

HOME AND SCHOOL TOOL KIT



Putting Children First!

HOME AND SCHOOL TOOL KIT



Prince Edward Island Home and School Federation

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Table of Contents

Section 1 - Welcome

Welcome from President	1
Acknowledgements	2
Background	3
Next Steps	4
Why Home and School?	5

Section 2 - PEI Home and School Federation

What does the Federation do for Us?	6
PEI Home and School Federation Executive	7
PEI Home and School Regional Representatives	8

Section 3 - Educational Contacts

Educational Contacts	9
Your Educational Resources	10

Section 4 - Local Home and School Associations

Why is Home and School Important at the Local Level?	11
Frequently Asked Questions (FAQ's)	12
Fundraising Guidelines	13
Writing Resolutions	14
Sample Resolution	15

Section 5 - Handouts for Parents and Caregivers

How Can I Help My Child at Home?	16
Reading and Writing Adventures!	17
Time to Explore!	18
Helping My Child Do Well in School!	19
It's Time to Meet the Teacher!	20
Learning Disabilities!	21
Making Safe and Positive Choices!	22
What is My Child Learning?	23
Learning to Think Critically	24
Scholarships and Bursaries	25
Education + Learning = Jobs	26
Growing Good Learners	27

Section 6 - School Year Calendar





President's Welcome

It is important for parents to be involved in their children's education. Continually, research has shown that parents and guardians who become involved in their children's education make a positive difference in their children's long-term learning achievements. The PEI Home and School Federation believes in putting children first. The Federation also supports parents and guardians in their collective desire to enhance education. We believe that a better education system which involves parents and guardians builds a spirit of cooperation, confidence and goodwill among our Island children and families.

As parent members of Home and School, we are committed to advocating for parent and community involvement in the Kindergarten through Grade 12 education system. We believe that parents and guardians need access to important information that will help them support their children's learning. This **Home and School Tool Kit** is designed to help families navigate their child's learning journey. We are optimistic that you will find this Tool Kit useful and informative. As well, the PEI Home and School Federation encourages you to regularly visit our website <http://www.edu.pe.ca/peihsf/> Thank you once again for your continued support! Have a great year!

Le PEI Home and School Federation vous encourage à visiter régulièrement notre site web <http://www.edu.pe.ca/peihsf/> Merci encore pour votre soutien continu! Avoir une bonne année!

Además, el Hogar Escuela de PEI y de la Federación le invita a visitar regularmente nuestra página web <http://www.edu.pe.ca/peihsf/> Gracias de nuevo por su apoyo! Tener un gran año!

裴家庭和学校联合会鼓励您定期访问我们的网站<http://www.edu.pe.ca/peihsf/>, 再次感谢您的继续支持你! 有一个伟大的一年!

पि .इ ई .घर र विधालय संस्था हाम्रो नियमित वेबसाइट हेरन तपैलाई हार्दिक अनुरोध गर्दाछ <http://www.edu.pe.ca/peihsf/> पूर्ण एक पठक तपी को शहयोग को लागी धन्यवाद ! तपाईं को बर्सा राम्रो रहोस !

Sincerely,

Owen Parkhouse
President, PEI Home and School Federation
2011-2012



HOME AND SCHOOL TOOL KIT

ACKNOWLEDGEMENTS

The Parental Involvement Tool Kit was developed by the Prince Edward Island Home and School Federation in conjunction with an Advisory Committee consisting of Owen Parkhouse (President of the Home and School Federation), William Whelan (Past President of the PEI Home and School Federation), Sue Pettit (PEI Home and School Regional Director for Region 2) and Shirley Jay (Executive Director of the Federation).

The Parental Involvement Tool Kit is part of the Prince Edward Island Home and School Federation's parent engagement initiative which is supported by the PEI Department of Education and Early Childhood Development.

