



# Public Schools Branch Annual Report



#56together

2018-2019

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Annual Report – 2018-2019 School Year

# Contents

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|   |    |
|---|----|
| <b>Board Chair's Message</b> .....  | 1  |
| <b>Challenges and Highlights</b> .....  | 10 |
| <b>Student Enrolment</b> .....  | 10 |
| <b>School Food Program</b> .....  | 10 |
| <b>New AEDs Provide Schools with Quicker Access to Emergency Response</b> .....   | 10 |
| <b>Late Buses in the Westisle Family of Schools</b> .....                         | 11 |
| <b>Student Access to Psychology Assessments and Supports in PSB Schools</b> ..... | 11 |
| <b>Board Decisions Related to the Charlottetown Area Review of Schools</b> .....  | 12 |
| <b>Construction Updates</b> .....   | 13 |
| <b>Transition Teams at Work</b> .....   | 15 |
| <b>Stratford High School Development Committee</b> .....                          | 15 |
| <b>Leadership Team Positions</b> .....  | 15 |
| <b>#56together</b> .....  | 16 |
| <b>Inspire Award</b> .....  | 16 |
| <b>School Visits</b> .....  | 16 |
| <b>School Staffing Process for the Upcoming School Year</b> .....                 | 16 |
| <b>Strategic Action Plan</b> .....  | 18 |
| <b>Departments' Overview</b> .....  | 22 |
| <b>Student Services</b> .....   | 22 |
| <b>Public Schools Branch</b> .....  | 32 |
| <b>Enrolments by Age and Grade</b> .....  | 32 |
| <b>September 2018</b> .....   | 32 |

## Board Chair's Message

December 16, 2019

Honorable Brad Trivers, Minister  
Education and Lifelong Learning  
Holman Centre, Suite 101  
250 Water Street  
Summerside PE C1N 1B6

Dear Minister Trivers:

On behalf of the Public Schools Branch, I am submitting the Annual Report for the 2018-2019 school year.

This report reflects the work completed by the Public Schools Branch for the school year ending June 30, 2019 and the audited financial statements for the fiscal period ending March 31, 2019.

I wish to thank the staff of the Public Schools Branch for their continued efforts to provide for the educational needs of our students. I also want to thank our many educational partners for their ongoing support to education.

Sincerely,



Bethany MacLeod  
Board Chair



## Branch Overview

## Branch Overview

The Public Schools Branch (PSB) was officially proclaimed and began as the school authority on August 20, 2016. The Public Schools Branch represents all English language public schools on Prince Edward Island. The PSB serves more than 19,000 students from kindergarten through grade 12 in 56 English schools across Prince Edward Island. The PSB is governed by a Board of Directors, and is administered and served by branch-based staff operating from various sites across the province, with primary offices in Stratford and Summerside.

The Public Schools Branch offers elementary and secondary students an education that is enriched with diverse program choices and activities to complement curriculum requirements, while supporting achievement and well-being and the overall success of every student.

Elementary students are introduced to several unique programs in the Arts, French Immersion and Full-Day Kindergarten. Secondary students are offered a variety of programs including International Baccalaureate that assist students to successfully access all post-secondary destinations to the workplace, apprenticeship, university or college.

Altogether the PSB has approximately 4,000 employees, including substitutes who work to: Support the unique needs, strengths, interests, and learning styles of our students; foster personal development, respect and social responsibility; and inspire a passion for life-long learning that prepares students for the opportunities and challenges ahead.

The work of the PSB focuses on student achievement and supporting all students to succeed. Working with our educators, support staff, Board of Directors, community partners and parents, we are committed to the success of every student. We are committed to improving student achievement, ensuring equity, inclusion and well-being, as well as enhancing engagement, accountability and sustainability.

The PSB is about people, service, and accountability. We will work together to ensure we remain focused on these things as we move forward. Through our programs, services, and our dedicated staff, we will prepare students within safe, caring and inclusive environments to embrace a changing world as lifelong learners and informed, responsible citizens. We appreciate the opportunity to serve, work, learn, and grow with students, parents, and other members of our educational community.





## Shared Commitments

## Shared Commitments

### Department of Education and Lifelong Learning

The Public Schools Branch works closely with the Department of Education and Lifelong Learning which provides the Branch with funds for infrastructure, personnel, and learning resources to enable the Branch to fulfill its mandate.

### District Advisory Councils

The District Advisory Councils (DAC) were introduced in 2015 to help shape an education system that is focused on and meets the needs of learners by advising the Minister on education matters. The Councils give students, parents and teachers a stronger voice in shaping public policy in education. The Minister receives advice directly from the Councils and considers this information when setting goals and priorities to benefit student learning. The Councils consider a balance between local issues brought forward by council members and topics the Department of Education and Lifelong Learning/Public Schools Branch is seeking advice on. In the spirit of transparency and accountability, Council's minutes, meeting notes and reports are made public.

There are seven DACs, comprised in total of 75 members from all 10 families of schools. Membership for each DAC includes one parent member from each school, two student members from each high school and the PEI Home and School representative from the respective district.

The four pillars of DACs are to:

- Advise the Minister on education issues.
- Identify education priorities in their District.
- Engage school communities in discussions.
- Foster collaboration among school councils, home and school associations and the community.

Some common themes of District Advisory Councils in 2018-19 included:

- Early Interventions (K-3)
- Homework Guidelines (K-6)
- Staffing Allocation Model
- School Food
- Student Well-being
- Flexible Learning



## School Councils/Home and School Associations

School Councils/Home and School Associations are a critical link between schools and parents and play a key role in reaching out to the broader community. They may be established in accordance with the *Education Act*. The councils/associations serve in an advisory role to principals regarding various school matters and to build awareness among parents. These organizations support schools in their school goals plans for student achievement.

Most schools in the Public Schools Branch operate Home and School Associations which fulfill the role of School Councils, as per the *Education Act*.

### Home and School Associations and Parent Councils in Public Schools Branch Schools

All 56 PSB schools have an active home and school or parent council that follow a set of guiding principles which include:

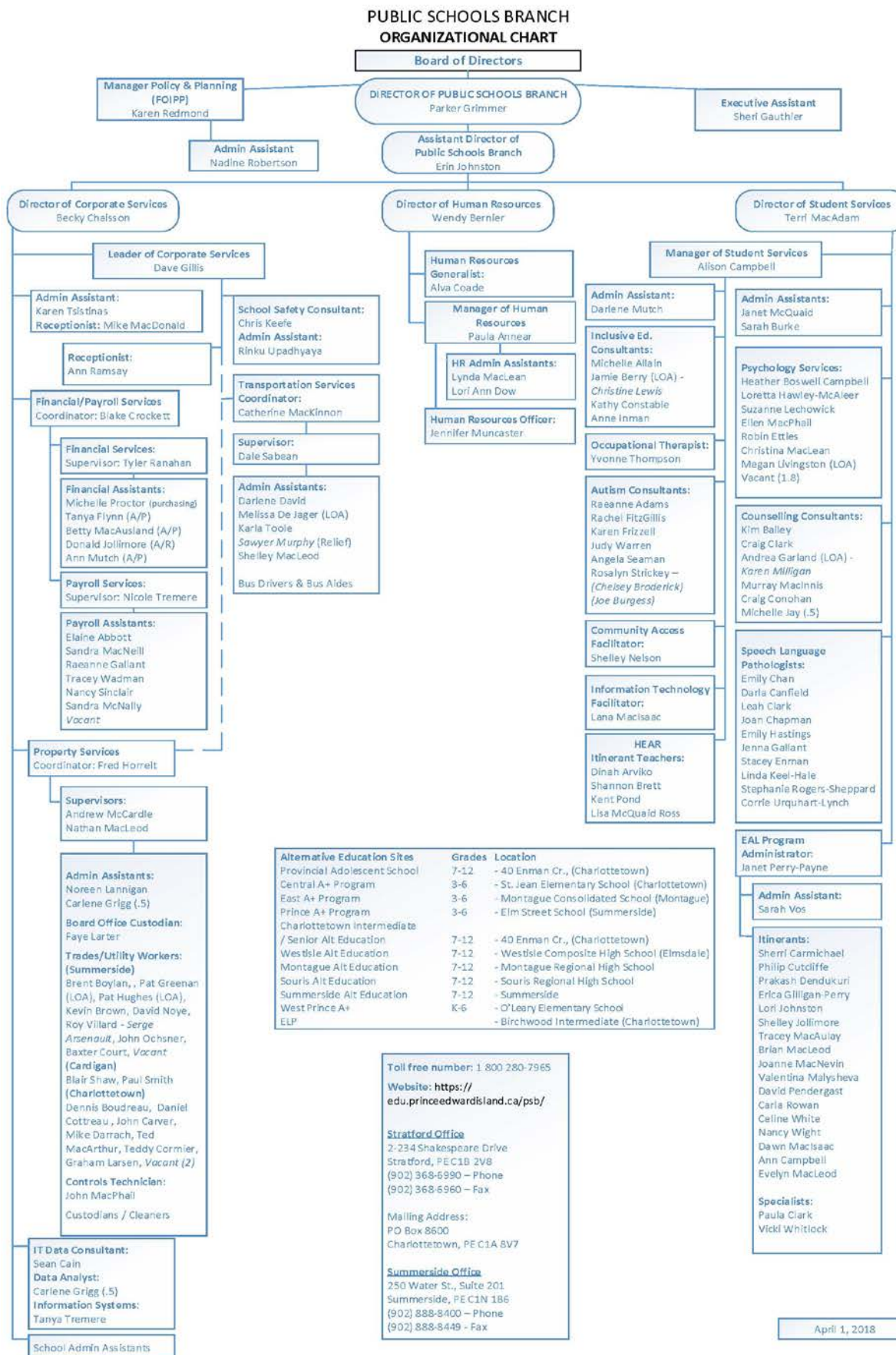
- To obtain the best for each child in the school.
- To foster cooperation between parents and teachers, so that every child may grow to their full potential.
- To be informed, constructive partners with educators.
- To promote high standards of wellbeing in each child's life.

### Home and School Association or Parent Council and their President:

|                                     |                                   |
|-------------------------------------|-----------------------------------|
| Alberton Elementary School          | Kelly Butler                      |
| Amherst Cove Consolidated School    | Sharon Kamperman                  |
| Athena Consolidated School          | Kim Studer                        |
| Belfast Consolidated School         | Marcella Ryan                     |
| Birchwood Intermediate School       | Linda MacLean                     |
| Bloomfield Elementary School        | Jaclyn Gallant                    |
| Bluefield High School               | Karen Clare                       |
| Cardigan Consolidated School        | Twila Palmer                      |
| Central Queens Elementary School    | Rayanne Frizzell                  |
| Charlottetown Rural High School     | Margaret Morse                    |
| Colonel Gray Senior High School     | Sandy Nicholson                   |
| Donagh Regional School              | Bobbi Ford                        |
| East Wiltshire Intermediate School  | Maxine Mallet                     |
| Eliot River Elementary School       | Laura Hagan-Grant                 |
| Ellerslie Elementary School         | Erin Veale & Dionne Tuplin        |
| Elm Street Elementary School        | Terri-Lynn Gallant                |
| Englewood School                    | Rose MacFarlane                   |
| Georgetown Elementary School        | Felicia McLeod                    |
| Glen Stewart Elementary School      | Paula Pollard                     |
| Greenfield Elementary School        | Angela Carpenter                  |
| Gulf Shore Consolidated School      | Erin MacRae-Forrest               |
| Hernewood Junior High School        | Kelly Shea Rayner                 |
| Kensington Intermediate Senior High | Patricia Cole                     |
| Kinkora Regional High School        | Deanna Bassett Greenan            |
| L.M. Montgomery Elementary School   | Cathy Hennessey & Raeanne Sheehan |
| M.E. Callaghan Intermediate School  | Lori Neufeld                      |
| Miscouche Consolidated School       | Erynn Cormier                     |

|                                     |  |
|-------------------------------------|--|
| Montague Consolidated School        | Sarah Somers MacKay                        |
| Montague Intermediate School        | Robin Davidson                             |
| Montague Regional High School       | Seana Evans-Renaud                         |
| Morell Consolidated School          | Natasha Wilson & Mandi Parsons             |
| Morell Regional High                | Vacant                                     |
| Mount Stewart Consolidated School   | Linda Craig                                |
| O'Leary Elementary School           | Jeannie Burden                             |
| Parkdale Elementary                 | Karu Bates                                 |
| Parkside Elementary School          | Krista Ward                                |
| Prince Street Elementary School     | Heather MacEwen                            |
| Queen Charlotte Intermediate School | Karma McCallum                             |
| Queen Elizabeth Elementary School   | Darby McCormick                            |
| Sherwood Elementary School          | Cindy Gallant & Amanda Dunn                |
| Somerset Elementary School          | Jennifer Duffy                             |
| Souris Regional School              | Krystal Jamieson                           |
| Southern Kings Consolidated School  | Krista Bell-Sheppard & Ashley Higginbotham |
| Spring Park Elementary School       | Angela Lawlor & Leslie Cudmore             |
| St. Jean Elementary School          | Janna-Lynne Durant                         |
| St. Louis Elementary School         | Rebecca Ellsworth                          |
| Stonepark Intermediate School       | Mike Stanley                               |
| Stratford Elementary                | Jodi Zver & Natalie Fraser                 |
| Summerside Intermediate School      | Vacant                                     |
| Three Oaks Senior High School       | Leigh Dymment                              |
| Tignish Elementary School           | Teena Callaghan                            |
| Vernon River Consolidated School    | Jolene MacLeod                             |
| West Kent Elementary School         | Trine Vom Braucke                          |
| West Royalty Elementary School      | Karma McCallum                             |
| Westisle Composite High School      | Kelly Herget                               |
| Westwood Primary School             | Margo Thistle                              |

# Public Schools Branch Organizational Chart







## Challenges and Highlights

# Challenges and Highlights

## Student Enrolment

The official student enrolment for the 2018-2019 school year was reported at 19,411 as of September 30. There were 161 more students attending one of our 56 schools than there were in 2017-2018. There were more kindergarten students attending classes with 1,386 kindergarten students attending PSB classes as opposed to 1,249 in 2017-2018. Grade 9 had the largest population of 1,667 students. Enrolment reports from schools would indicate that the overall enrolment grew further during the year with more new students entering the school system.

