

**PRINCE EDWARD ISLAND
HOME AND SCHOOL FEDERATION INC.**

POLICY MANUAL

(Revised: AGM September 14, 2020)

TABLE OF CONTENTS

- TABLE OF CONTENTS2**
- MISSION STATEMENT.....3**
- STATEMENT OF POLICY.....3**
- MEMBERSHIP3**
- POLICY STATEMENTS.....4**
- ACADEMIC ACHIEVEMENT4
 - GENERAL.....4
 - STUDENT-TEACHER RATIO4
- COMMUNICATIONS.....6
 - GENERAL.....6
 - COMMUNICATION TECHNOLOGY.....6
- CURRICULUM8
- DIVERSITY9
- EQUITY.....10
- FUNDING12
 - GENERAL.....12
 - SCHOOL FEES.....12
 - HUMAN RESOURCES.....13
- ROLE OF HOME AND SCHOOL16
 - COLLABORATION.....16
 - COMMITTEES16
 - GOVERNANCE.....17
- SAFETY18
 - GENERAL.....18
 - BULLYING18
 - FIRST AID.....19
 - TRANSPORTATION.....19
 - VOLUNTEERS.....20
- STUDENT HEALTH.....21
 - NUTRITION.....21
 - PHYSICAL ACTIVITY21
 - EMOTIONAL WELLBEING22
 - SUBSTANCE USE22

MISSION STATEMENT

The Prince Edward Island Home and School Federation exists to promote the total well-being of children and the highest standards of education for each child in the province. The Federation works in partnership with other organizations who foster this ideal. The Federation encourages and whenever possible assists in the development of policies related particularly to quality education for each child and generally to the total well-being of children in Prince Edward Island.

STATEMENT OF POLICY

Of prime concern to members of the P.E.I. Home and School Federation, is the welfare of the child in the home, the school, and the community. Our membership represents a diversity of opinions and views. We consider that it is a parental right to express these views. We consider it a strength of the organization to represent a wide range of ideas and ideals. Each year at the Annual General Meeting of the P.E.I. Home and School Federation delegates from the local Home and School Associations, along with members of the Federation's Board of Directors, vote on resolutions which are the expression of the concerns of the membership. The next stage is the formation of a "Statement of Policy" containing those resolutions which the Annual General Meeting delegates feels compliment the purpose and objectives of the P.E.I. Home and School Federation. A statement of policy may be changed by the Annual General Meeting when developments suggest that change is necessary. The statements of policy are reviewed on an annual basis.

MEMBERSHIP

Prince Edward Island Home and School Federation Active and Associate Membership (2006-06) is clarified as follows:

1. Active membership (voting) in a local Home and School Association shall be open to all parents/guardians of children attending the school;
2. Active membership (voting) shall be open to all teachers, administrators, and staff employed by the school; and
3. Associate membership (non-voting) shall be open to those members of the community resident within the school attendance zone, who subscribe to the aims and objectives of the PEI Home and School Federation as defined in its bylaws, and who are not eligible for active membership as defined in clauses (1) and (2).

POLICY STATEMENTS

ACADEMIC ACHIEVEMENT

The Prince Edward Island Home and School Federation recognizes the value of school libraries, and teacher-librarians. We support the professional development of teachers along with the evolving use of technology to support learning. We believe that small class sizes are integral to support the academic achievement and wellbeing of all Island children.

The Provincial Federation promotes the following:

GENERAL

1. Request the Minister of Education, Early Learning and Culture and the Public Schools Branch revisit the former Minister's Directive on School Libraries (2010) to strengthen its support for school libraries and teacher-librarians, with a commitment to meeting the Directive's staffing allocations based on school enrolment. (2017-06)
2. Request the Minister of Education and Early Childhood Development to implement the Technology in Education Strategic Plan now, including the immediate installation of wireless access to all schools, so that P.E.I. students can take advantage of the technological advancements in education to achieve better education outcomes. (2014-05)
3. Request the Department of Education and Early Childhood Development to ensure that teachers are receiving relevant professional development that can be effectively and immediately introduced in the classroom to increase academic achievement. (2014-04)
4. Recommend to the Department of Education and to the various school boards that current policies be amended or new policies be developed as required to ensure that, if an extended period of school closures occur during Mid-Term and Final Exams time frames due to weather, power outages, etc. both at home and in school, that examinations will be rescheduled in a consistent manner to ensure the students can adequately prepare. (2008-02)

