

Resolution 4-2018 SEEK POLICY ADVICE FROM STUDENTS ON THE AUTISM SPECTRUM TO HELP ALL STUDENTS WITH TRANSITIONS
Submitted by Colonel Gray Home and School Association

- WHEREAS transitions, whether between grade levels and schools, between parts of the school year, or within the school day, have been identified by mental health professionals and by educators as significant mental health challenges for *all* students¹ and,
- WHEREAS the PEI Learning Partners Advisory Council, in its white paper *Ambition, Excellence and Prosperity: Priorities and Directions for Learning*, identified transitions as a particular area of focus for learning in the province², and,
- WHEREAS students with autism spectrum disorders typically face significantly greater challenges with transitions than typical students^{3,4} and,
- WHEREAS because of the particular challenges with transitions faced by students on the autism spectrum, these students (and their caregivers and educators) are uniquely attuned to the frequency and nature of transitions in learning environments, and, by virtue of this, have unique insights into how to mitigate the stress of transitions, and,
- WHEREAS many of these insights and mitigation strategies, if more generally applied in learning environments, could aid in the reduction of transitions-related challenges for *all* students,

THEREFORE BE IT RESOLVED that regular feedback from students on the autism spectrum, and their caregivers and educators, be integrated into all aspects of the policy-making process by Public Schools Branch and the Department of Education, Early Learning and Culture,

BE IT FURTHER RESOLVED that Public Schools Branch convene an advisory body of students on the autism spectrum and their caregivers and educators, to conduct a review of operational policies and procedures, with particular focus on transitions, with the goal of advising the Branch on changes to these procedures that could mitigate the challenges of transitions for all students.

DESTINATION: Public Schools Branch
 Education, Early Learning and Culture
 Learning Partners Advisory Council
 Autism Society of PEI

Notes

1. Managing School Transitions: Promising Practices in Alberta's Schools: A Support Resource, Government of Alberta:

School transitions can be challenging for many students. The probability of successful transitions is significantly increased when school communities work together to coordinate comprehensive school transition support strategies.

2. "The Island community must... Prepare learners to successfully transition into, through, and out of learning systems and opportunities throughout our lives. Transitions matter and need to

be carefully planned, coordinated and supported with a focus on the learner.” from Ambition, Excellence and Prosperity: Priorities and Directions for Learning.

3. Transition Time: Helping Individuals on the Autism Spectrum Move Successfully from One Activity to Another, Indiana Resource Center for Autism:

All individuals must change from one activity to another and from one setting to another throughout the day. Whether at home, school, or in the workplace, transitions naturally occur frequently and require individuals to stop an activity, move from one location to another, and begin something new. Individuals with autism spectrum disorders (ASD) may have greater difficulty in shifting attention from one task to another or in changes of routine. This may be due to a greater need for predictability (Flannery & Horner, 1994), challenges in understanding what activity will be coming next (Mesibov, Shea, & Schopler, 2005), or difficulty when a pattern of behavior is disrupted.

4. The Autism Toolbox: An Autism Resource for Scottish Schools, Scottish Government:

Transitions can be very problematic for pupils on the autistic spectrum due mainly to their cognitive processing of the environment and need for predictability. Children are likely to have difficulties with:

- *Interpreting the thoughts/feelings/expectations of new people (Theory of Mind);*
- *Understanding or establishing appropriate new routines (weak Central Coherence);*
- *Planning and organisation (Executive Functioning);*
- *Sensory processing.*

All of the above can provoke high levels of anxiety and may result in unusual behaviours or responses, such as:

- *Fear;*
- *Inappropriate reactions due to lack of social understanding and what behaviour is expected;*
- *Attempts to keep environment the same, or negative responses to transition interfering with existing structures;*
- *Non compliance;*
- *Behaviour that adults find challenging.*

RESOLUTION 5-2018: REQUEST FOR FUNDING OF REPLACING EXPIRED OR UNSAFE PLAYGROUND EQUIPMENT

Submitted by Greenfield Home and School Association

- WHEREAS playground equipment is a valuable tool for developing school age children’s physical strength and co-ordination, social skills such as sharing, teamwork and competition and mentally preparing them for class room teachings, and
- WHEREAS playground equipment located on school property benefits not only the students of that school but the surrounding community as well, and
- WHEREAS from time to time playground equipment, even when properly maintained, due to age, normal wear and tear, changes to CSA standards or vandalism may be deemed by the PSB to be unsafe or unfit for use and be removed or ordered to be removed from site, and
- WHEREAS PSB operational procedure 202.1, subsections 4.4 and 4.5 states:
“4.4 A school, Home and School Association or other school affiliate will be fully responsible for all costs related to site preparation, purchasing and installing playground equipment and protective surfaces, to CSA standards;
4.5 The Public Schools Branch will assume ownership, upon final inspection, of the playground equipment that has met CSA and Public Schools Branch standards and will take responsibility for all ongoing costs related to inspection, maintenance, warranty and insurance related concerns.”, and
- WHEREAS schools and Home and School Associations have very limited means to fund replacing removed playground equipment, and
- WHEREAS the PSB owns, inspects, maintains, warrants and insures playground equipment purchased by schools and Home and School Associations, as per PSB operational procedure 202.1, the PSB should share with schools and Home and School Associations some of the responsibility for replacing removed playground equipment.

BE IT RESOLVED that the PEI Home and School Federation request that the Minister of Education to provide base funding in the lesser amount of 50% or \$50,000 for the costs related to site preparation, purchasing and installing suitable replacement playground equipment and protective surfaces, to CSA standards, in the event where the PSB has removed or ordered to be removed playground equipment.

