

Prince Edward Island Home and School Federation Inc.

Minutes of the 62th Annual General Meeting – April 11, 2015

Rodd Charlottetown Hotel, Charlottetown, PEI

Call to Order

The meeting was called to order by President Peter Rukavina at 8:45 a.m.

Marion Murphy acted as Parliamentarian. Ellen Campbell acted as Recording Secretary.

President Peter Rukavina introduced the head table, members of the PEI Home and School Federation (PEIHSF) executive in attendance as well as invited guests.

1. Adoption of Agenda 2015

MOTION: That the agenda be approved as presented. Moved by Laura Bird. Seconded by Pam Montgomery. **MOTION CARRIED.**

2. Approval of Annual Meeting Minutes 2014

MOTION: That the minutes of the 2014 Annual General Meeting be approved as presented. Moved by Cory Thomas. Seconded by Shelly Keenan. **MOTION CARRIED.**

3. President's Report

Peter Rukavina referenced his printed President's Report, included in the Book of Reports on p. 9-11, and provided a brief summary of the highlights of the year.

MOTION: That the President's Report be approved as presented. Moved by Peter Rukavina. Seconded by Laura Bird. **MOTION CARRIED.**

4. Financial Report

Treasurer Shelley Muzika presented a report on the financial position of the PEIHSF, referencing the financial information on pages 24-27 of the book of reports.

MOTION: That the Financial Report be accepted as presented. Moved by Shelley Muzika. Seconded by Heather Mullen. **MOTION CARRIED.**

MOTION: That David Wright, CGA, be appointed as PEIHSF's accountant for next fiscal year. Moved by Shelley Muzika. Seconded by Pam Montgomery. **MOTION CARRIED.**

5. Other Reports

President Peter Rukavina encouraged all in attendance to read the Book of Reports collaboratively with their respective Home and School Associations in an effort to be more informed and to gain insight with the work of other Island Home and School Associations.

6. Resolutions

Nicky Hyndman, PEIHSF Director, Colonel Gray Family of Schools, chaired the resolutions portion of the meeting.

PEI HOME AND SCHOOL FEDERATION RESOLUTIONS 2015

RESOLUTION 1-2015 STUDENT CHARACTER DEVELOPMENT PROGRAMS Submitted by Three Oaks Senior High Parent Council

- WHEREAS** it is important for schools to offer character education programs that promote social tolerance, provide empathy training and leadership development that increases personal power and self esteem, and
- WHEREAS** these social skills are important in the ethical development of students and are critical in the development of caring citizens, translating into positive student behaviour in school, home and community, and
- WHEREAS** several schools across the province have already recognized the need and benefit of such activities and have undertaken the development and run student workshops at the senior high level such as: Climate Days, Breaking Down the Walls, Challenge Day, and
- WHEREAS** the goal of the Character Development Program is to empower the students to carry the themes of the program back to their school and community population, and
- WHEREAS** one of the goals of public education on PEI as stated in the “Education Handbook for School Administrators” is to enable students to develop a respect for community values, a sense of personal values and a responsibility for one’s actions, and
- WHEREAS** one of the guiding principles of the PEI Home and School Federation is to foster high ideals of citizenship;

THEREFORE BE IT RESOLVED that the PEI Home and School Federation requests the English Language School Board and Minister of Education and Early Childhood Development implement age-appropriate character development programs that promote social tolerance, provide empathy training and leadership development, in all schools, primary to 12 grade levels, as part of the School Effectiveness Plan.

DESTINATION: Department of Education and Early Childhood Development
English Language School Board

BACKGROUND:

Three Oaks Climate Days

Philosophy: Student leaders in any given school building come in many forms and from many social groups. It is virtually impossible to put 800 students through a workshop on empathy training and many do not have the maturity or mindset needed for this to be successful. However, it was determined if the leaders and sub-leaders of the various social groups in the school could be trained, then there would be the possibility of a positive “trickle down” effect to the students who follow them. In this way, we would have a better chance of affecting more students, and this is exactly what happened! All Climate Days, with the exception of Climate Night 2014, were co-facilitated by Nicole Haire and Peter Bolo. Positive student leaders were “planted” in discussion groups to model appropriate participation and keep the discussions flowing.

