



Department of Education and Early Years

ANNUAL REPORT

2023-2024



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EDUCATION and EARLY YEARS

MINISTER'S MESSAGE



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

May it Please Your Honour:

I have the honour to submit herewith the Annual Report of the Department of Education and Early Years for the fiscal year ending March 31, 2024.

Respectfully submitted,

A handwritten signature in blue ink that reads "Natalie Jameson". The signature is fluid and cursive.

Natalie Jameson
Minister

EDUCATION and EARLY YEARS

DEPUTY'S MESSAGE



The Honourable Natalie Jameson
Minister of Education and Early Years

Madam:

I am pleased to submit the Annual Report of the Department of Education and Early Years for the fiscal year ending March 31, 2024.

The report outlines the Department's activities from April 1, 2023 to March 31, 2024.

Respectfully submitted,

A handwritten signature in black ink, appearing to read 'Erin McGrath-Gaudet'. The signature is fluid and cursive, with a large initial 'E'.

Erin McGrath-Gaudet
Deputy Minister

Department Overview

The Department of Education and Early Years (EEY) 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. The Interministerial Women's Secretariat, as part of Minister Jameson's portfolio, is also included in the Department.

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 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 resiliency 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.

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Department Structure

Division	Full Time Equivalents
Early Childhood Development	47.00
Educational Services	26.50
English Education, Programs and Services	45.50
Finance and Administration	4.00
French Education, Programs and Services	26.00
Libraries & Archives	81.79
Interministerial Women's Secretariat	7.00

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 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	Student well-being
General and financial administration	Support for preschool children with exceptional needs
Grants to early childhood centres	Support for EAL/FAL programming
Instructional development	Technology support

The Department of Education and Early Years (EEY) received a mandate letter from the Premier on August 8, 2023, which informs the priorities and strategic directions for the Department's ongoing review of its mandate and strategic priorities to maintain the Department's focus on the importance of education to the community, the importance of communication between government and community, and intra-governmental collaboration. Clear communication and collaboration is the basis for EEY to continue developing and delivering education programs that meet the needs of all Island children and prepare them for a prosperous future. The priorities sustain the Department's strategic focus on several critical issues in education:

EDUCATION and EARLY YEARS

- the importance of improving access to the critical early learning period from birth to age three which is a key aspect of shaping the future of our children;
- the ongoing review and continuous improvement of education programs to promote learner engagement and achievement;
- the continuation of active collaboration with all the stakeholders in our children's education to ensure that we have an equitable and inclusive education system that meets the diverse and complex needs of our students;
- the focus on data-based decision-making to ensure that our education system is keeping pace with the rapid rate of societal and technological change;
- the need to foster the resilience of students, educators and the community in the face of the many extraordinary challenges all Island residents have faced in recent years from COVID 19 to Hurricane Fiona to housing and healthcare challenges and the increasing rapidity of climate change; and
- Developing innovative programs to allow students a variety of pathways to success in their lives and work.

In the 2023-2024 fiscal year, the Department of Education and Early Years continued to direct the ongoing efforts to improve the educational experience and outcomes of Island children by removing barriers to access and achievement. The School Breakfast/Snack program was delivered at all Island Schools ensuring that all our students were able to begin their days of learning fortified with good nutrition. The ongoing implementation of the Canada – Prince Edward Island, Canada-wide Early Learning and Child Care Agreement for 2021 to 2026 facilitated the reduction of parent fees for child care spaces in designated Early Years Centres (EYC) and licensed Family Home Centres to \$10 a day as of January 2024. The number of spaces available was also expanded with three more centres being designated and several incentives and programs were introduced to promote the development of new EYCs and Family Home Centres. The wage grid for Early Childhood Educators was increased and a defined-contribution pension plan was developed in collaboration with the Early Childcare Development Association (ECDA) to encourage people to become Early Childcare workers. Both English and French Education Programs continued curricular revision to better meet the complex needs of Island students including initiatives in literacy, outdoor education and social emotional learning. The first phase of the Provincial Literacy Strategy was completed and Phase two of development began. With renovations underway and/or completed on several elementary schools, construction began on the new Sherwood Elementary School, opening slated for spring 2025 and Stratford High School with completion slated for fall 2027.

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

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Key Priorities 2023-2024

❖ **Explore the creation of a universal breakfast program for both the Public Schools Branch (PSB) and the commission scolaire de langue française (CSLF).**

This priority has been an area of focus within EEY for some time and has been achieved. All public schools and alternative education sites provide either a breakfast and/or snack program. 88 programs (69 breakfast, 19 snack) provided approximately 63,500 breakfasts and snacks to 14,000 students each week; approximately 64% of the student population. School-based programs are available free of charge for students and are provided in a universal and non-stigmatizing way. Financial support (\$325,000) was provided to 73 schools (56 PSB, 12 PSB Alternative Education, 5 CSLF). One CSLF school offered a program but did not utilize EEY funding.

❖ **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 2023/2024 school year 885 new English as an Additional Language/French as an Additional Language students entered the school system. Overall, there are 3468 EAL/FAL students in the K-12 system or 15% of the public-school enrollment. Of the 3,468 EAL/FAL students, approximately 1100 (31.7%) have received support for language acquisition and 128 are being monitored to ensure that they are progressing in their studies. 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.

Other efforts to support our school systems' responses to a growing EAL/FAL population include:

- Hiring an EAL Inclusive Education Consultant (December 2023) in order to meet the needs of the rising number of EAL/FAL students presenting with exceptional needs;
- Having itinerant teachers travel to schools across the province to provide language support;
- Placing EAL/FAL Youth Service Workers in some island schools to support transition and integration of new language learners into our school system;
- Allocating additional Educational Assistants to EAL/ FAL students with exceptional needs;
- Developing new professional development opportunities for educators and other support personnel to help them meet the needs of EAL/FAL students. Nearly 2000 administrators, teachers, educational assistants, youth service workers, have completed the new online professional development modules; and
- A School Transition EAL Pilot Program (STEP) to immerse EAL learners in functional language was piloted in three (3) schools, West Royalty, L.M. Montgomery and Stonepark and will be offered during summer 2024.

❖ **Fund the service costs for community use of schools.**

The Department has been working with PSB and CSLF to ensure schools are available for use by community groups and \$100,000 has been budgeted for additional costs that are incurred as a result.

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- ❖ **Add 100 new positions for our education system by increasing teachers, educational assistants, youth service workers, counsellors, and mental health support workers.**

Increasing capacity has been an ongoing priority for Education and Early Years. This initiative was completed in the 2023-2024 fiscal year.

- ❖ **Create a School Infrastructure Revitalization Fund investing \$25 Million Dollars over the next three years to ensure our schools are safe and provide modernized teaching and learning environments.**

The fall 2023 capital budget for the Department included a school revitalization fund, budgeted at \$22M over four (4) years to ensure that PEI schools are safe, modern and supportive of an effective teaching and learning environment.

- ❖ **Pilot a School Bus Monitoring Program to support bus drivers and protect students while travelling to and from school.**

There is a \$50,000 budget in place to support this pending initiative.

- ❖ **Working with the Minister of Justice and Public Safety, develop criteria for a pilot program to fund the hiring of School Resource Officers for schools that wish to have a dedicated school resource officer and provide a timeline and framework to assess the pilot program and the impacts it has on the lives of students, parents, and staff.**

This initiative is ongoing. A School Resource Officer was added to the Montague family of schools in spring 2024.

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

This project is in the planning phase and has been included in the capital budget at an estimated \$16.9M.

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

This initiative is in the preliminary stages. There is a \$1.5M in the capital budget for this project for planning in 2028-29.

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

The Department continues to work in collaboration with the Indigenous Relations Secretariat to incorporate Indigenous culture, knowledge and ways of knowing into the curriculum. These include:

- The Department, in collaboration with L'nuey and the Indigenous Relations Secretariat, is working with community partners to create a Treaty Education framework;
- In English Programs, Grades 5-6 Integrated curriculum was piloted, including the addition of resources to support diversity, social-emotional learning and Indigenous ways of knowing; and
- Kindergarten and Grade 1 received a classroom library refresh with books supporting diversity, social emotional learning and Indigenous ways of knowing.

