



**Welcome
Aboard**

*Orientation Manual
for School Trustees
of Prince Edward Island*

Created by the PEI School Trustees Association
June 2005



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Introduction

Welcome to the Board table, and congratulations on your election as a school trustee. The road ahead is filled with challenges and possibilities for you and your board. Over the next few months you will learn to work in cooperation with your colleagues, whether they be new trustees or trustees coming back for another term. You'll be faced with major dilemmas, and you'll make decisions that will affect the lives of many students.

The following booklet will help you in your new task. In it you will read about how the education system came to be what it is now; you will learn about past fellow trustees' work. You may even relate to their issues. You will also read about your new role as a trustee, your many responsibilities toward the education system and its students. You'll learn about the system itself, the structure and governance model that is present on Prince Edward Island. You'll get acquainted with our funding mechanism, and you'll find a list of agencies and links where you can find answers to some of your questions. Finally, you'll realize that students are our bottom line.

It is our hope that this booklet becomes your work companion. It is a live document, and we want you to help us make it a better resource to trustees year after year. If, during your term as trustee, you realize something is missing from the document, or something is just not there, do not hesitate to contact the PEI School Trustees Association: we're there to help you help students.

Happy reading and good luck during your tenure.

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We would like to thank the following people or groups for their valuable help in creating this booklet:

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To all, thank you! We could not have done it without you!

Sincerely,

The Prince Edward Island School Trustees Association

Chapter One

Historical Sketch of Education in Prince Edward Island

The first European people to settle on Prince Edward Island were the French. The records of their regime, which lasted from 1720 to 1758, show no evidence of any institutionalized teaching in a school, either public or private. The first mention of education by any government body was made in 1790 at the opening of the session of the Legislative Assembly by the second Governor, Edmund Fanning. The same year, a day school was opened by Alexander Richardson at St. John's Coffee House in Charlottetown. Pupils, however, were few and parents had little money to spend on education and it soon closed.

In 1798, an *Act* was passed by the Legislative Assembly for the erection and maintenance of public schools; however, this *Act* was rejected by the Legislative Council, the Province's upper legislative body.

In 1804, Governor Fanning granted two blocks of land in the east end of Charlottetown, part of his own private property, for the purpose of laying the foundation for a college to educate youth. Established in 1821, the Breeding's school, or the "National School", was operated on the site for two decades.

In 1815, Father Jean-Louis Beaubien, pastor at Rustico, opened the first Acadian school on the Island. François Buote, a young person from the local area, served as the teacher. The following year, a newly arrived immigrant from France, Charles-Dominique Auffray, opened another French-language school in the Tignish area.

It was not until 1825 that the Island legislature actually gave serious consideration to the problems of education. In that year, an *Act* was passed for the encouragement of education in different districts. The *Act* gave small grants of public money to aid in the construction of district school houses and for the payment of teachers. However, the greater part of the salary had to be made up from fees paid by the pupils.

In 1830, an *Act* was passed to control the selection and appointment of school masters. The same *Act* provided for the establishment of a Board of Education consisting of five members.

In 1831, the Rt. Rev. Angus B. MacEachern, the first bishop of Charlottetown, turned his private home at St. Andrew's into a college. The institution operated successfully until 1845. In 1855, St. Dunstan's University was established and laid a foundation for higher education which continues to the present.

The same year, the Island government voted to provide a sum of £36 designated specifically for "worthy" French-language teachers in Acadian communities. The *Act* stipulated that no teacher could receive more than £6 from this grant.

A census of Prince Edward Island in 1833 revealed a population of 32,000 residents served by seventy-four schools, six of which were schools being operated by the Island's Acadian community.

In 1834, King William IV established the Central Academy by Royal Charter. In 1860, the name was changed to Prince of Wales College. The Provincial Normal School, which had opened in 1856, became part of the college in 1879, the same year in which the college became co-educational.

The first school visitor, Mr. John MacNeill, was appointed in 1837. He was responsible for Island schools for ten years. By 1841, there were 121 schools serving 4,000 pupils.

Until 1860, Acadian schools were, in part, under the supervision of the Catholic clergy. The clergy were authorized, in 1847, by the Board of Education to grant teaching licenses to the teachers of these schools. Teachers had to be capable of teaching French effectively, as well as capable of teaching reading and writing in English.

Up to 1852, teachers ran their own schools and the curricula were as varied as the knowledge of the teachers. Due to the requirement to pay fees, poor parents could not afford to educate their children and illiteracy was prevalent.

In 1852, government established an *Act* to regulate education in the province. The main features of the *Act* were: the Board of Education of seven members, appointed by the Governor-in-Council, should have control of all public schools and should examine candidates for teachers' licenses; that not more than two hundred school districts should be established and that schools should be at least three miles apart; that all children over five years of age should be admitted to the school of their district and that children outside the boundaries of any school district might attend the nearest school; that no fee should be demanded of scholars attending a school where the teacher received pay under the *Act*; and that assessment for school purposes should be on all householders residing in the district.

In 1862, Father George-Antoine Belcourt opened a private "high school" with the purpose of training future teachers. Among the subjects taught were Latin, Greek, mathematics, plain chant and music. Father Belcourt also founded the Institut catholique de Rustico, a study club for men. The Sisters of the Congregation of Montreal also opened private bilingual schools for girls in Miscouche, Tignish and Rustico between 1864 and 1882.

In 1863, an amendment was made to the *Act* which required a teacher who wanted to work in an Acadian school to demonstrate his or her proficiency in English at the Normal School in order to obtain a teacher's license. All Island teachers were required to do so. No provision was made for training teachers in the French language or to teach French as a subject matter.

In 1866, a Parliamentary Committee was appointed to investigate educational conditions, and to make recommendations for improvement. Eighty two schools were closed for lack of teachers, a fact attributed to low salaries.

In 1868, Joseph-Octave Arsenault, Acadian community leader and Member of the House of Assembly, gained the approval of the legislature for a £5 bonus to be paid to any teacher with the ability to teach French. Arsenault's initiative was considered an incentive to encourage teachers to qualify themselves to work in Acadian schools where most of the students were unilingual French-speakers.

The provincial election of 1876 was a crucial event in the history of education in P.E.I. The election was contested on the issue of the role of government in funding public schools and was won by the Free School Coalition led by Sir Louis Henry Davies. As a result of the victory, the *Public Schools' Act of 1877* was passed and provided for a strong Central Board of Education consisting of a Superintendent of Education, the principal of Prince of Wales College, and the Executive Council (Cabinet). This Board was given control of all matters connected with public education in the province.

The *Public Schools Act of 1877* outlined the duties of school trustees and stated that: they should provide school privileges at no cost to all resident children between the ages of five and sixteen years; they should select and engage teachers; and they should, through their secretaries, assess and collect poll tax and property tax. The *Act* further determined that the Superintendent should require an attendance in each school of 50 per cent of the resident pupils of school age and a minimum of 20 pupils per school. Where schools fell below this minimum, the statutory salary of the teacher would be reduced proportionately and the district required to make up the difference.

In 1891, a series of readers in the French language were introduced in Acadian schools. The next year, a Francophone school inspector was named to inspect Acadian schools. In 1899, according to records, there were 43 Acadian schools in the province with 2,226 pupils, approximately 1,900 of which were francophone.

The same year, Sir William MacDonald of Montreal, a native Islander, announced that he was equipping, for three years, a manual training department in Prince of Wales College and in schools in Charlottetown and Summerside. Due to their success and popularity, the programs were taken over by the provincial government after the third year.

The educational community in the province was also indebted to Sir William MacDonald for an experiment in the consolidation of rural schools. A service was set up which conveyed the children from the surrounding districts to Mount Herbert. The school was operated from 1905 through 1912, but, despite significant and unprecedented success in producing students who met the requirement for Prince of Wales, the school was closed for financial reasons.

In 1931, as the result of a Royal Commission Report, a separate Department of Education with its own Minister, the Hon. W.J.P. MacMillan, was established. The new Department absorbed the functions of the former Board of Education. The Report, among many other recommendations, strongly urged improved qualifications and substantial increases in pay for all teachers and the gradual consolidation of the 414 one-room schools with the aim of offering equal educational opportunities to all youth of the province. In the same year, the Teachers' Superannuation Act was passed to establish retirement pensions for teachers.