## School Food Program

The School Food program aims to support student learning and students in food insecure conditions, and to increase food literacy among students, staff and families. Student engagement is a priority and the program reflects student voices and the input of communities. School Food Student Think Tanks and school food service demonstrations took place during the 2018-2019 school year.

School Food Student Think Tanks and Photovoice events took place at East Wiltshire Intermediate, Kinkora Regional High, and Montague Regional High schools in November. These events involved hundreds of PSB students from the elementary, intermediate, and high school level, and members of the Home and School Federation, Department of Education and Lifelong Learning (DELL), Department of Health, and the PSB. Tasty, nutritious, locally sourced meals were prepared for students by high school culinary students. Student perspectives were gathered about their expectations around a new school food program. Informative banners were created out of these discussions and videos highlighting the work of each Think Tank event can be found at <https://drive.google.com/drive/folders/1RNQCblieLdkfEqJJ7x1HT7GyXtuGnlb2?usp=sharing>.

School food service demonstrations providing healthy, locally sourced school lunches took place at St. Jean Elementary from January 28 to February 1, and at Prince Street Elementary from February 4 to 8. Healthy, local "pay-what-you-can" lunches were created by the school chef at École François-Buote, a champion in PEI school food. These lunches replaced the normal hot lunch program for one week at each school. There was also an opportunity for parents, students, and school staff to give feedback.

These events and demonstrations allowed the branch to collect information on the "pay-what-you-can" cost-shared meal program and the use of a centralized kitchen, both being important components of the school food strategy. This learning opportunity will ensure a smoother transition to a new food service model at our pilot schools in the 2019-2020 school year.

## New AEDs Provide Schools with Quicker Access to Emergency Response

All 56 PSB schools now have access to modern automated external defibrillators (AEDs). AEDs are used during a cardiac failure to shock the heart and restore its rhythm. They are known to dramatically increase the survival rate from a cardiac arrest. The province purchased 60 AEDs at a cost of more than \$100,000. The new units were placed in schools that did not already have an AED, and in schools where existing units were replaced and upgraded.



Modern AEDs are safe and easy to use. Teachers and staff were trained by the Red Cross to use the new units. The school-based AEDs have been added to the provincial AED Registry which is a database used by first responders to locate the nearest defibrillator when an emergency occurs in an Island community.

### **Late Buses in the Westisle Family of Schools**

Students in the Westisle Family were able to stay after school and still take the bus home, thanks to a pilot project this year, initiated at the request of two Westisle Composite High School District Advisory Council (DAC) students. Through funding provided by the Department of Rural Development, two “late buses” were being provided at a cost of \$18,000 for the school year.

DAC members and school staffs hoped that students would take advantage of the buses because they would see it as a convenient way that would allow the opportunity for more students to take part in extracurricular activities like athletics, band, and drama, to enhance their whole learning experience.

Buses picked up students at Westisle Composite High School, Hernewood Intermediate, and M.E. Callaghan Intermediate and all of the students were dropped off at elementary schools in their home communities. Buses ran two days a week.

The Public Schools Branch worked with schools to get feedback and make adjustments to the program throughout the year to try to increase ridership recognizing the usage of the service will dictate how successful it is and its viability moving forward.

### **Student Access to Psychology Assessments and Supports in PSB Schools**

The three-year psychology strategy announced in early 2018 is improving access to assessments and supports that help students succeed in school. The \$2-million plan has seen investments made in key areas to assess more students earlier.

Four more psychologist positions were filled in 2018, bringing the complement to 10.6 positions. The wait time for an assessment has decreased to two years and three months, down from 3.5 years in January 2018. The wait list has dropped to 276 students, down from 423 one year ago.

Efforts to date have meant the strategy is ahead of the target to reduce the list to 325 students by August 2019 and close to the target of 250 by September 2020, which would mean all students would be assessed within a year. The completion of 70 assessments by private practice psychologists in 2018 has helped to reduce the backlog. The Public Schools Branch will continue to use private sector services as necessary to reach targeted wait times.

Along with the psychologists, four intervention teachers and two assistive technology facilitators were hired to help implement the increased number of recommendations. This helped in getting more services and technology to students. The new resource teachers work closely with schools and parents to put the appropriate interventions or adaptations in place. They monitor the progress of students, provide education about learning disabilities, support teachers with adaptations in the classroom and provide interventions.

## Board Decisions Related to the Charlottetown Area Review of Schools

The Public Schools Branch is committed to ensuring that our students have access to quality educational programs and services. As all community members play a role in the education of our youth, the PSB wanted to engage and collaborate with the public on improving the school environment in the Charlottetown Family of Schools through a consultative process.

The PSB recognized the impact increasing enrolments and population demands had on six identified schools. The schools that were identified for further study include Charlottetown Rural and Colonel Gray Senior High Schools, Queen Charlotte Intermediate, Birchwood Intermediate, Spring Park Elementary, and West Kent Elementary. Recent projected enrollment data from Baragar shows that these schools will exceed their total functional capacity in 3-5 years.

On April 3, 2018 the PSB Board of Directors approved that a more in-depth study be done of the Charlottetown Family of Schools using the Category I process. The study looked at functional capacity and future enrolment projections. Volume 18 was contracted to conduct the consultations, compile the information received, and assist in developing the consultation report.

The report was developed through a process of identifying and evaluating the viability of feedback we received from the online and public consultations that took place in June and July 2018. The PSB hosted three public engagement consultations, a number of key stakeholder consultations and designed an online survey to reflect the same process as the in-person consultations. The online survey was hosted on the PSB website from June 14, 2018 until July 20, 2018 to provide time for staff, parents and community members to participate.

The Charlottetown Family of Schools Study Report was presented to the Public Schools Branch Board of Directors at a public meeting on August 29, 2018. The Study Report included options for improving capacity issues at the elementary and secondary (intermediate/high school) levels. Eight recommendations were presented for consideration. Three for Elementary level and five for secondary (intermediate/high school) level.

The PSB Board of Directors held a public meeting on September 13, 2018 to consider options for change to address overcrowding. The Board of Directors of the Public Schools Branch voted to support an option to build a secondary school for the Stratford and Donagh community. The board said it would recommend the Province fund construction of the new school or schools to potentially accommodate grades 7-12, with primary consideration being given to grades 10-12. Their decision was made after the board identified a need to address overcrowding in Charlottetown high schools, both of which are expected to be overcapacity by next year.

The Board also decided to rezone students from the Orchard Hill/Lewis Point Park area from Spring Park Elementary to West Royalty Elementary for September 2019. The Board of Directors wanted to minimize the amount of school changes for Orchard Hill/Lewis Point Park students who had moved schools two years ago.

The move of all students will happen gradually over the next 4 years, with just K-2 English students (approximately 50) moving in September 2019. These students have not experienced rezoning previously. After this initial move, the population of both Spring Park Elementary and West Royalty Elementary is anticipated to be under 500 for each school. Moving forward, students entering kindergarten in the English program from this area will also attend West Royalty Elementary. By

2022, the anticipated population of Spring Park Elementary, due to this rezoning, would be 445, with approximately 50 more student attending West Royalty Elementary from this area.

Grade 3-6 English Program students, including older siblings of the rezoned K-2 students, at Spring Park Elementary from this area who wish to attend West Royalty Elementary will be supported through the Student Transfer process, to further reduce the number of students attending Spring Park Elementary.

This decision addressed school capacity and population issues, but was not able to address class composition issues in a significant way. It is expected that recent investments in education and EAL staffing will support student success in these schools.

Another option, which proposed rezoning students living in the North River Road area from West Kent Elementary to St. Jean Elementary, was rejected for the time being due to an expectation that West Kent Elementary would not be overcapacity before 2021.

The Board of Directors further recommended the approval of funding for a needs assessment of Montague Consolidated and Eliot River Elementary and a needs assessment of schools in the province over 20 years old, plus an annual \$3 million increase in the budget for school capital repairs. They also stated that proactive planning can prevent overcrowding and ensure the best possible spaces for learning and the delivery of today's curriculum for all students.

The PSB thanks members of the public for their ideas and support through this process.

## Construction Updates

The PEI capital budget for 2019-20 included \$38 million for the construction of a new high school in Stratford. The school will be built in co-operation with the Town of Stratford. Details, including where the school will go, are still to be worked out. The school is expected to be completed in three to four years. With the new high school, Donagh Regional and Stratford Elementary students will be able to finish school in their home community, but will still need to be bused to Charlottetown for Grades 7-9.

Other new investments in education included new classrooms at West Royalty Elementary at a cost of \$4.7 million, and \$19.1 million for the new elementary school in Sherwood. The government also set aside \$500,000 for a comprehensive review of school infrastructure, to determine which schools will require renovation or replacement over the next few years.

Three Oaks Senior High School construction was completed in February. The rebuilding of the 160,000 square foot facility which began in autumn 2016, was the first major upgrade of the school since it opened in 1976.

This major transformation sets a new standard for secondary learning in the PSB and provides Three Oaks students with exciting new opportunities to learn. The like-new facility provides excellent spaces for students to learn today's high school curriculum.

The rebuilt school includes many new features such as well-equipped science labs, a black box theatre, a new outdoor running track and upgraded sports fields, a culinary and foods lab, elevator, new resource rooms, student breakout rooms, independent study areas and gathering spaces for students.

This was a challenging project and the PSB acknowledges and appreciates the cooperation of so many people who brought it to fruition.

The work on the Stratford Elementary addition is progressing well and the forecasted substantial completion date is July 26, 2019. This date would not include the commissioning of all mechanical and electrical systems, however activities such as cleaning and moving in furniture can be completed while the final commissioning is being completed. PSB maintenance staff will work to have everything moved in and ready for the start of school in September. Many areas of the work are already 100% complete such as masonry, rough carpentry, aluminum windows and doors, drywall and ceilings as well as the elevator installation. All other areas such as mechanical, electrical, millwork, roofing siding, flooring and painting will be worked on and substantially completed by July 26, including the outside landscaping.

The two story addition contains approximately 24,500 square feet of space. The addition will provide 13 classrooms, a music room, an activity room (the size of half a single elementary school gym), four education assistant workrooms, two guidance offices as well as teacher planning rooms and washrooms. In addition space is provided for an existing French classroom, which will be relocated to allow expansion of the existing staff room. Two of the new classrooms will initially be used for EAL and Resource education activities.

Staff and parent representatives strongly stressed the importance of maintaining as much playground space as possible for the Stratford/Glen Stewart campus. After considering the information presented and cost implications, a decision was made to proceed with a two story design; access to the second story will be provided by both stairs and an elevator.

The work on the LM Montgomery Elementary addition was significantly impacted by the plumbers' union strike. The forecasted substantial completion date of this project is now October 15, 2019. This date would not include the commissioning of all mechanical and electrical systems, however activities such as cleaning and moving in furniture can be completed while the final commissioning is being completed. Also, due to the labor disruption, the central parking lot cannot be completed until summer 2020 as the school will be required to keep the mobile units located at the school functional, for extra classroom use while the work is being completed. PSB maintenance staff will work with the school to determine the best time to move the students into the new addition, once the work is completed. The areas of the work that are already 100% complete include the foundation, the slab on grade and the structural steel. All other areas will be substantially completed by October 15, 2019.

The new 16,300 square foot addition is being added to the rear of the building, where the two room mobile was previously located, making for a net increase of 14,000 square feet. The addition provides 10 classrooms (a net increase of eight), an activity room (approximately half a single elementary school gym), three educational assistant breakout workrooms, one of which will also double as a timeout room, as well as a teacher planning room, and washrooms (including a gender neutral washroom). In addition, there will be dedicated space for mechanical fan unit, LAN Room, storage, and a custodian room.

Staff and parent representatives stressed the importance of upgrading some of the internal items of the existing school. As a result, numerous items have been included within the project, such as new gym flooring and gym lighting, improved ventilation in the boot room/primary student entrance, improved boot storage shelving, upgraded PA system, gymnasium sound system, improved wall between music room and planned multipurpose room.

Many thanks to the administration and staff of these schools for ensuring great and safe learning environments amid all the construction.

The West Royalty Elementary Planning Committee was formed and began planning for the West Royalty addition.

The New Sherwood School Planning Committee met five times and are currently looking at a space plan for the new school. Several members of this committee toured recently built or renovated schools including Souris Regional, Spring Park Elementary, and Stratford Elementary.

### **Transition Teams at Work**

Transition Teams held meetings to plan for the successful transition of students between schools for the 2019-2020 school year. One transition team planned the move of grade 3 students from Glen Stewart Primary to the new addition that will be completed at Stratford Elementary. Another team supported the transition of Orchard Hill/Lewis Point grade K-2 students from Spring Park Elementary to West Royalty Elementary. Work included communicating plans with parents, organizing tours for students and families, developing transportation routes, where needed, and ensuring staffing and supplies were ready for the first day of the 2019-2020 school year.

