Prince Edward Island
CANADA

Education and Early Childhood Development

Education Handbook for School Administrators

2013-2014

2013
Prince Edward Island
Department of Education and
Early Childhood Development
Holman Centre
250 Water Street, Suite 101
Summerside, Prince Edward Island
Canada, C1N 1B6
Tel: (902) 438-4130
Fax: (902) 438-4062
www.gov.pe.ca/eecd/

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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
- Student Support Resource Guide
- School Board Policy Manuals
- Student Assessment Process Handbook
- Individualized Educational Planning Handbook
- Teacher and Support Staff Working Together Handbook
- School Counselling Services: Standards and Guidelines
- 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
- Physical Education Safety Guidelines K-12
- Community Based Learning Guidelines and Procedures (DRAFT)

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

Minister's Office

Department of Education and Early Childhood Development
2013-2014
(General telephone number: 438-4130; Fax: 438-4150)

Name	Title	Phone (902)	Email
McIsaac, Hon. J. Alan	Minister	438-4876/ 368-4610	jamcisaac@gov.pe.ca
McLeod, M. Adele	Administrative Assistant	368-4610	mamcleod@edu.pe.ca
MacDonald, Dr. Alex "Sandy"	Deputy Minister	438-4876	agmacdonald@edu.pe.ca
Wood, Terri	Administrative Assistant	438-4876	tewood@edu.pe.ca
Steeves, Laura	Communications Coordinator	368-6449	lcsteeves@gov.pe.ca
Stewart, Major	Communications Officer	438-4873	mbstewart@gov.pe.ca
Young, Ross	Executive Assistant	569-7675	rtyoung@gov.pe.ca

Corporate Services and General Contacts

Department of Education and Early Childhood Development
2013-2014
(General telephone number: 438-4130; Fax: 438-4062)

Name	Title	Phone (902)	Email (@edu.pe.ca)
Arsenault, Imelda	Senior Director, Learning and Early Childhood Development	438-4879	imarsenault
Keefe, Terry	Senior Director, Corporate Services	438-4880	tekeefe@gov.pe.ca
Arsenault, Natalie	Bilingual Receptionist and Assistant to the Registrar	438-4130	natarsenault
Barbour, Blair	Corporate Services Officer	438-4838	bwbarbour
Carruthers, Sterling	Healthy School and Aboriginal and Diversity Education	438-4134	sdcarruthers
Clow, Jeff	Interdepartmental Youth Coordinator	438-4872	jaclow@gov.pe.ca
DeMone, Mark	Information Management Coordinator	438-4839	mcdemone
Desrosiers, Nancy	Registrar	438-4827	ndesrosiers
Drummond, Kelly	Human Resources and Corporate Services Officer	438-4130	ktdrummond@gov.pe.ca
Ellis, June	Administrative Support	438-4819	jeellis@gov.pe.ca
Fletcher, Lori (leave)	Information Management Assistant	438-4940	*lhfletcher@gov.pe.ca*
Harvey, Naomi	Accounting Clerk	438-4826	ndharvey
Kinnear-Shaw, Lisa (leave) Bernard, Lisa	Personnel Technician	438-4875	*lakinnear* lcbernard@ihis.org
Leslie, Mike	Coordinator of International Education	438-4816	mjleslie
MacFadyen, Gordon	Director, Finance and School Board Operations	438-4882	gsmacfadyen
MacKinnon, Rick	School Athletics	438-4846	rcmackinnon
Perry-Payne, Janet	English As a Second Language (EAL) Administrator	620-3735	jlpayne@gov.pe.ca
Phillips, Robin	Manager of Research and Corporate Services	438-4837	rhphillps
Smith, Adrian	Special Education Policy Advisor	-	acsmith
Tynski, Tanya	Human Resources Manager	438-4881	tmtynski@gov.pe.ca

Instructional Development and Achievement

Department of Education and Early Childhood Development
2013-2014
Fax: 438-4889

Name	Title	Phone (902)	Email (@edu.pe.ca)	Sub. Code
Costa, Elizabeth	Director of Instructional Development and Achievement	438-4820	eecosta	-
Wood, Cindy *(leave)*	Program Evaluator and Achievement Advisor		clwood	-
Albert, Guy	Instructional Development Specialist	438-4833	gcalbert	RXDPS
Bailey, Betty	Data Analyst	438-4904	babailey	-
Bédard, Marie-Lyne	Achievement Specialist (French First Language, Language Arts)	438-4903	mlbedard	RXDEE
Bradley, Michele	Instructional Development Specialist	438-4849		RXDPS
Brake, Laura	Achievement Specialist (Mathematics)	438-4900	lgbrake	RXDEE
Callbeck, Laurie	Achievement Specialist (Secondary Mathematics)	438-4833	alcallbeck	RXDEE
Jeffery, Tara	Bilingual Instructional Development	438-4830	txjeffery	RXDEE
Johnston, Ted	Instructional Development Specialist	438-4133	tgjohnston	RXDPS
Lamey, Mark	Information Technology Facilitator	438-4831	mvlamey	-
MacDonald, Linda	Achievement Specialist (English Language Arts)	438-4901	lwmacdonald	RXDEE
MacIsaac, Lana	Information Technology Facilitator	438-4830	lpmacisaac	-
McGuire, Moira	Achievement Specialist (French Immersion Language Arts)	438-4902	mcmcguire	RXDEE
Richard, Colleen	Bilingual Administrative Support	438-4848	crrichard	-
Stephan, Michaela	Instructional Development Specialist	438-4139	mhstephan	RXDPS
Underhill, Lorna	Administrative Support	438-4887	lrunderhill	-

English Curriculum

Department of Education and Early Childhood Development
2013-2014
Fax: 438-4884

Name	Title	Phone (902)	Email (@edu.pe.ca)	Sub. Code
McEwen, Derek	Director of English Curriculum	438-4870	dpmcewen	-
Bernard, Blaine	English Program Support Coordinator	438-4807	bxbernard	-
Allen-Cook, Vicki	Arts Specialist	438-4814	vlallen-cook	RXDKI
Ansems, Lorna (leave) McDearmid, Ray	Reading Recovery™ Teacher Leader	894-0319	*lmansems* ramcdearmid	RXDKI
Bungay, Greg	Elementary Technology Specialist	438-4835	gmbungay	RXDKI
Doiron, Bethany	Social Studies Specialist	438-4806	bldoiron	RXDKI
Gallant, Cheryl	Administrative Support	438-4145	cagallant	-
Hall, Roxanne	Secondary Math & Science Specialist	438-4132	rxhall	RXDKI
Hashie, Lisa	Administrative Support	438-4850	lahashie	-
Larsen, Brenda	Elementary Math & Science Specialist	438-4812	bhlarsen	RXDKI
MacLaren, Kendra	Secondary Language Arts Specialist	438-4803	kxmaclaren	RXDKI
MacLean, Edward	Secondary Technology Specialist	438-4832	edmaclean	RXDKI
MacLean-Ellis, Shelley	Career Education Specialist	438-4810	scmacleanellis	RXDKI
McDonald, Kathy	Student Success and Transition Specialist	438-4138	kmmcdonald	RXDKI
Noye, Laura Ann	Elementary Language Arts Specialist	438-4802	lanoye	RXDKI
Sweetapple, Pam	Reading Recovery™ Teacher Leader	894-0319	pjsweetapple	RXDKI
Tanton, Cheryl	Physical Education Specialist	438-4804	catanton	RXDKI

French Curriculum

Department of Education and Early Childhood Development
2013-2014
Fax: 438-4884

Name	Title	Phone (902)	Email (@edu.pe.ca)	Sub. Code
Hurtubise, René	Director of French Programs	438-4155	rvhurtubise	RXDFR
Fontaine, Lucille	French Program Support Coordinator	438-4859	lrfontaine	RXDFR
Alain, Josée	Language Arts Specialist (French First Language)	438-4862	jxalain	RXDFR
Arsenault, Justine	Technology Specialist (K-9)	438-4829	Jwarsenault	RXDFR
Bernier-Ouellette, Diane	French Literacy Mentor	432-2806 438-4140	dmouellette	RXDFR
Daigle, Yannick	Distance Education Specialist	438-4836	Yxdaigle	RXDFR
Gaudin, Claire	Elementary French Immersion Language Arts & Social studies Specialist	438-4862	cmgaudin	RXDFR
Graham, Eamon	Elementary Math & Science Specialist	438-4136	efgraham	RXDFR
Journault, Lise	Student Support Specialist	438-4844	jgjournault	RXDFR
Profit, Jolene	Bilingual Administrative Support	438-4868	jmprofit	-
Rafuse, Monica	Core French Specialist	438-4866	marafuse	RXDFR
Roberge, Lorraine	Administrative Support	438-4869	lroberge	RXDFR
Thibaudier-Ness, Christine	Secondary French Immersion Language Arts & Social Studies Specialist	438-4867	caness	RXDFR
Tremblay, Jeannine	Reading Recovery™ Teacher Leader	438-4865 368-4994	jatremblay	RXDFR
Vacant	Secondary Math & Science Specialist	-	-	RXDFR

Early Childhood Development

Department of Education and Early Childhood Development
2013-2014
Fax: 438-4844 Holman Building & 368-4622 Aubin Arsenault Building

Name	Title	Phone (902)	Email (@edu.pe.ca)	Sub. Code
Simpson, Carolyn	Director of Early Childhood Development	438-4883	cesimpson	-
Arsenault, Aimée (leave) Trail, Alysshea	Bilingual Administrative Support	438-4854	*asarsenault* altrail	-
Baird, Doreen	Early Childhood Coach	620-3177	debaird	-
Bernard, Francine	Bilingual Early Childhood Specialist	438-4143	fmbernard	-
Breitenbach, Marlene	Autism Clinical Specialist	569-7792	mmbreithenbach @gov.pe.ca	-
Chancellor, Allison	Autism Coordinator	368-4472	acchancellor	-
Doucette, Claire	Early Childhood Coach	438-4856	cdoucette	-
Essery, Helana *(temporary)*	Community Information Coordinator	438-4843	hdessery	-
Griffin, Annette	Administrative Support	368-6513	amgriffin	-
Hayes-McKenzie, Ann	Early Childhood Coach	620-3175	afhayesmckenzie	-
Henry, Sarah (leave) Melanson, Melanie	Healthy Child Development Coordinator	438-4842	*skhenry@gov.pe.ca* mdmelanson	-
Jones, Leigh-Ann	Autism Specialist	368-4496	leajones@gov.pe.ca	-
MacEachern, Krista	Early Childhood Coach	368-6331	klmaceachern	-
MacNeill, Sherla	Autism Specialist	438-4145	smmacneill	
McCormack, Cathy	Early Childhood Programs Administrator	368-6518	camccormack	-
Miller, Tracy	Autism Specialist	894-0324	tjmiller	-
Roach-O'Keefe, Alaina	Early Literacy Specialist	438-4855	alroachokeefe	-
Rochon, Danielle	Bilingual Autism Specialist	620-3754	dmrochon	-
Rogers, Andrea (leave) MacEachern, Diane	Autism Specialist	620-3753	ajrogers dianemaceachern	-
Shwint, Chris	Autism Specialist	620-3030	cashwint	-
Turner, Dave	Autism Specialist	620-3031	dxturner	-

Provincial Learning Materials Distribution Centre (PLMDC)

Finance and School Board Operations
Department of Education and Early Childhood Development
2013-2014
Fax: 894-0284

Name	Title	Phone (902)	Email (@edu.pe.ca)	Sub. Code
Burt, John	Storekeeper	368-4656	jfburt	-
Corrigan, Art	Site Supervisor	368-4646	ajcorrigan	-
Henderson, Mary	Administrative Support	368-4679	mbhenderson	-

Directory of Schools and School Board Offices in Prince Edward Island 2013-2014

English Language School Board

Stratford office:
PO Box 8600
Charlottetown, PE
Telephone: 902-368-6990 c
Toll-free: 1-800-280-7965
Fax: 902-368-6960 c
Civic: 234 Shakespeare Dr.,
Stratford, PE C1B 2V8
Website: www.gov.pe.ca/edu/elsb/

Summerside office:
288 MacEwen Road
Summerside, PE C1N 0J1
Telephone: 902-888-8400 c
Toll-free: 1-800-280-7965
Fax: 902-888-8449 c

Superintendent of Education – Cynthia Fleet (902-368-6850)
Director of Corporate Services – John Cummings (902-368-6845)
Director of Curriculum Delivery – Doug MacDougall (902-432-2781)
Director of Human Resources – Yvette Blanchard (902-368-6819)
Director of School Effectiveness – Bob Andrews (902-368-6823)
Director of Student Services – Adrian Smith (902-368-6832)

* "c"refers to centrex

School Information					
School	**Family**	**Address, Telephone, Fax**	**Admin. Assistant**	**Principal/Vice-Principal**	**Grade**
Alberton Elementary	Westisle	PO Box 280 Alberton, PE C0B 1B0 902-853-8617 c Fax: 902-853-8608 c (354 Church Rd., Alberton)	Rosalie Webb	Shanna Perry Heather Harris (acting vp)	K-6
Amherst Cove Consolidated	Kinkora	RR1 Borden-Carleton, PE C0B 1X0 902-437-8525 c Fax: 902-437-8527 c (300 Carleton St., Borden-Carleton)	Brenda Ranahan	Randy Gallant Paul Quinlan (vp)	K-8

School Information					
School	**Family**	**Address, Telephone, Fax**	**Admin. Assistant**	**Principal/Vice-Principal**	**Grade**
Athena Consolidated	Three Oaks	150 Ryan Street Summerside, PE C1N 6G2 902-888-8486 c Fax: 902-888-8487 c	Kelly Gaudet	Jerry McAulay Janice Carragher-Doyle (vp)	K-9
Belfast Consolidated	Montague	RR#3 Belle River, PE C0A 1B0 902-659-7200 c Fax: 902-659-7204 c (3326 Rte. 1, South Pinette)	Janice MacDonald	David Bryand John Munro (vp)	K-9
Birchwood Intermediate	Colonel Gray	49 Longworth Avenue Charlottetown, PE C1N 5A6 902-368-6870 c Fax: 902-368-6896 c	Deborah Upton Debbie Miles	Ron Carragher Patsy McDonald (vp)	7-9 (FI)
Bloomfield Elementary	Westisle	RR#2 Bloomfield, PE C0B 1E0 902-859-8715 c Fax: 902-859-8763 c (2472 O'Halloran Rd. Rte. 145, Bloomfield Corner)	Nancy Gallant	Andrew Stewart Giselle Smallman (vp)	K-6 (FI)
Bluefield Senior High	Bluefield	RR#2 North Wiltshire, PE C0A 1Y0 902-675-7480 c Fax: 902-675-7482 c (924 Colville Rd Rte 9, Hampshire)	Mary Miller Marilyn MacQuarrie Elizabeth Orr	Jerry Coady Paul Steele (vp) Stephen Wenn (vp)	10-12 (FI)
Cardigan Consolidated	Montague	1614 North Royalty Rd. Rte. 342, Cardigan, PE C0A 1G0 902-583-8575 c Fax: 902-583-8576 c	Joan McDougall	Noreen Lisi Shelly King-Compton (vp)	K-6
Central Queens Elementary	Bluefield	Hunter River, PE C0A 1N0 902-946-7950 c Fax: 902-964-7964 c (19821 Rte. 2, Hunter River)	Trudy Blanchard	Tara Deglan-Gallant Anne Ives (vp)	K-6
Charlottetown Rural Senior High	Charlottetown Rural	100 Raiders Rd. Charlottetown, PE C1E 1K6 902-368-6905 c Fax: 902-368-6906 c	Kathy Aitken Lynda Turnbull Lori Dow	Susan Willis Dominique Lecours (vp) Steve Wynne (vp) Dylan Mullally (vp)	10-12 (FI)

