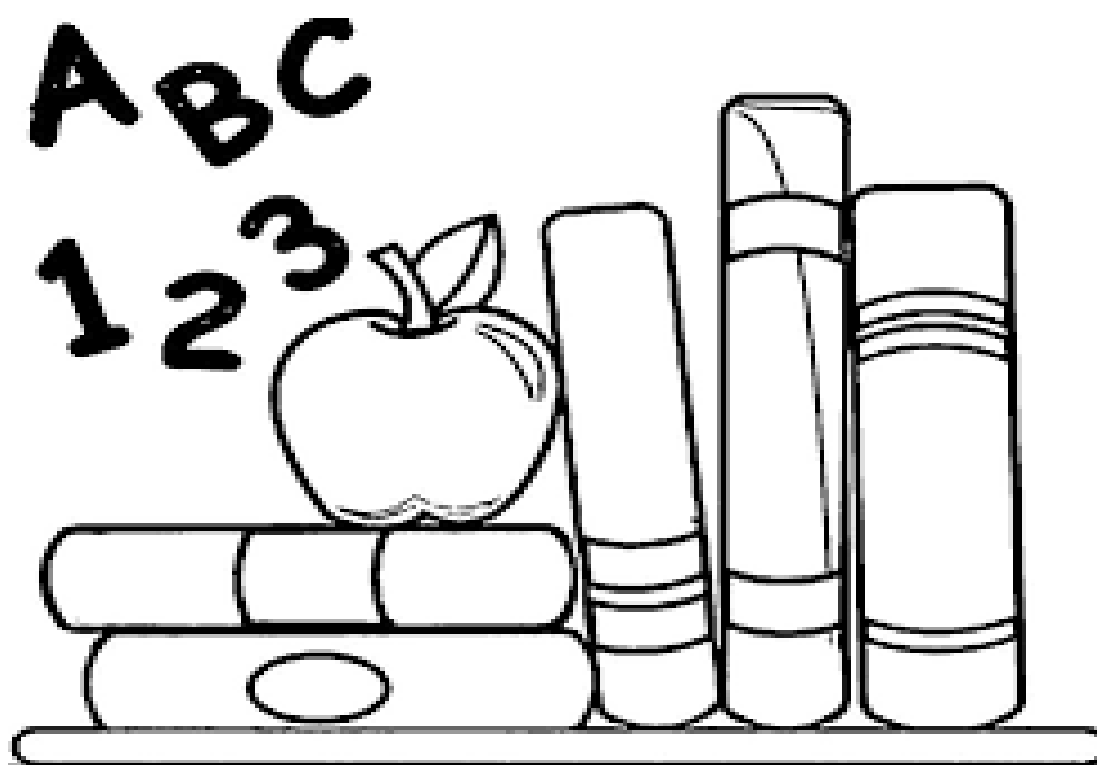




*Department of Education and Early Years*

# ANNUAL REPORT

2024-2025



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# EDUCATION and EARLY YEARS

## MINISTER'S MESSAGE



The Honourable Dr. Wassim Salamoun, O.P.E.I.  
Lieutenant Governor of Prince Edward Island  
P.O. Box 2000  
Charlottetown, PE C1A 7N8

May it Please Your Honour:

I have the honour to submit herewith the Annual Report of the Department of Education and Early Years for the fiscal year ending March 31, 2025.

Respectfully submitted,

A handwritten signature in black ink, which appears to read "Robin Croucher". The signature is fluid and cursive.

Robin Croucher  
Minister

# EDUCATION and EARLY YEARS

## DEPUTY'S MESSAGE



The Honourable Robin Croucher  
Minister of Education and Early Years

Sir:

I am pleased to submit the Annual Report of the Department of Education and Early Years for the fiscal year ending March 31, 2025.

The report outlines the Department's activities from April 1, 2024 to March 31, 2025.

Respectfully submitted,

A handwritten signature in blue ink that reads "John Cummings". The signature is fluid and cursive, with the first name "John" being more prominent than the last name "Cummings".

John Cummings  
Acting Deputy Minister

# EDUCATION and EARLY YEARS

## Department Overview

The Department of Education and Early Years (the Department) develops and delivers high quality programs and curriculum in English and French to island children from Early Years to Grade 12 and offers a variety of programs, initiatives and services to ensure that children in PEI have access to the supports they need to thrive in school while developing the foundational skills they need for learning throughout life.

### Vision, Mission, Values and Goals

#### **Vision**

Everyone thrives, achieves, and succeeds as contributing members of the community.

#### **Mission**

Programs and services will be:

- learner-centered and responsive to the needs of society; and
- focused on developing innovative solutions based on the best available evidence and effective community engagement.

#### **Values**

**Accountability:** We are transparent and responsible for the optimal use of resources.

**Community Focused:** We are inclusive of the diverse communities we serve.

**Excellence:** We are committed to the highest standards of quality.

**Innovation:** We work continuously to implement creative solutions.

**Respect:** We are dedicated to a high standard of equity and integrity.

#### **Goals**

The primary strategic goals of the Department are to:

- Support lifelong learning through best practices and programs from Early Years to Grade 12;
- Provide high quality learning opportunities that promote learner engagement;
- Foster the well-being and resilience of learners, educators and community;
- Use evidence to address access and availability of educational programs and services; and
- Enhance partnerships and collaboration to support innovation and engagement with the community.

In addition to the strategic goals, there are a number of strategy statements supporting each goal and delineating specific action(s) to support and achieve it. These strategy statements will be discussed within the Department Division sections.

# EDUCATION and EARLY YEARS

## Department Structure

Division	Full Time Equivalents
Early Years	47.00
Educational Services	28.00
English Education, Programs and Services	45.50
Finance and Administration	4.00
French Education, Programs and Services	26.00
Libraries & Archives	81.19

## Departmental Services

The Department provides the following services to enhance education in PEI:

Assessment of students	Leadership for early learning centres
Certification of instructional personnel	Leadership for ongoing and emerging issues in Education
Certification and support for PEI International Students and PEI Affiliated Schools Programs	Library and archival services
Development of department-specific legislation and legislation coordination	Planning and evaluation
Distribution of learning materials	Recorded information management
Early childhood curriculum development	Research and evaluation
English curriculum development	School athletics
French curriculum development	School health
Funding and coaching for autism services	Student well-being
General and financial administration	Support for preschool children with exceptional needs
Grants to early childhood centres	Support for English as an Additional Language/French as an Additional Language programming
Inclusive education planning and policy development	K-12 Teacher professional development
Instructional development	Technology support

Our vision, mission, values and goals and strategic plan, as well as the mandate letter that the Department received from the Premier on August 8, 2023, continue to inform the priorities and strategic directions for the Department.

The Department's strategic focus remains on several critical issues in education:

- Continuing to improve access to the critical early years stage which is a foundational aspect of

# EDUCATION and EARLY YEARS

- future success;
- Continuing to review and improve Early Years to Grade 12 education programs to promote learner attendance, engagement and achievement;
- Continuing to actively collaborate with all the interest holders involved in the Early Years to Grade 12 education system to ensure all of our children experience an equitable and inclusive education system that meets their diverse and complex needs;
- Continue to focus on data-based decision-making to ensure that our education system responds appropriately to the rapid rate of societal and technological change, in particular Generative AI; and
- Continue to develop innovative programs to allow students a variety of pathways to success in their lives and work.

In the 2024-2025 fiscal year, the Department continued work towards improving the educational experiences and outcomes of Island children. The number of Early Years spaces available continued to expand with two more centres being designated and \$10 per day fees continuing. The Early Years Division continues to work with providers to promote the development of new Early Years Centres (EYC) and Family Home Centres. Work with the Early Childcare Development Association (ECDA) continues to address the need for more trained Early Childcare workers. Both English and French Education Programs and Services continued curricular revision to better meet the complex needs of Island students including initiatives in literacy, social emotional learning (SEL), inclusive education and trades education. The development of a new *Framework for Inclusive Education and Early Learning and Child Care* began. Construction of Sherwood Elementary School was completed, with official opening slated for Fall 2025. Stratford High School opening is slated for fall 2027.

In the following section, the successes and areas for improvement in meeting the priorities set out in the mandate letter and the Department's strategic goals will be reviewed.

# EDUCATION and EARLY YEARS

## Key Goals and Priorities 2024-2025

- ❖ **Continue to promote and educate the importance of SEL at all levels through professional development.**
  - La Commission scolaire de langue française (CSLF) is working to integrate SEL in the curriculum and professional development for administrators and teachers is ongoing;
  - Public School Board (PSB) piloted Grades 5 to 6 Integrated curriculum including the addition of resources to support diversity, SEL and Indigenous ways of knowing;
  - All 56 PSB principals continue to receive ongoing training in adult SEL, and leading SEL initiatives in their schools;
  - 389 teachers have engaged with SEL training provided by Dr. David Tranter (author of The Third Path: a relationship-based framework for supporting student well-being and achievement) on creating safer and more inclusive classrooms; and
  - All PSB schools have identified actions/strategies aligned with the goal of improving student wellbeing through the integration of SEL into schoolwide climate and culture.
- ❖ **Increase investment into English as an Additional Language (EAL) and with our school boards to help mitigate challenges of growing our enrollment linked to migration and immigration.**

Response to this priority is ongoing. In the 2024/2025 school year, 655 new EAL and French as an Additional Language (FAL) students entered the school system. Overall, there are 3770 EAL/FAL students in the K-12 system or approximately 16.5% of the public-school enrollment. In spring 2023, nine (9) Instructional and 20 Non-Instructional full-time equivalent positions were added to support the increased enrollment of EAL/FAL students within the PSB and CSLF. Increased enrollment in the province, especially in Summerside, West Prince and the CSLF coupled with the increasing number of EAL/FAL students arriving with exceptional needs may require additional support.

Other efforts to support the responses of our school system to a growing EAL/FAL population include:

- Expanding the number of EAL/FAL Youth Service Workers (YSW). There are now 11 YSW in Island schools to support transition and integration of new language learners into our school system;
- In September 2024, an EAL Counselling Consultant was hired to support EAL YSWs, school guidance counsellors and counselling consultants who work with EAL/FAL students;
- Continuing to offer new professional development opportunities for educators and other support personnel, while updating existing professional development resources to help them meet the needs of EAL/FAL students. Over 2000 administrators, teachers, educational assistants and youth service workers have completed the online professional development modules;
- The School Transition EAL Pilot Program (STEP) to immerse EAL learners in functional language completed a successful pilot and was implemented at Athena Consolidated; Glen Stewart, Queen Charlotte, Sherwood, Spring Park, Stratford Elementary and West Royalty Elementary;



# EDUCATION and EARLY YEARS

- The Multilingual Community Interpreter Services (MCIS) completed a successful pilot and was implemented for all schools in September 2024; and
- Updated secondary EAL curriculum was piloted in two schools to support students learning English as an additional language in Island high schools.

❖ **Expand the curriculum to include course offerings on local Indigenous history.**

The Department continues to work, in collaboration with the Indigenous Education Advisory Committee and Indigenous Relations Secretariat, to incorporate Indigenous culture, knowledge and ways of knowing into the curriculum by developing an Indigenous Education framework. In addition, the curriculum for Grade 11 Mi'kmaw Studies is one of 18 curricula under development.

❖ **Take immediate steps to alleviate space pressures at Queen Charlotte Junior High School through expansion and renovation.**

Expansion and updating of Queen Charlotte school is in the planning stages and construction is slated to begin in 2026.

❖ **Begin planning to include a Junior High School as part of the Stratford Campus plan.**

Planning for the Stratford Intermediate school is ongoing with construction slated to begin in the 2025-2026 school year.

❖ **Working with the Minister of Health and Wellness and the Minister of Workforce, Advanced Learning and Population, develop a Healthcare Career Pathway Pilot in high schools allowing students to more easily transition from high school to health-based careers.**

A Healthcare Working Group has developed a draft of a Healthcare Pathway intended to prepare students for future success in health-related fields. This draft is currently under review by the High School Standing Committee and Steering Committee to ensure it aligns with and supports current industry needs.

❖ **Work with existing providers and engage with our school system to pilot a universal after school program for grades K to 6 and develop an action plan to expand the program to all areas of the province.**

The Department has been reviewing the current system and exploring possibilities to move toward a universal before and after school childcare program. As a response to the Simpson consultant report, Early Years held meetings with school-age child care providers and launched Stabilization and Licensing Incentive grants. Evaluation of those grants is currently underway. A Child Care Needs Survey closed on November 28, 2024. This survey will help government understand more about the current school-age child care landscape from the perspective of Island families. Responses are currently being analyzed.