For more information, visit <http://bit.ly/sV61O1>

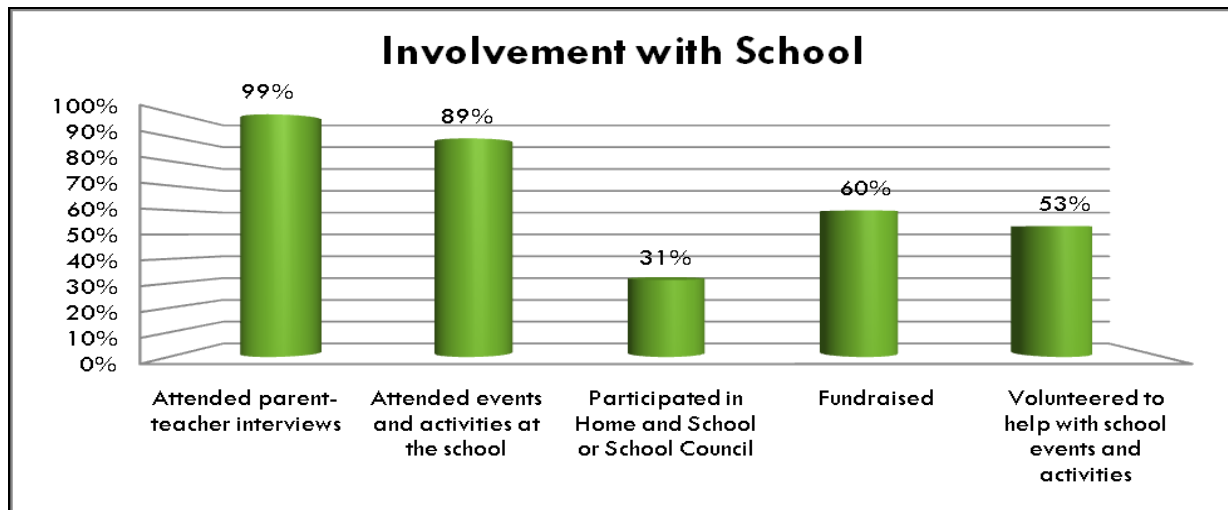


BACKGROUND



In the fall of 2008, the Prince Edward Island Home and School Federation sponsored a survey of parents of school-aged children in PEI. The goal was to explore issues related to parent engagement in their children's education. A total of 704 surveys were completed representing 1,234 school aged children. The **PARENT ENGAGEMENT SURVEY - PEI** identified a list of key findings that were important to parents.

1. Sense of Partnership - Communication between parents and teachers, or parents and administrators play a large role in whether or not parents and Guardians feel supported
2. Communication with the School System including the school newsletter, school handbook and the school website
3. Involvement in School-Based Activities
4. Satisfaction with Parent-Teacher Meetings
5. School Response to Student's Special Needs
6. Where Learning Occurs - Parents felt that there should be a balance between the home and school when it comes to academic learning and life skills
7. Homework Issues
8. Amount of Instructional Time and Level of Challenge
9. Parent Involvement in Volunteering for the School
10. Areas of Volunteering
11. Involvement with Home and School Associations and School Councils
12. Full-day vs. Half-day Kindergarten



Further details available at: <http://www.edu.pe.ca/peihsf/ENGAGEMENTSURVEY2008>

NEXT STEPS

In response to the recommendations by the PEI Task Force on Student Achievement, the Minister of Education asked the Prince Edward Island Home and School Federation (PEIHSF) to lead the development of a province-wide Parental Engagement Initiative. This request represents a strong endorsement of Home and School Associations by the provincial government and recognizes our **emerging role as an important learning and teaching partner in the education system** on Prince Edward Island.

The overall vision of the PEI initiative is to establish collaborative home and school learning environments for our children so that they can succeed as individuals, as students and as citizens.

As a consequence, the PEIHSF began developed a Parental Involvement Tool Kit that provides Parents and Guardians with necessary information to support them in navigating their children's learning within the Prince Edward Island Education system.

Mission:

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 that 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.



Why Home and School?



- **Because** ... parents and guardians can influence education policy and learning within the Kindergarten through Grade 12 school system;
- **Because** ... Home and School is an effective way to keep parents informed of emerging education initiatives;
- **Because** ... getting to know parents makes it possible for teachers to better understand your children's needs, strengths and limitations;
- **Because** ... informing parents of the work and methods of the school usually helps to develop loyalty among the children and as a result education and learning becomes more effective;
- **Because** ... when parents and teachers work together in the best interest of your child, more may be accomplished as they become better acquainted with education requirements;
- **Because** ... Home and School is the best way to build a spirit of confidence, cooperation and goodwill for our children, our schools, our education system and society.





PEI HOME AND SCHOOL FEDERATION

Prince Edward Island
Home and School Federation
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Office Location: 40 Enman Crescent
Telephone: (902) 620-3186
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Email: peihsf@edu.pe.ca



What does the Federation do for Us?



- Home and School's main purpose is to bring together the home, the school, the community and the other educational faces in the life of a child in order to work for the good of all children;
- The Federation advocates on behalf of students in Kindergarten through Grade 12;
- The Federation continues to be the voice to Government so that parents and guardians will continue to be a recognized partner in education;
- The Federation provides important resource materials for parents and guardians that will support them in their child's learning journey;
- The Federation organizes education workshops so that parents and guardians can learn too;
- Hosts the Annual General and Semi-Annual Meeting so that parents can bring meaningful contributions to Prince Edward Island's education system.

Objectives

- Promote the welfare of children and youth;
- Promote the care and protection of children and youth;
- Foster cooperation between parents and teachers in the training and education of children and youth, both during and after school;
- Obtain the best for each child according to his/her physical, mental, social/spiritual needs;
- Give parents an understanding of the school and its work and to assist in interpreting the school in all of its aspects to the public;
- Confer and cooperate with organizations other than schools which concern themselves with the care and training of children and youth in the home, the school, and the community and with the education of adults to meet these responsibilities;
- Foster good citizenship skills among stakeholder groups that will support and enhance the social fabric of Prince Edward Island;
- Encourage international goodwill and peace.