School Information					
School	**Family**	**Address, Telephone, Fax**	**Admin. Assistant**	**Principal/Vice-Principal**	**Grade**
Colonel Gray Senior High	Colonel Gray	175 Spring Park Rd. Charlottetown, PE C1A 3Y8 902-368-6860 c Fax: 902-368-6839 c	Karen Tsistinas Valerie Inman Audrey Allan	Kevin Whitrow Dale Cole (vp) Rosemary Fleming (vp) Ted Nabuurs (vp)	10-12 (FI)
Donagh Regional	Charlottetown Rural	928 Bethel Rd. Rte 215 Donagh, PE C1B 0T5 902-569-7720 c Fax: 902-569-7724 c	Lindsay Mutch	Jason Kielly Kristen Moore (vp)	K-9
East Wiltshire Intermediate	Bleufield	PO Box 160 Cornwall, PE C0A 1H0 902-368-4130 c Fax: 902-368-4139 c (100 Kingston Rd., Cornwall)	Vodia Frizzel Dale MacInnis	Windsor Wight Frank Martin (vp) Ken MacDougall (vp)	7-9 (FI)
Eliot River Elementary	Bluefield	PO Box 70 Cornwall, PE C0A 1H0 902-368-4270 c Fax: 902-368-4322 c (79 Hilltop Drive, Cornwall)	Cathy Carragher Beryl Diamond	Anita Murphy Shane Dunn (vp)	4-6 (FI)
Ellerslie Elementary	Westisle	1226 Ellerslie Road, PE C0B 1J0 902-831-7920 c Fax: 902-831-7918 c	Wendy Hardy	Jason Cormier Andy Doran (vp)	K-6
Elm Street Elementary	Three Oaks	256 Elm St. Summerside, PE C1N 3V5 902-888-8490 c Fax: 902-888-8307 c	Carole Yeo	Tracy Beaulieu Jacqueline Reeves (vp)	K-6 (FI)
Englewood	Bluefield	Crapaud, PE C0A 1J0 902-658-7850 c Fax: 902-658-7855 c (20280 Rte. 1, Victoria)	Cathy Cairns	Randy Reardon Mary Kendrick (vp)	K-9
Georgetown Elementary	Montague	Georgetown, PE C0A 1L0 902-652-8970 c Fax: 902-652-0997 c (47 Kent St., Georgetown)	Josephine Jackson	Janie MacDonald Andrew Hughes (vp)	K-8
Glen Stewart Elementary	Charlottetown Rural	PO Box 6500 Charlottetown, PE C1A 8B5 902-569-0550 c Fax: 902-569-0564 c (34 Glen Stewart Dr., Stratford)	Lori Jenkins Denise Lavie	Pat Campbell Marilyn MacLean (vp)	K-3 (FI)

School Information					
School	**Family**	**Address, Telephone, Fax**	**Admin. Assistant**	**Principal/Vice-Principal**	**Grade**
Greenfield Elementary	Three Oaks	100 Darby Dr. Summerside, PE C1N 4V8 902-888-8492 c Fax: 902-888-8494 c	Amy Olscamp	Sandra Jay Gail Finniss (vp)	K-6 (FI)
Gulf Shore Consolidated	Bluefield	North Rustico, PE C0A 1X0 902-963-7810 c Fax: 902-963-7815 c (185 Hilltop Ave. North Rustico)	Rose Gallant	Mary Jane Ready Maria Lavoie (vp)	K-9 (FI)
Hernewood Intermediate	Westisle	RR3 O'Leary, PE C0B 1V0 902-859-8710 c Fax: 902-859-3816 (34 Mill Rd. Rte. 136, Woodstock)	Stephanie Wallace	Patti Sweet Marie Rocheleau (vp)	7-9 (FI)
Kensington Intermediate Senior High	Kensington	PO Box 340 Kensington, PE C0B 1M0 902-836-8901 c Fax: 902-836-8903 c (19 Victoria St. E. Kensington)	Cathy Hickey Joanne McCarville	Donald Mulligan Debbie Caissy (vp) Michele Beaman (vp)	7-12
Kinkora Regional High	Kinkora	Kinkora, PE C0B 1N0 902-887-2424 c Fax: 902-887-7381 (54 Anderson Rd. Kinkora)	Tracy Thomson	Jaime Cole Nick Martin (vp)	9-12
L.M. Montgomery Elementary	Charlottetown Rural	69 MacWilliams Rd. Charlottetown, PE C1C 1L4 902-368-4150 c Fax: 902-368-4155 c	Donna MacNeill	Heather Cudmore Patti Davidson (vp)	K-6
Merritt E. Callaghan Intermediate	Westisle	RR#2 Elmsdale, PE C0B 1K0 902-882-7354 c Fax: 902-882-7364 c (41870 Western Rd. Rte. 2, St. Roch)	Kelly Hackett	Mary Lee Doucette Jean Keizer (vp)	7-9 (FI)
Miscouche Consolidated	Three Oaks	Miscouche, PE C0B 1T0 902-888-8495 c Fax: 902-888-8491 c (19 School St., Miscouche)	Cindy Rushton	Scott MacDonald Sue Gogan (vp)	K-9

School Information					
School	**Family**	**Address, Telephone, Fax**	**Admin. Assistant**	**Principal/Vice-Principal**	**Grade**
Montague Consolidated	Montague	Montague, PE C0A 1R0 902-838-0820 c Fax : 902-838-0825 c (622 Princess Dr., Montague)	Dottie Jamieson Audra Bushey	Betty MacDonald (acting Principal) Kathleen Compton (acting vp)	K-6 (FI)
Montague Intermediate	Montague	PO Box 1390 Montague, PE C0A 1R0 902-838-0860 c Fax: 902-838-0866 c (221 Kennedy St., Montague)	Laurel Martin	Kevin Stonefield Luanne Inman (vp)	7-9 (FI)
Montague Regional High	Montague	PO Box 730 Montague, PE C0A 1R0 902-838-0835 c Fax: 902-838-0840 c (274 Valleyfield Rd., Rte. 326, Lower Montague)	Dawn Martell Kelly Matheson	Seana Evans-Renaud Maureen MacDonald (vp) Sharon Anderson (vp)	10-12 (FI)
Morell Consolidated	Morell	Morell, PE C0A 1S0 902-961-7340 c Fax: 902-961-7331 c (7755 St. Peters Rd. Rte. 2, Morell)	Anita Geldert	Leo Hendricken Linda Blackett (vp)	K-8
Morell Regional High	Morrell	Morell, PE C0A 1S0 902-961-7345 c Fax: 902-961-7339 c (100 Little Flower Ave. Rte. 322, Morell)	Dianne MacKenzie	J.B. (John) Crawford Kelly Minnis (vp)	9-12
Mt. Stewart Consolidated	Morrell	RR#1 Mt. Stewart, PE C0A 1T0 902-676-7990 c Fax: 902-676-7989 c (120 South Main St. Rte. 351, Mt. Stewart)	Beaudah VanWiechen	Lynn Hufnagel Emily Waye (vp)	K-8
O'Leary Elementary	Westisle	PO Box 400 O'Leary, PE C0B 1V0 859-8713 c Fax: 859-8708 c (25 Barcley Rd., O'Leary)	Marilyn Smallman	Susan Thain-Trail Aldene Smallman (vp)	K-6
Parkdale Elementary	Colonel Gray	49 Confederation St. Charlottetown, PE C1A 5V5 902-368-6945 c Fax: 902-368-6949 c	Shawna Carmody	John Van Dyke Rebecca Rioux (vp)	K-6

School Information					
School	**Family**	**Address, Telephone, Fax**	**Admin. Assistant**	**Principal/Vice-Principal**	**Grade**
Parkside Elementary	Three Oaks	195 Summer St. Summerside, PE C1N 3J8 902-888-8472 c Fax: 902-888-8474 c	Margaret Baglole	Janet Cameron Mark Ronahan (vp)	K-6 (FI)
Prince Street Elementary	Colonel Gray	60 Upper Prince St. Charlottetown, PE C1A 4S3 902-368-6950 c Fax: 902-368-6959 c	Barb Irvine	Erin Johnston Colleen Mullen-Doyle (vp)	K-6
Queen Charlotte Intermediate	Colonel Gray	150 North River Rd. Charlottetown, PE C1A 3L3 902-368-6970 c Fax: 902-368-6983 c	Lisa Curley Marlene MacKinnon	Parker Grimmer Maureen Duffy (vp) K.J. White (vp)	7-9
Queen Elizabeth Elementary	Kensington	PO Box 100 O'Leary, PE C0B 1V0 902-836-8900 c Fax: 902-836-8905 (2 Sauders Ln., Kensington)	Ruth Croken	Rodney MacArthur Anne Marie Murphy (vp)	K-6
Sherwood Elementary	Charlottetown Rural	64 Maple Av. Charlottetown, PE C1A 6E7 902-368-6780 c Fax: 902-368-7688 c	Marylou Sinnott Jackie Lund	Ross McDermott Francyne Doiron (vp) Rick Brennan (vp)	K-6 (FI)
Somerset Elementary	Kinkora	Kinkora, PE C0B 1N0 902-887-2505 Fax: 902-887-2546 (30 Somerset St., Kinkora)	Debbie Wervers	Derik Arsenault Lorraine (Lori) Palmer (vp)	K-8
Souris Consolidated	Souris	PO Box 400 Souris, PE C0A 1B0 902-687-7140 c Fax: 902-687-7145 c (33 Church Ave., Souris)	Maggie MacPhee Mary Vincent	Lynne MacPhee Ann Marie MacDonald (vp)	K-7
Souris Regional High	Souris	PO Box 460 Souris, PE C0A 2B0 902-687-7130 c Fax: 902687-7129 c (15 Longworth St., Souris)	Lori Sanderson	Anna MacKenzie Natasha Doiron (vp)	8-12
Southern Kings Consolidated	Montague	RR#4 Montague, PE C0A 1R0 902-962-7400 c Fax: 902-962-7406 c (2294 Peters Rd. Rte. 324, Peters Road)	Tracy Campbell	Paul Sullivan Krista Gordon (vp)	K-8

School Information					
School	**Family**	**Address, Telephone, Fax**	**Admin. Assistant**	**Principal/Vice-Principal**	**Grade**
Spring Park Elementary	Colonel Gray	30 Dunkirk St. Charlottetown, PE C1A 3Z8 902-368-6400 c Fax: 902-368-6419 c	Barbie MacQuarrie Debbie Miles	Terry MacIsaac Terri Bontempo (vp)	K-6 (FI)
St. Jean Elementary	Colonel Gray	335 Queen St. Charlottetown, PE C1A 4C5 902-368-6985 c Fax: 902-368-6991 c	Sharon Cronin	Tracy Ellsworth Mark Kelly (vp)	K-6
St. Louis Elementary	Westisle	St. Louis, PE C0B 1Z0 902-882-7358 c Fax: 902-882-0493 c (3807 Union Rd. Rte. 152, St. Edward)	Mary Perry	Marsha Costello (acting Principal) Michelle Lewis (acting vp)	K-6 (FI)
Stonepark Intermediate	Charlottetown Rural	50 Pope Ave. Charlottetown, PE C1A 7P5 902-368-6085 c Fax: 902-368-6089 c	Grace MacKinnon Theresa Gallant	Norman Beck Jill Burry (vp) Michael Smith (vp) Greg Campbell (vp)	7-9 (FI)
Stratford Elementary	Charlottetown Rural	50 Glen Stewart Dr Stratford, PE C1B 0J9 902-569-7750 Fax: 902-569-7761	Judy Nicholoson Susan Norton	Norbert Carpenter Lisa Myers-Roche (vp)	4-6
Summerside Intermediate	Three Oaks	247 Central Street Summerside, PE C1N 3M5 902-888-8470 c Fax: 902-888-8469 c	Gwen St. John Nancy Bailey	Doug Doyle Michelle Moore (vp) Laura Cudmore (vp)	7-9
Three Oaks Senior High	Three Oaks	10 Kenmoore Ave. Summerside, PE C2N 4V9 902-888-8460 c Fax: 902-888-8261 c	Linda Cashin Pam Rodgerson Donna MacKay	Nicole Haire Gerald MacCormack (vp) Jason Gallant (vp)	10-12 (FI)
Tignish Elementary	Westisle	PO Box 39 Tignish, PE C0B 2B0 902-882-7357 c Fax: 902-882-7353 c (322 Church St., Tignish)	Francine Knox	Mike Ellsworth Mona Jeffery (vp)	K-6 (FI)
Vernon River Consolidated	Montague	RR#2 Vernon Bridge, PE C0A 2E0 902-651-8520 c Fax: 902-651-8516 c (5505 Murray Harbour Rd. Rte. 24, Vernon River)	Helen McIsaac	David Wood Robyn MacDonald (vp)	K-9

School Information					
School	**Family**	**Address, Telephone, Fax**	**Admin. Assistant**	**Principal/Vice-Principal**	**Grade**
West Kent Elementary	Colonel Gray	27 Viceroy Ave. Charlottetown, PE C1A 2E4 902-368-6065 c Fax: 902-368-4559 c	Jackie Philips	Michele Leclair Maureen Cassivi (vp)	K-6
West Royalty Elementary	Colonel Gray	80 Commonwealth Ave. Charlottetown, PE C1E 3E9 902-368-6790 c Fax: 902-368-6795 c	Mary MacLean Lena MacRae	Debi Mais Murphy Cathy Hendricken-Cameron (vp)	K-6
Westisle Composite High	Westisle	PO Box 57 Elmsdale, PE C0B 1K0 853-8626 c Fax: 853-8638 c (39570 Western Rd. Rte.2, Rosebank)	Darlene Doucette Marsha Morrisey Jodi LeClair	Charles Murphy Trevor Wood (vp) Heidi Morgan (vp)	10-12 (FI)
Westwood School	Bluefield	PO Box 490 Cornwall, PE C0A 1H0 368-6855 c Fax: 368-6863 c (80 Meadowbank Rd., Corwall)	Heather Stretch Beryl Diamond Cherie Walsh	Charlotte Bryand Sherry Flynn (vp)	K-3 (FI)

La Commission scolaire de langue français

1596 Rte 124, Wellington Station, PE C0B 2E0
Telephone: 854-2975 Fax: 854-2981
Website: www.edu.pe.ca/cslf/

Superintendent of Education – Anne Bernard-Bourgeois
Director of Instruction – Paul Cyr
Director of Business Operations – Brad Samson
Associate Director of Business Operations – Nathalie Malo
Payroll and Finance – Louise Gallant
Administrative Assistant – Rachelle Arsenault

La Commission scolaire de langue française				
School	**Address, Telephone, Fax**	**Admin. Assistant**	**Principal/Vice-Principal**	**Grade**
École Évangéline	1596, Rte 124 Abram-Village, PE C0B 2E0 902-854-2491 Fax: 902-854-3605	Ruth Arsenault	Jeanne Gallant Darlene Arsenault (vp)	K-12
École La-Belle-Cloche	95 Rte. 310 Fortune Bridge, PE C0A 2B0 902-687-7177 Fax: 902-687-7176	Tina White	Marise Chapman Martin Allard (vp)	K-12
École François-Buote	5 Promenade Acadienne Charlottetown, PE C1C 1M2 902-566-1715 Fax: 902-566-5989	Stéphanie Crohare	Josée Ferron Robert Cormier (vp)	K-12
École Pierre-Chaisson	119 Rte. 157 Deblois Road, Debois, PE C0B 2B0 902-882-0475 Fax: 902-882-0482	Nicole Buote	Ghislain Bernard Anne-Marie Rioux (vp)	K-12
École St-Augustin	CP 5617 RR3 Hunter River, PE C0A 1N0 902-963-7842 Fax: 902-963-3442 (2244 Church Road, Hunter River)	Jacinthe Basque	Rachelle Gauthier Sylvain Gagné (vp)	K-7
École-sur-Mer	5 avenue Maris Stella Summerside, PE C1N 6M9 902-888-8300 Fax: 902-888-8138	Melva Gallant	Rita Bissessur Joanne Bulger (vp)	K-7

