician will be dispatched who will then arrange to have the unit serviced.

Current Department Initiatives

Reading Recovery™

Reading Recovery™, an early literacy intervention program developed in New Zealand, was introduced in Island schools in September 1998 as part of the minister's commitment to improving literacy. The international program is designed to reduce the number of children with reading and writing difficulties in the educational system. The goal of Reading Recovery™ is to accelerate learning for Grade 1 children so they can become successful independent learners.

Reading Recovery™ provides one-to-one tutoring, five days per week, for 30 minutes a day, by a specially trained teacher. During these sessions, children develop effective strategies for literacy acquisition. Reading Recovery™ supplements classroom instruction and lasts an average of 12-20 weeks. Children are chosen on the basis of their performance on the Reading Recovery™ Observation Survey of Early Literacy Achievement.

Staffing

Under the current staffing model, staffing for Reading Recovery™ is provided to school boards by the Department of Education and Early Childhood Development based on the provincial Grade 1 enrolment. The province provides funding to the boards for 25 per cent of the Grade 1 population to access Reading Recovery™.

Each school board is responsible for the allocation of Reading Recovery™ staffing to schools.

Scheduling

A teacher working with four students a day in Reading Recovery™ requires 2½ hours for this assignment. A teacher working with two students a day needs to be allocated one hour and 15 minutes.

Student Attendance

Maximum student success is achieved when students attend the five lessons per week.

Schools are encouraged to ensure that activities such as school trips and assemblies are arranged so that Reading Recovery™ students will be able to attend their daily lessons.

Analysis of Data

Each school's Reading Recovery™ teacher writes a yearly school report which includes valuable data.

Administrators are encouraged to meet with Reading Recovery™ teacher(s)/classroom teachers/school teams to analyse and discuss the data to plan for future student learning.

Primary Literacy Intervention Program

During the school year 2008-2009, the Department of Education and Early Childhood Development, in collaboration with the Eastern and Western school boards, piloted the Primary Literacy Intervention Program (PLIP). The pilot will continue for the 2009-2010 school year. The Primary Literacy Intervention Program (PLIP) is for students in grades 2 and 3 English Language Arts.

The objective of the Primary Literacy Intervention Program is to improve children's literacy and learning skills. The Primary Literacy Intervention Program will better enable children to catch up with their peers so that they can function productively in school and maintain gains achieved through this program and continue to progress with regular classroom instruction.

During the Primary Literacy Intervention Program, a specially trained teacher works intensively with a group of four students for a period of 20 to 25 consecutive days. The students are with this teacher for a 2 ½ to three hour uninterrupted block, after which time they reintegrate into their home room for the remainder of the day. After 20 to 25 consecutive days, the specially trained teacher works with another group of four students. This cycle is repeated six times during the school year. Generally, students in Grade 3 identified to benefit from this program are supported during the first two cycles and those in Grade 2 during the remaining cycles. A selection meeting is held one week prior to the cycle starting and students are selected based on entrance criteria. PLIP teachers participate in ongoing professional development throughout the school year.

Staffing
The Department of Education and Early Childhood Development added a position of Primary Literacy Intervention Program Teacher Leader. Two full-time equivalent positions were provided to the Eastern School District. The Western School Board was provided with one full-time teacher.

Scheduling
Schools participating in PLIP require a minimum block of 2 ½ hours in the morning.

The classroom teachers will be required to teach math at an alternate time so PLIP students do not miss this instruction.

Student Attendance
Regular attendance is mandatory for students participating in PLIP. Schools are encouraged to ensure that school events/activities are arranged so that PLIP students' lessons are not interrupted.

Analysis of Data
At the completion of each cycle, the PLIP teacher will use post-assessment data to write recommendations for classroom instruction. It may be beneficial for administrators to participate in the discussion for the transition back to the regular classroom.

Career Education
The PEI Department of Education and Early Childhood Development, in collaboration with the Island's three school boards, has formed a Career Education Team. The mandate of the team is to develop a comprehensive program involving learning experiences in school and community settings which will assist learners in making informed decisions about their lives, study and/or work options, and enable them to participate effectively in our global and knowledge-based economy.

Potential opportunities include:
- Take Our Kids to Work
- Career Cruising
- Piloting Career Education and Opportunities Grade 10 Course
- Summer cooperative education
- Flexible scheduling for cooperative education

- Implementation of Community-Based Learning Resource for Schools
- LifeWork Portfolio development

Research is ongoing in the following areas:
- School counselling programs
- Career academies
- Employer engagement programs
- Service learning
- Project-based learning
- Expansion of transition program

International Baccalaureate Diploma Program

The International Baccalaureate Diploma Program is a challenging two-year curriculum, primarily aimed at students aged 16 to 19. It leads to a qualification that is widely recognized by universities for the high standards it represents.

Students who satisfy the rigorous demands of the International Baccalaureate Diploma Program demonstrate a strong commitment to learning, both in terms of the mastery of subject content and in the development of the skills and discipline necessary for post secondary success.

The Diploma Program encourages students to:
- Ask challenging questions
- Learn how to learn
- Develop a strong sense of their own identity and culture
- Develop the ability to communicate with and understand people from other countries and cultures.

As a results students become active learners, well rounded individuals, and engaged world citizens.

Only schools officially authorized by the International Baccalaureate Organization may offer the Diploma Program. In 2008-2009, Charlottetown Rural High School and Colonel Gray High School, with the support of the Eastern School District and the Department of Education and Early Childhood Development, obtained approval from the International Baccalaureate Organization to offer the Diploma Program. The first cohort of students to take the Baccalaureate Diploma Program will occur in 2009-2010.

Please contact officials at the school board/district if you are interested in learning more about the International Baccalaureate Diploma Program.

Advanced Placement (AP) Courses

The Advanced Placement (AP) program offers university level courses at high schools across Canada and the United States. Although these courses are offered in conjunction with authorized provincial courses, they are more rigorous than their provincial counterparts. In 2009-2010, the four high schools in the Western School Board will be offering AP level courses to students.

- Kinkora Regional High School (Physics)
- Kensington Intermediate/Senior High School (Chemistry, Mathematics)
- Three Oaks Senior High School (Biology, English)
- Westisle Composite High School (Biology, Chemistry)

School Development

All schools want their students to succeed. One way schools do this is when they focus on specific goals and strategies for change. School development is a process through which schools set goals for improvement, and make decisions about how and when these goals will be achieved.

The ultimate objective of the process is to improve student outcomes by:

- enhancing the way curriculum is delivered
- by creating a positive environment for learning, and
- by increasing the degree to which parents are involved in their children's learning at school and in the home.

What is a school development plan?

A school development plan is a road map that sets out the changes a school identifies to improve the level of student outcomes, and shows how and when these changes will be made. School development plans are selective: they help principals, teachers, home and school/school councils answer the questions: "What will we focus on now?" and "What will we leave until later?" They encourage staff to monitor student outcomes and other factors, such as school environment and parental involvement, that are known to influence student success. With up-to-date and reliable information about their school, schools are better able to respond to the needs of students, teachers and parents.

A school development plan is also a way through which schools can tell their own story. One of the first steps – a crucial one – in developing a plan involves teachers, home and school/school councils, and parents working together to gather and analyse information about the school and its students, so that they can determine what needs to be identified for improvement in their school. As the plan is implemented, schools continue to gather this kind of data. By comparing the new data to the initial information on which the plan was based, they can monitor the success of their improvement strategies.

Real change takes time. Incremental improvements are significant, and they should be celebrated, but they do not constitute lasting change. School development plans are therefore best designed as three-year plans:

- year 1 is taken up with data collection and starting the planning process,
- year 2 is completing the planning process and the first year of implementation,
- year 3 is the year in which implementation continues.

School development plans should be considered working documents that schools use to monitor their progress over time and to make revisions when necessary to ensure that the plans stay on course.

Who is involved with school development?

Beginning in the 2005-2006 school year with 10 pilot schools, the involvement of schools in the school development planning process has grown each year. In the 2009-2010 year all schools on PEI will be involved.

A provincial school development planning committee, made up of representatives from the three school boards, the PEI Teachers' Federation and the Department of Education and Early Childhood Development, provide direction to the school development process.

Department of Education and Early Childhood Development provides financial support through the boards, as well as training and facilitation with school development teams.

For further information, contact Leona McIsaac-Morin at 368-6128.

ASAP
Accelerated Secondary Apprenticeship Program

The Accelerated Secondary Apprenticeship Program, or ASAP, is Prince Edward Island's youth apprenticeship program.

It offers the following:

- Support for the concept of applied learning. Learn valuable trade-specific skills through on-the-job work experience.

- Apprenticeship credit for certain high school courses.

- Apprenticeship credit for work experience in a designated trade once a youth turns 16.

- A head start on your skilled trade career. This apprenticeship credit for courses and work experience can be applied to a post-secondary apprenticeship training program.

- Technical training free of charge to all registered youth apprentices on an annual basis.

- Opportunity for registered youth apprentices to apply for the $1,000 ASAP Award in their Grade 12 year. (Applicants must meet all criteria.)

Contact the Youth Apprenticeship Coordinator at 368-4463 for more details or visit the student services office at your high school.

Elementary Education

The Elementary Program is designed to encourage and support the development of the child's intellectual, social, emotional, physical and psychological growth. It is a time of new beginnings and as such, it is important that every effort be made to help the child develop a sense of self worth as well as a positive attitude towards learning.

The goals of elementary education are to encourage and support the learner to develop the skills which will help them:

- to be able to respond with critical awareness to various forms of the arts and be able to express them through the arts;

- to be able to access social, cultural, economic and environmental interdependence in a local and global context;

- to be able to use the listening, viewing, speaking, reading and writing modes of language as well as mathematical and scientific concepts and symbols to think, learn and communicate effectively;

- to be able to continue to learn and to pursue an active, healthy lifestyle;

- to be able to use the strategies and processes needed to solve a wide variety of problems, including those requiring language, mathematical and scientific concepts;

- and, to be able to use a variety of technologies, demonstrate an understanding of technological applications, and apply appropriate technologies for problem solving.

In order to ensure a consistency of educational opportunity among elementary schools in the province, it is required that each school include the following subjects:

1. Art
2. Health
3. Language Arts
4. Mathematics
5. Music
6. Physical Education
7. Science
8. Social Studies
9. Second language instruction (Core French) begins in Grade 4.

It is acknowledged that integrated learning experiences across the curriculum are encouraged and supported when it is logical and natural.

Continuing French Immersion is a program which offers instruction in French in the core curriculum subjects beginning in Grade 1. Instruction in English Language Arts begins in Grade 4 for French Immersion students.

Intermediate Education

For program planning purposes, grades 7 to 9 are treated as a unit. The courses which make up the program are designed to meet the needs, interests and abilities of students of intermediate school age. Most of the courses are appropriate for a wide range of abilities.

The intermediate school program is a broad one intended to foster the intellectual, physical, emotional and cultural growth and development of students. An appropriate program includes the tasks, challenges, experiences and materials which are suitable for the abilities of the students.

The intermediate school and its program should encourage students to broaden their interests. This is one function of the courses in art, music, industrial arts, guidance, a second language and of the broadened nature of many other courses. English language arts, for example, begins to treat poetry, short stories and various written forms as particular areas of study. Similar definition of sub-fields, and exposure to new areas of study take place within mathematics, science and social studies.

At present in Prince Edward Island, intermediate level students are accommodated within facilities that contain a number of grade configurations including grades 7-9, 1-8, 1-7, 9-12, 7-12, 1-9 and 1-12. This diversity results from demands placed on the school by the local community, the student enrolment and existing facilities.

Scheduling

A variety of scheduling formats are used across the province in order to facilitate local needs and to address the time-on-task guidelines outlined in Minister's Directive 99-05 (see Appendix A).

Intermediate Level Course Coding System

The unique course code is composed of five characters. Each course code also has a course title associated with it. Courses are identified by a number (grade level), three letters (subject), and the fifth (and possibly sixth) character used as a program identifier as well as to distinguish between courses that would otherwise be identical.

First Number (grade)
    7 = Grade 7
    8 = Grade 8
    9 = Grade 9

Next Three Characters (subject)
    MAT = Mathematics
    SOC = Social Studies

Next One or Two Characters (program)
    A to E = English-language courses
    F to J = French immersion courses
    M to Q = French-language courses
    W to Z = local program courses

Examples:

7MATA = Grade 7 mathematics English-language course

Please refer to Appendix E for the list of intermediate courses and their course codes.

Senior High Course Coding System

The unique course code is composed of seven characters. Each course code also has a course title associated with it. Courses are identified by three letters followed by three numbers and one letter.

Subject Examples: MAT 421A- Mathematics for the Grade 10 students offered at the academic level of difficulty.

The first three characters indicate the subject area:

> e.g.   ENG = English
>   HIS = History

The fourth character indicates the grade level:

4 = Grade 10   7 = Grade 10 or 11
5 = Grade 11   8 = Grade 11 or 12
6 = Grade 12   9 = Grade 10, 11 or 12

The fifth character indicates the level of difficulty:

0 = Open
1 = Enriched or advanced
2 = Academic
3 = General
5 = Practical
6 = Modified

The sixth character indicates the credit value:

1 = one credit
2 = two credits
3 = three credits
4 = four credits
5 = one half credit

The seventh indicates the program identifier:

A to E   = English-language courses
F to J   = French-immersion courses
M to Q   = French-language courses
W to Z   = local program courses

Examples:

HIS421A = History, Grade 10

ECO621F = Economics, Grade 12, French immersion

The Senior High School Program

Students who successfully complete a senior high school program are awarded a high school graduation certificate from the Prince Edward Island Department of Education and Early Childhood Development.

The Credit System

This system allows students to proceed through school at their own rate governed by their success in each course. Credit is given for each course successfully completed by achieving a grade of at least 50 per cent and only the failed required courses need be repeated.

The Definition of a Credit

A credit is granted as a result of successful completion of a course of study scheduled for 110 hours of study. It is possible that ½ credit courses may be available in selected schools across the province.

Number of Credits Taken

All students in Grade 10 would normally take **a total of eight** full credit courses during the year so that a full range of course exploration can be achieved to ensure a good base for Grade 11. As well, these credits will help in the accumulation of credits for graduation purposes. Students in Grade 11 and 12 may take fewer than eight full credit courses depending on the regulations in each high school.

Governor General's Academic Medal

Each senior high school in the province awards a bronze medal to the student who achieves the highest average upon graduation from high school.

- The rules for the awarding of this medal are specifically outlined in the Governor General's Academic Medal Directives issued in January 2003. These directives are available from:

   Honours Directorate
   Chancellery Office of the Secretary to the Governor General
   1 Sussex Drive
   Ottawa, Ontario
   Canada   KIA 0A1
   Phone: 1-800-465-6890
   Fax: 1-613-991-1681

Semestered Organization

The school year in PEI senior high schools is, for the most part, organized into two semesters for most courses beyond the Grade 9 level. This organization within the school will have students studying half of their courses in the first semester (September to January) and the remaining half in the second semester (February to June).

Graduation Requirements

In senior high grades, schools operate on a credit system. This system allows for individualization of student timetables and for subject promotion.

Each course credit consists of 110 hours of instructional time. The pass mark for each course is **50** per cent.

To graduate, students who entered Grade 10 after September 2000 require 20 credits to graduate.