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- ❖ **Establish outdoor learning spaces to stimulate new educational opportunities and a greater appreciation for our natural environment.**

The Department is committed to helping PEI learners develop an appreciation for nature and our environment and to providing innovative and engaging learning opportunities. Accordingly, EEY is working with the PSB and CSLF to promote outdoor learning in the following ways:

- Professional learning opportunities were provided to Grades 7-12 teachers related to sustainability and outdoor learning; and
- Outdoor Learning Grants were 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.

- ❖ **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.**

The Department continues to work, in collaboration with Workforce, Advanced Learning and Population and Health and Wellness, to establish healthcare pathways that would be more easily accessed following graduation. Policies and programs are being revised in order to expand upon healthcare opportunities by leveraging sector expertise and partnerships with post-secondary institutions.

- ❖ **Provide the necessary funding to expand the Imagination Library program so that more young Islanders receive free books in the mail each month.**

This mandate item has been implemented. The Department provides \$210,000 annually for the Imagination Library Program, which is nearly double the original \$110,000 in funding.

- ❖ **Continue to promote and educate the importance of social-emotional learning at all levels through professional development.**

- CSLF is working to integrate social-emotional learning in the curriculum and professional development for administrators and teachers has been planned;
- PSB piloted Grades 5 to 6 Integrated curriculum including the addition of resources to support diversity, social-emotional learning and Indigenous ways of knowing;
- All 56 PSB principals continue to receive ongoing training in adult Social Emotional Learning (SEL), and leading SEL initiatives in their schools;
- All PSB educators and support staff have participated in three adult SEL professional learning sessions designed to enhance well-being and SEL competencies; and
- 35 PSB teachers engaged with SEL training as part of their joint staff professional development day in January; and
- The English Programs team, 56 PSB principals, 112 SEL champion educators, and the PSB Leadership team participated in training with Dr. David Tranter, author of The Third Path as part of the implementation of a relationship-based framework for supporting student well-being and achievement.

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

The Department is working with consultants to review the current system and explore possibilities to move toward a universal before and after school child care program.

- ❖ **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 increased funding to ensure schools have access to grants to allow more students in Grades 7 through 12 to undertake construction industry related coursework/projects with a priority on expanding students' experiential opportunities. For example, in partnership with the Department of Housing, Land and Communities, and the Construction Association of PEI, carpentry programs in six high schools are building tiny homes that could help people in need of affordable housing.

- ❖ **Reduce childcare fees to \$10 a day for all Island children enrolled in designated Early Years Centres (EYC) before the end of 2023.**

After significant and ongoing efforts to increase access to affordable childcare for all Island residents, this priority was achieved as of January 1, 2024.

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

In order to meet this priority, the Department has developed a new funding model to support the growth and expansion of the current network of licensed Family Home Centres. Grants will continue to include a base operating cost grant and now include an enrollment grant based on age and individual children's attendance. A new Capital Grant Program to provide 20% of the project costs, up to a maximum of \$200,000 per project, for applicants approved through the Low Interest Loan Pilot Program. Other new initiatives launched in 2023-2024 include:

- A Child Care Business Plan Grant to help operators or individuals who intend to operate an Early Years Centre (EYC). 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;
- An EYC 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;
- An EYC 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
- A new Pre-Kindergarten Programming Supply Grant to support access to quality programming supplies at the rate of \$60 per registered child in a pre-kindergarten program.

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- ❖ **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.**

The Early Years Centre Expansion Low-Interest Loan Pilot Program, designed and implemented in partnership with the Department of Education and Early Years, was offered by Finance PEI between November 2023 - March 2024. It provided applicants with the opportunity to access financing for new construction and/or expansion of Early Years Centres in order to facilitate the creation of additional licensed child care spaces for families in PEI. One approved project through the Early Years Centre Low Interest Loan Pilot Program is co-located within a long-term care facility and one is co-located within a housing project.

- ❖ **Designate six more early learning centres before the end of 2023.**

The Early Childhood Development Division moved to a continuous intake process for EYCs, which allows licensed early childhood centres to apply to become designated at the same time as licensing. They no longer need to wait for an invitation to apply for EYC designation. Three new ELCs were designated in 2023-2024.

- ❖ **Work with the Early Childhood Development Association of PEI (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 focused on conducting a survey, building upon a previous workforce survey conducted 2019, to collect the data needed to inform phase 2 of the project. Data analysis from phase 1 is currently underway.

- ❖ **Establish a Pension Plan for Early Childhood Educators before the end of 2023.**

This priority has been achieved. The Department worked in close collaboration with the ECDA of PEI to develop a defined-contribution pension plan which launched on November 1, 2023.

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

Early Years has met with individuals from Health and Wellness, PCH Hospital Foundation, and UPEI Faculty of Medicine to discuss potential child care needs. This work is ongoing 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.

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

The Department is working through the initial stages of developing a provincial literacy strategy. This multi-phase strategy will provide an overview of current French and English literacy programming and services in PEI, and include literacy needs for all ages from early years through adulthood. Phase One of the Strategy, which involved identifying all the literacy programs, services, and initiatives across government is now complete. Phase Two, in progress, involves completing a community scan.

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- In English Education, the English Essential Skills Achievement Pathway (ESAP) is being piloted in three (3) 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 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 (CEO), including the Enriched Academy's *Enriched Start* program to provide financial literacy education; and
- In partnership with the Centre for Ocean Ventures and Entrepreneurship (COVE), high school computer science teachers were provided with professional learning on incorporating real ocean data to enhance data literacy in computer science.

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Highlights and Accomplishments 2023-2024

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

Early Childhood Development

The Early Childhood Development Division (ECD) 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 Early Years Centres (EYC), 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 following areas:

- Growing spaces across the sector;
- Operationalizing education grants for early childhood educators;
- Providing funding to the universal pre-kindergarten program;
- Implementing and maintaining workforce initiatives intended to strengthen recruitment and retention of Early Childhood Educators including return to profession grants to encourage skill upgrades, wage enhancements and education grants;
- Supporting workforce initiatives including the defined contribution pension plan, accelerated certificate and diploma programs, and Steps to Success program work placements;
- 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;
- Working with Information Technology and Shared Services (ITSS) to develop a new early learning and child care data collection and utilization system to help inform programs and services;
- Providing ongoing program assessment, coaching support and in-services for EYCs and Pre-kindergarten programs; and
- Contracting and working with consultants on the following:
 - Reviewing the current system and exploring possibilities to move toward a universal before and after school child care program;
 - Building on our Moving Forward Report which was published in 2018, to ensure a sustainable early learning system in PEI;
 - Developing an inclusion plan that will aim to enhance inclusion of all children with differing abilities and backgrounds, and children needing enhanced or individual supports. The plan will encompass improvements to the current Special Needs programming model and new system adaptations and changes required for all vulnerable groups;
 - Revising the Early Learning Curriculum Framework, anticipated to be completed in 2024-2025; and
 - Facilitating focus group sessions with the sector regarding innovative approaches to flexible child care delivery with the sector, to take place in 2024-2025.

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New Initiatives

The division has engaged in the following new initiatives in 2023-2024:

- Increased wage grid for early childhood educators (October 1, 2023);
- Launched a Low Interest Loan Pilot Program in partnership with Finance PEI. This \$7 million fund offers accessible and affordable financing options at a three (3) per cent interest rate to child care centres and developers;
- Introduced a Capital Grant Program to provide 20% of the project costs, up to a maximum of \$200,000 per project for applicants approved through the Low Interest Loan Pilot Program;
- Launched a Child Care Business Plan Grant 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;
- Launched an EYC 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;
- Launched an EYC 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;
- Launched a new Pre-Kindergarten Programming Supply Grant to support access to quality programming supplies at the rate of \$60 per registered child in a pre-kindergarten program;
- Developed a new funding model to support the growth and expansion of the current network of licensed Family Home Centres. Grants will continue to include a base operating cost grant and now include an enrollment grant based on age and individual children's attendance;
- Moved to a continuous intake process for EYCs. Now, licensed early childhood centres no longer need to wait for an invitation to apply for EYC designation. They can apply to become designated at the same time as licensing; and
- Updated the *Early Learning and Child Care Act* Regulations. As of December 30, 2023, the maximum license capacity increased from 80 to 125, and maximum group size for infants increased from six (6) to 12.

