

PEI HOME AND SCHOOL FEDERATION
RESOLUTIONS 2011

**RESOLUTION 1/11 WHITE BOARDS AND FM SYSTEMS IN ELEMENTARY
CLASSROOMS**

Submitted by Central Queens Elementary Home and School Association

WHEREAS Central Queens Elementary Home and School recognizes the need to provide young students with the best learning opportunities possible to ensure early and strong achievement in literacy and math skills, and

WHEREAS essential to this is the need for each primary and elementary classroom to have the necessary tools to maximize learning, and

WHEREAS recognizing that elementary schools must often seek outside funding to enable classes to have white-boards and FM Sound Systems;

THEREFORE BE IT RESOLVED that the PEIHSF requests that the Department of Education and Early Childhood Development and School Boards to set aside special funding to ensure that all elementary classrooms are equipped with both white-boards and FM Sound Systems.

DESTINATION: Department of Education and Early Childhood Development
 School Boards

RESOLUTION 2/11 SCIENCE FAIR
Submitted by the PEI Home and School Federation

WHEREAS participating in science fair is currently an extra-curricular activity, and

WHEREAS school/teacher support for students having to participate in science fair is inconsistent across schools, and

WHEREAS by participating in science fair, students are developing critical thinking, problem solving and communications skills, and

WHEREAS this skills set is recognized as a key pillar of 21st Century Learning;

THEREFORE BE IT RESOLVED that the PEIHSF requests that the Department of Education and Early Childhood Development and School Boards to integrate science fair project development and student participation into the core science curriculum for grades 5-12.

DESTINATION: Department of Education and Early Childhood Development
 School Boards

RESOLUTION 3/11 ALLOCATION OF EDUCATIONAL ASSISTANTS IN SCHOOLS

Submitted by Merritt E Callaghan Home and School Association

WHEREAS while most students will have their educational needs met in the classroom, some situations will require assistance beyond what classroom/subject teachers can provide, and

WHEREAS driven by societal change and with the help of more sophisticated identification processes and medical interventions, greater numbers of students with special educational needs are attending school and being included with their peers, and

WHEREAS the nature of these special needs has also changed significantly resulting in the need for a wider range of versatile, multi-skilled support staff to assist educators, especially with the significant rise in statistics of students diagnosed with Autistic Spectrum Disorders, and

WHEREAS the current ratio is 1 instructional position assigned for every 14 students who are determined core high needs and 1 instructional position be assigned for every 500 students to address general lower needs;

THEREFORE BE IT RESOLVED that the PEIHSF requests the Minister of Education and Early Childhood Development and School Boards to actively pursue a better Educational Assistant ratio/formula that will support regular classroom/subject teachers and the rising numbers of identified students with special needs thereby increasing overall success for the inclusive classroom environment.

DESTINATION: Department of Education and Early Childhood Development
School Boards

BACKGROUND: MINISTER'S DIRECTIVE NO. MD 2010-05 School Board Staffing and Funding Program for the 2010-2011 School Board Fiscal Year
www.gov.pe.ca/eecd/index.php3?number=1036825&lang=E

**RESOLUTION 4/11 EQUAL ACCESS TO VALUE-BASED
EDUCATIONAL EXPERIENCES**

Submitted by Merritt E. Callaghan Home and School Association

WHEREAS after the Minister’s Summit on Learning in June 2010, there was a clear and widespread understanding among participants that the traditional learning model requires some modification to adapt to the changing social and economic context in which Islanders live, and

WHEREAS of the 3 categories of skills (Learning & Innovation, Literacy and Life/Career) identified as needed to succeed in 21st Century, life skills knowledge is not acquired well in a lecture-based formula and needs community, real-world opportunities that make links between class work with real life/world and career options, and

WHEREAS provision of extension and enrichment activities such as field trips, including exposure to the arts and music, etc. will introduce added value to the project-based learning and integrate content and skill learning, and

WHEREAS many enrichment activities are located in areas of higher urban population, and despite the “One Island” philosophy, travel times and associated expense can be extensive;

THEREFORE, BE IT RESOLVED that the PEIHSF requests PEI School Boards and the Minister of Education and Early Childhood Development to ensure that all students have equal access to real life/world opportunities regardless of geographic and socio-economic factors of the students or the location of the value-based learning experience.

DESTINATION: School Boards
 Department of Education and Early Childhood Development

BACKGROUND: Proceedings of the Minister’s Summit on Learning, June 4, 5, 2010, Pg. 22, 23

RESOLUTION 5/11

MINISTER'S DIRECTIVE AND SCHOOL BOARD POLICY FOR REPORTING STUDENT HEALTH AND SAFETY ISSUES TO PARENTS

Submitted by Spring Park Home and School Association

WHEREAS schools, under the Occupational Health & Safety Act, are required to form an OHSC Committee that meets monthly, keeps a record of these meetings, and reports to the OHS officer, and

WHEREAS the responsibility for student health lies with School Boards and ultimately, the Department of Health under the direction of the Chief Public Health Officer, and

WHEREAS there is a need for School Boards and the Department of Education and Early Childhood Development to be transparent and communicate any and all health and safety issues to parents and each school's Occupational Health & Safety Committee as soon as health issues arise in schools, and

WHEREAS once a possible health issue has been identified by either the Occupational Health & Safety Committee (OHSC) or someone reporting to the OHSC, there is a responsibility to report immediately to parents as well as employees in that school;

THEREFORE BE IT RESOLVED that the PEIHSF requests the Minister of Education and Early Childhood Development to develop a Minister's Directive requiring parents be informed immediately when any potential health issue has been made known to, or identified by, a School Occupational Health & Safety Committee that impacts children in schools by September 1, 2011, and

BE IT FURTHER RESOLVED that the PEIHSF requests School Boards to develop policy requiring that parents be informed immediately when any potential health issue has been made known to, or identified by, a School Occupational Health & Safety Committee that impacts children in schools by September 1, 2011.