These include:
- **5 at Grade 12 level**
- **4 language arts, English and/or French, including a first language credit at Grade 12 level**
- **2 mathematics**
- **2 sciences**
- **2 social studies**

<div align="center">**or**</div>

- **5 courses at the Grade 12 level**
- **8 vocational or CEC courses**
- **3 language arts courses including a first language course in English or French at Grade 12 level**
- **2 mathematics courses**
- **either 2 sciences and 1 social studies or 1 science and 2 social studies courses.**

Provincial French Immersion Certificate

*Students enrolled in French immersion and who have completed the required number of courses at the end of Grade 12 will receive a French immersion provincial certificate. In order to receive this certificate, students must complete a minimum of **six** French immersion credits based on **one** per semester. The following courses are mandatory:

- Language Arts 421, 521, 621
- Social Studies 421
- one Social Studies 521 or 621

If a school offers sciences or math in French, it is highly recommended that students enrol in these courses.

*Alternative arrangements will be made for Grade 12 students who, because of a schedule conflict, cannot complete their final FI course in order to receive the French immersion provincial certificate. Each case will be discussed and a final decision will be made in collaboration between the school administration and the French Programs Division. These conflicts cannot include elective courses. The following courses cannot be modified: Language Arts 421, 521, 621.

Notes on Senior High Graduation Requirements

1. **High schools are required to award** their basic diploma to all students who meet provincial graduation requirements; however, schools may award specific diplomas or certificates to students who achieve beyond the provincial requirements.

2. No modification may be made to approved provincial course numbers or codes.

3. No modification may be made to the credit value of provincial courses without the prior approval of the department.

4. Students should be advised to enrol in more than the minimum number of courses required for graduation.

5. Students should be advised to take courses that will capitalize on their abilities, interests and educational and career goals.

6. Schools are advised to inform their graduating students, in writing early in their Grade 12 year, of the credits that they need to earn in order to graduate. This will help avoid any misunderstandings later in the student's graduating year.

Out-of-Province Student Transfer of Credits

Students entering a Prince Edward Island senior high school from outside the province of Prince Edward Island should submit transcripts, or other official documents of previous standing, to the school which they plan to attend. Each school will evaluate these documents in relation to approved high school courses or unassigned credits.

Information on courses descriptions from other Canadian provinces can be obtained in the Secondary Student Transfer Guide *www.cmec.ca/tguide/*

Exchange Students

Exchange students from other provinces or countries must present transcripts to the high school so that principals can clearly establish the educational and ensuing certification needs of these students. Principals should ascertain whether graduation from a Prince Edward Island high school immediately satisfies admission requirements of post-secondary institutions in that country upon their return.

Graduation for Exchange Students

Graduation eligibility for exchange students would mean the following:

1. The exchange student **has not** already graduated from senior high school or completed graduation requirements from a previous school.

2. The exchange student has a transcript indicating at least 10 acceptable credits to transfer to the receiving school.

3. The exchange student is not registered for a credit in courses already completed as part of their total credits up to this point to **avoid** **double counting of credits for graduation purposes**.

4. The exchange students must meet all graduation requirements – four language arts including: Grade 12 English, two math, two science and two social studies.

5. The exchange student will have a total of at least **20 credits,** five of which must be at the 600/800 level.

Any formal statement of academic achievement required by the school of origin would be issued by the high school on a Provincial Transcript and would reflect only the courses the student actually completed in a Prince Edward Island school during the exchange period.

Exchange students seeking Prince Edward Island school credits must write and complete all assignments on the same terms as any Prince Edward Island student.

High School Graduation Options for Mature Students

1. Provincial Certificate
The purpose of this certificate is to provide **mature** students with a route to a high school graduation certificate that prepares students for admission to university, college or other post-secondary education program.

Eligibility
The Division of Continuing and Adult Education of the province of Prince Edward Island will award the certificate to persons who:

1. are residents of Prince Edward Island;

2. have not graduated from high school;

3. are at least 19 years of age and have been out of school for at least two years; and

4. have completed the requirements for the certificate having successfully completed at least four of the required courses while a resident in Prince Edward Island.

Requirements

To receive the certificate, students must complete at least **12 full-credit courses** at the Grade 11 or 12 level including:

(a) at least **five** Grade **12 equivalent** courses of which one must be a course in English or French language arts; and

(b) at least one mathematics, one science, and one social studies course.

2. Prince Edward Island High School Equivalency Certificate (GED)

GED Regulations from the Department of Education and Early Childhood Development

(a) **Title of Provincial Credential:** Prince Edward Island High School Equivalency Certificate.

(b) Minimum age: 19, and applicants must have been out of school at least one full academic year and the last class of which they were members must have graduated.

(c) Residence: Applicant must be a resident of Prince Edward Island.

Minimum Age for Testing:

Ordinarily the same as for issuance of certificate; however, a person as young as 17 years of age may be admitted for testing under one of the following conditions:

(a) at the written request of an employer; or

(b) at the written request of an official of a recognized post-secondary educational institution; or

(c) at the written request of the candidate.

More information on GED testing can be obtained from Barbara Macnutt, GED Administrator at: GED Testing Services, Division of Continuing and Adult Education (902) 368-6286.

3. Credits from the Institute of Adult and Community Education at Holland College

There has been a small number of requests in the recent past to permit the use of Institute of Adult and Community Education (IACE) credits to enable mature students to graduate from the high school they previously attended rather than obtain a provincial certificate.

To qualify as a mature student at IACE, students must be a minimum of 18 years of age and be out of school for one year. The curriculum followed in the IACE courses is the same as the curriculum for our high school courses.

Mature students can make a request to school principals to complete graduation requirements using Institute of Adult and Community Education credits, since these credits are duplicates of our high school courses.

Levels of Difficulty of Courses

In Prince Edward Island high schools, courses are organized to provide a three-year program of study on the basis of academic, general and practical.

As student retention rates have increased, high schools have responded to the educational needs of a greater number of students with different levels of ability and interest. It is our belief that no single arrangement contains the complete answer in addressing the diversity of the student population in schools today.

Course modification may be made for these students within the regular class setting or, in some circumstances, a separate class setting may be established for all students who would benefit from the modified program. **(See handbook provided by the Department of Education and Early Childhood Development.)**

Resource 401A

A number of students enter high school in Grade 10 with needs that cannot be addressed adequately through regular courses. Some of these students may have received resource support during their intermediate grades and may need some level of continued support. A resource credit could provide schools that have resource programs the flexibility to respond to the needs of these students. A strong link between subject teachers and the resource teacher is required to provide the necessary academic support to the student.

The goals of this course include:
- to develop skills in communication, time management, organization, research and study skills
- to explore the relevance and potential career options resulting from the skills listed above
- to develop an awareness by the student of his/her personal learning style and academic strengths
- to identify and remediate learning difficulties and strengthen areas of academic concern

- to allow students to experience success

Course entrance criteria:
- No student may select to take a Resource credit. Students must be referred/ recommended by the school services team, the students' teachers and school administrators.
- Students and parents must be informed about the credit as well as the goals/outcomes established at the beginning of the course and agree to participate.
- This credit is not available to students with an I.E.P. who are eligible for a Special Education credit.

Credit Information:
- Students will receive 110 hours of instruction including time spent in class (normally a maximum of one third of a semester) prior to the beginning of the Resource Course.
- A student may not receive a Resource credit and another subject credit for same time block of study.
- The teacher will develop an individualized course plan for the student in consultation with the Student Services team and the student at the beginning of the course. This plan must include student outcomes and the teaching and learning strategies for achieving such outcomes as well as assessment strategies to be used.
- A student may receive up to one Resource credit per year for a maximum of three years.
- A teacher will place a copy of the plan and the progress achieved by the student in the students' record file.

Resource 501A, 601A

Outcomes are a continuation of those started in Resource 401A. More emphasis should be placed on exploring career options and on the acquisition of workplace related skills. The entrance criteria and goals/outcomes for 501A and 601A are based on those already identified in the resource 401A course outlined above.

Provincial Transcript

The Prince Edward Island Transcript is a record of courses completed or attempted while attending senior high school. All senior high schools use the same transcript. After the student leaves school, the Provincial Student Transcript will be kept on file in the last high school attended and a copy is usually provided to the student upon graduation or school leaving.

On the Prince Edward Island Student Transcript only percentages are used to record the marks for each course. Students who discontinue a course will get **Dis** on the transcript. As well, provincial credits earned in a different school will have an ***** placed after the course code.

Modified Courses

Specific students may receive "modified" courses as part of their practical program only when there is **not** a practical course available in the area of study or when one cannot be scheduled. A modified course may be offered in classrooms where the original course is being offered or as a separate class for a similar group of students.

Modified courses are those offerings that involve individual schools making adjustments to provincially approved curriculum in order to meet individual student's needs. Course

modification is a process which changes the prescribed curriculum to meet a student's special needs. Modified courses do not provide the same credit as a prescribed course. Details of the modified course must be included in the student's file and the transcript should indicate that the course has been modified. Courses which have been modified would have the middle course code as a "6" to indicate a modified course, (e.g., MED561A would be a modified version of Media 531A).

It should also be noted that any course modification must involve the principal, teacher(s) and the parents **and that a copy of Form A in Appendix D must be completed and kept on file.**

Suggested courses **from the Program of Studies appropriate for modification for Practical students:**

ITC 401A	**- for credit or modification**
CMP801A	**- for modification**
MED 531A	**- for modification**
WRT 521A	**- for modification**
FAM421A	**- for modification**
FAM 425A	**- for modification**
CFC421A	**- for modification**
FDS 421A	**- for modification**
PED 401/801	**- for credit or modification**
BIO631A	**- for modification**
SCI431A	**- for modification**
AGS801A	**- for modification**
GEO531A	**- for modification**
HIS631B	**- for modification**
GEO631A	**- for modification**
LAW531A	**- for modification**

Also possible – some local CTE/CTS courses

Appendixes

Minister's Directives

Minister's Directives

No. MD 99-01   Senior High School Graduation Requirements

No. MD 99-04   School Councils

No. MD 99-05   Intermediate School Subject Time Allotments

No. MD 00-07   School Libraries

No. MD 01-07   Granting of Credit for Educational Activities Not Provided by a School Board

No. MD 01-08   Special Education

No. MD 03-02   Special Education Issues Resolution Procedure

No. MD 03-03   School Counsellors

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

No. MD 06-06   Designation of Supervisory Employees

No. MD 07-01   Tuition Fees

No. MD 07-03   Amendment to MD 99-04 School Councils

No. MD 07-07   Terms of Employment for Substitutes and Fixed-term Contract Teachers

No. MD 08-02   School Calendar for the 2009-2010 School Year

No. MD 08-03   School Board Staffing and Funding Program for the 2009-2010 School Board Fiscal Year

No. MD 08-05   Distance Education

No. MD 08-06   Procedures for Dealing with Life-Threatening Allergies

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

No. MD 09-03   School Calendar for the 2009-2010, 2010-2011 and 2011-2012 School Years

Summary of Minister's Directives		
Number	**Title**	**Description**
MD 99-01	*Senior High School Graduation Requirements*	Outlines the phase-in of increased senior high school graduation requirements starting with the Grade 10 class entering in September of 1999
MD 99-04	*School Councils*	Outlines the process to be followed and the operating guidelines for the school advisory council. Each school is required to follow the procedure outlined in this MD for establishing a school advisory council.
MD 99-05	*Intermediate School Subject Time Allotments*	Outlines the allowable ranges for time on task for each subject area at the intermediate school level
MD 00-07	*School Libraries*	Outlines the philosophy and mandate of the school library program, as well as the role of the Department of Education and Early Childhood Development, school boards and the schools in supporting its implementation
MD 01-07	*Granting of Credit for Educational Activities Not Provided by a School Board*	Covers both granting of credits and placement of students entering the public school system from a home education program, licensed private school or correspondence courses
MD 01-08	*Special Education*	Outlines the policies on Special Education
MD 03-02	*Special Education Issues Resolution Procedure*	Outlines the procedures to resolve special education issues
MD 03-03	*School Counsellors*	Outlines counsellors' roles and responsibilities and qualifications
MD 06-03	*Acceptable Use of Computer and Information Technology*	Outlines the acceptable use of computer and information technology
MD 06-06	*Designation of Supervisory Employees*	Outlines the designation of supervisory employees and their position titles
MD 07-01	*Tuition Fees*	Sets the rates for tuition fees for public school attendance for students not eligible for free school privileges
MD 07-03	*Amendment to MD 99-04 School Councils*	Outlines the amendment of MD 99-04 which speaks to school councils
MD 07-07	*Terms of Employment for Substitutes and Fixed-term Contract Teachers*	Outlines the benefits and contractual status of substitutes and fixed-term contract teachers
MD 08-03	*School Board Staffing and Funding Program for the 2008-2009 School Board Fiscal Year*	Outlines the School Board Staffing and Funding Program for the 2008-2009 school year and supercedes MD No. 2007-08.
MD 08-05	*Distance Education*	Outlines the policy on Distance Education

Summary of Minister's Directives		
Number	**Title**	**Description**
MD 08-06	***Procedures for Dealing with Life-Threatening Allergies***	Outlines guidance to parents and school personnel concerning procedures for managing students who have life-threatening allergies and are at risk of anaphylaxis
MD 09-02	***Terms of Employment for Non-Instructional Substitutes***	Outlines the benefits and contractual status of non-instructional substitutes
MD 09-03	***School Calendar for the 2009-2010, 2010-2011 and 2011-2012 School Years***	Outlines school calendar for the 2009-2010, 2010-2011 and 2011-2012 school years.

Senior High School Graduation Requirements

(Supersedes Circular No. 85-001)

Pursuant to Section 8 of the *School Act* R.S.P.E.I. 1988, Cap. S-2.1, I hereby issue the following Minister's Directive concerning Senior High School Graduation Requirements.

1. The minimum number of credits required for senior high school graduation (Grade 12) will be increased from 18 credits to 20 credits.

   This change will be phased in, so as not to adversely affect students part way through senior high. Students entering Grade 10 in September of 1999 will be required to complete 19 credits for graduation, students entering Grade 10 in subsequent years will be required to complete 20 credits.

2. The number of compulsory credits which a senior high school student must take to receive the Provincial Senior High School Graduation Certificate remains at 10. These compulsory credits must be taken from the following core areas:

   (a) 4 language credits (English/French),

   (b) 2 math credits,

   (c) 2 science credits, and

   (d) 2 social studies credits.

   Three of the language credits must be taken from English or French as a first language program. The fourth language credit can be either an additional credit of the first language program or a credit in the other official language.

3. The number of Grade 12 level credits which a student is required to complete will remain at five full course credits. One of these five credits will be English for students in the English program and French for students in the French program. The French program does not include French immersion.

4. Full-course credits will consist of 110 hours of instruction time. A student will be awarded a credit upon achieving a pass mark of 50 per cent in a course.

5. No modification may be made to the credit value of provincial courses without the prior approval of the Department of Education. If a change occurs in the number of hours required for a credit, this directive will be adjusted accordingly to reflect the time requirements outlined above.

6. A number of courses in senior high schools will have prerequisites, for example, English, French and mathematics. Certain courses will require prerequisites in other subject fields, for example, Grade 12 physics will have certain prerequisites in mathematics.

7. Although senior high schools may continue to award specific diplomas or certificates to students who achieve beyond the provincial requirements, senior high schools will be required to award their (basic) diploma to students who meet the provincial requirements.

8. Provision for local programs will continue to exist, but these programs must have prior approval from the Department of Education.

9. The compulsory credits required for students of vocational high school and other similar programs to graduate from senior high school will remain unchanged. However, the minimum number of credits required for graduation will be increased from 18 to 20 as noted in #1.