Highlights

- Worked in close collaboration with the Early Childhood Development Association (ECDA) of PEI to develop a defined-contribution pension plan. This plan is being managed by the ECDA for employees of EYCs who are members of the ECDA of PEI. The plan launched November 1, 2023 and it is estimated it includes approximately 800 individuals;
- Parent fees for child care spaces in designated EYCs and licensed Family Home Centres reduced to \$10 a day as of January 2024;
- Comprehensive funding options available to Family Home Centres (licensing incentives, capital grants and operational grants) has resulted in an increase in licensed Family Home Centres operating across PEI providing new spaces for island children, including infant spaces;
- Three new newly designated EYCs; and
- Completed the updated iteration of the "Early Development Instrument" for all kindergarten students across PEI.

Educational Services

The Educational Services Division (ES) 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 research and corporate services, school health, certification and standards for teachers, policy, legislative development, English as an Additional Language/French as an Additional Language programming, International Education and International Affiliate School Program and coordinates departmental responses to the *Autism Coordination Act* and the implementation of major departmental initiatives. The division carries out its work through the following sections:

Autism Coordination

The *Autism Coordination Act* is intended to support improved coordination of autism services throughout the life course. 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.

Progress in ongoing work

- Increased consultations with stakeholders (individuals/families with lived experiences, government service providers, advocates, and community organizations);
- Increased representation of autism stakeholders on departmental committees and initiatives;
- Supported families to navigate and access government and community programs, resources and supports;
- Began consultations to establish autism diagnostic assessment services for children and youth aged 5-18 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

- Secured permanent funding for Social ABCs Early Intervention Program. PEI is the first jurisdiction in Canada to offer this program province-wide and pre-diagnosis;
- Through the Private Assessment Initiative, over 200 families on the pediatric waitlist were given the opportunity to participate in the initiative. Fifty children accessed the service, which supports families with the cost of private psychologist pediatric diagnostic assessments;
- Provided funding for a Children with Complex Needs navigation program to support children and their families who are accessing various health services and supports; and
- Member of the Federal/Provincial/Territorial Working Group on Autism for the development of a National Autism Strategy.

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COMPASS Student Health Survey

- The COMPASS Survey (Cannabis use, Obesity, Mental health, Physical activity, Alcohol use, Smoking, Sedentary behaviour) 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;
- COMPASS was first implemented in PEI in 2022-23, where approximately half of all Grade 7-12 students participated in the survey;
- In 2023-24, all 35 eligible schools with Grades 7-12, and approximately 79% (8,353 out of 10,580) of eligible students, participated in COMPASS. Results from the 2023-24 survey were provided to schools and school boards in March 2024 and the Provincial results were released in April 2024; and
- COMPASS is a partnership between the Department of Health and Wellness - Chief Public Health Office and the Department of Education and Early Years.

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.

Teacher Licensure & Educational Assistant Authorization

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 (TCSB). The work of the Registrar with respect to teacher licensure is framed by the *Education Act*, Teacher Certification and Standards Regulations, Instructional Personnel Regulations, and Teacher Discipline Regulations.

Number of Teacher's Licenses and Authorizations Issued

- The Office of the Registrar issued 492 teacher licenses this year: 325 were new licenses, 93 were upgrades in qualification level, 30 were conditional licenses and 44 were interim licenses;
- A total of 286 Statements of Professional Standing were issued; of that total, 57 percent were sent to Ontario and 12 percent were sent to British Columbia;
- A total of 863 authorizations to substitute teach were issued: 404 were for licensed teachers while 437 were to Temporary Permit holders;
- A total of 478 authorizations for educational assistants were issued: 124 were for Regular Educational Assistant Authorization and 354 were for Substitute Only Educational Assistant Authorization; and
- A total of six (6) administrative certificates, three (3) additional designations in school counselling, and two (2) additional designations in inclusive education were issued.

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

The English as an Additional Language French as an Additional Language 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 school year, the division received almost 885 new EAL/FAL students into the school system which has resulted in an overall EAL/FAL total of 3468, 15% of the public-school enrollment. Of the 3468 EAL/FAL students, approximately 1100 have received support for language acquisition and 128 are being monitored.

Early in the school year, a significant number of EAL/FAL students presented with exceptional needs. In order to appropriately serve these students, an EAL Inclusive Education Consultant was hired in December of 2023 to support the exceptional needs of EAL students through programming and services.

Recognition of the importance of language acquisition to settlement and population growth has resulted in significant growth in the EAL/FAL section over the past few years. In March of 2023, nine (9) FTE Instructional and 20 FTE Non-Instructional positions were added to support the increased influx of EAL/FAL students within the PSB and CSLF. Some of the instructional and non-instructional positions were utilized for the final three months of the school year to alleviate pressure points due to increased enrollment and to support the exceptional needs of some EAL/FAL students.

Itinerant teachers travel to schools across the province to provide language support and EAL/FAL Youth Service Workers are in place in some island schools to support transition and integration of new language learners into our school system. Additionally, educational assistants have been allocated to EAL and FAL students with exceptional needs.

Ongoing work

- Due to the high volume of new EAL/FAL students into the school system and the widespread nature of registrations across PEI, the need for professional development opportunities for educators and other support personnel has become paramount;
- Online professional development modules are being created as they are more convenient for participants, eliminate travel time and costs and are less costly to run;
- Level One: The Big Picture was offered to all PEITF members and CUPE members on September 1, 2023. To date, almost 2000 administrators, teachers, educational assistants, youth service workers, administrative assistants, bus drivers and custodians have received certificates of completion;
- Level One, The Big Picture, will be sent for French translation in summer of 2024;
- Level Two: Building Capacity in Culturally and Linguistically Responsive Schools was completed and offered to all PEITF members on January 4, 2023. To date, approximately 80 educators have received certificates of completion;

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- 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; and
- Level Three: Learning Language in the Classroom: What Educators Can Do is scheduled for development and implementation during the 2024-25 school year.

New Initiatives

STEPP – School Transition EAL Pilot Program

- Piloted in three schools, West Royalty, L.M. Montgomery and Stonepark;
- The EAL students at the very beginning stages of language acquisition are immersed in a highly functional, experiential language program that aims to build vocabulary so that participants can transition into their classes in a more seamless manner; and
- The EAL students attend STEPP from 2 – 8 weeks with their transition supported by an EAL Youth Service Worker.

EAL Youth Service Worker Focus on Culture

- This year we had 11 EAL Youth Service Workers. Three (3) were working to support the STEPP program and eight (8) were supporting schools in West Prince, Summerside, Charlottetown and Eastern Kings;
- The EAL Youth Service Workers have spent a great deal of time highlighting the culture of our EAL students in the school system. The results have been phenomenal and include multicultural days, multilingual school announcements, multicultural trivia, cultural talent highlights, multilingual labeling of school rooms and objects, multilingual support for bus drivers, a comic strip in poster form depicting the challenges of being a new language learner in a new school and country, multicultural flag/banner ceremonies, murals depicting togetherness, etc.; and
- EAL learners have expressed appreciation and validation and schools have reported a strong sense of community and belonging through these highlights.

FAL Assessment

- Work has been underway to align the FAL assessment process with the EAL assessment process;
- At this point, 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.

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In summary, the province has:

- Welcomed 885 new EAL/FAL students during the 2023-24 school year;
- Provided educational service to 207 refugee students and 39 Ukrainian students; and
- Provided 1025 EAL/FAL learners with itinerant teacher support and 76 students with school-based EAL courses.

District/Board	Number of Students	Percentage
PSB	3343	96.4 %
CSLF	125	3.6%
Total	3468	100.0%

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). Each year, we welcome students from around the world to live and study in PEI. In the 2023-24 school year we originally welcomed 92 students from 17 countries attending 18 different Island schools.

Ongoing Work

- Increased presence using social media channels (Instagram @PEIISP and Facebook PEI International Student Program);
- The students from The Amancio Ortega Foundation Scholarship Programme had a very successful year in PEI and the partnership will continue for a second year; and
- Continued to develop the Homestay program experience by expanding and enhancing the monthly social activities.