Maslow’s Hierarchy of Needs states that the following “building blocks” must be in place-in order for a person to achieve self-actualization:

- Basic Needs (food, clothing, shelter, etc)
- Safety (physical, emotional and psychological)
- Belonging
- Self-Esteem (authentic success due to their own efforts)

Climate Days addresses Safety and Belonging. The time spent establishing and maintaining high expectations for a positive school climate allows students the opportunity to come to school each day and focus more fully on the school work at hand.

History:

- The Climate Days workshop was developed by Nicole Haire, in consultation with Leadership teacher Peter Bolo, in the spring of 2011. 58 students and 12 teachers participated in the first Climate Day workshop which took place off campus-in “neutral territory”-at the Loyalist Inn.
- In the fall of 2011, Phil Boyte was contracted to facilitate his “Breaking Down the Walls” workshop with 300 students over three days. This workshop has a similar philosophy to Climate Days and was held at the school.
- In 2012, the Climate Crew was formed by students concerned about fostering and maintaining positive school climate as well as an additional 300 students participated over three days in TOSH Climate Days held at the school.
- In the spring of 2013, 100 students participated in a TOSH Climate Days workshop
- In the spring of 2014, 85 students participated after school hours in a 6 hour climate workshop termed “Climate Night”.
- In the fall of 2014, 100 students participated in a Climate Day workshop at the school.

Summary: The positive “ripple effects” of this workshop have been noticeable and profound. Most of the results come from observation of student behaviour; feedback from students, staff and parents about the positive “feel” of our school; participant surveys; and anecdotal sharing from individuals who say that participating in Climate Days had a significant, positive effect on their lives. Invariably, participants say that it changes how they see others and how they respond to people and situations for the better. Our school has become a gentler, kinder place as a result and bystanders have become more likely to stand up and speak for what is right.

MOTION: To approve Resolution 1-2015. Moved by Karen Smith. Seconded by Margie Donovan. **MOTION CARRIED (with 13 opposed and 0 abstentions).**

BACKGROUND:

ENGLISH LANGUAGE SCHOOL BOARD PROCEDURE:

The English Language School Board (ELSB) collects information from a variety of sources when determining if classes should be cancelled due to weather/road conditions on a daily basis. A team of approximately four staff are involved in the process. The group examines a variety of weather forecasts for the day, reviews road report information from across the province obtained from the Department of Transportation and Infrastructure Renewal, and road condition information obtained from board transportation personnel. The information is compiled between 4:30 AM and 6 AM and a decision is usually made prior to 6:30 AM on whether to proceed with the day, initiate a one hour delay, initiate an hour delay with a further announcement, or to close for the day. Family of school closures or delays may be initiated if conditions differ from across the province.

MOTION: To approve Resolution 2-2015. Moved by Jill Cunniffe. Seconded by Peggy Roach Savard. **MOTION CARRIED (with 12 opposed and 10 abstentions).**

RESOLUTION 3-2015 SAFE STUDENT TRANSPORTATION WITH RELATED COMMUNICATION STRATEGIES

Submitted by M.E.Callaghan Home and School

WHEREAS students, parents and guardians need a guarantee of safe and timely transportation to the school as many families are in situations where parents must leave for their work prior to the bus picking up their children, and

WHEREAS bus drivers have to be confident that roads are prepared for travel prior to departing for their runs, and

WHEREAS there must be sufficient spare drivers to support the regular bus drivers in time of need, and

WHEREAS notification of any delays or cancellations of individual runs needs to be communicated in a timely manner to students, parents, guardians and the school as per ELSB policy, and

WHEREAS current communications are not adequate;

THEREFORE BE IT RESOLVED that the PEI Home and School Federation requests the English Language School Board to ensure effective communication regarding day-to-day transportation of students is reported directly to parents, guardians, students and the school.

DESTINATION: Department of Education and Early Childhood Development
 English Language School Board

Addition to Resolution 3-2015 SAFE STUDENT TRANSPORTATION WITH RELATED COMMUNICATION STRATEGIES

Submitted by M. E. Callaghan Home and School Association

BE IT FURTHER RESOLVED that the PEI Home and School Federation requests the English Language School Board establish regional support for each family of schools to meet the needs of safe and timely transportation for students.