School Councils

(Supersedes MD No. 95-08)

Pursuant to Section 8 and Subsection 66(3) of the *School Act* R.S.P.E.I. 1988, Cap. S-2.1, I hereby issue the following Minister's Directive concerning school councils.

1. For the purpose of this directive, "advise" means to provide recommendations to a principal on matters included in Subsection 67(a) of the *School Act*.

2. In accordance with the provisions of Section 66 of the *School Act*, a school which has established a Home and School Association, a school consultative committee, or other school advisory body which has parents as a majority of its members and which is established to advise the principal, shall be deemed to have a school council. The school advisory body so established may assume the functions established for a school council in Section 67 of the *School Act*. Only one school advisory body in each school shall be designated as assuming the functions established in Section 67 of the *School Act*.

3. In the event that a school does not have a school advisory body as described in Subsection 2, not later than October 15, the principal shall call a meeting of parents for the purpose of the establishment of a school council for parents by giving notice to parents of children who attend the school and organizing a meeting for the purpose of establishing a school council.

4. If a school council is established, the membership of a school council shall include
    (a) a minimum of three parents who have children in attendance at the school;
    (b) one or more teachers who are staff members at the school, one of which is a voting member;
    (c) the principal of the school who shall serve ex-officio;
    (d) at the discretion of the parent and teacher members of the school council, a student of the school; and
    (e) in no circumstances shall teachers outnumber parents.

5. A school board trustee shall not be eligible to become a member of a school council.

6. Parent, teacher and student members of a school council shall be eligible to serve for a term of one year and may be re-appointed or re-elected for two additional terms.

7. Notwithstanding Section 6, a school council may, in order to meet membership requirements, permit the re-election of a teacher or parent who has served three or more consecutive one-year terms.

8. Parent members of the school council shall be elected at a meeting of parents organized by the principal of the school for the purpose of establishing a school council.

9. Notwithstanding Section 8, a parent group who represents only a single issue shall not be eligible to establish a school council.

10. The teacher member or members of a school council shall be elected by the school staff.

11. The student member of a school council shall be elected by the duly elected student council executive or, where a student council does not exist, by the students.

12. The term of a school council shall end on October 15 of the subsequent school year, or when a new school council is established for the subsequent school year, or when a school council is dissolved by a School Council Mediation Committee, whichever is earlier.

13. A school council shall hold a minimum of three meetings a year.

14. Mediation shall be used in instances where there is a dispute between parents of a school advisory body and the principal with regard to the role of the advisory body, or with regard to the formation of a school council where no such representative school body exists, and the mediation process shall be as follows:

    (a) If a dispute cannot be resolved by the parents and the principal, the parents or the principal may refer the matter to the unit superintendent.

    (b) If, 20 days after receipt of notice of the dispute, the unit superintendent has been unable to resolve the dispute, the unit superintendent shall refer the matter to the Department of Education with a request to establish a School Council Mediation Committee.

    (c) The membership of the School Council Mediation Committee shall be:
        (i) a department director who shall be the chairperson;
        (ii) the chairperson/or elected member designate of the appropriate school board;
        (iii) the president or designate of the Prince Edward Island Teachers' Federation; and
        (iv) in the case of an English language school, the president of the Prince Edward Island Home and School Federation or designate; or
        (v) in the case of a French language school, the president or designate of the Federation of Francophone Parents.

    (d) The School Council Mediation Committee shall have a meeting with the parties to hear the issues.

    (e) The School Council Mediation Committee shall determine its own procedures.

    (f) The School Council Mediation Committee shall issue a written decision within 30 days following the referral of the matter from the unit superintendent and the decision of the School Council Mediation Committee shall be final.

Intermediate School Subject Time Allotments

Pursuant to Section 8 of the *School Act* R.S.P.E.I. 1988, Cap. S-2.1, I hereby issue the following Minister's Directive concerning Intermediate School Subject Time Allotments.

1. In this directive

    (a) "School Day" is defined as having 300 minutes of instructional time.

    (b) "Time on task" is defined as meaning the time of instruction allotted to each subject area.

2. For the English and French first language programs, the time allotment for each of the subject areas shall fall within the following ranges:

Language Arts	18 -22%
Mathematics	18 -22%
Social Studies	13 -15%
Science	13 -15%
Second official language	11 -13%
Physical Education	4 - 6%
Health and Family Life Education	4 - 6%

    Exploratory Programs

Art, Music, Industrial Arts, Home Economics, etc.	7 -13%
Locally Determined Time	1 -3%

3. For the French Immersion programs, the time allotment for each of the subject areas taught in French shall fall within the following:

    A. Late French Immersion
    Grades 7 and 8

French Language Arts	18 -22%
Mathematics	18 -22%
Social Studies	13 -15%
Science	13 -15%
Health and Family Life	4 - 6%

    Grade 9

French Language Arts	18-22%
Social Studies	13-15%
Science	13-15%

    B. Continuing French Immersion
    Grades 7, 8, 9

French Language Arts	12 -18%
Social Studies	13 -15%
Science	13 -15%
Health and Family Life	4 - 6%

Note: Those subjects taught in English will use the percentage guidelines outlined in Section 2.

4.   (a)   The term "early French immersion" will change to "continuing French immersion," beginning at the Grade 7 level.

      (b)   It is the expectation that for continuing French immersion at the intermediate school level, time on task in French reach 50 per cent in the approved subject areas.

      (c)   It is the expectation that for late French immersion, time on task in French reach 75 per cent in grades 7 and 8 and 50 per cent in Grade 9.

5.   Before October 31 of each school year, all schools with intermediate grade levels will report their subject time allotments to the district/board's directors of instruction. If any school does not meet the required time on task, it must notify the district's/board's director of instruction as to why these requirements are not being met and outline the strategies to be used to remedy these deficiencies

6.   Subjects other than those mentioned above may also be taught in French with the approval of the Department of Education.

School Libraries

(Supersedes Circular 92-03)

Pursuant to Section 8 of the *School Act* R.S.P.E.I. 1988, Cap. S-2.1, I hereby issue the following Minister's Directive concerning school libraries.

1.   In this directive

   (a) "information literacy" means the ability to ... access, interpret, evaluate, organize, select, produce, and communicate information through a variety of texts, medias, technologies and contexts to meet diverse learning needs and purposes;

   (b) "learning resources" means the school library's collection of learning materials, print (books, periodicals, etc., including fiction and nonfiction), non-print materials (including audio, visual, computer software) and the equipment necessary to manage, use or produce them;

   (c) "resource-based learning" means the instructional approach used for the development of information literacy by actively involving students in the effective use of a wide range of print, non print, electronic and human resources;

   (d) "school library instructional program" means planned learning activities that are integrated across the curriculum at all grade levels; and

   (e) "school library program" means the planned activities and services originating in the library that assist students and staff in using resources to facilitate learning and teaching.

2.   Philosophy

   (a) In today's society, which is increasingly information-rich and knowledge-based, the school library program should equip students with skills and an appreciation of life-long learning.

   (b) School library programs should be provided equitably to all students in the public education system regardless of age and grade level, geographic area, language of instruction or size of school.

   (c) This philosophy can best be realized through resource-based learning and by using a collaborative program planning and teaching approach.

3.   Mandate

   (a) The mandate of the school library program is to provide an instructional program and learning resources that promote the enjoyment of reading, and enable all members of the school community to become critical and creative thinkers and effective users of information in all formats and media.

   (b) In order to provide school library programs which are consistent with the aims of this mandate, it is essential that schools, school boards and the Department of Education work in partnership.

4.   The role of the Department of Education is:

   (a) to provide leadership, direction, assistance and ongoing support for the development and implementation of school library programs by:

   (i)   providing consulting services for the development of resource-based learning and information literacy;

   (ii)   providing consulting services for school library collection development and selection of learning resources in co-operation with the Department of Community and Cultural Affairs;

(iii) providing for school library input for committees developing and/or renewing curriculum/programs and selecting new learning resources;

(iv) providing centralized acquisition and processing services for school library resources in co-operation with the Department of Community and Cultural Affairs;

(v) providing centralized resource collections (video, professional literature, selection tools, etc.) in co-operation with the Department of Community and Cultural Affairs; and

(vi) providing training and support for the integrated use of information technology for instructional purposes in school library programs and for the management and organization of learning resources, particularly school library automation;

(b) to establish school library standards for:

(i) school library facilities, instructional programs, collections of learning resources, information technologies and audiovisual equipment;

(ii) human resources (including ratios) for:

- teacher-librarian positions,

- clerical and technical assistance;

(iii) school-housed public libraries;

(c) to establish and maintain a provincial School Library Committee;

(d) to promote and support current research and best practices in school librarianship;

(e) to support school libraries by:

(i) providing centralized video duplication services in co-operation with the Department of Community and Cultural Affairs;

(ii) co-operating with other provincial and federal government departments to provide other services for school libraries (for example with the Department of Transportation and Public Works, to provide centralized audiovisual repair; with Industry Canada to provide Community Access (CAP) sites and develop School Net projects);

(iii) collaborating with other agencies and institutions for professional development initiatives (for example, with the UPEI Faculty of Education for the Diploma Program in School Librarianship, summer institutes, etc.);

(iv) collaborating with other library communities to provide library services and programs for all PEI citizens (for example, Provincial Library Services, Robertson Library, UPEI and other special libraries);

(f) to establish procedures to ensure that the school library standards are addressed.

5. **The role of school boards is:**

(a) to develop an implementation plan for the application of policies, standards and procedures consistent with this directive by:

(i) employing standards for school library facilities, instructional programs, collections of learning resources, information technologies and audiovisual equipment;

(ii) providing each school with an adequate school library facility and centralized collection of learning resources according to provincial standards;

(iii) employing standards and ratios for staffing of human resources for:

- teacher-librarian positions,
- clerical and technical assistance;

(iv) hiring qualified teacher-librarians, and where appropriate (as in the case of larger schools) to hire clerical/technical staff to assist the teacher-librarian(s);

(v) ensuring that each school has a school library instructional program using a collaborative program planning and teaching approach;

(vi) allocating sufficient program dollars consistently to sustain school library instructional programs and on-site collections of learning resources;

(vii) providing a school library department head position responsible for acting as a liaison with the Department of Education;

(viii) maintaining and staffing a district collection (board-based, centrally located) of learning resources in various formats for shared use of district schools, as well as a collection of professional resources for the use of school library personnel and other educators;

(b) to establish procedures to ensure that the school library standards are addressed.

6. The role of schools is:

(a) to develop a school-based plan for implementing policies, standards and procedures consistent with this directive by:

(i) implementing a school library instructional program;

(ii) providing a regular budget for the school library program with sufficient program dollars to develop the collection of learning resources, in accordance with provincial standards;

(b) to establish procedures to ensure that the school library standards are addressed.

7. Qualifications of teacher-librarians:

In order to provide school library programs which are consistent with the philosophy established in this directive, it is essential that individuals who are employed as teacher-librarians possess current professional and personal competencies. The teacher-librarian should be a teacher who has completed or is enrolled in an approved diploma in school librarianship program, or has equivalent training and qualifications.

DATED at Charlottetown, November 6, 2000.

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Jeffrey E. Lantz
Minister of Education

Granting of Credit for Educational Activities Not Provided by a School Board

(Supersedes MD No. 95-04)

Pursuant to sections 8 and 52 of the *School Act* R.S.P.E.I. 1988, Cap. S-2.1, I hereby issue the following Minister's Directive concerning Granting of Credit for Educational Activities Not Provided by a School Board.

1. Parents of a student who participated in an approved home education program, a licensed private school program or an approved correspondence program, and who enrol the student in a public school, are responsible for providing the student's academic record to the school principal.

2. The placement of a student who enrols in a public school following participating in an approved home education program, a licensed private school program or an approved correspondence program shall be decided by the school board, and results of achievement tests and other assessments may be used to determine the appropriate placement for the student.

3. (1) A student who participated in a licensed private school program or an approved correspondence program and who plans to graduate from a public high school:

    (a) must obtain credit for the minimum number of credits required for high school graduation including credits for compulsory courses; and

    (b) may be given credit for a maximum of seven Grade 10 courses and seven Grade 11 courses successfully completed through

    (i) a licensed private school program, and/or

    (ii) an approved correspondence program.

    (2) Notwithstanding Subsection 3(1)(b), credit may not be given for more than a total of eight credits completed through a licensed private school program and/or an approved correspondence program in any time period equivalent to a school year.

4. A student who is enrolled in a public school may be given credit for courses successfully completed through a correspondence program approved by the Department of Education provided that the student obtains authorization in writing from the principal of the school prior to enrolling in the correspondence program.

5. A student who successfully completes courses or programs which are authorized by the Minister of Education but which are not offered by a school board shall be given credit on the basis of the transcript supplied to the public school by the educational organization. Organizations included in this category include the Atlantic Provinces Special Education Authority and the Government of Prince Edward Island.

6. A student who successfully completes provincial requirements for senior high school graduation (MD-99-01) is eligible to receive a high school graduation certificate from the Department of Education.

DATED at Charlottetown, October 26, 2001

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Jeffrey E. Lantz
Minister of Education

Special Education

(Supersedes MD No. 97-07)

Pursuant to Section 8 and 52 of the *School Act* R.S.P.E.I. 1988, Cap. S-2.1, I hereby issue the following Minister's Directive concerning Special Education.

1. In this directive:
    (a) "Special education" means programming and/or services designed to accommodate students within the public school system whose educational needs require interventions different from, or in addition to, those which are needed by most students. Assessments of students are the basis for determining appropriate special education programs and services. These programs and services may involve the use of adapted or modified curriculum, materials and facilities, and/or alternative methodologies, and/or additional assistance from student support staff within school settings.
    (b) "Special educational needs" refers to:
        (i) educational needs of students where there is substantive normative agreement – such as blind and partially sighted, deaf and partially hearing, severe and profound mental handicap, multiple handicaps;
        (ii) educational needs of students who have significant difficulties in learning which do not appear to be attributable to (i) or (iii);
        (iii) educational needs of children which are significant and are considered to arise primarily from socio-economic, cultural and/or linguistic factors.
    (c) "Continuum of Support" is a range of programs, settings, materials and services of additional or alternate curriculum, adaptations or modifications, changes in teaching methodology and/or evaluation and/or support from school staff that accommodate various levels of support within public schools for students with assessed special educational needs.
    (d) "Student record" means a collection of information directly related to a student and maintained by a school board in paper, electronic or other form.
    (e) "Assessment" is a systematic process of gathering information from many sources in order to make appropriate educational decisions for a student. It is a collaborative and progressive process designed to identify the student's strengths and needs, and which results in the identification and implementation of strategies to assist educational planning for the student.
    (f) "Individualized Education Plan (IEP)" is a written record that documents the collaborative process for the development of an individualized plan for a student with special educational needs. This planning is a continuous and integrated process of instruction, assessment, evaluation, decision-making and reporting. The IEP outlines support services and educational program adaptations and/or modifications.
    (g) "School-Based Student Services Team" is an ongoing collaborative team that has a specific role to play as a problem-solving unit in assisting classroom teachers to develop and implement instructional and/or management strategies and to co-ordinate support resources for students with special educational needs within the school.
    (h) "Transition" is the passage of a student from one environment to another at key points in his or her development from childhood to adulthood.
    (i) "Inclusionary practice" is the value system which holds that all students are entitled to equitable access to learning, achievement and the pursuit of excellence in their education. The practice of inclusion transcends the idea of physical location and incorporates basic values that promote participation, friendship and belonging.
    (j) "School profile" is a compilation of information providing an annual record of the programs and services required to meet the special educational needs of students within a school. It includes current student status, assessments, nature of difficulties, and present and proposed interventions as well as a listing of outside agencies involved.