# EDUCATION and EARLY YEARS

❖ **Working with the Minister of Workforce, Advanced Learning, expand vocational training opportunities in our education system to expose students to career options earlier and provide pathways for mentorship and training for young Islanders to express an interest in the construction industry.**

- The Department has continued to implement a skilled trades grant initiative to support teachers with funding to expand skilled trades programs and opportunities to allow more students in Grades 7 through 12 to undertake construction industry related coursework/projects with a priority of expanding student experiential opportunities;
- In partnership with the Department of Housing, Land and Communities and the Construction Association of PEI, carpentry programs in two high schools are building tiny homes that could help people in need of affordable housing;
- Over 150 high school students competed in the provincial Skills Canada competitions for trades and technology; and
- French Education Programs and Services has worked with the CSLF and community partners to develop the following trades related education opportunities and provide additional equipment:
  - Three-day woodworking training with Holland College;
  - Four-day mechanic/welding training with Holland College;
  - Purchase and installation of Computer Numerical Control machines (computerized, automated machines that use pre-programmed software to perform tasks like cutting, drilling or milling with high precision) in four schools.

❖ **Working with all cabinet colleagues, support literacy initiatives offered by community partners to improve literacy rates, including financial literacy.**

The Department continues to work to improve all aspects of literacy through the following initiatives:

- The Essential Skills Achievement Pathway (ESAP) has been implemented in all 10 PSB high schools this year. This is a unique program providing an opportunity for students to earn a high school diploma that prepares them for the current skills-based economy as well as future work. The program consists of personalized learning opportunities that allows students to explore their skills, talents, abilities and interests while intentionally attaining the nine (9) federally identified Skills for Success, namely; Reading, Writing, Numeracy, Digital skills, Adaptability, Problem Solving, Communication, Creativity and Innovation and Collaboration;
- Additional resources have been added to high school Career Exploration and Opportunities, including the Enriched Academy's Enriched Start program to provide financial literacy education; and
- In partnership with the Centre for Ocean Ventures and Entrepreneurship, high school computer science teachers were provided with professional learning on incorporating real ocean data to enhance data literacy in computer science.

# EDUCATION and EARLY YEARS

- ❖ **Establish a \$20 Million Dollar Infrastructure Fund to provide grants to Early Learning Centres to expand and create more spaces.**

The Early Years Centre Expansion Capital Grant supports the creation of new licensed early learning and child care spaces. A maximum of \$200,000 per centre is available to support expansion, which could include new construction, renovations and/or purchase of equipment for eligible projects. Applications closed January 17, 2025.

- ❖ **Working with the Minister of Housing, Land and Communities, create incentives to encourage private developers to build childcare centres into multi-unit buildings in areas of the province where childcare spaces are needed.**

Early Years staff continue to meet with contractors to gauge interest in building child care centres within multi-unit buildings. The Early Years Centre Expansion Low-Interest Loan Pilot Program (designed and implemented in partnership with the Department) was offered by Finance PEI between November 2023 - March 2024. This initiative resulted in two childcare facilities being co-located within multi-unit spaces.

- ❖ **Work with the ECDA to launch a national recruitment campaign to recruit trained Early Childhood Educators to live and work in Prince Edward Island.**

The ECDA has been contracted to complete a two phase project. Phase 1: An Early Learning and Child Care Workforce Survey was completed. Phase 2: An analysis of the impact of recruitment and retention initiatives, including best practices and challenges is in progress. To facilitate retention of staff, the wage grid for Early Childhood Interns and Cooks was updated in April 2024.

- ❖ **Working with the Early Years sector, launch a pilot to provide extended-hour childcare facilities that are in close proximity to our hospitals.**

This work is ongoing. The Early Years Division has facilitated “Reimagining the Workforce” focus group sessions with the sector in July 2024 regarding innovative approaches to flexible child care delivery with the sector. Follow-up sessions to share findings with participants were held in Fall 2024. The Early Years Division has also met with a working group involved in Alternate Hours Pilot Project as the Department collects the additional information needed (hours of operation outside standard hours, days of week, etc.) to determine what extended hours would be required.

## Opportunities for Improvement

- Continue to improve data collection and analysis to better tailor systemic responses to current and emerging needs;
- Continue to develop and implement evaluation metrics for the strategic plan goals and strategy statements;
- Continue to develop the Framework for Inclusive Education to better meet the needs of all students;
- Continue to support schools and EYCs to improve outcomes for children with complex needs; and
- Continue to develop and refine a targeted expansion plan for PEI’s early learning and child care sector.

# EDUCATION and EARLY YEARS

## Highlights and Accomplishments 2024-2025

The Department of Education and Early years works towards its strategic goals and objectives which are informed by the directions of the mandate letter through the following divisions:

- Early Years
- Educational Services
- English Education, Programs and Services
- Finance and Administration
- French Education, Programs and Services
- Human Resources
- Libraries and Archives

# EDUCATION and EARLY YEARS

## Early Years

The Early Years Division provides support for children, families and early childhood educators Island-wide through policy, program and funding initiatives in order to foster a robust and high-quality early learning and child care sector. The division continues to grow a publicly managed system of EYCs, pre-kindergarten programs and Family Home Centres. The division continues to implement the Canada-PEI Bilateral Agreement in Early Learning and Child Care as well as the Canada-PEI Canada-Wide Agreement, both of which continue to support crucial initiatives including space creation, capital funding support, educational grants, Intensive Behavioral Intervention (IBI) and Special Needs.

### Ongoing Work

The division continues to make progress in the areas below which contribute to *Strategic Goal 1: Support lifelong learning through best practices and programs from Early Years to Grade 12*; *Strategic Goal 4: Use evidence to address access and availability of educational programs and services*; and *Strategy Statement 4.1. Improve access to affordable, high-quality early learning and childcare for Island families.*

- Growing childcare spaces across the sector;
- Operationalizing education grants for early childhood educators;
- Providing funding to the universal pre-kindergarten program and grants to encourage skill upgrades and wage enhancements;
- Supporting workforce initiatives including the EYC defined contribution pension plan, accelerated certificate and diploma programs and Steps to Success program;
- Administering funding to the IBI and Special Needs funding programs;
- Funding Handle with Care and Des la Naissance programs;
- Providing extended access to the provincial subsidy program for lower-income families;
- Funding pedagogical support in all EYCs;
- Providing ongoing program assessment, coaching support and in-services for EYCs and Pre-kindergarten programs;
- Planning and collecting data for the 2025 iteration of the Early Development Instrument (EDI);
- Collaborating with Educational Services to consider how to align the work of both the Early Years and K-12 systems around enhancing inclusion and equity for all children and youth. The Early Years Inclusion Action Plan, currently in development, details the specific objectives and goals for the publicly managed early learning and child care system, and sets the path forward for the next few years - *Strategic Goal 2. Provide high quality inclusive education opportunities that promote learner engagement*; and *Strategy Statement 2.1.1. Develop and implement an inclusive education action plan for PEI*;
- Reviewing the recent school-age child centre grants and exploring opportunities to support school-age child care programs;
- Finalizing revisions to the updated Early Contracting Early Learning Curriculum Framework - anticipated completion is 2025-2026; and
- Continuing to offer the following grants, which support *Strategic Goal 4 Use evidence to address access and availability of educational programs and services*:
  - The Child Care Business Plan Grant is intended to help operators or individuals who intend to operate an Early Years Centre. This one-time grant provides up to \$4000 or 80% of the cost of a certified business advisor and can be used to develop an expansion plan or a business plan.

# EDUCATION and EARLY YEARS

- Early Years Centres Architectural Fee Reimbursement Grant to support architectural fees related to creation of new licensed early learning and child care spaces. Applicants may apply for 80% of the project's architecture fees up to a maximum of \$80,000 of the eligible project; and
- Early Years Centres Expansion Capital Grant to support creation of new licensed early learning and child care spaces. A maximum of \$200,000 is available to support expansion which could include new construction, renovations and/or purchase of equipment for eligible projects. Applications closed January 17, 2025.

## New Initiatives

The division has engaged in the following new initiatives in 2024-2025 which contribute to *Strategic Goal 2. Provide high quality inclusive education opportunities that promote learner engagement. Strategy Statement 2.1.1. Develop and implement an inclusive education action plan for PEI Strategic Goal 4 Use evidence to address access and availability of educational programs and services. Strategy Statement 4.1: Improve access to affordable, high-quality early learning and childcare for Island families.*

- Launched an Inclusive Equipment and Materials Grant to provide funding for the purchase of necessary equipment and materials to support inclusive programming in designated and probationary EYCs. Depending on enrolment numbers, a centre could be eligible for up to \$35,000. Applications closed on March 7, 2025;
- Launched a Non-Profit Organization Child Care Start-Up (NPOCCS) grant for non-profit organizations (NPOs). The NPOCCS grants help with eligible construction and renovation costs—up to \$200,000 - for NPO's that agree to: 1. establish a new early childhood centre prioritizing infant and toddler space; 2. to become designated by the Department within 18 months of opening; and 3. to operate for a minimum of five years;
- Launched the School-Age Child Centre One-Time Stabilization Grant to provide support for operational costs for licensed school-age child centres. The grant amount is dependent on enrolment numbers from September 2024, with centres eligible for up to \$300 per enrolled full-time child (before and after school and 5 days per week) and a pro-rated amount per enrolled part-time child (before or after school or less than 5 days per week);
- Launched the School-Age Child Centre Licensing Incentive Grant to encourage more operators to license as a school-age child centre. School-age centres that were newly licensed between July 22 - December 31, 2024 could be eligible for up to \$3000;
- Introduced Practical Functional Assessment (PFA) and Skill-Based Treatment (SBT) of Severe Problem Behavior to support centres and improve outcomes for children with challenging behaviours. The Early Years Division hosted a two-day training workshop in January 2025, which resulted in 107 EY staff becoming eligible for Level 1 or Level 2 PFA/SBT credentialing;
- Introduced the Assessment for Quality Improvement (AQI) program rating tool for use by coaches with EYCs and Family Home Centres. Coaches received extensive AQI training in Spring 2024, then adapted the AQI tool for a PEI lens. The AQI Assessments will begin in June 2025 with the expectation that all EYCs will have an initial assessment by end of March 2026; and
- Introduced specific resource provision and coaching support for Family Home Centres by hiring a Bilingual Family Home Centre Coach who began in February 2025.

# EDUCATION and EARLY YEARS

## Accomplishments/Highlights

- Six new Family Home Centres were licensed in 2024-2025, providing additional child care spaces for island children, including infant spaces; and
- In order to attract and retain quality workers, the wage grid for Early Childhood Interns and Cooks was updated in April 2024. Also, in collaboration with the ECDA an Early Learning and Child Care Workforce Survey was completed and an analysis of the impact of recruitment and retention initiatives, including best practices and challenges is in progress.

# EDUCATION and EARLY YEARS

## Educational Services

The Educational Services Division is responsible for advising the Deputy Minister and Minister on matters related to Early Childhood and K-12 education programs and related services. The Division provides certification and standards for teachers; EAL/FAL programming, International Education and International Affiliate School Program services, inclusive education guidance, legislative development, research and corporate services, school sport and school health services including the COMPASS Student Health Survey. Educational Services also coordinates departmental responses to the *Autism Coordination Act* and the implementation of major departmental initiatives including the Department of Education and Early Years Action Plan for Inclusive K-12 Education. The division carries out its work through the following sections:

### Autism Coordination

The *Autism Coordination Act* supports improved coordination of autism services throughout life. Prince Edward Island is the only province in Canada with an *Autism Coordination Act* and one of only two provinces (PEI and BC) with a formal Deputy-level Committee overseeing autism services.

Over the last year, additional investments were made across government to support autism initiatives and programs. As a result, stronger relationships with service providers and community partners have led to greater collaboration and coordination of programs and services across Prince Edward Island. This work contributes to the Department's Strategic Plan as follows *Goal 2: Provide high quality learning opportunities that promote learner engagement. (2.1. Advance diversity, equity, and inclusion throughout Department programs and services) by increasing consultation and engagement with neurodiverse children, youth and their families* and *Goal 3: Foster the well-being and resiliency of learners, educators, and community (3.1 Support the well-being of individuals through high-quality research, programs, and services) by partnering with the Autism Society of PEI to develop and deliver mental health supports to autistic youth and their families.*

### Ongoing Work

- Increased consultations with stakeholders (individuals with autism and their families, government service providers, advocates and community organizations);
- Increased representation of autism stakeholders on departmental committees and initiatives;
- Launched a review of Department of Social Development and Seniors' AccessAbility Supports Program;
- Partnered with Health PEI's Children with Complex Needs initiative to better support neurodiverse children and youth;
- Continued discussions and planning to establish autism diagnostic assessment services for children and youth aged 6-18 years;
- Supported inter/intra departmental and community collaboration on autism initiatives; and
- Continued to review guidelines and initiatives to improve accessibility and simplify navigation.