In 1937, there were 62 schools in Acadian localities. The French curriculum consisted of instruction in reading, grammar, dictation and a limited amount of composition. In some schools

French was used for mathematics and geography. A few schools taught the history of Canada in French. The morning instruction included French reading lessons and afternoon instruction included English reading lessons.

In 1940, Grade 11 became the minimum requirement to attend Normal School.

In 1948, the teacher training program at Prince of Wales College was devoted exclusively to professional training. In the early 1950's, Saint Dunstan's University also set up a teacher training program.

The *Department of Education Act of 1945*, provided for the appointment of a Deputy Minister and Chief Director of Education. The aim of the *Act* was to allow the Department of Education greater immunity from political pressure.

In 1948, provision was made for the establishment of Regional High School Areas and, in the following year, one large unit was started on an experimental basis.

By 1952, the desirability of removing grades 9 and 10 from one-room schools was generally recognized. That academic year, 15 one-room school districts took advantage of departmental assistance to transport students in grades nine and ten to graded schools. As a result of legislation passed in 1958, provision was made for the establishment of Regional High Schools for instruction in any or all of the grades from Grade 9 to Grade 12 inclusive. Any Regional High School unit formed was to be comprised of ten or more rural school districts having a total of at least 20 classrooms in which a similar number of teachers should be employed under departmental regulations.

At the time of the legislation establishing the Regional High Schools there were 65 Acadian schools operating in the province.

Due principally to the rapid advance in the development of Regional High Schools and to the re-organization of rural school districts, it became apparent that an evaluation of the financial support to education in the province should be made. In 1959, Dr. M.E. LaZerte was appointed as Commissioner to enquire into matters related to administration and the financial support of education in P.E.I.

On April 1, 1961, the Federal Government's new Technical and Vocational Training Agreement came into effect. As a result of this federal program, Prince Edward Island took advantage of federal funds to expand its vocational program offerings. Two provincial vocational high schools, the Provincial Vocational Institute in Charlottetown, and the Provincial Vocational High School in Summerside, were built.

In the academic year 1966-67, for the first time in the province, a free textbook policy was introduced for pupils in grades 1 to 8 inclusive. In the 1967-68 academic year, the policy was extended to include students in grades 9 and 10. Student textbooks in grades 11 and 12 were subsidized by the government at 40 per cent of the list price.

Through the 1960's provincial exams began to be phased out. The Grade 10 provincial exams were last administered in the 1964-65 academic year. As they functioned as entrance exams for Prince of Wales College and St. Dunstan's, they were no longer needed upon the opening of the new regional high schools. Grade 8 provincial exams were last administered in the 1968-69 academic year. A year later, in the 1969-70 academic year, Grade 12 exams ended in the province. Grade 12 exams were no longer necessary as assessments at the regional high schools were deemed to be an acceptable assessment of students' ability relative to the provincial standard.

In 1969, a study carried out in Acadian areas revealed that 44.9 per cent of the pupils could speak French.

In conjunction with the process of consolidation of rural elementary schools, which began in the mid-sixties, the provincial government continued to make major changes to the education system. In 1969, both U.P.E.I and Holland College were established by the provincial government and the *School Act* was amended to empower the Minister of Education to establish larger Regional Administrative Units within the province. Acting under the authority of the new amendments of the *School Act*, the Minister established an Educational Planning Unit for the Province which was comprised of representatives from the Department of Education, P.E.I. Teachers' Federation, P.E.I. School Trustees' Association, and P.E.I. Home and School Association as well as a representative from each of the two new post-secondary institutions.

On June 9, 1971, the Minister of Education, Hon. Gordon Bennett, announced that government would establish five Regional Administrative Units within the Province to become effective July 1, 1972. In November 1971, the Legislative Assembly passed a new *School Act* and *The Real Property Tax Act*. The *School Act* outlined the composition of the new school boards and the responsibility and authority of the Minister and the school boards. The *Real Property Tax Act* removed the responsibility of levying taxes for educational purposes from local school boards. In effect, with the passage of this legislation, the province took over full responsibility for the financing of public school education. It was the end of the era of local responsibility and the 217 existing school boards were reduced to five.

On March 6, 1972, the new Regional School Boards were elected and two days later appointments were made to fill empty seats on the boards. On July 1st, 1972, the five Regional Administrative Units began operation and remained in place until 1994. Many new school buildings with improved facilities were built through this period.

During the era of the Regional Administrative Units there were significant changes in French language education. Regional Administrative Unit 5 was responsible for school board matters and the administration of French language schools in the Evangeline Region. In 1963, the school board had been originally formed as the Evangeline School Unit and was left intact following consolidation as the school district was a homogeneous French language area. By the late 1970's, due to consolidation, the number of schools in the Board had decreased to two: Evangeline Regional High School and Evangeline Consolidated School in Abram's Village.

Also in 1972, the small schools in West Prince, where French was the language of communication, and where French as a first language had been taught in some cases, became part of Regional Administrative Unit 1. French students from West Prince began to attend Anglophone consolidated schools where French was taught only as a second language starting in Grade 3, or sometimes even as late as Grade 7. Five years later, French Immersion became available in Regional Administrative Unit 1.

A major contributor to the evolution of French language education in P.E.I. in the recent past was an amendment to the *School Act* in 1980. The amendment provided the right of children whose mother tongue is French to receive instruction in the French language where numbers warrant. That same year École François Buote opened in Charlottetown. The inclusion of French language education rights in the Charter of Rights in 1982 further expanded access to French First Language Education. On July 1st, 1990, the PEI Government officially gave the French Language School Board the responsibility of administering and promoting

French education throughout the province. Presently there are six French Language schools in the province located across the Island.

French Immersion began in the province during the 1975-1976 school year. One hundred urban and rural students registered for an early French Immersion program which began at the Grade One level. The next year, 1976-1977, a Late Immersion program was started in Grade 7 with 57 students enrolled. In 1990-91, a Mid Immersion program was launched with students beginning immersion studies in Grade 4 following their first three years in the English program.

In 1983, an Education Review Commission was put in place to determine public satisfaction, review the structure and organization of the system and to make recommendations required to allow the system to be more responsive to the needs of Islanders. The *Report of the Education Review Commission* was presented to the Minister in November 1984 and contained 97 recommendations.

A French Educational Services Division was established in October 1987 and was given the responsibility for the preparation of piloting and authorization of all courses in French First Language, Early and Late French Immersion, as well as Core French.

In 1988, the Department of Education established a Plan of Action for education to address recommendations from a number of studies, including recommendations from the Education Review Commission. The Provincial Consultative Committee on Education was established with all partners in the education system represented on the committee. In 1990, a new provincial *Philosophy of Education* was adopted replacing the philosophy which had been in place since 1972.

The Provincial Curriculum Advisory Committee, with representation from all partners in the education system, was established in 1991. The same year, the Education Review Task Force was launched. *The Report of the Education Review Task Force* called for wide ranging changes to the public education system, including changes to the system of administration and governance and recommended a review of the organization and programming within junior and senior high schools.

Education reform continued during the 1992-93 academic year. A steering committee was established to oversee reforms and review committees were created to address:

- Structure and Accountability
- Age of Entry and Kindergarten
- Program and Human Resource Development
- French First Language Education
- Junior High Review
- Senior High Review

No consensus was reached on the issue of structural change. As a result, Albert Fogarty was appointed by government to study options and to provide recommendations. His work resulted in a plan for structural reform which included the establishment of the Educational Services Commission. The Commission consisted of school board representatives and education stakeholders. The new structure was empowered by virtue of a new *School Act*, approved in the 1993 session of the Legislative Assembly. It replaced the *School Act* which had been proclaimed in 1972.

The Commission was charged with streamlining policy and functioned for several months. In 1994, the *School Act* was amended again, this time to repeal the legislation concerning the Educational Services Commission. Shortly afterward, the Regional Administrative Units were amalgamated. School Units 1 and 2 were combined and became the Western School Board. School Units 3 and 4 were combined and adopted the name the Eastern School District. Responsibility for the French language education remained with the French Language School Board. The governance and administration structure established in 1994 continues today.