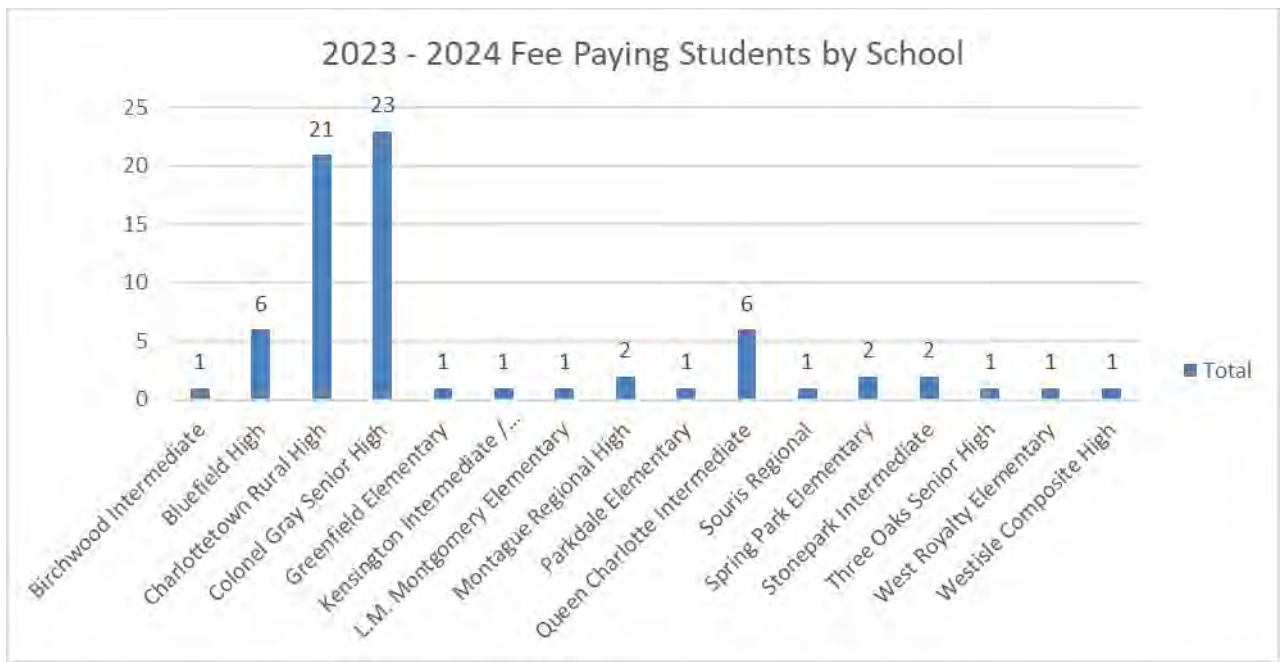
New Initiatives

- Targeted increase in the numbers of homestay students participating in the PEI International Student Program with homestay students directed to areas with capacity;
- 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; and
- Initiated campaign to increase homestay capacity including targeted Facebook campaign, bus shelter adds and PowerSchool mail out.

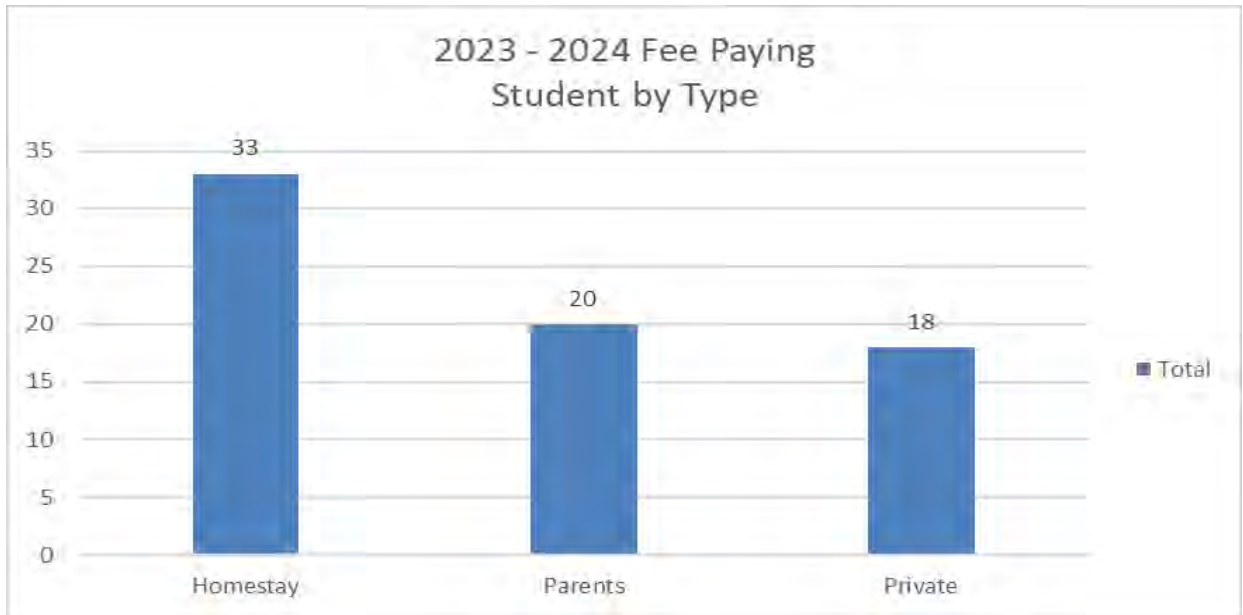
Key Measures

(Note does not include students who withdrew from the program or received status and left the program)

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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)

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Prince Edward Island Affiliated Schools Program (PEIASP)

The Prince Edward Island Affiliated Schools Program provides educational partnerships with international schools that have been granted accredited status with the Department of Education and Early Years. 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 Prince Edward Island Affiliated Schools Program presently has five (5) international school partnerships.

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 Affiliated School partnerships:

Table 1: Affiliated Schools

School	Country	Grades	Affiliated School Date
Canadian International School (CIS) Tokyo	Japan	1-12	July 1, 1999
Jinling High School Hexi Campus	China	10-12	July 1, 2015
Ganzhou #3 Middle School (2+1 Program)	China	10-11	July 1, 2011
Royal Canadian School – Cairo	Egypt	K-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
390	460	500	537	538	666	811

Highlights 2023-2024

- PowerSchool has been fully implemented into our affiliated schools. School staff received additional training and ongoing support throughout the 2023-2024 school year. Schools are using PowerSchool in the following areas: student attendance, gradebooks, report cards and transcripts. The Department of Education and Early Years has direct access to this data from each of the schools;
- Revenue generated from affiliated schools for the 2023-2024 fiscal year will be approximately \$253,955.00;

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- 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 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 give our international schools support with: professional development, curriculum materials and books for staff and students;
- PEIASP worked directly with the English Education, Programs and Services, to develop a process for granting high school equivalent credits for our affiliated schools. Students who have a late entry into our high school programs can have their credits/curriculum from their other schools reviewed. If the criteria are met, students could be granted equivalent credits that would go toward their graduation requirements; and
- 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 of Education and Early Years.

Legislation

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

<i>Advisory Council on the Status of Women Act</i>	<i>Island Regulatory and Appeals Commission Act</i>
<i>Archives and Records Act and Regulations</i>	<i>Private Training 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>

Legislative and Regulatory Action

Early Learning and Child Care Act Regulations

The *Early Learning and Child Care Act Regulations* were amended to make changes to employee certification standards, care center capacities, and operational requirements. The goals of these changes are to expand access to childcare and bring certification standards in line with other jurisdictions. These amendments were proclaimed in the Royal Gazette on December 30, 2023.

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Education Act Student Regulations

The *Education Act*'s Student Regulations were amended to remove the option for students to pay tuition on a monthly basis. This change was made to bring the payment options in line with departmental practice and promote consistent entry points into the education system for fee-paying students. The amendment was proclaimed in the Royal Gazette on February 10, 2024.

Ministerial Directives

The Department issued the following Minister's Directives for the 2023-2024 fiscal year:

- MD 23-01 School Calendar for the 2023-2024 School Year;
- MD 23-02 Education Authority Staffing and Funding Program for the 2023-2024 School year;
- MD 24-01 School Calendar for the 2024-2025 School Year; and
- MD 24-02 Granting of Senior High Graduation Diploma and Transition Certificate in the English Language Education Program

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.

An external evaluation of the JCSH for the 2020-2025 mandate was carried out in 2023-2024 by Collective Results Consulting.

