

Prince Edward Island Home and School Federation Inc.
Minutes (Draft) of the 70th Annual General Meeting
Saturday, April 15, 2023
Rodd Charlottetown Hotel, Charlottetown, PEI

Call to Order

President Dionne Tuplin called the meeting to order at 8:45 a.m., opening with a welcome reading. Dionne introduced the head table, Bill Whelan, Parliamentarian, Shannon Bruyneel, Vice President, and Mary MacDonald-Pickering, Secretary. She welcomed the over 70 delegates and guests, in attendance, representing 35 Home and School Associations.

Adoption of Agenda 2023

MOTION: To adopt the 70th Annual General Meeting's agenda, April 15, 2023, as circulated.

Moved by Heather Mullen (Colonel Gray)

Seconded by Jacinta Andrews (Westwood)

MOTION CARRIED.

1. Adoption of A.G.M. Minutes, April 23, 2022

MOTION: To adopt the minutes of the 69th Annual General Meeting, April 23, 2022, as circulated.

Moved by Heather Mullen (Colonel Gray)

Seconded by Bev Campbell (Kensington Board)

MOTION CARRIED.

2. President's Report

President Dionne provided highlights from her report. Refer to the 2023 Book of Reports (pgs. 14-19).

3. Financial Report

Shannon Bruyneel, Vice President, presented the report on the financial position of the PEIHSF fiscal year 2022, referencing the Book of Reports (pgs. 20-28). David Wright, the Accountant, was present to answer questions.

MOTION: To adopt the presented 2022 Fiscal Year Financial Review and report.

Moved by Shannon Bruyneel.

Seconded by Heather Mullen.

MOTION CARRIED.

MOTION: To appoint Terra Wheeler, Arsenault, Best, Ellis, and Cameron accounting services for the next year of operations, 2023.

Moved by Shannon Bruyneel.

Seconded by Katie McNally.

MOTION CARRIED.

4. Other Reports

Local Association Annual Reports are submitted by Association presidents (pages 29-101). Dionne encouraged everyone to review the forty-four reports to learn more about other Home and School activities happening in different school communities across the island. All annual reports are accepted as circulated.

5. Resolutions

David Schult chaired the resolution portion of the meeting. The following Proposed Resolutions were presented for consideration.

RESOLUTION: 2023-1 ACCESSIBLE AND UNIVERSAL AFTER-SCHOOL PROGRAMMING FOR ALL PRINCE EDWARD ISLAND STUDENTS IN GRADES K-6
Submitted by West Kent Home and School Association

WHEREAS Prince Edward Island is receiving a historic investment from the federal government of approximately \$121 million dollars from 2021-2026 to expand access to childcare services for children ages 0-5, this calls attention to an opportunity for the P.E.I. Provincial government to address the gap in after-school child care for children ages 6-12 (1), and

WHEREAS there are currently 8,361 school-age children ages 5-9 living on P.E.I., and in 2018 there were 56 licensed school-age centers providing 2000 spaces for families needing after-school child care, and even when the 10-12-year-old children are not accounted for, at full capacity, these spaces do not meet the national average of children seeking after-school care (2, 3, 8), and

WHEREAS evidence reveals that in Quebec, the 1998 universal after-school care policy increased the use of after-school care by 6–10 percent, replacing self-care and care provided by a sibling, achieving the policy's primary goal of combating child safety concerns and the phenomenon of latchkey children (4), and

WHEREAS children with disabilities face significant challenges in access to health, social, and educational services and continuity of care for children who require additional human resources in-school, currently do not follow through to support the child at an after-school program (5, 6), and

WHEREAS ensuring that before and after-school care is affordable, accessible, and culturally sensitive is critical to meeting the childcare needs of Island families (7), and

WHEREAS evidence supports that accessible after-school care is a preventative care service for children living in a high-risk environment (8), and

WHEREAS those in the visible-minority status, immigrant status, and Indigenous identity are all associated with lower odds of participation in any form of before or after-school child care (7), and

