



Education, Early
Learning and Culture

Education Handbook for School Administrators



2015-2016



2015

**Prince Edward Island
Department of Education,
Early Learning, and Culture
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Table of Contents

Foreword.....	1
Department of Education, Early Learning and Culture Contact Information, 2015-2016.....	2
Minister's Office	2
Corporate Services and General Contacts.....	3
Instructional Development and Achievement.....	4
English Programs	5
French Programs	6
Early Childhood Development.....	7
Directory of Schools and Board Offices in Prince Edward Island, 2015-2016.....	8
English Language School Board.....	8
<i>Westisle Family of Schools</i>	9
<i>Three Oaks Family of Schools</i>	10
<i>Kensington Family of Schools</i>	11
<i>Kinkora Family of Schools</i>	11
<i>Bluefield Family of Schools</i>	12
<i>Charlottetown Rural Family of Schools</i>	13
<i>Colonel Gray Family of Schools</i>	14
<i>Montague Family of Schools</i>	15
<i>Morell Family of Schools</i>	16
<i>Souris Family of Schools</i>	16
<i>Alternative Education Sites</i>	17
La Commission scolaire de langue française	18
Band-Operated First Nation School.....	19
Private Schools.....	19
Public School Education.....	20
Overview	20
Philosophy of Public Education.....	20
Teaching and Learning.....	22
Literacy	22
Instructional Strategies.....	23
The Evolving Role of the Teacher	24

<i>Differentiating Instruction</i>	24
<i>Modification of Curriculum</i>	25
<i>New Learning Balance</i>	25
<i>Teaching and Learning in the 21st Century</i>	26
<i>Outcomes-Focused Project Based Learning (PBL)</i>	27
<i>Creating Effective Environments for Learning</i>	28
Assessing and Evaluating Student Achievement	30
<i>Designing Effective Assessment</i>	30
<i>Principles of Fair Student Assessment Practices for Education in Canada</i>	30
<i>Using Assessment Data to Improve Student Achievement</i>	31
Professional Learning	32
Achievement Section	32
Instructional Development Section	32
English Programs	34
Mandate	34
Curriculum Development and Renewal	34
Curriculum Piloting	34
Curriculum In-Services	35
Curriculum Support to Teachers	35
Course Development/Update Procedure	35
French Programs	37
Mandate	37
French Immersion Programs	37
French First Language Program	38
Core French Program	39
Oral Proficiency Test and Bursaries	39
Early Childhood Development	40
Mandate	40
Early Learning and Child Care	40
Early Learning and Child Care Program Support	40
Early Years Autism Services	41
Other Services	42
Healthy School Communities	42

Aboriginal Education.....	42
EAL/FAL Programs and Services.....	43
PEI School Athletic Association.....	43
Home Schooling.....	44
Technology.....	45
Technology Competence	45
Journey On.....	45
Guidelines for School Web Pages.....	45
Distance Education Guidelines	46
Education Policy Development on Prince Edward Island.....	47
<i>School Act</i> and Regulations	47
Minister’s Directives.....	47
Elementary Program	48
Overview.....	48
Reading Recovery®	48
Intermediate Program	50
Overview.....	50
Scheduling.....	50
Intermediate Level Course Coding System	51
Senior High Program.....	52
The Definition of a Credit.....	52
Number of Credits Taken.....	52
Graduation Requirements	52
Provincial French Immersion Certificate.....	52
Out-of-Province Student Transfer of Credits.....	53
Exchange Students.....	53
<i>Graduation for Exchange Students</i>	53
High School Graduation Options for Mature Students	53
Governor General’s Academic Medal	54
Appendix A - Minister’s Directives	55
No. MD 15-06 Granting of Senior High Graduation Diploma in the First French Language Education Program.....	57

No. MD 15-05 Granting of Senior High Graduation Diploma and Certificate of Accomplishments in the English Language Education Program.....	61
No. MD 15-04 School Bus Driver Training Program.....	67
No. MD 15-03 Directive for the Acceptable Use of Computer and Information Technology	70
No. MD 15-02 School Calendar for the 2015-2016 School Year.....	72
No. MD 14-02 Language Proficiency Required to Teach in French/English as a Second Language	74
No. MD 13-01 Education Services for Students with Autism Spectrum Disorders	77
No. MD 11-06 Procedures for Dealing with Life-Threatening Allergies	87
No. MD 11-01 External Credentialing Directive	87
No. MD 10-08 Tuition and Entitlement to Schooling Privileges for Permanent Resident, Non- Resident, and Exchange Students	92
No. MD 10-03 Prince Edward Island School Athletic Association.....	96
No. MD 09-06 Student Transfers Between French Programs	98
No. MD 08-05 Distance Education.....	100
No. MD 07-03 School Councils (Amendment to MD 99-04)	102
No. MD 06-06 Designation of Supervisory Employees	103
No. MD 03-03 School Counsellors.....	104
No. MD 03-02 Special Education Issues Resolution Procedure.....	107
No. MD 01-08 Special Education.....	110
No. MD 01-07 Granting of Credit for Educational Activities Not Provided by a School Board	116
No. MD 00-07 School Libraries	118
No. MD 99-05 Intermediate School Subject Time Allotments.....	122
No. MD 99-04 School Councils.....	124
Appendix B - Policies	127
Dissection Policy	127
Equipment Repair Policy, HP Probook 45 10S, 6445b, 6570b	129
Equipment Repair Policy, EPSON PowerLite 822+ Multimedia Projector	130
Equipment Repair Policy, PASCO PASPort Probeware	132
Equipment Replacement Policy, T1-83 Graphing Calculator.....	134
Equipment Replacement Policy, VEX Robotics Material	136
Health Policies and Sexuality Education Policy Statement	138
Appendix C – DELF Guidelines	139
Appendix D – Distance Education Guidelines.....	142

Appendix E – Provincial Pilots 2015-2016..... 146
Appendix F – New Authorizations 2015-2016 147

Foreword

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

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

- *School Act*, and Regulations
- Collective Agreements
- Foundation Documents for English language arts, science, technology, arts, and social studies
- Programs of Studies and Lists 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

Please feel free to pass along any suggestions for improvements to this document to the Department of Education, Early Learning and Culture.

Department of Education, Early Learning and Culture Contact Information 2015-2016

Minister's Office			
General telephone number: 902-438-4130; Fax: 902-438-4150			
Name	Title	Phone (902)	Email
Perry, Hon. Hal	Minister	438-4876/ 368-4610	jhperry@gov.pe.ca
McLeod, M. Adele	Administrative Assistant	368-4610	mamcleod@edu.pe.ca
Willis, Susan	Deputy Minister	438-4876/ 368-4610	eswillis@edu.pe.ca
Wood, Terri	Administrative Assistant	438-4876	tewood@edu.pe.ca
MacDonald, Katie	Communications Coordinator	368-6449	katiemacdonald@gov.pe.ca

Corporate Services and General Contacts

General telephone number: 902-438-4130; Fax: 902-438-4062

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
Vacant	Administrative Support		
Human Resources			
Gill, Rebecca	Human Resources Manager	438-4881	rjgill
Gauthier, Erin	Human Resources and Corporate Services Officer	438-4821	ehgauthier@gov.pe.ca
Kinnear-Shaw, Lisa (<i>leave</i>) Ellands, Kim	Personnel Technician	438-4875	Lakinnear kaellands@gov.pe.ca
Finance and School Board Operations			
DesRoche, Chris	Director of Finance and School Board Operations	438-4882	cmdesroche@gov.pe.ca
Harvey, Naomi	Accounting Clerk	438-4826	ndharvey
Provincial Learning Material Distribution Centre (PLMDC)			
Corrigan, Art	Site Supervisor	368-4646	ajcorrigan
Henderson, Mary	Administrative Support	368-4679	mbhenderson
Somers, Brian	Storekeeper	368-4656	bgsomers
Research and Corporate Services			
Phillips, Robin	Manager of Research and Corporate Services	438-4837	rhphillps
Barbour, Blair	Legislation and Planning Coordinator	438-4838	bwbarbour
Carruthers, Sterling	School Health Specialist	438-4134	sdcarruthers
DeMone, Mark	Information Management Coordinator	438-4839	mxdemone
Registrar			
Desrosiers, Nancy	Registrar	438-4827	ndesrosiers
Arsenault, Natalie	Bilingual Receptionist and Assistant to the Registrar	438-4130	natarsenault
English as an Additional Language			
Leslie, Mike	International Education Coordinator	438-4816	mjleslie
Perry-Payne, Janet	English as an Additional Language (EAL) Administrator	620-3735	jlpayne@gov.pe.ca
Other			
Breitenbach, Marlene	Special Education Autism Coordinator	569-7792	mmbreitenbach@gov.pe.ca
Smith, Adrian	Special Education Policy Advisor	439-5872	acsmith
Watson, Craig	School Sports Coordinator	438-4846	cawatson

Instructional Development and Achievement

Fax: 902-438-4874

Name	Title	Phone (902)	Email (@edu.pe.ca)	Sub. Code
Costa, Elizabeth	Director of Instructional Development and Achievement	438-4820	eecosta	-
Instructional Development				
Albert, Guy	Instructional Development and Achievement Coordinator	438-4834	gcalbert	-
Bradley, Michèle	Instructional Development Specialist	438-4849	mlbradley	RXDPS
Dickieson, Lesley	Instructional Development Specialist	438-4139	ldickieson	RXDPS
Johnston, Ted	Instructional Development Specialist	438-4133	tgjohnston	RXDPS
Lamey, Mark	Information Technology Facilitator	438-4831	mvlamey	RXDPS
Plourde, Jocelyn	Bilingual Instructional Development Specialist	438-4153	jqplourde	RXDPS
Richard, Colleen	Bilingual Administrative Support	438-4848	crrichard	-
Achievement				
MacDonald, Linda	Achievement Coordinator (Mathematics and Literacy)	438-4901	lwmacdonald	RXDEE
Bailey, Betty	Statistical Analyst	438-4904	babailey	-
Brake, Laura	Achievement Specialist (Mathematics K-9)	438-4900	lgbrake	RXDEE
Callbeck, Laurie	Achievement Specialist (Mathematics 10-12)	438-4833	alcallbeck	RXDEE
McGuire, Moira	Achievement Specialist, Bilingual (Literacy)	438-4902	mcmcguire	RXDEE
Smith, Karen	Achievement Specialist, Bilingual (Literacy)	438-4903	kssmith	RXDEE
Underhill, Lorna	Administrative Support	438-4887	lrunderhill	-

English Programs

Fax: 902-438-4884

Name	Title	Phone (902)	Email (@edu.pe.ca)	Sub. Code
McEwen, Derek	Director of English Programs	438-4870	dpmcewen	RXDKI
Bernard, Blaine	English Programs Support Coordinator	438-4807	bxbernard	RXDKI
Allen-Cook, Vicki	Arts Specialist	438-4814	vlallen-cook	RXDKI
Ansems, Lorna	Reading Recovery® Teacher Leader	894-0319	lmansems	RXDKI
Cudmore, Laura	Elementary Learning Specialist (4-6)	438-4812	lrcudmore	RXDKI
Doiron, Bethany	Curriculum Writer and Social Studies Specialist (7-12)	438-4806	bldoiron	RXDKI
Gallant, Cheryl	Administrative Support	438-4145	cagallant	-
Hashie, Lisa	Administrative Support	438-4850	lahashie	-
Hennessey, Kieran	Secondary Business Curriculum Specialist	438-4803	kjhennessey	RXDKI
Lowther, Ryan	Secondary Math Specialist (7-12)	438-4815	relowther	RXDKI
MacLean, Edward	Technology Specialist	438-4832	edmaclean	RXDKI
MacLean-Ellis, Shelley	Career Education Specialist	438-4810	scmacleanellis	RXDKI
McBurney, Kim	Secondary Science Specialist (7-12)	438-4132	kmmcburney	RXDKI
McDonald, Kathy	Student Success and Transition Specialist	438-4138	kmmcdonald	RXDKI
Noye, Laura Ann	Primary Learning Specialist (K-3)	438-4802	lanoye	RXDKI
Stephens, John	Career and Technical Education Specialist	438-4808	jwsetphens	RXDKI
Sweetapple, Pam	Reading Recovery® Teacher Leader	894-0319	pjsweetapple	RXDKI
Tanton, Cheryl	Physical Education Specialist	438-4804	catanton	RXDKI
Wood, Cindy	Program Evaluation Specialist	438-4820	clwood	RXDKI
Vacant	Secondary Language Arts Specialist (7-12)	-	-	-

French Programs

Fax: 902-438-4884

Name	Title	Phone (902)	Email (@edu.pe.ca)	Sub. Code
Hurtubise, René	Director of French Programs	438-4155	rvhurtubise	RXDFR
Gilles Arsenault	French Programs Coordinator	438-4859	gxarsenault	RXDFR
Arsenault, Justine	Technology Specialist (K-9)	438-4829	jwarsenault	RXDFR
Arseneault, Eric	Secondary Math & Science Specialist	438-4861	eaarsenault	RXDFR
Bernard, Ghislain	Distance Education, Career and Specialisations Specialist	438-4137	gjbernard	RXDFR
Bourque-Mol, Nathalie	Elementary Francophone Language Arts Specialists (K-3)	438-4198	nxbourque	RXDFR
Gascon, Isabelle	Secondary Francophone Language Arts Specialist	-	contact admin. support	RXDFR
Gaudin, Claire	Elementary French Immersion Language Arts & Social Studies Specialist	438-4862	cmgaudin	RXDFR
Jolicoeur, Annie	Elementary Francophone Language Arts Specialists (4-6)	438-4702	ajjolicoeur	RXDFR
MacNeill, Kelly	Core French Specialist	438-4836	kdmacneill	RXDFR
Profit, Jolene	Administrative Support	438-4868	jmprofit	-
Rioux, Anne-Marie	Elementary Francophone Language Arts Specialists (Francisation)	438-4866	amrioux	RXDFR
Smallman, Kathlene	Administrative Support	438-4869	kasmallman	
Thibaudier-Ness, Christine	Secondary French Immersion Language Arts & Social Studies Specialist	438-4867	caness	RXDFR
Tremblay, Jeannine	Reading Recovery® Teacher Leader & PIP coordination	438-4140	jatremblay	RXDFR
Tutty, Diana	Elementary Math & Science Specialist	438-4136	dmtutty	RXDFR

Early Childhood Development

Fax: 902-438-4884 (Holman Centre), 902-368-4622 (Aubin Arsenault Building)

Name	Title	Phone (902)	Email (@edu.pe.ca)	Sub. Code
Simpson, Carolyn	Director of Early Childhood Development	438-4883	cesimpson	-
Baird, Doreen	Early Childhood Programs Administrator	368-6518	debaird	-
Melanson, Melanie	Healthy Child Development Coordinator	438-4842	mdmelanson	-
Arsenault, Aimée	Bilingual Administrative Support	438-4854	asarsenault	-
Bernard, Francine	Bilingual Early Childhood Specialist	438-4143	fmbernard	-
Doucette, Claire	Early Childhood Coach	438-4856	cdoucette	-
Essery, Helena	Early Literacy Specialist	438-4855	hdessery	-
Griffin, Annette	Administrative Support	368-6513	amgriffin	-
Hayes-McKenzie, Ann	Early Childhood Coach	620-3175	afhayesmckenzie	-
MacEachern, Krista	Early Childhood Coach	368-6331	klmaceachern	-
Autism				
Shwint, Chris	Early Years Autism Coordinator	368-4472	cashwint	-
Annema, Sarah	Early Years Autism Specialist	894-0324	srannema	-
Broderick, Chelsey	Early Years Autism Specialist	368-4496	cmbroderick	-
MacEachern, Dianne	Early Years Autism Specialist	620-3753	dianemaceachern	-
MacNeill, Sherla	Early Years Autism Specialist	438-4154	smmacneill	-
Maloney, David	Early Years Autism Specialist	620-3031	Dtmaloney	-
Miller, Tracy	Early Years Autism Specialist	620-3030	tjmiller	-
Rochon, Danielle	Bilingual Autism Specialist	620-3754	dmrochon	-

Directory of Schools and School Board Offices in Prince Edward Island 2015-2016

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)

Executive Assistant and Board Secretary: Cindy MacLean (902-368-6850)

Policy and Planning and FOIPP Coordinator: Karen Redmond (902-894-0234)

Corporate Services

Director: John Cummings (902-368-6845)

Leader: Dave Gillis (902-888-8422)

Curriculum Delivery

Acting Director: Tammy Hubley-Little (902-368-6854)

Human Resources

Director: Wayne Noseworthy (902-368-6819)