Part 1 Provision of a Continuum of Support

A continuum of support services will be implemented according to Department of Education standards, policies, procedures and guidelines in order to assist students with special educational needs achieve learning outcomes. This continuum of support services will be based on the philosophy of inclusionary practices.

Roles and Responsibilities

1.   The Department of Education has the responsibility to set policies for the provision of special education and to define the applicable goals, standards, guidelines and priorities for students with special educational needs. Specifically, the department shall:

- implement policy directions of the Government and the Minister of Education;

- define the standards and write the necessary policies, procedures and guidelines applicable to the financial administration and provision of special education programs and student services;

- maintain a database (including students enrolled, nature of difficulties, funding and special education personnel) in order to inform policy development and plan special education programs and services;

- provide and maintain a Standing Committee on Special Education and Student Services to advise the Department of Education on issues related to special education and student services;

- establish guidelines for allocation of student support personnel and allocate staffing units to school boards;

- provide, in collaboration with other government departments, school boards and agencies, comprehensive support for students with special educational needs to be delivered within public schools;

- research and assess changing needs, trends and approaches in special education and develop and implement strategic plans;

- approve educational programs and supplementary and/or specialized instructional resources and services delivered in the school for students with special educational needs;

- develop criteria, guidelines and procedures for the provision and use of a range of support and/or specialized resources and services in the school; and

- establish and maintain a student services handbook outlining the directives, policies and guidelines applicable to special education and student services in the school.

2.   A school board has the responsibility to determine the placement of students in the school and to make provision for instruction in an educational program to all students who are enrolled in its schools. In accordance with department regulations, directives and guidelines, the school board shall:

- place students in the school environment that is the most enabling and that allows opportunities for them to interact with their peers;

- implement policies and establish procedures for student support services in the school;

- ensure the establishment and maintenance of Student Services teams at the school board and school levels;

- ensure the development of Individual Education Plans and transition planning for students with special educational needs in public schools;

- provide consultative services to in-school Student Services teams;

- gather information, assess needs and allocate resources to schools;

- ensure equitable access to a continuum of support resources in the school for students with special educational needs;

- establish written procedures regarding the storage, retrieval and appropriate use of student records;

- ensure that schools under its jurisdiction establish and maintain a record for each student enrolled in special education at the school; and

- provide, in collaboration with government departments and other agencies, support in school for students with special educational needs.

3. Under the direction and leadership of the principal and subject to department and board guidelines and policies, the school shall:

- establish and maintain a Student Services Team;

- provide special education programming and services in its school for students with special educational needs that are consistent with the programs and services approved by the department and the school board;

- maintain a record of each student in accordance with the regulations and school board policies;

- develop Individual Education plans when required;

- implement a transition planning process and include details of the plan within the student's IEP;

- seek the collaboration of parents in the development and implementation of the IEP in a timely and supportive manner;

- gather information, assess needs and allocate resources within the school;

- annually prepare and submit to the school board school profiles of its students with special educational needs; and

- attend meetings called by the board and collaborate with parents, board personnel and outside agencies to provide support within school settings for students with special educational needs.

Part 2 Assessment/Intervention

A process will be established to ensure that students with special educational needs are identified and appropriate interventions are implemented and reviewed.

Roles and Responsibilities

1. The Department of Education, through the *School Act*, has the responsibility to establish outcomes and standards of performance and assess the extent to which outcomes are achieved and standards are met. The *School Act* enables the department to prescribe policies respecting the assessment and evaluation of students. Specifically, the department shall:

- establish guidelines for a pre-referral process;

- establish guidelines for the referral process;

- set standards and guidelines for assessment of students with special educational needs;

- provide consultative and direct services for low-incidence populations.

2.   A school board, in carrying out its responsibilities under the *School Act*, and subject to department regulations, directives and guidelines, may develop policies respecting the educational assessment of students. Specifically, the school board shall:

   • implement the pre-referral process according to the guidelines established by the Department of Education;

   • implement the referral process according to the guidelines established by the Department of Education;

   • implement the standards to ensure consistency in reporting and documenting assessments according to standards and guidelines established by the Department of Education;

   • promote an effective consultation model and provide opportunities for collaboration; and

   • review and respond to requests for student support services and/or resources by school personnel.

3.   Under the supervision and leadership of the principal and subject to department and board policies, the school shall:

   • establish and implement procedures to support collaborative consultation and planning;

   • consult with parents regarding assessment of their child's needs, programs and supports;

   • complete the pre-referral process based on observations, discussions and informal assessments by the classroom teacher;

   • initiate the referral process when required;

   • identify and implement appropriate interventions; and

   • establish and maintain a written record of assessments and interventions carried out by the school and, within the provisions of the *School Act*, share this information with parents/guardians, the student (where appropriate), staff and, when necessary, board/department personnel.

Part 3   Accountability

An accountability framework is required to evaluate the effectiveness of special education programming and services, to determine if special education is receiving sufficient and appropriate funding, to ensure efficient use of special education resources within public schools, and to guide decision-making.

Role and Responsibilities
1.   The minister, through the Department of Education, has the responsibility to establish an accountability framework for the school system. The Department of Education shall:

   • establish a funding protocol, within the overall funding framework, that builds the capacity to deliver, within public schools, a continuum of supports based on inclusionary, evidence-based practices;

   • review and monitor special education and student services programs and services provided in public schools to students with special educational needs;

   • review and monitor school board resource allocation (material and personnel) to ensure that the resources are used appropriately, effectively and efficiently within public schools in order to support the philosophy of inclusionary practice;

- establish and maintain procedures for evaluation and revision of special education programming and services delivered within public schools;

- communicate results from the evaluation process to stakeholders;

- consult with education partners to identify staff development needs, establish priorities for professional development and co-ordinate and provide professional development and in-service activities that enhance the delivery of special education;

- establish desired qualification standards for student services personnel; and

- establish guidelines, within the provisions of the *School Act*, for a dispute resolution procedure.

2. According to the *School Act,* the school board is responsible for delivering the provincial curriculum through effective programs, instruction and services within its schools, the management of the schools in its unit and for monitoring and evaluating the effectiveness of schools. The school board shall:

- ensure the departmental policies and guidelines are implemented in the planning, documentation and delivery of student support services in its schools;

- report to the department on the utilization of staffing allocations for special education;

- ensure that personnel assigned to special education have met department standards of qualification, relevant experience and appropriate training;

- ensure that special education staffing needs are addressed in the recruitment and deployment of staff;

- monitor and evaluate the delivery of special education programs and services within schools; and

- identify and assist in the provision of professional development and in-service activities, consistent with provincial priorities and guidelines, to enhance the delivery of programs and services to students within its schools.

3. Pursuant to department and board policies and under the direction and leadership of the principal, the school shall:

- adhere to departmental and board guidelines in the assignment of special education personnel;

- provide information to the school board on the utilization of special education staffing allocations and student information required by the school board or department;

- support and encourage professional development of staff;

- maintain liaison with students who are temporarily placed in alternate schools maintained by the school board or department; and

- consult with parents regarding students' progress.

DATED at Charlottetown, October 26, 2001

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Jeffrey E. Lantz
Minister of Education

Special Education Issues Resolution Procedure

Pursuant to Section 8 and 55 of the *School Act* R.S.P.E.I. 1988, Cap. S-2.1., I hereby issue the following Minister's Directive concerning an Issues Dispute Resolution Procedure to address teachers'/administrators' concerns about Special Education.

1.   There shall be established a Special Education Issues Resolution Committee.

2.   The committee shall be composed of five members:

    (a)   the director of Student Services, Department of Education, or designate;

    (b)   the chair of the Teachers' Federation Student Services Committee, or designate;

    (c)   the director of Student Services of the school board in which the concern is raised, or designate; (if the school board does not have a director of Student Services, the member will be the Superintendent or designate);

    (d)   fourth member who is currently an educator in the school board in which the concern is raised, in another school board within the province, or in the Department of Education. Selection of the fourth member is at the discretion of the school board involved in the issue to be resolved; and

    (e)   the general secretary of the PEITF Teachers' Federation, or designate.

3.   A committee member who feels he or she might be in a conflict of interest with respect to a particular issue should inform the committee, withdraw from the issues resolution process, and be replaced by his/her designate*.*

4.   The purpose of the committee will be to discuss teachers'/administrators' concerns, and provide advice to teachers, administrators, school boards and/or the Minister of Education regarding issues, policies, procedures and resources for the education of students with special needs.

5.   This committee shall be advisory in nature and shall not substitute for management meetings or the normal lines of communication. Minutes will be kept at all meetings. The *School Act* and its regulations, relevant legislation and departmental and school board policies regarding confidentiality will apply to all proceedings of the committee and will be binding on all parties. Protocols relating to the PEITF Code of Ethics will also apply.

6.   (a)   Committee members will be informed about confidentiality policies and will be required to sign a Confidentiality Agreement prior to hearing any issues or concerns in relation to a particular student.

    (b)   It is recognized that teachers'/administrators' concerns will be heard by the committee only after the Protocol for Addressing Teacher Concerns Related to Special Education has been followed and resolution has not been reached.

Protocol for Addressing Teacher Concerns Related to Special Education

7. (a) Concerns or issues related to Special Education will be addressed first using the normal resources and procedures within the school (i.e., classroom teacher, resource/special education teacher, principal, student services team, etc.)

    (b) A teacher who has an unresolved concern related to Special Education within his/her school will provide the concern in writing to the principal of the school.

    (c) If the concern remains unresolved, or if the principal is bringing forward the issue, the principal will convene a meeting of the school's Student Services Team to address the concerns(s) raised.

    (d) If the concern remains unresolved, the principal of the school will contact, in writing, the appropriate Student Services/Special Education Consultant at the school board level to address the issue.

    (e) If the concern continues to remain unresolved, the principal and/or consultant will request a meeting with the director of Student Services at the school board. The director of Student Services will attempt to resolve the issue through discussion with the school-based student services team, the school board Student Services Team, and/or any other school board or department official who may have a pertinent role in the resolution of the issue. If the school board does not employ a director of Student Services, the principal of the school will request a meeting with the superintendent and/or the school board. It is expected that the majority of concerns will be resolved at the school or the school board level; however, it is recognized that, in some cases, another perspective may facilitate problem solving.

    (f) A teacher/administrator who has followed the protocol and whose issue continues to remain unresolved may contact the director of Student Services, Department of Education, in writing, with a summary of the concern(s), a synopsis outlining efforts taken to resolve the issue, and a request for advice from the Special Education Issues Resolution Committee.

    (g) The director of Student Services will review the request to determine that the protocol has been followed. If such is the case, the director of Student Services shall convene a meeting of the Special Education Issues Resolution Committee within *10* working days after receipt of the request.

    (h) If the protocol has not been followed, the director of Student Services will refer the matter back to the concerned party.

    (i) The director of Student Services will also notify the general secretary of PEITF and the superintendent of the affected school board that the concern has been referred to the committee.

Responsibilities of the Issues Resolution Committee

8. The committee shall be responsible for:

    (a) hearing a presentation of the teacher's/administrator's concerns;

    (b) developing viable options to solve the problem;

    (c) providing written advice to the teacher, administrator or school board and/or the Minister of Education within 10 working days.

9. It is recognized that the committee may make suggestions or give advice that have Treasury Board implications, implications for collective bargaining, or impacts upon school board functions or operations. In such cases, the existing policies and procedures established in the province for communication and decision-making will apply. When it is the majority opinion of the Issues Resolution Committee that additional resources are required in a particular situation, the department director of Student Services will take the issue forward for the personal consideration of the Minister of Education. If the minister supports the advice of the Issues Resolution Committee, and if additional resources are not available within the department, the department will make it a priority to take the issue to Treasury Board for consideration.

10. Each party to this agreement shall bear the substitute and travel costs incurred by its respective representatives in attending meetings and carrying out the functions of the Special Education Issues Resolution Committee.

11. When the Special Education Issues Resolution Committee is convened to address a concern of a teacher in La Commission scolaire de langue française, all proceedings of the committee will be conducted in French.

12. Specified time lines may be adjusted by mutual agreement of the parties involved.

13. The issues resolution procedure will be reviewed after one year of operation for the purpose of making any adjustments that may be deemed necessary.

DATED at Charlottetown this   day of March, 2003

_____
J. Chester Gillan
Minister of Education

School Counsellors

(Supercedes CIRCULAR 89-08)

Pursuant to Section 8 of the *School Act* R.S.P.E.I. 1988, Cap. S-2.1, I hereby issue the following Minister's Directive concerning school counsellors.

In this directive, school counselling refers to:

- processes which are designed to assist students in the development of self-understanding, interpersonal skills, problem-solving capabilities and coping strategies;

- developmental programming which fosters planned interventions to stimulate and actively facilitate the development of students in all areas; that is, personal, social, emotional, career, moral-ethical, cognitive and aesthetic; and to promote the integration of the several components into the individual's lifestyle.

Philosophy

School counselling services are an integral and essential component of the educational process for all students as they progress through the educational system. The need for these services is dictated by the complexity of the human growth process, the demands on youth and the ever changing nature of society.

The aims of school counselling services, which are based on a developmental hierarchy, are to provide students with:

- opportunities to develop knowledge and an appreciation of themselves and others;

- opportunities to develop relationship skills, ethical standards and a sense of responsibility;

- opportunities to acquire skills and attitudes necessary to develop educational goals which are suited to their needs, interests and abilities; and

- information which would enable them to make decisions about life and career opportunities.

Administrators and teachers contribute to the implementation of these aims, both informally and through curriculum, as well as by identifying and referring students who have particular needs. Specific counselling functions require the intervention of qualified school counsellors and consultant staff.

Roles and Responsibilities

A.   The Department of Education has the responsibility for co-ordinating school counselling services. Specifically, the department shall provide the following services to school boards:

- provincial co-ordination of school counselling programs and services;

- consultation with school boards regarding the organization, development and maintenance of school counselling programs and services;

- consultation with school boards and the Prince Edward Island Counselling Association in providing in-service training;

- consultation with school boards and the Prince Edward Island Counselling Association regarding the preparation of program guidelines and materials;

- maintenance of a process to provide school counselling materials; and

- consultation with other government departments.

B.　School boards are expected to maintain school counselling policies and/or regulations which are consistent with the Provincial School Counselling Directive. Specifically, school boards are expected to make provision for the following:

- school counselling services for all students enrolled in school;

- the employment of qualified personnel for school counselling positions; and

- the establishment of a process for the referral of students which, when appropriate, includes procedures for obtaining parental permission.

C.　Counsellors within the schools are responsible for providing supports and resources to students at all grade levels, to their families and to educators. These services are intended to facilitate the educational, personal, social, emotional and career development of students in school and in the community. Specifically, school counsellors are expected to provide a continuum of preventative, developmental, remedial and intervention services and facilitate referral to community resources through activities such as:

- provide group and individual counselling;

- assist with communication between school and home;

- assist in identifying learning needs and abilities and in developing learning/action plans;

- consult with teachers and with other professional agencies for specialized assistance;

- promote and implement programs and services which ensure that the rights of children and youth are upheld; and

- serve as a member of the school-based student services team.

Qualifications of Counsellors

In order to carry out school counselling functions which are consistent with the aims established in this directive, it is necessary that individuals who are employed as school counsellors possess knowledge and skill in this area.