- WHEREAS families in rural areas face barriers to accessing childcare, as low population density means that children must travel longer distances to after-school care facilities (7), and
- WHEREAS current research suggests that school-based after-school programs are better equipped for effective programming versus off-site or tenant-run programs (9), and
- WHEREAS current research states after-school programs improve healthy eating and physical activity among school-aged children (11), and
- WHEREAS PEI employment targets are at risk as the availability of after-school care is associated with labor force participation among mothers of school-aged children (10, 12), and
- WHEREAS supporting women in the workforce is supporting maternal mental health, a primary indicator for childhood mental health and healthy development (13, 14), and
- WHEREAS high-quality after-school care is associated with positive outcomes for children and communities, including improvements in social adjustment, academic achievement, workforce participation, and economic goals (15);

THEREFORE BE IT RESOLVED that the P.E.I. Home and School Federation requests the Ministers of Education and Lifelong Learning, Status of Women, and Social Development and Housing to work collaboratively to streamline resources to create accessible and universal after-school programs for all P.E.I. students in grades K -6, and

BE IT FURTHER RESOLVED that the P.E.I. Home and School Federation requests the Ministers of the Department of Education and Lifelong Learning, Department of Social Development and Housing, Department of Health and Wellness, and the Minister responsible for the Status of Women to work collaboratively to create accessible and universal after-school programs for all P.E.I. students in grades K-6, where inclusivity with disabled, neuro diverse, immigrant, visible minorities and Indigenous children are at the forefront of program planning and implementation.

DESTINATION: Minister of Education and Lifelong Learning
Minister Responsible for the Status of Women
Minister of Social Development and Housing
Public Schools Branch / Board of Trustees

MOTION: To move Resolution 2023-1 to the floor for approval.

Moved by Shannon Bruyneel

Seconded by Liam Corcoran (West Kent)

Vote: In favor = Majority

Against = 2

Abstentions = 2

MOTION CARRIED.

RESOLUTION 2023-2 READING LITERACY

Submitted by: Miscouche Consolidated Home and School Association

- WHEREAS the definition of reading "Reading Comprehension is the product of Decoding and Language Comprehension (R.C. = D x L.C.);" Decoding is the ability to use the Knowledge of letter-sound correspondences to "sound out" written words; language comprehension is the ability to understand spoken and written language; only when students are proficient in both can they accurately and effectively recognize written words and then attach meaning to achieve reading comprehension (Stephen Parker, Reading Instruction and Phonics, 2nd edition 2019), and
- WHEREAS there are two approaches to teaching reading: Balanced Literacy and Structured Literacy - Balanced Literacy involves using a combination of whole language strategies (i.e., three-cueing, memorizing high-frequency words, etc.) and phonics (i.e., letter-sound correspondences) across multiple environments with the goal of fostering a love of reading and writing, and Structured Literacy involves explicit, systematic, and sequential instruction in phonics and phonemic awareness; evidence shows that while Balanced Literacy works for many students, Structured Literacy works for ALL (Fountas & Pinnell, 1996), and
- WHEREAS the link between low reading comprehension and high poverty rates, high unemployment levels, and high crime activity established through numerous national and international research sources, and
- WHEREAS data supports that a one percent increase in adult literacy would create an economic benefit of approximately \$67 billion in Growth Domestic Product for Canada per year (Canadian Children's Literacy Foundation, 2022), and
- WHEREAS data supports that 45 percent of Islanders between the ages of 16 and 65 do not have the necessary literacy skills to succeed in the current social and economic structure, and
- WHEREAS literacy of today's children is directly related to adult literacy skills, and
- WHEREAS children in low socioeconomic communities are almost two times as likely to be behind in early development skills as their high-socio-economic status peers, and
- WHEREAS research has shown that children who have developed strong literacy skills are more likely to be employed as adults and experience fewer periods of joblessness throughout their life (Deloitte, 2020), and
- WHEREAS Island resource teachers refer close to 1,100 Island children in grades K to 6 to the P.E.I. Literacy Alliance tutoring program because they struggle with reading, writing, or math (P.E.I. Literacy Alliance, 2018); not all students can be accepted in the summer program due to available space, and
- WHEREAS the 2019 P.E.I. Literacy Assessment of 1,408 Island Grade 3 students recorded that 26 percent were almost or having difficulty reading at grade level, and of the Grade 6 students assessed, the percentage increased to 33 percent, nearing expected reading levels but still experiencing difficulties (P.E.I. Provincial Government, 2019), and