School Effectiveness

Director: Bob Andrews (902-368-6823)

Leader: Anne Hall (902-368-6797)

Leader: Ron Taweel (902-888-8409)

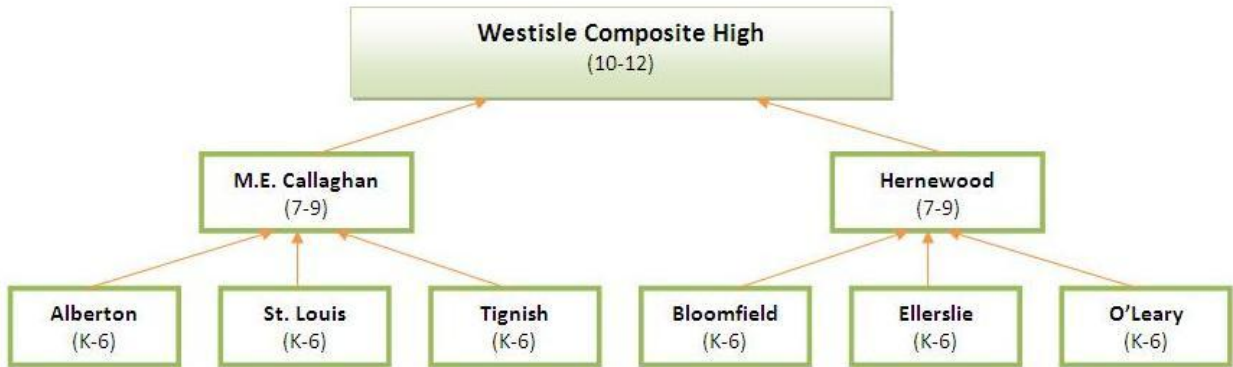
Student Services

Director: Julie Gaudet (902-368-6832)

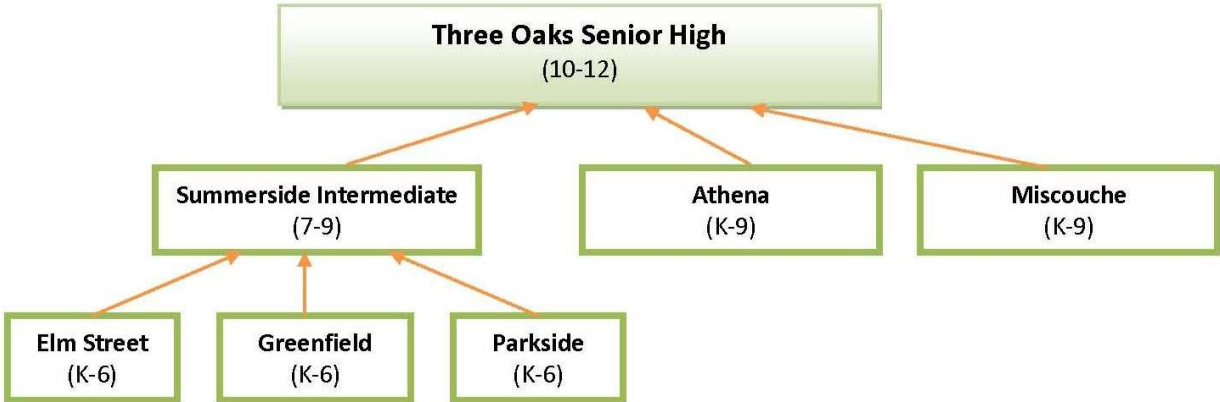
Manager: Terri MacAdam (902-368-6830)

*c=Centrex

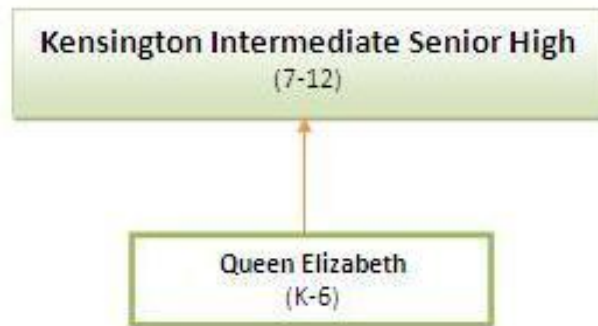
Westisle Family of Schools				
School	Address, Telephone, Fax c=centrex	Admin. Assistant	Principal/ Vice-Principal	Grade
Westisle Composite High	PO Box 57 Elmsdale, PE C0B 1K0 902-853-8626 c, Fax: 902-853-8638 c (39570 Western Rd. Rte.2, Rosebank)	Darlene Doucette Jodi LeClair Marsha Morrissey	Heidi Morgan (acting) Trevor Wood (vp) Sean O'Halloran (vp)	10-12 (FI)
Alberton Elementary	PO Box 280 Alberton, PE C0B 1B0 902-853-8617 c, Fax: 902-853-8608 c (354 Church Rd., Alberton)	Rosalie Webb	Shanna Perry Kelly Pitre (vp)	K-6
Bloomfield Elementary	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 Gisèle Smallman (vp)	K-6 (FI)
Ellerslie Elementary	Ellerslie, PE C0B 1J0 902-831-7920 c, Fax: 902-831-7918 c (1226 Ellerslie Rd, Rte.133, Ellerslie- Bideford)	Stephanie Wallace	Jason Cormier Andy Doran (vp)	K-6
Hernewood Intermediate	RR#3 O'Leary, PE C0B 1V0 902-859-8710 c, Fax: 902-859-3816 (34 Mill Rd. Rte. 136, Woodstock)	Wendy Hardy	Patti Sweet Marie Rocheleau (vp)	7-9 (FI)
M.E. Callaghan Intermediate	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)
O'Leary Elementary	PO Box 400 O'Leary, PE C0B 1V0 902-859-8713 c, Fax: 902- 859-8708 c (25 Barclay Rd., O'Leary)	Marilyn Smallman	Susan Trail Aldene Smallman (vp)	K-6
St. Louis Elementary	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 Michelle Lewis (vp)	K-6 (FI)
Tignish Elementary	PO Box 39 Tignish, PE C0B 2B0 902-882-7357c, Fax: 902-882-7353 c (322 Church St., Tignish)	Francine Knox	Mike Ellsworth Mona Jeffery (vp)	K-6 (FI)



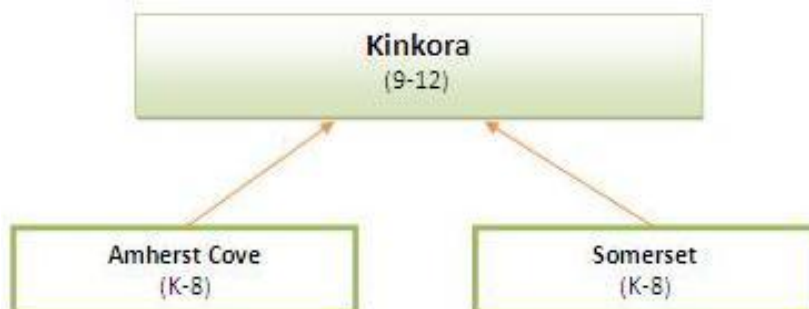
Three Oaks Family of Schools				
School	Address, Telephone, Fax c=centrex	Admin. Assistant	Principal/ Vice-Principal	Grade
Three Oaks Senior High	10 Kenmoore Ave. Summerside, PE C2N 4V9 902-888-8460 c, Fax: 902-888-8261 c	Donna MacKay Linda Cashin Pam Rodgeron	Jeff Clow Gerald MacCormack (vp) Jason Gallant (vp)	10-12 (FI)
Athena Consolidated	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
Elm Street Elementary	256 Elm St. Summerside, PE C1N 3V5 902-888-8490 c, Fax: 902-888-8307 c	Linda MacIsaac-Albert	Tracy Beaulieu Jacqueline Reeves (vp)	K-6 (FI)
Greenfield Elementary	100 Darby Dr. Summerside, PE C1N 4V8 902-888-8492 c, Fax: 902-888-8494 c	tbd	Sandra Jay Gail Finnis (vp)	K-6 (FI)
Miscouche Consolidated	Miscouche, PE C0B 1T0 902-888-8495 c, Fax: 902-888-8491 c (19 School St., Miscouche)	Angela Rogers	Scott MacDonald Sue Gogan (vp)	K-9
Parkside Elementary	195 Summer St. Summerside, PE C1N 3J8 902-888-8472 c, Fax: 902-888-8474 c	Margaret Baglole	Janet Cameron Nick Martin (vp)	K-6 (FI)
Summerside Intermediate	247 Central Street Summerside, PE C1N 3M5 902-888-8470 c, Fax: 902-888-8469 c	Gwen St. John Nancy Bailey	Doug Doyle Laura Cudmore (vp) Michelle Moore (vp)	7-9



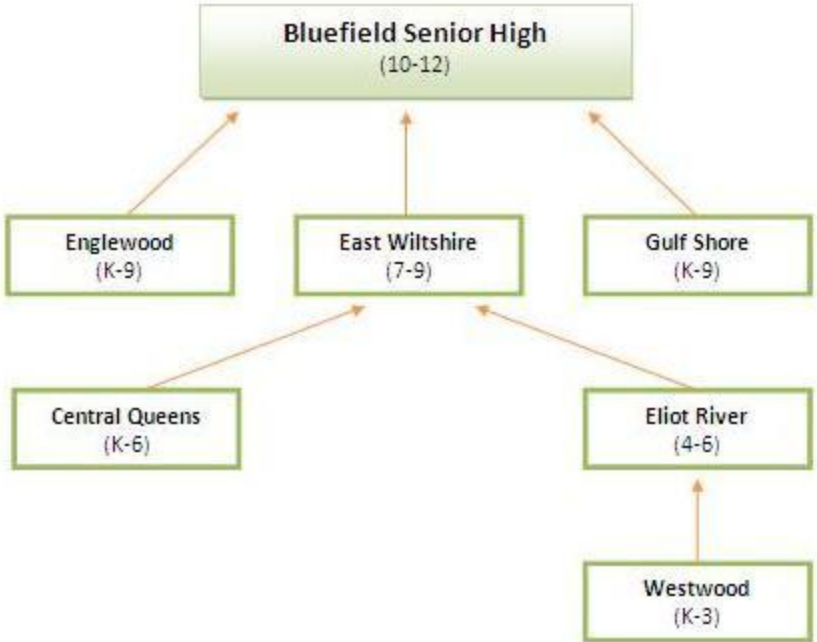
Kensington Family of Schools				
School	Address, Telephone, Fax c=centrex	Admin. Assistant	Principal/ Vice-Principal	Grade
Kensington Intermediate Senior High	PO Box 340 Kensington, PE C0B 1M0 902-836-8901 c, Fax: 902-836-8903 c (19 Victoria St. E., Kensington)	Cathy Hickey	Donald Mulligan Michele Beaman (vp)	7-12 (FI)
Queen Elizabeth Elementary	PO Box 100 Kensington, PE C0B 1M0 902-836-8900 c, Fax: 902-836-8905 (2 Sauders Ln., Kensington)	Ruth Croken	Rodney MacArthur Anne Marie Murphy (vp)	K-6



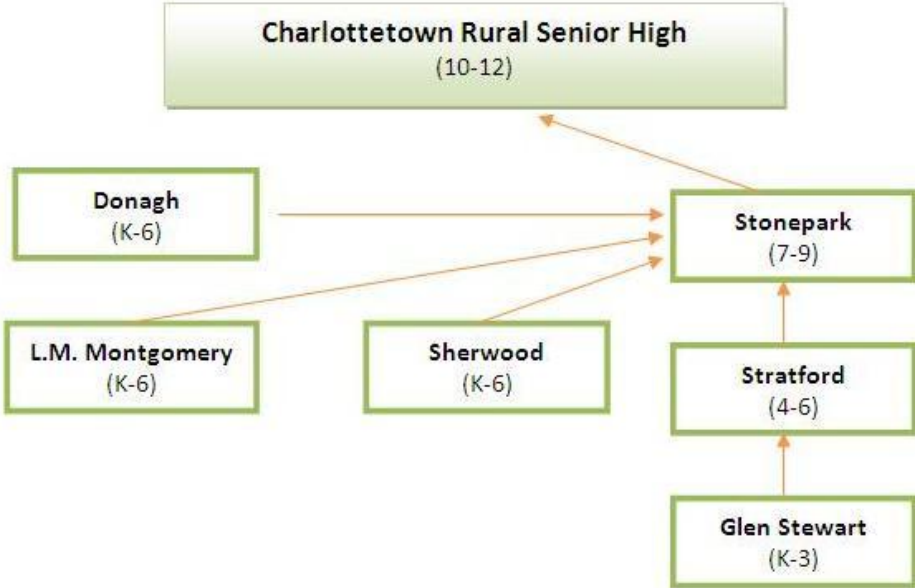
Kinkora Family of Schools				
School	Address, Telephone, Fax c=centrex	Admin. Assistant	Principal/ Vice-Principal	Grade
Kinkora Regional High	Kinkora, PE C0B 1N0 902-887-2424 c, Fax: 902-887-7381 (54 Anderson Rd., Kinkora)	Tracy Thomson	Jaime Cole Ryan McAleer (vp)	9-12
Amherst Cove Consolidated	RR#1 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
Somerset Elementary	Kinkora, PE C0B 1N0 902-887-2505, Fax: 902-887-2546 (30 Somerset St., Kinkora)	Debbie Wervers	Derik Arsenault Lori Palmer (vp)	K-8



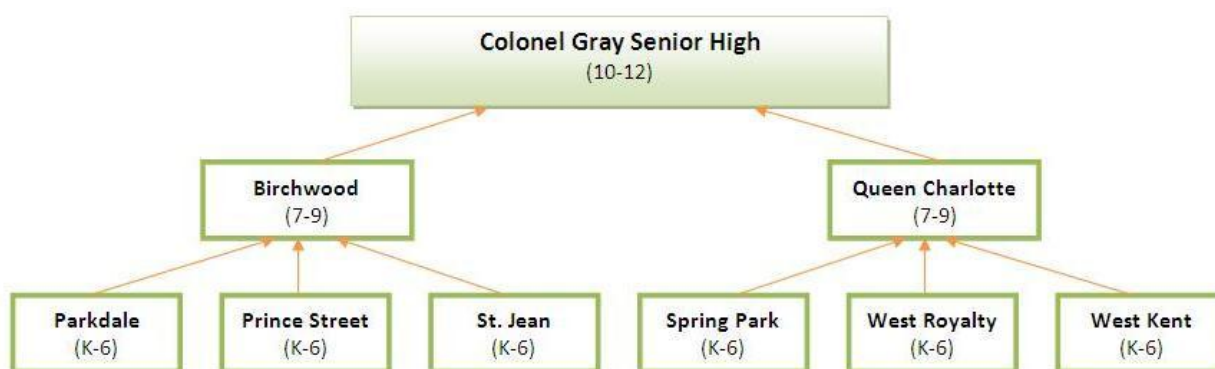
Bluefield Family of Schools				
School	Address, Telephone, Fax c=centrex	Admin. Assistant	Principal/ Vice-Principal	Grade
Bluefield Senior High	RR#2 North Wiltshire, PE C0A 1Y0 902-675-7480 c, Fax: 902-675-7482 c (924 Colville Rd., Rte 9, Hampshire)	Elizabeth Orr Lenette MacDougall Mary Miller	Jerry Coady Debbie Caissy (vp) Stephen Wenn (vp)	10-12 (FI)
Central Queens Elementary	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
East Wiltshire Intermediate	PO Box 160 Cornwall, PE C0A 1H0 902-368-4130 c, Fax: 902-368-4139 c (100 Kingston Rd., Cornwall)	Jackie Phillips Marilyn MacQuarrie	Windsor Wight Frank Martin (vp) Troy MacCallum (vp)	7-9 (FI)
Eliot River Elementary	PO Box 70 Cornwall, PE C0A 1H0 902-368-4270 c, Fax: 902-368-4322 c (79 Hilltop Drive, Cornwall)	Cathy Carragher Beryl Diamond	Ross McDermott Shane Dunn (vp)	4-6 (FI)
Englewood	Crapaud, PE C0A 1J0 902-658-7850 c, Fax: 902-658-7855 c (20280 TCH Rte. 1, Victoria)	Cathy Cairns	Randy Reardon Faber MacDonald (vp)	K-9
Gulf Shore Consolidated	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 (MFI)
Westwood Primary	PO Box 490 Cornwall, PE C0A 1H0 902-368-6855 c, Fax: 902-368-6863 c (80 Meadowbank Rd., Corwall)	Beryl Diamond Cherie Walsh Sharon Cronin	Sherry Flynn Terra Doucette (vp)	K-3 (FI)