STUDENT-TEACHER RATIO

1. Requests the Minister of Education and Early Childhood Development to remove administrators, counselors and non-classroom positions from the student-teacher ratio, allowing for a more accurate measure of the teacher-student ratio that exists within the classroom on a daily basis. (2014-03)
2. Requests the government to remove administrators (Principals/Vice Principals) from the student-teacher ratio, allowing for full teaching positions to be realized, thereby effectively reducing class size and related stresses occurring from this situation. (2003-01)
3. Requests the government to focus on decreasing class sizes at all levels. (2003-02)
4. Requests the Department of Education, as well as the Prince Edward Island School Boards, to ensure the reduction of class size in all schools in Prince Edward Island is a priority goal for the upcoming school year. (2003-05)

5. Requests the Department of Education to provide the extra funding necessary to keep grade one classrooms from exceeding twenty students. (1998-10) (Reaffirmed 2003)

COMMUNICATIONS

The Prince Edward Island Home and School Federation believes that communication between home and school that is clear, consistent, and accessible to all parents, is paramount to ensuring the academic success and wellbeing of all Island children. When used appropriately, technology can serve as a useful tool for making communication more efficient.

The Provincial Federation promotes the following:

GENERAL

1. Request the Public Schools Branch to establish a clear protocol for communicating with school and education decision-makers when urgent situations arise outside school hours and require timely resolution. (2018-02)
2. Requests the English Language School Board to revise its Participation, Release and Indemnification Forms to be written in Plain Language to allow for all legal and monetary implications to be made apparent to parents/guardians. (2014-01)
3. Requests School Boards to establish consistent, clear procedures for communicating to parents that will be adopted by all schools in the province; and

Requests School Boards to adopt a standard communications template for school hand-books and/or other existing communication materials to provide consistent, clear messages/information for parents, that include but are not limited to, the following:

- i. That parents are encouraged to participate in the life of the school as active partners in their child's education.
- ii. Procedures to be followed when visiting the school and their child's classroom (e.g. is an appointment required? Is signing-in required? And so on).
- iii. How to contact the principal of the school (telephone number and hours available, email address, etc.).
- iv. How to contact classroom and resource teachers (telephone number and hours available, email address, etc.).
- v. How to request a meeting with the principal, teacher(s) and/or other staff, along with a strong indication that this is an opportunity available to parents at any time.
- vi. Routes available to parents for resolving issues that cannot be resolved at the local school level with the principal.
- vii. Types of resources at the school that are available to parents (school library, computer facilities, resource room, etc.) and procedures for access.
- viii. Opportunities for parents to volunteer their time and resources at the school. (2010-01)

COMMUNICATION TECHNOLOGY

1. Request the Public Schools Branch, and the Department of Education and Lifelong Learning to work with the schools across the province to discuss the following:

- i. School websites will be hosted on the PEI Government server, providing a higher level of security, and an established website design template and consistent layout for easy navigation. Schools will maintain flexibility to personalize their school website beyond these essentials; and
 - ii. Schools will have access to IT and Web Development supports to implement an initial updating of their websites, where necessary, and ongoing support at appropriate times in the year to maintain the school website, where necessary; and
 - iii. Schools will have access to training for those staff who are responsible for in-house web site maintenance at appropriate times in the year, providing proper skill development to maintain consistency over time; and
 - iv. Discussion around paid role for person in school who is responsible for maintaining website. (2020-03)
2. Working with the Department of Education, Early Learning and Culture, the PEI Teachers Federation, the Canadian Union of Public Employees education locals, and other education partners to jointly draft a policy for the use of social media; and

Ensuring that to the greatest extent reasonably possible, social media is used in a way that maintains standards of professionalism for educators, that youth are protected from harm, and that maximum positive educational use can be made of social media tools. (2016-01)

3. Requests the Department of Education and Early Childhood Development and English Language School Board to allow parents' access to the Students Achieve System at the elementary school level; and

Requests the Department of Education and Early Childhood Development and English Language School Board to support elementary school teachers' use of SAS beyond that of school attendance at the elementary school level and to establish consistent and clear procedures for use by teachers that is communicated to parents. (2015-09)