The increase in the average age of the teaching force was addressed in 1999 as a result of the Workforce Renewal Plan. In June of 1999, 106 teachers retired from the P.E.I education system.

Kindergarten has been established in the Prince Edward Island early childhood education community for over 25 years. Through that period 85% of Island children attended (as compared to the live birth rate), while parents were responsible for the fees. During the 2000-2001 academic year, the Department of Education embarked on the implementation of a three-year pilot of a publicly funded, community-based kindergarten program. As a result of the pilot, early childhood education has become a key component of the P.E.I. education system.

Advances have been made in early childhood curriculum development and implementation, professional development for early childhood educators, and the funding model for education includes financial resources for kindergarten. The minimum salary for Early Child Educators teaching kindergarten has increased. During the 2002-2003 academic year, the final year of the pilot program, 1605 children were enrolled in 90 kindergarten programs. Presently, 97 per cent of Island children attend kindergarten.

The Department of Education implemented a policy on the age of entry in 2002-03. By incrementally changing the cut-off date by one month each year for six years from January 31st until it reaches Aug 31st, all children will be six years of age when they start Grade 1 in the academic year 2008-09 and the years to follow.

A new instructional staffing model was implemented by the Department of Education in the 2002-2003 academic year. It replaced a funding formula which had been in place since 1972. The 1972 model determined the number of school board based staff by virtue of student teacher ratios and by ad hoc programs which provided additional staff. The new staffing model allocates resources to areas of concern that were raised by educators and public. It establishes target staff levels which will produce an overall student teacher ratio of approximately 14:1. The model allocates each school board with a full time equivalent number of positions for each existing staffing category.

Since the early 1980's, the Department of Education has been a national leader in the utilization of information technology. In schools, and within government, the Department of Education has been on the leading edge in regard to the provision of

computers to students and staff as well as in the area of the establishment of computer networks.

In 1997, all schools were connected to the Internet with dedicated data lines. P.E.I. was the first province to reach this benchmark. In 2004, student access to the Internet and multi-media learning opportunities was improved. The Department of Education is building a new data network that will enable all schools to access internet information, on average, 33 times faster than they could before. The ability to gather and interpret information using technology has become an essential skill. The Department of Education has provided students with these new opportunities to improve their computer literacy skills.

In the 2003-2004 academic year there were 4,223 students enrolled in French Immersion programs. In the current academic year (2004-2005) there are 673 French first language students in the province.

Enrolment is declining and projections based on live births in the province indicate that the decline will continue in the near future. There are 22,630 students enrolled (unofficial) in public and private schools in the 2004-2005 academic year.

~ ~ ~

The provincial education system will face many challenges in the future, both old and new. Fortunately Island educators have a long legacy of improvements upon which to build in the years ahead.

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Chapter Two

The Prince Edward Island Education System

Organization Summary: Where we all fit

School Act (Appendix 1)

a) Our definition in Law:

The School Act outlines the roles, responsibilities and limitations of different partners in education, namely the Minister, the school boards and trustees, the superintendents, the instructional and non-instructional staff, the parents and the students. It is a document which surpasses all others when the Act is proclaimed. It is the Law, and amending, or requesting changes to the School Act, requires legislative changes.

b) Regulations and Ministerial Directives:

The regulations and directives are additions to the School Act. They are permitted under the School Act and are made whenever the Minister deems it necessary in order for boards to operate within their boundaries. They can be replaced or repealed as time dictates, and they facilitate amendments to administrative procedures.

c) How the School Act applies to trustees:

The School Act outlines these specific areas of trusteeship (Part IV):

- Trustee Qualification (B)
- Trustee Elections and Appointments (C and D)
- Resignation or Disqualifications of Trustees (F)
- Responsibilities of Trustees (G)
- Trustee Remuneration (H)

The Minister and the Department of Education

The Department of Education on PEI consists of the Minister, Deputy-Minister and his/her subordinates. The Minister is responsible for the implementation of the School Act. He/she must ensure that students receive excellence in education through safe schools, challenging curriculum, and availability of resources. He/she sets standards for achievement, and criteria and regulations for the organization of the schools through the school boards.

Therefore, the Department, through its Minister, defines education on PEI; researches and assesses different approaches to education; provides leadership for the development of curricula; establishes standards, outcomes, rules, courses of study, and policies for assessment. It also approves learning resources to be used in the classroom.

School Boards: English and French

School boards provide universally accessible education for all students. The boards are founded on the principle of equality of educational opportunity. Every student deserves an opportunity to achieve at his/her best ability.

French Immersion is offered in both the Eastern and Western school boards.

Parents with rights under Section 23 of the Canadian Charter of Rights and Freedoms are guaranteed a French-language education for their children. Parents who do not have rights under Section 23 may apply for consideration to the French school board.
(Appendix 2: Section 23 of Charter)

In summary, a school board...

- operates schools
- has a vision statement and follows it
- sets budgets within provincial limitations
- implements curricula
- hires teachers and other staff
- maintains school buildings and properties
- creates and monitors policies

School boards are established by the Minister, respecting boundaries set by regulations (Table 1: map from Elections PEI). On PEI, we have two types of school boards: English Public and French Public (Table 2: list of schools in alphabetical order).

Table 2:

Name of school	Board	Grade levels	Particulars
Alberton Elementary, Alberton	WSB	1 to 6	
Amherst Cove Consolidated, Borden	WSB	1 to 8	
Athena Consolidated, Summerside	WSB	1 to 9	
Belfast Consolidated, South Pinette	ESD	1 to 9	
Bloomfield Elementary, Bloomfield	WSB	1 to 6	French Immersion
Bluefield High, Hampshire	ESD	10 to 12	French Immersion
Birchwood Intermediate, Charlottetown	ESD	7 to 9	Late Immersion
Cardigan Consolidated, Cardigan	ESD	1 to 8	

Central Queens Elementary, Hunter River	ESD	1 to 6	
Charlottetown Rural Senior High, Charlottetown	ESD	10 to 12	French Immersion
Colonel Gray Senior High, Charlottetown	ESD	10 to 12	French Immersion
Donagh Regional, Donagh	ESD	1 to 9	
Dundas Consolidated, Cardigan	ESD	1 to 8	
East Wiltshire Intermediate, Cornwall	ESD	7 to 9	Late and Continuing Immersion
Eastern Kings Consolidated, Kingsboro	ESD	1 to 8	
Ecole Evangeline, Abram-Village	CSLF	1 to 12	French First Language (FFL)
Ecole François-Buote, Charlottetown	CSLF	1 to 12	FFL
Ecole française Kings-Est, Souris	CSLF	1 to 8	FFL
Ecole française Prince-Ouest, Deblois	CSLF	1 to 12	FFL
Ecole St-Augustin, Rustico	CSLF	1 to 6	FFL
Ecole-sur-Mer, Summerside	CSLF	1 to 6	FFL
Eliot River Elementary, Cornwall	ESD	4 to 6	Early Immersion
Ellerslie Elementary, Ellerslie	WSB	1 to 6	
Elm Street Elementary, Summerside	WSB	1 to 6	French Immersion
Englewood, Victoria	ESD	1 to 9	
Fortune Consolidated, Fortune Bridge	ESD	1 to 4	
Georgetown Elementary, Georgetown	ESD	1 to 8	
Glen Stewart Elementary, Stratford	ESD	1 to 6	Early Immersion
Grand Tracadie Elementary, Grand Tracadie	ESD	1 to 6	
Greenfield Elementary, Summerside	WSB	1 to 6	French Immersion
Gulf Shore Consolidated, North Rustico	ESD	1 to 9	Mid-Immersion

