



**Canada - Prince Edward Island Agreement
for minority-language education and
second-language instruction**

**Prince Edward Island Action Plan
2000-01 to 2002-03**

Preamble

This action plan is the result of a commitment from the Government of Prince Edward Island to the province's Acadian and Francophone community. It is also the result of a desire to continue to support students learning a second-language.

Prince Edward Island, through its *School Act* has created three school boards: two English boards and one French. Section X (ten) of the Act describes the regulations granting school governance to the board of the *Commission scolaire de langue française* and the responsibilities that the board can carry out. Prince Edward Island was one of the first provinces in the country to provide for school governance by Francophones in a minority setting.

In March 2000, the Government of Prince Edward Island proclaimed the *French Language Services Act*, thus showing its sincere desire to take a leadership role in the country. Furthermore, the Department of Education demonstrated that the growth of the Acadian and Francophone community is of great importance by supporting in September 2000 the establishment of programs in the Summerside-Miscouche, West Prince and Rustico regions.

The *Commission scolaire de langue française* had two schools in June 2000 offering grade 1 to 12 programs with a total of 608 students. These two schools are located in the Évangéline region and in Charlottetown. The three new schools that have been operating since September 2000 have added 16 students to the board's enrollment.

There are presently sixty-four (64) English schools in the province of which twenty-five (25) offer Immersion programs to over 3,800 students or approximately 15% of the student population. Most students participate in the early Immersion program but one board also offers a mid and a late Immersion program.

The early Immersion program starts with 90% of the school day in French from grade 1 to grade 3. The remaining 10% is usually dedicated to Music and Physical Education programs that are taught in English. English, as a subject, is introduced in grade 4 for 75 minutes per day. The mid-immersion program begins in grade 4 and the late immersion program begins in grade 7. All Immersion students join together once they reach grade 10.

Core French is compulsory from grades 4 through 9. Programming is based on 30 minutes per day in grades 4-5-6 and 40 minutes per day at the Intermediate level. Core French credits are offered in all the high schools.

The number of students enrolled in second language programs in this province has always been significant, and according to Statistics Canada, Prince Edward Island has seen the highest increase in bilingualism among adolescents in the country. Statistics Canada notes the growth between 1981 and 1996 from 8.7% to 23.5%.

Therefore, the purpose of the plan is to improve and innovate in education as well as to provide support. Among other things, it will aim at:

- C increasing the number of students in all French programs;
- C offering services that are comparable to those of the majority language in special education for the French Language School Board;
- C developing a significant number of new curricula in French, Science, Mathematics, Social Studies, Technology and Careers, Core French;

- C creating a team of consultants and trainers to serve all the schools in the province in minority and second language settings;
- C initiating promotional campaigns for the various French-language programs;
- C studying the factors that influence the decisions of students and parents in their academic choices;
- C providing research and statistics for the decision makers;
- C replenishing school libraries in minority and second language settings;
- C training students and teaching staff to be leaders in technology in minority and second language settings;
- C supporting linguistic and educational training opportunities for teaching staff;
- C increasing the cultural exchanges and activities available;
- C supporting professional training opportunities for parents so that they may become better involved in their children's education and this in minority and second language settings.

In order to develop this plan, the Department of Education consulted the French Language School Board several times, attended a one-day retreat with Canadian Parents for French, and asked the *Fédération des parents de l'Île-du-Prince-Édouard* (Prince Edward Island Parents' Federation) to identify its priorities. The department also had many formal and informal discussions with educational stakeholders in the different regions.

It goes without saying that several priorities identified by our partners are not financial. For example, Canadian Parents for French would like to see the certification of Immersion students at the secondary level by granting a specific graduation certificate to Immersion students taking a pre-determined number of credits in French. This would require goodwill on the part of the educational partners, and will not incur any direct costs. Strong programming, cultural exchanges and training opportunities will encourage the development of a policy that supports the certification of students.

Another example was cited several times by the Francophones involved: the top priority is the establishment of French first language programs in new regions. The government of Prince Edward Island has responded positively to parents in this regard. The costs for these projects can be found in a special agreement between Canada and Prince Edward Island on investment measures for the quality of minority-language education, but several promotional, francization and programming activities are part of this action plan.

In the Department of Education's strategic planning exercise, the French Program Division identified five important goals, including the improvement of training for teaching staff, the improvement of the curricula, programs, services and resources provided by the Division, as well as a close collaboration with its partners in education.