MOTION: To approve Resolution 3-2015 with addition. Moved by Kelly Herget. Seconded by Jessica Campbell. **MOTION CARRIED (with 0 opposed and 5 abstentions).**

RESOLUTION 4-2015 REQUEST FOR OFFSITE ALTERNATE EDUCATION CLASSES

Submitted by Montague High Parent Council

WHEREAS this resolution addresses an important issue as it pertains to education, safety and health to many students in the education system, and

WHEREAS the current education system is considering relocating all Alternate Education programs from off-school sites to standard school sites, and

WHEREAS the physical layout of most school facilities is not conducive to an Alternative Education site with a separate entrance, kitchen facility and office/meeting space, and

WHEREAS we need to address and support the students requiring Alternate Education and understand that the need for alternative education program is largely as a result of not being able to attend classes in the current physically structured system for various reasons¹, and

WHEREAS PEI's education system expects Island schools to provide education for all students, including those requiring learning environment adjustments and who are unable to attend regular school, i.e. Alternate Education;

THEREFORE BE IT RESOLVED that the PEI Home and School Federation requests the Minister of Education and Early Childhood Development and English Language School Board designate and allocate all Alternate Education be provided with off-school site facilities to more realistically reflect the needs of those requiring an adjusted learning environment, thereby promoting the total well-being of ALL of our children/youth; and

BE IT FURTHER RESOLVED that the PEIHSF requests the English Language School Board release an immediate communication plan for the Alternate Education policy to key stakeholders.

DESTINATION: Department of Education and Early Childhood Development
 English Language School Board

MOTION: To approve Resolution 4-2015. Moved by April MacLean. Seconded by Robin Davidson. **MOTION CARRIED (with 4 opposed and 14 abstentions).**

¹ Alternative education programs are in place to accommodate the needs of students who are unable to attend regular school usually because of serious social/emotional issues which, after appropriate interventions have been tried, are not able to be managed in the regular school setting. The main focus of the programs is to assist the student in acquiring some life skills training which will enable them to return to the regular school setting. Students are also expected to follow an academic course of studies which parallels as much as possible the academic program they would be following in regular school. Participation in alternative school programs is a short term intervention which aims at return to regular school as soon as possible. The full time programs are staffed by a teacher and a youth worker. “There is no single formula yielding a model that is an ideal ‘school for the unsuccessful’ “(Raywid, 2001, p. 584). “Despite inclusive schooling and the provision for diversity, mainstream education is not necessarily successful for all students” (de Jong, 2005, p. 363).

References: De Jong, T. (2005). A framework of principles and best practice for managing student behaviour in the **Alternative Education Guidelines (English School District)** Australian context. *School Psychology International*, 26(3), 353-370. Raywid, M.A. (2001). What to do with students who are not succeeding. *Phi Delta Kappan*, 82(8), 582-584.

RESOLUTION 5-2015 ENRICHMENT PROGRAMS
Submitted by West Royalty Elementary Home and School Association

- WHEREAS** it is important to recognize that students at elementary and intermediate levels need to have access to enriched programs as there are many interventions for students who cannot manage the curriculum, and
- WHEREAS** every student deserves to achieve their full academic potential, through respect and planning for diverse potential; and
- WHEREAS** all stakeholders need to work together to ensure that the public school system in PEI should be striving to meet the needs of all students, recognizing appropriately paced individual learning; and
- WHEREAS** high achieving students may be required to learn at a slower pace than they are capable and may become disengaged in a system where their needs are not being met, and
- WHEREAS** IB (International Baccalaureate) or AP (Advanced Placement) programs at the high school level is a delayed intervention, and
- WHEREAS** teachers need resources and training to meet the needs of all students; and

BE IT RESOLVED that the PEIHSF requests the Department of Education and Early Childhood Development introduce an enrichment program for the core learning areas (Math, Science, Language Arts) at the elementary and junior high levels.

DESTINATION: Department of Education and Early Childhood Development
 English Language School Board

MOTION: To approve Resolution 5-2015. Moved by Denise Bulger. Seconded by Colleen Henderson. **MOTION CARRIED (with 2 opposed and 20 abstentions).**

**RESOLUTION 6-2015 PROMPT ESTABLISHMENT OF ANIMALS IN SCHOOLS
POLICY AND PROCEDURES**

Submitted by Prince Street Home and School Association

- WHEREAS** some Island schools have piloted innovative, popular, and successful projects that utilize animals within their schools to support curriculum outcomes, enhance student learning, personal and emotional development, and build school-community relationships, and
- WHEREAS** the health, safety, and wellbeing of students, teachers, staff, and animals in a shared school environment must be given full respect, and
- WHEREAS** the importance of interacting with animals and nature is well-established as essential to students learning; however, schools in urban environments have less access to natural areas where students can observe and interact with animals; additionally, students living in low-income households often have less access to companion animals in their homes and
- WHEREAS** some students require, or would benefit from, having service or companion animals with them or present in their school; and some students would benefit from lessons that incorporate the presence of animals and
- WHEREAS** there is a gap in school board policy and procedures that currently limits a school's ability to support the presence of animals in schools, negotiate agreements or moderate differences of interest related to animals in schools, or plan for programming that could include animals.

