

**REVIEW OF THE INSTRUCTIONAL STAFFING MODEL  
FOR THE ELEMENTARY & SECONDARY  
PUBLIC SCHOOL SYSTEM  
PRINCE EDWARD ISLAND**

**SUBMITTED TO HONOURABLE GERARD GREENAN  
MINISTER OF EDUCATION AND EARLY CHILDHOOD  
DEVELOPMENT**

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# **REVIEW OF THE INSTRUCTIONAL STAFFING MODEL**

**January 2009**

## **INTRODUCTION**

In March of 2008 the Department of Education and Early Childhood Development initiated a review of the instructional staffing model. The model was implemented in the 2004-05 school year and has reached full implementation for the 2008-09 school year.

The purpose of the review was to make recommendations on components of the model that needed enhancements, based on consultations with the partners in the elementary and secondary school system and consideration of recent changes to staffing models or guidelines in other jurisdictions. The intent was to recommend adjustments and was not intended to be a major rewriting of the model.

In addition, the review was to give some consideration to board office instructional staffing and have a cursory look at accountability as it relates to instructional staffing.

During the process of this review, a detailed study of enrollment trends and projections was being done. This report was released at the end of August and while the information is of great importance to the planning process for school boards, the more detailed school population projections do not have a material impact on the instructional staffing projections in this report. Projections in this report are based on live birth rates as provided by Statistics Canada and PEI Vital Statistics as were projections in the enrollment study. The total number of students in both reports is very similar and therefore the total number of instructional staff using current formula will not be materially different. The differences will be at the school level but these differences are not material in the provincial context.

In addition to the enrollment report, a LEARNING DISABILITIES STRATEGY was developed jointly by the Departments of Education and Early Childhood Development, Health and Social Services, and the Office of the Attorney General. The resulting Strategy was presented to Strategic Planning Committee and forwarded to Executive Council for further direction. This strategy has significant staffing implications for the elementary and secondary school system at the school, school board and Department levels.

The PEI TRADES STRATEGY was developed and released in 2005. This strategy has implications for career and technology education courses in the high school system both in terms of facilities and equipment and courses to be offered and the associated staffing requirements.

The current government has targeted a student teacher ratio at the primary grades (1-3) of 15:1. Movement towards this ratio is considered in this report.

## CURRENT STATUS

In 2003-04 there were 23,074 students in the system. The number of instructional staff using the equivalent components of the new model was 1,486 educators. This was a ratio of 15.52 : 1 (students to educators). The projected enrollment for 2008-09 excluding EAL students is 20,237 (estimated) and the staff approval is 1,544 which results in a student to educator ratio of 13.8:1. This overall ratio compares favourably with most jurisdictions in Canada. While it is useful to look at overall ratios, it is important to look beyond these ratios to determine if the needs of students are being served.

In PEI, as in other jurisdictions, there is a growing number of children with special needs and these children generally require much lower student educator ratios. The lower ratios are either not being met or are being met by having higher ratios for all other students. In order to provide all students with the benefit of lower student educator ratios, additional teachers are necessary. In an environment of significant enrollment declines over the next 5 plus years, and with staffing formula based on student numbers there is the opportunity to improve student educator ratios without increasing the actual number of teachers. This can only be effective if teachers are properly trained and reallocated to areas of need.

The following compares the number of staff approved by category, with the number generated by the formulae in the instructional staffing model. The schedule also shows the number of staff approved outside the model under the heading "Additional", and for comparison purposes are included at the same level as the budget approval.

CATEGORIES IN THE MODEL	2008-09 BUDGET APPROVAL	MODEL
CLASS SIZE	789.82	789.29
FLEX FACTOR	203.53	204.12
TEACHER LIBRARIANS	42.00	42.00
PRINCIPALS & VPS	152.00	152.00
SPECIAL ED/RESOURCE	145.20	145.52
READING RECOVERY	20.23	20.23
SUPPORT FOR PREGNANT/ PARENTING STUDENTS	4.00	4.00
FRENCH IMMERSION	27.00	26.00
SCHOOL COUNSELORS	51.85	51.85
SMALL SCHOOLS	34.00	34.00
STAFF GENERATED BY THE MODEL	1469.63	1469.01

#### ADDITIONAL STAFF

MINORITY/SECOND OFFICIAL LANGUAGE	18.75	18.75
TRANSITIONAL	1.88	1.88
EXCLUDED SUPERVISORY	13.00	13.00
EAL TRANSITIONAL	4.69	4.69
LITERACY COACHES	12.50	12.50
IT DATA SPECIALISTS	2.50	2.50
L.B. PROGRAM	1.65	1.65
PSYCHOLOGISTS	9.00	9.00
CAREER EDUCATION	2.50	2.50
GRADE 1 CLASS SIZE - AGE OF ENTRY	5.00	5.00
PRIMARY INTERVENTION PROGRAM	3.00	3.00
TOTAL	1544.11	1543.48

The above comparative numbers show that, on a provincial basis, in 2008-09 all targets have been met or exceeded.

## PROJECTIONS

In order to approximate the instructional staffing numbers for future years, a model that was developed for the Eastern School District by Sean Cain using Excel spreadsheets was modified to use as a provincial forecasting tool. The model provides staffing by school using the components of the current instructional staffing model.

The model does not consider the impact of the decision to incorporate kindergarten into the elementary / secondary system. Staffing projections will have to be modified to allow for this.

Enrollments were estimated using live birth rates over the last several years taken from data provided by PEI Vital Statistics and Statistics Canada. Because the Staffing Model is school based, a means of estimating school enrollments was required. An assumption was made that schools would maintain the same percentage of the total provincial population at each grade level at each school, as was the case using the official enrollments for September 2007. It is recognized that this will not be entirely accurate due to a number of factors such as shifting populations, retention and other factors. It is believed however, that the number will be reasonable, to estimate the total number of instructional staff for 2014-15.

The more detailed projection of enrollments done in a separate study can be used to fine tune the numbers used for this review.

The projections for 2013 which is the enrollment base for staffing in 2014-15 show a decline in enrollments from 20,237 to 17,321- a decline of 2,916 students. There is no allowance for kindergarten or additional EAL students in this projection but it does allow for the change in the age of entry in 2008-09.

Assuming these numbers are a reasonable estimate and **assuming no changes to the instructional staffing model** there would be a loss of 206 FTE instructional positions by 2014-15 excluding instructional positions that are outside the model. The detail of this decline in instructional positions is shown below. The decline in enrollments is not even year over year but it is reasonable to assume a loss of approximately 34 positions a year for the next 6 years.