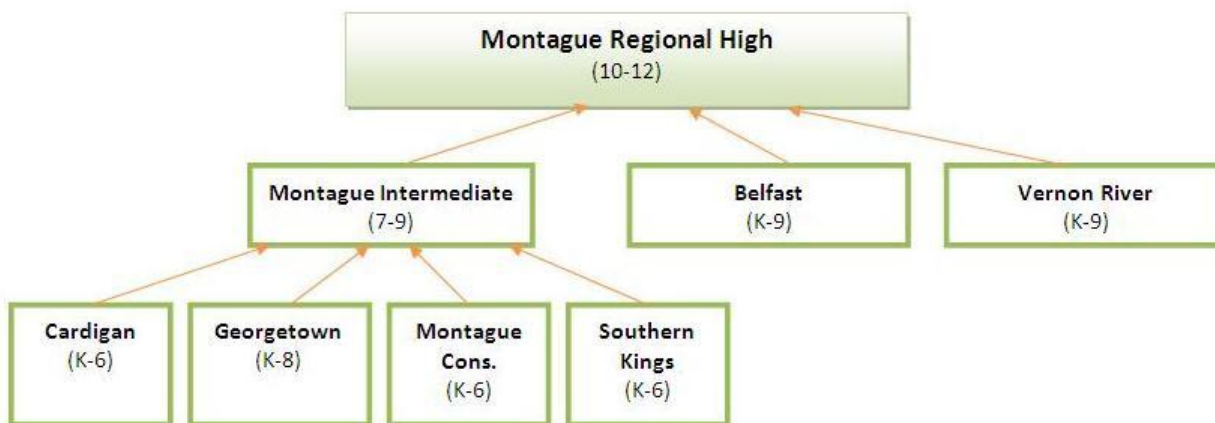
Charlottetown Rural Family of Schools				
School	Address, Telephone, Fax c=centrex	Admin. Assistant	Principal/ Vice-Principal	Grade
Charlottetown Rural Senior High	100 Raiders Rd. Charlottetown, PE C1E 1K6 902-368-6905 c, Fax: 902-368-6906 c	Kathy Aitken Lisa Whelan (tba)	Dylan Mullally Dominique Lecours (vp) Rebecca Rioux (vp) Steve Wynne (vp)	10-12 (FI)
Donagh Regional	928 Bethel Rd. Rte 215 Donagh, PE C1B 0T5 902-569-7720 c, Fax: 902-569-7724 c	Lindsay Mutch	Jason Kielly Michelle VanColen (vp - acting)	K-6
Glen Stewart Primary	PO Box 6500 Charlottetown, PE C1A 8B5 902-569-0550 c, Fax: 902-569-0564 c (34 Glen Stewart Dr., Stratford C0B 0J9)	Denise Lavie Lori Jenkins	Charlotte Bryand Colleen Mullen-Doyle (vp)	K-3 (FI)
L.M. Montgomery Elementary	69 MacWilliams Rd. Charlottetown, PE C1C 1L4 902-368-4150 c, Fax: 902-368-4155 c	Donna MacNeill Marilyn MacQuarrie	Heather Cudmore Patti Davidson (vp)	K-6
Sherwood Elementary	64 Maple Ave. Charlottetown, PE C1A 6E7 902-368-6780 c, Fax: 902-368-7688 c	Jackie Lund Marylou Sinnott	Jean Boudreau Francyne Doiron (vp)	K-6 (FI)
Stonepark Intermediate	50 Pope Ave. Charlottetown, PE C1A 7P5 902-368-6085 c, Fax: 902-368-6089 c	Deena McBride Theresa Gallant	Norman Beck Greg Campbell (vp) Jill Burry (vp) Michael Smith (vp)	7-9 (FI)
Stratford Elementary	50 Glen Stewart Dr. Stratford, PE C1B 0J9 902-569-7750 c, Fax: 902-569-7761	Judy Nicholuson Susan Norton	Ken MacDougall Shelly King-Compton (vp)	4-6 (FI)



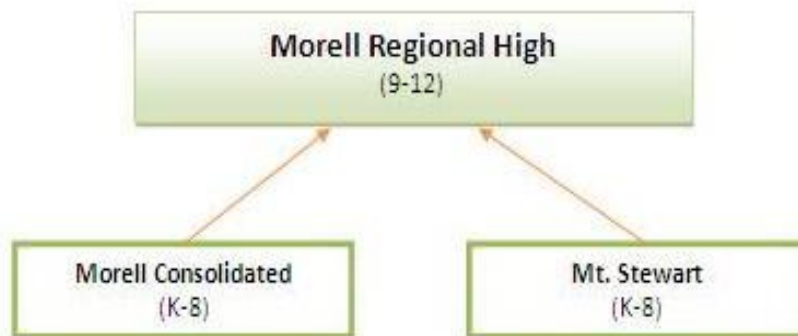
Colonel Gray Family of Schools				
School	Address, Telephone, Fax c=centrex	Admin. Assistant	Principal/ Vice-Principal	Grade
Colonel Gray Senior High	175 Spring Park Rd. Charlottetown, PE C1A 3Y8 902-368-6860 c, Fax: 902-368-6839 c	Audrey Allan Karen Tsistinas Valerie Inman	Kevin Whitrow Dale Cole (vp) Rosemary Fleming (vp) Ted Nabuurs (vp)	10-12 (FI)
Birchwood Intermediate	49 Longworth Avenue Charlottetown, PE C1N 5A6 902-368-6870 c, Fax: 902-368-6896 c	Debbie Miles Deborah Upton	Ron Carragher Patsy McDonald (vp)	7-9 (FI)
Parkdale Elementary	49 Confederation St. Charlottetown, PE C1A 5V5 902-368-6945 c, Fax: 902-368-6949 c	Shawna Carmody	Lynn Hufnagel tbd (vp)	K-6
Prince Street Elementary	60 Upper Prince St. Charlottetown, PE C1A 4S3 902-368-6950 c, Fax: 902-368-6959 c	Barb Irvine	Erin Johnston Kelly Gillis (vp)	K-6
Queen Charlotte Intermediate	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 (FI)
Spring Park Elementary	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	335 Queen St. Charlottetown, PE C1A 4C5 902-368-6985 c, Fax: 902-368-6991 c	Dale MacInnis	Tracy Ellsworth Michaela Stephan (vp - acting)	K-6
West Kent Elementary	27 Viceroy Ave. Charlottetown, PE C1A 2E4 902-368-6065 c, Fax: 902-368-4559 c	Lena MacRae	Michele LeClair Maureen Cassivi (vp)	K-6
West Royalty Elementary	80 Commonwealth Ave. Charlottetown, PE C1E 2E9 902-368-6790 c, Fax: 902-368-6795 c	Krista Young Mary MacLean	Marilyn MacLean Cathy Hendricken-Cameron (vp)	K-6



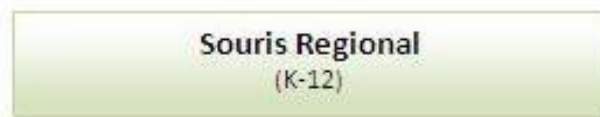
Montague Family of Schools				
School	Address, Telephone, Fax c=centrex	Admin. Assistant	Principal/ Vice-Principal	Grade
Montague Regional High	PO Box 730 Montague, PE COA 1R0 902-838-0835 c, Fax: 902-838-0840 c (274 Valleyfield Rd., Rte. 326, Lower Montague)	Dawn Martell Kelly Matheson	Seana Evans-Renaud Maureen MacDonald (vp) Sharon Anderson (vp)	10-12 (FI)
Belfast Consolidated	RR#3 Belle River, PE COA 1B0 902-659-7200 c, Fax: 902-659-7204 c (3326 TCH Rte. 1, South Pinette)	Janice MacDonald	David Bryand John Munro (vp)	K-9
Cardigan Consolidated	Cardigan, PE COA 1G0 902-583-8575 c, Fax: 902-583-8576 c (1614 North Royalty Rd. Rte. 342, Cardigan)	Joan McDougall	Noreen Lisi Jolene Johnston (vp)	K-6
Georgetown Elementary	Georgetown, PE COA 1L0 902-652-8970 c, Fax: 902-652-0997 c (47 Kent St., Georgetown)	Audra Bushey	Anna MacKenzie Sandra Walker (vp)	K-8
Montague Consolidated	Montague, PE COA 1R0 902-838-0820 c, Fax : 902-838-0825 c (622 Princess Dr., Montague)	Josephine Jackson Tracy Schurman	Norbert Carpenter Betty MacDonald (vp)	K-6 (FI)
Montague Intermediate	PO Box 1390 Montague, PE COA 1R0 902-838-0860 c, Fax: 902-838-0866 c (221 Kennedy St., Montague)	Laurel Martin	Kevin Stonefield Luanne Inman (vp)	7-9 (FI)
Southern Kings Consolidated	RR#4 Montague, PE COA 1R0 902-962-7400 c , Fax: 902-962-7406 c (2294 Peters Rd. Rte. 324, Peters Road)	Tracy Campbell	John Van Kyke Krista Gordon (vp)	K-8
Vernon River Consolidated	RR#2 Vernon Bridge, PE COA 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



Morell Family of Schools				
School	Address, Telephone, Fax c=centrex	Admin. Assistant	Principal/ Vice-Principal	Grade
Morell Regional High	Morell, PE COA 1S0 902-961-7345 c, Fax: 902-961-7339 c (100 Little Flower Ave. Rte. 322, Morell)	Mary Vincent	J.B. (John) Crawford Kelly Minnis (vp)	9-12
Morell Consolidated	Morell, PE COA 1S0 902-961-7340 c, Fax: 902-961-7331 c (7755 St. Peters Rd. Rte. 2, Morell)	Anita Geldert	Leo Hendriken Linda Blackett (vp)	K-8
Mt. Stewart Consolidated	RR#1 Mt. Stewart, PE COA 1T0 902-676-7990 c, Fax: 902-676-7989 c (120 South Main St. Rte. 351, Mt. Stewart)	Beadah VanWiechen	Mary Kendrick Melissa MacKinnon (vp - acting)	K-8



Souris Family of Schools				
School	Address, Telephone, Fax c=centrex	Admin. Assistant	Principal/ Vice-Principal	Grade
Souris Regional	PO Box 460 Souris, PE COA 2B0 902-687-7130 c, Fax: 902-687-7129 c (15 Longworth St., Souris)	Lori Sanderson Maggie MacPhee	Sharon McIntosh Ann Marie MacDonald (vp) Lynne MacPhee (vp)	K-12



Alternative Education Sites		
School	Address, Telephone, Fax	Grade
Provincial Adolescent School - Intermediate	40 Enman Crescent Charlottetown, PE C1E 1E8 Tel: 902-368-6226 Fax: 902-368-4864	7-9
Provincial Adolescent School - Senior	40 Enman Crescent Charlottetown, PE C1E 1E8 Tel: 902-368-6226 Fax: 902-368-4864	10-12
Charlottetown Alternative A+	c/o St. Jean Elementary School 335 Queen Street Charlottetown, PE C1A 4C5 Tel: 902-368-6950	3-6
Charlottetown Intermediate Alternative Education	40 Enman Crescent Charlottetown, PE C1E 1E8 Tel: 902-569-7652	7-9
Charlottetown Senior Alternative Education	40 Enman Crescent Charlottetown, PE C1E 1E8 Tel: 902-569-7652	10-12
Elmsdale Intermediate Alternative Education	c/o ELSB Office – Elmsdale PO Box 57 Elmsdale, PE C0B 1K0 (39570 Western Rd. Rte 2, Rosebank) Tel: 902-853-8629 Fax: 902-853-8679	7-9
Montague Alternative Education	PO Box 701 Montague, PE C0A 1R0 (513 Main St., Montague) Tel: 902-838-0952	7-12
Morell Alternative Education	c/o Morell Regional High School Morell, PE C0A 1S0 (100 Little Flower Av. Rte 322, Morell) Tel: 902-961-7313 Fax: 902-961-7339	9-12
Souris Alternative Education	c/o Holland College Souris Mall Souris, PE C0A 2B0 (175 Main St., Souris) Tel: 902-687-7146 Fax: 902-687-1439	7-12
Summerside Intermediate Alternative Education	c/o ELSB – Summerside Office 288 MacEwen Road, Summerside, PE C1N 0J1 Tel: 902-888-8460 Fax: 902-888-8449	7-9
ELSB School Board Contact	Julia Gaudet, Director of Student Services (902-368-6832)	

La Commission scolaire de langue française

1596 Rte 124, Wellington Station, PE C0B 2E0

Telephone: 902-854-2975 Fax: 902-854-2981

Website: www.edu.pe.ca/csrf/

Superintendent of Education – Anne Bernard-Bourgeois

Administrative Assistant – Rachelle Arsenault

Director of Instruction – Paul Cyr

Director of Business Operations – Brad Samson

Associate Director of Business Operations – Cindy MacLoed

Computer Systems Technician – Michel Gagnon

Financial Assistant – Louise Gallant

HR and Transportation Manager – Nathalie Malo

Speech Language Pathologist – Julie LeBreton

Speech Language Pathologist – Julie Savoie

Student Services Assistant Coordinator – Julie Desjardins

Student Services Coordinator – Lisa Marmen

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	Paulette LeBlanc Nathalie LeBlanc (vp)	K-12
École François-Buote	5, Promenade Acadienne Charlottetown, PE C1C 1M2 902-566-1715, Fax: 902-566-5989	Stéphanie Crohare	Elizabeth Blake Isabelle Savoie- Jamieson (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 Jessica Herbert (vp)	K-12
École Pierre-Chaisson	119, Rte. 157 Deblois Road, Debois, PE C0B 2B0 902-882-0475, Fax: 902-882-0482	Nicole Buote	Monique Doucette Janelle Chaisson (vp)	K-12
École St-Augustin	CP 5617 RR#3 Hunter River, PE C0A 1N0 902-963-7842, Fax: 902-963-3442 (2244 Church Road, Hunter River)	Jacinthe Basque	Vanessa Tessier À déterminer (vp)	K-9
École-sur-Mer	5, Avenue Maris Stella Summerside, PE C1N 6M9 902-888-8300, Fax: 902-888-8138	Melva Gallant	Joanne Bulger Justine Roy (vp)	K-9

Band-Operated First Nation School

School	Address, Telephone, Fax	Admin. Assistant	Principal/ Vice-Principal	Grade
John J. Sark Memorial	PO Box 124 Lennox 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	50 Kirkdale 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	68 Allen St. Charlottetown, PE C1A 2V8 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 is 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, Early Learning and Culture;**
- 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 the 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 child 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 for 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;
- 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 its 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;
- 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:
<ul style="list-style-type: none"> - the role of the teacher as ‘facilitator of learning’ - the characteristics of effective learning environments for the subject being taught 	<ul style="list-style-type: none"> - facilitate student learning - establish learning environments that support the acquisition of a broad range of knowledge and skills (content and social) for all students 	<ul style="list-style-type: none"> - 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
<ul style="list-style-type: none"> - effective assessment practices - current learning theories and bodies of research, instructional and philosophical frameworks, theories of motivation that support effective literacy learning 	<ul style="list-style-type: none"> - use effective assessment practices - apply current learning theories and bodies of research, instructional and philosophical frameworks, theories of motivation to support effective literacy learning for all students 	<ul style="list-style-type: none"> - establish expectations that all instruction incorporate effective assessment for learning practices - 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 <p style="text-align: right;"><i>...continued</i></p>

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

For many years, the literature about effective instruction has indicated that 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.

- Ongoing 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, and 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.