### **Stratford High School Development Committee**

A Stratford High School Development Committee was formed to look at the educational and learning needs of students for a new Stratford High School prior to it being designed and built. The committee was comprised of many members including two principals and two teachers who made recommendations to the Stratford High School Construction Committee regarding the space plan for the new school. These recommendations related to the general layout of the school to ensure safety, security, optimum learning. Also, the committee discussed an environmentally friendly and energy efficient design that would match curricular and student learning outcomes.

This group examined existing, new, and emerging educational pedagogy and 21st Century learning and technology options that may impact infrastructure for a new school. They investigated the curricular, educational, social, emotional, and extracurricular program considerations. They determined the optimum student population, the possible area of zoned students and the most effective grades configuration. As well, they met and listened to the perspectives of students, builders, and community planners, prior to making recommendations. They presented their report to partners and stakeholders in June.

### **Leadership Team Positions**

The PSB Leadership Team welcomed two new members.

A new Assistant Director position was filled by Erin Johnston in October 2018. In her role, Erin collaborates with the Leadership Team to assist with the operations of the PSB and she supports principals with the on-going management of schools and excellence in student achievement.

Becky Chaisson became the Director of Corporate Services in November 2018. Becky also works with the Leadership Team as well as managing the delivery of financial and support services,



coordinating data analysis and information systems, and supporting property and transportation services.

## **#56together**

Communication is an important pillar at the PSB and the Branch continues to work hard to communicate with all our employees. Further, the Branch strives to promote team work and collaboration among all employees across the Island. In the spring of 2019, a system-wide newsletter titled #56together was launched for all Public Schools Branch employees. Named for the 56 schools in the Branch and the collaborative spirit that we promote, this newsletter is intended to provide information from all departments of the Public Schools Branch that is relevant for our employees. Collaboratively with the Department of Education and Life Long Learning, we promote positive stories and celebrations, share important information from Corporate Services, Student Services, EAL/FAL Services, Policy and Planning, and Human Resources. #56together features students and schools, include messages of thanks and congratulations, and highlight PSB staff to bring the faces of our branch to our work. On a quarterly basis, we will continue to publish this newsletter as we work to provide a high level of communication with our Branch employees.

## **Inspire Award**

The Public Schools Branch continued with the 'Inspire' award for the 2018-2019 school year. The PSB believes in celebrating the achievements of students, staff, and other valued members of our educational community. We invited and encouraged the PSB community to help recognize individuals for the great things they do to help us all experience success and make the PSB a great place to work and learn. Nominating someone involved completing an electronic nomination form located on our website. Anyone could nominate an employee, student, volunteer, parent or community member. The criterion was simple - they just needed to inspire others. Nominees received a small PSB recognition package and a note of thanks for contributing to the PSB community. These awards arrived by school courier and school administrators were asked to ensure the awards were delivered to nominees.

The 'Inspire' award is one way we recognized members of our educational community for the inspirational things they do to help us all experience success and make our schools great places to work and learn. Over 300 'Inspire' Awards were delivered this year. We thank everyone who nominated someone for taking time to recognize deserving candidates and for showing them how much they are appreciated.

## **School Visits**

The Director and Assistant Director regularly visited schools during the 2018-2019 school year spending a few hours at each of our 56 schools. They witnessed some exceptional teaching and learning, as well as meeting with administrators and staff to discuss the challenges and opportunities they faced.

## **School Staffing Process for the Upcoming School Year**

Teacher positions were allocated fairly and consistently across the province, building equity for students and support for teachers through more consistent student-teacher ratios. The Public Schools

Branch was very pleased to have received additional teacher and educational assistant positions to address some pressure points in class size and class composition.

Our primary goals were: to put teachers where students are; improve class size and support teachers with class composition challenges; ensure schools with similar configurations are staffed in a similar manner; and build equity for students across the province.

## Strategic Action Plan

The Strategic Action Plan outlines the key strategic priority areas that are the focus of the Branch for the next three years. The PSB Strategic Action Plan was developed by undertaking an extensive engagement and consultation process with branch based staff, teachers, administrators and the Board of Directors. Staff had the opportunity to provide feedback through several avenues and team activities. The PSB Strategic Action Plan was formally accepted through resolution by the Board of Directors at their Board of Directors Public meeting on June 13, 2018.

The Strategic Action Plan identifies the commitments, key actions, and measures of the PSB. It also provides a focus for the next three years and helps us to reflect and report on our successes and challenges while assisting with future planning.

Our ultimate goal is student success which is largely dependent on how well we operate as an organization. By aligning our actions with our mission, vision and values, we have a clear roadmap to follow. Further, by ensuring all our employees understand how these three elements are key to achieving success, they share a common aspiration for the future and are fully engaged to contribute.

Four Strategic Pillars were identified through the consultation process and are our key areas of focus: Student Success, Wellness, Communication, Resources.

Phase two of the plan consisted of 'stretching' each specific action and measure to provide specific detail on the work to be done during the three year timeline. PSB staff involved in the work were invited to assist in developing these details.

PSB staff worked hard on many actions of the strategic plan. Specifically, detailed work was done on section 1.2 - Determine student attendance rates and reasons for absenteeism, section 1.3 - Encourage and engage students and staff in the pursuit of learning, 2.5 - Identify Key Indicators of Student and Staff Wellness, and section 4.5 - Develop a process and report structure for regular Branch reviews.

PSB staff completed an inventory of the actions completed during 2018-2019 and planned the next steps to work towards during the 2019-2020 school year.

It is important that we put in place the necessary frameworks, initiatives and supports to allow the PSB to grow and perform at its best. We need to regularly take stock of our accomplishments, big and small, build on our strengths and tackle our challenges. We may need to adjust our course along the way, but our focus will remain the same.

We thank our PSB principals, teachers, students, parents, and other education stakeholders who have contributed to the plan and provided feedback on this work.

# Public Schools Branch Strategic Action Plan

## 2018-2021 Public Schools Branch Strategic Action Plan



### Pillar #1 - EDUCATIONAL SUCCESS

| <b>COMMITMENTS</b><br>We are committed to:<br>1. Creating safe, caring and productive learning/working environments.<br>2. Utilizing evidence based practices in the delivery of services by staff to students.<br>3. Providing all learners (student, teachers and staff) with appropriate opportunities to achieve their potential through programing, training and experiences. |  |
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| KEY ACTIONS  | KEY MEASURES   |
| 1.1 Determine the student population, profiles, and needs for 2018 -2021.  | Official enrolment data and student profile information.   |
| 1.2 Determine student attendance rates and reasons for absenteeism.  | Increase student attendance.   |
| 1.3 Encourage and engage students and staff in the pursuit of learning   | Feedback about co-constructed and success criteria, meaningful learning opportunities, positive teacher/student relationships, and collaborative learning. |
| 1.4 Receive feedback from students, parents and staff about educational success happening in schools.  | Formal and informal data collection at the school level.   |
| 1.5 Be an effective, learning centered organization.   | Document professional development opportunities for school and branch-based staff.   |

### Pillar #2 - WELLNESS

| <b>COMMITMENTS</b><br>We are committed to:<br>1. Working collaboratively with educational stakeholders to create a positive and supportive culture.<br>2. Valuing and recognizing the unique strengths and contributions of staff and students.<br>3. Supporting and promoting wellness initiatives in our schools and workplaces. |  |
|--|--|
| KEY ACTIONS  | KEY MEASURES   |
| 2.1 Create opportunities for dialogue around school community wellness.  | Engage and support students and staff wellness in the areas of nutrition, and physical/mental wellbeing.                         |
| 2.2 Enhance the visibility and awareness of student and staff wellness activities and programs.  | Communicate wellness activities and programs through website presence, school newsletters, parent engagement sessions, DAC, H&S. |
| 2.3 Work with partners to increase wellness literacy among staff and students.   | Provide opportunities for staff and students to increase wellness literacy.  |
| 2.4 Recognize the contributions that people make which foster a positive culture in the PSB.   | Provide the ways in which individuals are recognized throughout the year.  |
| 2.5 Identify key indicators of student and staff wellness  | Provide opportunities which support wellness goals.  |

### Pillar #3 - COMMUNICATION

| <b>COMMITMENTS</b><br>We are committed to:<br>1. Timely, efficient and effective two-way communication with educational stakeholders.<br>2. Ensuring our policies and procedures communicate a clear and common direction for the Public Schools Branch.<br>3. Aligning and communicating system goals with a shared focus and vision. |   |
|--|---|
| KEY ACTIONS  | KEY MEASURES  |
| 3.1 Enhance data management and record keeping.  | Implement Records Information Management system in schools and offices.   |
| 3.2 Identify communication issues and other gaps in PSB Branch-based services from stakeholders.   | Provide increased opportunities for feedback.   |
| 3.3 Effectively communicate with internal and external stakeholders.   | Communicate with DACs, H&S, parents, and also through administrators, branch memos, school newsletters, websites, briefing notes, news releases, etc. |
| 3.4 Leverage technology effectively to support student learning by communicating with parents and students.  | An increase and/or continued use of teacher communication, school e-newsletters, electronic communication, and student data bases.                    |
| 3.5 Modernize PSB website  | Increase user functionality. Increase user traffic.   |
| 3.6 Ensure operational policies, procedures, and guidelines meet current and emerging organizational needs.  | Policies, procedures, and guidelines are reviewed and updated on a scheduled basis.   |
| 3.7 Be collaborative in decision making, when appropriate.   | Feedback from stakeholders.   |

### Pillar #4 - RESOURCES

| <b>COMMITMENTS</b><br>We are committed to:<br>1. Aligning resources with clearly identified priorities that meet the needs of students and staff.<br>2. Utilizing resources in a responsible and fair manner.<br>3. Exploring innovative ways of deploying our resources to address and meet system needs. |   |
|--|---|
| KEY ACTIONS  | KEY MEASURES  |
| 4.1 Align staffing allocations with educational priorities and directives.   | Allocate staff to identified priorities and directives.   |
| 4.2 Provide new employees with an informative and supportive welcome to their working environment.   | Develop an orientation process for new staff. Deliver beginning teacher program in collaboration with partners. |
| 4.3 Assure operational continuity by investing in a staff evaluation schedule and succession planning.   | Conduct evaluations with staff. Identify gaps in staffing to assist in succession planning.                     |
| 4.4 Complete a review of schools on a regular basis, as per the School Change policy.  | Develop a consistent consultation process and report structure for regular school reviews.                      |
| 4.5 Develop a process and report structure for regular Branch reviews.   | Regularly review departments within the branch for functionality and efficiencies.                              |
| 4.6 Develop a financial plan to project future financial requirements for the life of the strategic action plan.   | A financial plan which clearly articulates the financial requirements of our core functions and priorities.     |
| 4.7 Make sustainable expenditures which are environmentally friendly.  | Seek partnerships to implement environmentally friendly alternatives.   |
| 4.8 Create easy and more visible ways for individuals or groups to financially contribute to schools.  | Visible presence for donation opportunities.  |
| 4.9 Complete reviews of the delivery models for both inclusive education and EAL support with our partners.  | Develop service delivery models with sustainable recommendations.   |

## High School Graduations

Graduation ceremonies for Public Schools Branch high schools were held on the following dates:

June 20, 2019

- Kinkora Regional High
- Souris Regional
- Bluefield Senior High
- Kensington Intermediate Senior High
- Montague Regional High
- Morell Regional High
- Three Oaks Senior High

June 21, 2019

- Colonel Gray Senior High

June 24, 2019

- Charlottetown Rural Senior High
- Westisle Composite High



## **The Director of the Public Schools Branch**

The Director is the Chief Operating Officer of the Public Schools Branch and is accountable to the Board of Directors. The Director is responsible for overseeing the operations and management of the school system in the areas of finance, transportation, property services, human resources, student support services, and policy. The Director is also responsible for providing advice to and collaborating with the Department of Education and Lifelong Learning on common initiatives and goals, as well as engaging with the education community.

## Departments' Overview

### Student Services

The 2018–2019 year has seen staff growth, collaboration, and professional planning for members of the Student Services team.

School Psychology continued to be an area of focus. The School Psychology team now consists of 11.6 team members. With diligence and private testing, the team is on target to reduce the wait list for psychological assessment to a one year wait by the 2020 school year.

The Student Services Counseling Consultants positions were increased by 0.6 to bring the compliment to 5 Counseling Consultants. School Counseling positions were also increased. All schools with exception, now has a least a 0.5 counseling position.

Student Services continues to collaborate with other professional entities through membership on the Student Well Being and Bridge teams, Restorative Justice Committee, and Poverty Reduction Committee to name a few.

Resource Teachers have received professional development in evidence based interventions. This work is done collaboratively with the School Psychologists, Speech Language Pathologists, Occupational Therapists, Inclusive Ed Consultants, and Autism Consultants.

Student Services overall focus has been on delivery services in the best interest of the child.

### Corporate Services

The Corporate Services division of the Public Schools Branch provides support services in the following areas to 56 schools and Branch office staff: property services, transportation, finance, payroll, information technology supports, and occupational health and safety.

During the 2018-2019 fiscal year, Property Services supported the renovations to Stratford Elementary School and LM Montgomery Elementary School and other capital repair projects that were being completed at schools throughout the Branch. Property Services oversee the maintenance at 56 schools representing over 3.6 million square feet of space with a replacement value in excess of \$625 million.