### Accomplishments/Highlights

- Created an autism services page on the government website to simplify navigation and improve



# EDUCATION and EARLY YEARS

- access to government services;
- Worked with Holland College to develop a free 10-week Respite Care Professional training program to help increase the number of respite care professionals in PEI;
- Provided funding to help develop and deliver mental health supports and services for autistic youth and their families;
- Created an Early Intervention Team with representatives from multiple departments, service providers and community stakeholders;
- In April, 2024, presented at the Canadian Autism Leadership Summit, Ottawa, ON, on the topic of bridging the gap between National and Local Autism policy;
- In August 2024, presented at the National Autism Conference hosted by the Canadian Public Health Association. PEI was asked to provide a provincial perspective on the provincial responses to Screening, Diagnosis and autism-related services; and
- PEI is a member of the Working Group that helped develop the Federal Framework for Autism Canada and the National Autism Strategy (released September 2024). The Framework and Strategy were developed to provide a common policy direction for autism initiatives in Canada by coordinating the services and supports benefiting people on the autism spectrum, their families, supporters and caregivers.

## Certification and Standards

The Certification and Standards Section is comprised of the Registrar and a part-time Administrative Assistant. The Certification and Standards Section is responsible for three main areas: 1) teacher certification, 2) educational assistant authorizations, and 3) private school inspections. This work applies to *Strategic Goal 2: Provide quality learning opportunities* and *Strategic Goal 4: Use evidence to address access and availability of educational programs and services by helping to ensure educational professionals in PEI are properly prepared and certified to work with our children and youth.*

### Teacher Licensure

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

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

# EDUCATION and EARLY YEARS

outside of the province require a Statement of Professional Standing issued by the PEI Registrar. These are issued at the written request of teachers who hold a valid and subsisting PEI teacher's license.

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

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

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

The Office of the Registrar provides direct face-to-face client support as well as support through e-mail, telephone, regular mail and via the web site. Applicants may check the status of their application by e-mailing the Registrar at [registrar@gov.pe.ca](mailto:registrar@gov.pe.ca). All incomplete applications which have been received by the Office of the Registrar are placed in a pending file for a period of up to two years, to enable the Registrar to monitor the progress of these applications. The Certification and Standards Section web site, linked to the Department web site, and maintained by the Registrar, provides a host of useful resources for visitors including downloadable application forms and links to useful information.

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

## Educational Assistant Authorization

The Registrar evaluates applications for Educational Assistants and Substitute Only Educational Assistants and issues authorizations on behalf of the education authorities. The Registrar fields queries from individuals interested in receiving human services training and vets proposed programs of study to determine if they meet provincial requirements, while maintaining a list of approved post-secondary human services programs and equivalents.

## Private and International Schools

As the appointed Private School Inspector, the Registrar inspects and monitors the functioning of the Island's private schools and vets applications for persons seeking a license to operate a private K to 12 school in the province. The Registrar also liaises with the Canadian International Schools in Tokyo, Japan; Jinling, China; Cairo, Egypt and Istanbul, Turkey for the purposes of ensuring that teachers hired

# EDUCATION and EARLY YEARS

to teach in the school hold a PEI Teacher's License as required by the contractual arrangement between government and the operators of the international schools. The Registrar also works with an organization known as CanTeach to license teachers who complete their teacher education program abroad.

## Number of Teacher's Licenses and Authorizations Issued

- The Office of the Registrar issued 536 teacher licenses this year: 364 were new licenses, 84 were upgrades in qualification level, 24 were conditional licenses and 64 were interim licenses;
- A total of 303 Statements of Professional Standing were issued; of that total, 62 percent were sent to Ontario and with (8) percent were sent to British Columbia;
- A total of 960 authorizations to substitute teach were issued: 465 were for licensed teachers while 495 were for Temporary Permit holders;
- A total of 609 authorizations for educational assistants were issued: 112 were for Regular Educational Assistant Authorization and 487 were for Substitute Only Educational Assistant Authorization; and
- A total of 10 administrative certificates, four (4) additional designations in inclusive education and one (1) additional designation in school counselling were issued this year.

## **COMPASS Student Health Survey**

- The COMPASS Survey collects student health data on various health topics, including obesity, sedentary behaviours, physical activity, mental health, healthy eating, substance use, bullying, academic outcomes, sleep duration and demographic characteristics. Participation in COMPASS contributes to meeting *Strategic Goal 3: Foster the well-being and resiliency of learners and communities Strategic Goal 4: Use evidence to address access and availability of educational programs and services by providing important insights in to student attitudes and behaviors that inform The Department actions;*
- COMPASS was first implemented in PEI in 2022-23 and has been conducted annually since then;
- Participation of schools and eligible students (i.e. those in grades 7-12) remain high each year:
  - 2022-23 62% of schools and 64% of students;
  - 2023-24 100% of schools and 79% of students; and
  - 2024-25 97% of schools and 74% of students.
- Results from the most recent 2024-25 survey were provided to individual schools and school boards in March/April 2025 and the Provincial results were received in May 2025; and
- COMPASS is a partnership between the Department of Health and Wellness - Chief Public Health Office and the Department.

## **English as an Additional Language (EAL) / French as an Additional Language (FAL)**

The EAL/FAL section supports the language acquisition needs of immigrant students who were born outside of Canada or those who speak a language other than English, French or Mi'kmaq. The work of the EAL/FAL team constantly evolves as new students arrive and the use of evidence-based research and practice has ensured that the service delivered to new language learners is relevant and progress oriented. Collaboration and cooperation with the Provincial Office of Immigration, Island Investment Development Inc., the Immigrant and Refugee Services Association of PEI and local organizations involved in service to our newcomer community continue to be a priority. This work contributes to *Strategic Goal 2: Provide high quality learning opportunities that promote learner engagement* particularly *Strategy Statement 2.1*

# EDUCATION and EARLY YEARS

*Advance diversity, equity, and inclusion throughout Department programs and services and responds to the mandate letter priority Increase investment into English as an Added Language (EAL) and with our school boards to help mitigate challenges of growing our enrollment linked to migration and immigration.*

Within the 2024-25 school year, 655 new EAL/FAL students entered into the school system resulting in an overall EAL/FAL student total of 3770 - approximately 16.5% of the public-school enrollment. Of the 3770 EAL/FAL students, approximately 1090 have received support for language acquisition (1,043 at the PSB, 47 in the CSLF) and 49 are being monitored.

## EAL/FAL Student Numbers

YEAR	New Arrivals	Total # of Students	Unanticipated Needs
2019-2020	456	2,198	8
2020-2021	351	2,358	14
2021-2022	580	2,555	17
2022-2023	758	2,915	23
2023-2024	911	3,508	31
2024-2025	655	3,770	39

Note: Educational services were provided to 204 refugee students

## EAL/FAL Students by Educational Authority

Educational Authority	Number of Students	Percentage
<b>PSB</b>	3621	96.04 %
<b>CSLF</b>	149	3.95%
<b>Total</b>	3770	100.0%

## Ongoing work

- Due to the high volume of new EAL/FAL students into the school system across PEI, the need for professional development opportunities for educators and other support personnel continues to be an area of need;
- In September 2024, the online professional development modules were updated;
  - Level One: The Big Picture was offered to all PEITF members and CUPE members on September 23, 2024 and January 2, 2025. Future offerings of this session are already scheduled. To date, almost 2,105 administrators, teachers, educational assistants, youth service workers, administrative assistants, bus drivers and custodians have received certificates of completion;
  - Level One, *The Big Picture*, is slated for French translation in summer of 2025;

# EDUCATION and EARLY YEARS

- Level Two: *Building Capacity in Culturally and Linguistically Responsive Schools* was completed and offered to all PEITF members on September 23, 2024, and January 2, 2025. Future offerings of this session are already scheduled. To date, approximately 75 educators have received certificates of completion;
- The links for Level One and Level Two are posted on the Learn Platform and are monitored to accommodate anyone wishing to complete. Also, we are working with Human Resources at the PSB to include this training as part of the onboarding process for all new employees;
  - Level Three: *Creating Classroom Communities of Learning Language and Content* is scheduled for development and implementation during the 2025-2026 school year; and
- Professional learning with Dr. Carol Salva, “*Boosting Achievement: Reaching Students with Limited or Interrupted Formal Education*” occurred on March 27 and 28, 2024. Over 100 stakeholders across our education system spent the day focusing on strategies to support EAL/FAL students. Dr. Salva highlighted strategies for educators to use in the classroom by fostering a more inclusive, engaging and supportive learning environment. All participants were given a copy of Dr. Salva's new book *Boosting Achievement* and a summary of the PD to share in their schools so that all teachers could access and benefit from it.

## New Initiatives

- The STEP - School Transition EAL Program was implemented in seven (7) Schools: Athena Consolidated; Glen Stewart, Queen Charlotte, Sherwood, Spring Park, Stratford Elementary and West Royalty Elementary
  - In STEP, EAL students at the very beginning stages of language acquisition are immersed in a highly functional, experiential language program that builds skills so participants can transition into their classes in a more seamless manner. EAL students attend STEP for a half-day with their transition supported by an EAL Youth Service Worker.
- The Multilingual Community Interpreter Services (MCIS) Pilot offers phone interpretive services in over 300 languages for all EAL/FAL staff and five (5) pilot schools: Belfast, Lucy Maude Montgomery, Queen Charlotte, West Royalty and Souris
  - Full implementation for MCIS for all schools occurred in September 2024. Feedback has been positive from both EAL/FAL Staff and the pilot schools.
- EAL Youth Service Worker Focus on Multiculturalism
  - This year 11 EAL Youth Service Workers were employed. Three (3) worked to support the STEP program and eight (8) supported schools in West Prince, Summerside, Charlottetown and Eastern Kings; and
  - The EAL Youth Service Workers promoted cultural understanding by offering multicultural days, multilingual school announcements, multilingual labeling of school rooms and objects, multilingual support for bus drivers and other activities and events. The EAL learners have expressed appreciation and validation. Schools have reported a strong sense of community and belonging resulting from these activities and events.
- FAL Assessment
  - Work is ongoing to align the FAL assessment process with the EAL assessment process. As of March 31, 2025, the reading and oral strands have been aligned. The writing rubrics are in the process of alignment and evaluation of an FAL receptive language tool is ongoing.

# EDUCATION and EARLY YEARS

## Inclusive Education

In order to better serve the needs of all students, the Department, in partnership with the PSB and CSLF, is collaborating to develop a modernized provincial model for inclusive education, *The Framework for Inclusive Education and Early Learning and Childcare*. This overarching framework, the first of its kind in Canada, will establish common definitions, guiding principles and shared priority areas and provides a policy roadmap for both the Early Years and K-12 education sectors to follow. It will be supported by individual Action Plans for Inclusive K12 Education and Early Learning and Childcare. *Strategic Goal 2 Provide high quality learning opportunities that promote learner engagement. Strategy Statement 2.1.1. Develop and implement an Inclusive Education Action Plan for Prince Edward Island from Early Years to Grade 12.*

## International Education

The Prince Edward Island International Student Program (PEIISP) is designed to support students who choose to study abroad in PEI ([www.peiisp.ca](http://www.peiisp.ca)). Each year, PEI welcomes students from around the world to live and study in PEI. In the 2023-24 school year, 94 students from 17 countries started attending 21 different Island schools. *Strategic Goal 5: Enhance partnerships and collaboration to support innovation and engagement with community. Strategy Statement 5.2. Enhance the PEI education system's global presence and curriculum utilization.*

The sustainable growth of international students in the homestay program from 33 students in 2023-24 to 48 students in 2024-25 supports *Strategic Goal 5.2 Enhance the PEI education system's global presence and curriculum utilization. (1) Increase the number of students participating in the PEI International Student Program.*

Increasing the number of international students from different countries and placing them in a variety of Island high schools supports the development of the Citizenship Global Competency as identified in PEI curricula. Learners are expected to contribute to the quality and sustainability of their environment, communities and society. They analyze cultural, economic, environmental and social issues; make decisions and judgements; solve problems and act as stewards in a local, national and global context, for all students.