- WHEREAS when the results of students tested in Grade 3 compare to those of Grade 6 students tested, the percentages show that the struggle to read and comprehend is worsening for Island students as they move through the P.E.I. reading literacy program, and
- WHEREAS the most current P.E.I. literacy assessment results (2019) strongly indicate that the current curriculum methods used for teaching reading and writing to Island students are proving ineffective and flawed for a large portion of the student population who, under such methods, are failing to reach a level of proficiency that has been thus undermining a successful educational career, which is the foundation for moving out into successful life careers, and
- WHEREAS Balanced Literacy is the current primary method being employed across Island schools, despite the evidence showing that while Balanced Literacy works for many students, Structured Literacy works for all, and
- WHEREAS extensive data shows that the public education system has failed generations of Islanders in achieving proficient reading literacy, and there must be a call for immediate steps to be taken to alter reading literacy outcomes, and no child should be left behind due to the ineffectiveness of the educational system to which they are entrusted and no adult should be left behind because the education system failed in its mandate, and
- WHEREAS in today's world, ALL students legally have the human right to a meaningful, evidence and science-based opportunity to learn to read (Baskin, Tiffany; May 2020); other Canadian provinces such as B.C., Alberta, Ontario, and N.B. are revising their current Early Learning, Literacy, and Language Arts to adopt Structured Literacy, and
- WHEREAS the responsibility of the education authority of the Public Schools Branch for the English language in P.E.I. is to provide and deliver such programs and courses in schools that meet ALL the needs of students (Government of Prince Edward Island, 2016), and
- WHEREAS Structured Literacy programs have proven when all students receive explicit, systematic, and sequential instruction in phonemic awareness and phonics, are scientifically proven to be effective in teaching all students to become proficient readers;

THEREFORE BE IT RESOLVED that the P.E.I. Home and School Federation requests that the Prince Edward Island government and Prince Edward Island Department of Education and Lifelong Learning, and Prince Edward Island Public Schools Branch take immediate action to invest and implement Island-wide evidence and science-based Structured Literacy programs, thus giving all children the right to succeed in reading literacy, and

BE IT FURTHER RESOLVED that investment in educating teachers and support staff in engagingly teaching Structured Literacy is essential; no doubt, those in the school system can be accommodated within the current ongoing instructional days; however, a strong emphasis should be placed on working with universities teaching degree programs to prepare their students to have the skills to teach Structured Literacy, and

BE IT FURTHER RESOLVED by investing in and implementing Structured Literacy, the Island government, Department of Education and Lifelong Learning, and Public Schools Branch will

strengthen the social and economic future of the province and its people; Implementing Structured Literacy is not an issue that needs years of study and Structured Literacy is proven to work for ALL, and

BE IT FURTHER RESOLVED if the Prince Edward Island government, Department of Education and Lifelong Learning, and Public Schools Branch determine to hold on to Balance Literacy, then we call on them to justify to students, parents, taxpayers, and the general public the thinking behind letting Islanders unnecessarily fail at a great cost to the individual and our province.

DESTINATION: Minister of Education and Lifelong Learning
Public Schools Branch / Board of Trustees

MOTION: To move Resolution 2023-2 to the floor for approval.

Moved by Erynn Cormier (Miscouche)

Seconded by Tracy Jones (Miscouche)

Discussion: A friendly amendment was recommended to remove the 4th Resolved Statement, which the mover and seconder accepted. No further discussion. The 4th Resolved Statement was removed.