**DECLINE IN INSTRUCTIONAL POSITIONS BY 2014-15  
ASSUMING NO CHANGES TO THE MODEL**

	BUDGET APPROVAL 2008-09	MODEL 2014-15	DIFFERENCE
CLASS SIZE	789.82	665.23	-124.59
FLEX FACTOR	203.53	161.01	- 42.52
TEACHER LIBRARIANS	42.00	38.60	- 3.40
PRINCIPALS & VPs	152.00	147.00	- 5.00
SPECIAL ED/RESOURCE	145.20	121.25	- 23.95
READING RECOVERY	20.23	17.76	- 2.47
SUPPORT FOR PREGNANT/ PARENTING STUDENTS	4.00	4.03	+ .03
FRENCH IMMERSION	27.00	27.00	- 0.00
SCHOOL COUNSELORS	51.85	43.25	- 8.60
SMALL SCHOOLS	34.00	38.00	+ 4.00
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STAFF BY THE MODEL	1451.33	1263.13	-206.50

**ADDITIONAL STAFF\*\***

MINORITY/SECOND OFFICIAL			
LANGUAGE	18.75	18.75	0
TRANSITIONAL	1.88	1.88	0
EXCLUDED SUPERVISORY	13.00	13.00	0
EAL	4.69	4.69	0
LITERACY COACHES	12.50	12.50	0
IT DATA SPECIALISTS	2.50	2.50	0
LB. PROGRAM	1.65	1.65	0
PSYCHOLOGISTS	9.00	9.00	0
CAREER EDUCATION	2.50	2.50	0
GRADE 1 CLASS SIZE	5.00	5.00	0
PRIMARY INTERVENTION	3.00	3.00	0
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TOTAL	1544.1	1337.60	-206.50

\*\* The ADDITIONAL STAFF for 2014-15 has been carried forward at the same number as approved in 2008-09 for comparative purposes. This is not necessarily a valid assumption as many of these areas may be adjusted over the next five years but is shown to relate to the current number of staff in the system.

## **CONSULTATIONS**

A written request for submissions was sent to:

Eastern School District  
Western School Board  
Commission scolaire de langue française  
PEI Teachers' Federation  
Federation of Home and Schools  
All school principals

A copy of the request and background information is appended as Appendix 2.

## **SUBMISSIONS RECEIVED**

Eastern School District/ESD Principals  
Western School Board  
Commission scolaire de langue française  
PEI Teachers' Federation  
Federation of Home and Schools  
Focus group of Eastern District principals  
Colonel Gray - Bob Andrews  
Cardigan Consolidated - Judy Davies  
Three Oaks Senior High School - Duncan McKillop  
Southern Kings Consolidated - Paul MacDonald  
Westisle Composite High School - Charles Murphy  
M.E. Callaghan Intermediate School -  
Ellerslie Elementary School - Jason Cormier  
Western School Board Consultant - Brenda Millar  
St Louis Elementary School - Monique Doucette  
Greenfield Elementary School - Helen MacKinnon  
Ecole Evangeline - Brad Samson  
Department of Education and Early Childhood Development  
Linda Keel-Hale Learning Disabilities Specialist  
Frank Hennessey Director  
Marlene Breitenbach Autism Coordinator

## **MEETINGS HELD**

Sandy MacDonald, Eastern School District Superintendent  
Dale Sabeau, Western School Board Superintendent  
Gilles Benoit, CSLF Superintendent, Brad Samson  
Tim Christensen - Personnel Manager Eastern School District

Ron Taweel, Western School Board Director of Human Resources  
 Glenn Edison Department Director, Peter Meggs Special Education Consultant  
 Frank Hennessey Department Director, Imelda Arsenault Department Director,  
 Ray McDearmid, Lorna Ansems, Reading Recovery™ Sheila Barnes, English Programs  
 Coordinator  
 Linda Keel Hale, Department LD Coordinator  
 Janet Perry-Payne, EAL Coordinator  
 ESD School Principals focus group  
 Phyllis Horne, President, Teachers' Federation, Shaun MacCormac, General Secretary  
 Education Leadership Team  
 Guy Albert, Department Technology Coordinator  
 Charles Murphy, Principal Westisle Composite  
 Pat Campbell, Principal Glen Stewart Elementary  
 John Stephens, Gary Pyke Vocational/Trades consultants

## SYNTHESIS OF INPUT

The following is a synthesis of the information received and is in no particular order. It is a reflection of **what people perceive** and is intended to convey the gist of the input and is not necessarily directly quoted from the submissions. Many submissions commented on the same issue and are not necessarily repeated in this summary. The frequency of the concerns raised however is taken into account in formulating recommendations.

- school Board System positions should be outside the school based formulae.
- a recent report on Learning Disabilities has significant staff implications for schools, school boards and the Department of Education and Early Childhood Development to implement the proposed Response to Intervention model as it relates to school age children.
- 2008 PEI Learning Disabilities Strategy recommends Special Education Consultants at 1:1500, staffing ratio for Autism consultants should be 1:20 and Resource Teachers a ratio of 1:120.
- need for more psychologists, and speech language pathologists.
- school counselors should be 1:300.
  - PEI Drug Education Strategy increased drug education, prevention, and intervention
  - child neglect issues
  - mental health issues at earlier ages
  - career education opportunities at senior high



- EAL students in the system - need to be able to react to numbers in the current year, need for a base number at beginning of year based on predicted enrollment.
- class composition has a greater impact on classroom management than reasonable class size numbers. Class composition issues arise from students with special needs be they emotional, physical, intellectual and language barriers (EAL) - numbers of special needs students must be kept to a reasonable number in any one classroom and teachers must receive in-service training on how to deal with specific special needs.
- class size numbers at the high school level are too high and are impacted by a lack of recognition of the necessarily small class sizes for vocational programs.
- need to ensure administrators are guaranteed time free from classroom teaching.
- maintaining small schools impacts on the number of teachers larger schools should have thus impacting on class size.
- the role of site contacts is escalating as more equipment is put in schools and teachers are using the technology to a much greater degree than in the past. Site contacts need more time free from classroom duties and should be given some form of compensation.
- need for additional staffing in schools with more than one level (eg 1-8).
- class size at the primary level needs to be reduced.
- need for an alternate education program at the grade 9 level and additional programs at the high school level
- need to ensure that qualified staff is available for speciality areas such as music, physical education and core French.
- need additional staff to support programs for gifted/enrichment programs.
- schools/boards are struggling trying to match the allocation for reading recovery programs and believe the provincial allocation requires a “matching” by the board or individual school.
- the IB program needs to be better staffed because of different levels of courses and different length of periods involved in the program 3.5 additional seems to be necessary in a large (by PEI standards) high school.

- support for EAL students needs to be enhanced in terms of teachers and tutors and the impact these students have on classroom composition issues needs to be addressed - projected there will be 500 plus additional students for the next two years and they arrive throughout the year, reaction time must be reduced.
- principals believe they need more flexibility in utilizing staff allocated to them.
- small schools require additional staffing.
- there should be a cap on class size - formula numbers should be reduced.
- flex factor should be increased at all levels especially for schools with more than one level.
- specialist positions should be removed from formula.
- enrollment numbers at high school should be adjusted for retention eg 15% of grade 12 will return for extra classes after grad or to complete program - in FTE terms this might be 7 - 7.5% of grade 12 enrollment.
- staff intended for schools should be kept in schools not reassigned to the board office.
- school librarians need to be retained at current levels and not redirected to other areas.
- there is a need for additional board office support.
- small school factor not adequate.
- flex factor needs to be better defined.
- provision for French Immersion should be have some relationship to school size.
- need to look at the roles of teacher librarians and site tech contacts.
- need to cap class size for split grade classes.
- reduce class size numbers by 5 in every category.
- inequity in prep time between /among elem- intermediate - senior should be addressed.