The PEIISP is also working with the CSLF towards *Strategic Goal 5.1 Support the ongoing development and appreciation of French language and culture (3) Promote French Language High Schools at the international level in collaboration with the division of International Education.*

## Ongoing Work

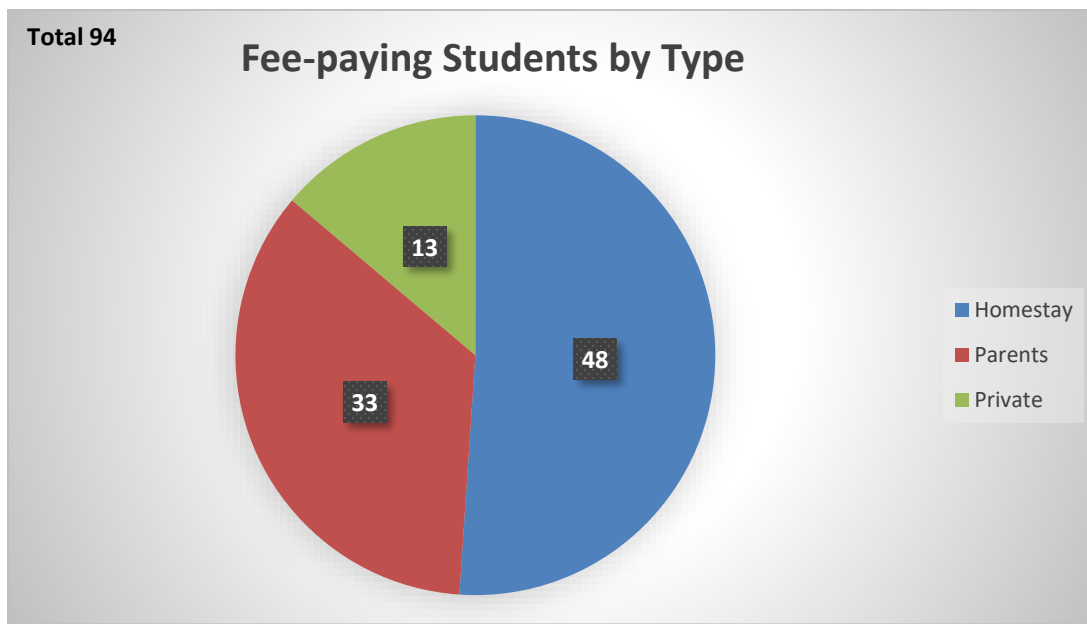
- Increased presence using social media channels (Instagram @PEIISP and Facebook PEI International Student Program);
- The students from The Amancio Ortega Foundation Scholarship Program had another very successful year in PEI and the partnership will continue for a third year and expand to 10 students (from eight) with a scholarship student attending each of the 10 Island high schools in 2025-26; and
- Continued to develop the Homestay program experience by expanding and enhancing the monthly social activities.



# EDUCATION and EARLY YEARS

## New Initiatives

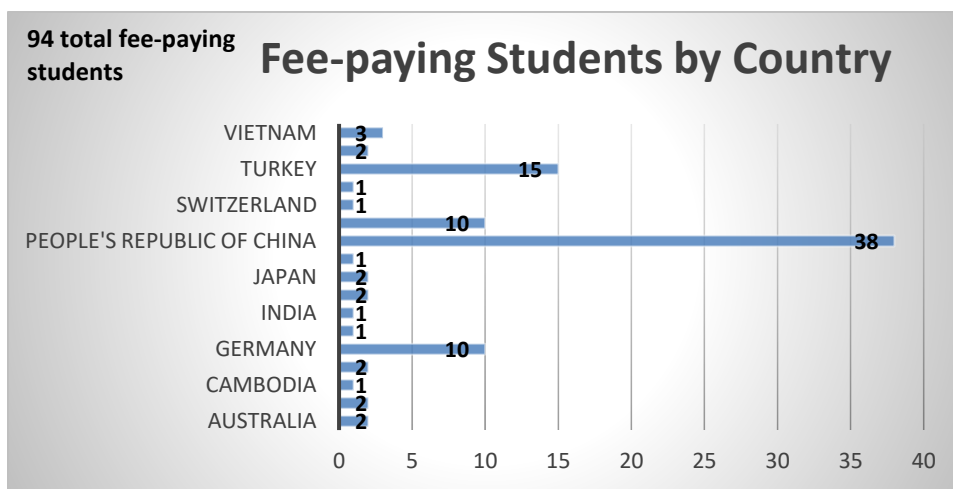
- Targeted increase in the numbers of homestay students participating in PEIISP with homestay students directed to areas with capacity;
- Attended a recruitment event in Czechia organized by the Canadian Association of Public Schools International; and
- Increased school utilization by having students in eight (8) different high schools. This also allowed for some redistribution of students, easing the reliance on the two Charlottetown high schools.



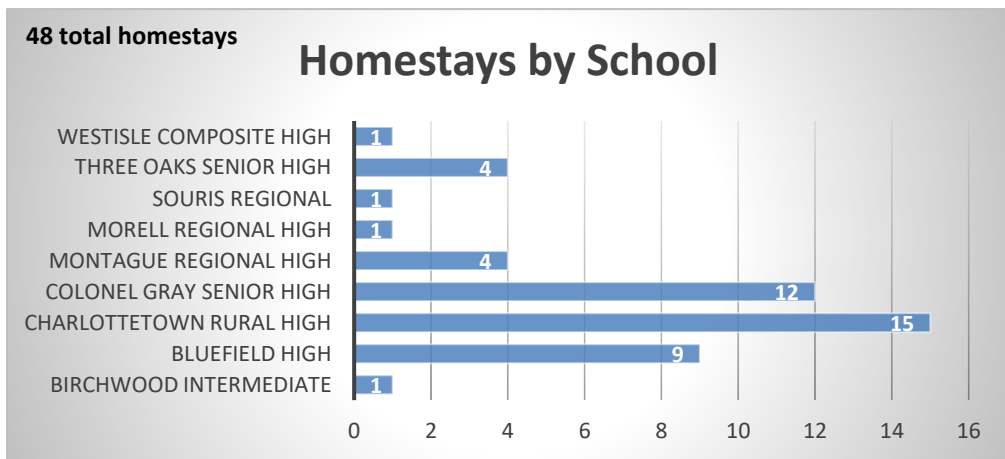
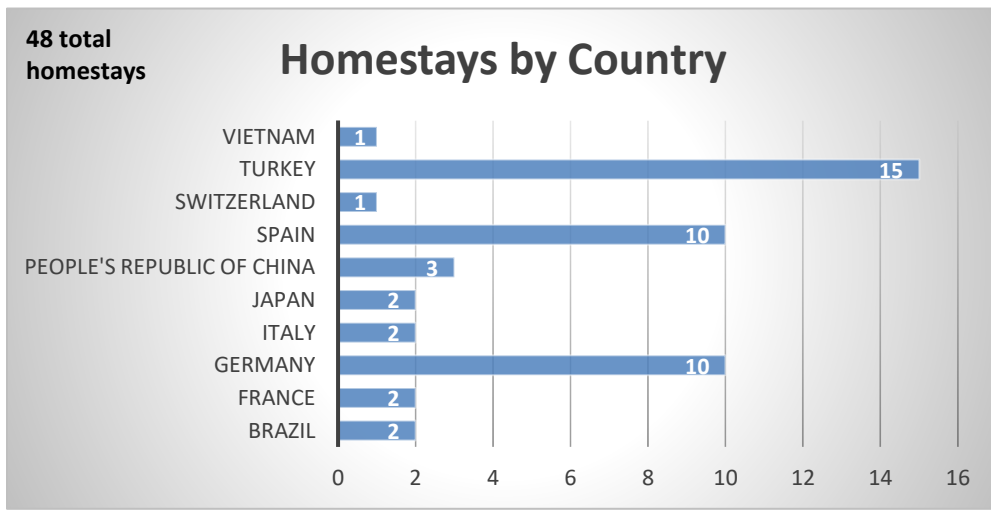
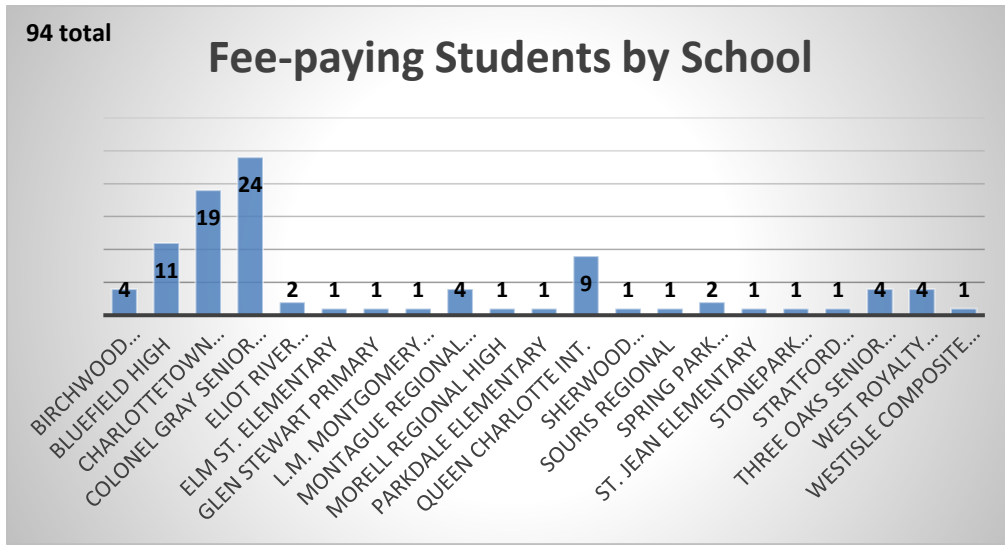
**Homestay** - students who are using the services of the contracted provider

**Parent** - students who are living with a parent(s)

**Private** - students have made private living arrangements



# EDUCATION and EARLY YEARS



Note: data does not include students who withdrew from the program or received status and left the program



# EDUCATION and EARLY YEARS

## Prince Edward Island Affiliated Schools Program

The Prince Edward Island Affiliated Schools Program (PEIASP) provides educational partnerships with international schools that have been granted accredited status with the Department. Our affiliated schools implement the Prince Edward Island curriculum and follow the standards and procedures that guide our instructional and assessment practices. Only teachers who are fluent in English and have a PEI teaching license will be approved to teach our curriculum at our partner schools. Students who meet our graduation requirements will receive a PEI graduation diploma. The PEIASP contributes to *Strategic Goal 5: Enhance partnerships and collaboration to support innovation and engagement with community. Strategy Statement 5.2. Enhance the PEI education system's global presence and curriculum utilization.*

Prince Edward Island continues to work with and seek new global partners to make our excellent Kindergarten to Grade 12 curricula available to students in other countries. The Department has the following five (5) international Affiliated School partnerships:

**Table 1: Affiliated Schools**

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

**Table 2: Student Numbers**

2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
390	460	500	537	538	666	811	983

## Highlights 2024-2025

- PowerSchool (an online student information system used by K-12 schools to provide parents and students access to real-time information like grades, attendance and assignments) has been fully implemented into our affiliated schools. School staff received additional training and ongoing support throughout the 2024-2025 school year. Schools are using PowerSchool in the following areas: student attendance, gradebooks, report cards and transcripts. The Department has direct

# EDUCATION and EARLY YEARS

- access to this data from each of the schools;
- Revenue generated from affiliated schools for the 2024-2025 fiscal year will be approximately \$297,480.00;
- Our affiliated schools purchase their curriculum resources from the Provincial Learning Materials Distribution Centre (PLMDC). This ensures that schools are using the required materials that have been directed in the Provincial Program of Studies. An online ordering form that defines the resources at each grade level and subject/credit was developed for each school. This is a “live” document that is shared between the International Schools Coordinator, PLMDC and each affiliated school. The form also tracks resource prices, material availability, curriculum support links and shipment information;
- Affiliated schools have been given direct access to the resources that are located on the Learn Education Platform and they have all been connected to our Library Services. These resources support our international schools with professional development, curriculum materials and books for staff and students;
- Royal Canadian School, Cairo and Keystone School, Istanbul are completing their third year as our affiliated schools. Over the past two years they have expanded their programs to include Grades 10 and 11. In 2025-2026, we will be introducing Grade 12 credits and we will have our first graduating students from these two schools;
- A formal meeting was held in Tokyo with the Trades Commissioner to discuss expanding the PEIASP throughout Japan. Discussions continue with school owners in Japan and Taiwan who are interested in becoming an affiliated school;
- Policies to support the PEIASP and guide its processes and practices were developed by the International Schools Coordinator and the Policy Analyst for the Department; and
- The Records and Information Management Strategy was completed for the PEIASP. All of the files and materials were aligned to meet the expectations of this strategy.