4. Requests the Minister of Education and Early Childhood Development replace the current "Minister's Directive for the Acceptable Use Communication and Information Technology," with a simple statement, to be signed by students and affirmed by parents: I agree to use computers, the Internet and related resources in a manner that will not be contrary to school or school district policy. I will respect these resources and therefore agree not to be involved in any inappropriate activities or visit any web sites that are not approved by the school or the school district." (2012-04)

5. Requests the Department of Education and Early Childhood Development to fully fund and support the Student Achieve System or similar software program to make available an online communication tool for province-wide parental access that displays test scores, grades, assignments, behavioral issues and attendance on a stable, consistent, user-friendly system; and

Urge the Department of Education and Early Childhood Development to work with the PEI Teacher's Federation to ensure adequate training is provided to teachers to ensure consistency of usage across the province; and

Requests that a PEIHSF representative position be added to the Provincial Student Achieve Committee. (2010-03)

CURRICULUM

The Prince Edward Island Home and School Federation believes the curriculum in P.E.I. schools should provide students with the skills and knowledge necessary for them to continue their lives beyond high school in a productive manner, whether in further education or training, or in employment.

The Provincial Federation promotes the following:

1. Request the Department of Education, Early Learning and Culture to review its current semester system and consider switching to a five-period day of 60-minute classes and adjust curriculum and graduation requirements accordingly. (2017-07)
2. Requests 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. (2011-02)
3. A family life education course with components such as life skills, decision making, values clarification, basic problem solving and appreciation of human behavior. (1983-04) (Reaffirmed 1997) (Reaffirmed 2003)
4. The implementation of appropriate computer programs, math, science and technology courses to prepare our children for full participation in this new age. (1992-02) (Reaffirmed 1997) (Reaffirmed 2002)
5. A thorough evaluation by the Department of Education of the strengths and weaknesses of the semester system. (1992-18) (Reaffirmed 1997) (Reaffirmed 2003)
6. A family life program aimed at Grades One through Twelve in all schools. (1987-30) (Reaffirmed 1997) (Reaffirmed 2002)

DIVERSITY

The Prince Edward Island Home and School Federation recognizes that the Island population is diverse and supports all efforts to ensure that schools are welcoming and that all Island students and their families feel a sense of belonging in their school.

The Provincial Federation promotes the following:

1. Request the Minister of Education, Early Learning and Culture to acknowledge the importance of French Immersion on PEI and develop a strategy to address the increased growth and demand for French Immersion on PEI, specifically:
 - i. Sufficient resources be allocated to support and augment the current recruitment program aimed at attracting and retaining high-quality French Immersion teachers and educational assistants to PEI;
 - ii. Ensuring that there is a sufficient pool of qualified French Immersion substitute teachers and educational assistants on PEI;
 - iii. Existing French learning materials, including additional resources in the school libraries and in the classroom, are augmented;
 - iv. Adequate training is provided for French Immersion teachers and educational assistants to maintain French proficiency. (2016-04)
2. 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:
 - i. Simultaneous translation of local Home and School Association meetings.
 - ii. Translation of local Home and School Association meeting notices, agendas, meeting minutes and financial reports.
 - iii. Translation of key school documents, such as School Development Plans and school handbooks. (2011-06)
3. Request support for the recommendations of the PEI Task Force on Student Achievement calling for greater provincial supports to the education system to provide official language training and promote social integration of immigrant children. (2006-04)

EQUITY

The Prince Edward Island Home and School Federation believes that all Island children deserve equal access to education and educational opportunities, regardless of geographic or socio-economic factors.

The Provincial Federation promotes the following:

1. Request the Department of Education and Early Childhood Development to ensure all schools are equitable in all areas of school life. (2012-08)
2. Take steps to address the “digital divide” between homes with technology, network access and expertise and homes without, ensuring that all Island students have sufficient technology in their homes to allow them to meet curricular goals and expectations; and
3. 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. (2011-04)
4. Requests the Western School Board, and Eastern School District to ensure that all students in PEI have equal access to extra - curricular educational experiences regardless of the location of the students or the event. (2010-05)
5. Urge, in the name of healthy child and youth development, that the government through the Departments of Education, Transportation and Health to reinstate late bussing to ensure equal access to all sports and recreational activities for all children. (2005-02)
6. Provision for equality in curriculums offered at the high schools level on PEI. (1990/19) (Reaffirmed 1997) (Reaffirmed 2002)
7. Establishing a policy that promotes and encourages more teacher mobility throughout the boards. (1995-01) (Reaffirmed 2001)

FACILITIES

The Prince Edward Island Home and School Federation believes that all Island children deserve to learn in adequate and safe buildings.