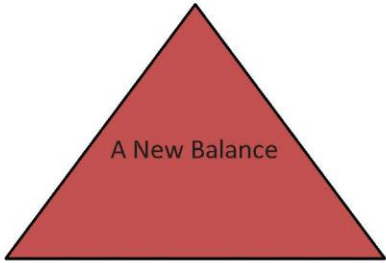
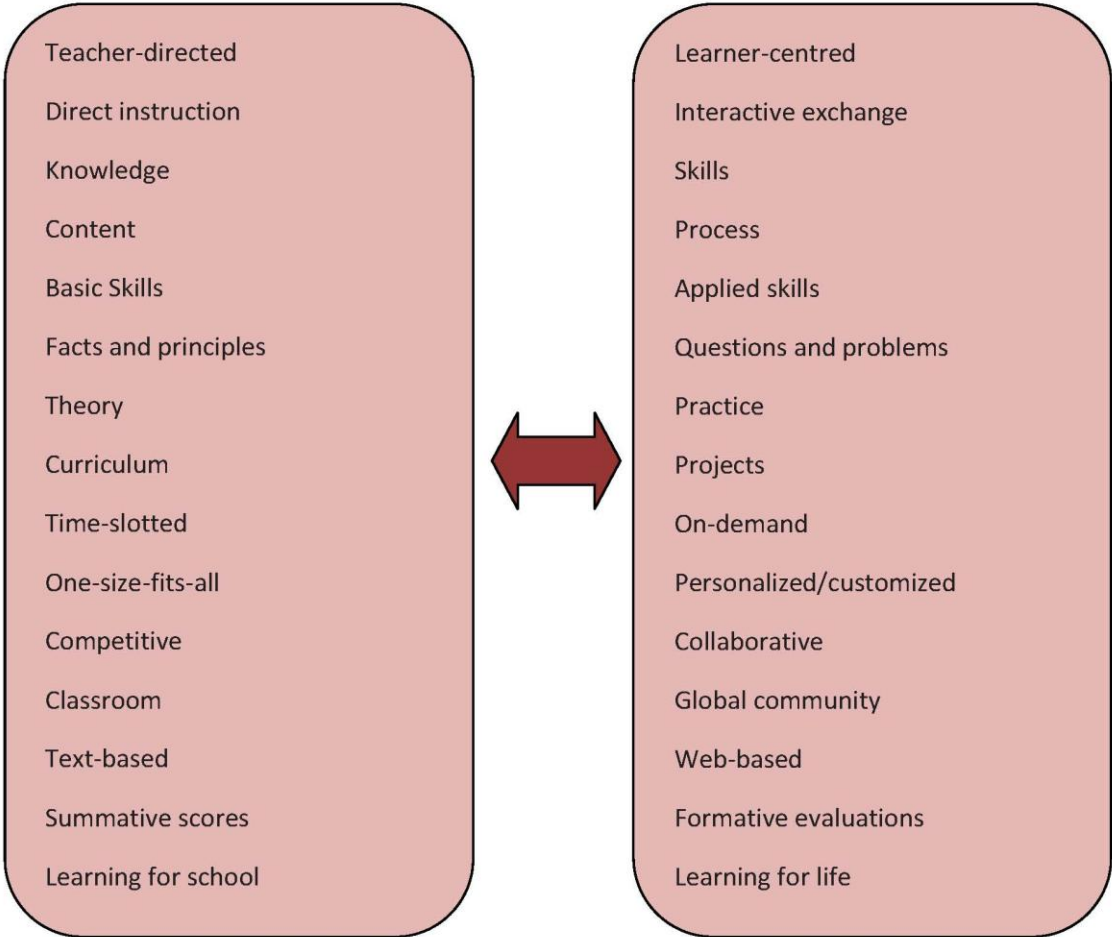
New Learning Balance

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”



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 and 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.

Projects that are outstanding

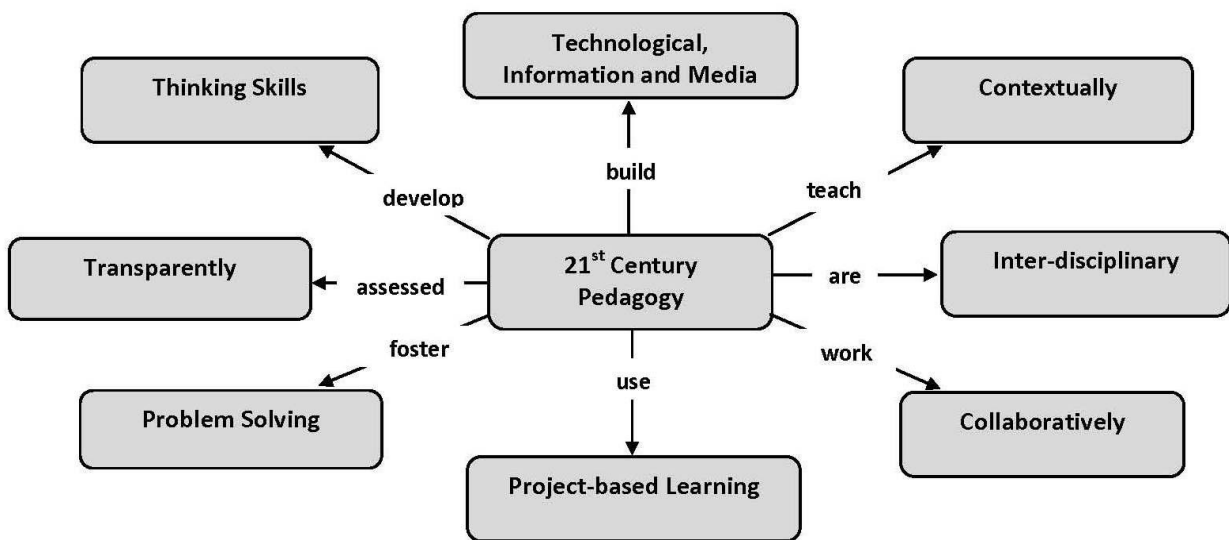
- recognize students’ inherent drive to learn, their capability to do important work, and their need to be taken seriously by putting them at the centre of the learning process;
- engage students in the central concepts and principles of a discipline; the project work is central rather than peripheral to the curriculum;
- highlight provocative issues or questions that lead students to an 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;
- 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 is not simply 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-centred;
- respectful of diversity;
- inclusive and inviting;
- participatory, interactive, and collaborative;
- engaging and relevant;
- integrative;
- challenging;
- inquiry-based and issues oriented;
- supportive of reflection.

Mathematics:

The Prince Edward Island mathematics curriculum is based upon several key assumptions or beliefs about mathematics

learning which have grown out of research and practice:

- Mathematics learning is an active and constructive process.
- Learners are individuals who bring a wide range of prior knowledge and experiences, and who learn via various styles and at different rates.
- Learning is most likely to occur in meaningful contexts and in an environment that supports exploration, risk taking, and critical thinking, and that nurtures positive attitudes and sustained efforts.
- Learning is most effective when standards of expectation are made clear with ongoing assessment and feedback.

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;

- 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, help students to become self-reflective, and 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 analyses.

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 behaviours 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 a 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.
- 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.

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.

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 numeracy. 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.

As well 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 Section

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

- 1) Leading the implementation of new language arts and mathematics curricula in collaboration with subject specialists.
- 2) Responding to Provincial Common Assessment results.
- 3) Developing and contributing to a virtual professional learning library for Island educators.
- 4) Demonstrating 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 focused process to respond to assessment results has evolved.

Purpose: The Instructional Development Section was created in 2013 to provide an intentional and focused 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 the school boards, instructional development specialists provide support to educators in data analysis and the 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, Early Learning and Culture 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 Programs

Mandate

The English Programs Team 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 Grades 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 that 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 report on Student Achievement, curriculum development and renewal has been 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, 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 for the 2015-16 school year.

Course Development/Update Procedure

The Department of Education, Early Learning and Culture assesses the effectiveness of existing school courses in consideration of the province's educational goals and the needs of students. The following information is used as part of the assessment process:

- a) reports from teachers;
- b) submissions from school boards;
- c) submissions from community groups;
- d) government studies and initiatives;
- e) academic and professional literature in education.

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

- a) the result of the assessment;
- b) the impact on other existing courses/programs;
- c) recommendations from appropriate curriculum committees;
- d) fiscal considerations.

The curriculum development work is carried out by an ad hoc curriculum committee in conjunction with a Department of Education, Early Learning and Culture curriculum specialist. Nominations to a committee are requested from school boards, and if appropriate, from educational partners, such as Holland College or the University of Prince Edward Island. The committee

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

- b) determines, with reference to provincial education goals and any appropriate foundation documents, the outcomes for the new or revised course;
- c) evaluates instructional materials;
- d) outlines a course of studies;
- e) makes recommendations on pilot projects and in-service training for pilot teachers.

Based on recommendations from the ad hoc committee and the specialist, the Coordinator of English Programs

- a) submits a request to the Director for final approval;
- b) consults with the English Language School Board to identify pilot schools and teachers;

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

The Department of Education, Early Learning and Culture monitors the progress of each pilot project and

- a) recommends discontinuing the project, continuing the project, or proceeding to implement a new or revised course;
- b) revises, as needed, the course of study to reflect any course changes;
- c) makes provision for in-service training and other supports which will ensure effective implementation.

French Programs

Mandate

The mandate of the French Programs Team 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 Team 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 Team follows similar guidelines as described in the English Programs Team 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;
- 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 only at Golf Shore Consolidated School in North Rustico. It 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 middle 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. More information on the DELF exam is available in the document titled *Guideline for the administration of the DELF assessment on Prince Edward Island*, Appendix C.

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, Early Learning and Culture.

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

The goals of the 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;
- 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 may choose to continue their French Education 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 a school board or a school's administration, the French Programs Division is available to assist in evaluating the 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 the 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 team 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 team

- provides curriculum, program development, and support to the early years centres;
- supports family resource centres or privately regulated early childhood programs;
- provides early years autism services;
- administers the direct funding program, special needs funding program, autism funding program and the Best Start Program;
- is responsible for healthy child development.

As well, this team 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

Early Learning and Child Care

Early learning experiences help shape the foundation for later success in school and life. A high quality early learning and child care

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, and 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-centred, educator-led approach to developmentally appropriate practice (play-based).

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 and the early childhood coordinator. Together this team works directly with the early learning and child care system in providing the best possible experiences for children.

The coaches utilize tools including the Early Childhood Environmental Rating Scale (ECERS-R, FHDCRS, ITERS, SACCERS); SpecialLink scales for inclusion of children with special needs; the

Pillars of Quality documents from the Canadian Child Care Federation; Occupational Standards Guides (Administrators/Practitioners), and Building Blocks.

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-services 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 centres. In addition, the specialist provides support to family resource centres, and will provide leadership to the community and other stakeholders.

Early Years Autism Services

Early Years Autism Services focus on preschool children to school entry and during the kindergarten year. In order to provide seamless services in collaboration with other professionals, an integrated model with three main components is used.

1. **Intensive Behavioral Intervention (IBI)** – IBI is a preschool model for early and intensive intervention for children with autism. It often begins with one to one instruction and gradually moves into more natural contexts

as the child acquires skills. IBI may occur in the child's home or in an early childhood program. In PEI, the IBI program is supervised and monitored by an early years autism specialist with additional clinical supervision by the Early Years Autism Coordinator. An autism assistant is hired by the family or early childhood program to provide direct instruction.

2. **Transition to School Process** – This process includes thoughtful planning, beginning approximately 6 months prior to school entry, to ensure a smooth move from preschool to the school environment. Family information meetings, case conferences, assessment, and orientation activities for the child all contribute to the transition process.
3. **Intensive Kindergarten Support (IKS)** – Some children with autism will continue to need more frequent and individualized instruction during this important first year of school. If this is the case, an early years autism specialist can provide regular support for both the child with autism and the school staff.

Other Services

Healthy School Communities

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.

The Department of Education, Early Learning and Culture, in partnership with the Department of Health and Wellness, provincial organizations, community groups, school boards, and schools (students, teachers, and parents), supports the health and well-being of Island students. Using a comprehensive school health approach, which focuses on teaching and learning, healthy school policies, partnerships and services, and the social and physical environment, partners are committed to supporting school health and promoting positive student health behaviours such as healthy eating, active living, living tobacco/alcohol/drug free, and positive mental health.

Provincial initiatives such as SHAPES (biennial student health behaviour survey), the School Health Grant, breakfast programs, school nutrition policies, and many others, help to support schools in their role in creating a health

promoting environment. Individual support is provided to assist schools in identifying and addressing school specific needs. These school level efforts are often supported, developed, and implemented in partnership with students and teachers, as well as external partners, community organizations, parents, and other volunteers. Collaborative efforts have resulted in a variety of new and strengthened school health initiatives, which support positive health behaviours and contribute to enhanced student success and academic achievement.

Please contact Sterling Carruthers (902-438-4134), sdcaruthers@edu.pe.ca or visit www.gov.pe.ca/healthyschoolcommunities for further information.

Aboriginal Education

The Department continues to support the tripartite agreement between the Federal and Provincial Governments, the First Nations (Lennox Island First Nation, Abegweit First Nation), and the Mi'kmaq Confederacy of PEI).

An Education Memorandum of Understanding (MOU) between the two First Nation bands, Aboriginal Affairs and Northern Development Canada, and the Departments of Education, Early Learning and Culture, Workforce and Advanced Learning, and Health and Wellness has resulted in a collaborative action plan focused on administrative cooperation, culturally affirming policies and programs, successful transitions for Mi'kmaq learners, and established performance data indicators for

First Nation students. This collaboration with multiple partners supports improved Aboriginal learner educational outcomes.

As part of the Action Plan, a Transitions Committee for Aboriginal Education has been meeting to address transitions issues for Aboriginal learners from early childhood to post-secondary education. Committee partners include the Federal and Provincial governments, First Nation Bands, and provincial organizations, as well as UPEI, Holland College, the English Language School Board, and school principals.

Although there is still much to do, and there are gaps to close, the gains that have been made in Aboriginal education on PEI show the strength of these partnerships. All partners acknowledge that we can accomplish more together than we ever could separately.

For more information contact:
Blaine Bernard, English Programs Support
Coordinator (902-438-4807)

Sterling Carruthers, School Health Specialist
(902-438-4134)

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 the 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 in the 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 PEI School Athletic Association (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, Early Learning and Culture 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, Early

Learning and Culture. 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, Early Learning and Culture, 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, Early Learning and Culture.

The mandate of the PEISAA is to foster, facilitate, and govern its activities such that the Department, 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.

The educational value of school athletics are as follows:

- It 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 the Department of Education, Early Learning and Culture.
- It 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.
- It shall cultivate the ideals of sportspersonship in its relationship to the

development of character as part of the complete education of a student athlete.

- It shall plan activities in such a way as to cause minimal interference with school attendance.
- It shall establish standards for coaching practices, team travel, and the conduct of teams and spectators.
- It shall encourage positive communication and cooperation among schools, sport governing bodies, and community sport groups.

For more information, contact Craig Watson, School Sport Coordinator (902-438-4846)

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 Lisa Hashie, Administrative Support (902-438-4850, 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;
- 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 its' 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 Guidelines

- See Appendix D

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 opportunities among elementary schools in the province, it is required that each school includes the following subjects:

1. Health
2. Language Arts
3. Mathematics
4. Music
5. Physical Education
6. Science
7. Social Studies
8. Visual Arts
9. Second language instruction (Core French) beginning 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. This 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 for Reading Recovery® is provided to the English Language School Board and La Commission scolaire de langue français by the Department of Education, Early Learning and Culture 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.

The intermediate school program is a broad one intended to foster the intellectual, physical, emotional, and cultural growth and development of students. To be successful, the program must be appropriate and the ambiance of the school constructive. An appropriate program includes the tasks, challenges, experiences, and materials which are suitable for the abilities of the students. The atmosphere of the school must be one in which students feel that they are liked and supported, in which achievements are recognized as well as shortcomings, in which individual improvements and abilities are encouraged, and where comparisons with others are not overstressed.

The intermediate school and its program should encourage students to broaden their interests. This is one function of the courses in art, music, industrial technology, a second language, and of the broadened nature of many other courses. Exposure to new areas of study takes place within all of the subjects.

The intermediate school years form an important period in students' progress toward independence. Both the school and its program should assist students toward this objective. Opportunities for responsibility and for

leadership are to be encouraged. Students should have occasions to discuss the responsibilities and the discipline needed for independence and for effective leadership. Furthermore, those opportunities for independence and leadership which the school provides to students should always be accompanied by responsibility for the consequences. Outside of the instructional program, student government, student librarians, student assistants in relation to sports, music, drama, or a school newspaper are examples of areas in which increased student responsibility and leadership are appropriate.

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

Scheduling

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

Intermediate Level Course Coding System

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

First Number (grade)

- 7 = Grade 7
- 8 = Grade 8
- 9 = Grade 9

Next Three Characters (subject)

- MAT = Mathematics
- SOC = Social Studies

Next One or Two Characters (program)

- A to E, K = 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

Senior High Program

Students who successfully complete a senior high school program are awarded a high school graduation diploma from the Prince Edward Island Department of Education, Early Learning and Culture.

The Definition of a Credit

A credit is granted as a result of successful completion of a course of study scheduled for 110 hours in English first-language schools, and 92.5 hours in French first-language schools.

Number of Credits Taken

In their Grade 10 year, students normally take a total of eight full credit courses in English first-language schools, and ten full credit courses in French first-language schools. This provides them with a full range of course exploration and ensures a solid base for further studies in Grades 11 and 12.