Transportation Services designs bus routes for approximately 17,250 students to transport them from home to school on a daily basis. They also work with approximately 257 school bus drivers to ensure the transportation needs of students are met.

Financial Services oversees a budget in excess of \$220 million on an annual basis. This division is responsible for all accounting, procurement and financial reporting for the Public Schools Branch. During the 2018-2019 fiscal year the Branch had revenues of \$222,450,453 and expenses of \$222,448,895 for a small operating deficit of \$1,558.

Payroll Services works to ensure approximately 4,000 employees (permanent and substitute) are paid throughout the organization. Payroll related expenses represent, in excess of, 90% of the Public Schools Branch's expenditures.

The Information Technology Section of Corporate Services is responsible for providing support for the multiple software systems used by staff throughout the Branch. This section is also responsible for various reporting requirements of the Branch and supporting the procurement and repair of technology related infrastructure.

The Occupational Health and Safety division is responsible for ensuring that proper safe work procedures are in place for staff, and that students and staff have a safe environment in which to work and learn.

## Human Resources

The 2018-2019 saw unprecedented hiring for the Public Schools Branch, with over 100 new probationary teacher contracts issued, and over 100 new permanent Educational Assistant (EA) and Youth Service Worker (YSW) positions. At the school Administration level, the Public Schools Branch realized 27 changes in school administration, 10 of which were newly named school level administrators. This school year also saw the hiring of two Resource Itinerant teachers, as part of the Recruitment Strategy objective.

Collective bargaining with our PEITF and CUPE union groups continued this school year. A new *Memorandum of Agreement* for PEITF employees was signed April 29, 2019. The CUPE 3260 group remained at the negotiation table for the duration of the school year, with the other CUPE bargaining units (1145, 1770, and 1775) beginning their bargaining rounds. All CUPE agreements have yet to be ratified.

A new Human Resources initiative this school year was to facilitate two “*Aspiring Administrators*” sessions, one held February 12 at Kensington Intermediate Senior High, the other held February 19 at Westwood Primary. A panel of six school principals shared their experiences and insights regarding both the rewards and the challenges of being a school administrator, and responded to questions. Both events were well attended, with over sixty potential aspiring administrators taking part.

Substitute/casual employee shortages remained a topic of focus and concern this school year. An ongoing study and review of data related to teacher substitute shortages is providing some direction for focus in the coming school year in an effort to address this critical area.

Human Resources began the staffing process very early this year, and had the first round of Administrative postings out the first week of March. A spring election impacted our ability to have the staffing process completed, by the end of June 2019.

In the spring of 2019, the Human Resources department underwent a department review, conducted by HRWorks Inc. The review, which was completed in June 2019, involved interviews with department staff, a survey of partners, unions, and staff we serve, and a jurisdictional scan of similar sized school boards across Canada. The review confirmed a high level of satisfaction with the Human Resources department’s professionalism, expertise, and support.

The end of the 2018-2019 school year brought 87 Public Schools Branch retirements, 42 of which were teachers/administrators.

## English/French as an Additional Language

More than 600 new English/French language learners entered the school system in 2018-2019 bringing the total number of EAL/FAL students within the Public Schools Branch to 2,095. The majority of our newcomer students registered in schools within the Charlottetown and greater Charlottetown area, however, EAL/FAL students were registered in 49 PSB schools in 2018-2019. There was a significant increase in the number of EAL/FAL students settling in the Summerside and Western area of the province. Students arrived from China, Vietnam, Philippines, India, Taiwan etc. as permanent residents, as refugees, on study permits, with parents on work permits or as visitors.

Our first Summer Language Program was offered at Spring Park Elementary School. Newly arrived, beginning EAL students from grades 1-9 were given an opportunity to attend a three-week program focusing on functional language and community-based activities. The program was run twice for a total of six weeks with approximately 75 children/youth participating. The overall feedback was positive as students new to the province and new to the English language were given an introduction to the English language and our culture before transitioning into the school system.

After receiving a positive response from the pilot of our Functional Language program which supports new language learners at the beginning stages of English language acquisition, our EAL itinerants adopted this program as part of their regular language instruction. Regardless of the time of year a beginning level student enters the school system from grades 1-9, the Functional Language program can be utilized and has the flexibility to be given over a shorter or longer duration depending on the needs of the student. Teaching beginning language learners the language they need to survive the class and school setting is of great benefit to the students and their teachers.

The budget for EAL/FAL provided a contingency for fifteen instructional positions and ten non-instructional positions for the provision of staffing based on the number of new arrivals and their needs. With the arrival of more than 300 students from July 2018 to October 2018, many schools, specifically those in the Charlottetown area, saw an increase in registrations. As a result, 12 FTE for instructional staffing was allocated by the end of August 2018 with the remainder allocated throughout the school year. 3.5 FTE for non-instructional staffing including Educational Assistants and Youth Service Workers were allocated in the first semester and the remainder in the second semester. These new allocations provided service directly to EAL/FAL students and supported native born English students with the addition of extra support or classrooms at the elementary level, the addition of extra support and homerooms at the intermediate level, and the addition of courses at the high school level. As arrivals continued to increase over the school year, schools were able to accommodate with additional staff in place.

The resource budget for EAL/FAL focused on providing resources for those schools who are new to receiving EAL/FAL students, particularly schools in the Western and Eastern ends of the province. With more newcomer students settling in rural PEI, it is imperative that schools and support personnel have the resources needed to support language acquisition. Targeting material resources to these areas have proved very beneficial.

As the population of EAL/FAL learners grew, the number of students requiring language support also grew resulting in 730 EAL/FAL students on caseload. The overall caseload is determined by the language needs of the students. Many EAL/FAL students require several years of support before they are ready to independently access the curriculum. The re-assessment of student's language proficiency at the end of the school year provides an opportunity to observe growth and areas of challenge. This past spring, the EAL/FAL team accomplished approximately 700 language proficiency re-assessments in the span of seven weeks.

Feedback days were held during the second week of June so that parents could be informed of their child's/children's language progress and give consent if they were to remain on caseload or be removed. Children new to the English/French language are making progress and the graciousness and appreciation of our newcomer parents for the support given to their children is tremendous.

We also had the opportunity to support our educators as they receive new English/French language learners. Learning how to teach children new to the language is a constant concern of our island educators as they strive to meet their students' needs. As a result, we have provided many professional development opportunities focusing on teaching new language learners in one on one situations, to small groups and to entire school staff. These presentations were provided to music teachers, physical education teachers, elementary, intermediate and high school teachers as well as preservice teachers at UPEI and preservice Educational Assistants and Youth Service Workers at Holland College. Requests for individual and small group PD increased as teachers experienced having new language learners for the first time or encountered issues around culture or curriculum delivery. Overall, teacher support and professional development was provided to educators in 30 schools. In addition, staff of the EAL/FAL Reception provided several sessions of professional development at the Canadian Association of Second Language Teachers Conference held in Fredericton, New Brunswick in May.



### **Public Schools Branch Responsibilities**

(Legislation: *Education Act, Section 20 (2)*)

An education authority has the following responsibilities:

- a) to deliver the courses of study and education programs prescribed, approved or authorized pursuant to this Act to meet the needs of all students enrolled in a school operated by the education authority and to enable their success;
- b) to be accountable and provide assurances to students, parents, the community and the Minister for performance of duties and responsibilities conferred on the education authority by this Act and the regulations;
- c) ensure that each student enrolled at a school operated by the education authority and each staff member employed by the education authority is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and a sense of belonging;
- d) to provide a continuum of specialized supports and services to students that is consistent with the principles of inclusive education;
- e) to collaborate with municipalities, the other education authority and community based service agencies in order to effectively address the needs of all students and manage the use of public resources;
- f) to collaborate with post-secondary institutions and the community to enable smooth transitions for students from secondary to post-secondary education;
- g) to establish and maintain governance and organizational structures that promote student well-being and success;
- h) to ensure effective management of the education authority's resources;
- i) to recruit the Director and entrust the day-to-day management of the education authority to the staff through the Director;
- j) to comply with all applicable Acts and regulations;
- k) to establish appropriate dispute resolution processes;
- l) to carry out any other responsibility that is prescribed by regulation

## Appendix B

### **PUBLIC SCHOOLS BRANCH Board of Directors Public Meetings 2018 – 2019**

|                    |                            |
|--------------------|----------------------------|
| August 29, 2018    | Stonepark Intermediate     |
| September 13, 2018 | West Kent Elementary       |
| November 6, 2018   | LM Montgomery Elementary   |
| December 12, 2018  | St. Jean Elementary        |
| February 20, 2019  | Mount Stewart Consolidated |
| April 12, 2019     | Stratford Town Hall        |
| June 26, 2019      | Westisle Composite High    |

## Appendix C

### REPORT ON BOARD GOVERNANCE AND OPERATIONAL POLICY 2018-2019

The Board of Directors of the Public Schools Branch adopted the following motions regarding Board Governance and Operational Policies during the period April 1, 2018 to March 31, 2019.

#### **School Board Meeting - November 14, 2018 - Operational Policies**

##### Operational Policy 606 - Alcohol and Drugs

It was moved by Dale Sabeau and seconded by Harvey MacEwen that the proposed Policy 606, Alcohol and Drugs, be adopted as presented. Motion carried.

##### Operational Policy 505 - Harassment in the Workplace, Interim

It was moved by Dale Sabeau and seconded by Harvey MacEwen that the proposed Policy 505, Harassment in the Workplace, Interim, be adopted as presented. Motion carried.

##### ESD Policy ADD, School Safety

It was moved by Harvey MacEwen and seconded by Dale Sabeau that ESD Policy ADD, School Safety, be rescinded. Motion carried.

##### ESD Policy GCMC, Parent Teacher Conferences

It was moved by Dale Sabeau and seconded by Harvey MacEwen that ESD Policy GCMC, Parent Teacher Conferences, be rescinded. Motion carried.

##### ESD Policy IHAG, Band/Instrumental Music Program

It was moved by Harvey MacEwen and seconded by Dale Sabeau that ESD Policy IHAG, Band/Instrumental Music Program, be rescinded. Motion carried.

##### ESD Policy IHBA, Inclusive Education

It was moved by Harvey MacEwen and seconded by Dale Sabeau that ESD Policy IHBA, Inclusive Education, be rescinded. Motion carried.

##### ESD Policy LC, Research Requests from External Agencies

It was moved by Harvey MacEwen and seconded by Dale Sabeau the ESD Policy LC, Research Requests from External Agencies, be rescinded. Motion carried.

##### WSB Policy 36, Research Requests from External Agencies

It was moved by Dale Sabeau and seconded by Harvey MacEwen that WSB Policy 36, Research Requests from External Agencies, be rescinded. Motion carried.

#### **School Board Meeting - February 20, 2019 - Operational Policies**

##### Operational Policy 301 – Student Transportation

It was moved by Harvey MacEwen and seconded by Dale Sabeau that the proposed Policy 301, Student Transportation, be adopted as presented. Motion carried.

Operational Policy 506 - Employee Conflict of Interest

It was moved by Harvey MacEwen and seconded by Dale Sabeau that the proposed Policy 506, Employee Conflict of Interest, be adopted as presented. Motion carried.

ESD Policy ADF – Poverty Intervention

It was moved by Harvey MacEwen and seconded by Dale Sabeau that ESD Policy ADF, Poverty Intervention, be rescinded. Motion carried.

.