The Provincial Federation promotes the following:

1. Request the Public Schools Branch, Department of Education, Early Learning and Culture and other government departments responsible for school renovations and construction to implement the following guidelines:
 - i. Any school renovation or construction to be preceded by a public consultation meeting involving all stakeholders with minimum of one month of well-advertised notice to the school community. Advertising should include notice to parents via SAS school mail; and
 - ii. Public consultation meetings to disclose to the fullest extent possible the scope and duration of the project taking into consideration:
 - a) any effects the project will have on school availability
 - b) proper notice of the presence of hazardous materials taking into consideration the renovation
 - c) whether or not the renovation or construction will change the number of instructional days the school will be available to students
 - d) when the renovation or construction will make the school unavailable for extracurricular activities normally held at the school; and
 - i. Establish a method to allow staff, students and parents to freely raise any issues related to the renovation or construction; and
 - ii. Removal of hazardous materials from affected areas of the school to be completed before students and staff are present and before other construction begins in order to avoid disturbance of those materials, even in non-construction areas, during the construction process e.g. dust falling from ceiling tiles; and
 - iii. Should construction be sufficient to require hoarding and be done while students are present that regular particulate air quality testing be done during the project. Test results are to be published for students and parents; and
 - iv. Regular construction updates should be made available; and
 - v. Acceptable levels of noise should be agreed upon so as not to interrupt classrooms and those levels should be enforced. (2019-01)
2. The use of school facilities in the evening and on the weekend by community groups. (1992-14) (Reaffirmed 1997) (Reaffirmed 2003)
3. Immediate action taken to commence and complete school renovations. (1990-20) (Reaffirmed 1997) (Reaffirmed 2003)

FUNDING

The Prince Edward Island Home and School Federation believe in the value of universal public education. Adequate funding by the Prince Edward Island government for education is crucial in providing optimal and equitable educational experiences for our students.

The Provincial Federation promotes the following:

GENERAL

1. Requests that the Province of PEI work in partnership with the other Atlantic Provinces to identify areas of efficiencies that may be effective in generating financial savings and operational improvement within the education system; and that these savings and improvements shall include, but not be limited to: consolidation of various services and/or operations, coordinated purchasing to obtain savings through economies of scale, and a thorough review of the Education Budget in conjunction with an annual performance audit. (2012-01)
2. Request the Department of Education Funding Allocation - Textbooks and other such classroom learning materials provided by the Department of Education to be allocated to schools based on school population and classroom size, thus providing the resources required so that every Island child receives an equal opportunity to learn and grow. (2008-07)
3. That the Federation supports the development of criteria for system change which places top priority on providing the best possible learning opportunities to our children; and that any savings realized as a result of system change be reinvested in education rather than shifted to another area of public expenditure. (2008-05)
4. Urge the Island government to maintain and increase, as deemed necessary by all stakeholders, the resources devoted to staffing and funding of Island education, in order to secure the long-term social and economic benefits for our Island schools. (2005-03)
5. Requests the Minister of Education to designate and allocate a minimum increase of twenty percent or increase in proportion to the cost of living, whichever is greater, for the existing School Program Budgets to more realistically reflect the financial needs of schools, thereby promoting the total wellbeing of our children. NOTE: To be new money allocated in the system, not shifted from one program to another. (1999-05) (Reaffirmed 2005)
6. Request the Department of Education to fully fund implemented curriculum materials. (1993-04) (Reaffirmed 1998) (Reaffirmed 2003)
7. Request the government to show leadership in making education the number one priority of our province by funding and implementing the programs and curriculum that will allow our children to become productive citizens in the global economy. (1993-03) (1994-11) (Reaffirmed 2001)

SCHOOL FEES

1. Requests that the Minister of Education, Early Learning and Culture develop a system for reporting to each public school community, on an annual basis, a summary of the school fees collected in that school, and a

summary of how the fees were used; and

Requests that the Minister of Education, Early Learning and Culture use the same information to provide an annual report on school fees summarized for all schools in the province taken together. (2016-03)