DESTINATION: Public Schools Branch
Education, Early Learning and Culture
Health and Wellness

**RESOLUTION 6-2018 REQUEST FOR A REVISION OF THE EDUCATION ACT AND A
RETURN TO ELECTED SCHOOL BOARD**

Submitted by Kinkora Regional High Home and School Association

- WHEREAS the Education Act provides for an elected board within the French Language School Board but not the PSB, and
- WHEREAS it was promised by the current Liberal government that an elected school board would be implemented within the PSB, and
- WHEREAS the Education Act has currently bestowed all decision making authority in regard to school matters upon three appointed trustees who answer to Minister of Education, and
- WHEREAS it is a perceived conflict of interest that the Deputy Minister of Education is also the Chair of the appointed board, and
- WHEREAS the current model which includes District Advisory Councils bestows no decision making authority upon parents or community members within local school communities, as members of the DAC's are in an advisory capacity only, and
- WHEREAS members of the DAC's would be able to continue on in an advisory role, if so desired, by advising the elected school board trustees, and
- WHEREAS the Charting the Way Final Report of the Education Governance Commission March 2012 provides 48 key recommendations, after extensive research and collaboration with stakeholders across PEI, which includes the recommendation that "School Districts be governed by elected boards of trustees", and
- WHEREAS a key determinant of student success is parental and community involvement in school decision making at the local level, and

THEREFORE BE IT RESOLVED that the PEI Home and School Federation request that the Minister of Education, Early Learning and Culture and Cabinet revise the Education Act and designate decision making authority regarding educational matters to an Elected Board of School Trustees who represent Families of Schools.

DESTINATION: Education, Early Learning and Culture
Cabinet, Government of Prince Edward Island

Prince Edward Island Home and School Federation Inc.
By-Law Revisions to be presented to the
Annual General Meeting, April 14, 2018

MOTION: To approve the following revisions, deletions/additions, to the By-Laws of the PEI Home and School Federation.

ARTICLE III - PURPOSES AND OBJECTIVES

DELETE: (f) To affiliate with and promote the aims and objectives of the Canadian Home and School Federation;

Background: In 2012, the Board of Directors of PEI Home and School Federation decided that the annual costs associated with membership in the Canadian Home and School Federation, combined with organizational challenges in the organization, did not warrant continued membership.

ARTICLE VI - DIRECTORS

(1) At the Annual Meeting of the Corporation, the voting delegates shall elect a Board of Directors comprised of the Executive Committee and the ten Regional Directors as hereinafter provided for.

INSERT after Regional Directors: representing ten families of schools including Bluefield, Charlottetown Rural, Colonel Gray, Kensington, Kinkora, Montague, Morell, Souris, Three Oaks, and Westisle...

ARTICLE IX - DUTIES OF OFFICERS

(1) The President shall call meetings of the Executive Committee and shall when present preside at all meetings of the Corporation. The President shall represent or ensure representation at the National Federation Meetings and shall serve as the principle spokesperson or representative of the Corporation in all organizational and administrative matters.

DELETE: represent or ensure representation at the National Federation Meetings and shall...

ARTICLE XI - LOCAL ASSOCIATION

(3) Any person subscribing to the purposes and objectives of the Corporation may join by becoming a member of a Local Association. Every member who joins a Local Association which is a member of the Corporation, shall automatically be a member of the Corporation and the Canadian Home and School Federation.

DELETE: and the Canadian Home and School Federation

DELETE: (6) The Corporation shall pay an annual fee to the Canadian Home and School Federation as set out by the Canadian Federation's By-laws and Standing Rules.

ARTICLE XII - REGIONAL DIRECTORS

(1) The voting membership (i.e. the representatives from all Local Associations) at its Annual Meeting shall elect two (2) persons from Local Associations from each of the four regions within the Province of Prince Edward Island to sit on the Board of Directors.

DELETE: two (2) persons from Local Associations from each of the four regions
ADD: persons from Local Associations from each of the ten families of schools

(2) The Regional Directors shall hold office for two (2) years but elections shall be arranged so that one Director in each Region retires each year.

DELETE: one Director in each Region retires each year.

ADD: five Regional Directors or 50% of the board retire each year.

ARTICLE XIII - NOMINATING COMMITTEE

(1) The Board of Directors shall, at the earliest practical date each year and not later than six weeks before the Annual Meeting, appoint a Nominating Committee of three members. The Nominating Committee shall prepare a slate of nominee for the Regional Directors and Officers of the Corporation for election at the Annual Meeting. The immediate Past President will act as Chairperson of this committee.

ADD: “s” to nominee

ARTICLE XVIII - PARLIAMENTARY PROCEDURE

(1) Parliamentary procedure shall govern all points respecting the holding and conduct of meetings of the Corporation not covered in these By-laws and the Canadian Home and School & Parent-Teacher Federation By-Laws.

DELETE: and the Canadian Home and School & Parent-Teacher Federation By-Laws.

ARTICLE XXIV - DISSOLUTION AND WINDING UP

The net profit of the Corporation shall be expended in the operation of the corporation and in the event of a winding up or other dissolution of the Corporation, there shall not be any distribution of any kind among members, but the funds of the Corporation shall be applied to the Canadian Home and School Federation (or some one or more charitable organizations within the community serviced by the Corporation.

DELETE: Canadian Home and School Federation

ADD: Community Foundation of Prince Edward Island