Graduation Requirements

Refer to Minister's Directives:

- MD 15-05 Granting of Senior High Graduation Diploma and Certificate of Accomplishment in the English language education program on page 61
- MD 15-06 Granting of Senior High Graduation Diploma in the French first language education program on page 58

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 science 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 requirements, cannot complete their final French immersion 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 Team; however, the following courses must be taken: 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.

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. Meet graduation requirements as outlined in the Minister Directives on graduation requirements.
2. The exchange student **has not** already graduated from senior high school or completed graduation requirements from a previous school.
3. The exchange student has a transcript indicating at least 10 acceptable credits to transfer to the receiving school.
4. 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.**

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 Department of Workforce and Advanced Learning 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;
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 Workforce and Advance Learning:

Overview

The General Educational Development (GED) is a series of five tests in the high school curriculum areas of writing, social studies, science, reading, and mathematics. Those who successfully complete all five tests will be awarded a GED Equivalency Diploma.

Requirements

Individuals wishing to write the GED tests in Prince Edward Island must meet all of the following requirements:

1. The candidate must be a Canadian citizen or landed immigrant.
2. The candidate must be at least 18 years of age.

3. The candidate must have been out of school for at least one full year.
4. The candidate must have not received a grade 12 graduation certificate from any other institution.
5. Candidates are required to call Holland College at 1-800-446-5265 (option 3) to arrange to take the GED Official Practice Test prior to being able to register for the GED tests.

More information on GED testing can found at <http://www.gov.pe.ca/ial/index.php3?number=1027895> or by calling Barbara MacNutt at 902-368-6286.

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

Appendix A – Minister’s Directives

Summary of Minister’s Directives		
Number	Title	Description
MD 15-06	<i>Granting of Senior High Graduation Diploma in the French first language education program</i>	Outlines the requirements in order for students to receive a French First Language Senior High Graduation Diploma.
MD 15-05	<i>Granting of Senior High Graduation Diploma and Certificate of Accomplishment in the English language education program</i>	Outlines the requirements in order for students with the English Language School Board to receive a Senior High Graduation Diploma or a Certificate of Accomplishment
MD 15-04	<i>School Bus Driver Training</i>	Outlines the required training for school bus drivers.
MD 15-03	<i>Directive for the Acceptable Use of Computer and Information Technology</i>	Outlines the acceptable use of computer and information technology and supersedes No. 2012-02.
MD 15-02	<i>School Calendar for the 2015-2016 School Year</i>	Outlines school calendar for the 2015-2016 school year.
MD 14-02	<i>Language Proficiency Required to Teach in French/English as a Second Language</i>	Outlines direction to the School Boards regarding the language proficiency of teachers who teach French or English as a second language.
MD 13-01	<i>Educational Services for Students with Autism Spectrum Disorders</i>	Outlines direction to school boards and schools regarding services for students with autism spectrum disorders.
MD 11-06	<i>Procedures for Dealing with Life-Threatening Allergies</i>	Outlines guidance to parents and school personnel concerning procedures for managing students who have life-threatening allergies and are at risk for anaphylaxis. (supersedes No. 08-06)
MD 11-01	<i>External Credentialing Directive</i>	Establishes the criteria required for a student to earn credit from an external provider.
MD 10-08	<i>Tuition and Entitlement to Schooling Privileges for Permanent Resident, Non-Resident, and Exchange Students</i>	Outlines the tuition and the entitlement to schooling privileges for permanent resident, non-resident, and exchange students.
MD 10-03	<i>Prince Edward Island School Athletic Association</i>	Outlines the responsibilities of PEISAA in administering school sport in the province of Prince Edward Island.
MD 09-06	<i>Student Transfers between French Programs</i>	Outlines the direction to schools on the placement of students transferring from one French program to another.
MD 08-06	<i>Procedures for Dealing with Life-Threatening Allergies</i>	Outlines guidance to parents and school personnel concerning procedures for managing

Summary of Minister's Directives		
Number	Title	Description
		students who have life-threatening allergies and are at risk for anaphylaxis.
MD 08-05	<i>Distance Education</i>	Outlines the policy on Distance Education.
MD 07-03	<i>School Councils (Amendment to MD 99-04)</i>	Outlines the amendment of MD 99-04 which speaks to school councils.
MD 06-06	<i>Designation of Supervisory Employees</i>	Outlines the designation of supervisory employees and their position titles.
MD 03-03	<i>School Counsellors</i>	Outlines counsellor's roles and responsibilities and qualifications.
MD 03-02	<i>Special Education Issues Resolution Procedure</i>	Outlines the procedures to resolve special education issues.
MD 01-08	<i>Special Education</i>	Outlines the policies on Special Education.
MD 01-07	<i>Granting of Credit for Educational Activities Not Provided by a School Board</i>	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	<i>School Libraries</i>	Outlines the philosophy and mandate of the school library program, as well as the role of the Department of Education, Early Learning and Culture, school boards, and the schools in supporting its implementation.
MD 99-05	<i>Intermediate School Subject Time Allotments</i>	Outlines the allowable range for time on task for each subject area at the intermediate school level.
MD 99-04	<i>School Councils</i>	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 15-06

Granting of Senior High Graduation Diploma in the French first language education program

(Supersedes MD No. 15-01)

Pursuant to clause 7(1)(f) and section 8 of the *School Act*, R.S.P.E.I. 1988, Cap. S-2.1, I hereby issue the following Minister's Directive to establish rules for the granting of diplomas and provincial certificates of accomplishment to students in a French language education program.

Interpretation

1. In this Directive,
 - (a) “affiliated school” means an educational institution located outside of Canada that is authorized by the Minister to use curricula developed and approved by the Department;
 - (b) “arts credit” means a credit for a course identified as a music (musique), visual arts (arts visuels) or dramatic art (art dramatique) course in the *Régime pédagogique M à 12 année*;
 - (c) “career education credit” means a credit for a course identified as a career education (éducation à la carrière) course in the *Régime pédagogique M à 12 année*;
 - (d) “credit” means a weighted unit based on number of defined hours of instruction in a course that is awarded to a student upon successful completion of the course with a pass mark of 50%;
 - (e) “English (second official language) credit” means a credit for a course identified as an English (Anglais) course in the *Régime pédagogique M à 12 année*;
 - (f) “French first language credit” means a credit for a course identified as a French first language (Français langue première) course in the *Régime pédagogique M à 12 année*;
 - (g) “French first language education program” means the education program provided by the French Language School Board or an equivalent education program provided by a licensed private school or an affiliated school;
 - (h) “licensed private school” means an educational institution within the province for which a license has been issued under section 133 of the *School Act*;
 - (i) “mathematics credit” means a credit for a course identified as a mathematics (mathématiques) course in the *Régime pédagogique M à 12 année*.

(j) “physical education credit” means a credit for a course identified as a physical education (éducation physique) course in the *Régime pédagogique M à 12 année*;

(k) “science credit” means a credit for a course identified as a science (sciences naturelles) course in the *Régime pédagogique M à 12 année*;

(l) “social studies credit” means a credit for a course identified as a social studies (sciences humaines) course in the *Régime pédagogique M à 12 année*;

(m) “technology credit” means a credit for a course identified as an information technology and communications (technologies de l’information et des communications (TIC)) course in the *Régime pédagogique M à 12 année* ;

(n) “trades credit” means a credit for a course identified as a trades (métiers) course in the *Régime pédagogique M à 12 année*.

PART A - Eligibility

2. An individual is eligible to receive a Senior High Graduation Diploma if the individual has successfully completed the course credit requirements for a Senior High Graduation Diploma described in Part B of this Directive and
 - (a) is enrolled in a senior high school operated by the French Language School Board; or
 - (b) is enrolled in a licensed private school or an affiliated school that, in the opinion of the Deputy Minister, offers courses that are substantially equivalent to courses offered by the French Language School Board.
3. This Directive does not apply with respect to the eligibility of individuals to receive a General Educational Development (GED) Diploma or to receive certification for completion of senior high level courses as an adult learner who is not enrolled in a school operated by a school board. Certification under those programs is the responsibility of the Minister of Workforce and Advanced Learning.

PART B – Academic Requirements for a Senior High Graduation Diploma

4. Sections 5 and 6 apply to individuals who commence studies in a senior high education program in the school year commencing September 2015, or at a later date.
5. (1) Subject to subsection (4), an individual who is enrolled in a French first language education program has completed the course credit requirements to be granted a Senior High Graduation Diploma if the individual has successfully completed twenty-five (25) course credits comprised of

- (a) seven (7) course credits from courses designated in the *Régime pédagogique M à 12 année* as Grade 12 courses (600 or 800 level courses); and
 - (b) fifteen (15) course credits from the compulsory course credits described in subsection (3).
- (2) A course credit may be used to satisfy the course credit requirements described in both clause (1)(a) and clause (1)(b).
- (3) The compulsory course credit requirements referred to in clause (1)(b) include:
- (a) 5 French first language credits, one of which must be FRA612M or FRA631M;
 - (b) 3 mathematics credits;
 - (c) 2 science credits;
 - (d) 2 social studies credits;
 - (e) 1 English (second official language) credit;
 - (f) 1 career education credit, which must be CAR421M;
 - (g) 1 credit from among the following course credit categories:
 - (i) an arts credit,
 - (ii) a physical education credit,
 - (iii) a technology credit, or
 - (iv) a trades credit.
- (4) In addition to the requirements described in subsection (3), an individual who commences studies in a French first language education program in the school year commencing September, 2016 or at a later date must successfully complete the Prince Edward Island Secondary Literacy Assessment as a requirement to be granted a Senior High Graduation Diploma.
6. (1) An individual may apply in writing to the Deputy Minister for an exemption from CAR421M.
- (2) An individual shall provide the following information with an application for an exemption
- (a) a description of the reason why the individual should not be required to complete the compulsory course credit requirement;
 - (b) a description of the steps taken by the school board, licensed private school or affiliated school to accommodate the curriculum associated with the compulsory course credit requirement to accommodate the individual's specific circumstances; and
 - (c) a written recommendation from the principal of the school, licensed private school or affiliated school, as the case may be, that the individual be exempted from the compulsory course credit requirement.
- (3) On receiving a completed application made in accordance with this section, the Deputy Minister may exempt an individual from a compulsory course credit requirement if, in the Deputy Minister's opinion,
- (a) the individual's personal health, religious or physical circumstances prevent the individual from fully participating in the compulsory course, and the health, religious or

physical circumstances of the individual cannot be reasonably accommodated within the curriculum of the compulsory course; or

(b) the individual has transferred into the education program from another jurisdiction in the individual's third year of study at the senior high level, and enrolment in the compulsory course would unduly delay the completion of the individual's senior high program of studies.

7. (1) This section applies to individuals who commence studies in a senior high education program prior to September 2015.
- (2) An individual who is enrolled in a French first language education program has completed the course credit requirements to be granted a Senior High Graduation Diploma if the individual has successfully completed twenty-five (25) course credits comprised of
- (a) seven (7) course credits from courses designated in the *Régime pédagogique M à 12 année* as Grade 12 courses (600 or 800 level courses); and
 - (b) fifteen (15) course credits from the compulsory course credits described in subsection (5).
- (3) The compulsory course credit requirements referred to in clause (2)(b) include:
- (a) 5 French first language credits;
 - (b) 3 mathematics credits;
 - (c) 2 science credits;
 - (d) 2 social studies credits;
 - (e) 1 English (second official language) credit;
 - (f) 1 career education credit; and
 - (g) 1 credit from among the following course credit categories:
 - (i) an arts credit,
 - (ii) a physical education credit,
 - (iii) a technology credit, or
 - (iv) a trades credit.

This Minister's Directive is effective September 1, 2015.

Dated at the City of Summerside, this ____ day of _____, 2015.

Hal Perry
Minister of Education, Early Learning and Culture

Minister's Directive

No. MD 15-07

**Granting of Senior High Graduation Diploma and Certificate of
Accomplishment in the
English language education program**

(Supersedes MD No. 15-01)

Pursuant to clause 7(1)(f) and section 8 of the *School Act*, R.S.P.E.I. 1988, Cap. S-2.1, I hereby issue the following Minister's Directive to establish rules for the granting of diplomas and provincial certificates of accomplishment in an English language education program, including an education program for French immersion students.

Interpretation

1. In this Directive,

- (a) "affiliated school" means an educational institution located outside of Canada that is authorized by the Minister to use curricula developed and approved by the Department;
- (b) "credit" means a weighted unit based on number of defined hours of instruction in a course that is awarded to a student upon successful completion of the course with a pass mark of 50%;
- (c) "English credit" means a credit for a course identified as an English course in the *Senior High Program of Studies and List of Authorized Materials*;
- (d) "English language education program" means the education program provided by the English Language School Board or an equivalent education program provided by a licensed private school or an affiliated school, and may include an education program for French immersion students;
- (e) "French credit" means a credit for a course identified as a core French or French immersion course in the *Senior High Program of Studies and List of Authorized Materials*;
- (f) "licensed private school" means an educational institution within the province for which a license has been issued under section 133 of the *School Act*;
- (g) "mathematics credit" means a credit for a course identified as a mathematics course in the *Senior High Program of Studies and List of Authorized Materials*;
- (h) "physical education credit" means a credit for a course identified as a physical education course in the *Senior High Program of Studies and List of Authorized Materials*;

(i) “science credit” means a credit for a course identified as a science course in the *Senior High Program of Studies and List of Authorized Materials*;

(j) “social studies credit” means a credit for a course identified as a social studies course in the *Senior High Program of Studies and List of Authorized Materials*.

PART A - Eligibility

2. An individual is eligible to receive a Senior High Graduation Diploma if the individual has successfully completed the course credit requirements for a Senior High Graduation Diploma described in Part B of this Directive and
 - (a) is enrolled in a senior high school operated by the English Language School Board; or
 - (b) is enrolled in a licensed private school or an affiliated school that, in the opinion of the Deputy Minister, offers courses that are substantially equivalent to courses offered by the English Language School Board.
3. An individual is eligible to receive a Certificate of Accomplishment if the individual has completed the course credit requirements for a Certificate of Accomplishment described in Part C of this Directive and
 - (a) is enrolled in a senior high school operated by the English Language School Board; or
 - (b) is enrolled in a licensed private school or an affiliated school that, in the opinion of the Deputy Minister, offers courses that are substantially equivalent to courses offered by the English Language School Board.
4. This Directive does not apply with respect to the eligibility of individuals to receive a General Educational Development (GED) Diploma or to receive certification for completion of senior high level courses as an adult learner who is not enrolled in a school operated by a school board. Certification under those programs is the responsibility of the Minister of Workforce and Advanced Learning.

PART B – Academic Requirements for a Senior High Graduation Diploma

4. Sections 5 and 6 apply to individuals who commence studies in a senior high education program in the school year commencing September 2015, or at a later date.
5. (1) Subject to subsection (4), an individual who is enrolled in an English language education program has completed the course credit requirements to be granted a Senior High Graduation Diploma if the individual has successfully completed twenty (20) course credits comprised of
 - (a) five (5) course credits from courses designated in *the Senior High Program of Studies and List of Authorized Materials* as Grade 12 courses (600 or 800 level courses); and
 - (b) twelve (12) course credits from the compulsory course credits described in subsection (3).

- (2) A course credit may be used to satisfy the course credit requirements described in both clause (1)(a) and clause (1)(b).
- (3) The compulsory course credit requirements referred to in clause (1)(b) include:
- (a) 3 English credits, one of which must be ENG 621A or ENG 631A;
 - (b) 2 mathematics credits;
 - (c) 2 science credits;
 - (d) 2 social studies credits, one of which must be CAS401A, GEO421A, HIS421G/J, LAW521A, LAW521F, LAW531A, HIS621A, HIS 621B or POL621A;
 - (e) 1 physical education credit, which must be PED401A;
 - (f) 1 career education and personal development credit, one of which must be CEO401A or CAR421F;
 - (g) 1 credit from among the following:
 - (i) a credit from a course identified as a creativity or innovation course in the *Senior High Program of Studies and List of Authorized Materials*, or
 - (ii) a French credit.
- (4) In addition to the requirements described in subsection (3), an individual who commences studies in an English language education program in the school year commencing September 2016, or at a later date must successfully complete the Prince Edward Island Secondary Literacy Assessment as a requirement to be granted a Senior High Graduation Diploma.
6. (1) An individual may apply in writing to the Deputy Minister for an exemption from the following compulsory course credit requirements referenced in section 5:
- (a) PED401A;
 - (b) CEO401A;
 - (c) CAR421F.
- (2) An individual shall provide the following information with an application for an exemption
- (a) a description of the reason why the individual should not be required to complete the compulsory course credit requirement;
 - (b) a description of the steps taken by the school board, licensed private school or affiliated school to accommodate the curriculum associated with the compulsory course credit requirement to accommodate the individual's specific circumstances; and
 - (c) a written recommendation from the principal of the school, licensed private school or affiliated school, as the case may be, that the individual be exempted from the compulsory course credit requirement.
- (3) On receiving a completed application made in accordance with this section, the Deputy Minister may exempt an individual from a compulsory course credit requirement if, in the Deputy Minister's opinion,

(a) the individual's personal health, religious or physical circumstances prevent the individual from fully participating in the compulsory course, and the health, religious or physical circumstances of the individual cannot be reasonably accommodated within the curriculum of the compulsory course; or

(b) the individual has transferred into the education program from another jurisdiction in the individual's third year of study at the senior high level, and enrolment in the compulsory course would unduly delay the completion of the individual's senior high program of studies.