- special ed teachers can be used more effectively by grouping students where appropriate, this is not inconsistent with inclusion practices that are most appropriate for the individual student.
- multi level schools require additional staffing particularly where the numbers at each level are in the small school range.
- introduction of PIP (Primary Intervention Program) at grades 2 and 3 may require additional staff.
- distant education is a growing practice and supervisory time for these programs needs to be provided.
- need for a formula to provide staff for vocational programs and for industrial arts and home economics programs at intermediate level - recommend 15:1.
- autism consultants need to be determined by a special ratio - there is an extensive training program required and turnover is very high due to excessive case loads.

## **GROUPING OF AREAS OF CONCERN**

Most concerns raised in submissions or through meetings are important, some having significant staff implications and others lesser implications. Some of the concerns are within the bounds of the staffing model others on the fringe. The concerns have been grouped as MAJOR and OTHER to help with priority setting. Not every concern raised could be considered in the context of this review.

### **1. MAJOR AREAS OF CONCERN**

- 1.1 Class Composition
- 1.2 Class size
- 1.3 Flex Factor
- 1.4 Special Needs / Learning Disabilities/Autism
- 1.5 Guidance Counselors
- 1.6 Career / Technical Education Staffing

## 2. OTHER AREAS OF CONCERN

- 2.1 Site Tech Contacts
- 2.2 Administrator Time
- 2.3 International Baccalaureate Program
- 2.4 Alternate Ed Programs
- 2.5 Literacy Coaches/Mentors
- 2.6 Speciality Positions
- 2.7 Small School Staffing
- 2.8 English as An Additional Language (EAL)

## ANALYSIS OF MAJOR AREAS OF CONCERN

### 1.1 CLASS COMPOSITION

Class composition was identified in several submissions and came up in most meetings as a very important issue. **For many, class composition has a greater impact on student learning than class size.** The issue of class composition is not new but increasingly there are more students in the classroom who have special needs for numerous reasons. These include mental and physical handicaps, emotional and behavioral problems, learning disabilities, autism and EAL students, all of which require additional teacher time or other staff resources. While small numbers of students with special needs can be handled by the classroom teacher, (assuming appropriate training to deal with the special need) at some point the numbers will have a negative impact on learning for all the students.

Other jurisdictions have tried to address this issue in a number of ways including limiting the number of students with special needs in any classroom, providing additional compensation to teachers who have classes with more than a certain number of students with special needs, weighting the students with special needs at higher than one FTE when determining allowable class size, and placing hard caps on class size where the number of special needs students exceed a certain number.

### 1.2 CLASS SIZE

There are numerous studies which conclude that reducing class size, particularly at the

primary level, has a positive impact on student learning. The impact of smaller class sizes at the primary level continues to benefit students as they progress through the higher grades. Several submissions identified class size as one of the highest priorities for enhancement to the staffing model. The high schools indicated that the need to keep class size for many vocational / technical courses as low as 15 meant other classes on the academic side were crowded with 35-40 students making it very difficult for both students and staff.

There is a Government commitment to reduce class size at the primary level. The target class size is 15.

The existing model does not mandate a hard cap on class size or an average class size at a grade level in a school. There are practical difficulties in doing this, such as physical school capacity to create an additional class when numbers exceed the formula numbers. The absence of class size caps or grade level class size averages does contribute to some confusion among parents, school staff and boards however, the implementation of hard caps is a very expensive measure. Other approaches can accomplish the desired goal.

It should be noted that the average class size at the primary level in 2008-09 for the two English boards is approximately 18.4 with a range from 7 to 27. The average class size at grades 4-6 is 20.4 with a range from 10 to 30. While the average is reasonably good the range indicates there are many schools where class size is unacceptably high.

### **1.3 FLEX FACTOR**

Several submissions noted that the flex factor needed to be higher to provide for the many areas outside the class size numbers. There was also a suggestion that the flex factor be better defined as to what was to be covered. Suggestions ranged up to doubling the flex factor at each level. Overall the flex factor is well received.

### **1.4 SPECIAL EDUCATION, RESOURCE, LEARNING DISABILITIES, AUTISM**

The number of special needs students continues to grow and require significant increases in trained staff to effectively serve them. In addition to needing additional staff it has been noted that special education resource staff generated by the formula are being reassigned in whole or in part to meet other needs.

The recent review and development of a strategy to address LD problems from pre-school age to adult made several recommendations including staffing recommendations for the elementary secondary education system. These recommendations include a ratio for resource teachers at the school level and also for professional and consulting positions at the board offices.

The number of children diagnosed with autism continues to grow. In 2007-08 there were 129 students with autism in the system and estimates show there could be as many as 150 by 2010-11. There is an extensive training program required to appropriately serve these students and the turnover is high, partly from the intensity of the program and partly from case loads that are too high. It has been strongly recommended that autism consultants be provided by a ratio different than that for other special needs students.

## **1.5 GUIDANCE COUNSELORS**

Several submissions and meeting participants indicated that the demands on the guidance counselors was increasing. The number of "at risk" and "disengaged" students has increased, the PEI Drug Strategy calls for schools to increase drug education, prevention and intervention which falls in part on the guidance counselor. The number of child protection cases is increasing and again there are demands placed on the guidance counselor to provide support to these children.

The number currently provided by a formula of 400 : 1 does not provide sufficient numbers, particularly at the intermediate and senior high levels. The addition of a few career education consultants has helped but the demand for services is greater than the current number can provide.

It was suggested that the formula be changed to 300 : 1.

## **1.6 CAREER/TECHNICAL EDUCATION STAFFING**

In 2005 a PEI Trades Strategy was developed. Some aspects of this strategy are being implemented such as improvement to facilities and equipment in schools. The nature of trades and technical education requires class size ratios of 15 or 16 : 1. No additional staff has been included in the staffing model and this has meant having large class sizes in many academic areas to allow the small class sizes in the trades and technical courses. A related issue arises at the intermediate level where class size often is beyond the planned capacity of the home economics labs and industrial arts shops. Having these classes greater than 15-16 students is beyond the teacher's capacity to properly supervise in potentially hazardous work areas.

# **ANALYSIS OF OTHER AREAS OF CONCERN**

## **2.1 SITE TECH CONTACTS**

Currently there are Site Technology Contacts in most if not all schools. These teachers are given varying amounts of time free from class room duties to assist teachers with program applications and minor equipment troubleshooting. The use of computer technology has grown very quickly in both the administration side and in the classroom but the time

allowed for the site contacts generally not been increased. This has become a serious concern in the larger schools to the point that the extra workload for teachers involved cannot be done in the allotted class free time.