Alternative Education Sites

English Language School Board Alternative Education Sites		
School	**Address, Telephone, Fax**	**Grade**
Provincial Adolescent School - Senior	3 Enman Crescent Charlottetown, PE C1E 1E8 Tel: 902-368-6226 Fax: 902-368-4864	10-12
Provincial Adolescent School Intermediate	3 Enman Crescent Charlottetown, PE C1E 1E8 Tel: 902-368-6226 Fax: 902-368-4864	7-9
Charlottetown Senior Alternative Education	3 Enman Crescent Charlottetown, PE C1E 1E8 Tel: 902-569-7652	10-12
Charlottetown Intermediate Alternative Education	3 Enman Crescent Charlottetown, PE C1E 1E8 Tel: 902-569-7652	7-9
Charlottetown Alternative A+	c/o Prince Street Elementary School 60 Upper Prince Street Charlottetown, PE C1A 4S3 Tel: 902-368-6950	3-6
Montague Alternative Education	Fraser Street Montague, PE C0A 1R0 Tel: 902-838-0952	7-12
Morell Alternative Education	c/o Morell High School Morell, PE C0A 1S0 Tel: 902-961-7313 Fax:902- 961-7339	9-12
Souris Alternative Education	c/o Holland College Souris Mall Souris, PE C0A 2B0 Tel: 902-687-7146 Fax: 902-687-1439	7-12
Summerside Intermediate Alternative Education	c/o ELSB Office – Summerside 288 MacEwen Road, Summerside, PE C1N 2P7 Tel: 888-8460 Fax: 888-8449	7-9
Elmsdale Intermediate Alternative Education	c/o ELSB Office – Elmsdate PO Box 57 Elmsdale, PE C0B 1K0 (39570 Western Rd.. – Rte 2, Rosebank) Tel: 902-853-8629 Fax: 902-853-8679	7-9
ELSB School Board Contact	Julia Gaudet, Leader of Student Services (368-6832)	

Band-operated First Nation School

School	Address, Telephone, Fax	Admin. Assistant	Principal/ Vice-Principal	Grade
John J. Sark Memorial School	PO Box 124 Lennos Island, PE C0B 1P0 Tel: 902-831-2777 Fax: 902-831-3065	c/o Nora M. McCarthy	Nora M. McCarthy Barb Smith (vp) Neil Forbes (Education Director)	k-6

Private Schools

School	Address, Telephone, Fax, Email, Website	Admin. Assistant	Principal	Grade
Grace Christian School	50 Kirkdate Rd. Charlottetown, PE C1E 1N6 Tel/Fax: 902-628-1668 Email: gbc@gracechristianschool.ca Website: www.gracechristianschool.ca	Judy Fanning	Jason Biech	k-12
Immanuel Christian School	7 Trafalgar St. Charlottetown, PE C1A 3Z2 Tel: 902-928-6465 Fax: 902-628-1831 Email: icsoffice@eastlink.ca Website: www.immanuelchristianschool.ca	c/o Matthew Mann	Matthew Mann	k-9

Public School Education

Overview

In Prince Edward Island the public school system comprises grades K-12. For program planning purposes, grades K-6 are the kindergarten and 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 English Language School Board 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 Intensive French Immersion programs are available in some English language schools.

Other general information on public education is available in the following documents located on the Department web site: http://www.gov.pe.ca/eecd

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.

Curriculum guides clearly articulate what students are expected to know and be able to do. Delivery of curriculum must reflect these expectations, and there must be an accurate assessment of students' performance in relation to the curriculum outcomes.

Teaching and Learning

To be a productive contributor to society in our 21st century, you need to be able to quickly learn the core content of a field of knowledge while also mastering a broad portfolio of essential learning, innovation, technology and career skills for work and life. (Trilling and Fadel, 2009, p. 16).

Literacy

The Council of Atlantic Ministers of Education and Training (CAMET), along with the Council of Ministers of Education in Canada (CMEC), have established literacy as a focus for action.

CAMET, within their 2009-2014 Action Plan, has established the goal of the pursuit of literacy initiatives intended to increase professional knowledge and skills in teaching literacy.

- Definitions of literacy evolve over time as the current knowledge base, system of communication and global inter-dependence change and require different skills.
- Literacy outcomes are presently identified within the Essential Graduation Learnings (EGLs) which guide curriculum development in Atlantic Canada.
- Outcomes with a literacy connection are distributed throughout the existing curriculum.
- Teachers and administrators have been entrusted by society with specific responsibilities regarding learning and literacy.
- All teachers and administrators share responsibility for the literacy development of *all* students.
- Teachers and administrators must continually realign their instructional focus as evolving literacy needs require new knowledge and skills.
- Literacy development is impacted by how we teach as well as by what we teach.
- Being literate in the 21st century includes proficiency within the communication skills of oral language, reading and writing along with thinking, learning and collaborative processes.

Many articulations of the knowledge and skills needed by all literate citizens that are essential in the 21st century are available and contain consistent messages. These sources can provide direction as we focus on instruction that will support literacy development.

The evolving vision of a literate student/citizen is someone who:

- knows how to think and to learn,
- understands oneself as a learner, and is empowered to set personal learning goals,
- can communicate and learn effectively,
- is innovative and creative,
- understands and remembers core content knowledge,
- has developed competency with information processing skills (thinking and learning skills),

- can access, manage and evaluate information from many sources including online,
- can effectively use evolving media and technologies,
- has self-knowledge which enables one to consider and plan appropriate learning and career paths,
- understands cultural diversity,
- can engage respectfully with people of differing perspectives, and
- has a range of social skills which support effective face-to-face and online interactions.

Instructional Strategies

What do all teachers and administrators need to know and be able to do to support effective literacy learning?

Note: The term "effective" refers to current, evidence-based, best practice.

The pedagogical knowledge and skills required by all K-12 teachers and administrators includes, but is not limited to, the following:

All teachers and administrators, K – 12, will be able to demonstrate knowledge of:	All teachers, K-12, will be able to:	All administrators, K-12, will be able to:
- the role of the teacher as 'facilitator of learning'	- facilitate student learning	
- the characteristics of effective learning environments for the subject being taught	- establish learning environments that support the acquisition of a broad range of knowledge, and skills (content and social) for all students	- recognize instructional environments and practices that support effective student learning and intervene when observed practices do not align with best practice to require a change in the environment or practice
- effective assessment practices	-use effective assessment practices	-establish expectations that all instruction incorporate effective assessment for learning practices
- current learning theories and bodies of research, instructional and philosophical frameworks, theories of motivation that support effective literacy learning	-apply current learning theories and bodies of research, instructional and philosophical frameworks, theories of motivation to support effective literacy learning for all students	- ensure that student learning is supported by current learning theories and bodies of research, instructional and philosophical frameworks, theories of motivation to support effective literacy learning for all students

…continued

- the skills that are required for competence within the multiple literacies of the 21st century	- provide opportunities for students to develop the skills needed for success within the multiple literacies of the 21st century -be role models of 21st century media skills -access, manage and evaluate information from multiple sources - engage in reflection and inquiry to support student learning - engage in life-long learning by setting personal learning goals and establishing a personal learning environment or network -collaborate to improve student learning and literacy	-ensure that students have opportunities to develop the skills needed for success within the multiple literacies of the 21st century -be role models of 21st century media skills -access, manage and evaluate information from multiple sources - engage in reflection and inquiry to support student learning - engage in life-long learning by setting personal learning goals and establishing a personal learning environment or network -collaborate to improve student learning and literacy

The Evolving Role of the Teacher

For over fifteen years, the literature about effective instruction has been saying the role of the teacher has shifted from "the sage on the stage" to that of "a guide on the side". However, traditional practices are firmly entrenched in our expectations about what schooling should look like and it remains difficult to move toward the 'teacher as facilitator' model. Instruction that intentionally supports the acquisition of essential 21st century skills challenges many traditional practices.

Differentiating Instruction

Differentiated instruction is effective instruction that is responsive to the learning preferences, interests and readiness of the individual learner. Tomlinson, 1994, states that there are four characteristics that mold teaching and learning in an effective differentiated classroom.

Instruction is concept based and principle driven. All students have the opportunity to explore and apply key concepts of the subject being studied. Such instruction enables struggling learners to grasp and use powerful ideas and, at the same time, encourages advanced learners to expand their understanding and application of key concepts and principles.

- On-going assessment of student readiness and growth are built into instruction. Teachers do not assume that all students need a given task or segment of study.
- Flexible grouping is consistently used. In a differentiated classroom, students work in many patterns. Sometimes they work alone, sometimes in pairs, sometimes in groups.
- Students are actively involved in making choices and setting goals for their learning. Because varied activities can occur simultaneously in a differentiated classroom, the teacher works more as a

guide or facilitator of learning than as a dispenser of information.

Modification of Curriculum

For some students, individual planning may result in modifications to the provincially authorized and prescribed curriculum to meet that individual student's special education needs. Modified courses do not provide the same credit as provincially authorized courses. Details of the modified course must be included in the student's file and the transcript must indicate that the provincially authorized curriculum has been modified. Refer to Minister's Directive No. MD 01-08 for further information regarding special education.

New Learning Balance

Trilling and Fadel (2009) challenge us to consider a new, shifting balance:

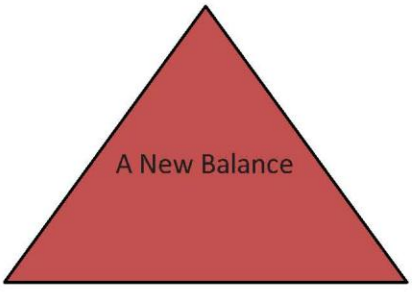
"Take a moment to think about the new 21st century demands on education. We face demands from the new global knowledge economy; from the converging forces of knowledge work, digital tools and lifestyles; from modern learning research; and from the need for skills most in demand in our times: problem-solving, being creative and innovative, communicating, collaborating, being flexible and so on.

Then look at the balance chart that follows and ask yourself—can we really prepare our students with just the left side of the chart of learning practices alone?"

TEACHING AND LEARNING in the 21st CENTURY

"Making the Shift"

Teacher-directed	Learner–centered
Direct instruction	Interactive exchange
Knowledge	Skills
Content	Process
Basic Skills	Applied skills
Facts and principles	Questions and problems
Theory	Practice
Curriculum	Projects
Time-slotted	On-demand
One-size-fits-all	Personalized/customized
Competitive	Collaborative
Classroom	Global community
Text-based	Web-based
Summative scores	Formative evaluations
Learning for school	Learning for life



21st Century Skills (Trilling and Fadel, 2009)

All of the great problems of our times – solving global warming, curing diseases, ending poverty, and the rest – don't stand a chance without education that prepares each citizen to play a part in helping to solve our collective problems. Learning for work and life in our times means helping as many children as possible learn to apply 21st century skills and a solid understanding of core subjects to the challenges of our times. A 21st century education for every child is the first challenge – the one that enables all our other challenges to be met.

(Trilling, & Fadel, 2009, pp. 40-41).

Outcomes-Focused Project Based Learning (PBL)

Leading visionary educational researchers and authors such as Charles Fadel and Heidi Hayes Jacobs agree that our students must be able to apply their knowledge to understanding and solving real-world challenges using their 21st century skills through PBL. Standards- or outcomes-focused PBL is a central strategy by which specific curricular outcomes can be attained. Our provincially authorized curriculum supports the use of outcomes-focused PBL to enable students to achieve selected specific curriculum outcomes.

The Buck Institute for Education defines standards- or outcomes-focused PBL as a "systematic teaching method that engages students in learning knowledge and skills through an extended inquiry process structured around complex, authentic questions and carefully designed products and tasks." This model of PBL is based on a number of criteria that distinguish carefully planned projects from other extended activities in the classroom.

Outstanding projects:

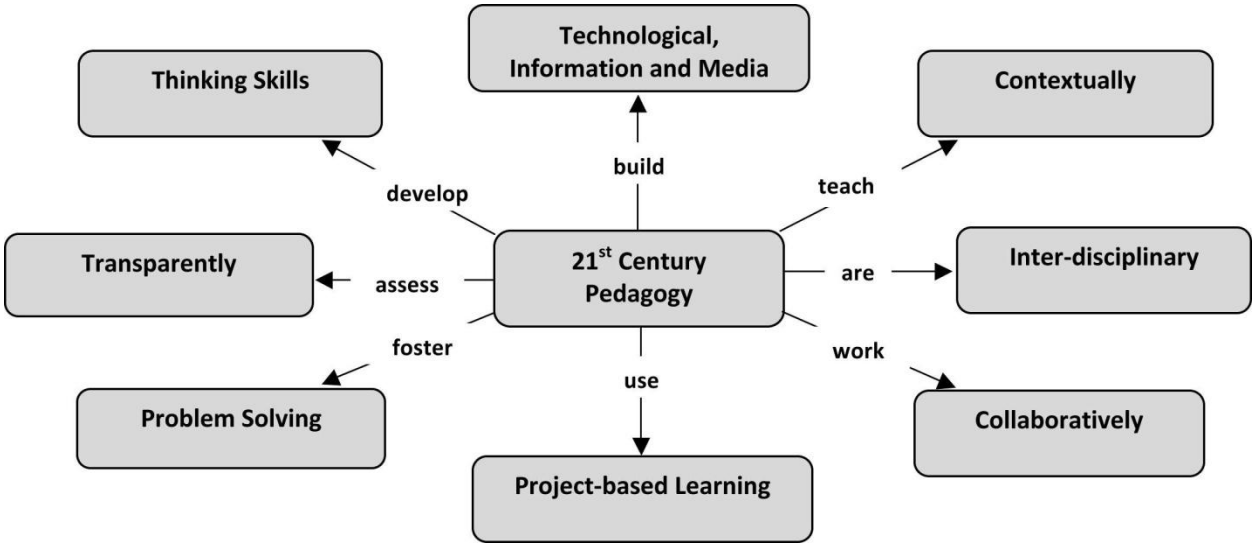
- recognize students' inherent drive to learn, their capability to do important work, and their need to be taken seriously by putting them at the center of the learning process;
- engage students in the central concepts and principles of a discipline; the project work is central rather than peripheral to the curriculum;
- highlight provocative issues or questions that lead students to in-depth exploration of authentic and important topics;
- require the use of essential tools and skills, including technology, for learning, self-management, and project-management;
- specify products that solve problems, explain dilemmas, or present information generated through investigation, research, or reasoning;
- include multiple products that permit frequent feedback and consistent opportunities for students to learn from experience;
- use performance-based assessments that communicate high expectations, present rigorous challenges, and require a range of skills and knowledge;
- encourage collaboration in some form, either through small groups, student-led presentations, or whole-class evaluations of project results.

In standards-based PBL, students are pulled through the curriculum by a driving question or authentic problem that creates a need to know the material.

(Buck Institute for Education, 2003, p. 5).

PBL can help you as a teacher create a high-performing classroom in which you and your students form a powerful learning community focused on achievement, self-mastery, and contribution to the community.