THEREFORE BE IT RESOLVED that the PEIHSF request the English Language School Board to expedite the development of policies and procedures related to the presence of animals in schools and establish these to be in place no later than the 2015- 2016 school calendar year.

DESTINATION: English Language School Board
 Department of Education and Early Childhood Development

<p>MOTION: To approve Resolution 6-2015. Moved by Laura Bird. Seconded by Jane Ledwell. MOTION CARRIED (with 3 opposed and 2 abstentions).</p>
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**RESOLUTION 7-2015 ENHANCING SCHOOL BOARD COMMUNICATIONS
WITH LOCAL HOME AND SCHOOL ORGANIZATIONS**

Submitted by Prince Street Home and School Association

- WHEREAS** much of the energy, creativity, effort, and work related to successful innovative school-based programs (such as community programs held at school, extracurricular programs, and staff-led learning intervention programs) come from the collaboration of many school and community members including students, teachers, administrators, staff, parents, home and school committees, and the wider school community, and

WHEREAS schools and their communities have much invested in programs old and new, and
WHEREAS school boards must respond to concerns about school-based programs and make decisions about the future of such programs, and
WHEREAS school boards have processes for handling complaints and concerns but no formal requirement to communicate with local home and schools or to include them or the wider community in problem-solving, planning, decision-making, or conflict resolution, and
WHEREAS unequal access to information can shut out local home and schools (as organizations representing the school-wide community);

THEREFORE BE IT RESOLVED that the PEI Home and School Federation requests the English Language School Board consults with and include local home and school organizations in communications and planning processes when the ELSB decision suspends or significantly changes or abolishes an established program.

DESTINATION: English Language School Board
Department of Education and Early Childhood Development

MOTION: To approve Resolution 7-2015. Moved by Jane Ledwell. Seconded by Kara Smith.
MOTION CARRIED (with 0 opposed and 2 abstentions).

RESOLUTION 8-2015: ESTABLISH A PROVINCIAL SCHOOL LUNCH PROGRAM FOR ALL ISLAND CHILDREN.

Submitted by Montague Consolidated Home and School Association and Montague Regional High School Parent Council

WHEREAS current research suggests that poor diet is associated with poor school performance.ⁱ
WHEREAS in 2012, 35.7% of children in PEI were considered overweight; of these, 13 per cent fell into the higher risk “obese” category, both of which were higher than the Canadian average.ⁱⁱ
WHEREAS diet quality and obesity have been linked to a number of chronic diseases and higher health care utilization and spending.ⁱⁱⁱ Childhood obesity has been shown to have significant negative influences on mental health.^{iv}
WHEREAS the best approaches to obesity prevention are population and community-based, rather than being the sole responsibility of the individual.^v
WHEREAS one in five children in Prince Edward Island live in households affected by some level of food insecurity and 79% of food insecure households were reliant on wages or salaries from employment (as opposed to social assistance, pension or other senior’s income, employment insurance, or other). This is the highest rate in Canada.^{vi}
WHEREAS food bank use in PEI has increased by 18.7% since 2008 and 38% of those helped by Island food banks are children.^{vii}
WHEREAS recent research in Canada has demonstrated a strong link between food

insufficiency and poor mental and physical health in childhood, adolescence and adulthood.^{viii}

WHEREAS PEI children’s lunches are consistently of poor quality. The vast majority of Island children are not consuming enough fruits, vegetables and milk and they are consuming less healthy foods too often.^{ix}

WHEREAS approximately 40% of children’s daily caloric intake occurs at school and schools provide an ideal opportunity for learning about nutrition and healthy lifestyles.^x

WHEREAS lunch programs that rely heavily on parent volunteers contribute to inequalities in access to healthy food across the Island; and, food programs that rely heavily on teachers and school staff reduce the number of hours of instructional time they are able to provide.