The demands on site contact time is different in each school and makes the development of a provincial level formula impractical. This may be addressed by improvements to the flex factor provisions.

## **2.2 ADMINISTRATOR TIME**

Many submissions commented that administrators need guaranteed class free time to provide effective educational leadership at the school. Many felt that the amount of class free time for administrators varied with school size but that even in the small schools a minimum amount should be provided. The model currently provides administrators over and above the teachers generated by all other components of the model. In addition the model recommended that in schools where two administrators were provided (up to 500) that .6 FTE time would be provided as class free time, and schools over 500 would be provided 1.0 FTE class free time. Providing a minimum of class free time in those schools currently not meeting the minimum may impact class size but it is important that administrators be provided this time.

## **2.3 INTERNATIONAL BACCALAUREATE PROGRAM**

The introduction of International Baccalaureate program has started at Colonel Gray and Charlottetown Rural and interest has been expressed by Three Oaks. The principals at these schools have supported the introduction of these programs but all have indicated that they require additional staff. The nature of the programs and the class time requirements have meant smaller class sizes. Without additional staff, meeting the class size requirements for the IB program has meant some of the regular program class sizes have to increase. The high school principals involved have all indicated that class size at the senior high level is a serious concern. To meet the class size and program structure differences the principals feel an additional 3.5 staff will be required when the program is in full implementation. There are currently some additional staff allocated as coordinators but the number of teachers needs to be increased as the program moves to full implementation.

## **2.4 ALTERNATE EDUCATION PROGRAMS**

A number of submissions or comments identified the need for more alternate education programs. This need extends into the intermediate school level as increasing numbers of students are being lost in the transition from intermediate to high school. The nature of these programs necessarily require low student teacher ratios and staffing them has been problematic with the existing staffing model. Numbers are very difficult to predict from

year to year making the application of a provincial formula impractical. This is one of several problem areas that might be alleviated by improvements to the flex factor provisions.

## **2.5 LITERACY COACHES / MENTORS**

Additional instructional staff was provided to school boards to work with teachers in improving student literacy skills which were shown to be below national average scores in recent testing. The two English boards reported that this was a critical intervention and indicated there was an equal requirement for a similar program to address weaknesses in math skills which also has been shown to be below national averages. It was noted that the coaches / mentors were working only at the 1-3 level and there was a need at the 4-6 level as well as 7-12.

## **2.6 SPECIALITY POSITIONS - MUSIC, PHYSICAL EDUCATION, CORE FRENCH**

Several submissions noted the need to have qualified staff in the areas of music and physical education and to a lesser degree core French. In the current model it was expected that these positions would be taken from the flex factor, but for many schools the number generated by the flex factor did not provide sufficient numbers. Providing for these speciality positions results in higher class sizes in other areas.

There is a significant amount of research that shows music education provided by qualified music teachers has a positive impact on student learning, skill development in critical and analytical thinking, problem solving, effective communication and team work.

The need to keep children physically active is emphasized by growing obesity rates and associated health problems. Keeping children involved and active is best provided by qualified physical education instructors.

The need for qualified core French teachers was also raised. In all speciality areas the numbers need to be protected as well as ensuring qualified staff are delivering these programs.

## **2.7 SMALL SCHOOL STAFFING**

Many submissions noted the need for additional staff in small schools to allow more equity in programs offered even though small schools already have preferred ratios. The results of the enrollment study have school boards taking a serious look at the viability of small schools. One of the possible outcomes is that some small schools would be closed. Any adjustment to the small school allotment should be held until boards have considered options.



## 2.8 ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

The Province has taken major strides to increase immigration. The number of students now in the school system range from 500 to 700 or higher. Prince Edward Island Business Development has predicted that 500 to 600 new immigrant students will be coming to the province in 2008-09. These students have varying levels of need for support services which includes not only direct English language courses but additional support when they are in other courses in the school. These student also require additional support from guidance counselors.

In the ESD where most of the new immigrants are locating, there are a significant number of immigrant students and 25 additional staff were provided to reduce class size in which these students are participating. This number is approximately equal to the number of schools which have significant numbers of EAL students. The ESD has allocated these additional teachers among the schools depending on the number of EAL students and some assessment of the level of need. Schools were required to create additional classes to lower class size and not use the additional staff to supplement other staffing issues.

Both Colonel Gray and Charlottetown Rural, both of which have significant numbers of EAL students, have reported that the additional staffing they were allocated, with the existing number of students has been effective in meeting the needs of the students.

Boards and schools both stressed the importance getting staff approvals for EAL students at the same time as they get other staff approvals to alleviate the need to redo schedules late in August.

The next component of the EAL staffing problem is at the Department level. Teachers who provide direct language training are employed at the department level. These teachers are itinerant and language training services are offered at several schools for varying lengths of time. On average the itinerant teachers are carrying case loads of 30 + students. The coordinator has indicated that this number is too high and it is difficult to retain teachers because of the workload. The province of BC and many other jurisdictions which have been in the EAL business for decades use a case load average of 25 and have indicated to the PEI coordinator that 20 is a more reasonable number.

The third component of the EAL puzzle is the tutoring service which is provided by the department. There have been a number of different delivery approaches used with varying degrees of success. This is outside the scope of this review but suffice it say the delivery method needs to be stabilized and the adequacy of tutoring hours available to immigrant students needs to be considered as this impacts in a significant way on the support these students need in the school system.

## **CONSIDERATION OF SOME ALTERNATIVES FOR CHANGES TO THE MAJOR AREAS OF CONCERN**

### **CLASS COMPOSITION**

It was noted above that most respondents considered class composition as the most significant factor impacting student learning. Three possible ways to address class composition concerns follow:

1. Provide an additional factor parallel to the flex factor for class composition issues to be held by board and allocated when the number of special needs are determined in the new school year. Special needs includes classes that have EAL students. This option provides boards with greater flexibility to alleviate class composition issues at the beginning and during the school year.
2. Increase the flex factor to allow boards / schools to address class composition issues. The flex factor was originally intended to be allocated to schools as part of the staff allocation process in the spring. It does not necessarily provide for changing circumstances when the school year actually begins.
3. Weight students with special needs such that they count for more than one full time equivalent student. For example a high need student may be weighted at 3. This would mean a class would have 13 students rather than 15 - ie. 12 plus one special needs students. This approach to class size would work if there were hard caps on class size or at least an average class size at any grade level in a school. Also this kind of approach requires a very efficient flow of information from schools to boards and requires establishing weighting factors for students with special needs. This kind of information is important but is not necessarily available or available on a timely basis. Hard caps are a very expensive solution and is not recommended.