(Buck Institute for Education, 2003, p. 6).



http://edorigami.wikispaces.com/21st+Century+Pedagogy

Creating Effective Environments for Learning

The environment in which students are engaged in learning has been identified as one of the most significant factors in their success. The following excerpts from current curriculum foundation documents and guides describe the characteristics of effective learning environments.

Language Arts:

Learning is facilitated when students have a rich, stimulating environment that encourages interaction, exploration, and investigation. It flourishes when the classroom climate is one that provides support, structure, encouragement, and challenge and where students are treated with warmth, sensitivity, and respect.

Learning environments for language arts are:

- participatory, interactive, and collaborative,
- inclusive,
- caring, safe, and challenging,
- engaging and relevant,
- inquiry-based, issues oriented, and
- places where resource-based learning includes and encourages the multiple uses of technology, media, and other visual texts as pathways to learning and as avenues for representing knowledge.

Science:

Effective science learning and teaching takes place in a variety of situations. All instructional practice must reflect the nature of science and how children learn science. The task of the teacher is to organize the curriculum and the classroom experience such that the student, in an attempt to make sense of the event under investigation, comes to invent, examine, and pass judgment on those scientific explanations that are normally 'covered' in the course.

Science learning and teaching incorporates the following constructivist perspectives:

- Learners are not viewed as passive but are seen as purposive and ultimately responsible for their own learning.
- Learning is considered to involve active processes on the part of the learner.
- Knowledge is not "out there" but is personally and socially constructed; its status is problematic.
- Teachers also bring their prior conceptions to learning situations, in terms of not only their subject knowledge, but also their views of teaching and learning.
- Teaching is not the transmission of knowledge but involves the organization of the situations in the classroom and the design of tasks in a way that enables students to make sense of the "ways of seeing" of the scientific community.
- The curriculum in not that which is to be learned, but a program of learning tasks, materials, resources, and discourse from which students construct their knowledge.

Social Studies:

An effective instructional environment incorporates principles and strategies that recognize and accommodate varied learning styles, multiple intelligences, and diverse abilities. An effective social studies environment is:

- student–centered,
- respectful of diversity,
- inclusive and inviting,
- participatory, interactive and collaborative,
- engaging and relevant,
- integrative,
- challenging,
- inquiry-based and issues oriented, and
- supportive reflection.

Mathematics:

Structurally, the mathematics classroom will need to provide the flexibility to accommodate varying student needs and learning styles, and to facilitate the active involvement of students in the development of math concepts and skills. As well, for students to develop a belief in their capacity as mathematical thinkers, they must learn in a climate in which there is:

- a genuine respect for others' ideas,
- a valuing of reasoning and sense-making,
- pacing and timing that allow students to puzzle and think,

- the forging of a social and intellectual community, and
- a connection to real world situations.

Assessing and Evaluating Student Achievement

Assessment and evaluation require thoughtful planning and implementation to support the learning process and to inform teaching. All assessment and evaluation of student achievement must be based on the specific curriculum outcomes in the provincially authorized curriculum.

Assessment is the process of gathering information about student learning for three interrelated purposes:

- assessment **for** learning to guide and inform instruction,
- assessment **as** learning to involve students in self-assessment and setting of goals for their own learning, and
- assessment **of** learning to make judgments about student performance in relation to curriculum outcomes.

Evaluation involves the weighting of the assessment information against a standard in order to make an evaluation or judgment about student achievement. Reporting of student achievement must be based on the achievement of curriculum outcomes. Assessment information informs the evaluation process.

Designing Effective Assessment

Effective assessment improves the quality of learning and teaching. It can help teachers to monitor and focus their instruction, and can help students to become self-reflective and to feel in control of their own learning. When students are given opportunities to demonstrate what they know and what they can do with what they already know, optimal performance can be realized. Teachers must collect evidence of student learning through a variety of methods. Valuable information about students can be gained through conversations, observations, and products. A balance among these three sources ensures reliable and valid assessment of student learning. Teachers need to have access to, and know how to use and interpret, a wide range of assessment tools. Some tools require simple analysis processes, while others require quite complex analysis.

Principles of Fair Student Assessment Practices for Education in Canada

All assessment practices should conform to the following Canadian principles of fair student assessment.

- Assessment methods should be appropriate for and compatible with the purpose and the context of the assessment.
- Students should be provided with sufficient opportunity to demonstrate the knowledge, skills, attitudes, or behaviors being assessed.
- Procedures for judging or scoring student performance should be appropriate for the assessment method used and be consistently applied and monitored.

- Procedures for summarizing and interpreting assessment results should yield accurate and informative representations of student's performance in relation to the goals and objectives for instruction.
- Assessment reports should be clear, accurate, and of practical value to the audiences for whom they are intended.

Using Assessment Data to Improve Student Achievement

Many new assessment tools are being developed each year. Many of these tools are effective and efficient and can provide lots of information about student learning and progress. Teachers need opportunities to learn how to administer and interpret these new tools and identify the benefits and limitations of each. Teachers, schools, and school districts require efficient data management systems, so that relevant data is used to monitor student progress and support the planning of appropriate instruction for all students.

- Teachers and administrators need to develop an understanding of the process of data investigation. Successful use of data to drive decisions is not random, but results from a strategic focus on specific issues.
- Teachers and administrators need to learn to select and use relevant data, being cognizant of the educational context.
- Teachers and administrators need to learn how to translate data into useful information.
- Teachers and administrators need to be aware of both the benefits and barriers to the successful use of data to improve student achievement.

Professional Learning

There are two sections within this team:

- Instructional Development
- Achievement

Mandate: The overall mandate of the Instructional Development and Achievement Team is to provide direction and leadership in improving student achievement in literacy and mathematics. A dedicated focus on improving levels of literacy and numeracy gives powerful leverage to influence student learning in all other disciplines.

Achievement Section

Responsibility*:* The Achievement Section is responsible for the development and administration of the Provincial Common Assessment program, as well as to provide guidance, advice and support to the Department and to educational partners in the areas of student assessment.

Background: In 2005, the Final Report of the Task Force on Student Achievement, made recommendations for positive enhancement of student achievement in the public school system. The second recommendation in this report recommended the implementation of common assessments at the end of grades 3, 6, and 9 followed by specific subjects in high school.

Purpose: Provincial Common Assessments are conducted yearly and provide information about how Island students are progressing at key stages of learning. Assessments are developed by teachers and are marked by teachers from across the province. Provincial Common Assessments are based on the curriculum used in Island schools.

The Achievement Section also supports a national assessment that takes place every three years. The Pan-Canadian Assessment Program (PCAP) assesses the performance of Grade 8 students in reading, math and science.

Every three years, Island 15-year-old students take part in the Programme for International Student Assessment (PISA), which assesses achievement in reading, math and science through a common international test.

Instructional Development

Responsibility: The responsibility of the Instructional Development section encompasses four main domains:

1) Lead the implementation of new Language Arts and Mathematics curricula in collaboration with subject specialists

2) Respond to Provincial Common Assessment results

3) Develop and contribute to a virtual professional learning library for Island educators

4) Demonstrate leadership in the overall professional learning of Island educators including administrators

Background: While many initiatives have taken place to respond to Provincial Common Assessment results such as the Grade 9 Math Project and moderated marking projects, the response has not been systemic or procedural. The need for a focussed process to respond to assessment results has evolved.

Purpose: The Instructional Development Section was created in 2013 to provide an intentional and focussed response to system needs as indicated by Provincial Common Assessment results, and to support the overall quest to improve student learning and achievement of Island students.

In partnership with other Department specialists and boards, Instructional Development specialists provide support to educators in data analysis and interpretation of results. As well, they collaboratively plan and implement interventions to improve student achievement.

Instructional Development specialists will also develop a multi-media curriculum component used in a new model of curriculum in-service. Along with Curriculum specialists, they help plan and support teachers during the implementation of the new curriculum.

In order to respond to the voiced need for continuous professional resources, a virtual library will be developed and maintained by the Instructional Development specialists. It will include up-to-date briefs and videos that describe and demonstrate high impact strategies that positively affect student learning and achievement. The virtual library will house current and relevant professional learning resources to support professional learning teams within schools.

Professional Learning

The Professional Learning Report was released by the Department of Education and Early Childhood Development in May, 2013. The primary purpose of the Professional Learning Report was to develop a renewed model of professional learning for educators in Prince Edward Island. Professional learning opportunities for educators need to be relevant, and of high quality. Research was conducted to determine the perspectives of PEI educators and these findings, along with effective practices of professional development and recommended actions, filter through:

- A new school calendar
- A new approach for in-servicing new curriculum
- Continued support for school-based collaborative work
- The implementation of teacher-driven professional learning plans
- The process to follow-up on provincial literacy and numeracy data
- A program to extend instructional leadership skills
- Financial resources
- Collaborative working relationships

The pathway to introduce a research-based model of professional learning is well underway and work has begun to transition to a renewed model of professional learning for educators on Prince Edward Island. For the full report please go to www.edu.pe.ca

English Curriculum

Mandate

The English Curriculum is responsible for providing leadership, coordination, and support in the development of quality English language curriculum, as well as support services and resources for teachers and students from kindergarten to grade 12.

Curriculum Development and Renewal

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

With these and other worthy goals in mind, it is essential that everyone involved in the education of Prince Edward Island students have an in-depth understanding of grade-level expectations for learning in all areas of study.

Since the implementation of the 2006 Student Achievement Action Plan, which resulted from the PEI Task Force on Student Achievement Report, curriculum development and renewal has, and continues to be a priority. Island teachers continue to be actively involved in working with Department curriculum specialists to create and develop provincial curriculum.

The goals of curricular renewal are achieved through:

- clarifying expectations, outcomes, and standards and benchmarks for students;
- ensuring relevance and consistency for all students across grade levels and areas of study;
- focusing on central tenets and developing deep understanding within areas of study (which are living disciplines);
- incorporating effective research-based instruction and assessment practices and providing ease of access and use for teachers;
- promoting a contextualized and constructivist approach to instruction and learning.

Teachers and curriculum specialists continue to collaborate in evaluating and selecting appropriate student and teacher resources to support the curriculum.

Curriculum Piloting

Curriculum pilot teachers continue to have opportunities to critically reflect on draft curriculum, and are supported in their growth as reflective practitioners as they experiment with new ways of thinking and doing with their students.

Curriculum In-Services

An extensive professional development program continues to be provided to Island teachers through curriculum in-services. These in-services provide opportunities for teachers to gain and enhance their knowledge and skills so that each teacher can effectively use each newly developed curriculum as it is implemented across PEI.

Curriculum Support to Teachers

As professional learning communities and collaborative groups expand in schools and boards across PEI, curriculum specialists continue to support families of schools, individual schools, groups of teachers, and individual teachers in deepening their knowledge and skills with evidence-based instructional and assessment strategies. This occurs when curriculum specialists facilitate or lead after-school, half-day, and full-day professional development sessions, and can also occur through online collaborative workspaces developed and moderated by curriculum specialists.

There are more than 200 provincially authorized courses in the public school program. With such a large number of courses, the process of course development, replacement, updating or other types of revisions is a continuous one. Because of the large number of provincial curricula and programs under renewal or development, a moratorium on the development and approval of any new local curricula and programs continues to be in effect.

Course Development / Update Procedure

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 and curriculum committees;
b) submissions from school boards;
c) submissions from community groups;
d) government studies and initiatives;
e) academic and professional literature in education; and
f) the results of provincial, national, and international assessment programs (e.g., PISA, PCAP, Provincial Common Assessments).

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

a) the results of the assessments,
b) the impact on other existing courses/programs, and
c) fiscal considerations

The curriculum development work is carried out by a Department of Education and Early Childhood Development Curriculum Specialist, in consultation with appropriate educational stakeholders (e.g., teachers, post-secondary, and industry representatives).

Once a curriculum framework, including outcomes and achievement indicators, has been developed, feedback received, and revisions made, the document is submitted to the English Programs Director for sign-off.

Following sign-off of the draft document, the curriculum is prepared for pilot:

a) consultation with the school board occurs to identify pilot schools and teachers,
b) pilot materials are ordered, and appropriate in-service training is carried out.

The Department of Education and Early Childhood Development monitors the progress of the pilot projects, and communicates progress to the school boards. With this information the Curriculum Specialist

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; recommends the revision, as needed, of the program of study to reflect any course changes;
b) recommends the provision for in-service training and other supports which will ensure effective implementation; the Department carries out the implementation procedures including publishing the curriculum document, course outline, and support documents, arranging for in-service training of teachers, and arranging for the provision of curriculum resources through the Provincial Learning Materials Distribution Centre.
c) Pilot and/or non-pilot teachers may be invited to express interest in working with the Curriculum Specialist during the summer to create an ever-greening supplementary curriculum support document, which may include information related to weighting and/or pacing, instructional strategies, assessment strategies and tools, and additional resources.

The procedures outlined above help to ensure that high quality, effective courses are available in Island schools.

French Curriculum

Mandate

The mandate of French Curriculum 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 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 28 schools on the Island that offer a French Immersion program and six schools that offer a French First Language program.

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.

Early French Immersion

Early Immersion is a school program offered in French which begins at the Kindergarten level and which is offered to non-Francophone students. It is recommended that the percentage of time devoted to teach in French for grades K-3 should be 90 per cent and for grades 4-6, 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 program offered in the English Language School Board – Startford Office 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 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 Mid and Late French Immersion are grouped with the continuing immersion students for French courses from grades 10-12.

Students enrolled in French immersion and who will be completing the required number of language arts and social studies courses in French immersion by the end of grade 12 will be entitled to write the DELF exam.
The Delf (Diplôme d'études en langue française) exam does not supersede the provincial graduation requirements or the Provincial French Certificate. It is an international validation of students' language abilities at the end of grade 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 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 receive instruction for English Language Arts 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.

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 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 in a Core 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.

Early Childhood Development

Mandate

This division provides policy, program and funding advice and direction to ensure Island children and families have high quality experiences in the early years. Responsible for the early learning and child care system of PEI, this section provides curriculum and development and support to the Early Years Centers, supports Family Resource Centers and private regulated early childhood programs, provides Early Years Autism services, administers the direct funding program, special needs funding program, autism funding program, the Best Start program, and is responsible for Healthy Child Development.

As well, this division has responsibility for the Child Care Facilities Act, R.S.P.E.I. 1988, Cap. C-5, including the certification of early childhood educators, licensing and inspections of early childhood programs and provides resource support to the Child Care Facilities Board, and the Children's Secretariat.

Early Learning

Early learning experiences help shape the foundation for later success in school and life. A high quality program is sensitive to the needs, interests, and abilities of each child and provides the child opportunities to explore his or her environment. This is done by utilizing learning centres with a play based approach to delivery while offering a balance of active and quiet, individual and group, indoor and outdoor activities.

Children learn best through discovery and play in an environment rich in literacy, numeracy, science, social studies, art, music, and movement. Well planned learning environments are instrumental in meeting these goals. Quality programs balance a child-centered, educator-led approach to developmentally appropriate practice.

Early Learning and Child Care Program Support

Early learning and child care program support is provided by the early childhood coaches, early childhood curriculum and early literacy specialists. Together this team works directly with the early learning and child care system in providing the best possible experiences for children.

Early childhood coaches are responsible for program support. They work with the early childhood programs administrator to enhance program and curriculum delivery.

The coaches utilize tools including Early Childhood Environmental Rating Scale (ECERS-R), FHDCRS, ITERS, SACCERS; SpeciaLink scales for inclusion of children with special needs; Pillars of Quality document from the Canadian Child Care Federation; Occupational Standards Guides (Administrators/Practitioners) and Building Blocks (NS training model based on including children with SN).