## Legislation

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

<i>Archives and Records Act and Regulations</i>	<i>Private Schools Act and Regulations</i>
<i>Autism Coordination Act</i>	<i>Public Libraries Act</i>
<i>Early Learning and Child Care Act and Regulations</i>	<i>Teachers' Pension Plan Act and Regulations</i>
<i>Education Act and Regulations</i>	<i>Winter Wellness Day Act</i>
<i>Island Regulatory and Appeals Commission Act</i>	

# EDUCATION and EARLY YEARS

## Legislative and Regulatory Action

### Amendments

#### *An Act to Amend the Archives and Records Act*

The *Archives and Records Act* was amended to support the reorganization of the Public Archives and Records Office, replacing the Provincial Archivist's role as the statute's public officer with the newly-created Provincial Records Information Management (RIM) Officer position. As well, it grants the Provincial RIM Officer the power to delegate responsibilities to subordinates. The bill received Royal Assent on November 29, 2024.

#### *An Act to Amend the Education Act*

The *Education Act* was amended to revise the procedures for designating individuals as independent students, and to allow the ministerial issuance of regulations on the same subject. The bill received Royal Assent on November 29, 2024, and was proclaimed on February 14, 2025, concurrently with the promulgation of companion amendments to the Student Regulations.

#### *An Act to Amend the Teachers' Pension Plan Act*

The *Teachers' Pension Plan Act* was amended to provide for appropriate remuneration for the member of the pension commission who serves as a representative of current pensioners, who were previously unpaid, whilst all other commissioners were current government employees and so paid as part of their official duties. This was a companion bill to *An Act to Amend the Public Sector Pension Plan Act*, both receiving Royal Assent on November 29, 2024.

#### *Education Act Election Regulations*

The Election Regulations were amended to update the provision governing ineligibility for election to the school boards, in order to reflect the current terminology used in the federal *Criminal Records Act*, which replaced pardons with "record suspension". The amendment was proclaimed in the Royal Gazette on May 11, 2024.

#### *Education Act Sabbatical Leave Regulations*

The Sabbatical Leave Regulations were amended to expand the eligibility criteria for sabbatical leave, affording less experienced teachers the ability to apply. As well, the amendments restored a provision from the prior regulations under the *School Act*, allowing the grant of sabbatical leave to be conditional on an agreement with the school boards to return to work for a period of three years and spelling out consequences for breach of said agreement. The amendment was proclaimed in the Royal Gazette on August 24, 2024.

#### *Education Act Teacher Certification and Standards Regulations*

The Teacher Certification and Standards Regulations were amended to equalize vocational teachers' licensing standards with those of academic teachers, as well as updating the criteria and fees relating to the testing requirements for language requirements for international teachers to reflect province's participation in the Pathways to Teach Canada program. The amendment was proclaimed in the Royal Gazette on October 12, 2024.

# EDUCATION and EARLY YEARS

## *Education Act Student Regulations*

The *Education Act's* Student Regulations were amended to provide criteria for the designation of individuals as independent students, as well as to align the Regulations with statutory revisions to the appellate process for those designation decisions. The amendment was proclaimed in the Royal Gazette on February 8, 2025, and came into force on February 14, 2025, concurrently with the proclamation of amendments to the *Education Act*.

## **Ministerial Directives**

The Department issued the following Minister's Directives for the 2024-2025 fiscal year:

- MD 2024-02 Granting of Senior High Graduation Diploma and Transition Certificate in the English Language Education Program (subsequently replaced)
- MD 2024-03 Education Authority Staffing and Funding Program for the 2024-2025 School Year
- MD 2024-04 Granting of Senior High Graduation Diploma and Transition Certificate in the English Language Education Program
- MD 2024-05 Granting of Senior High Graduation Diploma in the French First Language Education Program
- MD 2024-06 Responsible Use of Communication and Information Technology
- MD 2025-01 School Calendar for the 2025-2026 School Year (subsequently replaced)
- MD 2025-02 School Calendar for the 2026-2027 School Year (subsequently replaced)
- MD 2025-03 School Calendar for the 2025-2026 School Year
- MD 2025-04 School Calendar for the 2026-2027 School Year

## **Minister's Advisory Council on Lifelong Learning**

The Minister's Advisory Council on Lifelong Learning (MACLL) was formed during fiscal year 2022/23 to provide the Minister of Education and Early Years with input from community members on education-related issues. The establishment of MACLL marked a progressive shift toward more inclusive and community-driven approaches to shape educational policies, ensuring that the diverse perspectives of this citizens' Council inform key departmental initiatives such as the Inclusive Education Action Plan, enhance partnerships and collaboration to support innovation and engagement with community to support *Strategic Goal 5: Ensure the education system is responsive and provides avenues for public engagement* and *Strategy Statements 5.3.1. Support the operations of the Minister's Advisory Council on Lifelong Learning* and *5.3.2. Enhance community engagement to help the Department to identify, and be responsive to, community needs*.

The Council consists of 14 community members from across the Island selected through an Engage PEI process. There are currently two (2) vacant seats. Bill Whelan and Kathleen Flanagan are the co-chairs of the group and they guide the Council's work in accordance with its Terms of Reference. MACLL has been meeting three times per year since the initial meeting in February 2023.

The Minister and Deputy Minister regularly attend to discuss the issues brought forward by the members and emerging topics brought forward by the Minister. At a recent meeting, the Council's work has shifted to help inform four (4) areas of departmental focus, including social-emotional learning, AI use in education and communications strategy. Looking ahead, MACLL will continue to support the development and implementation of the Inclusive Education Action Plan and ensure community feedback

# EDUCATION and EARLY YEARS

informs future system-wide improvements.

## **Pan-Canadian Joint Consortium for School Health**

The Pan-Canadian Joint Consortium for School Health (JCSH), established in 2005, is a partnership of federal, provincial and territorial governments working together to promote the health, well-being and achievement of children and youth in the school setting. The current five (5) year mandate (2020-2025) continues to bring together key representatives of government departments responsible for health and education to:

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

The primary work of JCSH is to take a health promoting, school-based approach to all matters impacting the intersection of health, well-being and learning in the school setting. To this end, JCSH priorities align well with the 2023-2025 Strategic Plan of the Department: supporting diversity, equity, inclusion; social emotional learning; responding to the Truth and Reconciliation Commission's Calls to Action; supporting evidence-informed practice.

JCSH is committed to ongoing monitoring, evaluation and accountability, as well as ensuring that our resources and focus areas reflect the most current research, practice and technological capabilities. For 2024-2025 a number of task groups and advisory committees helped to maintain this commitment:

- Annual Work Plan
- Evaluation Implementation
- Healthy School Planner
- Reconciliation Advisory Committee
- Research Network
- Resource Hub
- School Well-being Toolkit Revision
- Youth Engagement Toolkit Revision

## **PEI School Athletic Association**

The PEI School Athletic Association (PEISAA) is the body responsible for the administration of school sport in PEI according to the rules and expectations of the Department and the provincial school boards, under the auspices of the *Education Act*. This involves organizing and administering school sporting events and training and monitoring volunteer coaches and officials. PEISAA activities contribute to achieving *Strategic Goal 3: Foster the well-being and resiliency of learners, educators, and community*.

Recent projects include:

- 2024-25 - The PEISAA contracted to produce five (5) videos promoting school sport. Three (3) of the videos, "Dear Mom and Dad", "Dear Student" and "Success Stories" were released this year;

# EDUCATION and EARLY YEARS

- In order to ensure student safety, all PEISAA coaches must complete "Safe Sport" training as well as "Making Headway", an online concussion course offered by the National Coaching Certification Program. To date over 1,000 coaches have completed "Safe Sport" training;
- The PEISAA full Policy Manual was reviewed and recommendations made to the executive for adoption of new and updated policies;
- PEISAA added a new commissioner coach position, March 2025, to oversee and coordinate coach training and coaching certification;
- September 2024 - We discontinued league all-star awards as this was a duplication of individual school awards. Each individual school will award two (2) per sport at their own award banquet;
- November 2024 - PEISAA Awarded the PEI Special Olympics Presidents Award for the work on the sport of Unified Bocce as an all-inclusive sport. Unified Bocce was made an official sport in the PEISAA calendar for 2024 after a two-year pilot project with Special Olympics PEI;
- Reached capacity with Special Olympic athletes for track and field and have expanded their offering for 2025;
- A new technical document was created for gymnastics to bring it more in line with current practices. A new vault pilot which was well received and will be fully implemented next year;
- Increased the PEISAA student scholarship to \$1000 from \$500; and
- PEISAA Outstanding Student-Athlete Awards are awarded annually and are separate from athletic awards. They are based on academic performance and participation in school sport. The philosophy that drives school sport is based on the ability of a student to combine athletic ability and academics as students strive to be the best they can be. It has been, and continues to be, an emphasis of the PEI School Athletic Association that schools will expect their student athletes to maintain an academic standing relative to the student's ability. The emphasis of school sport toward the student athlete and away from the athlete, thus further separating school athletics from amateur sport and providing the academic focus that the PEISAA must have in place to fulfill its mandate:
  - Grade 12 student and in full-time attendance;
  - Six (6) Grade 12 Credits;
  - 85% academic standing after the 2nd semester midterm report for the certificate;
  - Certificate for all who qualify; and
  - PEISAA Medal for the top female and male of each school to be awarded at graduation ceremony or school awards banquet.

## School sport highlights

- PEISAA is the only provincial school sport organization that offers competition to all levels of students in the Province across six (6) age classifications from Grade 3-12;
- Provide extracurricular interscholastic competition for 66 Member Schools;
- Offers over 102 Provincial Championships, 10,000+ student athletes, 18 team and individual sports;
- Support provided by over 1,000 volunteer coaches, convened by 24 sport commissioners and a volunteer Executive;
- Approved a Grade 9 power lifting pilot to launch in 2026;
- Conducted a comprehensive review of the 2024-25 basketball season and made recommendations for official development, league structure, schedule format and length of season;
- Brought PEI Police Association on as a major sponsor for Rugby for a 5-year period. This is a good fit with PEIPA being able to offer direction for students interested in law enforcement;
- East Link TV televises selected team sports on their platform;

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- Partner with PEI School Milk Foundation to deliver chocolate milk to all of our provincial championships;
- Planning to introduce championship banners at the bantam age group for 2026;
- Expanded the Flag Football league into multiple tiers. Expanded to A in Senior and A tier 1 and tier 2 in intermediate; and
- Have private school agreements with the Mount, Immanuel Christian and Grace Christian schools so they can compete in athletics.

## **Provincial Learning Materials Distribution Centre**

The PLMDC orders learning materials on behalf of all publicly funded Island schools. The PLMDC also orders materials for English and French Consultants in the Department and supplies home schoolers with resources.

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

## **Research and Corporate Services**

In 2024-25, Research and Corporate Services finalized a strategic plan (2023-2026) to guide the future work of the Department, supported new initiatives for promoting school attendance, inclusive education, researched areas of importance to schools including artificial intelligence and continued to prioritize school health, student well-being initiatives and the integration of technology into the classroom.

## **Student Well-being Teams**

The Student Well-being Teams (SWT) are in place to empower strength, resilience and well-being in Island school-aged children and their families. The SWT is a tri-departmental program comprised of the Departments of Education and Early Years, Justice and Public Safety and Health PEI that support *Strategic Goal 3: Foster the well-being and resiliency of learners and communities. These teams include registered nurses, social workers, outreach workers and family support workers who help students and families to develop coping strategies, emotional and self-regulation strategies, executive function skills, life skills, social skills and much more.*

Support is offered through well-being activities focused on education and prevention (i.e. healthy eating and positive relationship presentations); brief interventions are purposeful in the moment supports provided to clients and non-clients (i.e. scheduled drop in clinic, open office time); group activities focused on specific skills (i.e. emotional regulation, social skills); individual support focused on specific skills and coping strategies (i.e. anxiety, depression).