### **CLASS SIZE**

There is little doubt that large class size has a detrimental impact on most student learning situations. Government has committed to reducing class size at the primary level to 15:1. The increasing number of students who have special needs have a very significant impact on student learning. While in isolation the 15:1 ratio is desirable, addressing the class composition issues would allow somewhat higher class sizes and still improve the student learning environment.

Any changes should be considered in conjunction with measures to deal with class composition and other measures that affect class size such as additional staff for special

needs students and extra staffing for career / technical education courses.

As noted previously hard caps on class size are an expensive solution and are not recommended.

Addressing class composition issues applies to all grade levels. Reducing class size to 15:1 at the primary level requires a very significant portion of the limited resources available and it is believed that a combination of reduction in class size and measures to deal with class composition issues is a better option.

## **FLEX FACTOR**

The flex factor was introduced to provide the school boards and schools with some flexibility in staffing schools. This factor is additional staff to that determined by class size ratios and is a percentage of the class size number. It is intended to be allocated to the school the same as class size numbers. It was recognized that trying to provide formula for the many staff needs outside the regular class room was impractical and overly restrictive. Most school submissions indicated the model did not meet all their diverse staffing needs. It was indicated that these needs were greater at the higher level schools.

## **SPECIAL EDUCATION / RESOURCE / LEARNING DISABILITIES**

Although there are alternative formula approaches such as adding a moderate level of need to the formula, a great deal of time and effort was put into the development of recommendations in the PEI Learning Disabilities Strategy. These recommendations have been incorporated into the target ratios in this review as they relate to education funded positions. The Strategy includes recommendations on other positions that are currently not part of education staffing. Recommendations regarding these positions are not included in this review but the need for an integrated approach which crosses departmental lines should not be overlooked.

The education positions included are: Resource Teacher; Special Education Consultant; and Psychologist. The model currently provides for one category Special Education/Resource Teachers from which Special Education Consultants and Autism Consultants are extracted and assigned to the board office. Psychologists are approved as part of the board office complement.

## **AUTISM CONSULTANTS**

The number of children being diagnosed with some level of Autism continues to increase. Although, by default, autism consultants are currently provided from the ratio for Special Education / Resource staff, this was due to an oversight in the model. Autism consultants are not provided for in the recommended numbers of the Learning Disabilities Strategy

and there is a need for a specific ratio.

## IMPACT OF POSSIBLE CHANGES TO THE INSTRUCTIONAL STAFFING MODEL

The purpose of this section is to provide a numerical context to **changes to the model that might be considered**. The exact number of teachers will have to be determined when actual enrollments are known.

All of these numbers relate to the number of teachers that would have to be retained to meet the specific component in the school year 2014-15. Obviously there is a phase in period and priorities for action will have to set on a yearly basis.

### CLASS SIZE

1.	Reduce class size by 2 at grade 1	7
2.	Reduce class size by 2 at primary grades	22
3.	Reduce class size by 2 at the elementary level	38
4.	Reduce class size by 2 at grades 1 to 12	69
5.	Reduce class size by 7 at grade 1 ie (15:1)	33
6.	Reduce class size by 7 at primary grades ie 15 : 1	102

### FLEX FACTOR

1.	Increase Flex Factor by 10 percentage points at all levels	67
2.	Increase Flex Factor by 20 percentage points for Intermediate and Senior levels	62
3.	Increase Flex Factor by 20 percentage points at all levels	115
4.	Double Flex Factor at Intermediate and Senior levels	109

### CLASS COMPOSITION

1.	Provide an additional 5% of Class Size plus Flex Factor	41
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### SPECIAL ED / RESOURCE

1.	Provide a new level (medium need) at 300 : 1	58
2.	Use LD Strategy recommendations	24
<hr/>		
Resource Teachers	1: 120	144.25
Special Ed Consultants	1:1500	11.54
Psychologists	1:1500	11.54

Required for 2014-15	167.33
Total for 2008-09	143.20
Number to be allocated over 5 years	24.13

#### AUTISM CONSULTANTS

1. Provide autism consultants on the basis of 1:20 based on the number of diagnosed cases of autism. 2  
There is the potential for 150 students with diagnosed autism in the 2010-11 school year, predictions beyond that were not provided

#### CAREER / TECHNICAL ED (CTE)

1. Provide an additional .5 FTE for every FTE CTE teacher 44
2. Provide an additional .25 FTE for every FTE CTE teacher 22

#### GUIDANCE COUNSELORS

1. Provide a ratio of 300 : 1 6

#### MUSIC, PHYSICAL EDUCATION, CORE FRENCH

1. Provide 1 FTE for every 350 FTE intermediate & senior students 26

#### ENGLISH AS AN ADDITIONAL LANGUAGE

1. Provide for the next school year, additional teachers to assist schools to keep class size lower where there are significant numbers of EAL students, on the basis of 1 FTE teacher for every 20 EAL students registered at the end of April

#### BOARD OFFICE STAFFING

The issue of board office staffing was included within the mandate of this review even though it is outside the instructional staffing model per se. When the model was developed it was noted that there was a need to clarify the roles and responsibilities of department staff and board office staff. These roles and responsibilities are set out in *The School Act*. This review only considers instructional staff and it may be appropriate to consider the number of administrative support staff at some future point.

Clause 7(1){c} & (h) under Minister's Responsibilities provides:

The Minister shall...

- {c} provide leadership and coordination in developing curriculum, define curriculum, articulate curriculum standards and assess and evaluate programs at each level;
- (h) determine the number and type of positions in each school board;

Clause 49(b) under Responsibilities of Schools Boards provides:

Provide for the recruitment, employment, management and evaluation of staff of the school board and identification of staff development needs;

Section 50 provides:

A school board may, in carrying out its responsibilities under section 49, develop policies for the effective operation of the unit and, in particular,

- (a) respecting the provisions of educational programs and services
- (f) enabling teachers to assist in the development, implementation, and evaluation of pilot or local programs in the schools;

Clause 58(1) provides;

subject to this Act and the regulations and Minister's Directives, a school board may employ and is responsible for the management of instructional and non-instructional personnel.

In 7(1){c} the words "provide leadership and coordination" leave some room for interpretation as to what role the department plays and what role the school board plays.

It seems clear in 7(1)(h) that the Minister determines the number and type of positions in school boards and that boards do not have the authority or flexibility to move staff from one category to another. Both English boards believe there is need for a number of "curriculum consultants" at the board office and that this is the most effective and efficient way to support teachers in the application and maintenance of the approved curriculum.

In the sections and clauses under School Board Responsibilities depending on the meaning of words such as "management... of staff", "provision of educational programs" and "enabling teachers to assist in the development, implementation and evaluation of pilot or local programs in the schools" there may be an argument to support curriculum consultants in the board office, however these positions must be specifically approved by the Minister.