The early childhood curriculum specialist is responsible for curriculum development and works in partnership with the early childhood

coaches to provide continuous curriculum support to directors and educators through in-service and centre visits. The PEI Early Learning Framework is mandated within all Early Year Centres.

The early literacy specialist works with the early childhood coaches to build capacity for early, community-based language and literacy development. The specialist assists in the development of early literacy action plans within all Early Years Centers. In addition the specialist provides support to family resource centres, and will provide leadership to the community and other stakeholders.

Monitoring Children's Outcomes

Studies show that differences at age 5 may still be present later in life, and that preschool interventions have a higher chance of improving children's outcomes than later-age interventions. (Janus, Offord Centre, 2006). However, we need good information about the developmental outcomes of our preschool age children so that appropriate supports can be put in place as early as possible.

The Early Years Evaluation is a province wide evaluation completed with all children before they enter into kindergarten. This provides families and schools with information on the overall development of a child at a particular point in time. It may be useful as a guide for potential interventions and teaching strategies.

Other Services

School Healthy/ Healthy School Communities

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 provided 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 (438-4134) for further information.

Aboriginal /Diversity 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 in a tripartite partnership with the Mi'kmaq First Nations and the federal government in improving the educational outcomes for all Aboriginal children and students in provincial schools. An action plan has been developed and is being implemented to address the needs of First Nation and Aboriginal learners.

The Diversity Education Standing Committee makes recommendations about diversity and equity issues in our system. Representation on this committee includes educators, school boards, UPEI, PEITF and various community members and partners. Recommendations from this committee are made to the Department of Education and Early Childhood Development.

EAL/FAL Programs and Services

The English as an Additional Language (EAL) / French as an Additional Language (FAL) section continues to evolve as a new section in the department. The Provincial Itinerant Team, led by the Program Administrator, Janet Perry-Payne, supports individual language acquisition needs of EAL/FAL learners in their schools and supports staff by offering professional development opportunities to ensure the successful inclusion and integration of EAL/FAL students in our system.

Our team consists of an Assessment Specialist, an EAL Teacher Support Specialist, one FAL

Itinerant and thirteen EAL Itinerants. The Itinerants may offer support in only one school or many schools depending on the number of EAL/FAL learners requiring service at each school. Specialist staff are available for consultation on an ongoing basis.

Schools are asked to refer all newcomer children who do not speak either English or French in the home or who were born outside of the country for intake and language proficiency assessment at the EAL/FAL Reception Centre. Intake and assessment typically takes place at the EAL/FAL Reception Centre but arrangements can be made to complete this essential step at the school or school community. Language proficiency assessments are completed for all children from kindergarten to Grade 12. With parental consent, assessment results are shared with respective schools and recommendations for language support are finalized. Finally, a school registration and orientation time is coordinated by one of our Assessment Specialists before the new student begins school.

PEI School Athletic Association

The PEISAA is designated as the body responsible to administer school sport in the province of Prince Edward Island according to the rules and expectations of the Department of Education and Early Childhood Development and the provincial school boards, under the auspices of the *School Act*.

The PEISAA is an alliance of the member schools in Prince Edward Island, the provincial school boards, and the Department of Education and Early Childhood Development. The PEISAA provides and coordinates the educational and administrative services for the provincial school boards in governing school sport in the Province.

The PEISAA has the authority, as granted by the Department of Education and Early Childhood Development and the provincial school boards, to carry out the governance of the PEISAA programs and initiatives under its guidelines and policies as approved by the Department of Education and Early Childhood Development.

The mandate of the PEISAA:

- shall foster, facilitate and govern its activities such that the Department of Education and Early Childhood Development, the provincial school boards, and other groups (Home and School, college, university) value these activities as educational and recreational endeavours, beneficial to school youth and worthy of active encouragement and support. Educational Value of School Athletics;
- shall promote competition in amateur athletics among all member schools in the province in harmony with the goals of education as delineated through the school boards and Department of Education and Early Childhood Development.
- shall equalize athletic opportunities by standardizing rules of eligibility for individuals, and classifying for competitive purposes, the schools in the province which are members of the PEISAA.
- shall cultivate the ideals of sportspersonship in its relationship to the development of character as part of the complete education of a student athlete.
- shall plan activities in such a way as to cause minimal interference with school attendance.

- shall establish standards for coaching practices, team travel and the conduct of teams and spectators.
- shall encourage positive communication and cooperation among schools, sport governing bodies and community sport groups.

Please contact the School Sport Coordinator, Rick MacKinnon at 438-4846 for further information.

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 Administrative Assistant, Lisa Hashie by phone: 438-4850, by email: lahashie@edu.pe.ca or visit:
http://www.gov.pe.ca/eecd/index.php3?number=1026727&lang=E

Technology

Technology Competence

The Foundation for the Atlantic Canada Technology Education curriculum document 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 demonstrate digital citizenship. This involves thinking 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 Communication and Information Technology can be used from grades K 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:
  http://www.edu.pe.ca/journeyon

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 password protected access to upload pages and images to the school website and would help the principal adhere to the guidelines.
- These guidelines are available at: ***http://www.edu.pe.ca/journeyon/techsupport/guidelinesschoolwebpage.html***

Distance Education Course Approval Process

- See Appendix K

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.

Elementary Program

Overview

The Elementary Program, kindergarten to grade 6, 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 learners 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 themselves through the arts;
- access social, cultural, economic and environmental interdependence in a local and global context;
- use the listening, viewing, representing, speaking, reading and writing modes of language as well as mathematical and scientific concepts and symbols to think, learn and communicate effectively;
- continue to learn and to pursue active, healthy lifestyles;
- use the strategies and processes needed to solve a wide variety of problems, including those requiring language, mathematical and scientific concepts;
- 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 includes the following subjects:

1. Visual Arts
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.

French Immersion is a program which offers instruction in French, beginning in kindergarten. Instruction in English Language Arts begins in Grade 4 for French Immersion students.

Reading Recovery®

Reading Recovery®, a highly effective short-term early literacy intervention program, was introduced in Island schools in September 1998 as part of the Department'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. Specially trained Reading Recovery® teachers work individually for 30 minutes per day to help the most at risk literacy learners.

The goal of Reading Recovery® is to accelerate learning for these Grade 1 children so they can become successful and independent in the regular classroom, having developed 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 *Observation Survey of Early Literacy Achievement*.

Staffing

Under the current staffing model, staffing model, staffing for Reading Recovery® is provided to the English Language School Board by the Department of Education and Early Childhood Development based on the provincial Grade 1 enrolment. The province provides funding to the board for 20-25 per cent of the Grade 1 population to access Reading Recovery®. The school board is responsible for the allocation of Reading Recovery® staffing to schools.

Intermediate Program

Overview

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, career and technical education, health, 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, E, K, L, R, S, T = English-language courses
F to J = French immersion courses
M to Q = French language courses
W to Z = local program courses

Example:

7MATA = Grade 7 mathematics English-language course

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

Senior High 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 Definition of a Credit

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

Number of Credits Taken

In their grade 10 year students normally take a total of eight full credit courses. This provides them with a full range of course exploration and ensures a solid base for further studies in Grade 11 & 12.

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**

or

- **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.**

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 approve 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 enroll 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.

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 enroll in these courses.

*Special arrangements will be made for Grade 12 students who, because of a scheduling conflict affecting post-secondary entrance requirement, 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. The following courses cannot be modified: Language Arts 421, 521, 621.

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.

Correspondence Courses

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 and Early Childhood Development provided that the student obtains authorization in writing from the principal of the school prior to enrolling in the correspondence program.

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.

The following are approved correspondence courses:

PEI course name	PEI course code	NB course name and code equivalency
Introductory Economics	ECO621A	Economics 120
Introductory Law	LAW521A	Law 120
Geography of Canada	GEO421A	Canadian Geography 120
Canadian History	HIS621A	Canadian History 122
Writing	WRT421A	Writing 110
Biology	BIO621A	Biology 122/121

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 have 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.

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

Appendices

Minister's Directives

Appendix A

No. MD 13-02	School Calendar for the 2013-2014 School Year
No. MD 12-02	Directive for the Acceptable Use of Computer and Information Technology
No. MD 11-05	Terms of Employment for Non-Instructional Substitutes
No. MD 11-02	Senior High School Graduation Requirements
No. MD 11-01	External Credentialing Directive
No. MD 10-08	Tuition and Entitlement to Schooling Privileges for Permanent Resident, Non-Resident, and Exchange Students
No. MD 10-03	Prince Edward Island School Athletic Association
No. MD 09-06	Student Transfers Between French Programs
No. MD 08-06	Procedures for Dealing with Life-Threatening Allergies
No. MD 08-05	Distance Education
No. MD 07-03	School Councils Amendment to MD 99-04
No. MD 06-06	Designation of Supervisory Employees
No. MD 03-03	School Counsellors
No. MD 03-02	Special Education Issues Resolution Procedure
No. MD 01-08	Special Education
No. MD 01-07	Granting of Credit for Educational Facilities Not Provided by a School Board
No. MD 00-07	School Libraries
No. MD 99-05	Intermediate School Subject Time Allotments
No. MD 99-04	School Councils

Summary of Minister's Directives		
Number	**Title**	**Description**
MD 13-02	*School Calendar for the 2013-2014 School Year*	Outlines school calendar for the 2013-2014 school year and supersedes MD No. 2012-01.
MD 12-02	*Directive for the Acceptable Use of Computer and Information Technology*	Outlines the acceptable use of computer and information technology and supersedes No. 2010-02.
MD 11-05	*Terms of Employment for Non-Instructional Substitutes*	Outlines the benefits and contractual status of non-instructional substitutes. (Supersedes MD 10-06)
MD 11-02	*Senior High School Graduation Requirements*	Outlines the changes identifying the differences between English and French programs graduation requirements and the length of courses
MD 11-01	*External Credentialing Directive*	Establishes the criteria required for a student to earn credit from an external provider
MD 10-03	*Prince Edward Island School Athletic Association*	Outlines the responsibilities of PEISAA in administering school sport in the province of Prince Edward Island.
MD 09-06	*Student Transfers between French Programs*	Outlines the direction to schools on the placement of students transferring from one French program to another.
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 for anaphylaxis.
MD 08-05	*Distance Education*	Outlines the policy on Distance Education.
MD 07-03	*School Councils Amendment to MD 99-04*	Outlines the amendment of MD 99-04 which speaks to school councils.
MD 06-06	*Designation of Supervisory Employees*	Outlines the designation of supervisory employees and their position titles.
MD 03-03	*School Counsellors*	Outlines counsellor's roles and responsibilities and qualifications.
MD 03-02	*Special Education Issues Resolution Procedure*	Outlines the procedures to resolve special education issues.
MD 01-08	*Special Education*	Outlines the policies on Special Education.
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 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.

Summary of Minister's Directives		
Number	**Title**	**Description**
MD 99-05	*Intermediate School Subject Time Allotments*	Outlines the allowable range for time on task for each subject area at the intermediate school level.
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.

Minister's Directive

No. MD 13-02

School Calendar for the 2013-2014 School Year

The new school calendar is available for students, parents and teachers for the upcoming 2013-14 school year. The school calendar identifies holidays, key school dates and professional development for teachers.

The total amount of instructional time and professional learning time will remain the same in the 2013-14 as it has in previous years.

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 2013-2014 school year:

September (20 School Days) (17 Instructional Days)
2 Labour Day
3 Orientation Day for teachers (no classes)
4 PEITF - Professional Learning Day – school based (no classes)
5 First Instructional Day for students
20 PEITF Provincial Professional Learning Day (no classes)

October (22 School Days) (20 Instructional Days)
14 Thanksgiving (no classes)
17-18 PEITF Annual Convention/CUPE Annual Convention (no classes)

November (20 School Days) (18 Instructional Days)
8 Parent Teacher Interviews K-12 (no classes)
11 Remembrance Day (no classes)
22 Instructional Development Day (no classes)

December (15 School Days) (15 Instructional Days)
20 Last Day of Classes of 2013

January (22 School Days) (21 Instructional Days)
2 First School Day of 2014
31 End of Semester Administration/School Effectiveness (no classes)

February (19 School Days) (18 Instructional Days)
17 Islander Day
28 Instructional Development Day (no classes)

March (16 School Days) (15 Instructional Days)
7 Parent Teacher Interviews (K-9) / Collaborative Planning for high schools (no classes) (refer to local school calendar for more details)
17-21 March Break

April (20 School Days) (19 Instructional Days)
4 Parent Teacher Interviews (high schools) / Collaborative Planning for K-9 (no classes) (refer to local school calendar for more details)
18 Good Friday
21 Easter Monday

May (21 School Days) (20 Instructional Days)
2 Area Association Professional Development Day/CUPE 3260 Annual Convention (no classes)
19 Victoria Day

June (20 School Days) (18 Instructional Days)
10 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
20 First day for grade 12 graduation ceremonies
24 First day for elementary and intermediate closing ceremonies
25 Last Instructional day. Report cards for grades 1-11
27 Last day for teachers

Total number of school days: 195 Total number of instructional days: 181

J. Alan McIsaac
Minister of Education and Early Childhood Development

Minister's Directive

No. MD 12-02

Directive for the Acceptable Use of Computer and Information Technology

(Supersedes MD No.10-02)

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).

Definitions

Communication and Information Technology (CIT)
CIT refers to any device that will store, retrieve, manipulate, transmit or receive digital information. It includes hardware, local and Internet network infrastructure, operating system, networking, and application software.

Purpose

The Department of Education and Early Childhood Development is committed to the effective use of CIT to both enhance and improve the education it provides to Prince Edward Island children. Access to CIT 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 *Communication and Information Technology Expectations for Students*, and the accompanying *Communication and Information Technology 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 CIT at a school, the school principal shall forward the *Expectations for Students* and the *Acceptable Use Agreement for Students* to the parent/guardian. Subsequently, the principal shall ensure that a signed copy of the *Acceptable Use Agreement* has been received from the parent/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 CIT within the school. At the beginning of each school year, prior to giving students access to the technology, school staff designated by the principal 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 K, 4, 7 and 10 as well as students new to the PEI school system.

    1. Instruct students concerning the purposes and benefits of access to the technology;
    2. Review the information and responsibilities included in the *Expectations for Students* with students;
    3. Add the signed *Acceptable Use Agreement* to the permanent student record file, and
    4. Update the student information management system (Trevlac) to indicate the necessary signature(s) have been obtained.

This directive comes into force for all schools on May 10, 2012.

DATED at Summerside this 9th day of May 2012.

_____

J. Alan McIsaac, Minister
Minister of Education and Early Childhood Development

Province of Prince Edward Island Department of Education and Early Childhood Development
Schedule "A"

Sample Letter

Dear Parents, Guardians and Students:

This letter is to tell you about access to Communication and Information Technology (CIT) at school. CIT refers to any device that will store, retrieve, manipulate, transmit or receive digital information. It includes hardware, local and Internet network infrastructure, operating system, networking, and application software. Please discuss the ***Expectations for Students*** (Schedule "B") carefully with your child, then sign and return the ***Acceptable Use Agreement*** (Schedule "C") to your school.

Using Communication and Information Technology in the School
We want your child to learn about CIT, use it at school, and develop the attitudes necessary to become a responsible digital citizen. Access to CIT will also give your child new skills and opportunities to research and access additional learning materials.

While this provides 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 which can be used from ANY device with Internet access both in and outside of school. Parents/guardians should be aware that 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 included in the email.

Parents/guardians are encouraged to discuss the expectations outlined in schedule B and consider applying these at home.

Please contact your child's teacher should you have questions or concerns.