7. (1) This section applies to individuals who commence studies in a senior high education program prior to September 2015.
- (2) An individual who is enrolled in an English language education program has completed the requirements to be granted a Senior High Graduation Diploma if the student has successfully completed twenty (20) course credits comprised of
- (a) five (5) course credits from courses designated in *the Senior High Program of Studies and List of Authorized Materials* as Grade 12 courses (600 or 800 level courses); and
 - (b) ten (10) course credits from the compulsory course credits described in subsection (3).
- (3) A course credit may be used to satisfy the credit requirements described in both clause (2)(a) and clause (2)(b).
- (4) The compulsory course credit requirements referred to in clause (2)(b) include:
- (a) 4 English credits or French credits;
 - (b) 2 mathematics credits;
 - (c) 2 science credits; and
 - (d) 2 social studies credits.

PART C – Academic Requirements for a Provincial Certificate of Accomplishment

8. (1) Subject to subsection (4), an individual who is enrolled in an English language education program has successfully completed the course credit requirements to be granted a Senior High Graduation Diploma if the individual has successfully completed twenty (20) course credits comprised of
- (a) five (5) course credits from courses designated in *the Senior High Program of Studies and List of Authorized Materials* as Grade 12 courses (600 or 800 level courses); and
 - (b) nine (9) course credits from the compulsory course credits described in subsection (3).
- (2) A course credit may be used to satisfy the course credit requirements described in both clause (1)(a) and clause (1)(b).
- (3) The compulsory course credit requirements referred to in clause (1)(b) include:

- (a) 3 English or French credits;
- (b) 3 mathematics credits;
- (c) 2 science credits;
- (d) 2 social studies credits.

This Minister's Directive is effective September 1, 2015.

Dated at the City of Summerside this ____ day of _____, 2015.

Hal Perry
Minister of Education, Early Learning and Culture

Minister's Directive

No. MD 15-04

School Bus Driver Training Program

(Supersedes MD No. 98-09)

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 the approval of school bus driver training programs.

1. For the purposes of the *Student Transportation Regulations*, a school bus training program is approved if the program complies with the requirements set out in this Directive.

School Bus Driver Training Program for Permanent School Bus Drivers

2. A school bus training program for permanent school bus drivers, referred to in section 4 of the *Student Transportation Regulations*, must consist of the following components:

(a) **Defensive Driving**

The Defensive Driving component consists of classroom instruction concerning safe driving practices and defensive driving techniques.

This component consists of a minimum of 5 hours of classroom instruction.

(b) **Legislation, Regulations, Directives and Policy**

The Legislation, Regulations, Directives and Policy component is designed to provide information regarding legislation and standards. It focuses on legal and policy requirements and the duties of bus drivers. The content for this component consists of the following:

- i. *School Act, Student Transportation Regulations* and relevant Minister's Directives;
- ii. *Highway Traffic Act* with particular emphasis on Licensing of Drivers, Highway Safety Medical Board, Offences Respecting Driver's Licenses,

- Lighting Equipment, Brakes and Equipment, Rules of the Road, Traffic Signs and Directions, Revocation and Suspensions, Demerit Point System and Responsibility for Accidents;
- iii. *Highway Traffic Act Regulations* with particular emphasis on *Commercial Vehicles (Hours of Work) Regulations, Demerit Point System Regulations* and *Traffic Signs Regulations*;
 - iv. P.E.I. school board policies concerning student transportation; and
 - v. Minimum academic qualifications for employment as a school bus driver in P.E.I.

This component consists of a minimum of 10 hours classroom instruction.

(c) **Mechanical**

The mechanical component is designed to provide information about the operation of a school bus and techniques that can be used to identify mechanical problems. The mechanics and adjustment of air brakes will be covered.

This component consists of a minimum of 5 hours instruction.

(d) **Practice Driving and Observation**

The Practice Driving and Observation component consists of supervised behind-the-wheel driving of a school bus and observation. This component includes practice driving within a driving range and on the highway in both rural and urban settings. Procedures for conducting the pre-trip inspection, the evacuation of a school bus in an emergency and for receiving and discharging students are included. The emphasis will be on the use of defensive and safe driving techniques.

This component consists of a minimum of

- (a) 15 hours of practice driving and 30 hours of observation; or
- (b) for persons with a minimum of two years driving experience with a Class 1, 2 or 3 driver's license, a minimum of 5 hours of practice driving and 10 hours of observation.

The student-instructor ratio shall not exceed 4 to 1 for the Practice Driving and Observation component.

(e) **Employee Assistance Program**

The purpose of the Employee Assistance Program component is to increase awareness of the effects of alcohol and drugs on driving performance. Information about the Employee Assistance Program will also be included.

(f) **First Aid**

The First Aid component consists of Standard First Aid with Child and Adult CPR. School bus drivers shall be required to maintain Standard First Aid with Child and Adult CPR certification.

(g) **Student Management**

The Student Management component consists of classroom instruction regarding student motivation, conflict resolution and the management of students on school buses. Prevention and intervention skills and strategies are included. The objective is to provide for the care, welfare, safety and security of both school bus drivers and students.

3. A driver training school licensed pursuant to the *Highway Traffic Act* and approved by the Minister of Education, Early Learning and Culture shall be responsible for delivery of the following components of the Permanent School Bus Driver Training Program:
 - (a) Defensive Driving,
 - (b) Legislation, Regulations, Directives and Policy,
 - (c) Mechanical, and
 - (d) Practice Driving and Observation.
4. A driver training school licensed pursuant to the *Highway Traffic Act* and approved by the Minister of Education, Early Learning and Culture may deliver the First Aid component of the Permanent School Bus Driver Training Program. Alternatively, the employee may satisfy this component of the Program by providing evidence to the employing school board that he or she has completed the required certification outside of the training provided by the driver training school. The First Aid component must be delivered by one or more certified first aid instructors.
5. The employing school board shall deliver the Employee Assistance Program and Student Management components of the School Bus Driver Training Program. These components may be delivered within the driver training program delivered by a driving training school.

School Bus Driver Training Program for Substitute School Bus Drivers

6. A school bus training program for persons employed as substitute school bus drivers, referred to in section 5 of the *Student Transportation Regulations*, consists of the following components of the School Bus Training Program for Permanent Employees:

- (a) Defensive Driving,
- (b) Legislation, Regulations, Directives and Policy,
- (c) Mechanical,
- (d) Practice Driving and Observation, and
- (e) First Aid.

7. This Directive comes into effect on _____, 2015.

DATED at Summerside this _____ day of July, 2015.

Hal Perry
Minister

Minister's Directive

No. MD 15-03

Directive for the Acceptable Use of Computer and Information Technology

(Supersedes MD No. 12-02)

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 responsible use of communication and information technology. The directive has four sections:

1. *Directive for the Responsible Use of Communication and Information Technology;*
2. *Sample cover letter for communication with parents/guardians;*
3. *Communication and Information Technology Expectations for Students (Schedule A);*
4. *Communication and Information Technology Responsible Use Agreement (Schedule B).*

Definitions

“Communication and Information Technology (CIT)” means 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, Early Learning and Culture 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 requirements. The *Communication and Information Technology Expectations for Students*, and the accompanying *Communication and Information Technology Responsible Use Agreement* have been implemented to guide and communicate acceptable use to all parents/guardians, teachers and students.

Administration

The school principal shall forward the *Expectations for Students* (Schedule A) and the *Responsible Use Agreement for Students* (Schedule B) to the parent/guardian, along with a covering letter. Subsequently, the principal shall ensure that a signed copy of the *Responsible Use Agreement* has been received from the parent/guardian.

Staff at each school are expected to establish school rules that 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, school staff designated by the principal shall:

- a) complete steps 1 and 2 (below) for students continuing in the PEI English and French school system.
- b) complete steps 1, 2, 3 and 4 (below) for all students entering grades K, 4, 7 and 10 as well as students new to the PEI English and French school systems.
 1. Instruct students concerning digital citizenship,
 2. Review the information and responsibilities included in the *Expectations for Students* with students,
 3. Add the signed *Responsible Use Agreement* to the permanent student record file, and
 4. Update the student information management system to indicate the necessary signature(s) have been obtained.

This directive comes into effect for all schools on September 1, 2015.

DATED at Summerside this 13th day of August, 2015.

Hal Perry

Minister

Minister's Directive

No. MD 15-02

School Calendar for the 2015-2016 School Year

Pursuant to section 8 and clause 7(1)(g) of the *School Act* R.S.P.E.I. 1988, Cap. S-2-1, I hereby issue the following Minister's Directive concerning the School Calendar for the 2015-2016 school year:

September (20 School Days) (17 Instructional Days)

- 2 Orientation Day for teachers (no classes)
- 3 In-service/Collaborative Team Day (no classes)
- 4 PEITF - Professional Learning Day – School Effectiveness Day (no classes)
- 7 Labour Day (no classes)
- 8 First Instructional Day for students

October (21 School Days) (19 Instructional Days)

- 12 Thanksgiving (no classes)
- 22-23 PEITF Annual Convention/CUPE Annual Convention (no classes)

November (20 School Days) (18 Instructional Days)

- 6 PEITF Professional Learning Day (no classes)
- 11 Remembrance Day (no classes)
- 20 Parent Teacher Interviews K-12 (no classes)

December (16 School Days) (15 Instructional Days)

- 4 In-service/Collaborative Team Day (no classes)
- 22 Last Instructional Day for 2015

January 2016 (20 School Days) (20 Instructional Days)

- 4 First Instructional Day for 2016
- 25 Grade 11 Provincial Math Assessment
- 26 First day on which examinations for grade 10-12 students may be scheduled

February (20 School Days) (18 Instructional Days)

- 2 End of Semester Administration/School Effectiveness Day (no classes)
- 15 Islander Day (no classes)
- 26 In-service/Collaborative Team Day (no classes)

March (16 School Days) (15 Instructional Days)

- 11 Parent Teacher Interviews (K-9)/School Effectiveness Day for high schools (no classes)
(refer to local school calendar for more details)
- 18-24 March Break (no classes)
- 25 Good Friday (no classes)
- 28 Easter Monday (no classes)

April (21 School Days) (19 Instructional Days)

- 15 Parent Teacher Interviews (high schools)/School Effectiveness Day for K-9 (no classes)
(refer to local school calendar for more details)
- 29 In-service/Collaborative Team Day (no classes)

May (21 School Days) (20 Instructional Days)

- 6 Area Association Day/CUPE 3260 Annual Convention (no classes)
- 23 Victoria Day (no classes)

June (22 School Days) (20 Instructional Days)

- 10 Grade 11 Provincial Math Assessment
- 13 First day on which examinations for grade 10-12 students may be scheduled
- 20 First day on which examinations for grade 9 students may be scheduled
- 23 First day for grade 12 graduation ceremonies
- 27 First day for elementary and intermediate closing ceremonies
- 28 Last Instructional day. Report cards for grades 1-11
- 30 Last school day for teachers/10 month non-instructional staff

Total number of school days: 197 Total number of instructional days: 181

This Minister's Directive is effective as of March 11th, 2015

Dated at Summerside this 11th day of March, 2015

J. Alan McIsaac
Minister of Education and Early Childhood Development

Minister's Directive

No. MD 14-02

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

(Supersedes MD No. 10-09)

Pursuant to Section 8 (2) (d) of the *School Act*, I hereby issue the following Minister's Directive on the required oral language proficiency of teachers teaching in French/English as a second language.

1.0 Objective

The purpose is to provide direction to the School Boards regarding the language proficiency of teachers who teach French or English as a second language.

2.0 Definitions

2.1 Teacher

A member of a teaching staff who holds a teacher's certificate issued by the Department and is actually under contract by an employer in compliance with the regulations of the *School Act*.

2.2 New Brunswick Oral Language Proficiency Test

A resource used to assess a person's oral linguistic performance.

2.3 Superior Level of the New Brunswick Oral Language Proficiency Test

At this level, a person can fluently speak the language required for professional needs.

2.4 Advanced Level of the New Brunswick Oral Language Proficiency Test

At this level, a person can speak the language with enough syntactic and lexical accuracy to participate fully in formal and informal conversations on practical, social and professional topics.

3.0 Reference Documents

For further information on teacher certification and hiring policies, please see the following policies:

3.1 English Language School Board and La Commission scolaire de langue française hiring policies

3.2 Prince Edward Island teacher certification policies

4.0 Roles and responsibilities

4.1 School Board

4.1.1 The school board shall hire teachers having the required oral proficiency level according to the Minister’s Directive.

4.1.2 In the event that there are no qualified teachers having the required oral proficiency level, a school board may hire a teacher who has not achieved the required level. If the teacher does not meet the required proficiency level within two years from the date of hire, the teacher’s employment may be terminated.

4.2 Teacher

4.2.1 The teacher must pass the language proficiency test before receiving a permanent contract. The teacher who has taken intensive language training for at least three weeks can make a request to be evaluated a second time.

4.2.2 The teacher will have to indicate in his or her professional development plan the language development activities chosen and demonstrate in which activities he or she participated in order to maintain his or her proficiency level.

4.2.3 The teacher hired under Section 5 of this Minister’s Directive shall participate in professional development opportunities and/or language training to improve the proficiency level and attain the required level within the first two years of teaching before obtaining permanent status to teach in a second language.

5.0 Directives for Proficiency Levels

Subject to Section 4.1.2 of this Directive,

5.1 Every teacher teaching in the French Immersion Program must achieve the **superior** level of the oral language proficiency test.

5.2 Every teacher teaching in the Core French, Intensive French or Enhanced French program in an English first language school or English second language in a French first language school must achieve the **advanced** level of the oral language proficiency test.

- 5.3** Every teacher teaching English Second Language at the senior high school level in the French First Language School must achieve the **superior** level of the oral language proficiency test.

DATED ____ December 2014, in Summerside,

J. Alan McIsaac

Minister of Education and Early Childhood Development

Minister's Directive

No. MD 13-01

Educational Services for Students with Autism Spectrum Disorders

Pursuant to section 8 of the *School Act* R.S.P.E.I. 1988, Cap. S-2.1, I hereby issue the following Ministers Directive concerning educational services for Students with Autism Spectrum Disorders.