THEREFORE BE IT RESOLVED that the P.E.I. Home and School Federation request the Minister of Education and Early Childhood Development and the Minister of Health and Wellness establish *a provincial school lunch program for all Island children* that adheres to the school nutrition policies and regulations.

THEREFORE BE IT FURTHER RESOLVED that the P.E.I. Home and School Federation request the Minister of Education and Early Childhood Development and the Minister of Health and Wellness ensure that all school lunch programs are developed in collaboration with school communities and encourage and facilitate the use of locally produced food and support local businesses.

DESTINATION: Department of Education and Early Childhood Development
English Language School Board.
Departments of Health & Wellness and Communities Services & Seniors
PEI Food Security Network
PEI Healthy Eating Alliance
Department of Agriculture & Forestry

HOUSEHOLD FOOD INSECURITY: insecure or inadequate access to food due to financial constraints and includes: worry that food would run out before there was enough money to buy more; the food does not last and there is no money to buy more; not being able to afford balanced meals and reliance on low-cost foods to feed children; reducing the size of meals or skipping meals because there was not enough money to buy food; being hungry but not being able to afford food; losing weight because there was not enough money to buy food; going for a whole day without food.

<p>MOTION: To approve Resolution 8-2015. Moved by Lisa MacDougall. Seconded by Sarah MacKay. MOTION CARRIED (with 4 opposed and 4 abstentions).</p>

ⁱ Florence, M., Asbridge, M., & Veugelers, P. (2008). Diet quality and academic performance. *Journal of School Health*, 78(4), 209-215; Booth, J., Tomporowski, P., Boyle, J., Ness, A., Joinson, C., Leary, S., & Reilly,

J. (2014). Obesity impairs academic attainment in adolescence: findings from ALSPAC, a UK cohort. *International Journal of Obesity*, 38, 1335-1342; Purtell, K., & Gershoff, E. (2014). Fast food consumption and academic growth in late childhood. *Clinical Pediatrics*, 1-7.

ⁱⁱ *School Nutrition & Activity Project Feedback Report: Provincial and School District Survey Results*. (2012). Charlottetown, Prince Edward Island: SNAP (School Nutrition & Activity Project).

ⁱⁱⁱ Kirk, S., Kuhle, S., Ohimaa, A., Veugelers, P. (2012). Health behaviours and health-care utilization in Canadian schoolchildren. *Public Health Nutrition*, 1-7; Katzmarzyk, P.T., & Janssen, I. (2004). The economic costs associated with physical inactivity and obesity in Canada: An update. *Canadian Journal of Applied Physiology*, 29(1): 90-115.

^{iv} Wang, F., Wild, T.C., Kipp, W., Kuhle, S., Veugelers, P.J. (2009, June). The influence of childhood obesity on the development of self-esteem. *Statistics Canada: Health Reports*, 20 (2), 20-27; Schwartz, C., Waddell, C., Barican, J., Garland, O., Nightingale, L., & Gray-Grant, D. (2010). The mental health implications of childhood obesity. *Children's Mental Health Research Quarterly*, 4(1), 1-20. Vancouver, BC: Children's Health Policy Centre, Faculty of Health Sciences, Simon Fraser University.

^v Wilkinson, D., & McCardy, L. (2008, May). *Prevention of overweight and obesity in young Canadian children*. Mississauga, Ontario: Canadian Council of Food and Nutrition.

^{vi} Tarasuk, V, Mitchell, A, Dachner, N. (2014). *Household food insecurity in Canada, 2012*. Toronto: Research to identify policy options to reduce food insecurity (PROOF). Retrieved from <http://nutritionalsciences.lamp.utoronto.ca/>

^{vii} *Hungercount: A comprehensive report on hunger and food bank use in Canada, and recommendations for change*. (2014). Food Banks Canada. Retrieved from http://www.foodbankscanada.ca/getmedia/7739cdf-72d5-4cee-85e9-54d456669564/HungerCount_2014_EN.pdf.aspx?ext=.pdf

^{viii} Tarasuk, V, Mitchell, A, Dachner, N. (2014). *Household food insecurity in Canada, 2012*. Toronto: Research to identify policy options to reduce food insecurity (PROOF). Retrieved from <http://nutritionalsciences.lamp.utoronto.ca/>; Vozoris, N.T. & Tarasuk, V.S. (2003). Household Food Insufficiency is Associated with Poorer Health. *The Journal of Nutrition*, 133, 120-126.