## Appendix D

### SCHOOL ENROLMENTS

**PEI Enrolment, K-12, Public Schools Branch (PSB), by School and Grade, September 2018**

| School Code | School Name                 | K   | 1   | 2   | 3   | 4   | 5   | 6   | 7   | 8   | 9   | 10  | 11  | 12  | Total |
|-------------|-----------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-------|
| 131         | Alberton Elementary         | 15  | 17  | 17  | 12  | 18  | 20  | 17  |     |     |     |     |     |     | 116   |
| 231         | Amherst Cove                | 13  | 11  | 19  | 18  | 12  | 17  | 13  | 6   | 20  |     |     |     |     | 129   |
| 221         | Athena Consolidated         | 22  | 24  | 32  | 29  | 26  | 37  | 29  | 38  | 37  | 35  |     |     |     | 309   |
| 440         | Belfast Consolidated        | 14  | 9   | 15  | 15  | 12  | 10  | 12  | 10  | 5   | 7   |     |     |     | 109   |
| 320         | Birchwood Intermediate      |     |     |     |     |     |     |     | 196 | 158 | 161 |     |     |     | 515   |
| 132         | Bloomfield Elementary       | 41  | 32  | 38  | 37  | 36  | 30  | 30  |     |     |     |     |     |     | 244   |
| 314         | Bluefield                   |     |     |     |     |     |     |     |     |     |     | 275 | 224 | 205 | 704   |
| 441         | Cardigan Consolidated       | 13  | 13  | 13  | 16  | 10  | 21  | 11  |     |     |     |     |     |     | 97    |
| 341         | Central Queens Elementary   | 33  | 29  | 46  | 34  | 41  | 33  | 51  |     |     |     |     |     |     | 267   |
| 310         | Charlottetown Rural         |     |     |     |     |     |     |     |     |     |     | 379 | 298 | 311 | 988   |
| 311         | Colonel Gray                |     |     |     |     |     |     |     |     |     |     | 284 | 312 | 276 | 872   |
| 344         | Donagh Regional             | 33  | 35  | 26  | 30  | 29  | 31  | 36  |     |     |     |     |     |     | 220   |
| 324         | East Wiltshire Intermediate |     |     |     |     |     |     |     | 195 | 182 | 210 |     |     |     | 587   |
| 342         | Eliot River Elementary      |     |     |     |     | 156 | 169 | 147 |     |     |     |     |     |     | 472   |
| 134         | Ellerslie Elementary        | 27  | 19  | 34  | 42  | 25  | 30  | 22  |     |     |     |     |     |     | 199   |
| 232         | Elm St. School              | 42  | 46  | 62  | 62  | 72  | 73  | 50  |     |     |     |     |     |     | 407   |
| 345         | Englewood                   | 17  | 20  | 17  | 25  | 20  | 18  | 23  | 13  | 23  | 14  |     |     |     | 190   |
| 445         | Georgetown Consolidated     | 6   | 9   | 7   | 2   | 8   | 6   | 4   | 6   | 6   |     |     |     |     | 54    |
| 340         | Glen Stewart Primary        | 135 | 143 | 174 | 162 |     |     |     |     |     |     |     |     |     | 614   |
| 237         | Greenfield Elementary       | 69  | 37  | 52  | 42  | 51  | 54  | 58  |     |     |     |     |     |     | 363   |
| 348         | Gulf Shore Consolidated     | 18  | 28  | 21  | 18  | 26  | 29  | 32  | 25  | 19  | 29  |     |     |     | 245   |
| 122         | Hernewood                   |     |     |     |     |     |     |     | 89  | 104 | 95  |     |     |     | 288   |
| 211         | Kensington Int/Snr High     |     |     |     |     |     |     |     | 51  | 50  | 56  | 51  | 39  | 51  | 298   |
| 212         | Kinkora High                |     |     |     |     |     |     |     |     |     | 42  | 41  | 36  | 29  | 148   |
| 343         | L.M. Montgomery Elementary  | 55  | 51  | 67  | 59  | 72  | 81  | 56  |     |     |     |     |     |     | 441   |
| 123         | M.E. Callaghan              |     |     |     |     |     |     |     | 75  | 69  | 80  |     |     |     | 224   |
| 222         | Miscouche Consolidated      | 23  | 19  | 18  | 22  | 21  | 25  | 24  | 25  | 28  | 31  |     |     |     | 236   |
| 446         | Montague Consolidated       | 62  | 54  | 67  | 60  | 61  | 61  | 56  |     |     |     |     |     |     | 421   |
| 420         | Montague Intermediate       |     |     |     |     |     |     |     | 85  | 70  | 131 |     |     |     | 286   |
| 410         | Montague Regional High      |     |     |     |     |     |     |     |     |     |     | 137 | 144 | 128 | 409   |
| 447         | Morell Consolidated         | 16  | 22  | 20  | 25  | 16  | 23  | 15  | 23  | 21  |     |     |     |     | 181   |

**PEI Enrolment, K-12, Public Schools Branch (PSB), by School and Grade, September 2018**

| School Code | School Name                 | K           | 1           | 2           | 3           | 4           | 5           | 6           | 7           | 8           | 9           | 10          | 11          | 12          | Total        |
|-------------|-----------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|--------------|
| 411         | Morell Regional High        |             |             |             |             |             |             |             |             |             | 46          | 43          | 33          | 48          | 170          |
| 448         | Mt. Stewart Consolidated    | 19          | 22          | 20          | 12          | 22          | 14          | 31          | 23          | 17          |             |             |             |             | 180          |
| 133         | O'Leary Elementary          | 13          | 15          | 14          | 15          | 18          | 14          | 25          |             |             |             |             |             |             | 114          |
| 346         | Parkdale Elementary         | 18          | 22          | 29          | 20          | 21          | 35          | 25          |             |             |             |             |             |             | 170          |
| 236         | Parkside Elementary         | 46          | 59          | 41          | 41          | 51          | 61          | 46          |             |             |             |             |             |             | 345          |
| 347         | Prince St. Elementary       | 26          | 28          | 34          | 31          | 43          | 37          | 32          |             |             |             |             |             |             | 231          |
| 321         | Queen Charlotte             |             |             |             |             |             |             |             | 199         | 184         | 209         |             |             |             | 592          |
| 233         | Queen Elizabeth Elementary  | 50          | 36          | 38          | 48          | 47          | 66          | 52          |             |             |             |             |             |             | 337          |
| 349         | Sherwood Elementary         | 75          | 62          | 56          | 82          | 83          | 69          | 79          |             |             |             |             |             |             | 506          |
| 234         | Somerset                    | 20          | 20          | 20          | 12          | 20          | 16          | 20          | 16          | 12          |             |             |             |             | 156          |
| 412         | Souris Regional             | 39          | 24          | 39          | 32          | 39          | 45          | 47          | 45          | 51          | 46          | 44          | 33          | 39          | 523          |
| 451         | Southern Kings Consolidated | 25          | 26          | 25          | 17          | 14          | 17          | 20          | 19          | 20          |             |             |             |             | 183          |
| 351         | Spring Park Elementary      | 72          | 74          | 70          | 74          | 77          | 87          | 81          |             |             |             |             |             |             | 535          |
| 354         | St. Jean Elementary         | 15          | 10          | 14          | 13          | 25          | 14          | 25          |             |             |             |             |             |             | 116          |
| 135         | St. Louis Elementary        | 16          | 14          | 15          | 20          | 14          | 22          | 19          |             |             |             |             |             |             | 120          |
| 323         | Stonepark Intermediate      |             |             |             |             |             |             |             | 209         | 179         | 253         |             |             |             | 641          |
| 358         | Stratford Elementary        |             |             |             |             | 137         | 157         | 162         |             |             |             |             |             |             | 456          |
| 220         | Summerside Intermediate     |             |             |             |             |             |             |             | 157         | 173         | 197         |             |             |             | 527          |
| 215         | Three Oaks Senior High      |             |             |             |             |             |             |             |             |             |             | 245         | 233         | 214         | 692          |
| 130         | Tignish Elementary          | 25          | 17          | 19          | 29          | 24          | 20          | 23          |             |             |             |             |             |             | 157          |
| 455         | Vernon River Consolidated   | 23          | 20          | 20          | 17          | 22          | 18          | 17          | 14          | 15          | 16          |             |             |             | 182          |
| 355         | West Kent Elementary        | 49          | 48          | 52          | 41          | 40          | 37          | 40          |             |             |             |             |             |             | 307          |
| 356         | West Royalty Elementary     | 63          | 57          | 53          | 64          | 75          | 68          | 71          |             |             |             |             |             |             | 451          |
| 113         | Westisle Composite          |             |             |             |             |             |             |             |             |             |             | 174         | 183         | 152         | 509          |
| 350         | Westwood Primary            | 131         | 128         | 156         | 130         |             |             |             |             |             |             |             |             |             | 545          |
|             | <b>All PSB</b>              | <b>1379</b> | <b>1300</b> | <b>1460</b> | <b>1408</b> | <b>1484</b> | <b>1565</b> | <b>1501</b> | <b>1519</b> | <b>1443</b> | <b>1658</b> | <b>1673</b> | <b>1535</b> | <b>1453</b> | <b>19378</b> |



**Public Schools Branch  
Enrolments by Age and Grade  
September 2018**

GRADE

|             | K   |     | 1   |     | 2   |     | 3   |     | 4   |     | 5   |     | 6   |     | 7   |     | 8   |     | 9   |     | 10  |     | 11  |     | 12  |     | Grand Total |
|-------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-------------|
| Age         | F   | M   | F   | M   | F   | M   | F   | M   | F   | M   | F   | M   | F   | M   | F   | M   | F   | M   | F   | M   | F   | M   | F   | M   | F   | M   |             |
| 4           | 158 | 148 |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     | 306         |
| 5           | 497 | 563 | 156 | 136 |     | 1   |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     | 1353        |
| 6           | 3   | 9   | 487 | 514 | 165 | 170 |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     | 1348        |
| 7           |     | 1   | 2   | 5   | 529 | 577 | 162 | 155 |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     | 1431        |
| 8           |     |     |     |     | 6   | 12  | 530 | 550 | 171 | 165 |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     | 1434        |
| 9           |     |     |     |     |     |     | 5   | 6   | 555 | 583 | 168 | 184 |     |     |     |     |     |     |     |     |     |     |     |     |     |     | 1501        |
| 10          |     |     |     |     |     |     |     |     | 3   | 7   | 580 | 620 | 179 | 165 |     |     |     |     |     |     |     |     |     |     |     |     | 1554        |
| 11          |     |     |     |     |     |     |     |     |     |     | 5   | 8   | 580 | 556 | 176 | 150 |     |     | 1   |     |     |     |     |     |     |     | 1476        |
| 12          |     |     |     |     |     |     |     |     |     |     |     |     | 9   | 12  | 548 | 624 | 159 | 128 | 1   |     |     |     |     |     |     |     | 1481        |
| 13          |     |     |     |     |     |     |     |     |     |     |     |     |     |     | 8   | 12  | 571 | 566 | 160 | 172 | 2   |     |     |     |     |     | 1491        |
| 14          |     |     |     |     |     |     |     |     |     |     |     |     |     |     | 1   |     | 9   | 10  | 640 | 663 | 74  | 71  |     | 1   |     |     | 1469        |
| 15          |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     | 4   | 17  | 680 | 687 | 64  | 50  |     |     | 1502        |
| 16          |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     | 58  | 68  | 637 | 631 | 24  | 36  | 1454        |
| 17          |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     | 8   | 18  | 65  | 67  | 633 | 620 | 1411        |
| 18          |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     | 2   | 3   | 6   | 12  | 51  | 64  | 138         |
| 19          |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     | 2   | 1   | 1   | 9   | 11  | 24          |
| 20          |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     | 1   | 4   | 5           |
| Grand Total | 658 | 721 | 645 | 655 | 700 | 760 | 697 | 711 | 729 | 755 | 753 | 812 | 768 | 733 | 733 | 786 | 739 | 704 | 806 | 852 | 824 | 849 | 773 | 762 | 718 | 735 | 19378       |

## Appendix E

### SCHOOLS & PRINCIPALS 2018-2019

| SCHOOL   | PRINCIPAL           |
|--|---------------------|
| Alberton Elementary (Westisle Family)                  | Shanna Perry        |
| Amherst Cove Consolidated (Kinkora Family)             | Randy Gallant       |
| Athena Consolidated (Three Oaks Family)                | Jerry McAulay       |
| Belfast Consolidated (Montague Family)                 | John Munro          |
| Birchwood Intermediate (Charlottetown Family)          | Ron Carragher       |
| Bloomfield Elementary (Westisle Family)                | Andrew Stewart      |
| Bluefield Senior High (Bluefield Family)               | Stephen Wenn        |
| Cardigan Consolidated (Montague Family)                | Lisa Myers-Roche    |
| Central Queens Consolidated (Bluefield Family)         | Tara Deglan-Gallant |
| Charlottetown Rural Senior High (Charlottetown Family) | Dylan Mullally      |
| Colonel Gray Senior High (Charlottetown Family)        | Dominique Lecours   |
| Donagh Regional (Charlottetown Family)                 | Jason Kielly        |
| East Wiltshire Intermediate (Bluefield Family)         | Windsor Wight       |
| Eliot River Elementary (Bluefield Family)              | Terra Doucette      |
| Ellerslie Elementary (Westisle Family)                 | Jason Cormier       |
| Elm Street Elementary (Three Oaks Family)              | Tracy Beaulieu      |
| Englewood School (Bluefield Family)                    | Randy Reardon       |
| Georgetown Elementary (Montague Family)                | George Trevor       |
| Glen Stewart Primary (Charlottetown Family)            | Ann Hall            |
| Greenfield Elementary (Three Oaks Family)              | Sandra Jay          |
| Gulf Shore Consolidated (Bluefield Family)             | Maria Lavoie        |
| Hernewood Intermediate (Westisle Family)               | Patti Sweet         |

|   |                    |
|---|--------------------|
| Kensington Intermediate Senior High (Kensington Family) | Donald Mulligan    |
| Kinkora Regional (Kinkora Family)                       | Jaime Cole         |
| LM Montgomery Elementary (Charlottetown Family)         | Heather Cudmore    |
| ME Callaghan Intermediate (Westisle Family)             | Mary Lee Doucette  |
| Miscouche Consolidated (Three Oaks Family)              | Scott MacDonald    |
| Montague Consolidated (Montague Family)                 | Norbert Carpenter  |
| Montague Intermediate (Montague Family)                 | Luanne Inman       |
| Montague Regional High (Montague Family)                | Seana Evans-Renaud |
| Morell Consolidated (Morell Family)                     | Dale McIsaac       |
| Morell Regional High (Morell Family)                    | J. B. Crawford     |
| Mount Stewart Consolidated (Morell Family)              | Mary Kendrick      |
| O'Leary Elementary (Westisle Family)                    | Susan Trail        |
| Parkdale Elementary (Charlottetown Family)              | Lynn Hufnagel      |
| Parkside Elementary (Three Oaks Family)                 | Nick Martin        |
| Prince Street Elementary (Charlottetown Family)         | Natasha Bromley    |
| Queen Charlotte Intermediate (Charlottetown Family)     | K.J. White         |
| Queen Elizabeth Elementary (Kensington Family)          | Rodney MacArthur   |
| Sherwood Elementary (Charlottetown Family)              | Jean Boudreau      |
| Somerset Elementary (Kinkora Family)                    | Derik Arsenault    |
| Souris Regional (Souris Family)                         | Anna MacKenzie     |
| Southern Kings Consolidated (Montague Family)           | John Van Dyke      |
| Spring Park Elementary (Charlottetown Family)           | Terry MacIsaac     |
| St. Jean Elementary (Charlottetown Family)              | Maureen Cassivi    |
| St. Louis Elementary (Westisle Family)                  | Marsha Costello    |
| Stonepark Intermediate (Charlottetown Family)           | Norman Beck        |

|  |                 |
|--|-----------------|
| Stratford Elementary (Charlottetown Family)    | Janet Cameron   |
| Summerside Intermediate (Three Oaks Family)    | Doug Doyle      |
| Three Oaks Senior High (Three Oaks Family)     | Jeff Clow       |
| Tignish Elementary (Westisle Family)           | Mike Ellsworth  |
| Vernon River Consolidated (Montague Family)    | Dave Wood       |
| West Kent Elementary (Charlottetown Family)    | Tracy Ellsworth |
| West Royalty Elementary (Charlottetown Family) | Marilyn MacLean |
| Westisle Composite (Westisle Family)           | Heidi Morgan    |
| Westwood Primary (Bluefield Family)            | Sherry Flynn    |