**"It takes a whole village to raise a child."
(African proverb)**

PEI Home and School Federation Executive (2011-2012)



President: Owen Parkhouse
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Treasurer: Sue Pettit
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Your Regional Home and School Representatives



<i>Region</i>	<i>Regional Director</i>	<i>Phone</i>	<i>Email Address</i>
Region 1	Lainey Williams	902-851-3445	Williams.lainey@gmail.com
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Region 2	Sue Pettit	902-436-5509	suepettit@bellaliant.net
	Pam Montgomery	902-436-4812	jajomapa@mac.com
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Region 4	Lloyd O'Brien	902-961-2273	Lloyd.obrien@hotmail.com
	LaVerne MacKinnon	902-676-2254	lavernemackinnon@pei.sympatico.ca

Region One: Alberton, Bloomfield, Ellerslie, Hernewood, M.E. Callaghan, O'Leary, St. Louis, Tignish, Westisle.

Region Two: Amherst Cove, Athena, Elm Street, Greenfield, Kensington, Kinkora, Miscouche, Parkside, Queen Elizabeth, Somerset, Summerside, Three Oaks.

Region Three: Birchwood, Bluefield, East Wiltshire, Englewood, Gulf Shore, Central Queens, Westwood, Charlottetown Rural, Stonepark, Donagh, Glen Stewart, L.M. Montgomery, Sherwood, Stratford, Colonel Gray, Birchwood, Queen Charlotte, Parkdale, Prince Street, St. Jean, Spring Park, West Kent, West Royalty.

Region Four: Montague, Belfast, Cardigan, Georgetown, Montague, Southern Kings, Vernon River, Morell, Mt. Stewart, Souris.



Educational Contacts

Organization	Division	Contact	Phone & Email
Education & Early Childhood Development www.gov.pe.ca/eecd	Minister Ministry of Education	J. Alan McIsaac	(902) 368-4610 jamcissac@gov.pe.ca
	Deputy Minister	Dr. Alex (Sandy) MacDonald	(902) 438-4876 agmacdonald@edu.pe.ca
	Elementary Level Coordinator	Sheila Barnes	(902) 438-4130
	Secondary Level Coordinator	Mike Leslie	(902) 438-4130
	Special Education Coordinator	Peter Meggs	(902) 438-4130
	Student Services	Sterling Carruthers	(902) 438-4130
Eastern School Board	Appointed Trustee	Patsy MacLean	pgmaclean@edu.pe.ca
Western School Board	Chair	Gary Doucette	gdoucette@edu.pe.ca
Western School Board www.edu.pe.ca/wsb	Superintendent General Inquiries	Jane McMillan	(902) 888-8400 (902) 853-8602 mjcmillan@edu.pe.ca
	Transportation (Bussing)	Bill Gillis	(902) 888-8400 (902) 853-8602
	Education Services (Curriculum)	Doug MacDougall	(902) 888-8400 (902) 853-8602
	Student Services (Lockdown Procedures)	Brenda Millar	(902) 888-8400 (902) 853-8602
Eastern School Board www.edu.pe.ca/esd	Superintendent	Ricky Hood	(902) 368-6990 rbhood@gov.pe.ca
	Transportation (Bussing)	Catherine MacKinnon	(902) 368-6836 camackinnon@edu.pe.ca
	Educational Services (Curriculum)	Dr. Tamara Hubley-Little	(902) 368-6854 talittle@edu.pe.ca
	Student Services	Adrian Smith	(902) 368-6832 acsmith@edu.pe.ca
	Lock Down Procedures	Craig Clark	(902) 620-3453 cfclark@edu.pe.ca
Storm Days	www.peianc.com/sitefiles/File/resources/multilingual-notice/storm-closure-schools.pdf		



LOCAL HOME AND SCHOOL ASSOCIATIONS



Why is Home and School Important at School Level?



- Local Home and School Associations welcomes the involvement of all parents and guardians in Prince Edward Island.
- Parental engagement is very important if parents want to continue to have an important voice in education. *We speak for our children!*
- Home and School provides a forum for parents to make a meaningful contribution to their child's education at the local School, Board and Department of Education and Early Childhood Learning levels.
- Home and School works actively to promote public support for schools so that they will be equipped with the best teachers, facilities and other resources.
- Home and School helps parents increase their knowledge and understanding of their role.
- Home and School supports the school in its efforts to give children and youth the education they need to become citizens who represent the best in Canadian national life.
- Home and School recognizes the valuable contributions that parents and guardians make as their child's **primary educators!**

It is the greatest of all mistakes to do nothing because you can only do a little.

*Do what you can!
(Sydney Smith)*



Frequently Asked Questions



1. **How do I become involved?**

Your child is reason enough! Home and School is a great way to become involved in their education. Don't miss this important opportunity to be a part of your child's school life.

2. **How do I join?**

You can contact your local Home and School Association President, your child's school or the Provincial Home and School Federation (902-620-3186 or 1-800-916-0664)

3. **Do I have to attend many meetings?**

Parents and guardians are welcome to attend Home and School meetings and/or special events organized by your local Home and School volunteers. It is equally important that parents are involved so that important education issues can be acted upon. Meetings do not require that every parent within a school attend. However, it is highly recommended that a parent representative from each grade level attend.