2. Recommend to School Boards to conduct a review of school fees, in consultation with parents and care givers to develop policies specifying and regulating the type and level of fees that may be charged to students and families. (2009-01)
3. Urge school districts to develop policies specifying and regulating the types and levels of fees that may be charged to students and families and to provide for parental input in the setting of fees. (2006-03)
4. Opposition to any universal user fees with regards to education. (1993-1b Semi-Annual) (Reaffirmed 1998) (Reaffirmed 2003)

HUMAN RESOURCES

1. Request the Minister of Education and Lifelong Learning address principal allotment positions in Prince Edward Island schools, and to demonstrate its commitment to PEI students by establishing a target of a minimum of one full time principal and one .50 vice principal for every PEI school. (2020-01)
2. Request the Department of Education and Early Childhood Development and School Boards to ensure human resources are provided to classrooms having numbers referenced in the Eastern School District Organization Plan and more students so that proper instruction time is maximized and all curriculum outcomes are met. (2012-07)
3. Request the Department of Education to allow for the provision of adequate funding outside the student-teacher ratio to allow for the proper management of electronic networks and computer systems within schools. (1994-17) (Reaffirmed 2001)

INCLUSION

The Prince Edward Island Home and School Federation supports all efforts to create, within school communities, an environment of respect for every person's inherent value and potential to contribute to their school and community.

The Provincial Federation promotes the following:

1. Request the Department of Education, Early Learning and Culture and the Public Schools Branch to seek 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, and

Request the Public Schools Branch to 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. (2018-04)
2. 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

Requests the English Language School Board release an immediate communication plan for the Alternate Education policy to key stakeholders. (2015-04)
3. 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. (2015-05)
4. 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. (2011-03)
5. That the Department of Education invest additional bridging resources in teaching, Reading Recovery, and other resources as needed to ensure that the needs of both these additional students and of previously enrolled students are fully met, and that they are as fully prepared as possible for the remainder of their school experience, and more teachers and materials be added to support additional enrollment. (2008-06)
6. Requests the Department of Education to introduce Learning Disability Policy which would ensure access to publicly funded Diagnostic Assessment accommodations and services specific to each child's disability. (2001-07)
7. To lobby the provincial Department of Education to incorporate Auditory Processing Testing as a standard part of school entry level screening. (2001-02)

8. To seek assurances that the Department of Education will review requests from the Provincial Audiologist and concerned school administrators and provide classroom sound field FM systems as technological support for students at risk for learning/listening difficulties resulting from poor acoustic environments, mild-moderate hearing loss, fluctuation hearing loss, unilateral hearing loss, cochlear implant users, speech/language delay, attention deficit disorder, central auditory processing disorder, and/or developmental delay. (1999-02) (Reaffirmed 2005)
9. Requesting the Department of Education to ensure that adequate numbers of Teacher Assistants be made available for students with special needs, whether physical, mental or behavioral. (1998-07) (Reaffirmation 2003)
10. Lessening the emphasis placed on "graduation" at elementary and junior high schools; and

Enlisting the help of senior high principals, student councils and Home and School members in moderating the activities and expenses associated with the grade twelve graduation.
(1992-13b&c) (Reaffirmed 1997) (Reaffirmed 2003)
11. Requests the provision of a speech therapist for all schools with a needs assessment done on a yearly basis.
(1990-10) (Reaffirmed 1997) (Reaffirmed 2002)

ROLE OF HOME AND SCHOOL

The Prince Edward Island Home and School Federation supports a collaborative model for education, whereby school communities (parents, guardians, teachers, administrators, and staff) work together and place the education and wellbeing of the student at the heart of all policies and decision making. Elected public school board trustees serve to protect the interests of the public good and revitalize democratic processes.

The Provincial Federation promotes the following:

COLLABORATION

1. Request the Public Schools Branch (and/or Department of Education and Lifelong Learning) engage parents and school communities through the PEI Home and School Federation to have input into the evaluation framework for report card models. (2020-02)
2. Requests the English Language School Board to consult 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. (2015-07)
3. Request the Department of Education and Early Childhood Development, Eastern School District and Western School Board to work cooperatively to implement a consistent process for school rezoning and permanent school closures that seeks input from parents at the start of the process and recognizes the importance of having parents involved in making the decisions that impact their children's' education. (2010-04)
4. Requests the Department of Education make available to all parents, information regarding curriculum implementation and changes as they occur, through the PEI Home and School Federation. (1993-07b) (Reaffirmed 1998) (Reaffirmed 2003)