The approval for instructional board staff for 2008-09 is as follows:

	ESD	WSB	FLSB
Superintendent	1	1	1
Directors	3	3	1
Assistant Directors/Managers	2	1	
Special Ed Consultants **	2	2	
Autism Consultants **	4	2	
Guidance Consultants **	2	1	
IT Data Specialist	1	1	.5
Primary Literacy Intervention Program Consultant	2	1	
Psychologists **	5	3	1
IB Coordinator **	.66	.66	.33
Literacy Coaches	7	4	1.5
Support for Pregnant & Parenting Teens **	2.6	1.33	.07
	-----	-----	-----
Approved Positions	33.26	20.99	5.40
Additional Positions	3		
	-----	-----	-----
Total positions	36.26	20.99	5.40
** Positions Provided by ratios in the Model	16.26	9.99	.40
	-----	-----	-----
Base Positions	20	11	5
Fixed supervisory positions	4	4	2
	-----	-----	-----
“Discretionary” Positions	16	7	3
	-----	-----	-----
Student Enrolment 2007	13342	6777	694

By student enrolment the Eastern School District is twice the size of the Western School Board. By number of schools the ESD currently has twice as many schools as the WSB. One approach would be to staff the boards more or less according to their relative size. The ESD has taken 3 positions from other school based allocations into the board office and it is suggested that this number be included as part of the board office discretionary

allocation and that the WSB discretionary allocation be increased by 1 for a total of 8. The French Language Board faces many of the same problems that the larger boards face. This board because of its size should continue with the number it has but be subject to renegotiation as circumstances change.

Notwithstanding the above suggestion the question of "curriculum consultants" in the board office needs to be resolved and the *School Act* clarified.

## ACCOUNTABILITY

The Elementary Secondary system operates with three tiers or levels. The Minister and the department, the school boards, and the schools. The current model of instructional staffing uses numerous formulae which were intended to have varying degrees of flexibility for the boards and for schools. In talking to the boards and to school principals there seems to be a lack of clear understanding of those areas where there is flexibility and also an inconsistent exercise of the flexibility areas at the board and the school level.

It is recognized that it is very difficult to apply formula from the provincial level to the differing needs of school boards and even greater difficulty in applying provincial formula for the differing needs and circumstances at the school level. However when government makes policy decisions such as class size there must be a means of knowing if these targets are being met and more importantly what impact the policies are having on the overriding objective of enhancing learning for the students.

The 2003 report recommended that "staff resources be identified at all levels to ensure accurate and timely information is available to provide the necessary information for this model and for many other purposes." As full implementation of the model has been essentially completed it is time to look at the flow of information from schools to boards to the department.

The provision of school administrators in addition to positions provided by other staffing ratios combined with implementation of class free time minimums should allow time for administrators to ensure information is available not only for the board and the department but also to provide information on school improvement plans. Board staff need to ensure that necessary information for their purposes is submitted on a timely basis and is useful information not only for the staffing process but also to assess whether strategic plans of the boards are being met. The department must ensure that the boards provide useful and timely information to determine if policy direction is being followed and more importantly whether the policies are helping meet the desired goals and objectives. The information must also include an explanation of variances from the model.

The foregoing is not to suggest that good information is not available but rather that a very coordinated effort is needed to ensure that all levels understand what information is



needed for what purpose and the importance of timely information. This is critical, as providing information for no apparent purpose will quickly retard the flow of information.

This understanding of the importance of information flow will not just happen and therefore needs to be the subject of staff meetings at all levels.

## **FINANCIAL IMPLICATIONS OF RECOMMENDED CHANGES**

The enrollment projections in this review go through to 2013-14 which is the enrollment base for the 2014-15 school year. This projection shows a decline of 3492 students from September 2007 to September 2013. If there were no changes made to the staffing model this would translate into a reduction of 206 teachers. The average teacher cost including benefits is \$69,900 in constant dollars (ie no provision for salary increases). This amounts to \$14,399,000 total impact by the 2014-15 school year. Assuming a phase in to the recommended ratios means on average, retaining 34 teachers each year for an annual cost of \$2,376,600. For clarity this is not an incremental cost but rather the dollars that would otherwise be saved from the total education budget if enhancements were not made. The recommended changes are based on what is believed to be desirable staffing ratios. While maintaining the same number of instructional staff as are currently in the system goes a long way toward meeting the staffing ratio targets, it will not, in itself, achieve those ratios by 2014. The additional staffing to meet the targets will require some new staffing measures or the achievement of the ratios will take longer than six years.

## **RECOMMENDATIONS**

It is recognized that the province will reach a point where continuing to lower student teacher ratios will no longer be reasonable or affordable. From the growing number of students with challenges in the elementary and secondary system, and the unmet needs identified through this process, that point has not been reached. The recommendations that follow are based primarily on input received from educators in the system, with a view to being fiscally responsible. While staffing ratios and formula used in other jurisdictions were looked at, they are not the only factor; what educators believe is necessary and appropriate in the PEI context is as important, if not more so.

**THE OVERRIDING RECOMMENDATION IS THAT GOVERNMENT COMMIT TO A FIVE YEAR PLAN (SIX INCLUDING THE CURRENT YEAR 2008-09) THAT WOULD RETAIN THE CURRENT NUMBER OF TEACHERS.**

Many areas of concern can and should be addressed by enhancing components of the model that allow flexibility to meet numerous staffing requirements. Some who made submissions suggested that the model be amended to specifically provide for numerous additional staffing requirements. This would likely lead to a very complicated model and could never address all the diverse and unique staffing situations that arise in schools.

There are however a few areas that may require additional components in the model.

As noted previously, maintaining the current of level of staff will not meet all of the recommended ratios but it will go a long way toward it.

The target class size numbers at the primary level were established, taking into account that most contributors to the review identified class composition as having a greater impact than class size, on student learning . The introduction of a class composition factor should allow boards the flexibility to provide a better learning environment for students at the primary level without necessarily reducing class size to 15. Improvements to the flex factor will also allow boards and schools to better deal with class size issues at the intermediate and senior high levels.

The recommended target ratios relate to the school year 2014-15. On average 34 instructional positions will be available each year, due to declining enrollment, to be allocated to priority components of the model. For example the 34 positions available in year one may be used to reduce class size at the primary level or may be used to introduce the class composition factor or both. There are numerous combinations possible depending on the priorities established. The actual number available will have to be determined each year as actual enrollments are known.

When this review was started the possibility of moving kindergarten into the public system was not a factor. This move will have an impact on the number of teachers in the system but the impact and the form of the kindergarten program is currently being studied and therefore it was not reasonable to make recommendations as part of this review.

The needs of the school system are constantly changing and it is very important that the staffing model be reviewed and updated every four to five years.