4. **How can I continue to be involved in my child's education?**

Attend the Home and School Federation Annual General meeting (April) and Semi-Annual Meeting (October). All Home and School Members are welcome to attend, designating five voting members from each local for approving resolutions. Take advantage of Leadership Training workshops at the beginning of the school year.

5. **What are the roles and responsibilities of school boards and departments?**

In Canada, education is a provincial responsibility. School boards are elected bodies responsible for the planning and delivery of educational services within geographic districts. In PEI, there is an Eastern and Western School Board that oversee education within the province. The Department of Education and Early Childhood Development administers and implements the curriculum. More information can be obtained from the PEI School Act

www.gov.pe.ca/law/statutes/pdf/5-02-01.pdf

7. **How do parents know which school children will be attending?**

Parents can now view bus route information for their children using a new online application provided by both the Eastern School Board and Western School Board.

<http://www.gov.pe.ca/eecd/index.php3?number=1034553&lang=E>

8. **Where do I look for information about learning disabilities?**

<http://www.gov.pe.ca/eecd/SpecialEducationalNeeds>



Fundraising Guidelines



There are times when parents want to be involved in their child's school community and are willing to support, both financially and as a volunteer, projects that will generate funds for their child's education.

Fundraising Goals

- Strengthen parents, families and communities in support of student learning;
- Support special events, extracurricular and co-curricular activities or projects;
- Enhances curriculum support materials, resources and school activities.

Fundraising Guiding Principles

- Fundraising should target specific projects that reflect the most important educational priorities of the school as identified by parents, school administrators and teachers.
- Appropriate fundraising activities are those which directly benefit children and the school community.
- Fundraising projects should comply with all laws, school regulations, and health and safety requirements.
- Due to safety concerns, no fundraising activity will use children to sell or solicit funds door-to-door.
- Projects should serve as a positive example for our children and youth.
- Volunteer resources are valuable and should be utilized for the greatest benefit of the school community.
- Participants should be involved on a voluntary basis only.

Links

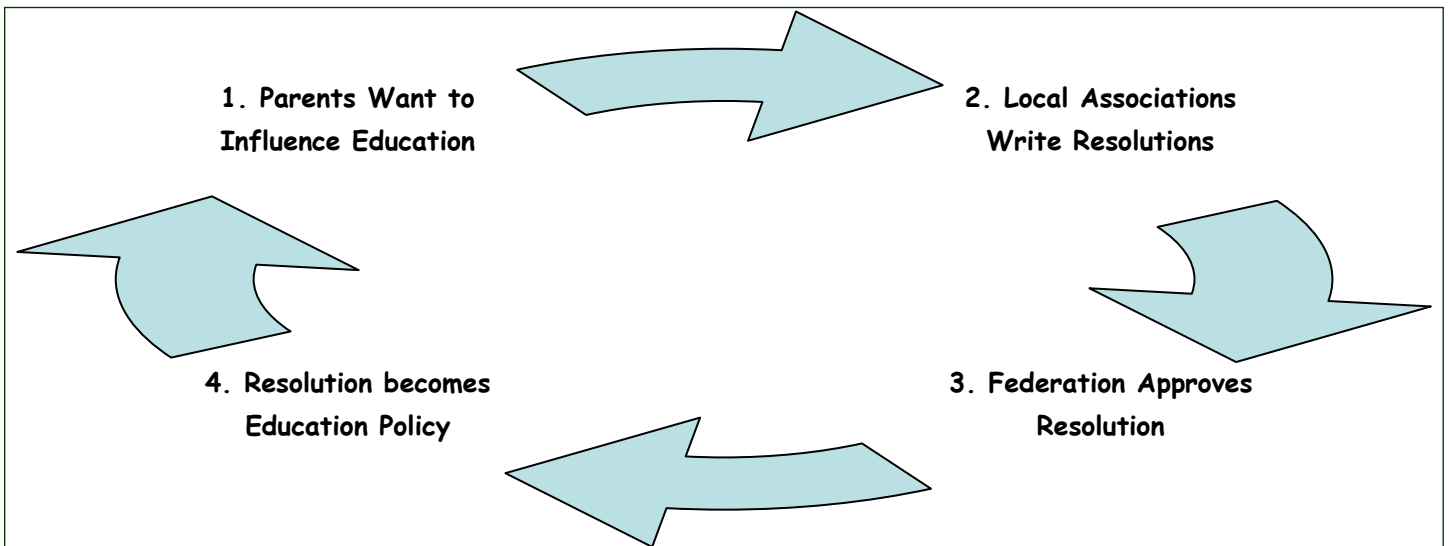
- <http://www.edu.pe.ca/peihsf/documents/FundRaising%20Guidelines%20final.pdf>
- <http://www.edu.pe.ca/wsb/schoolboard/policiesproceduresguidelines/communitiesforlearning/33-SchoolFundraising.pdf>



How Can I Influence Education?



Resolutions are YOUR opportunity to have a VOICE in Education. Every year, local Home and School Associations write resolutions for approval at the Home and School Federation Annual General Meeting. These resolutions are then sent to the Minister of Education to be included in PEI Education policies and regulations.