Hernewood Intermediate, O'Leary	WSB	7 to 9	French Immersion
Kensington Intermediate/Senior High, Kensington	WSB	7 to 12	
Kinkora Regional High, Kinkora	WSB	9 to 12	
L.M. Montgomery Elementary, Charlottetown	ESD	1 to 6	
M. E. Callaghan Intermediate, Elmsdale	WSB	7 to 9	French Immersion
Miscouche Consolidated, Miscouche	WSB	1 to 9	
Montague Consolidated, Montague	ESD	1 to 6	Early Immersion
Montague Intermediate, Montague	ESD	7 to 9	Continuing Immersion
Montague Regional High, Montague	ESD	10 to 12	French Immersion
Morrell Consolidated, Morrell	ESD	1 to 8	
Morrell Regional High, Morrell	ESD	9 to 12	
Mt. Stewart Consolidated, Mt. Stewart	ESD	1 to 8	
O'Leary Elementary, O'Leary	WSB	1 to 6	
Parkdale Elementary, Charlottetown	ESD	1 to 6	
Parkside Elementary, Summerside	WSB	1 to 6	
Prince Street Elementary, Charlottetown	ESD	1 to 6	
Queen Charlotte Intermediate, Charlottetown	ESD	7 to 9	Late and Continuing Immersion
Queen Elizabeth Elementary, Kensington	WSB	1 to 6	
Rollo Bay Consolidated, Rollo Bay	ESD	5 to 8	
Sherwood Elementary, Charlottetown	ESD	1 to 6	Early Immersion
Somerset Elementary, Kinkora	WSB	1 to 8	
Souris Consolidated, Souris	ESD	1 to 8	
Souris Regional High, Souris	ESD	9 to 12	

Southern Kings Consolidated, Peter's Road	ESD	1 to 8	
Spring Park Elementary, Charlottetown	ESD	1 to 6	Early Immersion
St. Jean Elementary, Charlottetown	ESD	1 to 6	
St. Louis Elementary, St. Louis	WSB	1 to 6	French Immersion
St. Peter's Consolidated, St. Peter	ESD	1 to 8	
St. Teresa' Consolidated, St. Teresa	ESD	1 to 8	
Stonepark Intermediate, Sherwood	ESD	7 to 9	Late and Continuing Immersion
Summerside Intermediate, Summerside	WSB	7 to 9	French Immersion
Three Oaks Senior High, Summerside	WSB	10 to 12	French Immersion
Tignish Elementary, Tignish	WSB	1 to 6	French Immersion
Tracadie Cross Consolidated, Mt. Stewart	ESD	1 to 8	
Vernon River Consolidated, Vernon River	ESD	1 to 9	
West Kent Elementary, Charlottetown	ESD	1 to 6	
West Royalty Elementary, Charlottetown	ESD	1 to 6	
Westisle Composite High, Elmsdale	WSB	10 to 12	French Immersion
Westwood Primary, Cornwall	ESD	1 to 3	Early Immersion

School Board Trustees

School boards are governed by locally-elected trustees. Trustees play a key role in ensuring that schools operate within the School Act and respective board policies. Each board on PEI has no fewer than nine trustees, or larger number as determined by the Minister.

School board trustees will be discussed more fully in Chapter 3.

Superintendent

The school board is responsible for hiring and appointing a Superintendent who will be the CEO. Superintendents are responsible for the operation of schools, school board matters, and the management and supervision of the employees. He/she is also responsible for the organization, administration and supervision of educational programs. The Superintendent is responsible to the board, implements board policies, and advises the board on all matters.

Schools, Principals and Teachers

Schools:

PEI has a variety of schools:

Primary schools (for children in grades 1 to 3)

Elementary schools (for children in grades 1 to 6)

Intermediate schools (for students in grades 7, 8 and 9)

High schools (grades 10 through 12)

Combination of the above: schools with grades 1 to 8, 9 to 12, 1 to 9, 1 to 12, and schools with grades 7 to 12.

French immersion schools and programs offered to students beginning in grade 1 (early immersion), or grade 4 (mid immersion), or grade 7 (late immersion).

French as a First language schools

(See Table 2).

Schools have the flexibility to set policies for organization and administration of their schools. Schools endeavor to achieve excellence in education by promoting high standards of achievement; cultivating a love of learning; exploring creative approaches to education; respecting all learners, and providing basic skills for living in society.

Principals: Principals are educational and community leaders. They are responsible to each board through the Superintendent. They ensure that board policies and effective programs are in place, and they are responsible for supervising teachers and programs. They work with staff, parents, students and the community to develop and implement school improvement plans. They are responsible for creating a safe learning environment within their school. (Act, Section 99)

Teachers: Teachers are the front-line representatives of the education system. Their many activities go beyond instruction and include encouraging students to pursue learning, maintaining classroom discipline, and evaluating students' learning and progress. Many teachers choose to participate in extracurricular activities at the school. These activities continue to be voluntary but are strongly encouraged. (Act, Section 28)

Teachers must hold a valid certification in order to teach on PEI. The Minister may issue certificates based on standards and criteria recommended by a certification and standards board. Substitute teachers must also obtain authorization from the Department in order to substitute teach in Island schools.

Parents and Students

Parents: Parents are responsible for ensuring that their children attend school. Parents are entitled to be informed of the student's attendance, behavior and progress at school. A parent has the responsibility to encourage the student to learn. Parents can also be involved in the education system by attending or being members of School Councils or Home and School Associations. School Councils or Home and School Associations are advisory bodies to the principal of the school. They can advise on extra-curricular activities, behavior management issues, fund-raising, parent-school communication, etc (Act, Parts V and VI)

Students: The Act ensures that a person between the ages of 6 and 20 years who resides in the province and has not yet graduated from high school has a right to free schooling. Also, children between the ages of 7 and 16 must be enrolled in school. Students are responsible for learning and attending school. They should be encouraged to participate in as many aspects of school life as possible.

They are to respect the school's rules and policies; they must attend and participate in the programs in which they are enrolled; they must be diligent in pursuing their studies, and must respect the rights of others. (Act, Part VI)

Chapter Three

Trusteeship on PEI

On becoming a trustee

Qualifications to run:

In order to run in a school board election, a candidate must be a Canadian citizen, be eighteen years old on or prior to Election Day, and must reside in the board district for at least six months prior to the elections (See Zones, Appendix 9). Employees of school boards and Department employees cannot run. In addition, for a candidate to run in the French school board, he/she must meet one of these criteria: must be a parent of a child attending French school, or must be eligible to have a child receive French education (refer to Appendix 2).

Elections:

Elections are held every three years in May. In order to have a right to vote, voters must have the same qualifications as a candidate running in the election. If an election produces fewer trustees than the board requirement, the Lieutenant Governor in Council can appoint eligible candidate(s) to become a trustee(s).

Board meetings:

New trustees begin their three year term on July 1st. At the first meeting of the board an election occurs where a chair, vice-chair and secretary are elected for a period of one year.

Compensation:

The three school boards determine their own remuneration through board policy.

Distribution/ Representation:

Each board represents a district which is divided into zones. Each zone is represented by a trustee. In the French School Board, more than one trustee may be required in a zone (zones 1 and 5).

Vacancies:

When vacancies occur for seats on the board, the Lieutenant-Governor may appoint a replacement. Vacancies usually occur when a trustee resigns from the board. Resignation must be done in writing to the chair. Vacancies may also occur because of trustee disqualification. Disqualification occurs when a trustee is found guilty of an offence, becomes ill, is found not to reside in the school district for which he/she was elected, becomes an employee of any school board or the Department, and has a financial interest in a contract with the board. A school board may disqualify a trustee by resolution, if the trustee has been absent without reasonable cause from three consecutive regular school board meetings.

Your role as trustee

Accountability:

School trustees must attend meetings of their board, follow the regulations, and respect all requirements of the School Act (School Act, Section 39). Trustees hold no individual authority; all decisions are made collectively by the board. Trustees must deal with each issue according to their own beliefs, taking into consideration the law, the students and the constituency.

Once the board of trustees has voted, individual members are legally bound by the majority decision, even if they did not support it. Trustees should be able to explain the rationale for a policy and make sure it is understood, implemented and monitored.

Advocacy:

Often, trustees work on behalf of the community and must consider the unique needs of that community when deciding what position to take on an issue. They encourage constituents to participate in the school system. As advocates for excellence in education,

trustees will ensure the process for concerns or requests is followed, and help facilitate a resolution.

Policy-maker:

When setting policy, each board should reflect their vision statement. Policy development is a key way in which trustees can affect the direction of education. It is complex work, and a board must recognize that policies must be applied to the whole board. With clear policy for reference, decisions are simplified and problems are more easily solved.