## AUDITED FINANCIAL STATEMENTS 2018-2019



Financial Statements

Public Schools Branch

March 31, 2019



## Contents

|  | <b>Page</b> |
|--|-------------|
| Management's Responsibility For Financial Reporting          | 1           |
| Independent auditors' report                                 | 2           |
| Statements of operations and changes in net financial assets | 4           |
| Statement of financial position                              | 5           |
| Statement of cash flows                                      | 6           |
| Notes to the financial statements                            | 7           |
| Schedule of salaries and benefits expenses                   | 13          |
| Schedule of maintenance and operation expenses               | 14          |
| Schedule of transportation expenses                          | 15          |
| Schedule of instructional expenses                           | 16          |
| Schedule of administration expenses                          | 17          |
| Schedule of renovations and equipment expenses               | 18          |

## Management's Responsibility For Financial Reporting

March 31, 2019

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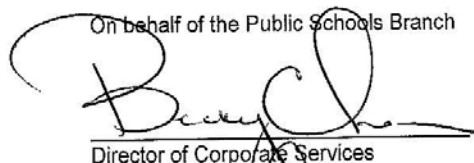
The financial statements have been prepared by management in accordance with Canadian public sector accounting standards, and the integrity and objectivity of these statements are management's responsibility. Management is also responsible for all of the notes to the financial statements and schedules, and for ensuring that this information is consistent, where appropriate, with the information contained in the financial statements. A summary of the significant accounting policies are described in Note 2 to the financial statements.

Management is also responsible for implementing and maintaining a system of internal controls to provide reasonable assurance that reliable financial information is produced. The internal controls are designed to provide reasonable assurance that assets are safeguarded, transactions are properly authorized and recorded in compliance with legislative and regulatory requirements, and reliable financial information is available on a timely basis for preparation of the financial statements.

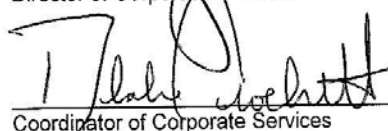
The Board of Directors is responsible for ensuring that management fulfils its responsibilities for financial reporting and internal control, and exercises these responsibilities through the Board. The Board reviews internal financial statements on a quarterly basis and external audited financial statements yearly. The Board also discusses any significant financial reporting or internal control matters prior to their approval of the financial statements.

The external auditors, Grant Thornton LLP, conduct an independent examination, in accordance with Canadian auditing standards, and express their opinion on the financial statements. The external auditors have full and free access to financial management of the Public Schools Branch and meet when required. The accompanying Auditor's Report outlines their responsibilities, the scope of their examination and their opinion on the financial statements.

On behalf of the Public Schools Branch



Director of Corporate Services



Coordinator of Corporate Services

## Independent auditors' report

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### To the Board of Directors of the Public Schools Branch

#### Opinion

We have audited the financial statements of the Public Schools Branch ("the Entity"), which comprise the statement of financial position as at March 31, 2019, and the statements of operations, change in net debt and cash flow for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying financial statements present fairly in all material respects, the financial position of the Public Schools Branch as at March 31, 2019, and its results of operations, its changes in its net debt, and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

#### Basis for Opinion

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Financial Statements* section of our report. We are independent of the Entity in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

#### Responsibilities of Management and Those Charged with Governance for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with Canadian public sector accounting standards, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the Entity's ability to continue as a going concern, disclosing, as applicable, matters related to a going concern and using the going concern basis of accounting unless management either intends to liquidate the Entity or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Entity's financial reporting process.

---

Audit | Tax | Advisory  
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## Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Entity's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Entity's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Entity to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

*Grant Thornton LLP*

Summerside, Prince Edward Island  
June 25, 2019

Chartered Professional Accountants

---

Audit | Tax | Advisory  
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| Year Ended March 31                        |                    | 2019                     | 2018                     |
|--|--------------------|--------------------------|--------------------------|
| Revenue                                    |                    | %                        | %                        |
| Transfers from the Department of Education |                    |                          |                          |
| Salaries and benefits                      | \$ 201,109,875     | 90.4                     | \$ 193,953,624 90.5      |
| Maintenance and operation                  | 12,111,300         | 5.4                      | 10,132,300 4.7           |
| Transportation                             | 3,151,900          | 1.4                      | 2,732,800 1.3            |
| Instructional supplies                     | 2,288,698          | 1.1                      | 2,276,102 1.1            |
| Administration                             | 1,751,047          | 0.8                      | 1,652,701 0.8            |
| Renovations and equipment                  | 1,177,600          | 0.5                      | 1,076,900 0.5            |
| Special program funding and recoveries     | 385,816            | 0.2                      | 1,884,883 1.0            |
| Other revenue (Note 3)                     | 474,217            | 0.2                      | 418,937 0.1              |
|  | <u>222,450,453</u> | <u>100.0</u>             | <u>214,128,247 100.0</u> |
| Expenses (Note 4)                          | Page               |                          |                          |
| Salaries and benefits                      | 13                 | 200,379,712 90.0         | 193,874,165 90.5         |
| Maintenance and operation                  | 14                 | 13,152,143 5.9           | 12,391,144 5.8           |
| Transportation                             | 15                 | 4,053,143 1.8            | 3,246,090 1.6            |
| Instructional                              | 16                 | 2,291,670 1.1            | 2,241,199 1.0            |
| Administration                             | 17                 | 1,548,206 0.7            | 1,503,860 0.8            |
| Renovations and equipment                  | 18                 | 1,024,021 0.5            | 873,396 0.5              |
|  |                    | <u>222,448,895 100.0</u> | <u>214,129,854 100.0</u> |
| Excess revenues (expenses)                 |                    | \$ <u>1,558</u>          | \$ <u>(1,607)</u>        |
| Net financial assets, beginning of period  |                    | \$ 2,292                 | \$ 3,899                 |
| Excess revenues (expenses)                 |                    | <u>1,558</u>             | <u>(1,607)</u>           |
| Net financial assets, end of period        |                    | \$ <u>3,850</u>          | \$ <u>2,292</u>          |

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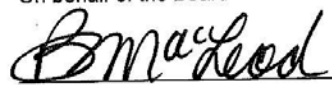
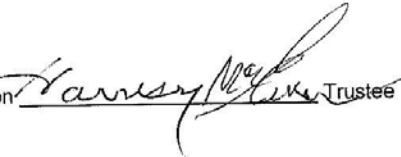


## Public Schools Branch Statement of financial position

| March 31   | 2019              | 2018              |
|--|-------------------|-------------------|
| <b>Financial assets</b>                            |                   |                   |
| Cash   | \$ 4,985,433      | \$ 4,109,985      |
| Receivables  |                   |                   |
| Department of Education                            | 8,919,241         | 8,241,161         |
| Trade and other                                    | 955,668           | 2,130,529         |
| Department of Education - post-employment benefits | 48,946,793        | 45,978,218        |
| Department of Education - deferred salary plan     | 1,197,076         | 1,040,806         |
| Restricted cash                                    | 100,000           | 100,000           |
| Trust funds (Note 5)                               | 263,633           | 269,744           |
|  | <u>65,367,844</u> | <u>61,870,443</u> |
| <b>Financial liabilities</b>                       |                   |                   |
| Payables and accruals                              |                   |                   |
| General  | 3,449,587         | 2,348,442         |
| Salaries and benefits                              | 7,541,603         | 7,185,492         |
| Department of Education                            | 997,111           | 2,542,698         |
| Deferred revenue (Note 6)                          | 2,868,191         | 2,402,751         |
| Post-employment benefits (Note 7)                  | 48,946,793        | 45,978,218        |
| Deferred salary program                            | 1,197,076         | 1,040,806         |
| Deferred revenue                                   | 100,000           | 100,000           |
| Trust funds (Note 5)                               | 263,633           | 269,744           |
|  | <u>65,363,994</u> | <u>61,868,151</u> |
| <b>Net assets</b>                                  | <u>\$ 3,850</u>   | <u>\$ 2,292</u>   |

Contingency (Note 9)

On behalf of the Board

 Chairperson  Trustee

See accompanying notes to the financial statements.

5

## Public Schools Branch Statement of cash flows

| Year Ended March 31                                     | 2019         | 2018         |
|---|--------------|--------------|
| <b>(Decrease) increase in cash and cash equivalents</b> |              |              |
| <b>Operating activities</b>                             |              |              |
| Excess expenses   | \$ 1,558     | \$ (1,607)   |
| Change in non-cash working capital:                     |              |              |
| Receivables   | (2,628,064)  | (5,012,107)  |
| Payables  | 3,030,403    | 4,796,165    |
| Deferred revenue  | 465,440      | (1,017,040)  |
| Net decrease in cash and cash equivalents               | 869,337      | (1,234,589)  |
| Cash and cash equivalents,                              |              |              |
| Beginning of period                                     | 4,479,729    | 5,714,318    |
| End of period   | \$ 5,349,066 | \$ 4,479,729 |
| <b>Components of cash and cash equivalents:</b>         |              |              |
| Unrestricted cash and cash equivalents                  | \$ 4,985,433 | \$ 4,109,985 |
| Restricted cash and cash equivalents                    | 363,633      | 369,744      |
|   | \$ 5,349,066 | \$ 4,479,729 |

See accompanying notes to the financial statements.

6

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## **Public Schools Branch**

### **Notes to the financial statements**

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March 31, 2019

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#### **1. Nature of operations**

The Branch has the responsibility to provide primary and secondary education requirements for English speaking students in Prince Edward Island. The Entity is funded by the Department of Education, Early Learning and Culture of Prince Edward Island (the Department).

---

#### **2. Summary of significant accounting policies**

##### **Basis of accounting**

The Entity prepares its financial statements in accordance with Canadian Public Sector Accounting Standards.

##### **Revenue recognition**

The Entity follows the deferral method of accounting for grants for special projects. Grants restricted for special projects are recognized as revenue in the year in which the related expenses are incurred. The unexpended portion of grants received for specific purchases is deferred and used for the related future purchases. Unrestricted amounts are recognized as revenue when received or receivable if the amount to be received can be reasonably estimated and collection is reasonably assured.

Government transfers are recognized as revenues when the transfer is authorized and any eligibility criteria are met. To the extent that transfer stipulations give rise to an obligation that meets the definition of a liability, transfers are recognized as deferred revenue.

##### **Retirement allowances**

The Public Schools Branch records an annual expense based on the change in the actuarially determined obligation for retirement allowance benefits, net of payments during the year. Funds to settle the obligation which are a liability of the Entity will be reimbursed by the Department at the time of payment. Therefore, a receivable from the Department is recorded for the entire retirement allowance amount.

Retirement allowances are provided to employees on death or retirement if the employee has 10 years of continuous service (5 years for excluded member). The retirement allowance is for so many days per year of service with maximums which vary based on union affiliation.

##### **Vacation pay**

Vacation entitlements are expensed as earned.

##### **Cash and cash equivalents**

Cash and cash equivalents include cash on hand and balances with banks, net of bank overdraft.

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## Public Schools Branch Notes to the financial statements

March 31, 2018

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### 2. Summary of significant accounting policies (cont'd)

#### Pension plans

Instructional employees of the Entity are members of the Teacher Superannuation Pension Plan of the Province of Prince Edward Island. The expense of the Entity is limited to current year contributions as any shortfall in funding of the pension plan is the responsibility of the Province of Prince Edward Island. Amounts paid to this plan during the year were \$11,327,360 (2018 - \$11,239,990)

Non-instructional employees are members of the Prince Edward Island Education Sector Pension Plan with both defined benefit/defined contribution components. The expense of the Entity is limited to a matching contribution equal to the employee's portion.

Certain non-instructional employees of the Entity are members of the Civil Service Superannuation Pension Plan of the Province of Prince Edward Island. The expense of the Entity is limited to current year contributions as any shortfall in funding of the pension plan is the responsibility of the Province of Prince Edward Island. Amounts paid to this plan during the year were \$2,536,904 (2018 - \$2,427,175)

#### Workers' compensation claims

The Public Schools Branch is a registered employer with the Worker's Compensation Entity of Prince Edward Island for instructional and non-instructional staff. The Entity records an annual expense based on payroll assessments in accordance with the Workers' Compensation Act.

#### Deferred salary plan

Teachers employed with the Public Schools Branch can participate in a program that allows them to defer a portion of their annual salary and take a paid leave of absence. The deferral results in a liability to the teachers, which is satisfied during the paid leave of absence. Funds to settle the obligation, which are a liability of the Board, will be reimbursed by the Department, and therefore there is an offsetting receivable due from the Department.