1.0 Objective

The purpose is to provide direction to school boards and schools regarding services for students with autism spectrum disorders. In this directive the terms **Autism Spectrum Disorders (ASD)** and **Autism** are used interchangeably to refer to the conditions included within the umbrella term, Pervasive Developmental Disorders (i.e., Asperger Syndrome, Autistic Disorder, Pervasive Developmental Disorder-Not Otherwise Specified, Childhood Disintegrative Disorder, Retts Disorder)

2.0 Definitions

- 2.1 **Applied Behaviour Analysis** is the science based on known principles of learning that can be effectively used to understand behavior and teach new skills.
- 2.2 **Behavior Support Plan** is a written record of what the team will do to address challenging behavior impeding the learning of a child. A comprehensive plan is based on an understanding of the purpose of the behaviour and includes positive evidence-based strategies, preventative measures, teaching and reinforcement strategies and is monitored carefully for effectiveness.
- 2.3 **Continuum of Support** is the range of programs, settings, materials and services, using additional or alternate curriculum, adaptations or modifications, changes in teaching methodology and/or support from staff that accommodate various levels of need for students with diagnosed special needs.
- 2.4 **Individualized Education Plan (IEP)** is a written record that documents the individualized plan for a student with special educational needs. This planning is a continuous and integrated process of assessment, instruction, evaluation, decision-making and reporting. The IEP outlines support services and educational program adaptations and/or modifications and is developed in collaboration with the family.
- 2.5 **Pervasive Developmental Disorder** involve impairments in reciprocal social interaction and communication skills and the presence of stereotypical or repetitive behaviours, interests, and activities.
- 2.6 **Provincial Autism Team** consists of the Autism Clinical Specialist, Early Years Autism Coordinator, Board-based Autism Consultants and Early Years Autism Specialists
- 2.7 **School** in this document refers to public education only

3.0 Key Concepts

- 3.1 Persons with autism, like others, will continue to learn throughout their lifetime. At different times, they require varying levels of support depending on the severity of their condition.
- 3.2 Many students with autism require individualized programming. Assessment is the basis for determining appropriate programs and services, including intensity, duration and instructional context. Decisions about intervention and program delivery shall be outcome-based, using objective measures.
- 3.3 Teaching strategies based on the science of Applied Behavioural Analysis (ABA) have been documented to be effective in the education of individuals with autism. A variety of behavioural teaching strategies and supports based on peer reviewed research and evidence based standards shall be utilized.
- 3.4 A collaborative team approach is an essential component. Active parent engagement, education and ongoing communication maximize learning opportunities and generalization of skills.
- 3.5 Services must be provided by appropriately trained personnel at all levels. Both pre-service and ongoing professional development are necessary.
- 3.6 Special attention and planning must occur to prepare students for transitions at key points such as school entry, between grades, changing schools and to post-secondary environments.
- 3.7 A continuum of supports shall be available for both the students and the educators, to facilitate successful experiences for the student with autism in public school.
- 3.8 The Department of Education and Early Childhood Development plays an active role in capacity building and monitoring the ratio of Autism Consultants and Early Years Autism Specialists to students with ASD in order to maintain a ratio that allows for effective support.
- 3.9 Further elaboration of the standards and guidelines for delivery of educational services to students with Autism can be found in the handbook *A Guide to Early Years Autism Services* (DEECD, 2012) as well as best practice guidelines and resources on the Department website <http://www.gov.pe.ca/eecd/autismservices>
- 3.10 In order to promote province wide consistency in the implementation of the Guidelines, it is essential that School Boards consult with the Department of Education and Early Childhood Development when decisions will impact on service delivery for students with ASD or on the role of the Autism Consultants and Specialists
- 3.11 Recognizing that early intervention is important, the Department is committed to providing a seamless continuum of needs based services from the earliest point possible.

4.0 Roles and Responsibilities

4.1 Department Responsibilities

The Department of Education and Early Childhood Development is responsible for providing leadership, direction, assistance and ongoing support for the delivery of educational services for students with ASD. Leadership in this area is provided by the Autism Clinical Specialist and the Early Years Autism Coordinator in collaboration with the Provincial Autism Team.

The Autism Clinical Specialist

- 4.1.1 provides consultation and mentoring to the Provincial Autism Team to support the use of evidence based practices for students with ASD and their families
- 4.1.2 maintains a database including all PEI children diagnosed with ASD in order to inform policy development and plan for current and future needs
- 4.1.3 provides direct student or team support for complex cases in response to School Board requests; may include assessment, assistance in development of IEPs, Behavior Support Plans and identifying appropriate curriculum materials
- 4.1.4 coordinates and monitors the implementation of the Provincial Autism Strategy in collaboration with other departments and the Provincial Autism Team
- 4.1.5 collaborates with partners in the development of programs, resources, policies, guidelines and handbooks related to autism
- 4.1.6 consults with government and community agencies regarding effective educational services to individuals with ASD;
- 4.1.7 participates in collaborative research with designated partners;
- 4.1.8 monitors the ratio of Autism Consultants to students diagnosed with ASD, and trains additional staff when fully qualified candidates are not available;
- 4.1.9 supervises Autism Consultants during their training year; provides mentoring and professional development for the Provincial Autism Team
- 4.1.10 In collaboration with the Provincial Autism Team, provides in-service training to school and board staff on behavioural teaching strategies and evidence based intervention;
- 4.1.11 maintains an autism lending library for staff and families;
- 4.1.12 insures that schools and families have access to information about funding for preschool and school age funding
- 4.1.13 represents the province as a member of the Atlantic Autism Advisory Committee

The Early Years Autism Coordinator

- 4.2.1 coordinates the provision of Early Years Autism Services for designated children with ASD receiving Intensive Kindergarten Support (IKS)
- 4.2.2 provides clinical supervision and professional development to the Early Years Autism Team
- 4.2.3 ensures that interventions for children with ASD in the Early Years Autism Service are based on effective evidence based practices
- 4.2.4 collaborates in the development of programs, guidelines and handbooks related to the provision of Early Years Autism Services for children with ASD
- 4.2.5 monitors and measures the overall effectiveness of the Intensive Kindergarten Support Program in collaboration with schools

4.3 School Board Responsibilities

The School District/Board is responsible for providing ongoing support for teachers and instructional staff in the delivery of educational services for students with ASD by

- 4.3.1 ensuring that personnel assigned to Board Autism Consultant positions have met Department standards of education, relevant experience and appropriate training;

- 4.3.2 ensuring that only students with a documented diagnosis of ASD receive support from Board Autism Consultants;
- 4.3.3 ensuring that interventions with documented empirical effectiveness for children with autism are prioritized and form the basis of educational services
- 4.3.4 monitoring the caseloads of Autism Consultants to maintain effective service provision
- 4.3.5 supporting the transition of children with autism at school entry as per the protocol described in *A Guide to Early Years Autism Services* which may be updated or amended from time to time by the Department
- 4.3.6 ensuring that children with autism in kindergarten transition smoothly to Board Consultant caseloads as appropriate

4.4 Board Autism Consultant Responsibilities

Board Autism Consultants shall play an active role in supporting students with ASD in Grades K-12 as well as designated children in Kindergarten. They work in partnership with schools to provide effective supports including but not limited to

- 4.4.1 providing guidance to school teams in the creation and monitoring of IEP goals and objectives for students with ASD;
- 4.4.2 completing formal and informal assessment to assist in the development of Individual Education Plans;
- 4.4.3 providing guidance for Functional Behavior Assessments to develop Behavior Support Plans;
- 4.4.4 providing support to optimize student transitions at school entry or between grades and schools
- 4.4.5 maintaining written documentation of school consults, student observations and recommendations;
- 4.4.6 collaborating with designated school staff in the development of social skills groups;
- 4.4.7 providing suggestions to schools regarding recommended teaching materials/resources and teacher-made visual supports;
- 4.4.8 ensuring that interventions with documented empirical effectiveness for children with autism are prioritized and form the basis of educational services
- 4.4.9 guiding staff in the use of efficient, accurate and non-intrusive data collection to enable decision-making
- 4.4.10 providing introductory, curriculum-specific or student-specific training sessions for school staff;
- 4.4.11 providing the Special Education Autism Coordinator with enrollment figures for students with ASD bi-annually in January and June and as requested
- 4.4.12 provide individualized support, with level and frequency of service and support based on assessed needs

4.5 School Staff Responsibilities

School staff shall support educational service delivery to students with Autism, pursuant to current Department and Board policies under the direction of the principal, by

- 4.5.1 making appropriate referrals for screening to the Board Student Services team when ASD is suspected;

- 4.5.2 taking a leadership role in coordinating the students program, with the school-based Student Services Team, or designated staff
- 4.5.3 notifying the Board and the Special Education Autism Coordinator when a student with Autism is newly enrolled, newly diagnosed, leaves the province or exits school;
- 4.5.4 ensuring that the Board Autism Consultant or Autism Specialist (for IKS students) is a member of the IEP team for assigned students;
- 4.5.5 monitoring student progress through product samples, pre- and post- testing, curriculum-based assessment, skill specific data collection or a combination of these, as identified in collaboration with the Board Autism Consultant or Early Years Autism Specialist;

- 4.5.6 collecting formal assessment information through a resource teacher or other designated school staff, as needed;

- 4.5.7 facilitating the transfer of information as students move between grades and other schools, utilizing communication tools as outlined in the resource *Elementary Transition Planning. A Framework for Successful Transition Planning for Young People with Special Needs*. (DEECD, 2006) as may be updated or amended from time to time by the Department
- 4.5.8 coordinating the development of a Secondary Transition Plan, beginning at age 14 and providing opportunities for the student to develop skills for work and independent living in addition to academic programming during their high school years, as outlined in the handbook, *Secondary Transition Planning. A Framework for Transition Planning for Young People with Special Needs*. (DEECD, 2007) as may be updated or amended from time to time by the Department
- 4.5.9 encouraging school or community-based work opportunities for students with ASD during their high school years;
- 4.5.10 identifying professional development and training needs for school staff and forwarding requests to the Board Autism Consultants, Autism Specialists and/or Autism Clinical Specialist;
- 4.5.11 engaging families to the greatest extent possible in the decisions about supports for their child, including the development of IEPs and Behavior Support Plans
- 4.5.12 ensuring that interventions with documented empirical effectiveness for children with autism are prioritized and form the basis of educational services

4.6 Early Years Autism Specialist Responsibilities (Kindergarten)

Early Years Autism Specialists play an active role in supporting young children with ASD, some of whom may require an increased level of support during the first school year. The Autism Specialists work in partnership with Kindergarten staff to provide effective Intensive Kindergarten Support (IKS) including but not limited to

- 4.6.1 providing guidance to school teams in the creation and monitoring of IEP goals and objectives for students with ASD;

- 4.6.2 completing formal and informal assessment to assist in the development of Individual Education Plans
- 4.6.3 providing guidance for Functional Behavior Assessments to develop Behavior Support Plans;
- 4.6.4 providing support to school teams to optimize student transitions at school entry and/or to Grade 1
- 4.6.5 maintaining written documentation of consults, observations and recommendations;
- 4.6.6 providing suggestions regarding recommended teaching materials/resources
- 4.6.7 ensuring that interventions with documented empirical effectiveness for children with autism are prioritized and form the basis of educational services
- 4.6.8 providing individualized support, with frequency based on assessed need
- 4.6.9 working directly with assigned students and providing ongoing coaching and feedback to involved staff

5.0 Board Autism Consultant/ Early Years Autism Specialist Qualifications

In order to provide appropriate and effective educational supports for students with ASD, consistent with the aims established in this Directive, it is necessary that individuals employed as Board Autism Consultants and Early Years Autism Specialists possess essential professional competencies prior to employment in PEI, including

Minimum Requirements:

- Master's degree in Education, Special Education, Psychology, Child Development, or related field [Education, Special Education degree preferred];
- Extensive training in Applied Behaviour Analysis: minimum two Graduate level courses in Applied Behavior Analysis or Autism;
- Three years direct experience working with learners with autism, preferably in school settings
- Knowledge of current effective evidence-based practices for learners with autism

Preferred Qualifications:

- Completion of (7) BCBA approved courses in Applied Behavior Analysis or Autism (Graduate level or equivalent)
- Board Certification in Behavior Analysis

5.1 When, after internal and external posting, no appropriately trained full time candidates are identified, the Department may provide additional incentives (i.e., tuition reimbursement and one year of practicum/mentoring, based on return for service of 5 years beyond the training completion) to a candidate identified by the School Board.

Dated at Charlottetown this _____ day of _____, 2013.

J. Alan McIsaac

Minister of Education and Early Childhood Development

Minister's Directive

No. MD 11-06

Procedures for Dealing with Life-Threatening Allergies

(Supersedes MD 08-06)

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](#), Fourth Edition, August 2011, published jointly by the Department of Education and Early Childhood Development and the Department of Health and Wellness. All necessary forms 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 and Wellness and 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 anaphylaxis;
 - 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 anaphylaxis;
 - 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®-epinephrine) available for use at school? YES NO

4. The parent of a student who is at risk of anaphylaxis is responsible for providing
- a. information about the student's allergy to the school principal;
 - b. assistance to the principal by having the student's medical doctor complete part 2 of the Extreme Allergy Management and Prevention Plan and by providing authorization 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. Medic Alert® bracelet or other suitable identification to the student; and
 - f. a carrying pouch and an unexpired EpiPen® (epinephrine) to the student with for use at school, during field trips and on the bus.
5. Upon being informed by the parent that a student is at risk of anaphylaxis, the principal shall
- a. provide the parent with copies of this Minister's Directive, No. MD 2011-03 the Extreme Allergy Management and Prevention Plan – part 1 and part 2 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 - part 1 and part 2 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 a 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 part 1 and part 2 and a completed copy of the Emergency Allergy Alert Form;

- g. order EpiPens[®] (epinephrine) and replacements for expired or used EpiPens[®] (epinephrine) as required from the Department of Education and Early Childhood Development 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 and Wellness that a peanut free policy is not necessary. As appropriate, follow the prevention and management procedures as prescribed in the Information Handbook on Anaphylaxis current edition.
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 - part 1 and part 2 are complete and up to date, 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 registered students at risk of anaphylaxis	No. of EpiPens [®] (epinephrine) provided
1 student	2 EpiPens [®] (epinephrine)
2 - 4 students	4 EpiPens [®] (epinephrine)
5 or more students	6 EpiPens [®] (epinephrine)
EpiPens [®] Jr. shall be provided for students who weigh between 10kg (23lb) to 29 kg (66lb)	
EpiPens [®] shall be provided for students who weigh 30 kg (67lb) or more	

- 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 Summerside, 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, Early Learning and Culture 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 verify 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, Early Learning and Culture 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, Early Learning and Culture, 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, Early Learning and Culture

- The Department of Education, Early Learning and Culture will not be responsible for fees associated with students who enroll in external programs.
- The Department of Education, Early Learning and Culture will not charge a fee to students for reviewing or processing their external credential requests.
- The Department of Education, Early Learning and Culture will establish an External Credentialing Advisory Committee.
- The Department of Education, Early Learning and Culture 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, Early Learning and Culture 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, Early Learning and Culture 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, Early Learning and Culture 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, Early Learning and Culture, 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, Early Learning and Culture, 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

See below link to view the Annexes for this Minister's Directive:

http://www.gov.pe.ca/photos/original/edu_md1101e.pdf

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, Early Learning and Culture.

"**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.

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, Early Learning and Culture. 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, Early Learning and Culture 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, Early Learning and Culture 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, Early Learning and Culture.

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, Early Learning and Culture 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, Early Learning and Culture.

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 08-05

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, Early Learning and Culture.

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, Early Learning and Culture 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, Early Learning and Culture.

8. Student Access

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

Dated at Charlottetown this day of August 2008

Gerard Greenan
Minister of Education and Early Childhood Development

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.

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.

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

The Department of Education, Early Learning and Culture 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.
- A. 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.
- B. Counsellors within the schools are responsible for providing supports and resources to students at all grade levels, to their families and to educators. These services are intended to facilitate the educational, personal, social, emotional and career development of students in school and in the community. Specifically, school counsellors are expected to provide a continuum of preventative, developmental, remedial and intervention services and facilitate referral to community resources through activities such as:
- provide group and individual counselling;
 - assist with communication between school and home;
 - assist in identifying learning needs and abilities and in developing learning/action plans;
 - consult with teachers and with other professional agencies for specialized assistance;
 - promote and implement programs and services which ensure that the rights of children and youth are upheld; and
 - serve as a member of the school-based student services team.

Qualifications of Counsellors

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

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

Additional desirable qualifications include:

- teaching experience, and
- graduate course in assessment.

DATED this 11th day of June 2003

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, Early Learning and Culture, 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, Early Learning and Culture. 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 concern(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

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

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 enrolls 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, Early Learning and Culture work in partnership.

4. The role of the Department of Education, Early Learning and Culture 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, Early Learning and Culture;
- 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, Early Learning and Culture.

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

Appendix B – Policies

Dissection Policy

The PEI Department of Education, Early Learning and Culture 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;
- 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, Early Learning and Culture 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*. 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](http://www.nsta.org/about/positions/animals.aspx)

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

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

**Secondary Science Specialist
PEI Department of Education, Early Learning and Culture**

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 following programs and courses:

- 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 2014-2015 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

Purchase/Distribution

On July 21, 2008, the following technologies were purchased for 9 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+

Details:

- 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 requesting replacement must be completed in full (see policy below).
2. July 2012 +, all forms and damaged EPSON technologies identified above for which replacement is requested must be delivered to the Department of Education, Early Learning and Culture 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.

**Request for Equipment Replacement
Epson Powerlite 822+ Multimedia Projection 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, Early Learning and Culture

Equipment Replacement Policy PASCO PASPort Probeware

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.

This policy will be in effect for the 2014-2015 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 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, Early Learning and Culture 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.