JCSH is committed to ongoing monitoring, evaluation, and accountability. For 2023-2024 task groups help to maintain this commitment and are focused on the following areas:

- Healthy School Planner
- Planning & Evaluation
- Reconciliation
- JCSH Research Network

PEI School Athletic Association

The PEISAA is the body responsible for the administration of school sport in PEI according to the rules and expectations of the Department and the provincial school boards, under the auspices of the *Education Act*. This involves organizing and administrating school sporting events and training

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and monitoring volunteer coaches and officials. Recent projects include:

- 2023-24 – The PEISAA produced five videos promoting school sport. They released two (2) of the videos so far, “Thank You, Official” and “Thank You, Coach” Videos still to come include “Dear Mom and Dad”, “Dear Student” and “Success Stories”;
- As per a New PEISAA Policy, All PEISSA volunteer coaches must take “Safe Sport” in addition to “*Making Headway*”, an online concussion course offered by the National Coaching Certification Program (NCCP). To date over 1,000 coaches have completed the “Safe Sport” training;
- The PEISAA approved funding to continue to pay for coaches interested in taking “Redefining Winning”, a course developed by School Sport Canada, specific to coaching school sport;
- As of November 2023, the PEISAA was a member of CIAAA (Canadian Interscholastic Athletic Administrators Association), allowing all PEI school Athletic Directors to utilize the resources from this association. The PEISAA also paid for a CIAAA Rep to deliver two (2) workshops to High School and Intermediate ADs, that was delivered at the PEITF Convention; and
- Planning is under way for June 2024 when PEISAA will hold the first awards dinner “Celebration of School Sport”. The evening will see the presentation of all major awards which include Coach of the Year, Executive of the Year, Administrator’s Award, Officials Award and Merit Award. Also, all the students nominated for the Brodie McCarthy “Student Athlete of the Year” will be invited. Each high school can nominate one student. The award will then be presented that evening with all nominees also receiving recognition.

School sport highlights

- PEISAA is the only provincial school sport organization that offers competition to all levels of students in the Province across six (6) age classifications;
- Provide extracurricular interscholastic competition for 66 Member Schools;
- Offer over 90 Provincial Championships, 10,000+ student athletes, 17 team and individual sports; and
- Support provided by over 1,000 volunteer coaches, convened by 24 sport commissioners, and a volunteer Executive.

Provincial Learning Materials Distribution Centre

The Provincial Learning Materials Distribution Centre (PLMDC) orders learning materials on behalf of all publicly funded 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

Efforts in 2023-24 included completing an interim strategic plan (2023-2025) to guide the future work of the Department, supporting new initiatives for outdoor classrooms, researching areas of importance to schools including artificial intelligence and absenteeism and continuing to prioritize school health, student well-being initiatives and the integration of technology into the classroom.

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Literacy Strategy

The Department is currently in the initial stages of developing a provincial literacy strategy. This multi-phase strategy will provide an overview of current French and English literacy programming and services in PEI, and, for the first time, encompass literacy needs for all ages from early years through adulthood. The primary task in Phase One of the Strategy has been identifying all the literacy programs, services, and initiatives across government. Phase Two involves completing a community scan. Over the last year, the Working Group has:

- Completed a provincial and territorial jurisdictional scan;
- Completed an internal scan of government literacy program and services; and
- Started Phase Two of the Strategy which includes completing a scan of community-based literacy programs and services. To date, over 70 Community organizations have been contacted to participate.

The provincial literacy strategy will

- Provide an overview of the current literacy programs and services available in PEI, across the lifespan;
- Identify opportunities that will support the development of literacy skills;
- Develop a holistic literacy strategy that considers the entire lifespan of an individual;
- Support collaboration and coordination between stakeholders; and
- Develop a roadmap for literacy services that will support literacy programming.

School Breakfast and Snack Programs

- All public schools and alternative education sites provide either a breakfast and/or snack program;
- School-based programs are available free of charge for students and are provided in a universal and non-stigmatizing way;
- Financial support (\$325,000) was provided to 73 schools (56 PSB, 12 PSB Alt Ed, 5 CSLF). One CSLF school offered a program but did not need DEEY funding; and
- 88 programs provided approximately 63,500 breakfasts and snacks to 14,000 students each week; approximately 64% of the student population.

Student Well-being Teams

The Student Well-being Teams (SWT) are in place to support the mental health and well-being of school-aged children and their families in all public schools across Prince Edward Island. These teams include registered nurses, social workers, outreach workers and family support workers (Bluefield and Montague Family of Schools only), who help students and families to develop strength in mental, social, and physical health; resilience and well-being, in their lives.

Support is offered through well-being activities focused on education and prevention (i.e. healthy eating, positive relationship presentations); group activities focused on specific target skills (i.e. depression, social skills); individual support focused on specific target skills (i.e. anxiety, depression).

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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 (anxiousness, stress, anxiety), Confidence Building, Girls Circle, Boys Council, Social Skills and Positive Parenting from 2 Homes. Parental groups include: Active Parenting of Teens, Triple P Parenting and the Incredible Years Parenting Program/In Home Parenting Program;
- Our continued operationalization work includes the completion of the Quality and Operations Manual, Role Clarity and the continued development of Outcome Measurements connected back to each area of the Logic Model and include short term (1 to 3 years), intermediate term (2 to 5 year) and long term (6-10 year) goals and measurement tools for assessing these goals, including surveys and exit passes;
- Teams have moved to scheduled times for servicing schools to allow schools and students better predictability for when our teams will be in the building and for clustering staff to specific schools to strengthen relationships between schools and our teams;
- Regional approach to summer programming, including pop-up clinics that are offered weekly, as well as summer group programming in each regional area. These programs include a balance of referral-based groups, sign up and drop-in opportunities; and
- Review and updating of presentations for specific grade levels including Kindness and Empathy (Grade 3), Health and Wellness (Grade 5), Technology and Me (Grade 6), Anxiety for Changing Schools (Grade 6), Consent (Grade 7), Gender Allyship (Grade 7), Bullying and Social Inclusion (Grade 8), Stress and Anxiety (Grade 9).

New initiatives

- Expansion of brief intervention support to those waiting for 1:1 or group service;
- Regional services offered to provide access to health services across all families of schools;
- Provision of virtual parent groups that are also offered virtually to allow groups, offering varied time and flexibility for parents; and
- Casual health staff to assist with intakes and brief interventions for teams.

Accomplishments/Highlights

- From September 2023 - April 2024, SWT received 635 new referrals and have serviced 557 students through individual and group services;
- Of these referrals, 29% were for emotional support; 17% for social functioning; 12% for academic or education needs; 12% for new life challenges; 10% for parenting support; 8% for changes in sleep, appetite/eating, energy, hygiene; 7% for safety/risk; 2% for other reasons; 2% for substance use; 2% for physical/sexual health reasons;
- SWT provided 62 well-being activities reaching 144 classes;
- SWT reached 2,283 students and 34 parents through their participation in well-being activities; and
- SWT completed 58 groups, providing service to 240 students and 55 parents.

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Technology

The technology section works to improve teaching and learning by enhancing technology use in Island classrooms.

Ongoing Projects/Initiatives

- 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;
- Training for administrative staff on PowerSchool SIS and training for instructional staff on completing report cards in PowerTeacher Pro was held in the fall and winter;
- The Bring Your Own Device network for students was turned on at Bluefield and Morell Regional High; and
- Working with curriculum leaders reviewing Chromebook usage and needs while evaluating the current allotment and practices for refreshing and supplying Chromebooks to schools.

Accomplishments/Highlights

- Developed an AI in Education Principles and Guidelines framework to guide use of AI in K-12 Education in PEI;
- 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;
- Configured and launched PowerSchool's Graduation Planner to allow school staff to easily track a student's progress toward provincial graduation requirements; and
- Google Workspace for Education licenses was renewed. Included in the renewal was 30 hours of content split between virtual co-taught lessons with Google Experts and asynchronous PD sessions.

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. It consists of 14 community members from across the Island who were selected through an Engage PEI process. 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.

The MACLL has been meeting three (3) times per year since the initial meeting in February 2023. Minister Jameson and Deputy Minister McGrath-Gaudet regularly attend to discuss the issues brought forward by the members.