^{ix} *School Nutrition & Activity Project Feedback Report: Provincial and School District Survey Results*. (2012). Charlottetown, Prince Edward Island: SNAP (School Nutrition & Activity Project).

^x *School healthy eating policy and administrative regulations*. Charlottetown, PE: PEI Healthy Eating Alliance. Retrieved from <http://www.healthyeatingpei.ca/pei-school-nutrition-policy.php>

**RESOLUTION 9-2015 ACTIVATION OF AND ACCESS TO THE
STUDENTS-ACHIEVE SYSTEM BY PARENTS AT
THE ELEMENTARY SCHOOL LEVEL**

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

WHEREAS the Department of Education and Early Childhood Development (DEECD) and English Language School Board (ELSB) in Prince Edward

Island have been encouraging greater parent engagement in students' education, and

WHEREAS studies show the level of parent engagement^{1 2} is directly linked to student achievement and outcomes, and

WHEREAS parents and students are frustrated and overwhelmed by the host of engagement tools used by teachers/schools such as teacher blogs, websites, social media sites, StudentsAchieve System (SAS), etc., and

WHEREAS the DEECD and ELSB systematically supports teachers' timely use of SAS as the primary communication tool for student attendance and mark management at the intermediate and senior high school levels, and

WHEREAS the greatest level of overall parent engagement occurs at the elementary school level;

THEREFORE BE IT RESOLVED that the PEI Home and School Federation requests the Department of Education and Early Childhood Development and English Language School Board allow parents' access to the StudentsAchieve System at the elementary school level; and

BE IT FURTHER RESOLVED that the PEIHSF requests the DEECD and ELSB to support elementary school teachers' use of SAS beyond that of school attendance at the elementary school level and establish consistent and clear procedures for use by teachers that is communicated to parents.

DESTINATION: Department of Education and Early Childhood Development
English Language School Board

MOTION: To approve Resolution 9-2015. Moved by Peter Rukavina. Seconded by Ellen Campbell. **MOTION CARRIED (with 6 opposed and 5 abstentions).**

¹ Parent Involvement: The Key To Improved Student Achievement *Steven R. Hara and Daniel J. Burke* <http://www.adi.org/journal/ss01/chapters/Chapter16-Hara&Burke.pdf>

² Capacity Building Series K-12 - Parent Engagement Working with Families/ Supporting Student Learning Ontario Secretariat Special Edition #29
http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_parentEngage.pdf

7. Nominating Report/Elections

Chair of the Nominating Committee Pam Montgomery presented the report of the committee, putting forward the following nominations for vacant positions on the PEIHSF board:

Executive Positions:	Nominees:	Two Year Term Expires:
Secretary	Lisa MacDougall	2017
Treasurer	Shelley Muzika	2017

REGIONAL DIRECTORS

Family of Schools:	Nominees:	Two Year Term Expires:
Bluefield	Windsor Wight	2017
Kensington	Trevor Moase	2017
Souris	Tara Hill Burke	2017
Three Oaks	Cory Thomas	2017
Westisle	Kelly Herget	2017

Other vacant positions to be filled Post-AGM by the Federation Board:

Charlottetown Rural	2016
Montague	2016

MOTION: That the candidates presented to fill the vacant positions on the PEIHSF be confirmed as presented. Moved by Ellen Campbell. Seconded by Shelley Muzika.
MOTION CARRIED.

The 2015-2016 PEIHSF Board of Directors and Executive will thus consist of:

EXECUTIVE		TERM EXPIRES
President:	Peter Rukavina	2016
Vice-President:	Joanna Campbell	2016
Past President:	Pam Montgomery	2016
Treasurer:	Shelley Muzika	2017
Secretary:	Lisa MacDougall	2017
REGIONAL DIRECTORS (Family of Schools)		
Westisle	Kelly Herget	2017
Three Oaks	Corey Thomas	2017

Kensington	Trevor Moase	2017
Kinkora	Ann Miller	2016
Bluefield	Windsor Wright	2017
Charlottetown Rural	vacant	2016
Colonel Gray	Nicky Hyndman	2016
Montague	vacant	2016
Souris	Tara Hill Burke	2017

PEIHSF board was inducted by Marion Murphy.

8. New Business

No new business.

9. Adjournment

Peter Rukavina declared the regular business portion of the meeting concluded. Jessica Campbell moved for adjournment at 11:00 a.m.