Trustees are called upon to develop public policy in an open and accountable way. The procedure for developing policy depends on each board, but as in other decision-making processes, members may rely on the superintendent or the Director of education for expertise and advice that will help them in the decision-making process. It is important to remember public input in the process. This partnership can only ensure accountability to the people we represent. (Appendices 7 and 8: Policies of your board; Strategic Plan of your Board.)

Financial role:

Within the funding provided by the Minister, it is the responsibility (by legislation) of trustees to develop a balanced budget, within the funding provided by the Minister. The board must ensure that the money is spent according to the approved budget. Boards establish their own budget process, and they must adopt a budget in an open meeting. A fiscal year for school boards runs from July 1st to June 30th.

Employer Role:

There should be clearly defined relationships among the board of trustees, the superintendent, and the other administrative staff. In general, trustees are responsible for setting the overall direction of the board while professional staff are responsible for providing advice on, and implementing, board policies. A clear line of communication can be especially important for handling parental and community concerns. It is also important for boards to evaluate their superintendent's performance in a regular fashion based on mutually agreed goals.

Code of Ethics:

Code of ethics or codes of conduct are intended to provide a common understanding for conducting the school board's business with appropriate authority and integrity. Trustees are encouraged to participate fully and to express their opinions in all debates. While not legally binding, a code of conduct is meant to give the board an official policy to guide the conduct of its members. (see Appendix 3: The Development of a Code of Ethics for School Trustees document, 2001)

Professional development:

Professional and personal development of trustees is facilitated through a formal professional development activity. Education is constantly evolving, and it becomes the responsibility of each trustee to be well-informed. Opportunities for trustee development are always available through the national level with the Canadian School Boards Association (CSBA) or through the provincial trustees association (PEISTA).

Responsibilities:

School Board Member Liability:

School board member liability is a significant, growing issue, both provincially and nationally. The Eastern, Western and French Boards provide training for school board trustees on liability issues. School board members are encouraged to contact their Superintendent or Chairperson for details on liability issues. It is critical for boards to establish and communicate clear policies regarding liability, especially in some critical areas such as:

- field trips
- medicine administration
- school dances
- student transportation
- possession of drugs, alcohol or weapons
- school violence
- discipline
- child abuse
- human rights
- expulsion and suspension.

Personal liability:

Trustees will not be found personally liable for their inadvertent acts or omissions as trustees, as long as trustees act within the bounds of their authority, performing their duty honestly, with regard to the provisions of the legislation.

Conflict of Interest

The conflict of interest sections of any school board regulation is to protect the public interest by insuring that public officials, such as trustees, do not personally benefit from their position of trust. Often, the conflict of interest section only deals with pecuniary or financial interest.

A trustee who identifies a conflict of interest must declare it before any discussion of the matter begins; he/she must not vote on the matter, neither should he/she take part in any discussion. If the meeting is in camera, the trustee in question should leave the room.

If there is any doubt about a possible conflict of interest, trustees should seek legal advice.

Confidentiality and Privacy:

School boards fall under the legislation and regulations of the Freedom of Information and Protection of Privacy Act. Trustees should familiarize themselves with the basic provisions of the Act. Under the Act, student records are protected. The Youth Criminal Justice Act applies to school boards, and as such, school board officials must be very careful not to identify any young person or child connected with an offence to anyone including school administrators, teachers, students, parents, the community or the press.

Dealing with the media:

Each board's policy on media relations is going to vary based on local needs. Some boards have a communications person on staff and others process media calls through the office of the superintendent. Many boards use the chair as the key spokesperson for the board. Whichever method works best at your board, the key is to remember that the media require a consistent and available spokesperson. It is suggested that media requests be directed to the designated spokesperson and not be handled by trustees.

Special responsibilities of French Board Trustees:

Trustees at the French School Board have additional responsibilities. Their district covers the entire Island, therefore making them representatives of all regions. They are mandated by law to address the cultural and community aspects of education. French board trustees must also remember their duty to protect the minority rights.

Board Meetings

Quorum:

For a meeting to have formal status, a quorum must be present. Ordinarily, a quorum consists of a simple majority of those members of the board who are entitled to vote. A quorum is not affected by a conflict of interest.

Rules of order:

To run an effective meeting, the chair should have basic knowledge of parliamentary procedure; ensure that all relevant information has been provided; allow for open debate; provide opportunities for and encourage all members to speak; manage conflict; ensure that issues are separated from individuals; lead the board as a team; and help the board reach its decisions.

School board meetings are run according to parliamentary procedure. Robert's Rules of Order are generally accepted as the standard rules of procedure. Many French language boards use Code Morin.

The following guidelines apply in the most common situations:

1. A board's primary means of taking action is through motions, which are moved, seconded, debated and put to vote.
2. Each motion should deal with only one matter or idea.
3. Debate must be limited to the issue at hand. Speakers who stray from the issue or attempt to introduce new matters should be ruled out of order.
4. Each speaker should be allowed to speak once on the subject under debate.
5. A member may raise a point of order at any time. After it has been stated, the chair issues a ruling.
6. Any two members may appeal or challenge the chair's decision. The issue is then decided by a majority of those present.
7. While a motion is on the floor, no new motions may be made.
8. Motions may be amended. Votes on amendments must be taken before the main motion is voted on as amended. The amendment cannot change the intention of the original motion. No more than one amendment to a motion may be permitted at one time. There can be amendments to the amendment.

9. Before motions are voted upon, the motion should be read.
10. A trustee may require the recording of affirmative and negative votes on a question. A trustee may also request that his/her vote be recorded.
11. If the chair wishes to make, second or debate a motion, he/she must yield the chair to the vice-chair or another trustee until after the vote has been taken.
12. Before a vote on a main motion is taken, business may be interrupted by a motion to lay it on the table, to postpone the vote, to refer the motion to a committee, to withdraw it from consideration or to adjourn the meeting.
13. Debate may be closed formally with a subsidiary motion. In cases where the chair believes that discussion has ended, a vote on the main motion may be taken without a formal motion to close debate unless a member objects.
14. After motions have been passed or rejected, no further discussion on the same issue should be allowed at that same meeting, other than through a motion to reconsider.

(Ontario Guide, pp. 58-59)

Chair and Vice-Chair:

Although a school board is elected for a three-year term, the chair's position is filled for one year at a time. A chair is elected from among the trustees to preside at all meetings. The election occurs at the first meeting in July of each year. Trustees also elect a vice-chair to act in the chair's absence. There is no limit as to how many years or terms that the same person can continue as chair.

The chair should be present where possible for all meetings of the board or committees of the whole.

The chair may call special meeting of the board and, as the presiding officer, may have people removed from meetings for improper conduct. This includes members of the public.

The chair assumes a leadership role. In most boards, the chair in consultation with the superintendent sets the agenda. He/she works closely with the administration to ensure that the board's wishes are understood, and works with the board to present and clarify any concerns of the administration.

At the same time, the chair is one vote among many and must not place personal views ahead of those of the board as a whole.

Vice-Chair: The Vice-Chair may replace the chair and assumes all the duties and responsibilities of the Chair at that time.

Secretary: Each board elects a Secretary who becomes part of the board's executive. The Secretary may at times perform the function of recording secretary.

Types of meetings:

Public meetings:

All meetings of the board are open to the public. Meetings of a committee, including a committee of the whole board, are open to the public unless the members are dealing with certain topics (see below). In these cases, members may choose to hold the meeting in camera.

In Camera meetings / Committee of the whole:

A meeting of the whole or a meeting of a committee may be closed to the public and the media when matters for discussion involve the following:

- Security of the property of the board
- Intimate, personal, financial information about a member of the board, an employee, or a student and/or parent
- Negotiations with employees
- Litigation affecting the board

Discussions held in camera meetings are confidential. These discussions are not recorded in the minutes and are not to be repeated by anyone outside the meeting. Any material distributed during these meetings is confidential, and must not be shared outside the meeting.

Each resolution passed in-camera must still be adopted formally in a public session.

Board Committees:

There are three kinds of committees:

- 1) Standing or permanent. These deal with ongoing matters dictated by boards.
- 2) Ad hoc committees, like work groups, investigate a specific issue and report within a stated time frame.
- 3) Advisory committees provide input into policy development or other areas where the board would benefit from the experience and expertise of other participants.