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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 1,700 teachers and 21,000 students from kindergarten to Grade 12. Successful attainment of this goal requires the effective completion of the following objectives:

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

Curriculum

Ongoing Work

The division continues its work to improve the K-12 curriculum in the following areas:

- There are currently 10 curricula under development;
- The Department, in collaboration with L'nuey and the Indigenous Relations Secretariat, is working with community partners to create a Treaty Education framework;
- Professional learning opportunities and resource development to support teachers with the renewed 7-9 Physical and Health Education Curriculum implementation have continued in the 2023-2024 school year;
- Mathematics manipulatives have been provided to Grade 1-9 classrooms to support mathematics education;
- The Essential Skills Achievement Pathway (ESAP) is being piloted in three (3) 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; and
- Additional resources have been added to high school Career Exploration and Opportunities (CEO), including SHIFT to support students in both recognizing and empowering themselves to deal with workplace sexual harassment, and Enriched Academy's *Enriched Start* program to provide financial literacy education.

New Curricular Initiatives

The division has engaged in the following new initiatives in 2023-2024. Ten curricula have been piloted and/or implemented:

- Grades 5-6 Integrated curriculum was piloted, including the addition of resources to support diversity, social-emotional learning and Indigenous ways of knowing;
 - New Grade 3 and Grade 4 Music curricula were implemented;
 - The Intermediate Curriculum Delivery Renewal (ICDR) was implemented in Grades 7- 9, with a focus on key principles including: engaging and relevant curriculum, equitable access between programs, expanded career exploration, increased opportunity for movement, and
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- fewer transitions during the school day;
- To support the expanded exploratory curriculum, 12 competency focused, student-centered exploratory modules were developed including; Allyship through Mi'kmaw Language and Culture, The Beauty of Nature - Getting Outside, and Financial Literacy: Getting a Smart Start;
- Canadian Studies - Time Immemorial to 1900 was implemented in Grade 7 classrooms;
- The Styles of Music Performance (StoMP) program was implemented in Grades 7-9 with a focus encouraging the exploration of diversity, equality, and inclusion to prepare learners to become socially responsible citizens in a globalized world;
- Grades 7-9 Exploratory: Life Skills - Foods was piloted;
- The Popular Music Performance course, which encourages the exploration of diversity, equality, and inclusion to prepare learners to become socially responsible citizens in a globalized world was implemented in high schools across the province;
- Draft curricular updates were implemented for Grades 1 to 9 Mathematics;
- A new high school course - Civics and Citizenship was implemented;
- A renewed high school Biology curriculum designed for competency-based education was implemented;
- Draft curricular updates were implemented in three (3) high school math courses (Math 521A, Math 521B, and Math 621B);
- In partnership with the Department of Housing, Land and Communities, and the Construction Association of PEI, carpentry programs in six (6) high schools are building tiny homes that could help people in need of affordable housing;
- Through a partnership with Jetson Infinity, high schools received robotic arms to support coding in computer science;
- Kindergarten and Grade 1 received a classroom library refresh with books supporting diversity, social emotional learning and Indigenous ways of knowing;
- Updated secondary English as an Additional Language, EAL curriculum was developed to support students learning English as an additional language in Island high schools; and
- The EAL Resource Review Committee reviewed several novel selections focusing on diverse representation and language levels for distribution to high school EAL classroom libraries.

Accomplishments/Highlights

- Professional learning opportunity was provided to Grades 7-12 teachers related to sustainability and outdoor learning "Learning Through Action: Tools and Resources for Student Led Sustainability Projects";
 - Outdoor Learning Grants were 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;
 - In partnership with STEAM PEI and YouCAN funding, all Grade 5 and 6 teachers received professional learning supporting climate change and sustainability;
 - A skilled trades grant initiative was 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; and
 - In partnership with the Centre for Ocean Ventures and Entrepreneurship, high school computer science teachers were provided with professional learning on incorporating real
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ocean data to enhance data literacy in computer science.

Leadership and Learning

Leadership and Learning refers to the professional learning of instructional staff in the Public Schools Branch including the optimization of practices, processes and systems to support student achievement. While staff at all grade levels receive professional development throughout the school year, the following are some of the highlights from 2023-24:

Ongoing Work

Literacy

- The EEPS has continued its partnership with Dr. Gabriela Arias de Sanchez from the UPEI Faculty of Education in a research project to support play-based learning in kindergarten. All 80 kindergarten teachers have received two (2) days of professional learning;
- A review of our 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:
 - Foundations (a primary reading program) has been implemented in all Grade 2 classrooms with training for 70 teachers, impacting 1300 students;
 - Foundations Tier 2 Intervention is being implemented at the Grade 2 level, involving the training of 42 additional teachers; and
 - Decodable Books were purchased for K–1 classroom use and all 130 K–1 teachers were provided with training in using decodable texts to support reading instruction, which will impact 2000 students.

Numeracy

- All Grade 5 teachers were provided with coaching to support the work in Mastery Learning in Mathematics. This work involved approximately 70 Grade 5 math teachers; and
- Professional development was provided for Grades 7-9 teachers on using effective corrective instruction for students working below grade level.

Cultural Competency

- A second cohort of 15 EEPS staff completed an eight (8) 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 – 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, and becoming familiar with strategies and resources to support teachers and students in their schools; and
- Seven Sacred Teachings video professional learning series completed and provided to all PSB staff.

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Social Emotional Learning

- All 56 PSB principals continue to receive ongoing training in Social Emotional Learning (SEL) and leading SEL initiatives in their schools;
- All PSB educators and support staff have participated in three (3) adult SEL professional learning sessions designed to enhance well-being and SEL competencies;
- 35 teachers engaged with SEL training as part of their joint staff professional development day in January;
- The English Programs team, 56 PSB principals, 112 SEL champion educators and the PSB Leadership team participated in training with Dr. David Tranter, author of *The Third Path* as part of the implementation of a relationship-based framework for supporting student well-being and achievement; and
- 27 department heads from senior high schools received three (3) days of social emotional learning (SEL) training designed to prepare them to support school goals initiatives at their respective schools and support fellow teachers in their development of SEL competencies.

New Initiatives

The division has engaged in the following new initiatives in 2023-2024:

- Revising the Provincial Assessment Program based on recommendations from the Provincial Assessment Program review in 2019, implementing provincial and school-based assessments;
- Provincial Assessments in Grade 6 mathematics and Grade 9 writing are being developed by teachers and the Department of Education and Early Years. The assessments will be administered by teachers and returned to the Department where a sample will be marked and data recorded with the purpose of reporting results at a provincial level and used to inform policy and professional learning; and
- School-based Assessments in Grade 4 writing and Grades 3 and 9 mathematics are being developed by teachers and the Department and will be administered by teachers, guided by school practice, and marked and recorded by teachers.

Other Highlights

PEI Teacher Induction Program

Approximately 90 probationary teachers completed virtual induction training (including Social Emotional Learning and Diversity Equity and Inclusion) developed by English Programs staff in collaboration with the Public Schools Branch and PEI Teachers Federation.

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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
- School construction and repair.

French Education, Programs and Services

The French Education, Programs and Services 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 la Commission scolaire de langue française and the Public Schools Branch to ensure access to high quality French-language education for all students in the province.

Projects Initiatives

Elementary (Grades K-6)

French Language Arts (PSB)

- Support the implementation of «La forêt de l’alphabet» in kindergarten;
- Pilot a Grade 1 project Le traitement alphabétique;
- Offer training for new teachers Littératie 101;
- Ensure that the LEARN platform is functional for teachers;
- Develop oral communication assessment tools;
- In collaboration with the kindergarten committee, determine the necessary follow-ups on the recommendations of the kindergarten report, including: training in play pedagogy, review of materials, communication of expectations for administrators, revision of schedules, etc.;
- Drafting of an integrated kindergarten curriculum;
- Developing an annual plan; and
- Participate in the literacy evaluation committee.

Core French (PSB Grades 4-6)

- Grades 4-6 Core French workshops on writing;
- Support for new Core French teachers; and
- Creation of a Common European Framework (CEFR) of language proficiency table Pre-A1 to A1.1 (for Grades 4 to 9).

French language Arts (CSLF)

- Training: Alphabetic processing/principles for teachers in K to 2;
- Training: Literacy 101 for new teachers;
- Support for the Oral Continuum Project (Grades K-12);
- Training: Play-based pedagogy – kindergarten teachers, coaches and francization teachers;
- Creating a committee to develop the vision for the new kindergarten program;
- Develop a pilot for Grade 1;
- Update the Grades 1 and 2 curriculum guides; and
- Conduct virtual training on how to teach frequent words.