COMMITTEES

1. Request the Minister of Education, Early Learning and Culture and the Public Schools Branch to establish a working group of stakeholders to research if there is a need for a Homework Policy for the PEI School System. (2019-02)
2. Requests that the Department of Education and Early Childhood Development formalize the communication to the PEI Home and School Federation of which committees are active, which are inactive, and which have been suspended;

Requests that the Department of Education and Early Childhood Development provide for PEI Home and School Federation representation on all committees; and

Requests that the Department of Education and Early Childhood Development formalize the description of the role of parent representatives so that it is clear to the representatives, to the PEI Home and School Federation, and to other committee members what the parent representative's role is (are they voting members? do they receive copies of the minutes? may the minutes be circulated to parents for consultation? will provision be made to schedule meetings to accommodate parent schedules?) (2013-01)

3. Requests the Minister of Education and Early Childhood Development reaffirm the responsibility of the Minister's IT Advisory Committee on Computer Information Technology to provide the Minister with systematic, deliberative advice, and that the Committee's counsel be factored into future decisions about information technology planning and spending in the province. (2012-05)
4. Requests the Department of Education to have representation from the PEIHSF on all bodies which determine the curriculum to be taught in schools on P.E.I. (1993-07a) (Reaffirmed 1998) (Reaffirmed 2003)

GOVERNANCE

1. Request the Minister of Education, Early Learning and Culture and Cabinet review the Education Act and designate decision-making authority regarding education matters to an elected Board of School Trustees, one for each Family of Schools, with School Board Elections to coincide with provincial government elections. (2018-06)
2. Requests that Health PEI and the English Language School Board cross-appoint *ex officio* members to each other's boards. (2013-02)
3. That the PEI Home and School Federation supports the conclusions and recommendations of the *Task Force on Educational Achievement* concerning parent engagement; and accepts the role and responsibility of leading the development of a strategy to increase parental engagement in children's learning in PEI; and urges the Government of PEI to provide the funding and other resources necessary to successfully carry out this critically important work. (2006-01)

SAFETY

The Prince Edward Island Home and School Federation believes that safety issues affect all children at school, in their homes and in their communities. Everyone must be protected in their environment.

The Provincial Federation promotes the following:

GENERAL

1. Requests the ELSB to review its current policy on management of Pediculosis with a health professional making the final decision on a nit-free head check and Requests the ELSB work with public health nurses or other health professionals to provide training and guidance for parents in the management of pediculosis and collaborate directly with the Minister of Health and Wellness on this issue. (2014-08)
2. 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

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. (2011-05)
3. SCHOOL LOCKDOWN POLICY: Seek to participate in the process of developing and implementing such policies to ensure that they safeguard our children as fully as possible while minimizing any negative impacts on their emotional well-being. (2008-04)
4. The establishment of "Safe Arrival" programs in all Island schools. (1996-02) (Reaffirmed 2002)

BULLYING

1. Supports and is prepared to partner in designing and delivering a provincial awareness and training initiative to educate parents on anti-bullying; and

Urges the Department of Education to move forward with the implementation of its proposed province-wide *Tell Them From Me* system to enable and encourage children and families to report instances of bullying without fear of reprisals; and

Urges the Department of Education to increase the guidance resources provided to schools in order to better support students affected by bullying and to increase the system's capacity for anti-bullying interventions; and

Urges the Island school districts to increase their emphasis on sustained, long-term, school-wide measures to promote acceptance and to reduce aggression and bullying, and that they review and revise their policies as necessary to strengthen enforcement and increase penalties for offenders. (2006-02)
2. Recognizing all forms of verbal abuse and violence creating a strong support base of recognition and urging the Minister of Education to develop consistent policies in the School Act as related to verbal abuse and

violence prevention completing the circle of responsibility with P.E.I. Teachers' Federation and P.E.I. School Boards who have taken responsibility in this area. (1999-01) (Reaffirmed 2005)

FIRST AID

1. Requests the Departments of Education and Health provide funds to place and to maintain automated external defibrillators in each school across PEI. (2016-05)

Requests the Ministers of Education, Early Learning and Culture and Health and Wellness provide funds and establish a system to ensure that at least 50% of the staff at each school on PEI has current CPR and First Aid training at all times. (2016-05)