Who may submit a resolution?

Current Members of Home and School Associations and PEIHSF Board of Directors

Steps to preparing a resolution!

Discuss the issue with other parents at your Home and School meeting to garner support.

Write the resolution. Make it easy to understand, clear and concise.

State your background information in a series of "Whereas" statements followed by "Therefore be it resolved" action statements.

Fax or e-mail the final resolution to the Federation Office by January 31st.

What about issues that emerge after the deadline?

Emergency resolutions must be received three days prior to the AGM approved by the committee in advance.

Information: Home and School Handbook <http://www.edu.pe.ca/peihsf/about.html>



RESOLUTION 2/10 AIR QUALITY TESTING IN SCHOOLS

Submitted by Glen Stewart Home and School Association

WHEREAS there is no specific schedule in place to ensure that air quality in Prince Edward Island Schools is monitored on a regular basis; and

WHEREAS it is not sufficient to test schools on a rotating basis which could result in any school being monitored once every five years, or approximately only 11 schools out 60 schools tested each year; and

WHEREAS the air quality of a school may only be tested, and given priority, if complaints are received; and

WHEREAS overcrowding is a current problem in some Island schools which may affect air quality, and with the introduction of kindergarten into the school system in September 2010, even more space will be utilized by children and some schools are simply not designed for the number of children that utilize them; and

WHEREAS schools promote the importance of healthy living to students in the form of proper nutrition and exercise education, and it is equally important to ensure that there is good air quality in the school environment at all times where our children learn; and

WHEREAS during the winter season, air quality should be tested when doors and windows are closed for long periods of time; and

WHEREAS some schools may not have the resources required to ensure that proper cleaning practices are carried out, and if a school is not being properly cleaned, because of lack of resources, this will affect air quality; and

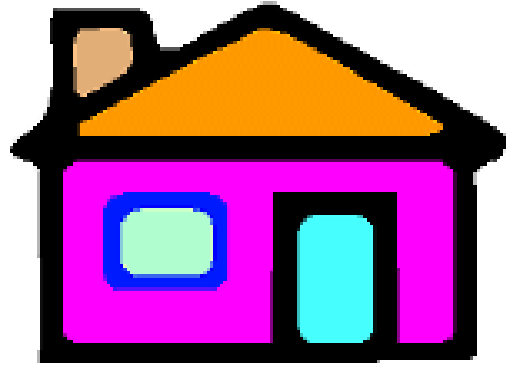
WHEREAS Prince Edward Island School Boards currently do not have the resources (dollars and staff) required to carry out air quality testing and implementation of required changes if needed, as often as they should;

BE IT RESOLVED that the PEIHSF request the Minister of Education and Early Childhood Development to provide the proper resources (dollars and staff) required for regular air quality testing to be carried out two times per school year, once in the Fall of every school year (October/November) and once during the winter months (January/ February) in every Island school.

DESTINATION: Education and Early Childhood Development
School Boards

BACKGROUND: http://www.gov.pe.ca/law/statutes/pdf/o-01_01.pdf pg. 1
How to Write Resolutions: <http://www.edu.pe.ca/peihsf/takingaction.html>





Helping My Child @ Home

Activities & Information



How Can I Help My Child At Home?



Parents are Teachers too!

- Set aside a 'book time' at home when children are young. Look at pictures together.
- Read simple stories and poetry to young children. Let them hear and use new words. Feed their sense of wonder about the world they live in as they get older.
- Read the books they read and engage in discussions about the content.
- Make folders of your children's "best" work.
- Provide your child with a quiet work space for homework.
- Read to your child regularly.
- Encourage writing and taking notes at home.
- Ensure your child is getting adequate sleep and nutrition.
- Give positive reinforcement to your child for a job well done!
- Set a good example - children follow the lead set by adults!



Fun and Games --- with a Purpose!

- Cook with your children. This can teach them valuable lessons in measurement, fractions, timing and coordination.
- Play cards and board games. Make up your own games.
- Have the young authors draw pictures to decorate.
- Take a walk. Look for objects that start with letters of the alphabet. Practice sounds by attaching the sound to a corresponding word.
- Look for shapes in each room at home that can be identified by name. For example, window panes are rectangular, a thermos is a cylinder, and an orange is round.



Reading & Writing Adventures



Reading Adventures!

- **Help your child read books.** Have child tell a story while you write down the words.
- Take children to the library. Encourage children to swap books with friends.
- **Ask "and then what happened?"** when reading books to your child.
- **Learning about my world!** Keep a map nearby so that children can look up each place referenced during the day. Encourage children to keep a running count of different cities, provinces, countries or famous people they learn about. Children will listen more closely and become more familiar with these names and places if they are trying to establish a new record.
- **Play memory and object games.** Create activities at home which are related to school work.
- **Be dramatic!** On car trips, get in the habit of playing the "What if ...?" game where someone presents a hypothetical (or real) dilemma and ensure that everyone gets a chance to voice an opinion on how to deal with it.
- **Organize your very own reading circle!** Let your children choose a book and find a cozy corner. Pass the book around the circle so that everyone gets a turn to read.
- Most of all make reading fun and rewarding for you and your child.