EDUCATION and EARLY YEARS

Math (PSB and CSLF)

- Support for new K-6 math teachers;
- Implementation of the MODULO textbook for Grades 1 and 2;
- Purchasing online subscription - Zorbits and Netmaths;
- Communication about added outcomes and new sequence and pacing guide at each level;
- Collaboration on the development of a provincial assessment for Grade 6;
- Pilot for new math resource for kindergarten (Mon parcours mathématiques); and
- (CSLF) Evaluation project for Grade 3 – development of 3 quizzes.

Others (PSB and CSLF)

- Support for teachers new to teaching Transdisciplinary Units Grades 1-3;
- Implementation of Transdisciplinary Units Grades 4-6 (units 1 and 2);
- Work with Grades 4-6 pilot committee (units 3 and 4);
- Collaboration with a sexual health specialist to train teachers so that they are better equipped to answer delicate questions related to sexuality;
- Creation and implementation of learning outcomes/criteria for the Art curriculum;
- Create support documents, and teaching guides; and
- Invest in art materials and resources (system-wide for Grades 4 to 6).

Junior/High schools (7-12)

French Language Arts (PSB)

- Refine the French 7-12 programs (continuous support to improve success with expectations);
- Collaborate with curriculum leaders to explore practical improvements to evaluation;
- Identify ways to better support new teachers;
- Continue to promote oral play to increase engagement in all subjects for FSL students; and
- Continue to refine the French 7-12 programs.

French Language Arts (CSLF)

- Oral communication - training;
- Supporting teachers with data collection in an oral communication project;
- Collaboration with Evaluation Leader to identify a performance standard and reading assessments for Grades 9 and 10
- Explore options with the CSLF to better support struggling students;
- Drafting a new curriculum for Grades 11 and 12; and
- Collaborating with the Social Studies Leader to improve integration of French and Social Studies.

Core French (PSB)

- Reading club (10-12) using the resource «La communication orale»;
- Support for new Core French teachers;
- Creation of a class library Grades 10-12;
- Creation of a Common European EFR table Pre-A1 to A1.1 (Grades 4-9); and
- Creation of a CEFR table A1.2 to A2.2 (Grades 10-12).

EDUCATION and EARLY YEARS

Math (PSB and CSLF)

- Purchase math manipulatives for Grades 7-9;
- Manage subscriptions for NetMath and Edumedia;
- Collaborate on the development of a provincial assessment in Grade 9 math (for June 2025);
- Update the math pathway for high school; and
- Providing mentoring to Grades 7-12 math teachers.

Sciences (PSB and CSLF)

- Collaborate with other Leaders to ensure the integration of learning related to climate change into curriculum guides;
- Member of the provincial Science Fair committee;
- Supporting science teachers with procedural knowledge integration; and
- Renewal of CSLF Grade 11 and 12 Biology curricula.

Social Studies (PSB and CSLF)

- Finalizing the Grade 7 curriculum – pilot;
- Developing an Orange Sweater document for an Indigenous perspective in social studies;
- Developing Grade 9 - support materials on 300 years of Acadian History;
- Begin Grade 8 social studies pilot; and
- Create a Grade 7 social sciences committee to collaborate with the Evaluation Leader in the creation of evaluation tools.

Exploratory modules (PSB and CSLF Grades 7-9)

- On-going evaluation of exploratory modules (evaluation format and process);
- Coordinate the development of new exploratory modules;
- Ensure team support for educational innovation initiatives;
- Explore opportunities for incorporating outdoor learning into exploratory modules;
- Development of an exploratory module focused on social-emotional learning;
- Development of an exploratory module focused on the seven (7) sacred teachings;
- Creation of 2-3 exploratory modules in culinary arts;
- Creation of 2-3 exploratory modules in the trades;
- Development of an exploratory module in Financial literacy;
- Development of an exploratory module focused on climate change;
- Harmony music/group music/individual music; and
- Arts and the senses/Maritime arts and culture/Visual arts 101/Digital arts.

Art and music (CSLF)

- Piloting the Grade 7 to 9 music curriculum;
- Collaboration with schools to coordinate the annual Band trip to Halifax;
- Offering Music Mondays to promote arts and music;
- Development of Virtual Gallery, Transdisciplinary Units focused on art;
- Creation of the “Artists in Residence” project;
- Creation of the “Our Island of Artists” project;
- School Dramatic Arts Festival; and
- ArtSmarts program.

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Other (PSB)

- Collaborate with Evaluation Leaders and coaches to refine our evaluation practices;
- Development of videos for teachers to explain how to use assessment tools;
- Ensure the delivery of distance education courses;
- Representing French programs on the Digital Strategy Committee; and
- Ongoing collaboration with partners on Diversity, Equity and Inclusion.

Other (CSLF)

Assessment

- Collaborate with Leaders and coaches to refine our evaluation practices; and
- Development of videos for teachers to explain how to use assessment tools.

Francisation

- Continue to support francisation stakeholders;
- Emphasis on the recommendations made for kindergarten; 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.

IPLÉ/Reading Recovery/PIP

- 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 (PIP) teachers; and
- Provide regularly scheduled support to schools with five (5) cycles in each area of the province.

French Cultural Development

- 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;

EDUCATION and EARLY YEARS

- 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's programs and services. Through the *Civil Service Act*, the PSC is mandated to provide strategic advice, support, coordination, services and programs in the following areas:

- Human 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 2023-2024, the human resources team assigned to the Department of Education and Early Years 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, Public Service Commission casuals and Public Service Commission 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 (ITL) Program (formally Mid-Level Leaders) and the Leaders in Action (LIA) 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.

The Interministerial Women's Secretariat

The Interministerial Women's Secretariat (IWS) provides assistance to the provincial government to promote the legal, health, social, and economic equality of women. The IWS contributes to a variety of initiatives and provides a variety of services and funding in support of this mandate.

- IWS is the provincial division responsible for the Federal/Provincial/Territorial (FPT) Ministers Responsible for the Status of Women Forum and the United Nations Commission on the Status of Women. In 2023, there were three (3) bilateral agreements with the Federal department of Women and Gender Equality Canada: 1) Coordinated Response to Adult Sexual Violence, 2) Crisis Line Funding, and 3) National Action Plan to End Gender Based Violence;
- PEI hosted a successful FPT Ministers Responsible for the Status of Women meeting in Charlottetown on July 30 - August 2, 2023. As part of this meeting, there was a pre-meeting with National Indigenous Leaders. Staff from the Indigenous Relations Secretariat provided support to ensure that PEI Indigenous efforts were highlighted. As part of this day, a panel, including Senator Brian Francis, spoke about PEI Indigenous Leaders Expressing Through Film;
- At the end of the FPT Ministers' meeting, PEI announced a historic bilateral agreement in which the federal government will be investing \$9.6 million over four (4) years to support the implementation of the National Action Plan to End Gender-based Violence in Prince Edward Island. This comprehensive plan reflects the shared commitment to preventing gender-based violence, while empowering communities through community-led solutions. The plan is focused on three (3) priority areas: increasing prevention efforts; reaching underserved and at-risk populations; and stabilizing the Gender Based Violence sector;
- The Minister Responsible for the Status of Women presented virtually at two side events at Sessions of the United Nations Commission on the Status of Women, hosted by Canada and the Associated Country Women of the World (ACWW). These events sought to identify good practice and examples of success in the necessary but often challenging collaborations between civil society, national governments, and international agencies;
- The IWS is responsible for Family Violence Prevention efforts in the province. This includes supports for the Premier's Action Committee on Family Violence Prevention. Family Violence Prevention week (FVP Week) 2023 took place in Prince Edward Island from May 15 to May 21, 2023. This year was the second time that this week was been marked in May rather than February. In total, 21 micro-grant applications for FVP Week were funded;
- The IWS provided annual Violence Against Women Prevention Project Grants in November (to commemorate the International Day for the Elimination of Violence Against Women, November 25th) and annual Interministerial Women's Secretariat Project Grants in March (to commemorate International Women's Day on March 8th). Additionally, the IWS provided core funding to four (4) women's organizations in the province, as well as the PEI Advisory Council on the Status of Women. The IWS also provided core funding to Family Violence Prevention Services and the PEI Rape and Sexual Assault Centre;
- A number of free training opportunities were provided by the IWS to government and community, such as Trauma Informed training sessions and Community of Practice Sessions to support sustainable work in the fields of sexual and gender-based violence;