## Ongoing Projects/Initiatives

- Group and one on one services are occurring in areas such as Unified Protocol (a form of Cognitive Behavior Therapy, Behavior Therapy and Dialectical Behaviour Therapy), Coping Skills, Social Skills and Positive Parenting programs;



# EDUCATION and EARLY YEARS

- Our continued operationalization work includes implementing changes based on various survey results including updating presentations, increasing visual representation of SWT in the schools, sharing information with classroom teachers directly and refining surveys to make them more effective and efficient;
- Continued development of Outcome Measurements to measure SWT effectiveness by setting base line performance metrics and targets for 2024-2025; and
- Process improvements include the approval of our first official SWT policy with six (6) others in various stages of review.

## New initiatives

- Introduction of two additional Family Support Workers (FSW) in the Charlottetown and Summerside area families of schools (FOS) and expanding the Montague FSW to include Morell and Souris FOS;
- Provision of virtual parent groups offering varied time and flexibility for parents, as well as province wide support;
- Use the "Stop, Start, Continue" evaluation framework to review and improve processes and team dynamics. Two SWT have completed with a goal to reach the others in the next school year; and
- Investigating case management software options to improve service to students as well as creating a more effective and efficient workflow for staff.

## Accomplishments/Highlights

From September 2024 - March 31, 2025, SWT:

- received 606 new referrals;
- supported 530 students through individual and group services;
- engaged in 775 well-being activities, reaching 35,248 students, 320 parents, 1586 classes and 1937 teachers;
- completed 37 groups, reaching 150 students and 20 parents; and
- provided 593 brief interventions.

## **Technology**

The technology section works to improve teaching and learning by enhancing technology use in Island classrooms. It supports *Strategic Goal 2: Provide high quality, inclusive learning opportunities that promote learner engagement, Strategy Statements 2.3.2. Participate in the Atlantic Student Tracking System to acquire data to inform future policy and program development; 2.3.3. Improve access to data to facilitate evidence based decision making and 2.3.4. Expand the PowerSchool student information management system to enhance communication with parents and provide more functionality to educators.*

## Ongoing Projects/Initiatives

- Reviewing substitute teacher and Canadian Union of Public Employees laptop inventory and practices for schools;



# EDUCATION and EARLY YEARS

- Affiliated schools in Egypt, Turkey and China reported on progress using a separate PowerSchool instance, including running report cards using reporting terms similar to those in PEI schools;
- Started rolling out E-collect in both PSB and CSLF in PowerSchool. E-collect allows parents, staff and students to easily share information using online forms through PowerSchool; and
- Working with IT Shared Services to update the PSB and three (3) CSLF School's KOHA library system.

## Accomplishments/Highlights

- Submitted first set of data to the Atlantic Student Tracking System project that will help us understand what kind of outcomes Island students are seeing after graduation and moving to the work force. That data will be available in late 2025;
- Attendance data is available to administrators and decision makers;
- Rolled out digital report cards using PowerSchool Document Management for the CSLF; and
- Developed a proactive plan for refreshing and supplying Chromebooks to schools based on ratios that were established by English and French Programs. Added an Attendance Concern Tracking dashboard to PowerSchool to track intervention and communication around students for whom staff have concerns about absenteeism, aligning with the PSB's updated attendance policy.

## **Universal School Breakfast and Snack Programs**

- All public schools and alternative education sites provide either a breakfast and/or a snack program which has achieved the Mandate Letter Commitment to "Explore the creation of a universal breakfast program for both the PSB and the CSLF" and makes a significant contribution to achieving *Strategic Goal 3: Foster the well-being and resiliency of learners and communities*;
- School-based programs are available free of charge for students and are provided in a universal and non-stigmatizing way;
- Financial support (\$495,000 in 2024-25) was provided by the Department to 73 schools (56 PSB, 12 PSB Alternative Education, and five (5) CSLF (one (1) CSLF school had a program but did not request funding); and
- Funding to school-based breakfast/snack programs:
  - increase the number of programs available and encourages healthy eating;
  - ensure that more students come to class prepared to learn;
  - support nutrition habits which positively impact academic achievement; and
  - 102 programs (69 breakfast, 33 snack) provided approximately 77,300 breakfasts and snacks to 17,000 students each week; which is approximately 77% of the student population.

## English Education, Programs and Services

The English Education, Programs and Services (EEPS) Division is responsible for providing leadership, coordination and support in developing quality English language curricula. The division provides support services and resources for more than 1,700 teachers and 21,000 students from Kindergarten to Grade 12.

### Curriculum

#### Ongoing Work

Currently there are 18 curricula under development and two frameworks to support curriculum development which supports the achievement of *Strategic Goal 2: Provide high quality, inclusive learning opportunities that promote learner engagement; Strategy Statements 2.1. Advance diversity, equity and inclusion throughout Department programs and services; 2.1.2. Seek advice from Indigenous leaders in the development of education programs and services related to Indigenous education; 2.1.3. Explore opportunities to expand Indigenous course offerings and integrate Indigenous knowledge across grade levels and subjects within the provincially approved curriculum; and 2.1.4. Research, develop and support the use of existing and new provincially authorized curricular resources that promote diversity, equity, and inclusion.* It also contributes to meeting the *Mandate Letter Priority: Expand the curriculum to include course offerings on local Indigenous history.*

- Curricula under development includes: Grade 1 and Grade 2 Music; Grades 1-5 Integrated; Grade 9 Social Studies; Grade 11 Mi'kmaw Studies; Grade 7-9 Career and Technical; Education; Math 801A; English as an additional language suite (EAL701A, 701B, 702C, 702D); Grade 11 and Grade 12 Cooperative Education Grade; Science 401A; Grade 10 Math Bridging;
- The Department, with feedback from Indigenous communities, the Indigenous Education Advisory Committee and the Indigenous Relations Secretariat, is working to create an Indigenous Education framework;
- Amendments to the Grade 3 and Grade 4 General Curriculum Outcome 4 related to reading have been made to support the Science of Reading research. This was a continuation of the amendments made to Grades K-2 English Language Arts; and
- Grades 1-9 Digital skills framework has been developed and was informed by Learning for the Digital World; a Pan-Canadian K-12 Computer Science Education Framework.

#### New Initiatives:

The following new initiatives in curriculum contribute to achieving *Strategic Goal 1: Support lifelong learning through best practices and programs from Early Years to Grade 12; Strategy statements 1.2. Support the ongoing development of effective instructional strategies in Island classrooms and 1.2.2. Implement research-based early literacy programs and practices at the primary level:*

- Amendments to the Grades K-2 English Language Arts General Curriculum Outcome 4 related to reading was implemented;
- Grades 2 and 3 received a classroom library refresh with books supporting diversity, social emotional learning and Indigenous ways of knowing;

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- Grades 1-3 Health Kids in the Know resource is being piloted to support building skills that increase personal safety and reduce the risk of victimization online and offline;
- Grade 6 integrated curricula was implemented. Grade 5 integrated curriculum was piloted, including the addition of resources to support diversity, social-emotional learning and Indigenous ways of knowing; and
- New Grades 5 and 6 Music curricula were implemented. Grades 1 and 2 Music was piloted with implementation scheduled for the fall of 2025.

The following new initiatives in curriculum contribute to achieving *Strategy Statements 2.2. Support the learning needs of all students by providing inclusive, engaging and relevant programming. 2.2.1. Develop high school programming that focuses on essential graduation competencies. 2.2.2 Establish new opportunities for students to develop global competencies through flexible and experiential learning and 2.2.6. Pilot and Implement the Essential Skills Achievement Pathway.*

- Grades 7-9 Exploratory: Life Skills - Foods was implemented;
- Grade 8 Social Studies was implemented with new supporting resources. Grade 9 Social Studies was piloted with implementation scheduled for the fall of 2025;
- In partnership with the Department of Housing, Land and Communities, and the Construction Association of PEI, carpentry programs in two (2) high schools are building tiny homes that could help people in need of affordable housing;
- Accounting 801A was implemented;
- Cooperative Education has been piloted with implementation planned for the fall of 2025; and
- The Essential Skills Achievement Pathway (ESAP) has been implemented in all 10 high schools this year. This is a unique program providing an opportunity for students to earn a high school diploma that prepares them for the current skills-based economy as well as future work. The program consists of personalized learning opportunities that allow students to explore their skills, talents, abilities and interests while intentionally attaining the nine (9) federally identified Skills for Success.

## Leadership and Learning

Leadership and Learning refers to the professional learning of instructional staff in the PSB including the optimization of practices, processes and systems to support student achievement. While staff at all grade levels receive professional development throughout the school year, the following are some of the highlights from 2024-25 which contribute to achieving *Strategy Statements 3.3 Educate students on the issue of climate change to become action-oriented and engaged citizens; 3.3.1. Increase the opportunities for, and delivery of, climate change education across subjects and grade levels. 3.3.2. Enhance promotion and support for outdoor education grants and the Mandate Letter priority: Establish outdoor learning spaces to stimulate new educational opportunities and a greater appreciation for our natural environment.*

- Professional learning opportunities related to sustainability and climate continues to be provided to Island teachers;
- Outdoor Learning Grants continue to be provided to fund outdoor activities, including day trips, conservation projects, outdoor classrooms and play spaces, weather stations, school gardens and more. The goal of the grants program is to help kids learn important skills while providing meaningful outdoor learning opportunities that transcend traditional classroom settings; and

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- In partnership with STEAM PEI and YouCAN funding, all Grade 5 teachers received professional learning supporting climate change and sustainability.

## Literacy

A review of existing practices in primary literacy instruction based on the Science of Reading research continues. The following Science of Reading-aligned recommendations have already been initiated and are being supported by teacher training and literacy coaches. This work contributes to achieving *Strategy Statement 4.2. Respond to current and emerging public education research and trends and 4.2.1. Improve Island students' literacy by reviewing current literacy practices and implementing changes based on emerging research findings.*

- Foundations (a primary reading program) has been implemented in all Grade 3 classrooms with training for 70 teachers, impacting 1309 students;
- Foundations Tier 2 Intervention, an additional small group intervention, was implemented from K-3, involving the training of 24 additional teachers;
- Additional decodable books were purchased for K-2 classroom use and all 130 K-2 teachers were provided with training using decodable texts with an introduction to Grade 3 to support reading instruction, which will impact over 2000 students;
- The Department partnered with PSB Student Services in piloting Just Words, a Wilson Tier 2 intervention, at 12 schools; and
- Grade 4 teachers received a new program for Word Study, Bug Club Morphology, to be used by classroom teachers. 63 teachers were trained in this new program.

## Numeracy

- A new Grade 7 and 8 Math resource focusing on differentiated instruction was piloted for implementation in 2025-26;
- Training in assessment practices and moderated marking of School-based Mathematics Assessments was provided to teachers of Grades 3 and 10; and
- Math manipulatives to support conceptual understanding were supplied to K-9 classrooms.

## Cultural Competency

Work continues on developing cultural competencies for students and educators in pursuit of *Strategy Statements 2.1: Advance diversity, equity and inclusion throughout Department programs and services and 2.1.6. Promote greater cultural competency in the public education system through professional learning for educators.*

- A third cohort of 15 EEPS staff completed an eight-week anti-racist pedagogy course to inform program development and enable support for teachers and school leaders with issues of diversity, equity and inclusion;
- PRISM (Promoting Rights Identity and Self-Actualization of Marginalized People) Educator Volunteer Training - a second cohort of 25 teacher participants from across all Island schools completed three (3) days of allyship training aimed at developing an understanding of the importance of cultural competency, identifying bias, understanding the needs of diverse populations

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and becoming familiar with strategies and resources to support teachers and students in their schools; and

- PSB principals received training in Courageous Conversations, including responding to micro-aggressions and racist language.

## Social Emotional Learning

SEL continues to be an area of focus as SEL has been shown to improve student achievement and increase their positive experiences in school. *Strategy Statement 3.2 Develop and cultivate educator's social/ emotional competencies and build their expertise and skills to lead social emotional learning initiatives and interventions in the school community. Develop learners social and emotional skills through curriculum and instruction. Mandate Letter Priority: Continue to promote and educate the importance of social-emotional learning at all levels through professional development.*

- All 56 PSB principals continue to receive ongoing training in SEL and leading SEL initiatives in their schools;
- 389 teachers have engaged with SEL training provided by Dr. David Tranter (author of The Third Path: a relationship-based framework for supporting student well-being and achievement) on creating safer and more inclusive classrooms; and
- All PSB schools have identified actions/strategies aligned with the goal of improving student wellbeing through the integration of SEL into schoolwide climate and culture.