2. All teachers are trained in Basic First Aid and C.P.R. (1994-09) (Reaffirmed 2000)

TRANSPORTATION

School Bus Safety

1. 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 and requests the English Language School Board to establish regional support for each family of schools to meet the needs of safe and timely transportation for students. (2015-03)
2. A strong recommendation to the Department of Transportation to place school bus amber light awareness signs, two facing each direction, in all high traffic areas where school buses stop to pick up students across the province as soon as possible; to add more police patrols to deter violations of school bus safety provisions; and to increase efforts to build media and public awareness of school bus safety. (2003-03)
3. To urge all Island School Boards to set up guidelines so that students will spend a reasonable amount of time each day on the bus, not to exceed 45 minutes per trip, except in special circumstances. (1998-02) (Reaffirmed 2003)
4. To seek assurances from the Department of Education and Transportation, that they will review the present procedures for warning and stopping traffic when children are boarding or unloading from buses, with the intent of improving the safety of our children. (2002-02)
5. The Department of Education increasing the number of school buses to prevent overcrowding. (1991-05) (Reaffirmed 1997) (Reaffirmed 2002)
6. Making it mandatory that schools conduct regular emergency drills on all school buses. (1989-03) (Reaffirmed 1997) (Reaffirmed 2002)
7. An annual review, by the Ministers of Education and Transportation, of the bussing policy so that the safety of every bussed student is ensured. (1996-SA) (Reaffirmed 2002)
8. Petition all School Boards to adhere to their bussing policy (i.e. "scheduling and operating of the system taking into consideration hazards, potential dangers to students at all appropriate safeguards") and give the bus drivers the right to refuse extra students if there will be overcrowding on any day. (1995-08)

(Reaffirmed 2001)

Highway Safety

1. Requests the Minister of Transportation and Public Works and the Minister of Justice to petition the courts for stiffer penalties for convictions of impaired drivers. (2000-04) (Reaffirmed 2005)
2. Urging the provincial government to increase the public awareness on the safety and regulations regarding the operation of all motorized vehicles such as all-terrain vehicles, personal water-crafts, snowmobiles and motorbikes. (1997-03) (Reaffirmed 2002)
3. That the Department of Transportation provides all schools with crosswalks, flashing lights, and crossing guards when necessary. (1991-06) (1993-10) (Reaffirmed 1998) (Reaffirmed 2003)
4. Law enforcement agencies strengthening and enforcing drinking and driving laws and frequent road checks, imposing stiffer penalties for offenses and support to the organizations of MADD and SADD. (1988-07) (Reaffirmed 1997) (Reaffirmed 2002)
5. The Provincial reinstatement of the use of two license plates on vehicles in PEI so that offending motorists can be readily identified. (1987-04) (1993-09) (1994-15) (Reaffirmed 1997) (Reaffirmed 2002)

VOLUNTEERS

1. The PEI Home and School Federation be mandated to carry out research on volunteer policies, and to consult with local associations and with the Eastern School District and the Western School Board to promote development of Board policies which encourage much-needed volunteer involvement while at the same time ensuring the safety and well-being of children. (2007-02)
2. The Eastern and Western School Districts encourage all schools to actively engage volunteers to maximize the effectiveness and reach of parent and community volunteers available to them. (2007-02)
3. A policy being developed by the School Boards so that parent chaperones may accompany students on school trips. (1980-05) (Reaffirmed 1997) (Reaffirmed 2002)

STUDENT HEALTH

The Prince Edward Island Home and School Federation supports the creation of welcoming, inclusive, and equitable school environments that make healthy choices easiest for students. We encourage all efforts to improve health literacy and responsible decision making, both in school and in communities.