Committees are required to record minutes at their meetings. They report and make recommendations to the board. However, decisions are the sole responsibilities of the board.

Key Actions of Effective School Boards and Trustees

School board Trustees provide leadership in the following areas:

Establishing Vision:

- Promoting quality in public education
- Working with the local community's vision of public education
- Working through the political system to advocate for education across the province

Promoting Accountability

- Measuring the performance of the board's administration against the objectives
- Holding directors accountable
- Representing communities and the public interest when developing and strengthening public policy on education

Determining Structure:

- Clearly defining the separate duties of the board and the administration
- Determining the mission and agenda of each board committee and ensuring that these fit with the overall goals of the board

Allocating Resources:

- Ensuring that the programs and services are delivered equitably and efficiently, and that they meet curriculum agenda
- Balancing the budget

Establishing Climate:

- Supporting the philosophy that all children can learn to their full potential
- Empowering staff to meet the needs of all students
- Modeling behavior that emphasizes trust, teamwork and shared accountability in board meetings and with the school and administrative staff

Creating Collaborative Relationships:

- Encouraging strength from the board's diversity, and integrating special needs and interests into the goals of the system
- Building collaborative relationships and partnerships with political and business leaders, labor organizations, education partners, parent and community groups, and other agencies

Promoting Improvement:

- Putting the needs of students first
- Committing to continuous education and training updates on current issues
- Adjusting the board's strategic plan

Maintaining Communications:

- Maintaining excellent communication with the community, parents and staff
- Educating the public about current issues in education
- Encouraging community involvement and commitment
- Providing a link among the community, the school board, and the broader education system

An effective school board:

- Knows why it exists and what difference it hopes to make in the community
- Functions as a team
- Serves as a role model for the education system and the community
- Makes informed decisions
- Strives for excellent communications with its partners and constituents
- Has a clear sense of its role and the role of senior management
- Understands the distinction between policy development and implementation, and sets the parameters for accountability
- Is accountable for its performance
- Holds the superintendent accountable for effectively implementing the policies of the board
- Monitors the effectiveness of policies and implementation plans
- Encourages that local provincial and federal politicians understand local issues and needs and that they promote education as a high priority

Chapter Four

Education Funding

Educational funding in Prince Edward Island is provided from provincial government revenues. The Department of Education's funding is not directly linked to property tax revenues as is the case in some other provinces. The funding is provided from general government revenue. The PEI Provincial Government's revenues have the following major components: transfer payments from the federal government, provincial income tax, provincial sales tax, property tax, fuel tax, tobacco tax, and other fees and taxes levied by the province. Each year the Department of Education develops a budget that identifies the monetary requirements needed to fund educational institutions and services for Islanders. The department's budget is presented in the Provincial Estimates which are tabled and debated in the Legislative Assembly each spring. The Department of Education uses the budget dollars to fund public education in the province from kindergarten to grade twelve and provides operational funding grants to the post secondary institutions in the province.

The department provides funding necessary for the three Island schools boards to operate 70 schools in the province. The funding is provided to each school board based on a Staffing and Funding Model that allocates staff and operational dollars. The model allocates each school board with a full time equivalent number of positions for each existing staffing category. A full time equivalent allocation is provided for instructional staff (teachers) and support staff (bus drivers, teacher assistants, secretaries, youth workers, and custodians) based on the Staffing and Funding Model. For example, teachers are allocated based on student population; while custodians are allocated based on the amount of square footage to be maintained in a school.

Operational funding is provided to school boards for the following purposes: maintenance, administration, transportation, program materials, and capital. The maintenance dollars are used to ensure schools have heat, electricity and are properly cleaned and maintained. The administration funds are used for such things as insurance, telephone, mail and courier expenses, professional services, and trustee remuneration. The transportation allocation is used to purchase fuel, bus parts, and insurance. The program dollars fund duplicating costs, supplies and materials for students and teaching supplies. The capital budget allows for minor capital repairs within schools and for equipment repair and replacement. The allocation of dollars to the school boards for each of these categories is based on various formulas. For example, maintenance is allocated based on the number of square feet of building space; transportation is based on the number of kilometers traveled; and program budgets are based on the student enrollment.

The department also purchases school buses, text books, and pays for new school construction and renovations to existing schools. The department is responsible for developing the curriculum for the educational system and hires curriculum specialists to do this work.

The kindergarten program in the province is funded by the Department of Education and supports 90 independent operations across the province.

A significant amount of the budget for UPEI and Holland College is provided by the Department of Education each year. The Student Financial Assistance section of the department provides student loans and a variety of programs to assist in making a post secondary education affordable for students.

Approximately 21% of the provincial budget is spent on education in the province.

Chapter Five

Communications / Associations

PEISTA:

The Prince Edward Island School Trustees Association is an organization made up of two representatives from each board and an elected president (elected at AGM), representing the 29 trustees of the Island. Its mandate is to provide trustees with opportunities for professional development. It also communicates to trustees issues of trusteeship and educational scope that are of national interest by belonging to the Canadian School Boards Association (CSBA). As a trustee, you have full membership privilege, and you can therefore vote on resolutions brought to the table at the AGM or at special meetings of the Association. You can also stay connected through your board's representatives. They can bring your concerns and questions to the Association executive meetings. (Appendix 4: mandate of STA)

Canadian School Boards Association (CSBA): www.cdnsba.org

The CSBA is a national organization that works for many provincial associations of school trustees or of school boards. The CSBA provides trustees with opportunities for professional development through their annual Congress. It also monitors issues that may be of interest to trustees and school boards. CSBA advocates on trustees' behalf at the national level, and sometimes at the provincial level, and supports provincial organizations in their services to trustees by providing background papers, literature, etc. to further the provincial advocacy efforts.

Atlantic Conference:

The Atlantic Conference is an annual event hosted by one of the four Atlantic Provinces with the help and support of all four provinces. It is an opportunity for trustees in the same region to gather and discuss issues of common concern. It is usually held in rotation, and it usually occurs in winter.

School Councils:

School councils are usually established in schools by parents of students. The school council's role is to advise the principal on various matters related to school operations and administration, including extra-curricular activities, fund-raising, student discipline, school-based services (e.g., nutrition, etc.). It also provides a channel of communication between the school and the community, and is an important player on the school improvement team.

Home and School Association: www.edu.pe.ca/peihsf

Home & School in any school can be considered a council (see above).

The Prince Edward Island Home and School Federation exists to promote the total well-being of children and the highest standards of education for each child in the province. The Federation works in partnership with other organizations which foster this ideal. The Federation encourages and whenever possible assists in the development of policies related particularly to quality education for each child and generally to the total well-being of children in Prince Edward Island.

PEI Teachers Federation: www.peitf.com

The objectives of the PEI Teachers' Federation are to advance and to promote the interests of education and to advance, promote and safeguard the interests of the teaching profession and its membership.

Canadian Parents for French (PEI): www.cpfpei.pe.ca

Canadian Parents for French-PEI began in 1977 out of a desire by parents in various parts of the Island to ensure that French Immersion was accepted as a regular part of elementary and secondary school programming in the province. In addition to the ongoing lobbying activities associated with that achievement, CPF has also developed incentives and activities for children designed to enhance their French language experience and activities to help parents understand and support their children's educational experience.

CPF is National in scope with Branches (Provincial Offices) in all provinces and territories (except Quebec). Each Branch is made up of Chapters of which CPF-PEI has four.

Department of Education: www.edu.pe.ca

Vision

Prince Edward Island is a place where learning is highly valued. All individuals have the opportunity to develop their full social, intellectual, economic, cultural and physical potential. The Department of Education is the leader in ensuring equitable opportunities for lifelong learning.

Mission

Our mission is to provide leadership in the pursuit of excellence, and to create effective learning opportunities for all.

We will have acceptable results in the following areas: quality of legislation, regulation and policies; quality of programs and services; public and client satisfaction; accessibility and equity of programs and services; employee satisfaction.