## Provincial Assessment Program

New initiative on the Provincial Assessment Program (PAP) in 2024-2025 works towards: *Strategy Statement 2.2: Support the learning needs of all students by providing inclusive, engaging and relevant programming and 2.2.2. Establish new opportunities for students to develop global competencies through flexible and experiential learning.*

- The first provincial and school-based assessments since the program revision were administered in spring 2024;
- Provincial Assessments in Grade 6 Mathematics and Grade 9 Writing, being developed by teachers and the Department were administered in the spring of 2024. A random representative sample was marked and data recorded informing policy, resource allocation and professional learning;
- School-based Assessments in Grade 4 Writing and Grades 3 and 9 Mathematics were administered, marked and recorded by teachers;
- A Grade 10 school-based Mathematics assessment was developed by Department staff and teachers and was administered for the first time in January 2025 and marked and recorded by teachers; and
- Professional learning on fair assessment practices and moderated marking was provided to teachers administering school-based assessments.

## PEI Teacher Induction Program

Approximately 76 probationary teachers completed virtual induction training (including SEL and Diversity Equity and Inclusion) developed by EEPS staff in collaboration with the PSB and PEI Teachers Federation. *Strategy Statement 4.2. Respond to current and emerging public education research and trends. Enhance the professional learning experience of beginning educators.*

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## Accomplishments/Highlights

- In collaboration with the ACT Foundation (Advanced Coronary Treatment), Health PEI and local businesses, Phys Ed 401 teachers across the province are now trained in CPR, AED use and opioid overdose response to empower high school students with these skills;
- A skilled trades grant initiative continues to be implemented to support teachers with funding to expand skilled trades programs and opportunities in our schools;
- Over 150 high school students competed in the provincial Skills Canada competitions for trades and technology;
- Skills Canada National Competition (End of May, 2024) - 18 high school participants;
- Provincial Science Fair - more than 175 participants; and
- Provincial Heritage Fair - more than 150 participants.

## **Finance and Administration**

The Finance and Administration division provides administrative and financial support services to the Department and public-school system in compliance with legislation and established government and Department policies. The division is responsible for budget development and control, accounting, purchasing, payroll support for education authorities, the School Construction and Repair program and is a liaison with education authorities. The division also provides support services and advice on matters of a financial or administrative nature to all other divisions and to the education authorities.

Its primary responsibilities include:

- Financial management including budgeting, accounting, procurement and payroll;
- Public school staffing and funding; and
- Financial oversight of the School Construction and Repair Program.

## French Education, Programs and Services

The French Education, Programs and Services (FEPS) Division exists to support the province's 62 schools in offering French-language education programs (French First Language, French Immersion and Core French programs). Members of the division are responsible for the development, implementation and renewal of curricula, selection of appropriate educational resources to support teaching and learning, providing professional development opportunities and French cultural programming offerings. The division works in collaboration with both CSLF and PSB to ensure access to high quality French-language education for all students in the province.

### Curriculum

#### Ongoing Work

The curriculum and instruction work of the division is focused on *Strategy Statements 1.2. Support the ongoing development of effective instructional strategies in Island classrooms; 1.2.1 Continue the incorporation of play-based learning in kindergarten classrooms. 4.2. Respond to current and emerging public education research and trends and 4.2.1. Improve Island students' literacy by reviewing current literacy practices and implementing changes based on emerging research findings.*

#### Elementary (Grades K-6)

- Kindergarten curriculum in pilot with a Play-based learning focus;
- Kindergarten - Integrated Units - in development with an Inquiry-based learning focus;
- Kindergarten readiness pilot project;
- Grade 1 Literacy "Traitement alphabétique" - Phonics – implementation;
- Grade 2 Literacy "Traitement alphabétique" Phonics – pilot; and
- Grades 4-6 Integrated Units - implementation (year two of implementation) with an Inquiry-based learning focus.

#### Core French (PSB Grades 4-6)

- Grades 4-6 Continue to support teachers and students.

#### French language Arts (CSLF)

- Kindergarten curriculum in pilot with a Play-based learning focus;
- Kindergarten - Integrated Units - in development with an Inquiry-based learning focus;
- Grade 1 French Language Arts implementation;
- Grade 1 Literacy "Traitement alphabétique" – Phonics;
- Grade 2 Literacy "Traitement alphabétique" (Phonics) in development;
- Grades 4-6 implementation (year two of implementation) with an Inquiry-based learning focus;
- CSLF - Grade 6 writing assessment;
- Oral communication sample collection (Oral communication project – K - 12); and
- Training in oral language development teaching strategies.



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## **Math (PSB and CSLF)**

- Purchase of mathematics manipulatives and digital supports for teachers and students;
- Training for new mathematics teachers (K-6) – two (2) meetings;
- Training for teachers on new mathematics resource (three (3) mini sessions);
- CSLF - Grade 3 mathematics assessments – implementation;
- CSLF - Grade 4 mathematics assessments – pilot; and
- CSLF and PSB - Grade 9 mathematics provincial assessment.

## **Art and music (CSLF)**

- CSLF - K-6 Visual Arts curricula in development.

## **Other Subjects (PSB and CSLF)**

- PSB - Grade 4 French Immersion English Language Arts in development;
- CSLF - Grades 7-8-9 Physical and Health Education curricula in development;
- FSAD (Drama Festival) - Inclusion of French groups;
- STEAM PEI - electricity and climate change workshop (Grade 6 teachers); and
- Various professional development sessions and opportunities were provided to Teachers.

## **Junior/High schools (7-12)**

### **French Language Arts (PSB)**

- Grades 7-12 continue to support teachers and students.

### **French Language Arts (CSLF)**

- Grade 7-8-9 Progression of grammatical concepts;
- Grade 9 and 10 French Language Arts implementation;
- Grade 11 and 12 French Language Arts in pilot; and
- Update classroom libraries.

### **Core French (PSB)**

- Continue to support parents and teachers.

## **Math (PSB and CSLF)**

- CSLF - Updating Grades 10-12 curriculum guides; and
- Purchase of mathematics manipulatives and digital supports for teachers and students.

## **Sciences (PSB and CSLF)**

- CSLF - Biology 11 and 12 (BIO521M/BIO621M) in pilot;
- Climate change, reconciliation in science, differentiation in science; and

# EDUCATION and EARLY YEARS

- Support and training - labs, outdoor apps.

## **Social Studies (PSB and CSLF)**

- Grade 7 Social Studies – implementation;
- Grades 8 Social Studies curriculum – pilot;
- Grade 9 Social Studies - in development; and
- Guided tours—historic site—Western end of PEI.

## **Exploratory modules (PSB and CSLF Grades 7-9)**

- Grades 7-8-9 exploratory modules implementation; and
- Grades 7-8-9 exploratory modules in development.

## **Art and music (CSLF)**

- Music 7-12 curriculum – in development.

## **Leadership and Learning**

Activities in these areas work towards achieving *Strategic Goal 2: Provide high quality, inclusive learning opportunities that promote learner engagement; Strategy Statement 2.1. Advance diversity, equity and inclusion throughout Department programs and services. 2.2.1. Develop high school programming that focuses on essential graduation competencies; and 2.2.2. Establish new opportunities for students to develop global competencies through flexible and experiential learning.*

## **Initiatives (PSB)**

- DELF (Diplôme d'Études en Langue Française,) French Immersion Grade 12 and Core French;
- PPL – Programme de perfectionnement linguistique;
- TCOs – Oral Language Competency Assessments for French Second Language teachers; and
- Various professional development sessions and opportunities were provided to teachers.

## **Initiatives (CSLF)**

- SEL initiatives with vice-principals;
- Various professional development sessions and opportunities were provided to teachers;
- Videos/capsules with Sexplique (organization out of Quebec) - teacher training on sexual health education; and
- Trades courses:
  - Three-day woodworking training with Holland College;
  - Four-day mechanics/welding training with Holland College;
  - Creation of official occupational safety documents and other documents, fact sheets, etc.;
  - Purchase and installation of Computer Numerical Control machines a computerized, automated machine that uses pre-programmed software to perform tasks like cutting, drilling, or milling with high precision (in four schools); and
  - Greater contact with Skills Canada for competitions/mentoring/Red Seal.

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## Francisation

- Continue to support francisation stakeholders; and
- Continue with the purchase of materials for francization.

## Technology

- Ensure the delivery of distance education courses; and
- Representing French programs on the Digital Strategy Committee.

## Diversity, Equity, Inclusion and Accessibility

- Continue to collaborate with partners on Diversity, Equity and Inclusion; and
- Continue to update our collective progress on the Calls to Action related to education (from the Truth and Reconciliation Commission of Canada: Calls to Action).

## Intervention préventive en lecture-écriture /**Reading Recovery**/ Primary Intervention Program

- Providing continuing training to Intervention préventive en lecture-écriture (IPLÉ) teachers;
- Provide support to schools offering the intervention;
- Provide professional development opportunities to returning Primary Intervention Program teachers; and
- Provide regularly scheduled support to schools with five (5) cycles in each area of the province.

**French Cultural Development** contributes to *Strategy 5.1.1. Increase collaboration with the education system to improve French language and culture learning opportunities for students.*

- Coordinate and hire French monitors for the school system and provide professional development;
- Coordination of Explore and Clic programs - including presentations in schools;
- Develop cultural programming for schools and provide French cultural grants for schools;
- Coordinate the PPL (Language Development Program) for teachers;
- Relaunch of Jeunesse Acadienne;
- Work in collaboration with the promotion agent;
- Co-manage the “Art to the Schools” program;
- French for the Future program;
- Coordination of the ODYSSEY French Language Assistant program in CSLF schools and training of language instructors;
- School cultural programming for the six (6) French-speaking schools as well as the administration of the Cultural Activities and Out-of-Province Cultural Trips fund for schools; and
- Scholarship management and participation in conference and summer institutes for teachers.

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## Human Resources

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

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

In addition to the above, employees of the PSC are assigned to government departments to lead, support and provide counsel on day to day human resources and operational initiatives. In 2024-2025, the human resources team assigned to the Department proudly:

- Processed payroll for approximately 270 employees;
- Facilitated the classification of 18 positions;
- Supported and conducted 58 internal and external competitions;
- Hired 44 employees that included casual, contract and permanent positions, along with secondments, PSC casuals and PSC temporary assignments;
- Assisted employees with accessing and receiving funds from the Unionized or Excluded Development and Training Fund in order to pursue external learning opportunities that enhanced their current job skills or potential future responsibilities relevant to the public service;
- Promoted, assisted and encouraged employee participation in the PSC Pathways for Learning courses, as well as the GPEI Insights Transformation Leadership Program (formally Mid-Level Leaders) and the Leaders in Action Program; and
- Supported senior management and employees with important human resource functions such as succession planning, compensation, benefit & pension information, classification of positions, Treasury Board submissions, union grievances, workplace investigations, performance management, occupational health & safety and employee engagement.

# EDUCATION and EARLY YEARS

## Libraries and Archives

The Division of Libraries and Archives within the Department consists of two (2) different sections: Public Library Service and Public Archives and Records Office.

### Public Library Service

The Public Library Service (PLS) is responsible for the administration and operation of PEI's province-wide public library system as well as the provision of technical services to the Province's school libraries. The PLS consists of 25 public libraries - which includes three (3) French language libraries – along with an administrative Headquarters office in Morell. The PLS operates on a partnership model between the Provincial Government and participating communities. The Provincial Government provides library materials, library staff, administration, technology and technical services, while local communities are responsible for securing and maintaining the library's facility and its equipment/furnishings.

#### Ongoing work

The division continues to make progress towards *Strategy 2.1: Advance diversity, equity and inclusion throughout Department programs and services; 2.1.5 Conduct diversity audits to ensure the availability of inclusive programs and collections in public library service.*

The PLS is currently undertaking a diversity audit of its picture book collection. To date, over 1,000 children's picture books (that have been used in library Storytime programming) have been surveyed. Library staff are currently coding and assessing the content of these picture books. This process will generate a report that will indicate the current level of diversity content in the library's picture book collection and offer guidance on how to maintain diversity standards in future library story time book selections.

### Welcoming Spaces

A primary focus of the division is achieving the goals of *Strategy Statement 3.4: Ensure libraries serve as community centers that offer welcoming and safe places for lifelong learning and 3.4.1 Create welcoming and safe community spaces in all library locations with initiatives such as gender neutral washrooms, standard signage, and social supports in urban branches.*

The PLS continues to maintain and develop new partnerships with various community organizations that have a diversity/inclusion focus. These partnerships are reflected in the variety of free public programming offered at libraries as well as the materials and resources available in the library's borrowable collection. The PLS collaborates with local organizations such as IRSA (Immigrant & Refugee Services Association), PEERS Alliance, Pride PEI and the Black Cultural Society of PEI.