Write On!

- Write messages on sticky notes for children to read.
- Write a story geared to themes that your child has a special interest in.
- Have a child write a post-card or thank you note and mail it to a relative or friend.
- Keep a journal.



Time to Explore!



Science Adventures!

- **Plan a household scavenger hunt.** Write clues that send your children from one part of the house to the other (if the weather is nice, make it a neighbourhood scavenger hunt)
- **Let's look it up!** Ask questions that stimulate the youngster's thinking. Your child's questions are cause for rejoicing for they show that he or she is thinking. Look up the answer in the dictionary, or the encyclopaedia, or online.
- **Pick up a rock.** Let the children sort a collection of rocks and other objects such as sponges, cement, bricks, paper clips and seeds. Sort them into categories - rocks and non-rocks.

Math Adventures!

- **Use buttons, snap cubes or bread tags to learn mathematics.** Sort into groups or use as counters for number sequences to 100. Count backwards. Count by 2's, 5's and 10's, etc.
- **Create stories for problem solving.** Robert had 6 baseball cards. Jonathon gives him some of his hockey cards. He now has 13 sports cards. How many sports cards did Jonathon give him?
- **Teach the value of money.** For example, Sarah has 8 dimes. Joy has 4 more dimes than Sarah. How many dimes does Joy have?
- **Addition and Subtraction.** Explain how one obtains the answer. Use objects to illustrate. For example, $8+9=?$, $6+4=?$, $7+8=?$, $4+7=?$, $9+6=?$, $13-8=?$, $14-7=?$.
- **Measurements** include length (height), mass (weight) and volume (capacity). Compare the longest and shortest, heaviest and lightest and which containers hold the most and the least.

French Adventures!

- Watch a **hockey game** in French.
- Borrow a French magazine from the library and make a list of the words you already understand.



Helping My Child Do Well in School!



As a Parent YOU are Your Child's First and Most Important Teacher!



Parents Can!

- Show an interest in your child's home work assignments. Ask about their subjects and projects.
- Be a role model. Take the opportunity to read while your child reads.
- Try to relate the homework to your child's everyday life. For example, use fractions and measurements as a child prepares a favorite food for example.
- Encourage your child to establish a regular time and place to do homework.
- Meet with your child's teacher to discuss how reading, spelling and other topics are being taught.
- Be aware of the environment that your child works best in.
- Praise your child!

Students Can!

- Begin your homework soon after school is out.
- Do the most difficult or most dreaded subject first and get it over with. Everything else will be easier in comparison.
- Work in a quiet, uncluttered space designed for homework.
- Ask for your parents help if necessary, but don't expect them to give you the answers.
- Eliminate as many distractions as possible during study time.
- Set homework goals. Write assignment deadlines on a calendar.



It's Time to Meet the Teacher



Getting Prepared!

- Stay informed of your child's progress.
- When the teacher sends home updates on what the class is studying, read them.
- Ask your child, "What are you working on now?" Ask open-ended questions that go beyond a yes or no response. Look at the course textbooks.
- Attend school events. Children appreciate having their families participate.
- Attend all parent-teacher interviews and meet the teacher events.



Questions to Ask the Teacher!

- What will my child learn this year?
- What are your expectations for homework?
- Is my child using class time effectively?
- Is my child reading at the level you expect for this grade?
- What other resources are available within the school that may be useful?
- How do I inform the school about my children's allergies?
- What can I do at home to help my child be more successful?



Learning Disabilities?



In Prince Edward Island, education has adopted the inclusive model of teaching students within the classroom. This means that all students are entitled to equitable access to learning, achievement and the pursuit of excellence in their education. It is important to note that learning disabilities do not have anything to do with a person's intelligence.

- Still, learning disabilities are problems that affect the brain's ability to receive, process, analyze, or store information. These problems can make it difficult for a student to learn as quickly as someone who isn't affected by learning disabilities.
- There are also many kinds of learning disabilities. Certain kinds of learning disabilities can interfere with a person's ability to concentrate or focus on school work and can cause someone's mind to wander. Other learning disabilities can make it difficult for a student to read, write, spell, or solve math problems.
- Part of the problem is the complex way that our brains process information. Take the simple act of looking at a picture. Our brains not only have to form the lines into an image, but they also have to recognize what the image stands for and then relate that image to other facts stored in our memories.
- It's the same thing with speech — we have to recognize the words, interpret their meaning, and figure out the significance of the statement to us. Many of these activities take place in separate parts of the brain, and it's up to our minds to link them together. This is why addressing a learning disability early is important.
- First point of contact should be the child's teacher. If parents require more information, they should schedule a meeting with the school principal. If additional support is required, parents should contact their respective school board and/or the Department of Education and Early Childhood Development.