It is essential that counsellors hold a PEI Teaching Certificate and have a graduate degree in counselling, or equivalent, from an accredited university that includes training in counselling theory with a supervised counselling practicum.

Additional desirable qualifications include:

- teaching experience, and

- graduate course in assessment.

DATED this 11th day of June 2003

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J. Chester Gillan
Minister of Education

Minister's Directive
No. MD 2006-03

Directive for the Acceptable Use of Computer
and Information Technology

(Supersedes Minister's Directive No. MD 2005-04)

Pursuant to Section 8 of the *School Act*, R.S.P.E.I. 1998, Cap. S-2.1, I hereby issue the following Minister's Directive concerning the acceptable use of computer and information technology. The directive has four sections:

1. *Directive for the Acceptable Use of Computer and Information Technology*,

2. *Sample cover letter for communication with parents* (Schedule A),

3. *Computer and Information Technology Rules for Students* (Schedule B), and

4. *Computer and Information Technology Acceptable Use Agreement for Students* (Schedule C).

Purpose

The Department of Education is committed to the effective use of computer and information technology to both enhance and improve the education it provides to Prince Edward Island children. Access to computer and information technology is provided to students, educators and other users in schools in order to support and meet the authorized curriculum. Safeguards have been established to ensure that both hardware and software are used for their intended purposes. The *Computer and Information Technology Rules for Students*, and the accompanying *Computer and Information Acceptable Use Agreement for Students*, have been implemented to guide and communicate acceptable use to all parents/guardians, teachers and students.

Administration

Prior to giving a student access to computer and information technology at a school, the school principal shall forward the *Rules for Students* and the *Acceptable Use Agreement for Students* to the parent or guardian. Subsequently, the principal shall ensure that a signed copy of the *Acceptable Use Agreement* has been received from the parent or guardian.

Staff at each school are encouraged to establish school rules which are consistent with this directive and which establish uniform procedures concerning the use of computer and information technology within the school. At the beginning of each school year, prior to giving students access to the technology, school staff shall:

(a) complete item 1 and 2 for students continuing in the PEI public school system;

(b) complete items 1, 2, 3, and 4 for all students entering grades 1, 4, 7 and 10 as well as students new to the PEI school system;

(c) instruct students concerning the purposes and benefits of access to the technology;

(d) review the information and responsibilities included in the *Rules for Students* with students;

(e) add the signed *Acceptable Use Agreement* to the permanent student record file; and

(f) update the student management system to indicate the necessary signature(s) have been obtained.

This directive comes into force for all schools on March 24, 2006.

DATED at Charlottetown March 24, 2006.

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Mildred A. Dover
Minister of Education

Province of Prince Edward Island
Department of Education

Schedule "A"

Sample Letter

Dear Parents, Guardians and Students:

This letter is to tell you about access to computer and information technology at school. Please discuss the **Rules for Students** (Schedule "B") carefully with your child, then sign and return the **Acceptable Use Agreement** (Schedule "C") to your school.

Using School Computers
We want your child to learn about computers and use them at school. Access to computer and information technology will give your child new skills, additional learning materials and research opportunities.

While this gives many benefits to your child, there is some unacceptable material on the Internet. We have installed software to restrict access to this kind of material, but it could still be possible for students to find it either on purpose or by accident.

We provide all students with an email account. Your child can use this account from **ANY** computer with Internet access. Anyone who receives an email from your child can obtain his or her last name, initials and province from the email address plus any personal information he or she includes in the email.

If you have any questions please contact your child's teacher.

Yours truly,

Principal

Province of Prince Edward Island
Department of Education

Schedule "B"

Computer and Information Technology Rules for Students

We ask parents and guardians to review these rules carefully with your child.

Rules for Students
Please read these rules carefully. You can ask your parents or teacher about any parts that you do not understand.

1. We will give you (the student) access to computer and information technology if you and your parents sign the *Acceptable Use Agreement* (Schedule "C") and return it to your school.
2. You may use electronic information for research purposes if you acknowledge the source in writing and if you respect the copyrights and school rules.
3. You must protect your password and not give it to anyone else. You must not use other people's passwords.
4. You may access databases, discussion groups, news groups, bulletin boards, list services and world-wide websites only according to school rules.
5. You must not give out any personal information to any person or system on the Internet unless it is part of an educational activity under the direction of a teacher who has your parent's permission.
6. You should use your email account with caution because people can get personal information about you from your email address.
7. You must immediately tell your supervising teacher about any information or messages that are threatening or hurtful.
8. You must not use the computer for illegal activities, to harass anyone, or for any personal activity that could embarrass you or the school.
9. You must not use the computer to access sites that contain or promote pornography, racism, hatred or any other inappropriate material.
10. You must not do anything to manipulate, alter, damage, disable or destroy the computer system or software.
11. You must not use the computer system in any way that interferes with other users, such as using too much bandwidth or storage, or sending spam.
12. If you use the computer system in an unacceptable way, we may cancel your access, take other disciplinary measures or call the police. Your supervising teacher, your school, the school boards or the Department of Education can decide what is unacceptable use.

Liability
The Department of Education, school boards, schools and supervising teachers are not responsible for any damages a student or other user may suffer arising from loss of data due to delays, non-deliveries or service interruptions.

Reasonable and appropriate precautions are taken to supervise and monitor student use of information technology. These precautions may not result in full control of student access to content and information. As a result, the Department of Education, school boards, schools and supervising teachers do not warranty the accuracy, quality and suitability of the content and information that might be accessed.

Province of Prince Edward Island
Department of Education

Schedule "C"

Computer and Information Technology Acceptable Use Agreement for Students

Before students can use the school's computer system, parents of students in grades 1 to 12 and students who are in grades 4 to 12 must have signed this agreement. This agreement is to be signed when students enter grades 1, 4, 7 and 10 and by students new to the PEI school system. It will stay in effect until the child leaves the school system or until the parent withdraws permission.

Parent/guardian Agreement

I have read the attached *Computer and Information Technology Rules for Students* (Schedule "B"). I understand and agree that access to computer and information technology is intended for educational purposes. The Department of Education, the school board and school have taken reasonable precautions to eliminate unacceptable material. I recognize that it is impossible to restrict access to all unacceptable materials, and I will not hold any school staff person, the school board or the Department of Education responsible for materials my child acquires through the use of computer and information technology either by accident or on purpose. I acknowledge and agree that should my child commit any violation of the *Computer and Information Technology Rules for Students* and school rules, my child's access privileges may be limited, suspended or revoked. School disciplinary action may be taken and/or appropriate legal action may be initiated including release of information to the police or other investigators.

I hereby give permission to school personnel to grant access to computer and information technology to my child.

Student's Full Name (print): _____

Parent's/Guardian's Name (print): _____

Parent's/Guardian's Signature: _____

Date: _____

Student Agreement (Students in grades 4 through 12)

I understand, agree with and will follow the attached *Computer and Information Technology Rules for Students* (Schedule "B"). If I break any of the *"Rules for Students,"* the school may limit, suspend or revoke my access privileges, take disciplinary action, and/or start legal action including release of information to the police or other investigators.

Student's Signature: _____

Date: _____

Please complete this form and return it to the school as soon as possible.

Designation of Supervisory Employees

(Supersedes Minister's Directive No. 96-04)

Pursuant to Section 8 and Subsection 1(aa) of the *School Act* R.S.P.E.I. 1988, Cap. S-2.1, I hereby issue the following Minister's Directive concerning Designation of Supervisory Employees.

1. The designated supervisory employees for the Western School Board are Superintendent of Education, Director of Education Services, Director of Student Services, Director of Human Resource Services, Director of Business Services, Property Supervisor and Transportation Supervisor.

    b) The designated supervisory employees for the Eastern School District are Superintendent of Education, Director of School Development, Director of Student Services, Director of Curriculum Delivery, School Development Leader, Director of Corporate Services, Property Services Manager, Transportation Services Manager, Human Resources Manager and Transportation Safety Supervisor.

    c) The designated supervisory employees for the French Language School Board are Superintendent of Education, Director of Instruction and Director of Administration/Operations.

DATED at Charlottetown, September 5, 2006.

Mildred A. Dover
Minister of Education

Tuition Fees

(Supersedes Minister's Directive No. 2004-03)

Pursuant to sections 8 and 68 of the *School Act* R.S.P.E.I. 1988, Cap. S-2.1, I hereby issue the following Minister's Directive concerning Tuition Fees.

Reference should also be made to *School Act* Regulations concerning Free School Privileges and to Minister's Directive 96-01, Tuition and Non-Resident Students.

Tuition Fees

1. The tuition fees for the full school year for foreign students shall be $10,000, including or excluding transportation.

2. The tuition fees for the full school year for aboriginal students who do not qualify for free school privileges shall be as follows:

    (a) full-time attendance, including transportation – $5,600; or

    (b) full-time attendance, excluding transportation – $5,100.

3. These rates are for full-time tuition and are to be pro-rated for less than full-time attendance. The amount owing will be pro-rated based on the number of months in attendance.

4. The tuition fees payable by persons who enrol in courses offered by a school board during the months of July and August and who have graduated from high school or are over the age of 20 years shall be $300 for each course.

Revenue

6. (1) For each foreign student who is required to pay a tuition fee which includes transportation, the School Board shall remit $7,600 to the Department of Education.

    (2) For each foreign student who is required to pay a tuition fee which excludes transportation, the School Board shall remit $7,100 to the Department of Education.

    (3) The portion of the tuition fee which exceeds the amounts in subsections (1) or (2) shall be revenue to the respective school board less the commission to recruiters if applicable. Seventy-five per cent shall be used by the school administration offering the school program to international students to help cover costs associated with providing ESL, and/or any learning resources/services required to enhance the cultural learning experience of the international student while studying on PEI. The remaining 25 per cent shall be used by the school board to offer joint opportunities to students.

    (4) For each aboriginal student who is required to pay a tuition fee which includes transportation, the school board shall remit $5,600 to the Department of Education.

    (5) For each aboriginal student who is required to pay a tuition fee which excludes transportation, the school board shall remit $5,100 to the Department of Education.

    (6) For each person who is required to pay a tuition fee for courses offered during July and August, the revenue to the Department of Education shall be $300.

(7)   Non-aboriginal students paying tuition who become eligible for free school privileges within a given school year may be refunded up to a maximum of five months' tuition upon producing documents that grant them free school privileges.

7.   The school board shall be responsible for the collection of tuition fees and shall provide to the Department of Education,

(a)   for each foreign and non-foreign student, the amount of tuition collected, and the school attended by the student;

(b)   for each person who is required to pay a tuition fee for courses offered during July and August, the name of the person, and the amount of tuition collected.

DATED at Charlottetown this 31st day of January, 2007

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Mildred A. Dover
Minister of Education

Minister's Directive
No. MD 2007-03

School Councils

(Amendment to MD 99-04 School Councils)

Pursuant to Section 8 and Subsection 66(3) of the *School Act* R.S.P.E.I. 1988, Cap. S-2.1, I hereby issue the following Minister's Directive amending MD 99-04, school councils.

1. MD 99-04, school councils, is amended by the repeal of paragraph 14 f. and the substitution of the following:

   (f) The School Council Mediation Committee shall issue a written decision within 30 days following the referral of the matter from the unit superintendent. The deadline for issuing the decision may be extended for a maximum of 30 days by agreement of the parties or by decision of the minister.

   (g) The decision of the School Council Mediation Committee shall be final.

DATED at Charlottetown this 23rd day of February 2007.

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Mildred A. Dover
Minister of Education

Minister's Directive
No. MD 2007-07

Terms of Employment for Substitute
and Fixed-term Contract Teachers

(Supersedes Minister's Directive, No. MD 2005-06)

Pursuant to Section 8 and 84 of the *School Act* R.S.P.E.I. 1988. Cap. S-2.1, I hereby issue the following Minister's Directive concerning Terms of Employment for Substitute and Fixed-term Contract Teachers.

Substitute Teachers

1. A substitute teacher is a teacher or other individual engaged by a school board on a day-to-day basis for the purpose of replacing a teacher who is temporarily absent from regular duties.

2. Substitute teachers shall be employed as required on a day-to-day basis without a written contact of employment.

Rates of Pay and Benefits for Substitute Teachers

3. Those persons who hold a valid PEI instructional licence and who substitute up to and including 20 consecutive school days will receive a daily rate of

    (a) $126.29 effective September 1, 2007
          $130.08 effective September 1, 2008
          $133.98 effective September 1, 2009

4. Those persons who do not hold a valid PEI instructional licence and who substitute will receive a daily rate of

    (a) $101.01 effective September 1, 2007
          $104.04 effective September 1, 2008
          $107.16 effective September 1, 2009

5. Substitute teachers shall not be entitled to any benefits other than the employer's share of Employment Insurance premiums and Canada Pension Plan contributions.

6. Substitute teachers who hold a valid PEI instructional licence shall receive recognition for substitute teacher service for the purpose of experience to be recognized for salary purposes, if and when the teacher is employed under a contract with a school board.

7. Any absence by a substitute teacher on an instructional day when students are in attendance at school shall constitute a break in service for purposes of recognizing consecutive days service for pay purposes.

Fixed-term Contract Teachers

8. A fixed-term contract teacher shall be paid a daily rate based on the annual salary rate according to certification and experience as provided for in the Memorandum of Agreement between the Education Negotiating Agency and the PEI Teachers' Federation.

9. Substitute teachers who are re-engaged under a fixed-term contract when it becomes known that the period of employment shall exceed 20 consecutive school days, shall receive the substitute daily allowance for days worked prior to the commencement of the fixed-term contract.

10. Fixed-term contracts shall not be back-dated.

DATED at Charlottetown this 18th day of July 2007

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Gerard Greenan
Minister of Education

School Board Staffing and Funding Program
for the 2008-2009 School Board Fiscal Year

Supersedes Minister's Directive No. MD 2007-08

Pursuant to Section 8, Clause 7(2)(h) and Subsection 121(1) of the *School Act* R.S.P.E.I. 1988, Cap. S-2.1, I hereby issue the following Minister's Directive concerning School Board Staffing and Funding Program for the 2008-2009 School Board Fiscal Year.

The School Board Staffing and Funding Program is the mechanism for providing financial grants to school boards.

The aim of the School Board Staffing and Funding Program is to create equal access to basic educational services. In order to meet this aim, school boards are required to allocate staff and resources equitably among schools.

The program components are as follows:

Part I – Staffing

1. Authority and Definitions
2. Instructional Supervisory Personnel
3. Instructional Non-Supervisory Personnel
4. Non-Instructional Supervisory Personnel
5. Non-Instructional Non-Supervisory Personnel

Part II – Funding

6. Grants – Salaries, Wages, Benefits
   (1) Salaries and Benefits for Approved Positions
   (2) Funding for Substitutes, Relief, Fixed Term and Casual Employees and Overtime Pay for Non-Instructional Non-Supervisory Personnel

7. Grants – Operations
   (1) Administration
   (2) Maintenance – Physical Plant
   (3) Program Materials
   (4) Transportation
   (5) Capital Repairs and Equipment Replacement
   (6) Professional Development
   (7) Other Funding

Part 1 – Staffing

1. **Authority and Definitions**

   (a) Clause 7(2)(h) of the *School Act* provides that the Minister may "determine the number and type of positions in each school board."