#### Measurement uncertainty and the use of estimates

Canadian public sector accounting standards require management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements, and the reported amounts of revenue and expenses during the year.

Measurement uncertainty that may be material to these financial statements exists for the liability for employee future benefits of \$47,955,986 (2018 - \$44,517,128) because actual experience may differ significantly from actuarial assumptions.

## Public Schools Branch Notes to the financial statements

March 31, 2018

### 2. Summary of significant accounting policies (cont'd)

These estimates and assumptions are reviewed periodically and, as adjustments become necessary, they are reported in earnings in the periods in which they become known. While best estimates are used for reporting items to subject to measurement uncertainty, it is reasonably possible that changes in future conditions, occurring within one fiscal year, could require material changes in the amounts recognized or disclosed.

| 3. Other revenue              | 2019              | 2018              |
|-------------------------------|-------------------|-------------------|
| Recoverable salaries          | \$ 309,198        | \$ 273,547        |
| Miscellaneous                 | 38,999            | 24,307            |
| Rentals                       | 63,150            | 61,669            |
| School overage reimbursements | 62,870            | 59,414            |
|                               | <u>\$ 474,217</u> | <u>\$ 418,937</u> |

### 4. Expenses by department

The following is a summary of the expenses reported on the statement of operations by department excluding employee benefits:

|                            | 2019                  | 2018                  |
|----------------------------|-----------------------|-----------------------|
| Instructional              | \$ 147,415,104        | \$ 141,466,119        |
| Administration             | 7,964,822             | 8,002,918             |
| Transportation             | 10,885,102            | 10,312,600            |
| Maintenance and operations | 22,900,043            | 22,064,486            |
| Employee benefits          | 33,283,824            | 32,283,731            |
|                            | <u>\$ 222,448,895</u> | <u>\$ 214,129,854</u> |

### 5. Trust funds

Trust funds are comprised of contributions from various sources that are administered by the Entity. The interest that is earned on the contributions may be disbursed for specified educational purposes. Investments are recorded at cost and are comprised of GIC's. Cost approximates fair market value.



## Public Schools Branch Notes to the financial statements

March 31, 2019

| 6. Deferred revenue                       | 2019                | 2018                |
|---|---------------------|---------------------|
| Funds designated for:                     |                     |                     |
| Capital funding                           | \$ 175,000          | \$ 175,000          |
| Special program funding                   | 2,029,092           | 1,565,725           |
| Staff professional development            | 78,002              | 75,929              |
| Maintenance work                          | 574,919             | 574,919             |
| Student leadership and school development | 11,178              | 11,178              |
|   | <u>\$ 2,868,191</u> | <u>\$ 2,402,751</u> |

### 7. Post-employment benefits

An analysis of the components of, and changes in, post-employment benefits liabilities is as follows:

|   | 2019                  | 2018                  |
|---|-----------------------|-----------------------|
| <b>Retirement allowance</b>                     |                       |                       |
| Balance, April 1, 2018 (2018 - April 1, 2017)   | \$ 45,161,191         | \$ 42,336,197         |
| Amortization of actuarial gain                  | 678,925               | 693,661               |
| Current service cost                            | 3,149,047             | 3,063,272             |
| Interest accrued                                | 1,524,011             | 1,440,491             |
| Less: payments made                             | <u>(2,363,062)</u>    | <u>(2,370,430)</u>    |
| Balance, March 31, 2019 (2018 - March 31, 2018) | 48,152,112            | 45,163,191            |
| Vacation pay                                    | 794,681               | 815,027               |
|   | <u>48,946,793</u>     | <u>45,978,218</u>     |
| Unamortized actuarial adjustment                | <u>\$ (1,314,686)</u> | <u>\$ (5,175,287)</u> |

## Public Schools Branch Notes to the financial statements

March 31, 2019

### 7. Post-employment benefits (cont'd)

The retirement allowance balances are based on an independent actuarial valuation dated April 1, 2017, provided to the Pension and Benefits Division of the Province Of Prince Edward Island Civil Service Commission. The report was subsequently amended for a change in the discount rate to be used in the valuation of the liability the amendment was dated April 1, 2018. The Province Of Prince Edward Island projects the total liability in the years between the tri-annual actuarial valuations. The amendment dated April 1, 2019 is reflected in the 2018 projection prepared by the Province of Prince Edward Island.

The economic assumptions used in determining the actuarial value of accrued retirement allowances were developed by reference to expected long term market conditions. Significant actuarial assumptions used in the valuations and projections are:

|   |                 |
|---|-----------------|
| Discount rate                           | 3.30% per annum |
| Expected inflation rate                 | 2.25% per annum |
| Expected average remaining service life | 13 years        |

### 8. Grant allocations figures

The Entity's activities are funded by the Department. The annual grant allocation from the Department provides details as to the funding allocations for each operational area with the exception of salaries. The grant for salaries is for an approved number of full time employees for the Entity. Funding for the approved number of positions is provided by The Department but the actual dollar value of the approved positions is not included in the identified grant. Since a dollar value was not provided for salaries, the grant associated with this expenditure has been excluded from the financial statements, the following figures are the operational budget allocations provided by the Department compared to the actual results for 2019:

|                            | Grant<br>allocation<br>by category<br>March 31,<br>2019 | Actual<br>expenditures<br>by category<br>March 31,<br>2019 |
|----------------------------|---|--|
| Administration             | \$ 1,524,500  | \$ 1,548,206   |
| Renovations and equipment  | 1,087,600   | 1,024,021  |
| Program                    | 2,288,700   | 2,291,670  |
| Maintenance and operations | 11,231,000  | 13,152,143   |
| Transportation             | 2,991,900   | 4,503,143  |
| Professional development   | 84,800  | 84,800   |

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**Public Schools Branch**  
**Notes to the financial statements**  
March 31, 2019

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**9. Contingency**

The Branch has elected to self-insure itself related to collision coverage. During the year, no events were reported in accordance with the policies of the collision contingency fund.

The Branch has received funding from the Department to fund expenditures which qualify for the collision contingency fund. These funds are being deferred on the balance sheet and unspent funds are reported as restricted cash.

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**10. Comparative figures**

Certain of the figures on the 2018 financial statements have been reclassified to conform to the 2019 financial statement presentation.

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## Public Schools Branch Schedule of salaries and benefits expenses

| Year Ended March 31                              | 2019                  | 2018                  |
|--|-----------------------|-----------------------|
| Branch administration support                    | \$ 1,562,769          | \$ 1,554,469          |
| Branch management                                | 1,536,175             | 1,608,980             |
| Instructional                                    | 129,247,137           | 124,370,442           |
| Maintenance and operation                        | 8,723,879             | 8,799,945             |
| School administration support                    | 3,317,674             | 3,335,609             |
| Educational assistants and youth service workers | 15,876,296            | 14,854,481            |
| Transportation                                   | 6,831,959             | 7,066,511             |
| Benefits   | 27,931,841            | 27,086,653            |
|  | <u>195,027,730</u>    | <u>188,677,090</u>    |
| Retirement allowance                             | 5,351,982             | 5,197,075             |
|  | <u>\$ 200,379,712</u> | <u>\$ 193,874,165</u> |

### Note:

Branch administration support includes board office, clerical and secretarial staff.

Branch management includes director of Public Schools Branch; directors and leaders of student services, human resources, corporate services; coordinators for financial services, property services and transportation and property and transportation management and supervisors.

Instructional salaries include consultants, principals, vice-principals, department heads, and teachers.

Maintenance and operations salaries include building, janitorial and maintenance staff.

School administration support includes school secretarial staff.

Transportation salaries include bus driver staff.

Benefits include the employer's share of Canada pension and employment insurance, group insurance, workers' compensation premiums, pension and teacher superannuation premiums.

**Public Schools Branch**  
**Schedule of maintenance and operation expenses**

| Year Ended March 31                         | 2019                 | 2018                 |
|---|----------------------|----------------------|
| Building repairs                            | \$ 1,641,174         | \$ 1,724,010         |
| Electricity                                 | 3,156,331            | 3,155,410            |
| Fire and safety                             | 52,576               | 44,003               |
| Fuel - heating                              | 4,894,979            | 4,226,428            |
| Ground maintenance                          | 195,650              | 138,459              |
| Insurance                                   | 571,046              | 549,246              |
| Miscellaneous                               | 49,385               | 51,773               |
| Property taxes                              | 35,872               | 35,431               |
| Rentals                                     | 214,327              | 230,708              |
| Service contracts and professional services | 173,219              | 85,165               |
| Service vehicles                            | 109,614              | 106,766              |
| Sewer and water                             | 320,723              | 320,565              |
| Snow removal                                | 844,098              | 720,505              |
| Supplies                                    | 488,832              | 581,886              |
| Travel                                      | 13,332               | 15,233               |
| Waste disposal                              | 390,985              | 405,556              |
|   | <u>\$ 13,152,143</u> | <u>\$ 12,391,144</u> |

## Public Schools Branch Schedule of transportation expenses

| Year Ended March 31             | 2019                | 2018                |
|---------------------------------|---------------------|---------------------|
| Bus parts and repairs           | \$ 1,937,870        | \$ 1,374,630        |
| Communications                  | 35,862              | 14,830              |
| Contracted services             | 111,181             | 123,431             |
| Extra-curricular transportation | (1,977)             | (1,128)             |
| Fuel                            | 1,672,104           | 1,478,749           |
| Insurance                       | 188,663             | 185,516             |
| Professional services           | 4,960               | 6,874               |
| Snow removal                    | 91,300              | 51,568              |
| Supplies                        | 2,301               | 1,342               |
| Travel                          | 10,879              | 10,278              |
|                                 | <u>\$ 4,053,143</u> | <u>\$ 3,246,090</u> |

## Public Schools Branch Schedule of instructional expenses

| Year Ended March 31              | 2019                | 2018                |
|----------------------------------|---------------------|---------------------|
| Academic supplies                | \$ 458,090          | \$ 472,124          |
| Art                              | 31,614              | 30,071              |
| Computer literacy                | 2,540               | 1,041               |
| Curriculum programs              | 535,432             | 502,425             |
| Duplicating supplies             | 410,502             | 373,276             |
| English and language arts        | 7,911               | 11,850              |
| French                           | 12,872              | 11,652              |
| Guidance and resource            | 931                 | 661                 |
| Home economics and family living | 54,120              | 51,683              |
| Industrial arts                  | 33,854              | 38,320              |
| Library and resource centres     | 148,499             | 156,891             |
| Mathematics                      | 11,620              | 8,422               |
| Music                            | 124,903             | 106,859             |
| Physical education               | 115,802             | 104,241             |
| Science                          | 46,613              | 43,250              |
| Student services                 | 102,725             | 99,517              |
| Vocational education             | 193,642             | 228,916             |
|                                  | <u>\$ 2,291,670</u> | <u>\$ 2,241,199</u> |



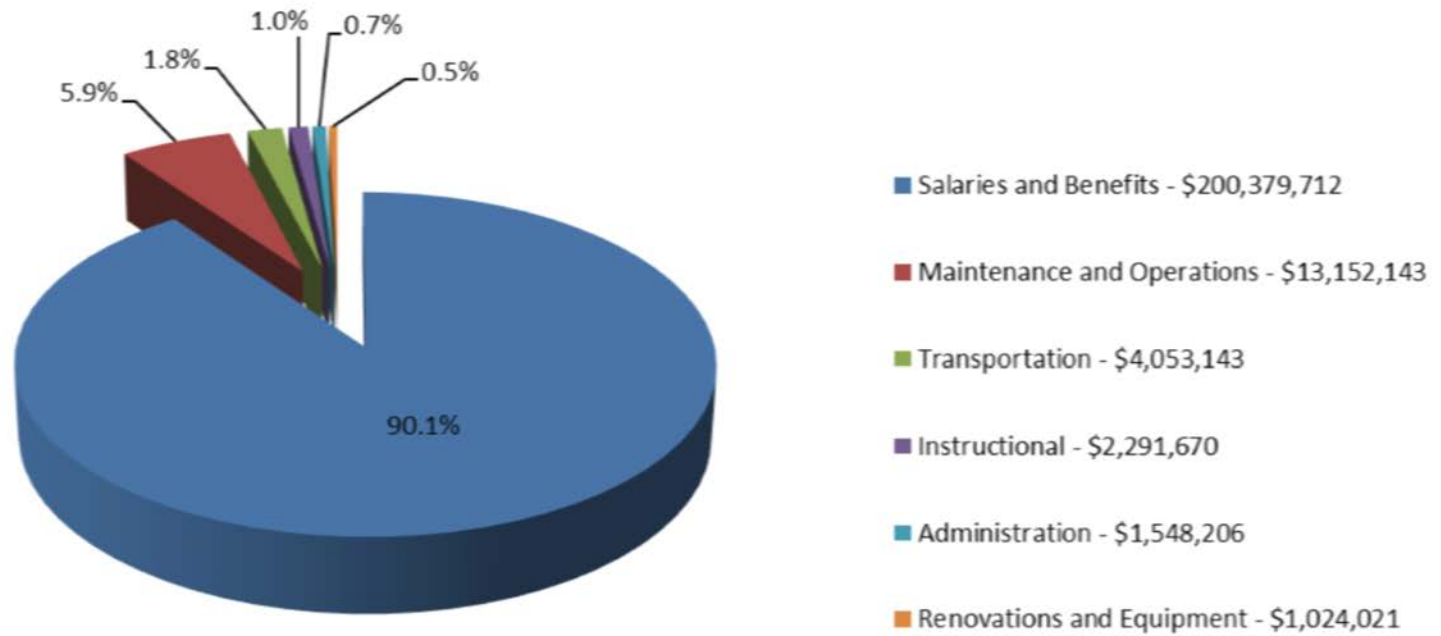
## Public Schools Branch Schedule of administration expenses

| Year Ended March 31                 | 2019                | 2018                |
|-------------------------------------|---------------------|---------------------|
| Advertising                         | \$ 8,357            | \$ 9,613            |
| Courier services                    | 30,063              | 31,475              |
| Equal chances for learning          | 17,419              | 21,600              |
| Graduation                          | 30,020              | 25,046              |
| Insurance                           | 383,514             | 365,291             |
| Miscellaneous                       | 27,038              | 11,329              |
| Office supplies                     | 66,239              | 78,090              |
| Postal services                     | 25,815              | 19,257              |
| Professional development            | 60,347              | 81,786              |
| Professional services               | 236,787             | 173,074             |
| Public, staff and student relations | 83,343              | 73,727              |
| Telephone                           | 267,995             | 303,558             |
| Travel                              | 290,462             | 282,736             |
| Trustees remuneration               | 16,745              | 23,068              |
| Trustees travel and other           | 4,061               | 4,210               |
|                                     | <u>\$ 1,548,205</u> | <u>\$ 1,503,860</u> |