Vote: In favour = 8

Against = 23

Abstentions = 20

MOTION DEFEATED.

RESOLUTION: 2023-3 STREAMLINING SCHOOL BOARD ELECTIONS AND MUNICIPAL ELECTIONS

Submitted by P.E.I. Home and School Federation

WHEREAS only approximately 3.5% of eligible voters on Prince Edward Island registered for mail-in ballots for the 2022 School Board Trustee Election¹, and

WHEREAS voter turnout was low across all zones² for which elections were held³

WHEREAS the process of requiring eligible voters to register for a mail-in ballot and having mail-in ballots as the only voting option may have generated voter confusion and contributed to low voter turnout in the 2022 School Board Trustee Election,

WHEREAS the timing of the 2022 School Board Election, in November 2022, immediately following the October 2022 Municipal Elections could have contributed to voter confusion and fatigue, and

WHEREAS a review of practices across Canada indicates that in those provinces where school board trustees are elected, school board elections take place concurrently with municipal elections⁴, and

WHEREAS the province of Saskatchewan has enacted new legislation to streamline its election processes to hold school board trustee and municipal elections concurrently⁵, and

WHEREAS in the province of New Brunswick, which uses a District Education Council

(D.E.C.) model in place of school board trustees⁶, D.E.C. representatives are elected in conjunction with municipal elections in the province⁷;

THEREFORE BE IT RESOLVED that the P.E.I. Home and School Federation requests the Minister of Education and Lifelong Learning to work collaboratively with the Public Schools Branch and Elections P.E.I. to hold School Board Trustee elections concurrently with Municipal Elections on Prince Edward Island, reflecting the practices of other jurisdictions with elected school boards across Canada, which include holding municipal and school board trustee elections concurrently and in-person.

DESTINATION: Minister of Education and Lifelong Learning
Public Schools Branch / Board of Trustees

MOTION: To move Resolution 2023-3 to the floor for approval.
Moved by Bev Campbell. Seconded by Shannon Bruyneel.

Vote: In favor = Majority

Against = 0

Abstentions = 0

MOTION CARRIED.

7. Nominating Report/Elections:

Matthew McNally, Chair of the Nominations, presented the Slate of Officers and called for further nominations three times from the floor to fill vacant positions. A slate of officers was nominated as follows:

<u>Executive Position:</u>	Name:	Term expires:
Secretary	Bev Campbell	2025
Treasurer	Craig Goodick	2025
<u>Regional Directors:</u>		
Bluefield	Makayla Paynter	2025
Kensington	Vacant	2025
Souris	Vacant	2025
Three Oaks	Jannett Jones	2025
Westisle	Erin Veale	2025

MOTION: To call for nominations to cease.

Moved by Erin Veale (Ellerslie)

Seconded by Jacinta Andrews (Westwood Primary)

In favor = Majority

Against = 0

Abstentions = 0

MOTION CARRIED.

MOTION: To approve the P.E.I. Home and School Federation board of directors for 2023-2024 as presented.

Moved by Leanne Feehan (Mount Stewart)

Seconded by Trisha Callaghan (Charlottetown Rural)

In favor = Majority

Against = 0

Abstentions = 0

MOTION CARRIED.

Other vacant positions will be filled by the Federation Board.

The new P.E.I. Home and School Federation Board was inducted by Bill Whelan, Parliamentarian. Outgoing board members Krystal Jamieson, Tammy Norden, Katie MacLennan, and Mary MacDonald-Pickering were thanked for their contributions to the Federation during their terms of office.

8. New Business

No new business.

9. Adjournment

MOTION: To adjourn the 70th Annual Business Meeting.

Moved by Katie McNally.

Seconded by Matthew McNally.

MOTION CARRIED.

The business meeting was followed by a nutrition break, round table discussions, and the President's Luncheon with special guests, Lt. Gov, Public Schools Branch Director, and nine past presidents.

Respectfully submitted,

Mary MacDonald-Pickering
PEIHSF Secretary