Thus, this plan allows the Prince Edward Island Department of Education to meet these needs, along with the support of Canadian Heritage, an essential partner in its projects. This support from Canadian Heritage, both financial and moral, covers the costs that are not normally covered by the regular foundation program for the school system. For example, the foundation program does not support cultural programs, which are integral elements for the development of the minority or bilingual Canadian community. To calculate these costs, the Department applied various provincial funding formulas to each objective. of the action plan.

In conclusion, this is a plan that lays down solid foundations which allow minority and second-language students to take their place in a community rich in diversity, strong in values and prepared to contribute fully to their future.

Objective 1
ENSURE QUALITY OF EDUCATION FOR MINORITY STUDENTS
2000-2001 to 2002-2003

1. Educational structure/support

ACTIVITIES		DESIRED OUTCOMES	PERFORMANCE INDICATORS	EXPECTED ANNUAL INVESTMENT	
1.1	Administration and coordination of policies and programs relating to minority language Education. The Department of Education is primarily responsible for this activity	The maintenance of the province's administration of programming and curriculum development in minority language education.	<ul style="list-style-type: none"> • The level of satisfaction measured by an annual survey of the public • The level of satisfaction measured by a survey of stakeholders 	Provincial contribution	\$ 102,150
				Federal contribution	\$ 34,050
				Sub-total	\$ 136,200
1.2	Grants to La Commission scolaire de langue française to help defray supplementary costs relating to the administration and to the teaching in the Minority Language at the elementary and secondary levels	La Commission scolaire de langue française is in a better position to increase access to minority language education and to offer a program similar to the one offered the majority. Support services become more available.	<ul style="list-style-type: none"> • The number of right holders enrolled • The number of courses and programs offered • The number of drop-outs • The support services offered in various areas 	Provincial contribution	\$ 915,970
				Federal contribution	\$ 297,430
				Sub-total	\$ 1,213,400
1.3	Promotion and French education awareness with trustees, parents and the community	La Commission scolaire de langue française is in a better position to increase enrollments in French schools and partnerships are created with the community.	<ul style="list-style-type: none"> • The number of right holders enrolled • Projects developed in collaboration with the community and La Commission scolaire de langue française 	Provincial contribution	\$ 8,250
				Federal contribution	\$ 2,750
				Sub-total	\$ 11,000
1.4	Support to research in the field of Minority Language Education	Programs and policies are supported by recent research and statistics.	<ul style="list-style-type: none"> • The level of satisfaction by partners • Results of research papers are published and available to decision makers • The follow-up by stakeholders 	Provincial contribution	\$ 3,750
				Federal contribution	\$ 1,250
				Sub-total	\$ 5,000
				TOTAL:	\$ 1,365,600

Objective 1
ENSURE QUALITY OF EDUCATION FOR MINORITY STUDENTS
2000-2001 to 2002-2003

2. Program development

ACTIVITIES		DESIRED OUTCOMES	PERFORMANCE INDICATORS	EXPECTED ANNUAL INVESTMENT		
2.1	Update and development of curriculum in French Language Arts, Social Studies, Math, Sciences and Career Technology	Updated curriculum guided by recent research.	C	User evaluation	Provincial contribution	\$ 133,600
			C	The number of graduates	Federal contribution	\$ 200,400
			C	The number of drop-outs and transfers to English language schools	Sub-total	\$ 334,000
			C	The number of courses and programs offered		
2.2	Update, purchase or development of educational resources, including library support	Resources that fulfill local needs better. More resources available in the language of the minority.	C	User evaluation	Provincial contribution	\$ 43,575
			C	The number of available resources	Federal contribution	\$ 14,525
			C	The availability of resources with an Acadian or Francophone component (local, regional and national)	Sub-total	\$ 58,100
2.3	Development of curriculum guides and projects at a regional level (APEF) and at a national level (CMEC)	Increase in the availability of programs and tools, thanks to shared resources and expertise. Maximising financial resources.	C	The availability of new courses, programs and resources	Provincial contribution	\$ 21,000
			C	User evaluation	Federal contribution	\$ 7,000
					Sub-total	\$ 28,000
2.4	Integration of information technology in teaching and learning as well as developing outcomes	Improve learning. Better access to resources in French. More virtual course choices for students in small schools.	C	The rate of use of new technologies by teachers and students	Provincial contribution	\$ 8,750
			C	The number of resources found on the Department web site	Federal contribution	\$26,250
			C	The number and quality of available resources relating to technology	Sub-total	\$35,000
			C	The number of teacher in-service initiatives specific to technology	TOTAL:	\$ 455,100