Yours truly,

Principal

Province of Prince Edward Island Department of Education and Early Childhood Development
Schedule "B"

Definitions

Communication and Information Technology (CIT)
CIT refers to any device that will store, retrieve, manipulate, transmit or receive digital information. It includes hardware, local and Internet network infrastructure, operating system, networking, and application software.

Expectations for Students

We ask parents/guardians to review these expectations carefully with your child. Students should ask their parents/guardians or teacher about any parts that are not understood.

1. We will give you (the student) access to CIT if you and your parents/guardians 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 copyright and terms of use.
3. You must protect your password and username. Do not give them to anyone else. You must not use other people's passwords. Always log out of any program or Internet site after use.
4. 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 supervision of a teacher who has your parent's/guardian's permission.
5. You should use your email account with caution because people can get personal information about you from your email address.
6. You may access online or offline digital resources and storage drives only according to school rules. For example, databases, Internet based resources, USB storage devices or network drives.
7. You must not use any electronic communication device to access sites that contain or promote pornography, racism, hatred or any other inappropriate material.
8. You must not use any electronic communication device for illegal activities, to harass (cyberbully), or for any activity that could embarrass you or the school.
9. To help provide a safe environment, you or your parent/guardian must tell a counselor, teacher, or administrator about any information or messages that are threatening or hurtful. Keep or print copies of email or text messages, pictures, or any other offending materials.
10. You must not do anything to manipulate, alter, damage, disable, or destroy the computer system, software, network, or data. You must not do anything to circumvent the security measures provided at the school or alter the level of access permissions you have been granted.
11. You must not use CIT in any way that interferes with other users. For example, streaming unnecessary multimedia or sending spam.

Result of Misuse

If the school has reasonable grounds to believe you have used CIT in an unacceptable way or breached school rules, we may cancel your access, conduct searches and/or seizures of school or personal devices, take other disciplinary measures and/or call the police. Your supervising teacher, your school, the school boards or the Department of Education and Early Childhood Development can decide what is unacceptable use. Students, parents/guardians should be aware that disciplinary measures may result when a student's off-campus CIT use has a direct negative impact on the school environment.

Liability

The Department of Education and Early Childhood Development, 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 CIT. These precautions may not result in full control of student access to content and information. As a result, the Department of Education and Early Childhood Development, school boards, schools, and supervising teachers do not warranty the accuracy, quality, and suitability of the content and information that might be accessed.

Parent/Guardian Copy of **Schedule "C"** for future reference

Communication and Information Technology Acceptable Use Agreement for Students

Before students can use the school's computer system, parents/guardians of students in grades K 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 K, 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/guardian withdraws permission.

PARENT/GUARDIAN AGREEMENT

I have read the attached *Communication and Information Technology Expectations for Students* (Schedule "B"). I understand and agree that access to CIT is intended for educational purposes. The Department of Education and Early Childhood Development, the school board and school have taken reasonable precautions to filter 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 CIT either by accident or on purpose. I acknowledge and agree that should my child commit any violation of the *Communication and Information Technology Expectations 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.

[Parent/Guardian signed and dated form in this area]

STUDENT AGREEMENT (Students in grades 4 through 12)

I understand, agree with and will follow the attached *Communication and Information Technology Expectations for Students* (Schedule "B"). If I break any of the *"Expectations 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 signed and dated form in this area]

Please complete Schedule "C" on the next page and return to your school.
Province of Prince Edward Island Department of Education and Early Childhood Development

Schedule "C"

Communication and Information Technology Acceptable Use Agreement for Students
Before students can use the school's computer system, parents/guardians of students in grades K 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 K, 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/guardian withdraws permission.

PARENT/GUARDIAN AGREEMENT
I have read the attached *Communication and Information Technology Expectations for Students* (Schedule "B"). I understand and agree that access to CIT is intended for educational purposes. The Department of Education and Early Childhood Development, the school board and school have taken reasonable precautions to filter 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 and Early Childhood Development responsible for materials my child acquires through the use of CIT either by accident or on purpose. I acknowledge and agree that should my child commit any violation of the *Communication and Information Technology Expectations 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 CIT 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 *Communication and Information Technology Rules for Students* (Schedule "B"). If I break any of the *"Expectations 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.

Minister's Directive

No. MD 11-05

Terms of Employment for Non-Instructional Substitutes

(Supersedes MD No.10-06)

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	**October 1, 2011**	**April 1, 2012**
Educational Assistants	$15.02	15.17
Youth Service Worker	$14.01	14.15
Bus Driver	$17.80	17.80
Bus Driver Aide	$13.20	13.20
Cleaner	$ 11.20	11.20
Custodian	$ 11.77	11.77
School Secretary	$14.69	14.69
Board Office Administrative Support	$14.69	14.69
Tutors	$12.56	12.56

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 Summerside this 5th day of December, 2011

J. Alan McIsaac

Minister of Education and Early Childhood Development

Minister's Directive

No. MD 11-02

Senior High School Graduation Requirements

(Supersedes Circular No. 99-01)

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.

Option A– English System including French Immersion – 4 periods per day

1. The minimum number of credits required for senior high school graduation (grade 12) is 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 is 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 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 is five full course credits. One of these five credits will be English.
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% in a course.

Option B – French System – 5 periods per day (pilot project for 2009-2013)

1. The minimum number of credits required for senior high school graduation (grade 12) will be increased from 20 to 25 credits.

   This change will be phased in, so as not to adversely effect students part way through senior high. Students entering grade 10 in September of 2009 will be required to complete 25/30 credits for graduation. Students entering grade 11 in September of 2009 will be required to complete 23/28, and students entering grade 12 in September of 2009 will be required to complete 21/26.
2. The number of compulsory credits which a senior high school student must take to receive the Provincial Senior High School Graduation Certificate is 15. These compulsory credits must be taken from the following core areas:
   a) 5 French first language credits;
   b) 3 math credits;
   c) 2 science credits;
   d) 2 social studies credits;
   e) 1 English credit (second official language)

f) 1 career education credit
g) 1 credit in arts, trades, technology, or health/physical education.

3. The number of grade 12 level credits which a student is required to complete is seven (7) full course credits. One of these seven credits will be French. The French program does not include French Immersion.
4. Full-course credits will consist of 92.5 hours of instruction time. A student will be awarded a credit upon achieving a pass mark of 50% in a course.

General Statements

5. No modifications may be made to the credit value of provincial courses without the prior approval of the Department of Education and Early Childhood Development. 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 and Early Childhood Development.
9. The compulsory credits required for students of technical programs 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 20 to 25 in the Francophone system, as noted in #1.

DATED in Summerside, March ___ 2011.

_____

Doug Currie
Minister of Education and Early Childhood Development

Minister's Directive

No. MD 11-01

External Credentialing Directive

Pursuant to section 7, 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 External Credentialing:

1. POLICY STATEMENT

The External Credentialing Directive will acknowledge the value of student learning outside the public school system by recognizing for high school credit, credentials obtained outside the regular school instructional time by an education service agency external to the public school system.

External high school credit will be awarded for courses, programs, or assessments that have been evaluated and that match or exceed provincial high school standards. External credentials must contribute to the Essential Graduation Learnings, and must meet the standards defined in this directive. External credentials will be reflected on the student's high school transcript, thereby enhancing the transcript for the student.

Although students are entitled to receive credit as set out below, the Department of Education and Early Childhood Development assumes no liability, financial or otherwise, for students who enroll in courses, programs, or assessments offered by other jurisdictions or institutions.

2. DEFINITIONS

All Students
Any student registered in any public senior high school program of Prince Edward Island.

Core Program
Those Provincial authorized courses which school boards provide, as part of the senior high school program, which may vary from school to school.

Credential
Awarded by an external program provider in recognition of the successful completion of a course, program, or assessment completed outside of regular school instructional time and outside of a program in the senior high school system.

Credit
Awarded in recognition of an approved course, as part of the senior high school program, that would normally be completed in a minimum of 110 hours (English school system) or 92.5 hours (French school system) of scheduled time. The minimum number of credits required for senior high school graduation is 20 credits (English school system) or 25 credits (French school system), of which 10 (English school system) or 15 (French school system) are compulsory.

Essential Graduation Learnings
Statements describing the knowledge, skills, and attitudes expected of all students who graduate from PEI high schools. Achievement of the Essential Graduation Learnings will prepare students to continue to learn throughout their lives. Specific Essential Graduation Learnings include aesthetic expression, citizenship, communication, personal development, problem solving, and technological competency.

External Program Provider
An education service agency external to the public school system, which offers courses, programs, or assessments of at least a high school standard outside of regular school instructional time and outside of a program in the senior high school system.

3. OBJECTIVES

The purpose of the external credentialing directive is to provide greater flexibility in meeting graduation requirements by providing high school credit to students who have completed recognized courses of study external to the public school system.

4. APPLICATION

This policy applies to all Prince Edward Island high schools and all students attending high schools in Prince Edward Island.

5. DIRECTIVES

Granting of External Credits
- External Credentials may be granted in grades 10, 11, and 12.
- External Credentials may be equivalent to half or full credits.
- Within the 20 credits (English school system) or 25 credits (French school system) a high school student requires for graduation, one non-compulsory credit can be an external credential.

- An external credential cannot be used to fulfill a student's requirement for the 10 (English school system) or 15 (French school system) compulsory credits.

- Credit restriction shall apply for external credentials where the courses, programs, or assessments are deemed to be equivalent to those offered in the Prince Edward Island High School Program of Studies or a local program offered at the school level. This means students shall not be eligible for an elective credit for such external credential courses, programs, or assessments.
- Students registered in the French school system who earn extra credential(s) must do so in the French language. If the program through which the external credential is earned is not available in the French language, consideration will be given on an individual student basis.
- Students may use one grade 12-level external credential as an elective credit towards the required number of grade 12 credits for graduation.
- Students who have earned an approved external credential prior to entering grade 10 may be awarded credit for that external credential if they present evidence of their credential any time after they enter grade 10.
- A student may earn an unlimited number of credits, including external credentials, beyond the 20 credits (English school system) or 25 credits (French school system) required for graduation. However, there are credit restrictions between external credentials where the courses, programs, or assessments are deemed to be equivalent by the External Credentialing Advisory Committee.
- Although external credentials may contribute towards graduation requirements, they may or may not meet general or specific admission requirements for post-secondary institutions. It is the responsibility of students to very admissions requirements for the post-secondary institution they plan to attend.
- Only those external credentials that have been reviewed and approved by the Minister of Education and Early Childhood Development can be included on the student transcript as external credentials.

6. RESPONSIBILITIES

Students

- The student is responsible for making requests to his/her school for the recognition of their proposed external credential(s). The student is responsible for facilitating completion of the Student Intention form (Annex B, Appendix 1) to declare his/her intention to pursue a pathway leading to an external credential.

- The student is responsible for providing his/her school with appropriate documentation proving successful completion of the external assessment, course, or program from the approved list of external program providers. The student is responsible for facilitating completion of the Student Completion form (Annex B, Appendix 2) upon successful completion of the external assessment, course or program.

- Registration fees associated with external programs are the responsibility of the student/parent/guardian and/or external provider.
- Learning resources, including equipment for external programs, shall be the responsibility of the student/parent/guardian and/or the external provider.
- Expenses associated with the external program, such as transportation costs, shall be the responsibility of the student/parent/guardian and/or external provider.

Schools

- School officials shall be responsible for checking a student's credentials against the official list of approved external credentials and assessments supplied by the Department of Education and Early Childhood Development, and shall be responsible for entering the appropriate information on the student's record.
- It shall be the responsibility of schools to ensure that students do not receive multiple credits for credentials deemed equivalent.
- Schools shall assign all credits received as a result of external credentials either a percentage (if possible to determine) or a "Pass" (P).
- For reporting and transcript purposes, the reference to the external credential shall be added to the student transcript as follows: course code and title, followed by "external credential".

School Boards

- School Boards shall revise their policies and procedures to reflect the changes included in this directive.
- School Boards may develop parent/guardian and student information packages regarding external credentials.
- School Boards shall assign a representative to participate as a member of the External Credentialing Advisory Committee.
- School Boards shall not be responsible for fees associated with students who enroll in external programs.
- School Boards shall not charge a fee to students for reviewing or processing their external credential requests.

Department of Education and Early Childhood Development

- The Department of Education and Early Childhood Development will not be responsible for fees associated with students who enroll in external programs.
- The Department of Education and Early Childhood Development will not charge a fee to students for reviewing or processing their external credential requests.
- The Department of Education and Early Childhood Development will establish an External Credentialing Advisory Committee.
- The Department of Education and Early Childhood Development will review programs of external providers on a regular basis and will review and evaluate this policy within two years of its initial implementation.
- The Department of Education and Early Childhood Development will provide school boards with a list of current approved external credentials and external program providers prior to the start of each high school semester.

External Program Providers

- External program providers shall provide the Department of Education and Early Childhood Development with appropriate documentation to satisfy educational criteria if they wish to be considered as approved providers of external credentials that meet the requirements of an external high school credit. To assist the providers with this process, the following documentation is required (see Annex A):
  - Organizational Profile (Appendix 1)
  - Course Profile (Appendix 2)
  - Essential Graduation Learnings (Appendix 3)
  - Principles of Learning (Appendix 4)

7. MONITORING

The Department of Education and Early Childhood Development will establish an External Credentialing Advisory Committee, chaired by the Director of English Programs. This committee will include one representative from each of the School Boards, one additional representative from the Department of Education and Early Childhood Development, one representative from the Prince Edward Island Teacher's Federation, and two representatives of external program providers. The purpose of the committee is to monitor the implementation of this policy and to provide advice to the Minister regarding issues related to policy implementation.

The External Credentialing Advisory Committee will accept and evaluate applications from community organizations who wish to be considered s External Program Providers. Based on these evaluations, the Committee will provide advice to the Minister regarding approval of courses, programs, or assessments from External Program Providers.

The Department of Education and Early Childhood Development, in consultation with the External Credentialing Advisory Committee, will monitor all approved programs and policy implementation. An annual report will be created to indicate the numbers of students requesting external credentials recognition and the type of the external credentials recognized.

8. ANNEXS

Annex A: External Credentialing Forms for Program Providers
Annex B: Student Intention and Completion Forms Regarding External Credentials

Dated at Charlottetown this ___ day of February, 2011

Doug Currie
Minister of Education and Early Childhood Development

Annex A to External Credentialing Directive

External Credentialing Forms for Program Providers

Appendix 1: Organization Profile .....page 8

Appendix 2: Course/Program Profile.....page 9

Appendix 3: Essential Graduation Learnings.....page 10

Appendix 4: Principles of Learning .....page 11

APPENDIX 1 TO ANNEX A
EXTERNAL CREDENTIALING DOCUMENT
EXTERNAL CREDENTIALING FORMS FOR PROGRAM PROVIDERS
ORGANIZATIONAL PROFILE

1. Name of Organization
2. The mission, vision, and goals of the organization.
3. Organizational operational procedures, customs, and regulations for working with youth (e.g. criminal background check requirement).
4. Address
5. E-mail
6. Phone
7. Fax
8. Name of Contact
9. Title of Contact
10. Chair of Board (if applicable)
11. Corporate Registration Information:

☐ Not for profit
Registration Number _____

☐ Business
Registration Number _____

The organization agrees to provide upon request their annual report, including their list of board of directors.

Signed: _____

Date: _____

APPENDIX 2 TO ANNEX A
EXTERNAL CREDENTIALING DOCUMENT
EXTERNAL CREDENTIALING FORMS FOR PROGRAM PROVIDERS
COURSE/PROGRAM PROFILE

Please provide the information listed below for <u>each</u> course submitted for External Credentialing.