   (b) Section 1 of the act provides the following definitions:

   "instructional personnel" means a person who has been issued a licence under Subsection 3(1) and such other employees of a school board as the Minister may designate;

   "non-instructional personnel" means members of the transportation group, members of the property maintenance group, members of the school secretaries administrative support group, members of the school board office administration support group, educational assistants, youth service workers and such other persons as the Minister may designate, but excludes supervisory personnel;

   "supervisory personnel"

   (i) with respect to instructional personnel, includes such supervisory staff of a school board as the Minister may designate, after consultation with the school boards;

   (ii) with respect to non-instructional personnel, includes such supervisory staff of school boards as the Minister may designate, after consultation with the school boards.

2. **Instructional Supervisory Personnel**
   Each school board may engage such instructional supervisory personnel as are authorized by the Minister.

c) **Instructional Non-Supervisory Personnel**

   3 (1) Instructional non-supervisory personnel shall be allocated to each school board in accordance with the categories set out below. The categories and formulae are based upon the recommendations of the instructional staffing model. Where enrolment is the basis for staffing allocations, the full-time equivalent enrolment figures as of September 30th of the prior school year shall be used. All enrolment data are subject to verification by the department.

   3 (2) **Class Size Factor**
   Instructional positions shall be allocated to address class size targets as follows:
   - Primary level (grades 1-3) – 1 position per 22 full-time equivalent students
   - Elementary level (grades 4-6) – 1 position per 25 full-time equivalent students
   - Intermediate level (grades 7-9) – 1 position per 28 full-time equivalent students
   - Senior level (grades 10-12) – 1 position per 30 full-time equivalent students

   3 (3) **Flex Factor**
   Instructional positions will be allocated to boards in order to provide for positions in specialized areas such as physical education, music, art and other programs delivered outside of the regular classroom and for such other school needs identified by the boards including board based staff. The number of positions assigned shall be as follows:
   - For Primary/Elementary Schools with enrolments up to 299 students – 10% of the class size instructional positions.
   - For Primary/Elementary Schools with enrolments of 300 or more students – 20% of the class size instructional positions.
   - For Intermediate Schools with enrolments up to 299 students – 20% of the class size instructional positions.

- For Intermediate Schools with enrolments of 300 or more students – 40% of the class size instructional positions.
- For High Schools – 40% of the class size instructional positions.

3 (4) **Administrators**

For schools with enrolments of under 500 students, 2.0 administrator positions will be allocated. For schools with enrolments over 500 students, 3 administrator positions will be allocated.

From the number of positions approved in this component class free time must be allocated for administration and educational leadership.

3 (5) **Special Education/Resource**

Instructional staff for special education and/or resource shall be allocated to boards as follows:

To address core (high) needs

- Incidence rate of 7.0% of enrolment
- 1 instructional position shall be assigned to boards for every 14 students as determined by the incidence rate.

To address general (lower) needs

- 1 instructional position shall be assigned to boards for every 500 students.

This category shall include such consultant and co-ordinator positions as are approved by the Minister, including the applicable allowances under section 6(1)(c).

3 (6) **Teacher Librarians**

Instructional staff for Teacher Librarians shall be allocated to boards as follows:

For schools with less than 200 students	0.25 FTE positions shall be assigned
For schools with 200-299 students	0.5 FTE positions shall be assigned
For schools with 300-799 students	1.0 FTE positions shall be assigned
For schools with 800 or more students	1.5 FTE positions shall be assigned

3 (7) **Small Schools**

1.0 FTE instructional position will be assigned to boards for each school with an enrolment of less than 200 students.

3 (8) **Reading Recovery** ™

Incidence rate of 25% of the Grade 1 enrolment requiring the resource.

One instructional staff position shall be assigned to boards for every 16.0 students as determined by the incidence rate.

3 (9) **School Counsellors**

One instructional position shall be allocated to boards for every 400 students enrolled. This category shall include such consultant, and co-ordinator positions as are approved by the Minister, including the applicable allowances under Section 6(1)(c).

3 (10) **French Immersion**
One instructional staff position will be assigned to boards for every school that has French immersion programming.

3 (11) **Support for Parenting and Pregnant Teens**
Incidence rate of 2% of the high school female enrolment requiring the resource.

One instructional position shall be assigned to boards for every 15 students as determined by the incidence rate for programming in support of parenting and pregnant students.

3 (12) **Alternate Education**
The minister may approve alternate education sites and may authorize such additional instructional personnel as the Minister deems necessary to operate the program.

3 (13) **French Language and English as an Additional Language Instruction**
The Minister may authorize instructional non-supervisory positions to support French first language education, and English as an additional language instruction.

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3 (14) **Literacy Coaches**
The Minister may authorize such additional instructional non-supervisory positions as the Minister deems necessary for Literacy Coaching.

3 (15) **Transitional**
The Minister may authorize such additional instructional non-supervisory positions as the Minister deems necessary from time to time.

3 (16) **Administrative Positions**

Within the overall complement of instructional staff approved, a school board:

(a) shall establish the positions of principal and vice-principal for each school or administrative consolidation;

(b) may establish the position of vice-principal for each 400 full-time equivalent students or greater fraction thereof officially enrolled in that school board and, where applicable, the number of vice-principals determined in this clause includes the number of vice-principals required in clause (a);

(c) may designate one department head position for every 300 students enrolled in that board;

(d) with the prior approval of the Minister, may establish one vice-principal position in lieu of three department head positions;

(e) with the prior approval of the Minister, may establish board office consultant and co-ordinator positions.

3 (17) **Reporting Requirements**
Boards are required to file a report with the Minister by November 30th outlining the teacher assignments by school using the prescribed reporting template to be issued by the Department of Education and Early Childhood Development.

4. Non-Instructional Supervisory Personnel
Each school board may engage such non-instructional supervisory personnel as are authorized by the Minister.

5. Non-Instructional Non-Supervisory Personnel

5 (1) **Board-Based Administrative Support Personnel**

A school board may engage such administrative support staff as are authorized by the Minister.

5 (2) **School-Based Secretarial Personnel**

A school board may engage such school secretarial support staff as are authorized by the Minister.

5 (3) **Property Maintenance Personnel**

(a) The Minister may allocate up to 1 full-time equivalent position in the cleaner and custodial categories for every 19,000 square feet of floor area in occupied facilities under the jurisdiction of the school board. The total floor area is subject to verification by the Minister.

(b) Staff provided under this category include Custodian and Cleaner, as follows:

(i) Where an employee is responsible for the provision of all custodial duties to a school or schools, that employee shall be classified as a Custodian.

(ii) Where two or more employees are assigned to a single school facility and two employees are working separate shifts and performing full custodial duties, the school board may employ the equivalent of two full-time Custodians.

(iii) Employees under this formula not classified as Custodian shall be classified as Cleaner.

(c) A school board may engage such other maintenance support staff as are authorized by the Minister.

5 (4) **Transportation Personnel**

(a) A school board may engage such employees in the Bus Driver "A" and "B" categories as are approved by the Minister.

(b) A school board may engage such other transportation system support staff as are authorized by the Minister.

5 (5) **Educational Assistants and Youth Services Workers**

A school board may engage such educational assistants and youth service workers as are authorized by the Minister.

5 (6) **Substitute and Casual Personnel**

(a) Subject to Part II, Subsection 6(2), and applicable cabinet directives, a school board may:

(i) employ substitute instructional non-supervisory and non-instructional non-supervisory personnel as required for regular employees who are on approved leave of absence;

(ii) engage such casual employees in the non-instructional non-supervisory category as are required from time to time to cover peak workload situations;

(iii) authorize overtime work for non-instructional non-supervisory employees.

Part II – Funding

All provisions of Part II are subject to staffing provisions of Part I and the Minister's approval of a school board budget.

6.   Grants – Salaries, Wages, Benefits

6 (1)   **Salaries and Benefits for Approved Positions**

The Minister will provide school boards with a budget approval to cover staff costs in accordance with the following:

(a)   Salary and benefit costs incurred by boards through the employment of authorized instructional and non-instructional supervisory personnel shall be budgeted by each school board and funded by the Minister based on the salaries and benefits approved by the Minister pursuant to subsection 6(2) of the act.

(b)   Salaries, allowances and benefit costs incurred by boards through the employment of authorized instructional non-supervisory and authorized non-instructional non-supervisory personnel shall be budgeted by each school board and funded by the Minister based on the salary scales and benefits as provided for in the collective agreements with the Prince Edward Island Teachers' Federation and the Canadian Union of Public Employees.

(c)   Teachers appointed as principals, vice-principals, consultants, co-ordinators and department heads shall be paid the appropriate teacher's salary plus an administrative allowance as provided in the Memorandum of Agreement between the Education Negotiating Agency and the Prince Edward Island Teachers' Federation.

6 (2)   **Funding for Substitutes, Relief, Fixed Term, and Casual Employees and Overtime Pay for Non-Instructional Non-Supervisory Personnel**

(a)   Funding for substitutes, relief, fixed term, casual employees and overtime pay will be $1,553.40 per full-time equivalent employee.

7.   Grants – Operations

7 (1)   **Administration**
The Minister will provide each school board with a budget approval for central administration services provided through the board office.

7 (2)   **Maintenance – Physical Plant**
The Minister will provide each school board with a budget approval for maintenance – physical plant on the basis of $2.639 per square foot, with the square footage verified by the Minister.

7 (3)   **Program Materials**

In addition to the authorized materials and textbooks provided through the Provincial Learning Materials Distribution Centre, the Minister will provide each school board with a budget approval to support the duplication of materials and for purchase of program materials and supplies. **School boards shall not reallocate this funding for any other purpose.**

(a)   The budget approval for program materials will be $86.51 per student officially enrolled in a school board. A school board may establish different levels of funding for program materials and supplies among schools with elementary, intermediate and senior high students and shall report this information to the Minister.

(b)   The Minister will provide school boards with a budget approval for materials and supplies for designated vocational courses. This budget approval is in addition to the funding provided

in (a) above and will be determined by the nature of the course offered and the number of full-time equivalent students participating in each course.

(c) The Minister will provide school boards with a budget approval for materials and supplies for authorized career and technology courses. This budget approval is in addition to the funding provided in (a) above and will be determined by the nature of the course offered and the number of full-time equivalent students participating in each course.

(d) School boards are required to allocate 90% of the amount in (a) and 100% of the amounts in (b) and (c) directly to schools.

7 (4) **Transportation**
The Minister will provide each school board with a budget approval for student transportation on the basis of $0.544 per kilometre; the budget approval will be based on the higher number of kilometres reported by school boards for the fiscal year ended June 30, 1996 or June 30, 1997.

7 (5) **Capital Repairs and Equipment Replacement**

(a) The Minister will provide funds for renovations, repairs and equipment on the basis of $51.79 per student for each student officially enrolled in a school board plus a base of $7,500 for each school board.

(b) The Minister will provide funds to acquire additional and/or replacement buses, and the Minister will allocate such buses to school boards.

(c) The Minister will provide each school board with funds for capital repair projects which exceed $25,000 and which are specifically approved by the Minister.

7 (6) **Professional Development**
The Minister will provide each school board with a budget approval for professional development on the basis of $45.66 per employee of the board.

7 (7) **Other Funding**
Notwithstanding the funding grants outlined above, the Minister may grant such other supplementary funding amounts as the Minister deems necessary.

DATED at Charlottetown this 7ᵗʰ day of July, 2008.

_____
Gerard Greenan
Minister of Education and Early Childhood Development

Distance Education

(Supersedes MD No. 2001-05)

Pursuant to Section 8 of the School Act, R.S.P.E.I. 1988, Cap. S-2.1, I hereby issue the following Minister's Directive concerning Distance Education:

1. **Application**
   This directive applies only to courses delivered within the jurisdiction of the school during the school day.

2. **Definition**
   Distance Education is a mode of instruction in which the student and teacher are separated in either time or space or both, and where two-way communication takes place through non-traditional means for the most part. There is a broad range of both individualized and team instructional approaches and strategies used in distance education. Distance education communication may utilize various technologies and media, including but not limited to print, computers and computer networks, telecommunications, and audio-visual equipment and resources.

   Supervision is the act of overseeing the course of study and monitoring student activities.

3. **Purpose**
   Distance Education is seen as a means to provide students with equitable access and/or a diversity of programs as approved by the PEI Department of Education.

4. **Beliefs**
   (a) Regardless of site, personal interaction between teachers and students is fundamental to the teaching and learning process. On-site teaching is the preferred mode of instruction.
   (b) Distance education programs must be consistent with the Philosophy of Education for PEI and its curriculum.
   (c) Distance education must be guided by sound pedagogical principles that support an effective teaching and learning environment.
   (d) Teacher education programs in PEI should include instruction in distance education policies, programs, and instructional strategies.

5. **Delivery**
   (a) Teachers delivering distance education courses must be certified in a Canadian province or territory or be approved by the Registrar of the Department of Education as being eligible for an instructional license in the Province of Prince Edward Island.
   (b) Students enrolled in a distance education courses will be under teacher supervision at the receiving site.
   (c) Duties assigned teachers as a result of their students being involved in a distance education course shall be considered part of their regularly assigned duties.

6. **In-Service**
   The Department of Education will ensure that, where appropriate, teachers participating in the delivery of distance education courses will receive in-service in distance education.

7. **Curriculum and Accreditation of Courses**
   Courses offered by distance education must be authorized by the Department of Education.

8. **Student Access**
   Distance education courses may be offered to students in any grade level.

Dated at Charlottetown this   day of August 2008

Gerard Greenan
Minister of Education and Early Childhood Development

Procedures for Dealing with Life-Threatening Allergies

(Supersedes Minister's Directive No. 2007-02)

Pursuant to sections 8 and 117 of the *School Act* R.S.P.E.I. 1988, Cap. S-2.1, I hereby issue the following Minister's Directive concerning Procedures for Dealing with Life-Threatening Allergies.

The purpose of this directive is to provide guidance to parents and school personnel concerning procedures for managing students who have life-threatening allergies and are at risk of anaphylaxis.

Reference should be made to the *Information Handbook on Anaphylaxis*, Third Edition, September, 2006, published by the Department of Education and the Department of Health. Copies of the Extreme Allergy Management and Prevention Plan and the Emergency Allergy Alert Form are included in the handbook.

1. In this directive

    (a) "anaphylaxis" means a severe life-threatening allergic reaction involving two or more organ systems. The reaction occurs when an allergic individual is exposed to a particular protein material (antigen) such as peanut, nuts, eggs, fish, or is stung by an insect such as a bee, hornet or wasp, or is given medication such as penicillin or aspirin;

    (b) "EpiPen® (epinephrine)" means a disposable spring-loaded self-injectable syringe with a concealed needle that contains the drug epinephrine; and

    (c) "peanut free policy" means a zonal or full school policy as advised by the Department of Health or the Department of Education.

2. The procedures set out in this directive are intended to assist school personnel with strategies for the management of students who have had anaphylaxis in the past or are at risk of anaphylaxis. These procedures are designed to provide guidance for the establishment, to the extent possible, of

    (a) schools, attended by elementary students, which are free of the substance which could place an allergic student at risk of anaphylactic shock;

    (b) classrooms and common areas attended by intermediate and high school students, which are free of the substance which could place an allergic student at risk of anaphylactic shock;

    (c) school practices which reduce the possibility of exposure to substances which cause anaphylaxis;

    (d) plans for the management of a student who is at risk of anaphylaxis and

    (e) buses which are free of substances which could place an allergic student at risk of anaphylaxis.

3. School boards shall include the following in the student registration form:

    Does your child have a life-threatening allergy to certain foods, insect venom, medication or other material?
    YES ☐   NO ☐

    If your answer to the above question was yes, please indicate the substance to which your child is allergic.