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- The Information Guide for People in an Abusive Relationship was updated in 2023. This guide provides information about services available to victims of violence (and abusers) as well families, friends and neighbours who want to help. This resource is utilized by both community and government;
- The IWS supports gender and diversity analysis (GDA) efforts in the provincial government. A GDA lens was applied to new funding requests in all departmental management plans to provide evidence-based gender and diversity considerations to inform the budgeting process. Training on policy lenses for all government departments was provided in Winter 2023;
- The IWS is responsible for the Child Right's Impact Assessments (CRIA). To aid with learning and skill-building, a variety of PEI-specific implementation tools and resources have been developed, which draw on insights and best practices from other jurisdictions;
- The IWS is represented in a number of cross-departmental and cross-intersectoral committees, including the Women and Gender Diverse Health Services Strategy Steering Committee, UPEI committee review of the Rubin Thomlinson Report, Wellness Grants Adjudication Committee, Muriel McQueen Fergusson Centre For Family Violence Research Board of Directors, Poverty Reduction Action Plan Implementation Cross-Departmental Secretariat, Atlantic Domestic Homicide Review Network, and the Diversity Advisory Committee; and
- The IWS is responsible for coordinating the Period Products in Schools Program. The 2023-2024 school year marked the second year of implementation through the IWS. Through this program, the IWS provides a variety of period products to students in schools throughout the PSB and CSLF. The IWS maintains regular contact with schools to ensure they have period products for students and is also responsible for providing period products to post-secondary institutions, shelters, and the food bank.

EDUCATION and EARLY YEARS

Libraries and Archives

The Public Archives and Records Office (PARO) is comprised of the Public Archives and the Recorded Information Management (RIM) unit. The Public Archives acquires, preserves, and makes available for public research the records of the government of this Province and private-sector papers and records deemed to be of lasting historical value. The Recorded Information Management (RIM) unit provides central recorded information management services and support to all departments, agencies, corporations, and commissions within the Government of Prince Edward Island.

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.

Public Archives and Records Office

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

Ongoing work

The division continues to make progress in the following areas:

- The RIM unit has completed year three of the One Box at a Time: Recorded Information Management (RIM) Strategy and Three-Year Plan 2.0, 2021-2024. The goal of the strategy is to increase RIM compliance in government departments, agencies, and commissions and to ensure that government records are maintained and preserved;
- The RIM unit continues to work with IT Shared Services (ITSS) to prepare for the implementation of an Electronic Document Records Management System (EDRMS). This system will improve the management of electronic records across government;
- Work continues on the expansion of the Summerside Records Centre in Slemon Park. Work is expected to finish in 2024 and a temporary storage site has been procured to alleviate storage pressure;
- The Public Archives continues to work with IT Shared Services (ITSS) to explore options to update their Online Collections Database. This database hosts digital archival content for public use and viewing; and
- The Public Library Service continues to increase its multilingual collection by offering more materials written in languages other than English and/or French.

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New initiatives

The division has engaged in the following new initiatives in 2023-2024:

- The Public Library Service partnered with Atlantic Books to launch a pilot program called Read Atlantic/Lire Atlantique. This program offered unlimited access to a collection of over 100 English and French eBooks and eAudiobooks that were written by Atlantic Canadians. Library users could access the collection with no holds or waitlists;
- Public Libraries partnered with the Department of Health and Wellness and Health PEI to offer a series of virtual health care workshops across the Province. These sessions focused on providing information to Islanders on the Maple app and occurred in libraries across the Province;
- The Public Library Service partnered with the SaltWire Network in order to offer free access to SaltWire's online news content to Islanders. Saltwire has 14 daily and weekly newspapers in Atlantic Canada, including PEI's only daily newspaper The Guardian (Charlottetown), as well as The Journal-Pioneer (Summerside). Free access to this content is available at all 25 public libraries by using the library's public access computers or personal devices connected to the library's Wi-Fi network; and
- Work has begun to revise and revamp the mandatory RIM Basics 101 training course.

Accomplishments/Highlights

- Public Library Service 2023 Usage Statistics:
 - 529,979 library items borrowed (up from 498,514 in 2022);
 - 174,214 digital items borrowed (up from 163,145 in 2022);
 - 3,886 library programs offered attended by 40,830 people (up from 2,135 programs attended by 21,396 people in 2022);
 - 40,364 public computer sessions (up from 21,698 in 2022); and
 - 2023 the first full open year that the Charlottetown Library Learning Centre was open and over 350,000 people visited the facility.
- The Public Library Service implemented a new internal library delivery system. The library transitioned from its use of Canada Post as the contracted courier to its own delivery van and driver. It is estimated that there will be a significant reduction in library delivery time, lower postal/shipping expenses and improved ability to ship larger library materials between all 25 public libraries;
- The Public Library Service upgraded its online catalogue. The online catalogue is the public's tool for viewing and exploring the Library's entire collection of resources. Through the catalogue, the public can place holds, renew their materials and browse new additions to the collection. This new platform is more user-friendly, accessible and offers a more aesthetic viewing experience;
- RIM staff created or revised 24 records systems containing 139 records retention and disposition schedules. This includes systems from 13 public bodies; and
- The Public Archives introduced a new Electronic Document Delivery and Electronic Payment system. Both additions have improved public access to the collection.

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School and Student Enrolment Information 2023 – 2024

Number of Schools by Board 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	12	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
Total	1	1	23	1	1	8	12	12	8	67

Number of Students by Board by Grade														
Board	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
PSB	1319	1422	1523	1491	1566	1591	1486	1623	1618	1674	1798	1761	1667	20,539
CSLF	105	92	115	120	130	113	114	105	94	72	70	59	70	1,259
Private	9	11	32	30	25	32	23	30	32	37	42	74	66	443
Total	1433	1525	1670	1641	1721	1736	1623	1758	1744	1783	1910	1894	1803	22,241

French Immersion Enrolment by Grade														
Grade	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total	317	401	395	341	374	350	327	531	551	522	379	335	286	5,109

EDUCATION and EARLY YEARS

Financial Statements

Performance Against Budget & Full-Time Equivalents			
	2023-2024	2023-2024	Resources (FTE)
Description	Budget Estimate	Forecast	
Autism Services	2,348,400	2,708,400	13.00
EAL/FAL	723,700	723,700	5.00
Early Childhood Development	69,048,700	64,150,700	34.00
English Education, Programs & Services	3,993,700	3,993,700	24.00
Educational Services	1,921,100	1,921,100	17.50
Finance & Administration	6,786,700	7,511,700	4.00
French Education, Programs & Services	3,638,400	3,638,400	26.00
Interministerial Women's Secretariat	3,521,300	5,693,300	7.00
Leadership & Learning	3,343,600	3,343,600	21.50
Pan-Canadian Joint Consortium for School Health	252,800	252,800	2.00
Provincial Learning Materials Distribution Centre	963,700	1,213,700	2.00
Provincial Library Services	3,429,400	3,429,400	44.29
Public Archives & Records Office	<u>\$2,736,300</u>	<u>\$2,336,300</u>	37.50
Department Budget Total	\$102,707,800	\$100,916,800	237.79
Revenue (all sources)	<u>\$39,775,500</u>	<u>\$44,949,500</u>	
Net Department Budget	<u>\$62,932,300</u>	<u>\$55,967,300</u>	
Public Schools Branch	\$277,366,700	\$280,126,700	
La Commission scolaire de langue française	\$23,292,000	\$23,462,000	

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Capital Project Budget, 2023-2024		
Capital Budget Area	Budget Estimate 2023-2024	Forecast 2023-2024
School Construction/School Repairs	\$47,530,000	\$37,103,000
Records Centre Expansion	\$0	\$365,000
Total Capital Improvements	\$47,530,000	\$37,468,000
School Bus & Vehicle Replacement	\$10,250,000	\$15,450,000
Trades Training Equipment	\$250,000	\$250,000
Classroom Technology Equipment	\$2,080,000	\$3,230,000
Childhood Recreation Fund	\$200,000	\$200,000
Total Equipment	\$2,530,000	\$3,680,000
Total Department Capital Budget	\$60,310,000	\$56,598,000

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Organization Chart