1. Official title of the course.
2. Number of hours required to complete the course.
3. Objectives, competencies, and outcomes.
4. Method of evaluation (oral, written, experiential).
5. Course materials and the author and/or organization responsible for publication.
6. Is there a mark provided or is it a pass/fail?
7. Do the participants receive a certificate?
8. Does the organization keep a database of the results?
    - If yes, indicate the length of time records are maintained.
9. Does the course have provincial, national and/or international recognition?
    - If yes, please describe.
10. Describe the documentation provided to the student indicating the successful completion of the course.
11. Provide proof of sufficient accident and liability insurance for both organization and participating youth.
12. Does the course instructor require certification to deliver the course?
    - If yes, provide:
        - the training required
        - the provider of the training
        - the type of certification obtained
13. Is there a requirement for instructor refresher certification?
    - If yes, please describe.

APPENDIX 3 TO ANNEX A
EXTERNAL CREDENTIALING DOCUMENT
EXTERNAL CREDENTIALING FORMS FOR PROGRAM PROVIDERS
ESSENTIAL GRADUATION LEARNINGS

Please provide the information listed below for <u>each</u> course submitted for External Credentialing.

The Department of Education and Early Childhood Development, working with the other three Atlantic Provinces, has developed the *Essential Graduation Learnings (EGLs). These areas cross traditional subject boundaries and are not the monopoly of any one discipline.* Please complete the table below for each course. Indicate with a "yes" or "no" response if the EGL is applicable to the course. Refer to EGL descriptors which follow the table.

Course/Program Title:

Essential Graduation Learning	**Applicable Course?**
Aesthetic Expression	☐ Yes ☐ No
Citizenship	☐ Yes ☐ No
Communication	☐ Yes ☐ No
Personal Development	☐ Yes ☐ No
Problem Solving	☐ Yes ☐ No
Technological Competence	☐ Yes ☐ No

Aesthetic Expression: Graduates will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts.

Citizenship: Graduates will be able to assess social, cultural, economic, and environmental interdependence in a local and global context.

Communication: Graduates will be able to use the listening, viewing, speaking, reading and writing modes of language(s) and mathematical and scientific concepts and symbols to think, learn, and communicate effectively.

Personal Development: Graduates will be able to continue to learn and pursue an active, healthy lifestyle.

Problem Solving: Graduates will be able to use the strategies and processes needed to solve a wide variety of problems, including those requiring language and mathematical and scientific concepts.

Technological Competence: Graduates will be able to use a variety of technologies, demonstrate an understanding of technology applications, and apply appropriate technologies for solving problems.

APPENDIX 4 TO ANNEX A
EXTERNAL CREDENTIALING DOCUMENT
EXTERNAL CREDENTIALIGN FORMS FOR PROGRAM PROVIDERS
PRINCIPALS OF LEARNING

Please provide the information listed below for <u>each</u> course submitted for External Credentialing.

The public school program is based upon the Principal of Learning. The principles provide direction for educators in planning the experiences for the students.

Please complete the table below for each course.

Indicate with a "yes" or "no" response if the Principle of Learning is applicable to the course.

Course/Program Title:

Principle of Learning	Applicable to Course?
Learning is a process of actively constructing knowledge.	☐ Yes ☐ No
Students construct knowledge and make it meaningful in terms of their prior knowledge and experiences.	☐ Yes ☐ No
Learning is enhanced when it takes place in a social and collaborative environment.	☐ Yes ☐ No
Students need to continue to view learning as an integrated whole.	☐ Yes ☐ No
Learners must see themselves as capable and successful.	☐ Yes ☐ No
Learners have different ways of knowing and representing knowledge.	☐ Yes ☐ No
Reflection is an integral part of learning.	☐ Yes ☐ No

Annex B to External Credentialing Directive
Student Intention and Completion Forms Regarding External Credentials

Appendix 1: Student Intention Form .....page 13

Appendix 2: Student Completion Form .....page 14

APPENDIX 1 TO ANNEX B
EXTERNAL CREDENTIALING DOCUMENT
STUDENT INTENTION AND COMPLETION FORMS REGARDING EXTERNAL CREDENTIALS
STUDENT INTENTION FORM

Student Information:

1. Name
2. School
3. Current Grade
4. School Student ID (if applicable)
5. Home Address and Postal Code
6. Home Phone
7. E-mail

External Program Provider Information:

1. Organization Name
2. Course Title
3. Address and Postal Code
4. Phone
5. E-mail

Approval Signatures:

Student _____ Date _____

Parent/Guardian _____ Date _____

External Program Provider_____ Date _____

Position _____

School Principal_____ Date _____

Students shall ensure a signed copy of this application is provided to each of the signatories.

APPENDIX 2 TO ANNEX C
EXTERNAL CREDENTIALING DOCUMENT
STUDENT INTENTION AND COMPLETION FORMS REGARDING EXTERNAL CREDENTIALS
STUDENT COMPLETION FORM

- **Students shall attach a copy of completed and signed Appendix 1 and Appendix 2 before submission for signature.**
- **Appendix 2 must not be signed until the successful completion of the course.**

This signed statement is to authorize that the student named in Appendix 1 has completed the requirements of the course listed on Appendix 1 for External Credentialing. Attached are the appropriate certification materials.

Signed: _____

Position: _____

Date: _____

Minister's Directive

No. MD 10-08

Tuition and Entitlement to Schooling Privileges for Permanent Resident, Non-Resident, and Exchange Students

(Supersedes MD No. 07-01)

Pursuant to section 8 of the School Act R.S.P.E.I. 1988, Cap. S-2.1 and section 4 (6) of the Students and Parents Regulations, I hereby issue the following Minister's Directive concerning Tuition and the Entitlement to Schooling Privileges for Permanent Resident, Non-Resident, and Exchange Students.

Definitions

In this Minister's Directive, the following definitions shall apply:

- "Custodian" means an adult who is
- a Canadian citizen or a Permanent Resident of Canada, and
- Ordinarily Resident in Prince Edward Island and not a student's parent or Legal Guardian, but who has been identified by the student's parent or Legal Guardian on a Standard Custodianship Declaration form as the individual who is temporarily authorized to make day-to-day decisions about the student's welfare while the student is not living with his/her parent or Legal Guardian in Prince Edward Island but is attending school here.

A "**Custodian**" is not the equivalent of a Legal Guardian. Proof of appointment of a "Custodian" shall be by way of a Standard Custodianship Declaration executed by the parent or Legal Guardian and the "Custodian" and provided to the student's school and the Department. (An example of a Standard Custodianship Declaration may be found at: (http://www.cic.gc.ca/english/pdf/pub/custodian-parent.pdf)

"**Department**" means the Department of Education and Early Childhood Development.

"**Exchange student**" means a student who is participating in a bilateral exchange program that is recognized by the Province of Prince Edward Island, with one student leaving Prince Edward Island to attend school in another jurisdiction and one student entering Prince Edward Island to attend public school. Unless otherwise provided in this Minister's Directive, Exchange Students shall not pay tuition, participation, administrative, or any other such fees to government or any other third party to attend school in either jurisdiction.

"**Legal Guardian**" or "**Adult Guardian**" means the person authorized by law, or appointed by an order of the Supreme Court of Prince Edward Island granting the legal authority and duty, to care for the minor-aged student. Legal Guardianship, unlike Custodianship, is deemed to be permanent and full-time, unless otherwise revoked by the Court.

"**Non-resident (non-paying) student**" means:

a) A student whose parent or Legal Guardian has a valid Work Permit under the Immigration Act (Canada), the primary purpose of which is for employment in Canada. The parent or Legal Guardian shall be required to produce a letter from their employer confirming employment. If the parent or Legal Guardian ceases to be employed, they shall be required to pay prorated Tuition for each student for the balance of that school year; or

b) A student whose parent or Legal Guardian has a valid Study Permit under the Immigration Act (Canada), the primary purpose of which is to complete a two-year college diploma or a post-secondary degree from a provincially-accredited institution in Prince Edward Island. The parent or Legal Guardian shall be required to produce a tuition receipt and confirmation of enrollment from the institution in which they are enrolled in Prince Edward Island for the full duration of the institution's academic year. If the parent or Legal Guardian ceases to be in good standing in their program and/or receives a tuition refund for their post-secondary program, they shall be required to pay prorated Tuition for each student for the balance of that school year.

c) A student who is a Canadian citizen or Permanent Resident and whose parent or Legal Guardian is Ordinarily Resident in a Canadian jurisdiction other than Prince Edward Island, and the student has been recruited as part of an established Prince Edward Island sports team.

"**Non-resident (Paying) student**" means:

a) A student who is a Canadian citizen or Permanent Resident and whose parent or Legal Guardian is Ordinarily Resident in a jurisdiction other than Prince Edward Island; or
b) A student who does not possess a Canadian passport, a Canadian Permanent Resident Card, a Canadian Birth Certificate, or Refugee status; or
c) A student who does not possess a Canadian passport, a Canadian Permanent Resident Card, a Canadian Birth Certificate, or Refugee status and whose parent or Legal Guardian does not possess a valid Work Permit; or
d) A student whose parent or Legal Guardian is in Canada on a Visitor Record issued under the Immigration Act (Canada); or
e) A student whose parent or Legal Guardian does not have a valid Study Permit under the Immigration Act (Canada), the primary purpose of which is to complete a two-year college diploma or a post-secondary degree from a provincially-accredited institution in Prince Edward Island; or
f) A student whose parent or Legal Guardian has a valid Study Permit to complete a two-year college diploma or a post-secondary degree from a provincially-accredited institution in Prince Edward Island, but is required by the college or university to attend English as an Additional

Language or French as an Additional Language classes for more than 20% of their total course load in their diploma or degree program; or

g) A student whose parent or Legal Guardian has a valid Study Permit to attend an English as an Additional Language or French as an Additional Language program.

"**Permanent resident**" means a student who is Ordinarily Resident of Prince Edward Island and who is eligible to have a Canadian passport, a Canadian Permanent Resident Card, a Canadian Birth Certificate, or Refugee status.

"**Ordinarily resident**" means the place in which an individual regularly or customarily lives in the settled routine of their life, i.e. their "real home" as opposed to a place where they unusually, casually, or intermittently stay.

"**School Board**" means the Eastern School District, the Western School Board and/or la Commission scolaire de la langue française.

"**Summer School**" means the provincially-recognized credit courses that are offered by one or more of the School Boards in Prince Edward Island during the months of July and August.

"**Tuition**" means the sum of money that is payable as Tuition, as determined by the Minister from time to time, inclusive or exclusive of transportation, and that shall cover the costs of instruction, transportation, administration, and recruitment.

Tuition and Entitlement to School Privileges

1. Students who are Permanent Residents of Prince Edward Island or those in possession of a Temporary Resident Permit, issued by Citizenship and Immigration Canada, are entitled to free schooling privileges.

2. Students who are Non-residents (Non-paying) are entitled to free schooling privileges.

3. Students who are Non-residents (Paying) are not entitled to free schooling privileges. Non-resident (paying) students shall pay Tuition (currently in the amount of $10,000.00) to the Department for the full academic year prior to the student beginning classes. Parents or Legal Guardians who have paid Tuition and whose legal status changes may submit a request for a refund in writing to the Department and provide documents confirming that the student is now eligible for free schooling privileges. There shall be no refund for partial semesters. The only Tuition refund available is for a semester which has not yet commenced and for which Tuition has been paid in full.

4. Exchange Students who are participating in recognized exchange programs shall not be required to pay Tuition provided that the number of Exchange Students entering Prince Edward Island on an exchange does not exceed the number of Prince Edward Island Permanent Resident students leaving on an exchange. The Department will make this determination in consultation with the appropriate School Board and with each organization arranging exchanges. If the number of Exchange Students entering Prince Edward Island exceeds the number of Prince Edward Island Permanent Resident students leaving on an exchange, Tuition shall be charged for the number of Exchange Students in excess. Prince Edward Island Permanent Resident students who participate in exchange programs in the year immediately following graduation are deemed to be Permanent Residents, for the purpose of this Minister's Directive. Only organizations with a current agreement with the Department shall be eligible to place participants as Exchange Students.

5. Students who are Permanent Residents, who were registered in school in Prince Edward Island prior to the end of June in the current school year, are less than 21 years of age, and have not graduated from high school are entitled to attend Summer School at no cost. Permanent Residents who have graduated from high school or who are 21 years of age or older on the day Summer School commences shall pay Tuition in the amount of $300.00 per course to the Department.

Admission of Non-resident and Exchange Students

1. All Non-Resident and Exchange students shall submit an Application for Admission into a Prince Edward Island public school, accompanied by all required supporting documentation, to the Department. The Department may issue Letters of Acceptance for a Non-Resident or Exchange Student. The Department reserves the right to accept or refuse to accept any Non-Resident or Exchange Student.

2. The appropriate School Board shall determine which school a Non-Resident or Exchange Student is entitled to attend.

3. Third parties who recruit Non-Resident and Exchange Students to attend public school in Prince Edward Island shall have a current contractual agreement in place with the Department.

DATED at Charlottetown, October 18, 2010.

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Hon. Doug Currie, Minister, Education and Early Childhood Development

Minister's Directive

No. MD 10-03

Prince Edward Island School Athletic Association

Background

Since 1961, the Prince Edward Island School Athletic Association, (hereinafter referred to as the "PEISAA"), has been an informal organization of educators which has undertaken the task of governing school sports in Prince Edward Island. A member of the Canadian School Sport Federation and affiliated with the National Federation of State High School Athletic Associations, the PEISAA is an alliance of the member schools in Prince Edward Island, the provincial school boards and the Department of Education and Early Childhood Development. The PEISAA provides and coordinates the educational and administrative services for the provincial school boards in governing school sport in Prince Edward Island.

Pursuant to section 8 of the School Act, R.S.P.E.I. 1988, Cap. S-2.1, I hereby issue this Minister's Directive concerning the establishment of the PEISAA.

1. Definition and role of the PEISAA

The (PEISAA) is hereby designated as the body responsible for administering school sport in the province of Prince Edward Island according to the rules and expectations of the Department of Education and Early Childhood Development and the provincial school boards, under the auspices of the School Act.

2. Governance Authority for PEISAA

The PEISAA has the authority, as granted by the Department of Education and Early Childhood Development and the provincial school boards, to carry out the governance of the PEISAA programs and initiatives under its guidelines and policies as approved by the Department of Education and Early Childhood Development.

3. Educational Value of School Athletics

a) The PEISAA shall foster, facilitate and govern its activities such that the Department of Education and Early Childhood Development, the provincial school boards, and other groups (Home and School, college, university) value these activities as educational and recreational endeavours, beneficial to school youth and worthy of active encouragement and support.
b) The PEISAA shall proceed with its governance on the basis that it is there for the purpose of all round educational growth and not elite development.

4. Major Responsibilities of PEISAA to Develop and Maintain Within Schools

a) Competition with educational goals - The PEISAA shall promote competition in amateur athletics among all member schools in the province in harmony with the goals of education as delineated through the school boards and Department of Education and Early Childhood Development under the School Act.
b) Equalization of opportunity - The PEISAA shall equalize athletic opportunities by standardizing rules of eligibility for individuals, and classifying for competitive purposes, the schools in the province which are members of the PEISAA.
c) Sportspersonship as an educational goal - The PEISAA shall cultivate the ideals of sportspersonship in its relationship to the development of character as part of the complete education of a student athlete.
d) Importance of school and class time - The PEISAA shall plan activities in such a way as to cause minimal interference with school attendance.
e) Model Citizenship - The PEISAA shall establish standards for coaching practices, team travel and the conduct of teams and spectators.
f) Communication - The PEISAA shall encourage positive communication and cooperation among schools, sport governing bodies and community sport groups.