    _____

    Has a medical doctor recommended that your child have an emergency medical kit (EpiPen®) available for use at school?   YES ☐   NO ☐

4. The parent of a student who is at risk of anaphylaxis is responsible for providing

   (a) the school principal with information about the student's allergy;

   (b) assistance to the principal by having the student's medical doctor complete the Allergy Information section of the Extreme Allergy Management and Prevention Plan and by providing authorization and consent to carry out emergency procedures;

   (c) a completed copy of the relevant sections of the Emergency Allergy Alert Form;

   (d) a recent photo of the student;

   (e) the student with a Medic Alert® bracelet or other suitable identification; and

   (f) the student with a carrying pouch and an unexpired EpiPen® (epinephrine) which will be available for use at school, during field trips and on the bus.

5. Upon being informed by the parent and/or through the student registration form that a student is at risk of anaphylaxis, the principal shall

   (a) provide, or forward to the parent, copies of Minister's Directive, No. MD 2008-06, Procedures for Dealing with Life-Threatening Allergies, the Extreme Allergy Management and Prevention Plan and the Emergency Allergy Alert Form;

   (b) provide an opportunity for the parent to attend a meeting with school personnel for the purpose of completing and/or reviewing the Extreme Allergy Management and Prevention Plan and the Emergency Allergy Alert Form when the student registers to attend the school and annually thereafter;

   (c) provide information about the student and the student's allergies to the school staff, cafeteria staff, bus driver and substitute personnel who may be required to assess the student's need for administration of the EpiPen® (epinephrine) and administer the EpiPen® (epinephrine);

   (d) post, following parental consent, in the staff room, classroom, school office or other accessible location, a copy of the Emergency Allergy Alert Form along with a photo of the student, if provided by the parent, and locate an EpiPen® (epinephrine) with the form;

   (e) arrange for the public health nurse to conduct an information and training session for all school staff including the bus driver;

   (f) ensure that staff who may be required to assess the student's need for administration of the EpiPen® (epinephrine) and administer the EpiPen® (epinephrine) are provided with a completed copy of the Extreme Allergy Management and Prevention Plan and a completed copy of the Emergency Allergy Alert Form;

   (g) order EpiPens® (epinephrine) and replacements for expired or used EpiPens® (epinephrine) from the Department of Education in order to maintain the quantity established in section 8 of this directive; and

   (h) implement a peanut free policy in schools where there is an elementary student with a diagnosed peanut allergy or history of anaphylaxis to peanuts unless advised by the Department of Health that a peanut free policy is not necessary. If necessary, follow the prevention and management procedures as prescribed in the *Information Handbook on Anaphylaxis.*

6. If a principal has information that a student who is registered at the school is at risk of anaphylaxis and the parent, following notification, has not met the responsibilities set out in section 4, the principal shall

    (a) provide information about the student and the student's allergies to the school staff, cafeteria staff, bus driver and substitute personnel who may be required to assess the student's need for administration of the EpiPen® (epinephrine) and administer the EpiPen® (epinephrine);

    (b) arrange for the public health nurse to conduct an information and training session for all school staff including the bus driver; and

    (c) order EpiPens® (epinephrine) and replacements for expired or used EpiPens® (epinephrine) from the Department of Education in order to maintain the quantity established in section 8 of this directive.

7. When a student who is at risk of anaphylaxis transfers to another school, the principal shall inform the principal of the receiving school in writing along with the transfer of other records that the student is at risk of anaphylaxis. If the Extreme Allergy Management and Prevention Plan and the Emergency Allergy Alert Form have been completed by the parent, the principal shall forward a copy to the principal of the receiving school.

8. The Department of Education shall:

    (a) provide additional EpiPens® (epinephrine) to schools for use in an emergency according to the following formula:

Number of students registered at the school who are at risk of anaphylaxis	No. of EpiPens® to be provided to schools
1 student	2 EpiPens®
2 - 4 students	4 EpiPens®
5 or more students	6 EpiPens®

    EpiPens® Jr. shall replace EpiPens® for students who weigh between 15-30 Kg (34-68 pounds).

    (b) maintain records concerning the distribution of EpiPens® (epinephrine) to schools and notify principals at least one month in advance of expiry dates of EpiPens® (epinephrine) supplied to schools by the Department of Education.

DATED at Charlottetown this 10th day of September, 2008.

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Gerard Greenan
Minister of Education and Early Childhood Development

Terms of Employment for Non-Instructional Substitutes
(Supersedes MD No. 2008-04)

Pursuant to section 8 of the *School Act* R.S.P.E.I. 1988, Cap. S-2.1, I hereby issue the following Minister's Directive concerning Terms of Employment for Non-Instructional Substitutes.

Substitute Employees

1. A non-instructional substitute is an individual who is engaged by a school board on a day-to-day basis for the purpose of replacing a non-instructional employee who is temporarily absent for a defined period.

2. The defined period is outlined in the collective agreements. For employees of CUPE Locals 1145, 1770, 1775 and 3260 the defined period for substitute employees is up to and including fifteen consecutive working days.

3. Non-instructional substitutes are employed on a day-to-day basis without a written contract of employment.

4. The hourly rates of pay for non-instructional substitutes are as follows:

Classification	September 1, 2009
Educational Assistants	$14.72
Youth Service Worker	$13.73
Bus Driver	$17.27
Bus Driver Aide	$12.81
Cleaner	$ 10.87
Custodian	$ 11.42
School Secretary	$14.25
Board Office Administrative Support	$14.25
Tutors	$12.20

5. The hourly rates of pay contained in section 4 include vacation pay.

6. Substitutes shall not receive any benefits other than the employer's share of Employment Insurance premiums and Canada Pension Plan contributions.

Relief Employees

7. A substitute may be hired only after compliance with the provisions of the collective agreement concerning regular and relief employees. To that end, if it is known, at the time that the regular employee goes on leave, that the temporary replacement will be required for more than the defined period in the collective agreement, the replacement employee shall be considered a "relief employee" under the collective agreement from the first day of employment.

8. A replacement employee for members of CUPE Locals 1145, 1770, 1775, and 3260 who has been engaged as a substitute for fifteen consecutive working days shall be engaged as a "relief employee" effective from the sixteenth day of employment. In order to qualify, the replacement employee must have worked for a single absent employee during the first fifteen days. If a substitute is absent from work during the first fifteen consecutive days of employment, such absence will break the qualifying period, and the qualifying period of fifteen consecutive working days will begin from the first day worked following the absence.

DATED at Charlottetown this 12th day of August, 2009

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Gerard Greenan
Minister of Education and Early Childhood Development

School Calendar for the
2009-2010, 2010-2011 and 2011-2012 School Years

(Supersedes Minister's Directive No. MD 2009-01)

Pursuant to section 8 and clause 7(1)(g) of the *School Act* R.S.P.E.I. 1988, Cap. S-2-1, I hereby issue the following Minister's Directive concerning the School Calendars for the 2009-2010, 2010-2011, and 2011-2012 school years.

School Calendar for the 2009-2010 School Year

September *(19 School Days) (17 Instructional Days)*
3	Orientation day for teachers
4	Professional Development/School Development Day
7	Labour Day
8	First Instructional Day

October *(21 School Days) (19 Instructional Days)*
12	Thanksgiving
15-16	PEITF Annual Convention/CUPE Annual Convention

November *(20 School Days) (19 Instructional Days)*
6	Professional Development Day
11	Remembrance Day

December *(16 School Days) (16 Instructional Days)*
22	Last Day of Classes, 2009

January *(20 School Days) (20 Instructional Days)*
4	First School Day of 2010

February *(19 School Days) (18 Instructional Days)*
1	End of Semester Administration/Professional Development Day
15	Islander Day

March *(18 School Days) (18 Instructional Days)*
15-19	March Break

April *(20 School Days) (20 Instructional Days)*
2	Good Friday
5	Easter Monday

May *(20 School Days) (19 Instructional Days)*
7	Area Association Professional Development Day/CUPE 3260 Annual Convention
24	Victoria Day

June *(22 School Days) (19 Instructional Days)*
10	First day on which examinations for grade 12 students may be scheduled
11	First day on which examinations for grade 10-11 students may be scheduled
17	First day on which examinations for grade 9 students may be scheduled
18	Last day for senior high graduating students
18	First day for grade 12 graduation ceremonies
23	First day for elementary and intermediate closing ceremonies
25	Last Instructional day. Report cards for grades 1-11
30	Last day for teachers

Total number of school days : **195**

Total number of instructional days: **185**

School Calendar for the 2010-2011 School Year

Pursuant to section 8 and clause 7(1)(g) of the *School Act* R.S.P.E.I. 1988, Cap. S-2-1, I hereby issue the following Minister's Directive concerning the School Calendar for the 2010-2011 school year:

September *(21 School Days) (18 Instructional Days)*
1	Orientation day for teachers
2	Professional Development/School Development day
3	Professional Development/School Development day
6	Labour Day
7	First Instructional Day

October *(20 School Days) (17 Instructional Days)*
1	Professional Development Day
11	Thanksgiving
14-15	PEITF Annual Convention/CUPE Annual Convention

November *(21 School Days) (21 Instructional Days)*
11	Remembrance Day

December *(16 School Days) (16 Instructional Days)*
22	Last Day of Classes, 2010

January *(20 School Days) (20 Instructional Days)*
4	First School Day for 2011

February *(19 School Days) (18 Instructional Days)*
1	End of Semester Administration/Professional Development Day
21	Islander Day

March *(18 School Days) (18 Instructional Days)*
21-25	March Break

April *(19 School Days) (19 Instructional Days)*
22	Good Friday
25	Easter Monday

May *(21 School Days) (20 Instructional Days)*
6	Area Association Professional Development Day/CUPE 3260 Annual Convention
23	Victoria Day

June *(22 School Days) (19 Instructional Days)*
10	First day on which examinations for grade 12 students may be scheduled
14	First day on which examinations for grade 10-11 students may be scheduled
17	First day on which examinations for grade 9 students may be scheduled
20	Last day for senior high graduating students
20	First day for grade 12 graduation ceremonies
23	First day for elementary and intermediate closing ceremonies
27	Last Instructional day. Report cards for grades 1-11
30	Last day for teachers

Total number of school days : **197**

Total number of instructional days: **186**

School Calendar for the 2011-2012 School Year

Pursuant to section 8 and clause 7(1)(g) of the *School Act* R.S.P.E.I. 1988, Cap. S-2-1, I hereby issue the following Minister's Directive concerning the School Calendar for the 2011-2012 school year:

September *(21 School Days) (19 Instructional Days)*
1	Orientation Day for teachers
2	Professional Development Day
5	Labour Day
6	First Instructional Day

October *(20 School Days)   (18 Instructional Days)*
10	Thanksgiving
20-21	PEITF Annual Convention/CUPE Annual Convention

November *(21 School Days) (20 Instructional Days)*
10	Professional Development Day
11	Remembrance day

December *(14 School Days)   (14 Instructional Days)*
20	Last Day of Classes, 2011

January *(21 School Days) (21 Instructional Days)*
3	First School Day of 2012

February *(20 School Days) (19 Instructional Days)*
1	End of Semester Administration/Professional Development Day
20	Islander Day

March *(17 School Days) (17 Instructional Days)*
19-23	March Break

April *(19 School Days)   (19 Instructional Days)*
6	Good Friday
9	Easter Monday

May *(22 School Days) (21 Instructional Days)*
4	Area Association Professional Development Day/CUPE 3260 Annual Convention
21	Victoria Day

June *(21 School Days)   (18 Instructional Days)*
11	First day on which examinations for grade 12 students may be scheduled
13	First day on which examinations for grade 10-11 students may be scheduled
18	First day on which examinations for grade 9 students may be scheduled
19	Last day for senior high graduating students
19	First day for grade 12 graduation ceremonies
25	First day for elementary and intermediate closing ceremonies
26	Last Instructional day. Report cards for grades 1-11
29	Last day for teachers

Total number of school days: **196**

Total number of instructional days: **185** after school boards select one more PD day.

Dated at Charlottetown this 30th day of April 2009.

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Gerard Greenan
Minister of Education and Early Childhood Development

Provincial Pilots 2009-2010

English Programs / French Programs

English Programs – Provincial Pilots				
Subject	**Grade / Course**	**Pilot Schools ESD**	**Pilot Schools WSB**	**Contact**
Arts	ART601A/621A	Bluefield Charlottetown Rural Montague Morell Souris	Three Oaks Westisle	Vicki AllenCook
Career Education and Personal Development	CEO401A (Career Explorations and Opportunities)	Morell Regional	KISH	Mike Leslie
CTE	ROB801A (Robotics)		Three Oaks Westisle	Ryan McAleer
Industrial Technology	7 8 9	TBA	TBA	John Stephens
Home Economics	FDS421A	Bluefield Charlottetown Rural Montague	KISH Westisle	Gary Pyke
	FSC801A (Food Services)	Bluefield Charlottetown Rural	Westisle	Gary Pyke
	FSC801B (Food Services)	Charlottetown Rural	Westisle	Gary Pyke
Language Arts	4	Eliot River Englewood Glen Stewart Sherwood Spring Park Southern Kings	Alberton Greenfield	Robyn McAulay
	7	East Wiltshire Donagh Mount Stewart Stonepark Vernon River	Athena Hernewood SIS	Jarmo Puiras
Mathematics	5	Englewood Glen Stewart Morell Southern Kings West Royalty	Amherst Cove Athena Greenfield Parkside Tignish	Bill MacIntyre
Social Studies	3	Prince Street	Athena	Laura Ann Noye
	4	West Royalty	Athena Miscouche Somerset	Laura Ann Noye
	5	Montague Prince Street	Amherst Cove Miscouche	Laura Ann Noye
	GEO421A	TBA	TBA	Bethany Doiron
	GEO531A	Bluefield Montague	Westisle	Bethany Doiron
	GEO631A	Bluefield Montague	Westisle	Bethany Doiron

				French Programs – Provincial Pilots	
Subject	**Grade**	**Schools ESD**	**Schools WSB**	**Schools CSLF**	**Contact**
Mathématiques	6	Elm Street	Sherwood Glen Stewart	École-sur-Mer École-St.-Augustin	Eamon Graham
Mathematics	STA 621 MAT 801M			LBC et FB Évangéline	Éric Arseneault
Science	PHY 521/621			Évangéline et François-Buote	Éric Arseneault
English as a Second Language	11 WRT 521M			Évangéline Pierre-Chiasson	Veronica d'Entremont
Health	9	Birchwood East Wiltshire Montague Queen Charlotte Stonepark		Pierre-Chiasson Évangéline François-Buote La-Belle-Cloche	Veronica d'Entremont
Career Exploration	10			Pierre-Chiasson Évangéline François-Buote La-Belle-Cloche	René Hurtubise

New Authorizations
English Programs – New Authorizations

Subject	Grade / Course	Contact
Arts	ART401A	Vicki Allen Cook
Arts	ART501A	Vicki Allen Cook
Career and Technical Education	DES701A	Gary Pyke
Career and Technical Education	CAR701A	Gary Pyke
Career and Technical Education	CAR801A	Gary Pyke
Career and Technical Education	CAR801B	Gary Pyke
Career and Technical Education	CAR801C	Gary Pyke
Career and Technical Education	CAR801D	Gary Pyke
Career and Technical Education	CAR801E	Gary Pyke
Career and Technical Education	WEL701A	John Stephens
Career and Technical Education	WEL801A	John Stephens
Career and Technical Education	WEL801B	John Stephens
Career and Technical Education	WEL801C	John Stephens
Career and Technical Education	WEL801D	John Stephens
Career and Technical Education	WEL801E	John Stephens
Career and Technical Education	AUT701A	John Stephens
Career and Technical Education	AUT801A	John Stephens
Career and Technical Education	AUT801B	John Stephens
Career and Technical Education	AUT801C	John Stephens
Career and Technical Education	AUT801D	John Stephens
Career and Technical Education	AUT801E	John Stephens
Communication and Information Technology	ANT801A	Edward MacLean
Communication and Information Technology	ITE801A	Edward MacLean
Communication and Information Technology	CMP521A	Edward MacLean
English (Electives)	WRT421A	Jarmo Puiras
English (Electives)	WRT521A	Jarmo Puiras

New Authorizations

English Programs – New Authorizations

Subject	Grade / Course	Contact
English as an Additional Language	EAL701A	Vicki Whitlock
English as an Additional Language	EAL701B	Vicki Whitlock
English as an Additional Language	EAL701C	Vicki Whitlock
English as an Additional Language	EAL701D	Vicki Whitlock
Language Arts Literacy Place for the Early Years	3	Robyn McAulay
Mathematics	1	Bill MacIntyre
Mathematics	2	Bill MacIntyre
Mathematics	4	Bill MacIntyre
Mathematics	7	Blaine Bernard
Mathematics	8	Blaine Bernard
Science	SCI701A	Ryan McAleer
Science	PHY621A	Ryan McAleer
Social Studies	HIS621B	Bethany Doiron
Social Studies	GEO621A	Bethany Doiron

New Authorizations

French Programs – New Authorizations

Subject	Grade / Course	Contact
Français I	FRA421M	Claire Girard
Français II	FRA421N	Claire Girard
Formation personnelle et sociale	7FPSM	Veronica d'Entremont
Formation personnelle et sociale	8FPSM	Veronica d'Entremont
Formation personnelle et sociale	9FPSM	Veronica d'Entremont
Mathématiques	5MATM	Eamon Graham
Mathématiques	MAT421N	Éric Arseneault

Record of Course Modification

Student's Name: School:

Course: Teacher:

Year:

Modification: A process which changes the outcomes of and/or the prescribed curriculum to meet a student's special educational needs. Modified courses do not provide the same credit as a prescribed course. Details of the modified course must be documented and included in the student's file and the student's record or transcript should indicate that the course has been modified.