## GENERAL RECOMMENDATIONS

1. Government commit to a five year plan (six including the current year 2008-09) which would retain the current number of teachers in the system. Retaining the current number of instructional staff will allow reallocation from one area to another of greater need and move in a very substantial way toward the recommended ratios set out in the specific recommendations and the attached APPENDIX 1 which sets out the entire model.
2. The Department as part of its ongoing consultation process hold specific consultations with boards, the Teachers' Federation and The Federation of Home and Schools to help set priorities for the annual changes to the model.
3. School boards be required to provide a detailed accounting of instructional staff allocations to schools by the end of September of each year. This information will include the enrollments at each school by grade and also the number of classes at each grade level in each school. It should also include an explanation of variances from the allocation model. The variances and the explanation for the variances is important for the ongoing review of the model. If the class composition factor is to be used by boards to alleviate issues either known at the beginning of the school year or during the school year, the assignment of staff from this component must be documented and provided to the Department on a timely basis, and not later than the end of the school year.

## SPECIFIC RECOMMENDATIONS

1. **IT IS RECOMMENDED THAT A NEW CLASS COMPOSITION FACTOR BE INTRODUCED. THIS FACTOR IS AN ADDITIONAL 3% OF THE TOTAL PRODUCED BY, THE CLASS SIZE PLUS FLEX FACTOR PROVISIONS. THE STAFF GENERATED BY THIS CATEGORY WILL BE USED BY THE BOARD TO ALLEVIATE KNOWN SITUATIONS AND / OR DEVELOPING SITUATIONS DURING THE YEAR.**
2. **IT IS RECOMMENDED THAT ALL CLASS SIZE TARGETS BE REDUCED AND THE TARGET OF 15:1 FOR THE PRIMARY LEVEL BE DEFERRED AT THIS TIME. THE CLASS SIZE TARGETS ARE:**

<b>PRIMARY LEVEL (1-3)</b>	<b>18</b>
<b>ELEMENTARY LEVEL (4-6)</b>	<b>22</b>
<b>INTERMEDIATE LEVEL (7-9)</b>	<b>25</b>
<b>SENIOR LEVEL (10-12)</b>	<b>28</b>

3. IT IS RECOMMENDED THAT THE FLEX FACTOR BE INCREASED AT ALL LEVELS.

PRIMARY/ELEMENTARY UP TO 299 STUDENTS	12.5 %
PRIMARY/ELEMENTARY OVER 299 STUDENTS	22.5 %
INTERMEDIATE UP TO 299 STUDENTS	22.5 %
INTERMEDIATE OVER 299 STUDENTS	42.5 %
HIGH SCHOOL	45.0 %

4. IT IS RECOMMENDED THAT THE RATIOS RECOMMENDED IN THE LD STRATEGY BE IMPLEMENTED AND AN ADDITIONAL RATIO BE IMPLEMENTED FOR AUTISM CONSULTANTS.

RESOURCE TEACHERS	120 : 1
PSYCHOLOGISTS	1500 : 1
SPECIAL EDUCATION CONSULTANTS	1500 : 1
AUTISM CONSULTANTS	20:1
	FOR IDENTIFIED CASES

5. IT IS RECOMMENDED THAT GUIDANCE COUNSELORS RATIO BE ENHANCED.

300:1

6. IT IS RECOMMENDED THAT THE AMOUNT OF TIME AVAILABLE AS CLASS FREE TIME FOR ADMINISTRATORS BE INCREASED OVER A PERIOD OF YEARS BUT THAT STEPS BE TAKEN IMMEDIATELY TO ENSURE THAT THE TIME RECOMMENDED IN THE CURRENT MODEL IS AVAILABLE TO BE TAKEN IN ALL SCHOOLS.

SCHOOLS UP 500	1 PRINCIPAL 1 VICE-PRINCIPAL
CLASS FREE TIME (new target)	1 FTE
SCHOOLS GREATER THAN 500 STUDENTS	1 PRINCIPAL 2 VICE-PRINCIPALS
CLASS FREE TIME (new target)	2 FTE

7. IT IS RECOMMENDED THAT A RATIO BE IMPLEMENTED TO SUPPLEMENT THE NUMBERS REQUIRED FOR MUSIC, PHYSICAL EDUCATION AND CORE FRENCH THAT ARE CURRENTLY PROVIDED FROM THE FLEX FACTOR CATEGORY.

1 FTE FOR EVERY 500 INTERMEDIATE / SENIOR HIGH STUDENTS

8. IT IS RECOMMENDED THAT STAFF FOR ENGLISH AS AN ADDITIONAL LANGUAGE BE PROVIDED BY RATIO.

1 FTE TEACHER FOR EVERY 20 EAL STUDENTS ENROLLED AT APRIL 30 TO ALLOW SMALLER CLASS SIZES IN CLASSES THAT EAL STUDENTS ARE TAKING

ITINERANT TEACHERS ARE EMPLOYED BY THE DEPARTMENT. THESE TEACHERS SHOULD BE EMPLOYED ON THE BASIS OF CASE LOAD. CASE LOAD PER ITINERANT TEACHER SHOULD BE LESS THAN 25.

9. IT IS RECOMMENDED ADDITIONAL CAREER /TECHNICAL EDUCATION INSTRUCTORS (CTE) BE PROVIDED BY RATIO. THIS IS IN ADDITION TO INSTRUCTIONAL STAFF OTHERWISE PROVIDED FOR THESE COURSES

.25 ADDITIONAL FTE FOR EVERY FTE CAREER/TECHNICAL EDUCATION TEACHER

10. IT IS RECOMMENDED THAT THE ROLE AND CAPACITY OF SITE CONTACTS BE REVIEWED WITH A VIEW TO ENSURING THAT THE TIME AVAILABLE CORRESPONDS TO THE INCREASED SIZE, COMPLEXITY AND UTILIZATION OF COMPUTER TECHNOLOGY.

## APPENDIX 1

### TARGET RATIOS FOR THE INSTRUCTIONAL STAFFING MODEL

#### CLASS SIZE

GRADES 1-3	18
GRADES 4-6	22
GRADES 7-9	25
GRADES 10-11	28

#### FLEX FACTOR (as a % of teachers generated by class size)

PRIMARY/ELEMENTARY UP TO 299 STUDENTS	12.5 %
PRIMARY/ELEMENTARY OVER 299 STUDENTS	22.5 %
INTERMEDIATE UP TO 299 STUDENTS	22.5 %
INTERMEDIATE OVER 299 STUDENTS	42.5 %
HIGH SCHOOL	45.0 %

#### CLASS COMPOSITION FACTOR

3% OF NUMBER GENERATED BY CLASS SIZE PLUS FLEX FACTOR	3%
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#### ADMINISTRATORS

SCHOOLS UP 500	1 PRINCIPAL 1 VICE PRINCIPAL
CLASS FREE TIME	1 FTE
SCHOOLS GREATER THAN 500 STUDENTS	1 PRINCIPAL 2 VICE PRINCIPALS
CLASS FREE TIME	2 FTE