Goals

- Improve lifelong learning outcomes
- Increase public and client satisfaction with services
- Increase employee satisfaction
- Improve collaboration with our partners
- Improve accountability

Fédération des parents de l'Île-du-Prince-Édouard :

www.federationdesparentsipe.ca

La Fédération des parents de l'Île-du-Prince-Édouard existe depuis 1991 et regroupe dix comités de parents dans les régions Prince-Ouest, Évangéline, Summerside, Rustico, Charlottetown et Kings-Est. La FPÎPÉ représente les comités locaux membres et les parents en général eu égard à toutes les questions relatives à l'éducation en français langue première aux niveaux préscolaire et scolaire.

Les objectifs de la Fédération sont les suivants:

- Promouvoir l'éducation et les cultures acadienne et francophone, en travaillant pour la mise sur pied et le développement d'institutions préscolaire et scolaire de français langue première à l'Île-du-Prince-Édouard.
- Rassembler les comités locaux de parents de l'Île-du-Prince-Édouard, pour établir un réseau de communication, de concertation et de prise de décisions sur toutes les questions concernant l'éducation en français langue première dans la province, sur lesquelles la Fédération a juridiction.
- Agir comme porte-parole provincial des parents ainsi que des comités membres de la Fédération, pour toutes les questions les intéressant.
- Participer au développement du système d'éducation en français dans la province et continuer de faire reconnaître aux autorités le principe de la gestion scolaire par les Acadiens et francophones de l'Île-du-Prince-Édouard.

- Aider tous les parents acadiens et francophones dans leurs démarches en vue de se regrouper en comités locaux de parents, ou en vue de revendiquer l'obtention ou l'amélioration d'un centre préscolaire ou d'une école de langues française dans leur région.
- Faciliter l'échange d'information à l'intérieur et à l'extérieur de la province sur tout point d'intérêt pour les membres de la Fédération.
- Représenter les parents d'enfants d'âge préscolaire et scolaire de l'Île-du-Prince-Édouard auprès de la Commission nationale des parents francophones.
- Travailler de concert avec les autres intervenants dans le domaine de l'éducation (organisme, commissions scolaires, ministère de l'Éducation, etc.) pour l'amélioration du système d'éducation en français à l'Île-du-Prince-Édouard.
- Posséder tous les droits et pouvoirs qui lui sont conférés par l'article 15 de la Loi sur les compagnies RSPEI 1988, chapitre C-14

Fédération nationale des conseils scolaires francophones (FNCSF)

www.fnscf.ca

Commission nationale des parents francophones (CNPF) www.cnpf.ca

La Commission nationale des parents francophones (CNPF) est un organisme national francophone qui regroupe les organismes de parents à caractère provincial ou territorial oeuvrant ou intéressés à l'éducation française en milieu minoritaire et qui s'intéressent à promouvoir la vision et la mission de la Commission.

Sa mission est d'appuyer les organismes provinciaux et territoriaux de parents afin de promouvoir l'établissement d'un milieu familial, éducatif et communautaire favorisant le plein épanouissement des familles francophones, acadiennes et métisses du Canada

Chapter Six

Frequently asked Questions

What are the channels of communication in my board?

The chairperson who is selected by all trustees is considered the spokesperson and represents the accumulative voice of all trustees. The school board hires the superintendent of education and he/she answers to them. The directors who are usually at the board office are responsible to the superintendent. The school based instructional and non-instructional staff answer to the principal (the school board's representative in the school).

What is the protocol to follow when faced with issues?

If an issue is raised it may be answered at any of the levels suggested in the last question. If in doubt regarding how to deal with an issue, check with the board chair. For example if an individual asks you a question about a bus route, it is appropriate to refer it to that specific director or the superintendent. You can ask the director to contact the individual and then to get back to you regarding what has transpired.

Can I change the things I don't like in the system?

Changes are a necessary part of the system and sometimes very slow to incorporate. Before recommending a change, bring the subject to the board, get as much background as possible and state the advantages to the system and to the board. Once your preparation is complete ask that your topic be added on the agenda for a board meeting.

How many meetings can I expect per month?

It all depends on how active you are in the activities of the board. At the very least you should expect to attend 2 meetings per month. Some trustees attend 8-10 meetings each month. There are committee and in-camera meetings as well as the general monthly public meeting. The more involved you are the more meetings you will be required to attend.

Is there a dress code when attending meetings?

Trustees are expected to dress appropriately. Seek advice from your board.

Do I get remuneration for participating in meetings?

Yes, trustees get paid according to their board policy.

How is mileage calculated?

Mileage is calculated from your point of departure to the meeting site and return. It is based per kilometer on the current government rate. In some cases, trustees will be leaving from work or home or another meeting and may return to a completely different place. Record your mileage and if you feel it is necessary to explain a unique travel plan leave a short explanation with your expense sheet.

What do I do when parents come to me with a complaint?

Trustees should not try to solve the issue. Trustees should act as a facilitator between the board and the parent. They should do the following; a) listen briefly to the parent's concern, b) recommend that the parent take their concern to the Principal of the school if it is a specific school or teacher issue, c) ask parent to put their concern in writing, d) refer the matter to the board's superintendent, and e) arrange to call the parent back.

What happens if a reporter approaches me?

Media requests provide an excellent opportunity for the board to accurately provide timely information on current issues. When asked to speak one may state “This board welcomes the opportunity to answer that request and provide timely and accurate information. However, I am not the official spokesperson. You may want to contact ... (name, position and phone number of each board’s media spokesperson)”.

Can I be sued?

No, a trustee will not be held personally liable as long as they act within the limits of their authority, performing their duties honestly as set out in the provision of the legislation.

What advice should I consider as a Trustee?

Understand the commitment you are making. Be in it for the right reasons, not just to fight for a cause. Be willing to do any or all jobs a trustee might be expected to do. Support public education and do all you can so our children will thrive in this system. You are not representing one group or school or community: you are there for the betterment of education.

Am I expected to attend Home and School meetings as Trustee?

Trustees are encouraged to attend Home and School or School Council meetings. It’s a good way to connect with the community.

Can I attend Home and School meetings or School Council meetings as a parent?

Yes, but you should do so as an observer only.

Appendices

Appendix 1: The School Act (refer to www.gov.pe.ca/law/statutes/pdf/s-02_1.pdf)

Appendix 2: Section 23 Canadian Charter of Rights and Freedoms (attached)

Appendix 3: Development of a code of Ethical Conduct for Trustees,
STA Document (refer to your Board copy)

Appendix 4: Mandate of the PEISTA (attached)

Appendix 5: Acronyms (attached)

Appendix 6: School Year Calendar (attached)

Appendix 7 and 8: Your Board's Strategic Plan and Policies (refer to your board documents)

Appendix 9: Provincial Updates (ongoing)

Additional Resources:

Board Learning Center (BLC): available online (contact PEISTA: password needed) or refer to your board's CD/ Rom

Ontario School Trustees Handbook: available online at www.ontarioschooltrustees.org
(click on download handbook)

Websites: www.edu.pe.ca Department of Education
www.edu.pe.ca/esd/ Eastern School District
www.edu.pe.ca/wsb/westindex.htm Western School District
www.edu.pe.ca/cs1f/ French School Board

Appendix 2

Section 23 Canadian Charter of Rights and Freedoms

23. (1) Citizens of Canada

- a)* whose first language learned and still understood is that of the English or French linguistic minority population of the province in which they reside, or
 - b)* who have received their primary school instruction in Canada in English or French and reside in a province where the language in which they received that instruction is the language of the English or French linguistic minority population of the province, have the right to have their children receive primary and secondary school instruction in that language in that province.
- (2) Citizens of Canada of whom any child has received or is receiving primary or secondary school instruction in English or French in Canada, have the right to have all their children receive primary and secondary school instruction in the same language.
- (3) The right of citizens of Canada under subsections (1) and (2) to have their children receive primary and secondary school instruction in the language of the English or French linguistic minority population of a province
- a)* applies wherever in the province the number of children of citizens who have such a right is sufficient to warrant the provision to them out of public funds of minority language instruction; and
 - b)* includes, where the number of those children so warrants, the right to have them receive that instruction in minority language educational facilities provided out of public funds.