DESTINATION: Minister of Education and Early Childhood Development
School Boards

BACKGROUND: http://www.gov.pe.ca/law/statutes/pdf/o-01_01.pdf pg. 15

**RESOLUTION 6/11 PROVISION OF TRANSLATION RESOURCES
TO SUPPORT NEWCOMER FAMILIES**

Submitted by Prince Street Home and School Association

- WHEREAS recent years have seen a dramatic increase in the population of non-English speaking newcomer families in Prince Edward Island schools, and
- WHEREAS it is to everyone's benefit to have all parents engaged in their children's education and in the activities of their local home and school associations, and
- WHEREAS it is to everyone's benefit to have key school documents like School Development Plans and school handbooks accessible to all families, and
- WHEREAS it is a significant impediment to full engagement when printed materials are available in English only and when meetings are conducted in English, and
- WHEREAS the PEI Association for Newcomers to Canada's "Immigrant Student Liaison Program" and "English as an Additional Language" services provided to students do not extend to activities of the home and school, and
- WHEREAS at Prince Street School a pilot project to engage newcomer parents in the local home and school by providing translation services has proved successful, and
- WHEREAS the cost of translating printed materials and providing simultaneous translation at meetings is beyond the means of local home and school associations;

BE IT RESOLVED that the PEIHSF requests the Minister of Education and Early Childhood Development to provide funding and/or services to school districts and to local Home and School Associations so that, at schools where, in the opinion of the principal, there is a significant non-English speaking population of parents sharing a given language, the following translation services can be provided:

1. Simultaneous translation of local Home and School Association meetings.
2. Translation of local Home and School Association meeting notices, agendas, meeting minutes and financial reports.
3. Translation of key school documents, such as School Development Plans and school handbooks.

DESTINATION: Minister of Education and Early Childhood Development
 School Boards

RESOLUTION 7/11 ACADEMIC OUTCOMES
Submitted by Stonepark Home and School Association

- WHEREAS the primary purpose of the educational system is to provide students with basic education as well as knowledge and intellectual skills to move into the work force or pursue post secondary education, so that students can participate fully in and contribute to the rapidly changing and technology-dominated global society, and
- WHEREAS the Programme for International Student Assessment (PISA) measures educational outcomes in three key areas (reading, mathematics and science), assessing the extent to which youth at age 15 have acquired the essential knowledge and skills for full participation in modern society, and
- WHEREAS PISA scores for PEI students decreased significantly from 2000 to 2009 - PEI students went from performing above the average in Organisation for Economic Co-operation and Economic Development (OECD) countries for reading in 2000 to scoring below the OECD average in 2009; in 2003, PEI students scored at the OECD average in math and above the OECD average in science, while in 2009 PEI scores were below the OECD average in both domains, and
- WHEREAS the recent PISA report confirms that PEI was the only province in Canada to score below the OECD average in each of the three domains: reading, mathematics and science, and
- WHEREAS the 2008-09 Annual Report of the Department of Education and Early Childhood Development reports an average mark of 59 percent on an intermediate math assessment completed by 2000 PEI students; and
- WHEREAS the 2005 Task Force on Student Achievement Report highlighted the importance of the PEI public education system recognizing the relevance of existing social and global standards as a measure of student achievement, and
- WHEREAS an under-performing public education system is a major hindrance to the economic prosperity and competitiveness of our province and contributes to a sense of mediocrity instead of excellence;

BE IT RESOLVED that, pursuant the *School Act*, the Minister of Education and Early Childhood Development establish and publicly declare the expected PEI academic outcomes and standards of academic performance for mathematics, science and reading, that compare favorably with national and international standards, and take immediate steps to assess the extent to which outcomes are achieved and standards are met, and

BE IT FURTHER RESOLVED that the Department of Education and Early Childhood Development hold School Boards accountable for achievement of academic outcomes and meeting the standards of academic performance as set by the Minister of Education and Early Childhood Development, and

BE IT FURTHER RESOLVED that School Boards hold school administrators accountable, through the school improvement planning process and annual performance review, for the achievement of academic outcomes and meeting the standards of academic performance as set by the Minister of Education and Early Childhood Development.

DESTINATION: Minister of Education and Early Childhood Development
School Boards

BACKGROUND: PISA <http://www.gov.pe.ca/eecd/PISA>
School Act http://www.gov.pe.ca/law/statutes/pdf/s-02_1.pdf
Task Force on Education http://www.gov.pe.ca/photos/original/task_force_edu.pdf
Organization Economic Co-operation and Economic Development <http://www.oecd.org/home/>