5. Accountability of the PEISAA

The PEISAA shall govern according to the rules, guidelines and policies, as approved by the Department of Education and Early Childhood Development.

6. PEISAA Rules

The rules governing the PEISAA are attached hereto as Schedule A.

DATED at Charlottetown this 15th day of June 2010

_____

Doug Currie
Minister of Education and Early Childhood Development

Minister's Directive

No. MD 09-06

Student transfers between French Programs

Pursuant to Section 8 (2) (k) of the School Act, I hereby issue the following Minister's Directive concerning student transfers between the French First Language Program and the French Immersion Program.

1.0 Objective

The purpose of this directive is to give direction to schools on the placement of students transferring from one French program to another.

2.0 Definitions

2.1 French First Language Program

French First Language is a school program in which the language of instruction is French, but does not include the French Immersion Program.

2.2 Continuing French Immersion Program (Grade 7-12)

Continuing Immersion is a school program offered to non-Francophone students who began French Immersion in Grade 1 at the elementary level and continues through Grade 12 at the secondary level.

2.3 Early French Immersion Program (Grade 1-6)

Early Immersion is a school program offered to non-Francophone students beginning at the Grade 1 level.

2.4 Mid French Immersion Program (Grade 4-9)

Mid Immersion is a school program offered to non-Francophone students, beginning at the Grade 4 level.

2.5 Late French Immersion Program (Grade 7-9)

Late Immersion is a school program offered to non-Francophone students beginning at the Grade 7 level.

2.6 Core French Program

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

3.0 Students who wish to transfer from the French First Language Program to the French Immersion Program

3.1 Intermediate level

Students who transfer from French First Language at the Grade 7, 8 or 9 level may register for the Continuing Immersion program. Such students are not eligible to register in the Late Immersion program.

1.2 High school level

1.2.1 Students may register for all French Immersion courses.

3.2.2 In order to receive the French Immersion Provincial Certificate, students must have completed the Early, Mid, Late or Continuing French Immersion Program and have successfully completed six French immersion courses at the high school level with at least one Language Arts course in Grades 10, 11, and 12. Students who transfer from the French First Language program to the French immersion program after grade 9 are not eligible to receive the French Immersion Provincial Certificate.

3.2.3 Students enrolled in French Immersion and French First Language Programs at the intermediate level are eligible to register for the Grade 12 Core French (FRE621A) only while in high school should they choose to discontinue the French First Language Program or the French Immersion Program.

DATED at Charlottetown this 4th day of November, 2009

Gerard Greenan
Minister Education and Early Childhood Development

Minister's Directive

No. MD 08-06

Procedures for Dealing with Life-Threatening Allergies

(Supersedes MD No.07-02)

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 Early Childhood Development 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 and Early Childhood Development.

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 and Early Childhood Development 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 and Early Childhood Development 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 and Early Childhood Development.

DATED at Charlottetown this 10th day of September, 2008.

Gerard Greenan
Minister of Education and Early Childhood Development

Minister's Directive

No. MD 08-05

Distance Education

(Supersedes MD No.01-05)

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 and Early Childhood Development.

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 and Early Childhood Development 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 and Early Childhood Development 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 and Early Childhood Development.

8. Student Access

Distance education courses may be offered to students in any grade level.

Dated at Charlottetown this day of August 2008

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Gerard Greenan
Minister of Education and Early Childhood Development

Minister's Directive

No. MD 07-03

School Councils

(Amendment to MD No. 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 06-06

Designation of Supervisory Employees

(Supersedes MD 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.

2. 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.

3. 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.

4. 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.

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Mildred A. Dover
Minister of Education

Minister's Directive

No. MD 03-03

School Counsellors

(Supersedes 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 and Early Childhood Development has the responsibility for coordinate school counselling services. Specifically, the department shall provide the following services to school boards:

- provincial coordinate 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.

Minister's Directive 03-03 Page 3

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 03-02

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 and Early Childhood Development, 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 and Early Childhood Development. 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 and Early Childhood Development, 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

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J. Chester Gillan
Minister of Education

Minister's Directive

No. MD 01-08

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 coordinate 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 and Early Childhood Development 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 and Early Childhood Development 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 and Early Childhood Development, 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 and Early Childhood Development;
   - implement the referral process according to the guidelines established by the Department of Education and Early Childhood Development;

- implement the standards to ensure consistency in reporting and documenting assessments according to standards and guidelines established by the Department of Education and Early Childhood Development;
- 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 and Early Childhood Development, has the responsibility to establish an accountability framework for the school system. The Department of Education and Early Childhood Development 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 coordinate 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

Minister's Directive

No. MD 01-07

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

_____

Jeffrey E. Lantz
Minister of Education

Minister's Directive

No. MD 00-07

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 and Early Childhood Development work in partnership.

4. The role of the Department of Education and Early Childhood Development 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

III. 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);

IV. 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.);

V. 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 and Early Childhood Development;
      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.

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.

_____
Jeffrey E. Lantz
Minister of Education

Minister's Directive

No. MD 99-05

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, this 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 Education	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 Education	4-6%

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

C. (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.

D. 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.

E. Subjects other than those mentioned above may also be taught in French with the approval of the Department of Education and Early Childhood Development.

DATED at Charlottetown, May 3, 1999.

J. Chester Gillan
Minister

Minister's Directive

No. MD 99-04

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.

DATED at Charlottetown, May 3, 1999.

_____

J. Chester Gillan
Minister

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 C). 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 Repair Policy

HP Probook 45 10S, 6445b, 6570b

Purchase/Distribution

Since 2009, HP laptops have been purchased for all high schools to support teaching and learning in the

- Academy Diploma Program
- Agriscience 801A/621A
- Animal Science 801A/621A
- Applied Science 701A
- Career Explorations and Opportunities 401A
- Robotics 801A
- Visual Arts Program

HP Laptop Computer Repair Policy
This policy will be in effect for the 2013-2014 school year. Furthermore, this policy will be reviewed at the time of program and course 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 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 2012-2013 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 D) 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.

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 2013-2014 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 E) requesting replacement must be completed in full (see policy below).
2. 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 ViewSonic PJD6211 XGA DLP Projector (Model #VS 12618) GEO531A and GEO631A

Purchase /Distribution

In February 2010, the following technologies were purchased for six (6) of ten (10) high schools offering GEO531A and GEO631A to support teaching and learning in these courses.

ViewSonic PJD6211 XGA DLP Projector (Model #VS 12618)

(serial numbers recorded)

Schools currently (2010 second semester) offering GEO531A and/or GEO631A:
Charlottetown Rural High School (2)
Montague Regional High School
Morell Regional High School
Bluefield High School
Col. Gray Senior High School
Westisle Composite High School

15ft Cable 1 unit per projector for each of the aforementioned schools.

ViewSonic PJD6211 XGA DLP Projector Replacement Policy
This policy will take effect upon delivery of projector. This policy will continue to be in effect pending available finances and availability of the ViewSonic technologies identified above.

Conditions for Replacement:

1. A form (Appendix F) requesting replacement must be completed in full (see policy below).
2. Effective March 1, 2010, ViewSonic offers a three year warranty on all ViewSonic PJD6211 XGA DLP projectors (see enclosed literature). All forms and damaged ViewSonic 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. All forms and damaged ViewSonic 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 misuse 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.

Equipment Replacement Policy
TI-83 Calculator

This policy will be in effect for the 2013-2014 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.
2. A form (Appendix H) requesting replacement must be completed in full .
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 Replacement Policy
VEX Robotics Material
Applied Science 701A/Robotics 801A

This policy will be in effect for the 2013-2014 school year. This policy will continue to be in effect pending available finances and availability of the VEX products. Furthermore, this policy will be reviewed at the time of Applied Science 701A and Robotics 801A curriculum/resource renewal.

Purchase/Distribution
VEX Classroom lab kits (7 kits/school) and associated hardware and software were purchased to support the Applied Science 701A and Robotics 801A courses.

Conditions for Replacement:
1. A form (Appendix G) requesting replacement must be completed in full (see policy below).
2. All forms and damaged VEX products for which replacement is requested must be delivered to the Department of Education and Early Childhood Development by inspection by April 1st of the school year. This equipment will become the property of the Department if it is replaced.
2.1 Lost or stolen items will not be replaced.
2.2 Resources that appear to be damaged as a result of mis-use or "not normal wear and tear" will not be replaced.
3.3 The "age" and "usage" of the equipment will be ascertained. It will be serviced or repaired, if practical, and returned to the school.

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.

Education and Early Childhood Development

Appendix C

Alternative to Dissection Form

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**

Education and Early Childhood Development

Appendix D

Request for Equipment Replacement Espson Powerlite 822+ Multimedia Projector Form

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

Education and Early Childhood Development

Appendix E

Request for Equipment Replacement PASCO PASPort Technologies Form

School:
Date:

PASCO Technology:

- ☐ Xplorer GLX
- ☐ PASCO Force Sensor
- ☐ PASCO Motion Sensor
- ☐ EKG Sensor
- ☐ Spirometer
- ☐ Exercise Heart Rate Sensor
- ☐ Respiration Rate Sensor
- ☐ Water Quality Sensor
- ☐ High Accuracy Drop Counter
- ☐ Colorimeter

Serial No: _____

Reason for Request: _____

_____

_____

_____

Teacher:
Principal:

Note: Please forward this request with the equipment in need of replacement to:

Secondary Science Specialist

PEI Department of Education and Early Childhood Development

Education and Early Childhood Development

Appendix F

Request for Equipment Replacement ViewSonic PJD6211 XGA DLP Projector (Model #VS 12618) Form

School:
Date:

ViewSonic PJD6211 XGA DLP Projector Serial No. : _____

Reason for Request: _____

_____

_____

_____

_____

_____

_____

Teacher:
Principal:

Note: Please forward this request with the equipment in need of replacement to:

Secondary Social Studies Specialist

PEI Department of Education and Early Childhood Development

Education and Early Childhood Development

Appendix G

Request for Equipment Replacement TI-83 Graphing Calculator Form

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:

Secondary Mathematics Specialist

PEI Department of Education and Early Childhood Development

Education and Early Childhood Development

Appendix H

Request for Equipment Replacement VEX Robotics Material Form

School:
Date:

VEX Robotics Material: _____

Reason for Request: _____

_____

_____

_____

_____

Teacher:
Principal:

Note: Please forward this request with the equipment in need of replacement to:

Secondary Science Specialist

PEI Department of Education and Early Childhood Development

Provincial Pilots 2013-2014

Appendix I

English Curriculum / French Curriculum

English Curriculum			
Subject	**Grade / Course**	**Pilot Schools** **English Language School Board**	**Contact**
Arts	DRA621A DRA801A	Westisle Bluefield	Vicki Allen-Cook
Language Arts	ENG421A/431A ENG521A/531A Novels ENG621A/631A Novels LIT710A	TBD Bluefield High Charlottetown Rural Colonel Gray Montague Morell Three Oaks Westisle TBD TBD	Kendra MacLaren
Mi'kmaw Language and Culture	Grade 9	Hernewood	TBD
Physical Education	PED421A	Bluefield Colonel Gray Kensington Montague Regional	Cheryl Tanton
Science	Grade 7 Grade 8	Kensington M.E. Callaghan Souris Consolidated Stonepark M.E. Callaghan Montague Intermediate Stonepark Summerside Intermediate	Roxanne Hall

French Curriculum				
Subject	**Grade / Course**	**Pilot Schools**		**Contact**
		English Language School Board	**La Commission scolaire de langue française**	
French First Language	Grades 7/8 Français		All schools	Josée Alain
French Immersion	Grades 7/8 Français immersion tardive	Birchwood East Wiltshire KISH Queen Charlotte Stonepark	All schools	Christine Thibaudier-Ness
Social Studies	Grade 10 Histoire / HIS421 Grade 12 Géographie / Géo 621	Charlottetown Rural Three Oaks Westisle Montague Regional	Évangéline	Christine Thibaudier-Ness
Core French	Grade 4	Cardigan Morell Cons. Mt. Stewart Souris Cons. Vernon River West Kent		Monica Rafuse
English Second Language	Grade 7-9 ANG421M		Évangeline TBD	TBD

New Authorizations 2013-2014

Appendix J

English Curriculum / French Curriculum

English Curriculum		
Subject	**Grade / Course**	**Contact**
Apprenticeship and Workplace Mathematics	MAT631A	Roxanne Hall
Calculus	MAT611B	Roxanne Hall
Designing Your Future	DYF801A	Shelley MacLean-Ellis
Drama	DRA701A	Vicki Allen-Cook
Foundations of Mathematics	MAT621A	Roxanne Hall
Independent Study	ISC521A	Shelley MacLean-Ellis
Independent Study	ISC621A	Shelley MacLean-Ellis
Industrial Arts	IND621A	Shelley MacLean-Ellis
Mi'kmaw Language and Culture	Grade 8	TBD
Physical Education	Grade 7	Cheryl Tanton
Physical Education	Grade 8	Cheryl Tanton
Physical Education	Grade 9	Cheryl Tanton
Pre-Calculus	MAT621B	Roxanne Hall

French Curriculum		
Subject	**Grade / Course**	**Contact**
English Second Language	4/5/6/7	TBD
Enhanced French	10	Monica Rafuse
French Immersion (Late)	9 (9FREG)	Christine Thibaudier-Ness
Mathematics	12 (MAT621M)	TBD
Musique	MAT.-6e	Lucille Fontaine
Social Studies	12 GRA621M	Christine Thibaudier-Ness
Specialization Program	10/11/12	TBD

Distance Education Course Approval Process

Appendix K

Courses offered first term:

January

Distance Education Specialist informs schools and boards of the Distance Education possibilities

March

Distance Education needs identified by school principal

April

Principal investigates online courses and communicates interest to school board

School board approves and submits proposal to department Distance Education Specialist

May

Department of Education and Early Childhood Development French and English Programs assess curriculum content

Distance Education Specialist, in collaboration with ITSS, assess needed technology

Should all criteria be met, final approval from superintendent and department senior director

Distance Education Specialist notifies Minister's Advisory Committee of Course Offerings

June

Principal seeks approval from parent/guardian and student

Principal assigns local facilitator

Facilitator training is provided by specialist

Facilitator/Principal provides student information to distance education specialist for course registration

September

Facilitator provides training on technology skills to students

October

On-going monitoring by facilitator

November

On-going monitoring by facilitator

December

On-going monitoring by facilitator

January

On-going monitoring by facilitator

Program evaluation by facilitator and Distance Education Specialist

Courses offered second term:

January

Principal seeks approval from parent/guardian and student

Principal assigns local facilitator

Facilitator training is provided by the Distance Education Specialist

Facilitator/Principal provides student information to distance education specialist for course registration

February

Facilitator provides training on technology skills to student

March

On-going monitoring by facilitator

April

On-going monitoring by facilitator

May

On-going monitoring by facilitator

June

Distance Education Specialist informs schools and boards of the distance education possibilities

September

Distance Education Specialist informs schools and boards of the distance education possibilities

October

Distance education needs identified by school principal

November

Principal investigates online courses and communicates interest to school board

School board approves and submits proposal to department Distance Education Specialist

December

Department of Education and Early Childhood Development curriculum branch assess curriculum content

Distance Education Specialist, in collaboration with ITSS, assess needed technology

Should all criteria be met, final approval from superintendent and department senior director

Distance Education Specialist notifies Minister's Advisory Committee of course offerings

January

Principal seeks approval from parent/guardian and student

Principal assigns local facilitator

Facilitator training is provided by specialist

Facilitator/Principal provides student information to distance education specialist for course registration