Appendix 4
Draft Mandate of the PEISTA

MANDATE of the PEI SCHOOL TRUSTEES ASSOCIATION

COMPOSITION OF THE BOARD OF DIRECTORS

- Two members selected by each board to sit on the PEISTA's Board of Directors (total of 6 Trustees plus the elected President) for a period of 2 years.
- President elected to 2 year term by the full Trustee membership at its Annual General Meeting held in April of each year.
- Vice-President to be elected from the 6 Trustee board representatives at the Association's meeting immediately following the Annual Meeting.
- Secretary-Treasurer to be elected from the six Trustee board representatives at the Association meeting immediately following the Annual Meeting.

The President of the Association shall be elected every two years by the full Trustee membership at its annual meeting to be held in April. The President's term will begin each year on July 1st and end June 30th of the second year.

The Executive positions of Vice-President and Secretary-Treasurer are for one-year terms, to be elected each year.

Trustees are welcome to attend any meeting of the Association and must be provided with an opportunity to speak to issues of concern. Voting at these meetings will be by Trustee representatives on the Board of the PEISTA.

PURPOSE OF THE PEISTA

- Clearinghouse / distribution of information received by the Association and of interest to school board Trustees.
- Provide professional development opportunities for Trustees.
- In a Trustee election year, offer an orientation session as early as possible for all incoming Trustees.

ROLE OF THE PRESIDENT

- To ensure that the mandate and purpose of the Association is followed.
- To act as a liaison between the National CSBA body and the provincial association.
- To host annual / semi-annual meeting with the Dept. of Education. Advise Minister of past year's activities and future plans of the association.

ADMINISTRATION

- Operate within the budget allocated by the Department of Education. Additional fees for the PEISTA are not to be charged to the local boards.

- Ensure meeting minutes and financial reporting is forwarded to the member Trustees through the respective board representatives.
- Host Annual Meeting of Association each year in April and provide to all Trustees a Financial Statement of the past year's activities, anticipated budgets for the next year along with any objectives for the year.

The Annual General meeting of the Prince Edward Island School Trustees Association

1. The Purpose of the Annual General Meeting (AGM)

- To discuss issues brought before the full membership
- To vote on resolutions that have been proposed by the membership
- To approve the annual budget of the association
- To approve the financial statements of the previous fiscal year
- To vote on amendments or additions to the mandate of the association
- To present the plan of action of the STA for the coming year
- At every second AGM, there will be an election for the position of president
- During a school board election year, if it is necessary to elect a new president, it shall occur in the fall at a special general meeting

Between AGMs, it is the responsibility of the PEISTA board of directors to carry out the directives of the membership originating from the AGM.

2. The Timing of the Annual General Meeting (AGM)

- The AGM will be held once every fiscal year, not more than 30 days after the conclusion of a fiscal year
(Decisions required of the association on any matter between the conclusion of a fiscal year and the date of the AGM are the responsibility of the board of directors, even if a new budget has not yet been approved.)
- Notice of the AGM will be given to all members at least ninety (90) days prior to the scheduled date of the AGM

3. The Procedures of the Annual General Meeting (AGM)

- The president of the association, or such other person designated by the president, shall be chair of any or all AGM sessions

- The Order of Business shall follow the agenda of the AGM subject to changes approved by the majority of members in attendance
- A quorum must be present at all times during the AGM
- A quorum is fifty percent plus one of the voting members
- Voting shall be by simple majority of the members in attendance, unless otherwise defined
- Rules of Procedure may be adopted, suspended, or amended at an AGM by a two-thirds vote of voting members present
- Robert's Rules of Order will prevail on points of order not defined in this document

4. Resolutions / Motions

- Resolutions shall be forwarded to the association in writing at least sixty (60) days prior to the AGM
- Members of the association will receive written copies of all proposals to amend the mandate of the association and all resolutions to be considered at the AGM at least forty-five (45) days prior to the AGM
- There are three types of resolutions or motions:
 - Extraordinary motions or resolutions are those that call for a change or addition to any part of the mandate of the association
 - Ordinary motions or resolutions cover all other business of the association
 - Late motions or resolutions are those arising from business or events that occur after the normal notice period for submission *and* which the Board of Directors agrees requires consideration at the AGM; they can be extraordinary or ordinary
- An extraordinary motion or resolution requires a two-thirds majority to pass and voting is by secret ballot
- Ordinary motions require a simple majority to pass. Voting is done by a show of hands or voting cards, except where a request for a secret ballot vote is made by at least five members before the question, in which case the vote shall be by secret ballot
- When any motion is under consideration, no other motion shall be received unless it deals with the following:
 - A motion to adjourn
 - A motion to postpone to a certain time or to refer
 - A motion to amend
- A member shall speak only once on the motion or resolution under consideration
- The mover of the motion is entitled to speak first and to close debate

- Each speech is limited to three minutes, except by permission of the chair
- Amendments to motions may have any of the following ends:
 - To add or insert certain words
 - To strike out certain words
 - To strike out certain words and insert others
 - To substitute another motion or paragraph
 - To divide the motion into two or more separate motions
- Amendments to motions are approved automatically if the mover and seconder of the original motion accept the amendment; if the mover or the seconder does not grant such approval, the amendment is subject to a simple majority vote

5. Election of the president

- Any trustee is eligible for election as president
- A nomination committee shall be formed and shall solicit nominations from among the province's individual trustees
- Nominations shall be submitted by the nomination committee to the PEISTA board in writing at least thirty (30) days prior to the AGM
- Additional nominations shall be called for three times near the beginning of the election process at the AGM, after the call to order and prior to the beginning of scheduled business; nominations shall then be closed
- Two scrutineers will be appointed by the chair; where possible, there shall be one scrutineer selected from each of the province's three school boards
- Should any candidate for president receive a clear majority of votes on the first ballot, that candidate is declared the winner; if no candidate receives a clear majority on the first ballot, then the candidate receiving the least number of votes on the first ballot shall drop from consideration and a second ballot, and if necessary, subsequent ballots in the same manner, shall be ordered until one candidate receives a clear majority of votes; that candidate will be declared the winner

6. Special General Meetings

- Special general meetings can be called by the Board of Directors to consider emergency matters
- Notice of such a meeting should be given at least fourteen (14) days prior to the scheduled date of the meeting

Appendix 5

Acronyms:

PEISTA: Prince Edward Island School Trustees Association

STA: School Trustees Association

CSBA: Canadian School Boards Association

ESD: Eastern School District

WSB: Western School Board

CSLF: Commission Scolaire de langue française

CNPF: Conseil National des Parents francophones

BLC: Board Learning Center

BCSTA: British Columbia School Trustees Association

ASBA: Alberta School Board Association

SSBA: Saskatchewan School Board Association

MAST: Manitoba Association of School Trustees

OPSBA: Ontario Public School Boards Association

CMEC: Canadian Ministers of Education Council

QESBA: Quebec English School Boards Association

NSSBA: Nova Scotia School Boards Association

NLSBA: Newfoundland and Labrador School Boards Association

PEITF: Prince Edward Island Teachers Federation

FNCSF: Fédération nationale des Conseils scolaires francophones

CPF: Canadian Parents for French

SIP: School Improvement Plan

Appendix 6
School Calendar 2005-06

September (20 School Days)

- 1 School Based Professional Development Day
- 2 Orientation for Teachers
- 3 Not a School Day
- 6 Labour Day
- 7 First Instructional Day for Students

October (20 School Days)

- 11 Thanksgiving
- 14-15 PEITF Annual Convention

November (21 School Days)

- 11 Remembrance Day
- 12 Provincial Professional Development Day

December (13 School Days)

- 17 Last Day of Classes, 2004

January (21 School Days)

- 3 Instructional Staff Professional Development Day
- 4 First Day of Classes, 2005

February (20 School Days)

- 3 End of Semester Administration/Professional Development Day

March (16 School Days)

- 18-24 March Break
- 25 Good Friday
- 28 Easter Monday

April (21 School Days)

- 29 Area Association Annual Meeting

May (21 School Days)

- 23 Victoria Day

June (22 School Days)

- 10 First Date on Which Examinations for Grade 12 Students May be Scheduled
- 20 Last Instructional Day for Senior High Graduating Students
- 28 Last Instructional Day for Students in Grades 1-11
- 30 Last School Day

Total number of school days : **195**