Request for Equipment Replacement PASCO PASPort Technologies Form

School:
Date:

PASCO Technology: <table style="width: 100%;"><tr><td><input type="checkbox"/> Xplorer GLX</td><td><input type="checkbox"/> EKG Sensor</td><td><input type="checkbox"/> Water Quality Sensor</td></tr><tr><td><input type="checkbox"/> PASCO Force Sensor</td><td><input type="checkbox"/> Spirometer</td><td><input type="checkbox"/> High Accuracy Drop Counter</td></tr><tr><td><input type="checkbox"/> PASCO Motion Sensor</td><td><input type="checkbox"/> Exercise Heart Rate Sensor</td><td><input type="checkbox"/> Colorimeter</td></tr><tr><td></td><td><input type="checkbox"/> Respiration Rate Sensor</td><td></td></tr></table> Serial No: _____ Reason for Request: _____ _____ _____ _____	<input type="checkbox"/> Xplorer GLX	<input type="checkbox"/> EKG Sensor	<input type="checkbox"/> Water Quality Sensor	<input type="checkbox"/> PASCO Force Sensor	<input type="checkbox"/> Spirometer	<input type="checkbox"/> High Accuracy Drop Counter	<input type="checkbox"/> PASCO Motion Sensor	<input type="checkbox"/> Exercise Heart Rate Sensor	<input type="checkbox"/> Colorimeter		<input type="checkbox"/> Respiration Rate Sensor	
<input type="checkbox"/> Xplorer GLX	<input type="checkbox"/> EKG Sensor	<input type="checkbox"/> Water Quality Sensor										
<input type="checkbox"/> PASCO Force Sensor	<input type="checkbox"/> Spirometer	<input type="checkbox"/> High Accuracy Drop Counter										
<input type="checkbox"/> PASCO Motion Sensor	<input type="checkbox"/> Exercise Heart Rate Sensor	<input type="checkbox"/> Colorimeter										
	<input type="checkbox"/> Respiration Rate Sensor											

Teacher:
Principal:

Note: Please forward this request with the equipment in need of replacement to:
Secondary Science Specialist
PEI Department of Education, Early Learning and Culture

Equipment Replacement Policy TI-83 Graphing Calculator

This policy will be in effect for the 2014-2015 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 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, Early Learning and Culture 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. Accessories, such as carrying bags and battery chargers, will not be supplied with replacement units.

**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, Early Learning and Culture

Equipment Replacement Policy VEX Robotics Material

This policy will be in effect for the 2014-2015 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 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, Early Learning and Culture 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 misuse 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.

**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, Early Learning and Culture

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 an alternate health learning experience.

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

Appendix C – DELF Guidelines

Guidelines for the administration of the DELF assessment on Prince Edward Island (September, 2015)

Guidelines for the administration of the DELF assessment on Prince Edward Island (September, 2015)

Background

In the survey completed in 2009 that involved the participation of all French immersion high school students, their parents, and their teachers, the Department of Education, Early Learning and Culture was able to draw ten recommendations to meet the following goals: collect students' opinions of the French immersion program, guide the Department in its decision-making, and obtain suggestions to improve the French immersion program.

In the report of the survey, **Recommendation 1A** reads as follows: "That the Department of Education and Early Childhood Development, in collaboration with the Western School Board and the Eastern School District, adopt a **tool for evaluating oral French language skills at the end of Grade 12** so that each student can receive a rating to accompany the provincial immersion certificate." It is in order to meet this recommendation that the DELF exam was adopted. At the same time, there was a growing interest in a common national framework for describing and measuring language proficiency across Canada. This led to a search for a valid, reliable, standardized test with international currency, such as the DELF.

1) Objective

To provide a meaningful recognition of language proficiency at the end of Grade 12 to students who have studied French as a second language.

2) Definitions

DELF

DELF stands for Diplôme d'Études de Langue Française. It is an official diploma awarded by the National Ministry of Education of France and recognized around the world. As an evaluation of second language proficiency, the DELF officially certifies the ability of students to use French in real-life situations based on the six competence levels identified in the Common European Framework of Reference for languages (CEFR). The CEFR serves as a guideline to develop, teach, and evaluate language programs across Europe and in other countries such as Canada. The descriptors of competencies contained in the CEFR can be applied to any language and can be used to set clear targets for achievements in writing, reading, listening, speaking in front of a group, and interacting orally.

Language Competency Levels of the CEFR

Categories

Basic user

A1 Beginner/Breakthrough

A2 Elementary/Waystage

Independent user

B1 Pre-intermediate/Threshold

B2 Intermediate/Vantage

Proficient user

C1 Proficiency

C2 Mastery

P.E.I. French Immersion Certificate

The French Immersion Certificate is a provincial recognition given to a student who has completed the minimum requirements of the French immersion program which is at least six French immersion high school credits.

3) Administration of DELF exam

Each school year, the Department of Education, Early Learning and Culture will offer the DELF examination to every Grade 12 student that has completed the minimum requirements of the French immersion program or has completed at least one Grade 12 level French course.

The language competency levels offered to students registered in French Immersion courses will be B1 and B2. In exceptional circumstances, the DEECD may accommodate a request for a different assessment level for an individual student but only if it is done well in advance and for a valid reason.

The Language Competency levels offered to students registered in Core French courses will be A2 and B1. In exceptional circumstances, the DEECD may accommodate a request for a different assessment level for an individual student but only if it is done well in advance and for a valid reason.

Schools are responsible to help each student select the appropriate language competency level for the DELF exam. It is strongly

recommended that each school make the DELF exam a requirement of their French immersion program. The DELF exam does not supersede the provincial graduation requirements or the Provincial French Immersion Certificate. It is an international validation of students' language abilities at the end of Grade 12.

Each school year, high schools, in collaboration with the English Language School Board, will follow the registration process for the DELF exam which will need to be completed by the deadline submitted by the Department. The schools and school board will also collaborate to best prepare students for the assessments and communication to parents.

5) Roles and Responsibilities

Providing the opportunity for students to obtain an international certificate of their competencies in French as a second language is a collaborative effort on the part of the students, parents, teachers, administrators, the school board, and the DEECD

School administration and teachers

- Find an adequate space in each school to hold the DELF exam.
- Inform students and parents about the processes required and nature of the assessment.
- Collaborate with board-based staff and DEECD to have an effective administration of the DELF.
- Support and encourage student participation in the DELF.

School Board

Provide the registration information for all students participating in the DELF examination.

Communicate with schools expectations and best practices.

Ensure that there are sufficient numbers “préparateurs-surveillants” in each location and that they understand their crucial roles in the assessment process.

Department

- Communicate in writing the dates for the administration of the DELF as early as possible in the school year.
- Prepare all necessary copies for the DELF exam.
- Provide all required supplies for the administration of the DELF exam.

- Act as liaison with the rest of Canada and France in following procedures for exam administration.
- Acting as Testing Centre: Prepare and train a DELF assessment team for each location
- Finalize the schedule for each location.
- Communicate the final schedule to schools one month prior to exam week.
- Provide funding for the administration of the DELF exams.
- Collaborate with partners at the DEECD to continue work to align curriculum where appropriate to the CEFR.
- Include the DELF in the list of other assessments supported by the DEECD.
- Communicate results to key partners in the system.

Appendix D – Distance Education Guidelines

Distance education guidelines

What is an on-line course?

- It is a course where the content is on-line, organized in an environment called a learning management system (LMS).
- This system includes a host of communication and collaboration tools such as e-mails, pagers, discussion forums, and blogs.
- The course has similar expectations and instructional content as a regular course offered in school.
- Course content is quite varied; for example, there are several interactive activities in the form of learning objects (i.e. activities, animations, videos, audio items, and multimedia products available in various formats such as Word, PowerPoint, PDF, and Flash), or in the form of discussions that the student initiates with the other students in the classroom. There are also diagnostic assessments as well as formative and summative assessment tasks as in a regular classroom.
- In the same capacity as a course offered in class, on-line courses are awarded credits.

Source: Adapted and translated from <http://www.apprentissageenligne.org/>

Who can register for distance education?

Any student in one of Prince Edward Island's public schools can register for distance education. The on-line course must be part of

their schedule. The principal must ensure that the students are able to work independently and that the students have the technical and language abilities required to succeed.

Can students in particular circumstances be registered for on-line courses?

Special circumstance students are students registered at school but, because of a severe illness, cannot physically attend class. To register a special circumstance student, the school must submit its request to the inclusive education consultant and the curriculum director or leader responsible for distance education at the School Board. A committee will be formed to review all requests from the schools.

The committee will be formed by :

- Curriculum Director or Leader from the School Board;
- Inclusive education consultant from the School Board;
- The Distance Education Specialist from the Department of Education, Early Learning and Culture.

The student may be required to provide the committee with a **diagnosis** from a specialist, such as a pediatrician or psychologist. Should the student be authorized to take the course on-line at home, the school or the school board is responsible to provide a tutor to supervise during tests and exams.

The Department of Education, Early Learning and Culture can cover the cost of the registration within the limit of the annual financial allocation provided to each school board for distance education. If the maximum has been reached and the school board decides

to register more students, the school board must cover the cost of each additional seat.

The school or school board will ensure that the student has the technologies required to succeed. If available, technological support may also be provided to a limited number of students by the Department.

What is the difference between an online course and a regular course?

- The following is what is similar to a regular classroom:
 - Course content is similar and part of a framework program approved by the Department of Education, Early Learning and Culture.
 - The students must study the subject matter.
 - They are responsible for doing their reading.
 - They must do their homework (formative assessments).
 - They must do tests and exams (summative assessments).
 - Their teacher is there and they can communicate with him or her every day.
 - There are other students taking the same course; they are therefore part of a virtual classroom.
- The following is what is different from the classroom:
 - Course content (course notes) are accessible by computer.
 - Students work with various on-line tools (i.e. digital portfolio, distance communication software, discussion forums, chatting).

- The teacher and students are at a distance and the students must communicate with them using various means (i.e. telephone, e-mail, specialized communication software).
- Students must be open to use software that can be new to them. The software, as are course manuals, is provided by the Department of Education, Early Learning and Culture
- Because an on-line course allows for greater flexibility in time management, students must develop their capacity to prioritize duties and manage their time to respect deadlines provided by their on-line teacher.

Source: Adapted from <http://www.apprentissageenligne.org/>

What are the advantages of online courses?

Online courses allow students to

- take a course that interests them even if it is not offered at their school;
- take a course that they cannot take in school because of scheduling conflicts;
- obtain the credits needed for graduation;
- learn in a new way;
- develop the skills required in the 21st century such as independence, time management, use of communication and information technology, distance collaboration, and reflective thinking.

Source: <http://www.apprentissageenligne.org/>

How to get a new on-line course approved?

A list of not yet approved courses that are offered through our provider will be provided by the Distance Education Specialist in October and in April.

When your needs in terms of unapproved courses are identified, they must be sent to the school board's director of curriculum delivery. The school board is responsible for sending the requests to the Department of Education, Early Learning and Culture for approval.

How to register students for distance education?

Students can be registered for an online course at the beginning of each session. The cut-off dates will be provided by the Department of Education, Early Learning and Culture's distance education specialist. To register students, the school principal must complete the request including the students' information in an Excel document. Once filled out, the document must be sent by e-mail to the Department of Education, Early Learning and Culture's distance education specialist as well as to the school board's director of curriculum delivery.

Can students change courses when they are registered in on-line courses?

Students can attend two of their on-line classes before making their decision. If students attend more than two classes, the Department of Education, Early Learning and Culture has to pay for the course.

When there is a course change or registration cancellation, the school must note the change in the Excel document provided by the Department of Education, Early Learning and

Culture and send it to the distance education specialist before the cut-off date.

Is there a maximum number of students who can register?

A school can register a maximum of 8 students in the same course. It can present a request for more students to the Department of Education, Early Learning and Culture. The request will be reviewed by a committee made up of members of the school board and representatives of the Department of Education, Early Learning and Culture. The Department of Education, Early Learning and Culture reserves the right to establish a maximum number of funded seats. However, if maximum has been reached and the school board decides to register more students, the School board must cover the cost of each additional seat.

Calendar

- | | |
|--------------------|--|
| February | - Deadline to register a student
- Modify/unregister a student's registration |
| April | - Send request for unapproved courses to the School board |
| April 15 | - Registrations for first semester accepted |
| June 1 | - Deadline for unapproved courses request |
| September | - See February |
| October | - Send request for unapproved courses to the School board |
| November 15 | - Registrations for second semester accepted |
| November 20 | - Deadline for unapproved courses request |

Specific dates will be provided by the distance education specialist from the Department of Education, Early Learning and Culture.

Approved English Distance Education Courses (Availability will be provided by the Distance Education Specialist)		
Grade	PEI Course Name	PEI Course Code
12	Canadian History	HIS 621A
12	Political Studies	POL 621A
12	Economics	ECO 621A
12	Geography	GEO 621A
12	Intro to Accounting	ACC 621A
12	Computer Science	CMP621A
12	Physics 12	PHY621A
11	Tourisme (Immersion française)	TOU521P
11	Physics 11	PHY521A
11	Math 11	MAT521A
11	Mi'kmaq 110	
11	Computer science	CMP521A
11	Writing	WRI 521A
11	Introductory law	LAW521A
10	Geography	GEO 421A

Liste des cours offerts à distance à partir du Nouveau-Brunswick et approuvés par le Ministère de l'Éducation de L'Île-du-Prince-Édouard			
Sigle	Cours	A15	H16
MED621P	Étude des médias 11411	✓	
ARV621P	Arts visuels et médiatiques 94411		✓
HIS621P	Histoire de l'Acadie 42411	✓	✓
ESP521P	Espagnol I 23411	✓	✓
EDP521P	Sciences de l'activité physique 72411		
SCI801P	Sciences de l'environnement 54411		PM
ENT521P	Entrepreneuriat 83411	✓	
ECO621P	Économie 44411	✓	
TOU521P	Entreprise à vocation touristique 85411		
AST621P	Astronomie 55411 (pm)		
AFF621P	Comptabilité 84411		
DRO521P	Droit 86411	✓	
GEO621P	Géographie du monde contemporain 41411		✓
MAT611P	Mathématiques 30421		AM
ESP621P	Espagnol II 23421	✓	✓
TEC801P	Technologie du design 60411	AM	
INF521P	Introduction à la programmation informatique	✓	✓
INF801P	Informatique et société	✓	✓
Crédit hors province	Foresterie 02411D	AM	✓
CAR	Développement vie-travail	✓	PM

Appendix E – Provincial Pilots 2015-2016

English Programs					
Subject	Grade / Course		Pilot Schools English Language School Board		Contact
Career Technology Education	CAR701A CAR801A CAR801B	CAR801C CAR801D CAR801E	TBD		John Stephens
Language Arts	LIT471A		Bluefield Charlottetown Rural Colonel Gray	Kinkora Montague PEI Adolescent School	TBD
Physical Education	PED801A		TBD		Cheryl Tanton
Science	Grade 9		Athena Hernwood M.E. Callaghan Vernon River		Kim McBurney

French Programs				
Subject	Grade / Course	Pilot Schools		Contact
		English Language School Board	La Commission scolaire de langue française	
Core French	Grade 5	Family of schools <ul style="list-style-type: none"> • Colonel Gray • Kensington • Montague • Westisle Morell Cons. Mt. Stewart Souris Regional. Vernon River West Kent		Kelly MacNeill
French Language Arts	Grades 7/8 Français		All schools	René Hurtubise
French Language Arts	Grades 7-9 Français immersion tardive	All schools		Christine Thibaudier-Ness
Physical Education K-3			All schools	René Hurtubise
Science	Grades 3-4	TBD		Diana Tutty
Science	Grades 7-8	Queen Charlotte Stonepark East Wiltshire Montague Int.	All schools	Éric Arseneault
Social Studies	Grades 1-3	TBD	TBD	Claire Gaudin

Appendix F – New Authorizations 2015-2016

English Programs		
Subject	Grade / Course	Contact
Business Education	ACC621A BUS701A	Kieran Hennessey
Career and Technical Education	AUT701A WEL701A AUT801A WEL801A AUT801B WEL801B AUT801C WEL801C AUT801D WEL801D AUT801E WEL801E	John Stephens
Career Education	CEO401A	Shelley MacLean-Ellis and Kieran Hennessey
English Language Arts	ENG521A/531A ENG621A/631A	TBD
Science	Grade 7 Grade 8	Kim McBurney
Social Studies	ECO621A	Kieran Hennessey
Social Studies	Grade 9 HIS421A	Bethany Doiron
Technology	Resource updates for CMM801A CMP621A ITC401A	Edward MacLean

French Programs		
Subject	Grade / Course	Contact
Core French	Grade 4	Kelly MacNeill
Géographie	GEO 621F	Christine Thibaudier-Ness
Histoire	HIS421F	Christine Thibaudier-Ness
Science	Grade 1-2	Diana Tutty