Present Level of Performance:

Goals and Objectives:

Changes in Learning Materials:

Changes in Teaching Methodology:

Changes in Assessment/ Evaluation: Review Date

Comments:

Principal's Signature:

Subject Teacher's Signature:

Parent's Signature:

Record of Course Adaptation (form A)

Student's Name: School:

Course: Grade:

Teacher   Year:

Adaptation: A documented process that allows a student with special needs to participate in a prescribed curriculum (course) with changes in format, instruction strategies and/or assessment procedures that retain the learning outcomes of the curriculum. This adaptation may include alternate formats, instructional strategies and/or assessment procedures. Full credit will be granted for such courses but adaptations used will be documented and kept on file.

Please select or write in the adaptation(s) for this student in this course.

__ Extra time allotted to complete word tests
__ Taped notes
__ Photocopied notes
__ Summary sheets from Resource
__ Allowance for spelling errors
__ Calculator allowed for computations
__ Homework/notebook checked
__ Assist with organization of notes/binders
__ Quantity of assignments reduced
__ Augmentative communication
__ In-class time to begin assignments
__ Re-reading and interpretations of questions
__ Assessments as member of a group
__ Information in more manageable chunks
__ List of word families
__ Access to core sight words

__ Exams in Resource - interpretation
__ Exams in Resource - partial dictation
__ Oral testing
__ Different format for tests
__ Re-evaluation of tests given
__ Options for evaluation - eliminate some questions
__ Peer tutoring
__ Clarification of instructions, terms, vocabulary, concepts
__ Provide formulae, key words, symbols to alleviate memory difficulties
__ Choice in student response
__ Fewer homework questions
__ Assistive devices - technology
__ Preview of test content
__ Graphic Organizers

Other Adaptations:
1.
2.
3.
4.

Principals' Signature: _____

Teacher's Signature: _____

Parent's Signature: _____

Record of Course Adaptation (form B)

Student: **School:**   **Grade: Year:**

Adaptation: A documented process that allows a student with special needs to participate in a prescribed curriculum (course) with changes in format, instruction strategies and/or assessment procedures that retain the learning outcomes of the curriculum. This adaptation may include alternate formats, instructional strategies and/or assessment procedures. Full credit will be granted for such courses but adaptations used will be documented and kept on file.

Teachers:

Language Arts
___ photocopied notes provided
___ fewer homework questions
___ length/quantity of written assignments reduced
___ credit for partial completion of assignments
___ extra time
___ spelling/mechanics error allowance
___ group assessment
___ word processor (include rough draft)
___ list of onset/rimes
___ audiobooks

Social Studies
___ photocopied notes provided
___ fewer homework questions
___ length of written assignments reduced
___ spelling/mechanics error allowance
___ extra time
___ study guide for tests
___ word list given for tests
___ group assessment
___ oral testing

Family Life
___ photocopied notes provided
___ fewer homework questions
___ length of written assignments reduced
___ spelling/mechanics error allowance
___ extra time
___ study guide for tests
___ word list given for tests
___ group assessment
___ oral testing

Mathematics
___ manipulatives
___ multiplication chart allowed
___ calculator allowed
___ fewer problems
___ fewer homework questions
___ extra time
___ test retakes allowed
___ resource assistance with tests

Science
___ photocopied notes provided
___ fewer homework questions
___ length/quantity of written assignments reduced
___ spelling/mechanics error allowance
___ extra time
___ study guide for tests
___ word list given for tests
___ group assessment
___ oral testing

Other Adaptations:

Support Services:

Parent: _____

Subject Teacher(s):   _____

Student Services: _____

Record of Course Adaptation (form C – Elementary)

Student's Name: **School:**

Grade Level: **Year:**

Teacher:

Adaptation: A documented process that allows a student with special needs to participate in a prescribed curriculum (course) with changes in format, instruction strategies and/or assessment procedures that retain the learning outcomes of the curriculum. This adaption may include alternate formats, instructional strategies and/or assessment procedures. Full credit will be granted for such courses but adaptations used will be documented and kept on file.

Please select or write in the adaptation(s).

Classroom Set up
__ seated near teacher
__ near board
__ seated by self
__ with a working buddy
__ quiet space available
__ extra time & space for work completion
__ FM system in class (personal or sound field)
__ assignments clearly written on the board

Self-Organization
__ assistance with organization (belongings and work space)
__ assistance with organization of notebooks and binders
__ photocopied notes
__ assistance with copying homework
__ homework log and/or checked
__ visual schedule(s) and checklist on desk

Reading
__ preview of vocabulary and/or content
__ taped stories
__ paired reading
__ group stories
__ lower level books
__ opportunity to discuss story
__ technology assisted reading
__ more time for test completion
— audio books

Social/Behavioural
__ care in grouping and pairing students
__ care in seating assignment
__ preferred seating for bus and/or assemblies
__ additional playground supervision

Writing, Speaking
__ pencil grips
__ reference aids (ie. alphabet line)
__ peer support or tutoring
__ use of tape recorder or dictated stories
__ allowing wait time/process time to answer
__ use of computer/lap top
__ oral rehearsal before writing begins
__ adjust expectations for quantity, quality, spelling and/or structure
__ oral language activities & responses
__ augmentative communication

Mathematics
__ number line or times table on desk (reference aids)
__ manipulatives
__ calculator
__ fewer problems to complete
__ operations only, limited work problems
__ directions repeated, additional explanations
__ oral talking through problems

Assessment
__ oral assessment
__ preview of test content
__ eliminate some questions
__ assessment on daily work as opposed to unit test
__ use of technology in assessment (computer/calculator)
__ allowance for poor spelling
— allowance for poor penmanship
— graphic organizers

Other Adaptations:
_____   Principal's Signature: _____
_____   Teacher's Signature: _____
_____   Parent's Signature: _____

Prince Edward Island
CANADA

Education and Early
Childhood Development

Alternative to Dissection

This form provides students with the opportunity to articulate
their reason(s) to not engage in the practice of dissection.

This form further serves to have students acknowledge
their participation in a meaningful alternative to dissection.

Student's Name:	**School:**
Course:	**Grade:**
Teacher:	**Year:**

Please identify your reason(s) for not wanting to engage in the practice of dissection by selecting one (or more) of the following options:

❏ Moral

❏ Religious

❏ Other; *please specify* _____

Based on the selection(s) identified above, please explain the reason(s) for not wanting to engage in the practice of dissection.

_____

_____

_____

_____

_____

_____

I agree to engage in a meaningful alternative to dissection agreed upon with my teacher.

Student's Signature	Teacher's Signature	Parent/Guardian's Signature
Date	Date	Date

Prince Edward Island
CANADA
Education and Early
Childhood Development

Request for Equipment Replacement
PASCO Pasport Technologies

School:
Date:

PASCO Technology:

☐ Xplorer GLX   ☐ EKG Sensor   ☐ Water Quality Sensor

☐ PASCO Force Sensor   ☐ Spirometer   ☐ High Accuracy Drop Counter

☐ PASCO Motion Sensor ☐ Exercise Heart Rate Sensor   ☐ Colorimeter

                     ☐ Respiration Rate Sensor

Serial No.:

Reason for Request:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Teacher:

Principal:

Note: Please forward this request with the equipment in need of replacement to:

Arts Education Specialist
PEI Department of Education and Early Childhood Development
Aubin-Arsenault Building
3 Brighton Road
Charlottetown, PE   C1A 8T6
Telephone: (902)368-4634

Prince Edward Island
CANADA

Education and Early
Childhood Development

Request for Equipment Replacement
TI-83 Graphing Calculator

School:

Date:

TI-83 Graphing Calculator: Serial No.:

Reason for Request:

Teacher:

Principal:

Note: Please forward this request with the equipment in need of replacement to:

Senior High Mathematics Specialist
PEI Department of Education and Early Childhood Development
Aubin-Arsenault Building
3 Brighton Road
Charlottetown, PE   C1A 8T6
Telephone: (902) 894-0306
Fax: (902) 368-4622

Prince Edward Island CANADA Education and Early Childhood Development

Request for Equipment Replacement
Epson Powerlite 822+ Multimedia Projector

School:
Date:

Epson Powerlite 822+ Multimedia Projector
15 foot cable
Serial No.:
Reason for Request:

Teacher:
Principal:

Note: Please forward this request with the equipment in need of replacement to:

Arts Education Specialist
PEI Department of Education and Early Childhood Development
Aubin-Arsenault Building
3 Brighton Road
Charlottetown, PE   C1A 8T6
Telephone: (902)368-4634

Intermediate Course Codes

The unique course code is composed of five characters. Each course code has a course title associated with it.

Number of Characters	Field	Description
1	Grade	7 = Grade 7 8 = Grade 8 9 = Grade 9
3	Subject	Example: MAT = Mathematics, HIS = History
1	Program	The fifth character is used as a program identifier as well as to distinguish between courses that would otherwise be identical in their coding. A to E = English-language courses F to J = French immersion courses M to Q = French-language courses W to Z = local program courses

Course Code (E)	Course Code (FI)	Title
7ARTA		Art
7ENGA		Language Arts
	7FREF 7FREG	French Language Arts (EFI) French Language Arts (LFI)
7EXPA 7EXPX		Exploratory Cluster (consisting of only provincial modules such as Home Economics, Industrial Technology) (consisting of provincial and local modules)
7FREA		French (core)
7HECAF 7HECAC		Home Economics (Foods) Home Economics (Clothing)
7HEAA		Health
	7HFLF 7HFLG	Health and Family Life Education (EFI) Health and Family Life Education (LFI)
7INDAW 7INDAT		Industrial Technology (woods, metals, plastics and ceramics) Industrial Technology (graphics, electricity, power, computer)
7MATA		Mathematics
	7MATF 7MATG	Mathematics (EFI) Mathematics (LFI)

Course Code (E)	Course Code (FI)	Title
7MUSA		Music
7PEDA		Physical Education
7SCIA		Science
	7SCIF 7SCIG	Science (EFI) Science (LFI)
7SOCA		Social Studies
	7SOCF 7SOCG	Social Studies (EFI) Social Studies (LFI)
8ARTA		Art
8ENGA		Language Arts
	8FREF 8FREG	French Language Arts (EFI) French Language Arts (LFI)
8EXPA 8EXPX		Exploratory Cluster (consisting of only provincial modules such as Home Economics, Industrial Technology) (consisting of provincial and local modules)
8FREA		French (core)
8HECAF 8HECAC		Home Economics (Foods) Home Economics (Clothing)
SHEAA		Health
	8HFLF 8HFLG	Health and Family Life Education (EFI) Health and Family Life Education (LFI)
8INDAW 8INDAT		Industrial Technology (woods, metals, plastics and ceramics) Industrial Technology (graphics, electricity, power, computer)
8MATA		Mathematics
	8MATF 8MATG	Mathematics (EFI) Mathematics (LFI)
8MUSA		Music
8PEDA		Physical Education
8SCIA		Science
	8SCIF 8SCIG	Science (EFI) Science (LFI)
8SOCA		Social Studies
	8SOCF 8SOCG	Social Studies (EFI) Social Studies (LFI)
9ARTA		Art
9ENGA		Language Arts

Course Code (E)	Course Code (FI)	Title
	9FREF 9FREG	French Language Arts (EFI) French Language Arts (LFI)
9EXPA 9EXPX		Exploratory Cluster (consisting of only provincial modules such as Home Economics, Industrial Technology) (consisting of provincial and local modules)
9FREA		French (Core)
9HECA		Home Economics
9HEAA		Health
	9HFLF 9HFLG	Health and Family Life Education (EFI) Health and Family Life Education (LFI)
9HISA		History
9INDAW 9INDAM 9INDAT		Industrial Technology (woods, metals, plastics and ceramics) Industrial Technology (manufacturing technology module) Industrial Technology (graphics, electricity, power, computer)
9MATA		Mathematics
	9MATF 9MATG	Mathematics (EFI) Mathematics (LFI)
9MUSA		Music
9PEDA		Physical Education
9SCIA		Science
	9SCIF 9SCIG	Science (EFI) Science (LFI)
9SOCA		Social Studies
	9SOCF 9SOCG	Social Studies (EFI) Social Studies (LFI)

Course Code (F)	Title
7ANGM	Anglais
7ARTM	Arts plastiques
7EDPM	Éducation physique
7FPSM	Formation personnelle et sociale
7FRAM	Français
7MATM	Mathématiques
7MUSM	Musique
7SCHM	Sciences humaines

Course Code (F)	Title
7SCIM	Sciences naturelles
7TECM	Technologie et carrières
8ANGM	Anglais
8ARTM	Arts plastiques
8EDPM	Éducation physique
8FPSM	Formation personnelle et sociale
8FRAM	Français
8INFM	Clavigraphie
8MATM	Mathématiques
8MUSM	Musique
8SCHM	Sciences humaines
8SCIM	Sciences naturelles
8TECM	Technologie et carrières
9ANGM	Anglais
9ARTM	Arts plastiques
9EDPM	Éducation physique
9FPSM	Formation personnelle et sociale
9FRAM	Français
9INFM	Clavigraphie
9MATM	Mathématiques
9MUSM	Musique
9SCHM	Sciences humaines
9SCIM	Sciences naturelles
9TECM	Technologie et carrières