In 2024, space amenities, such as air-conditioning, gender-neutral washrooms and accessible building access, were inventoried by the PLS for each of its 25 library branches. This information was added to each location's information page on the government website.

Social Stories for each library branch were refreshed in 2024 in order to help assist patrons who have autism or other sensory processing conditions. These updated social stories are included on each

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location's information page on the government website. In-house and borrowable page magnifiers were added to the library's collection to assist patrons with print disabilities.

## **Bridging the Digital Divide**

The library service is also committed to serving the public through *Strategy Statement 3.4.2. Support bridging the digital divide for library patrons through the provision of additional technology services.*

- Partnered with Radio-Canada to provide Islanders with free access to its Ohdio collection - i.e. French eAudiobooks;
- Through ongoing partnerships with the Department of Social Development and Seniors and the Department of Health and Wellness, free space is provided at various public libraries for Seniors Navigators and Patient Navigators to meet with community members;
- A standardized program of de-cluttering and re-organizing library spaces was created to prioritize accessibility, inclusivity and hospitality in each library branch. With preliminary work completed, this program will be implemented in 2025-26;
- The installation of panic buttons and security systems at single-person library branches is currently being explored with a targeted implementation in 2025-26;
- The PLS added Playaway LaunchPads to its borrowable collection. LaunchPads are secure, pre-loaded learning tablets for children. Each Launchpad is pre-loaded with high-quality, learning apps, grouped by age, subject area and theme; and
- The Charlottetown Library Learning Centre Foundation, a non-profit group supporting the Charlottetown Library, launched a fundraising campaign in 2024 to procure portable, mobile Wi-Fi Hotspots for the library's loanable collection. This initiative is working to establish a Wi-Fi Hotspot Lending Program to help improve internet access for Islanders.

## **The Library of Things**

The Public Library Service continues to add new items to its borrowable Library of Things collection in pursuit of *Strategy Statement 3.4.3. Enhance literacy with new initiatives, including physical/digital programs and expand the library of things collection and makerspace programming.* Additions over the past year include:

- Yoto Players (screen-free, portable audio players for children that play audiobooks, music, podcasts, etc.);
- Pickleball sets;
- STEAM (science, technology, engineering, arts and mathematics) items such as lightboards, spirographs, brainflakes, bridge builders and marble runners; and
- Wellness kits (include Heart Health kits with blood pressure monitors, pulse oximeters, information sheets and various books and Cognitive Care kits designed for individuals who are experiencing cognitive impairment, dementia or Alzheimer's. Kits include card games, fidget items, books, board games, puzzles and various information sheets).

## **Public Archives and Records Office**

The Public Archives and Records Office (PARO) is comprised of the Public Archives and the RIM unit. The Public Archives acquires, preserves and makes publicly available both records from the Provincial

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Government and private-sector papers of historical value. The RIM unit is responsible for providing central recorded information management services and support to all departments, agencies, corporations and commissions within the Provincial Government.

The following initiatives help achieve the goals of *Strategic Statements 4.3: Provide leadership to public bodies and members of the public in addressing emerging archival and records management issues; 4.3.1. Lead the cross-Government "Records and Information Management Strategy" (2024-2027) for public bodies and 4.3.2 Guide public bodies in the identification of vital records and provide advice in methods of safeguarding the records from the effects of climate change.*

- The RIM unit published its updated strategy: “One Box at a Time: Records and Information Management (RIM) Strategy and Three-Year Plan 3.0, April 2024 - March 2027”. The goal of this strategy is to continue to improve RIM compliance in government departments, agencies and commissions and to ensure that government records are maintained and preserved;
- A new position of Provincial RIM Officer was created to ensure that the records and information management needs of the Province could be more effectively met;
- The RIM unit continues to work with IT Shared Services (ITSS) to plan for a proof of concept (evaluation) and implementation of an Electronic Document and Records Management System;
- Work with public bodies to develop new records retention and disposition schedules and to revise outdated ones is also ongoing since current retention schedules are a prerequisite for the effective management of electronic records;
- Mandatory RIM Basics 101 training is currently under review with the intent of offering a more accessible and user-friendly course. The intent behind revising this training is to help increase both overall compliance and employee retention of key records and information management concepts;
- A vital records policy has been drafted to help public bodies identify and preserve records that are critical to business continuity or that protect government and citizens' assets and obligations. This policy is in the approval/pre-implementation phase; and
- The Summerside Records Centre (Slemon Park) expansion project which created additional capacity for secure records storage was completed in 2024.

## Accomplishments/Highlights

### **Public Library Service 2024 Usage Statistics:**

- 634,042 library items borrowed;
- 151,069 digital items borrowed;
- 4,333 library programs offered attended by 46,133 people;
- 39,143 public computer sessions;
- 47,446 active library cardholders;
- 315,502 people visited the Charlottetown Library Learning Centre, 109,966 people visited the Summerside Rotary Library and 42,000 individuals visited the Montague Rotary Library; and
- 520 room rentals at the Charlottetown Library Learning Centre and 661 at the Summerside Rotary Library.

# EDUCATION and EARLY YEARS

## School and Student Enrolment Information 2024 – 2025

Number of Schools by Authority by Category										
Board	Primary	Primary	Elementary	Elementary	Elementary	Intermediate	Consolidated	Senior High	Other	Total
	K-2	K-3	K-6	3-6	4-6	7-9	K-9	7-12	K-12	
PSB	1	1	22	1	1	8	7	9	1	56
CSLF	0	0	1	0	0	0	0	0	5	6
Private	0	0	0	0	0	0	0	3	2	5
<b>Total</b>	<b>1</b>	<b>1</b>	<b>23</b>	<b>1</b>	<b>1</b>	<b>8</b>	<b>12</b>	<b>12</b>	<b>8</b>	<b>67</b>

Number of Students by Authority by Grade														
Board	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
PSB	1365	1370	1472	1577	1575	1590	1652	1540	1630	1640	1833	1801	1779	20,824
CSLF	89	105	99	117	117	126	107	107	103	96	64	65	61	1,256
Private	32	22	25	35	36	30	35	67	67	43	96	51	62	601
<b>Total</b>	<b>1486</b>	<b>1497</b>	<b>1596</b>	<b>1729</b>	<b>1728</b>	<b>1746</b>	<b>1794</b>	<b>1714</b>	<b>1800</b>	<b>1779</b>	<b>1993</b>	<b>1917</b>	<b>1902</b>	<b>22,681</b>

French Immersion Enrolment by Grade														
Grade	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
<b>Total</b>	<b>358</b>	<b>301</b>	<b>369</b>	<b>363</b>	<b>352</b>	<b>360</b>	<b>337</b>	<b>471</b>	<b>484</b>	<b>520</b>	<b>376</b>	<b>299</b>	<b>305</b>	<b>4895</b>



# EDUCATION and EARLY YEARS

## Financial Statements

Performance Against Budget & Full-Time Equivalents			
	2024-2025	2024-2025	Resources (FTE)
Description	Budget Estimate	Forecast	
Autism Services	\$2,809,200	\$2,809,200	13.00
EAL/FAL	\$689,600	\$689,600	4.00
Early Childhood Development	\$72,900,700	\$83,334,700	34.00
English Education, Programs & Services	\$4,120,200	\$4,055,200	24.50
Educational Services	\$2,143,800	\$2,003,800	20.00
Finance & Administration	\$6,825,000	\$6,605,000	4.00
French Education, Programs & Services	\$3,717,300	\$3,717,300	26.00
Interministerial Women's Secretariat*	\$6,325,700	\$5,910,700	11.00
Leadership & Learning	\$3,289,600	\$3,289,600	21.00
Pan-Canadian Joint Consortium for School Health	\$252,800	\$332,800	2.00
Provincial Learning Materials Distribution Centre	\$970,100	\$1,170,100	2.00
Provincial Library Services	\$3,544,400	\$3,434,400	44.69
Public Archives & Records Office	<u>\$2,760,500</u>	<u>\$2,545,500</u>	<u>36.50</u>
Department Budget Total	\$110,348,900	\$119,897,900	242.69
Revenue (all sources)	<u>\$48,989,500</u>	<u>\$53,547,500</u>	
Net Department Budget	<u>\$61,359,400</u>	<u>\$66,350,400</u>	
Public Schools Branch	\$297,200,500	\$304,600,500	
La Commission scolaire de langue française	\$25,360,700	\$25,645,700	

\* Interministerial Women's Secretariat was included under the Department Budget for the 2024-2025 fiscal year because it was part of the Management Plan. During the fiscal, the division moved to Workforce, Advanced Learning and Population and that Department will report on the division results as part of its Report.

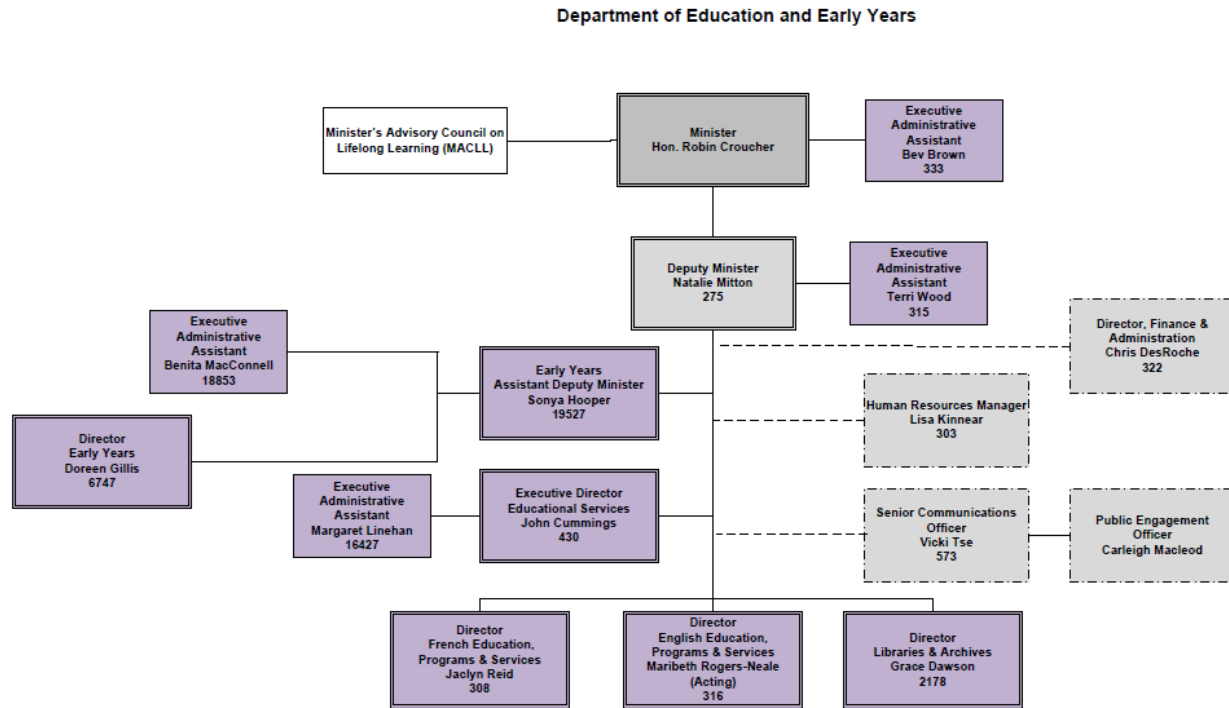
# EDUCATION and EARLY YEARS

<b>Capital Project Budget, 2024-2025</b>		
<b>Capital Budget Area</b>	<b>Budget Estimate 2024-2025</b>	<b>Forecast 2024-2025</b>
School Construction/School Repairs	\$49,888,000	\$55,226,400
School Bus & Vehicle Replacement	\$13,690,000	\$13,690,000
Trades Training Equipment	\$250,000	\$250,000
Classroom Technology Equipment	\$2,212,000	\$2,212,000
Childhood Recreation Fund	\$200,000	\$200,000
Total Equipment	\$2,662,000	\$2,662,000
<b>Total Department Capital Budget</b>	<b>\$66,240,000</b>	<b>\$71,578,400</b>

# EDUCATION and EARLY YEARS

## Organization Chart

Temporary – white  
Excluded – purple  
Central services assigned - grey



Revision Date: March 31, 2025