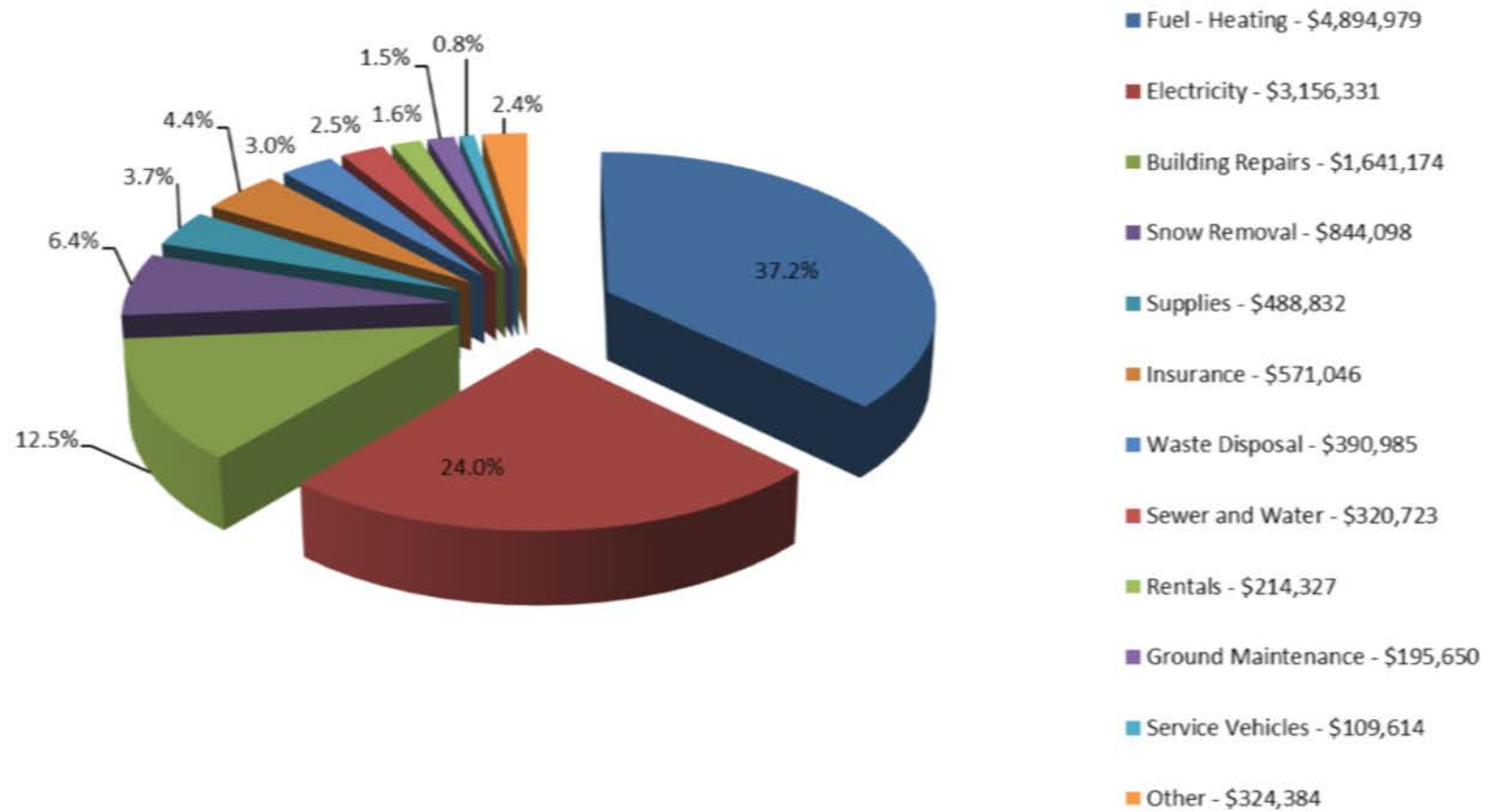
## Public Schools Branch Schedule of renovations and equipment expenses

| Year Ended March 31               | 2019                | 2018              |
|-----------------------------------|---------------------|-------------------|
| Audio-visual equipment            | \$ 139,391          | \$ 132,128        |
| Classroom furniture and equipment | 173,949             | 112,540           |
| Computer equipment                | 291,202             | 275,154           |
| Maintenance equipment             | 61,672              | 68,404            |
| Miscellaneous equipment           | 249,302             | 142,858           |
| Musical instruments               | 9,240               | 8,723             |
| Office furniture and equipment    | 69,994              | 56,146            |
| Playground                        | 29,271              | 77,443            |
|                                   | <u>\$ 1,024,021</u> | <u>\$ 873,396</u> |

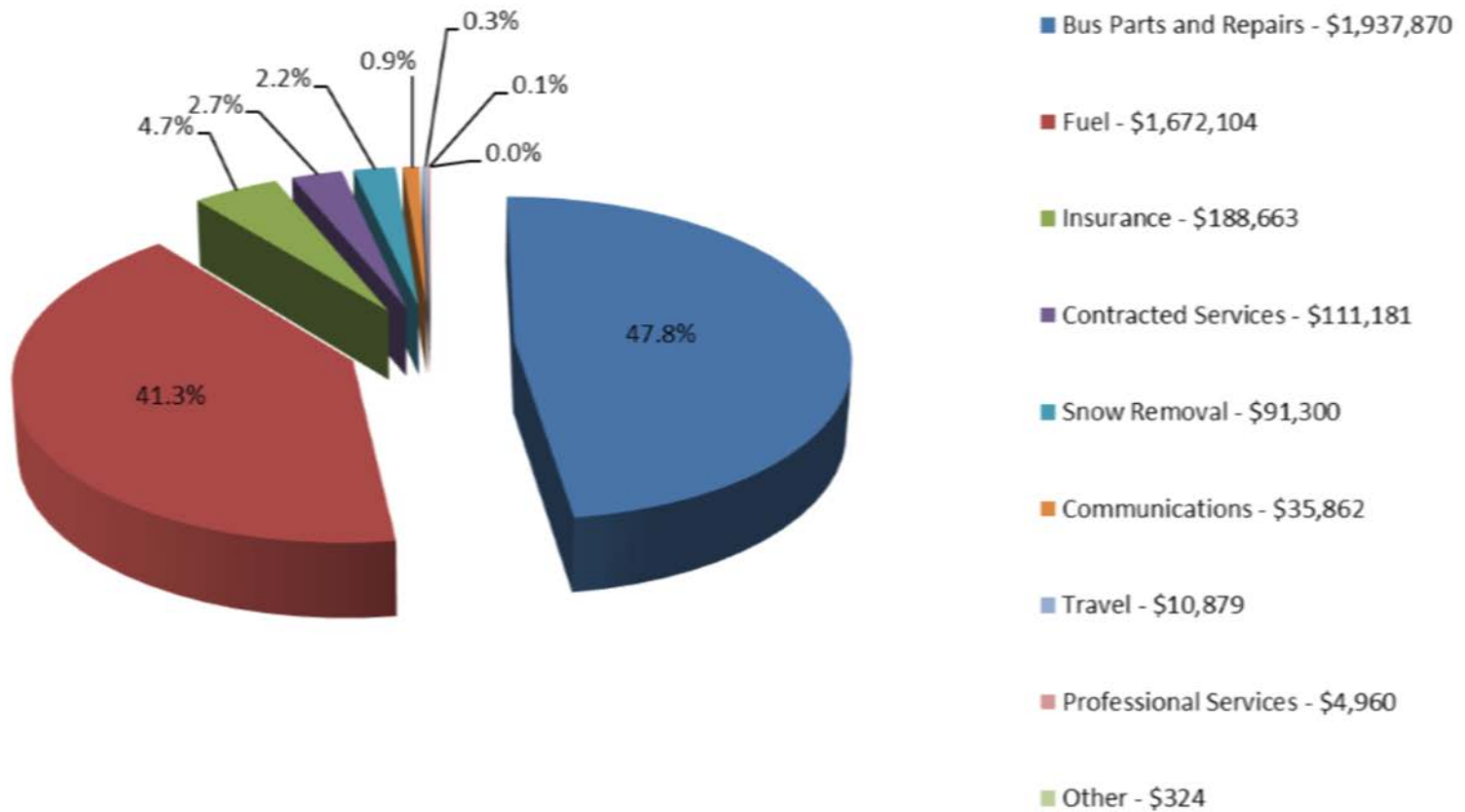
## Public Schools Branch Operating Expenses



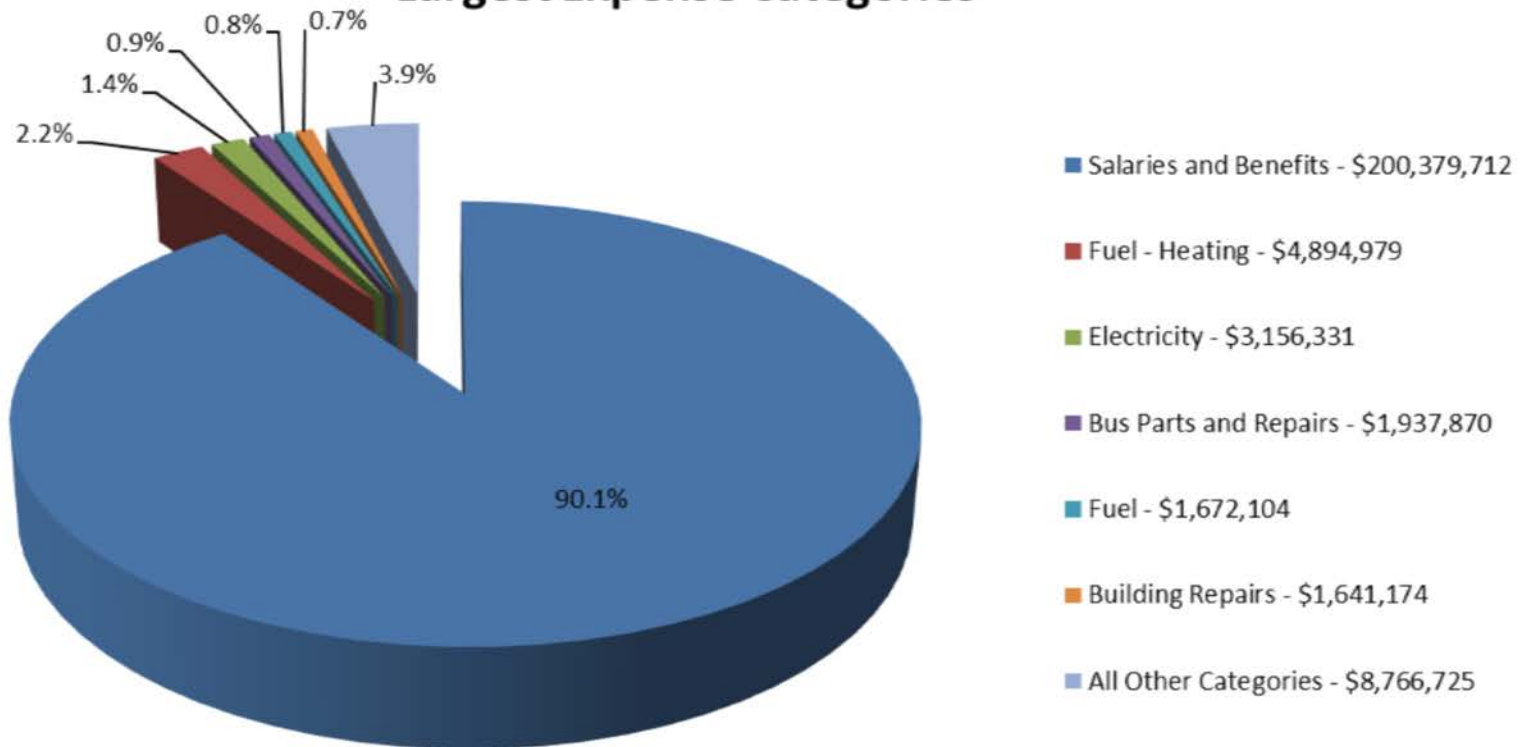
## Public Schools Branch Maintenance and Operations



## Public Schools Branch Transportation



## Public Schools Branch Largest Expense Categories



Public Schools Branch

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