#### SPECIAL EDUCATION / RESOURCE

RESOURCE TEACHERS	120 : 1
PSYCHOLOGISTS	1500 : 1
SPECIAL EDUCATION CONSULTANTS	1500 : 1

#### TEACHER LIBRARIANS

SCHOOLS OVER 799	1.5
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SCHOOLS UNDER 800 AND OVER 299	1.0
SCHOOLS UNDER 300 AND OVER 199	0.5
SCHOOL UNDER 200	0.25
SMALL SCHOOLS	
SCHOOLS LESS THAN 200	1 PER SCHOOL
READING RECOVERY	
INCIDENCE RATE 25% GRADE ONE POPULATION THERE IS NO MATCHING PROVISION FROM SCHOOLS OR BOARDS	1 PER 16
SCHOOL COUNSELORS	300:1
ALTERNATE EDUCATION	
SITES TO BE ESTABLISHED BASED ON DEMONSTRATED NEED	
SUPPORT FOR PREGNANT/PARENTING TEENS	
INCIDENCE 2% OF FEMALE HIGH SCHOOL STUDENTS	15:1
FRENCH IMMERSION	
SCHOOLS OFFERING FRENCH IMMERSION	1 PER SCHOOL
MINORITY, OFFICIAL SECOND LANGUAGE	
THE NUMBER OF ADDITIONAL POSITIONS SHOULD BE NEGOTIATED ON AN ANNUAL BASIS	
ABORIGINAL STUDENTS	
50% OF THE REVENUE RECEIVED FROM THE BAND COUNCILS SHOULD BE RETAINED BY THE SCHOOL BOARDS TO PROVIDE FOR ADDITIONAL STAFF AND PROGRAMS TO MEET THE SPECIAL NEEDS OF THESE STUDENTS.	
ENGLISH AS AN ADDITIONAL LANGUAGE	
NEW PROVISION	

1 FTE TEACHER FOR EVERY 20 EAL STUDENTS ENROLLED  
AT APRIL 30 TO ALLOW SMALLER CLASS  
SIZES IN CLASSES THAT EAL STUDENTS ARE TAKING

ITINERANT TEACHERS ARE EMPLOYED BY THE DEPARTMENT.  
THESE TEACHERS SHOULD BE EMPLOYED ON THE BASIS OF  
CASE LOAD. CASE LOAD PER ITINERANT TEACHER SHOULD  
BE LESS THAN 25.

#### CAREER /TECHNICAL EDUCATION (CTE)

NEW PROVISION

.25 ADDITIONAL FTE FOR EVERY FTE CTE TEACHER

#### AUTISM CONSULTANTS

NEW PROVISION

20:1 FOR IDENTIFIED CASES

#### MUSIC, PHYSICAL EDUCATION, CORE FRENCH

NEW PROVISION

1 FTE FOR EVERY 500 INTERMEDIATE / SENIOR HIGH STUDENTS



## APPENDIX 2

April 7, 2008

To the Stakeholders in Education

It is approaching five years since the Instructional Staffing Model for the elementary/secondary education system in PEI was implemented. The Department of Education has initiated a review of the model. The review is intended to consider improvements to the model and consider priorities; it is not intended as a full scale rewriting.

I have been retained to do this review by the Department of Education and will be guided by the Education Leadership Team (ELT) which consists of the Deputy Minister, School Board Superintendents of Education and the two Department Senior Directors

In a macro sense very significant progress has been made in lowering (improving) the educator student ratio but there is a need to look at the components of the model. This review will examine the progress made over the last five years in terms of achieving the numbers set out by various staffing ratios and other instructional staffing methods contained in the model.

The review will update the research that was the base of the current model and that relates to the current demands placed on the elementary / secondary school system. As well the review will look at numbers and ratios in other jurisdictions as appropriate to provide context for the PEI model.

Input will be sought from the Department of Education, school boards, Teachers' Federation, Home and School Association, the UPEI Faculty of Education, and other interest groups as may be appropriate. Based on this input and other information, recommendations on areas of priority for instructional staffing over the next several years will be made.

You are invited to make a written submission to provide your thoughts on the components of the model and areas of priority for improvement. If you so wish I will meet with you to discuss your presentation.

Submissions should be delivered or mailed to the Department of Education not later than March 31, 2008 and clearly marked as INSTRUCTIONAL STAFFING MODEL SUBMISSION. Mailing address is:

PEI Department of Education  
PO Box 2000  
Charlottetown PE  
C1A 7N8.

Gar Andrew  
Review Coordinator

# INSTRUCTIONAL STAFFING MODEL REVIEW

## BACKGROUND INFORMATION

The Department of Education authorizes school boards to employ instructional staff on an annual basis through a Ministers Directive. These directives can be viewed through the Department of Education web site, [www.gov.pe.ca/educ](http://www.gov.pe.ca/educ) under Policy and Planning

The Minister's Directive is based on the Instructional Staffing Model developed in 2003-04. This document can be obtained at the Department of Education Higher Education and Corporate Services Branch, 368-4620

School boards allocate staff to schools and while there is some flexibility in allocating staff to schools there is an expectation that school allocations will follow the components set out in the Minister's Directive.

The Department has initiated a review of the model and is requesting input from the major stakeholders in Education regarding the components of the model and what is working and what might be improved.

Recommendation will be made for updating the model based on government priorities and input received from the major stakeholders. The review will also look at accountability among the three levels of the system and will look at school board based instructional staff numbers.

The components of the model are as follows:

1

### CLASS SIZE

GRADES 1-3	22 PER CLASS
GRADES 4-6	25 PER CLASS
GRADES 7-9	28 PER CLASS
GRADES 10-12	30 PER CLASS

### FLEX FACTOR

#### ADDITIONAL TEACHERS AS A % OF NUMBER GENERATED BY CLASS SIZE

PRIMARY / ELEMENTARY (1-6) UP TO 299	10%
PRIMARY / ELEMENTARY (1-6) OVER 299	20%
INTERMEDIATE UP TO 299	20%
INTERMEDIATE OVER 299	40%
SENIOR (10-12) ALL SCHOOLS	40%

#### ADMINISTRATORS (PRINCIPALS AND VICE PRINCIPALS)

SCHOOL UNDER 501 2

SCHOOLS OVER 500 3

#### SPECIAL NEEDS

INCIDENCE OF HIGH NEED ASSUMED TO BE 7% 1 PER 14

LOWER NEED 1 PER 500

#### TEACHER LIBRARIANS

SCHOOLS OVER 799 1.5

SCHOOLS UNDER 800 AND OVER 299 1.0

SCHOOLS UNDER 300 AND OVER 199 0.5

SCHOOL UNDER 200 0.25

#### READING RECOVERY

INCIDENCE RATE 25% GRADE ONE POPULATION 1 PER 16

#### SUPPORT FOR PREGNANT AND PARENTING STUDENTS

INCIDENCE 2% OF FEMALE HIGH SCHOOL STUDENTS 1 PER 15

#### FRENCH IMMERSION

SCHOOLS OFFERING FRENCH IMMERSION 1 PER SCHOOL

#### SCHOOL COUNSELORS

FOR EVERY 400 STUDENTS 1

#### SMALL SCHOOLS

SCHOOLS LESS THAN 200 1 PER SCHOOL