More Information:

Teens Health kidshealth.org/teen/diseases_conditions/learning/learning_disabilities.html

Eastern School Board http://www.edu.pe.ca/esd/main/student_services_referral.htm

PEI Education and Early Childhood Education www.gov.pe.ca/eecd/SpecialEducationalNeeds



Making Safe and Positive Choices!



- Ask your child if they know what bullying is? Has your child witnessed bullying in their school or on the bus?
- Students need to know that they should tell an adult if they believe they are being bullied. Parents/guardians and teachers can help.
- If your child is being bullied, intervene immediately. Talk to the child's teacher so that they can take the appropriate steps to resolve the bullying behaviour.
- If the situation is not resolved, the parents should speak to the principal.
- Remember to keep a written record of the times, dates, names and circumstances of repeated bullying incidents. This may enable you to identify a pattern that may be developing.
- Familiarize yourself with the school/school board's policies that deal with behaviour. Know how to connect with the needed available resources at each level of the education system.
- Teach children and youth to be assertive but not aggressive. Teach children and youth to stand up for their rights verbally. Regularly use "I messages" in responses. Examples of I messages include:

Bill, when you ate my lunch, I had nothing to eat, and I was hungry.

Mrs. Smith, when you gave me eight hours of calculus homework, I had no time for myself on Saturday, and I was overwhelmed.

Karen, when you called me a nerd, other people heard it, and I was embarrassed.

- Walk Away, Ignore, Talk it Out, Seek Help!
- Encourage your child to talk about all aspects of their school life on a regular basis.

More Information:

Meeting Behavioural Challenges: http://www.gov.pe.ca/photos/original/ed_bestaff.pdf

Education Tips about Bullying: <http://bullying.org/>

WITS www.rocksolid.bc.ca/wits_program.html



What is My Child Learning?



Kindergarten

The Kindergarten program of Prince Edward Island fosters children's growth and learning: socially, emotionally, intellectually, physically, and creatively, to become lifelong learners in an environment that is nurturing play based and developmentally appropriate.

http://www.gov.pe.ca/photos/original/edu_ENGHandbook.pdf

Grades 1-3

Reading texts which include:

- subjects ranging from familiar to less-known; content that at times introduces cultural or historical perspectives
- familiar themes which introduce more complex issues/feelings (e.g., responsibility, loyalty), usually with a clear message
- a variety of longer, simple sentences and compound sentences with diversity in the placement of adjectives, adverbs, phrases and subject/verbs, and compound sentences
- some uncommonly used words and phrases, or new meanings for familiar words as well as content-specific words defined in text or illustrations; stronger (more specific) descriptive words (adjectives and adverbs) and a few examples of figurative language (e.g., simile, idiom)
- many multi-syllabic words (including words with suffixes and simple prefixes) most of which are in the readers' decoding control and/or can be understood through context
- chapter books with few illustrations; illustrations/photographs that represent nonfiction
- many lines of print on a page, organized in paragraphs; predominantly standard-sized font with varied line spacing and layout within same text

Grades 4-6

Students select and read independently a variety of literary and information texts. Texts include:

- a range of topics beyond personal experiences, often requiring cultural, historical, or social perspectives
- more challenging/mature theme/ideas, age-appropriate characters/information requiring the reader to interpret and connect information/ideas with other texts and subject areas
- many complex sentence structures (including sentences greater than 20 words), more complicated use of dialogue; wide range of declarative, imperative and interrogative sentences; embedded phrases/clauses
- challenging language (meaning derived through context, glossary/dictionary); figurative language (e.g., similes, metaphors), descriptive and connotative language; some dialect or languages other than English
- many words greater than three syllables (requires knowledge of root words/affixes)

PEI Curriculum Outcomes: www.gov.pe.ca/eecd/index.php3?number=1026202&lang=E

Intermediate & Senior High School Curriculum Outcomes!



By the end of Grade 9, students will be expected to:

- Use a range of writing strategies that include exploring and reflecting on their feelings, values, experiences and attitudes
- Reflecting on problems and appropriate responses to problems
- Describing and evaluating their learning processes and strategies
- Reflecting on their growth as language learners and language users
- How to consider other perspectives and the perspectives of others
- Use note-making to reconstruct knowledge and select effective strategies appropriate to the writing task
- Make informed word choices that will encourage creativity and imagination
- Use a variety of writing to create texts for specific purposes and audiences, and represent their ideas in other forms (including visual arts, music, drama) to achieve their purposes
- Analyse and assess responses to their writing and media productions
- Demonstrate an awareness of what prewriting, drafting, revising, editing, proofreading, and presentation strategies work for them
- Consistently use the conventions of written language in final products

By the end of Grade 12, students will be expected to:

- Extract and clarify the author's claim
- Observe the tone of the information
- Produce writing for a research paper that in its language is informative and objective
- Summarize the thesis statement and supporting arguments
- Check for logic errors. For example, a logically invalid argument cannot be true
- Consider the evidence. Is the evidence valid? Does it sound right and credible?
- Compare the information with information provided from other sources such as texts, articles and journals. Is the author's name given in the information? Is the information current? Does the information contain references where needed?
- Use citations from a variety of literary texts and sources in a bibliography



Learning to Think Critically



Critical Thinking: What Does it Mean?