The Provincial Federation promotes the following:

NUTRITION

1. PEI Home and School Federation adopt School Food Guiding Principles to assist in the establishment of a provincial school food strategy for all students in P.E.I.; and

Requests the Public Schools Branch to adopt the PEI Home and School Federation's School Food Guiding Principles to lead and assist in the establishment of a provincial school food strategy for all students in P.E.I. (2017-02)

2. Requests the Public Schools Branch to develop policy for the purpose of implementing a 10-minute healthy snack time apart from recess in all schools in Prince Edward Island to contribute to overall student health and learning. (2017-03)

3. Requests the Public Schools Branch to *strictly* enforce its policy of a minimum 20-minute school lunch eating time for all students keeping in mind that this is eating time only; and

Requests the Public Schools Branch to ensure that elementary students will eat their lunch after outside play, whenever possible, in a calm and positive environment to facilitate healthy eating in a relaxed atmosphere that is not distracted and hurried. (2017-04)

4. Requests the Public Schools Branch to lead and assist in the establishment of a provincial school food strategy, beginning with pilot projects in several schools, that are guided by the Public Schools Branch School Nutrition Policy. (2017-05)

5. Requests the Minister of Education and Early Childhood Development and the Minister of Health and Wellness to establish a **provincial school lunch program for all Island children** that adheres to the school nutrition policies and regulations; and

Requests the Minister of Education and Early Childhood Development and the Minister of Health and Wellness to 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. (2015-08)

6. Nutritious food served in PEI schools. (Reaffirmed 1997) (Reaffirmed 2002)

PHYSICAL ACTIVITY

1. Requests the Minister of Education and Early Childhood Development ensure that SHAPES (School Health Action Planning and Evaluation System) original school-based data is reported in a timely fashion to parents and teachers in each school thereby allowing them to collaborate on the results; and

Requests the Minister of Education and Early Childhood Development require all schools to participate in the SHAPES survey. (2013-05)

EMOTIONAL WELLBEING

1. Request the Public Schools Branch to develop a policy for school closure/early dismissal that includes support for closure or dismissal for the wake or funeral of a member of the school community who has had significant and regular interaction with a wide range of students, school staff and bus drivers and/or whose death is untimely or in tragic circumstances, regardless of this person's employment. (2018-01)

2. Requests the Minister of Education and Early Childhood Development and the Minister of Health and Wellness improve access to counseling services in Prince Edward Island schools, with an emphasis on providing proactive programs to support children and youth mental health and wellness in schools and communities; and

Requests the Department of Education and Early Childhood Development to demonstrate its commitment to youth mental health by establishing a target of one School Counsellor for every school and schools with greater than 250 students receive an additional counsellor for every 250 students. (2017-01)

3. 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. (2015-01)

4. Urge school boards to develop and adopt a bereavement information package which would benefit students, teachers and parents. (1992-05) (Reaffirmed 1997) (Reaffirmed 2002)

SUBSTANCE USE

Alcohol and Drugs

1. Requests the Departments of Education and Early Childhood Development and Health and Wellness to offer a Peer to Peer Drug Awareness Program to be offered to our students, and

Requests the Departments of Education and Early Childhood Development and Health and Wellness to initiate another comprehensive "drug use" survey of Island youth and release the data to all parents/guardians, and as a follow up provide resources and training for all Intermediate and High School based student services teams in the area of signs of usage and education (First Contact program); and

Requests the Departments of Education and Early Childhood Development and Health and Wellness to establish a consistent presence and personnel from Addictions PEI that is available to the schools in support of this ever-increasing problem. (2013-04)

2. Agencies and groups seeking to create an awareness of the proper use of alcohol and drugs. (1984-05b) (Reaffirmed 1997) (Reaffirmed 2002)

Tobacco

1. Requests the English Language School Board to adopt and communicate the former Eastern School Board Policy ADC-R: Tobacco Product Usage Ban which prohibits products that ‘reasonably resemble tobacco or tobacco products’ including e-cigarettes, chewing tobacco and snuff. (2014-02)
2. Requests the Minister of Health and Wellness to broaden the definition of ‘tobacco-related product’ in the Tobacco Sales and Access Act to include e-cigarettes, chewing tobacco, snuff and any other products containing or reasonably resembling tobacco or tobacco products. (2014-02)
3. Requests the Minister of Health and the Minister of Education and Early Childhood Development to pledge their commitment to the banning of the sale of flavoured tobacco products; and

Requests the Minister of Health and the Minister of Education and Early Childhood Development to call for amendments to the smoke-free places act to return PEI to a leadership role in protecting our children and youth through tobacco control and health education." (2009-06)
4. Prohibiting students from possessing tobacco on school property and during school sponsored activities. (1990-06/17) (Reaffirmed 1997) (Reaffirmed 2002)
5. Non-smoking programs orientated toward youth. (1986-07) (Reaffirmed 1997) (Reaffirmed 2002)