Objective 1
ENSURE QUALITY OF EDUCATION FOR MINORITY STUDENTS
2000-2001 to 2002-2003

3. Teacher training

ACTIVITIES	DESIRED OUTCOMES	PERFORMANCE INDICATORS	EXPECTED ANNUAL INVESTMENT
3.1 Individual and group bursaries allowing teachers to take courses or participate in language or professional institutes and seminars	A teaching force which is more proficient in French and in pedagogy. A teaching force which is better informed with regards to culture and identity.	C The number of bursaries and projects	Provincial contribution -
		C The education level of the teaching force	Federal contribution \$ 5,000
		C Employer feedback	Sub-total \$ 5,000
3.2 Teacher in-service in programs and projects relating to minority language education	A teaching force which is more proficient in French and in pedagogy. A teaching force which is better informed with regards to culture and identity. A teaching force more apt to assume leadership roles in professional development (mentoring for example).	C Mentoring or exchange projects among teachers	Provincial contribution \$ 10,000
		C Personal satisfaction of the teaching force	Federal contribution \$ 10,000
			Sub-total \$ 20,000
3.3 Support to teacher associations	More availability of professional development based on sound research. A networked support system is in place for stakeholders.	C The number of participants in symposiums and conferences and the follow-up activities	Provincial contribution \$ 2,250
		C Information and communication networks	Federal contribution \$ 750
			Sub-total \$ 3,000
			TOTAL: \$ 28,000

Objective 1
ENSURE QUALITY OF EDUCATION FOR MINORITY STUDENTS
2000-2001 to 2002-2003

4. Student support

ACTIVITIES		DESIRED OUTCOMES	PERFORMANCE INDICATORS	EXPECTED ANNUAL INVESTMENT	
4.1	Study and travel bursaries allowing students to pursue their studies in the minority language	Better access to educational training in the students mother tongue. Increase in the language proficiency of students and of the cultural components associated with the language.	C	The number of bursaries and projects	Provincial contribution -
			C	The education level of the students	Federal contribution \$ 18,000
			C	Personal satisfaction of students	Sub-total \$ 18,000
4.2	Student exchanges and cultural activities and support for training projects for students	Increase in the language proficiency of students and of the cultural components associated with the language.	•	Post-secondary job placements	
			C	Personal satisfaction of participants	Provincial contribution \$ 1,500
			•	The number of exchanges and activities	Federal contribution \$ 500
			•	The number of participants	Sub-total \$ 2,000
					TOTAL: \$20,000

Objective 2
PROVIDE STUDENTS WITH THE OPPORTUNITY TO LEARN THEIR SECOND LANGUAGE
2000-2001 to 2002-2003

1. Educational structure/support

ACTIVITIES		DESIRED OUTCOMES	PERFORMANCE INDICATORS	EXPECTED ANNUAL INVESTMENT	
1.1	Administration and coordination of policies and programs relating to second language Education. The Department of Education is primarily responsible for this activity	The maintenance of the province's administration of programming and curriculum development in second language education.	<ul style="list-style-type: none"> • The level of satisfaction measured by an annual survey of the public • The level of satisfaction measured by a survey of stakeholders 	Provincial contribution Federal contribution Sub-total	\$ 102,150 \$ 34,050 \$ 136,200
1.2	Support to research in the field of Second Language Education	Programs and policies are supported by recent research and statistics.	<ul style="list-style-type: none"> • Results of research papers are published and available to decision makers • The follow-up by stakeholders 	Provincial contribution Federal contribution Sub-total	\$ 3,750 \$ 1,250 \$ 5,000
1.3	Promotion and awareness activities on the various types of second language programs with trustees, parents and the community	Parents and students are better able to make informed decisions. School boards are better able to recruit teachers.	<ul style="list-style-type: none"> • The number of information sessions • The enrolment numbers • The publication of awareness and promotional materials • The creation of a web site for recruiting teachers 	Provincial contribution Federal contribution Sub-total TOTAL:	\$ 8,250 \$ 2,750 \$ 11,000 \$ 152,200

Objective 2
PROVIDE STUDENTS WITH THE OPPORTUNITY TO LEARN THEIR SECOND LANGUAGE
2000-2001 to 2002-2003

2. Program development

ACTIVITIES		DESIRED OUTCOMES	PERFORMANCE INDICATORS	EXPECTED ANNUAL INVESTMENT		
2.1	Update and development of curriculum in Core French and in Immersion : French Language Arts, Social Studies, Math, Sciences, Health and Personal Development and Career Technology	Updated curriculum guided by recent research.	C	User evaluation	Provincial contribution	\$ 89,080
			C	The number of graduates	Federal contribution	\$ 133,620
			C	The number of drop-outs and transfers to English language schools	Sub-total	\$ 222,700
			C	The number of courses and programs offered		
2.2	Update, purchase or development of educational resources, including library support	Resources that fulfill local needs better. More resources available in second language.	C	User evaluation	Provincial contribution	\$ 164,775
			C	The number of available resources	Federal contribution	\$ 54,925
			C	The availability of resources with an Acadian or Francophone component (local, regional and national)	Sub-total	\$ 219,700
2.3	Development of curriculum guides and projects at a regional level (APEF) and at a national level	Increase in the availability of programs and tools, thanks to shared resources and expertise. Maximising financial resources.	C	The availability of new courses, programs and resources	Provincial contribution	\$ 3,000
			C	User evaluation	Federal contribution	\$ 1,000
					Sub-total	\$ 4,000
2.4	Integration of information technology in teaching and learning as well as developing outcomes	Improve learning. Better access to resources in French.	C	The use of new technologies by teachers and students	Provincial contribution	\$ 7,500
			C	The number of resources found on the Department web site	Federal contribution	\$ 22,500
			C	The number and quality of available resources	Sub-total	\$ 30,000
			C	The number of teacher in-service initiatives specific to technology	TOTAL:	\$ 476,400

Objective 2
PROVIDE STUDENTS WITH THE OPPORTUNITY TO LEARN THEIR SECOND LANGUAGE
2000-2001 to 2002-2003

3. Teacher training

ACTIVITIES		DESIRED OUTCOMES	PERFORMANCE INDICATORS	EXPECTED ANNUAL INVESTMENT		
3.1	Individual and group bursaries allowing teachers to take courses or participate in language or professional institutes and seminars	A teaching force which is more proficient in French and in pedagogy. A teaching force which is better informed with regards to culture and identity.	C	The number of bursaries and projects	Provincial contribution	-
			C	The education level of the teaching force	Federal contribution	\$ 35,000
			C	Employer feedback	Sub-total	\$ 35,000
3.2	Teacher in-service in programs and projects relating to second language education	A teaching force which is more proficient in French and in pedagogy. A teaching force which is better informed with regards to culture and identity. A teaching force more apt to assume leadership roles in professional development (mentoring for example).	C	Mentoring or exchange projects among teachers	Provincial contribution	\$ 50,000
			C	Personal satisfaction of the teaching force	Federal contribution	\$ 50,000
					Sub-total	\$ 100,000
3.3	Support to teacher associations	More availability of professional development based on sound research. A networked support system is in place for stakeholders.	C	The number of participants in symposiums and conferences and the follow-up activities	Provincial contribution	\$ 3,000
			C	Information and communication networks	Federal contribution	\$ 1,000
					Sub-total	\$ 4,000
				TOTAL:		\$ 139,000

Objective 2
PROVIDE STUDENTS WITH THE OPPORTUNITY TO LEARN THEIR SECOND LANGUAGE
2000-2001 to 2002-2003

4. Student support

ACTIVITIES		DESIRED OUTCOMES	PERFORMANCE INDICATORS	EXPECTED ANNUAL INVESTMENT
4.1	Study and travel bursaries allowing students to pursue their studies in the second language	Better access to educational training in the students second language. Increase in the language proficiency of students and of the cultural components associated with the language. Better integration by graduates into the world of work where a second language is used.	<ul style="list-style-type: none"> • The number of bursaries and projects • The education level of the students • Personal satisfaction of students • Employer feedback 	Provincial contribution - Federal contribution \$ 25,000 Sub-total \$ 25,000
4.2	Student exchanges and cultural activities and support for training projects for students	Increase in the language proficiency of students and of the cultural components associated with the language.	<ul style="list-style-type: none"> • Personal satisfaction of participants • The number of exchanges and activities • The number of participants 	Provincial contribution \$ 15,000 Federal contribution \$ 5,000 Sub-total \$ 20,000 TOTAL: \$ 45,000