- Critical thinking is the process which helps us to sort out facts from assumptions, to clarify logic and to form intelligent judgements about events around us.
- Critical thinking helps us to develop intellectual integrity and promotes fair-mindedness.
- Critical thinking is important if youth are to master the competing and conflicting information that confronts us every day.

Promoting Thinking Skills at Home

- Studies show that children enjoy dealing with the kinds of questions that stimulate critical thinking;
- Ask questions that stimulate your child's thinking;
- Encourage the child to pose question of his or her own;
- Stimulate your child to build on the ideas of others and to revise his or her ideas in the light of the other individual's reasons;
- Introduce a variety of perspectives on a subject.

Ask Questions

- What makes me say that? How do I know for sure?
- What are my reasons for reaching this position?
- Am I making an assumption?
- What do I mean by that?
- What set of facts does my belief rest on?
- What authorities can I cite in support of my viewpoints?

Education's purpose is to replace an empty mind with an open one.

~ Malcolm S. Forbes



Scholarships and Bursaries



Students and parents are strongly encouraged to apply for all scholarships, bursaries and awards that are available from organizations and post-secondary institutions. On Prince Edward Island, these include:

Kinkora High School offers a comprehensive list of scholarships and bursaries.

http://www.edu.pe.ca/kinkora/counsellor/April%2015_11%20Scholarships.pdf

University? To be considered for an automatic UPEI entrance scholarship or award, your application, application fee and first-term transcripts must be postmarked on or before March 1. www.upei.ca

College? All full-time students registered in a Holland College program are eligible to apply for scholarships and awards. www.hollandcollege.com/alumni_and_friends/awards.php

George Coles Bursary: Valued at up to \$2,000, the George Coles Bursary is available to first time first year Island students who have not attended any previous post-secondary education at any institution. Students must be registered in a full-time program at UPEI, Holland College, Collège Acadie Î.-P.-É., or Maritime Christian College for at least 24 continuous weeks.

Island Skills Student Loan Information Award: Eligible Island students registered in a full-time program for at least 24 continuous weeks at Holland College or Collège Acadie Î.-P.-É. will receive a \$1,000 Island Skills Award in their first, second and third year of study. Students must be in their **first** undergraduate degree, diploma or certificate program.

Other Scholarships? www.ScholarshipsCanada.com , www.cfpei.ca , www.studentawards.com

Student Loan Information: Student Financial Services, PEI Department of Innovation and Advanced Learning <http://www.gov.pe.ca/ial/index.php3?number=1000707>



**Education + Learning
= Success in Life**



1. Jobs:

- I can read and write effectively
- I can use numeracy skills in different professions
- I can make informed decisions based on my critical thinking skills
- I can communicate in a variety of situations
- I can work effectively with others
- I have a desire to keep learning

2. Good Citizenship:

My education has provided me with the necessary tools to become a good citizen and to make a meaningful contribution to society. As a consequence, I better understand the social, political and economic forces that have shaped the past and present, and am confident that I can apply these understandings to the future.

3. Communication Skills include:

- I can listen, observe, and speak effectively
- I have learned to read and write using various modes of language(s)
- I understand mathematical and scientific concepts and symbols
- I can think, learn and communicate meaningfully
- I can explore, reflect and express my own ideas
- I am able to demonstrate an understanding of facts and relationships
- I can critically reflect on and interpret ideas through a variety of media.

4. Problem Solving Tools: I now have an ability to process and interpret information, make informed decisions, solve problems, formulate ideas, question my own assumptions as well as those of others, and make insightful decisions before drawing conclusions.



Growing Good Learners



Our Children Are Worth It!



It takes six seconds to give someone a compliment.

A complaint often takes a minute or more.

To build a child's self-esteem, reverse the process.

Say what you don't like about your child's actions briefly.

When behaviour is good, praise your child to the sky.

Use a full sixty seconds.

Chances are you'll have to spend less time on discipline.

Your child will bask in the glow of positive attention.

(Self Esteem and the Sixty Second Secret
by Connie Podesta)



PEI HOME AND SCHOOL CALENDAR 2011-2012

SEPTEMBER 2011

- 6 First Instructional Day for Students
Register for Leadership Training Workshops
- 21 Leadership Training - Charlottetown – West Royalty Elementary School
- 22 Leadership Training - Summerside – Athena School

OCTOBER 2011

- 10 Thanksgiving
- 18 58th SEMI-ANNUAL MEETING, Hunter River – Harmony House
- 20-21 PEI Teachers' Federation Annual Convention (No School)

NOVEMBER 2011

- 1 Call for Nominations: Extra Mile Awards
- 30 Home and School Membership Fees Due

DECEMBER 2011

- 20 Last Day of Classes

JANUARY 2012

- 3 First Instructional Day for Students
- 14 Extra Mile Award Nominations Due
- 31 Resolutions from Member Associations due

FEBRUARY 2012

- 13-19 National Teacher/Staff Appreciation Week / Extra Mile Awards
- 25 Call for Nominations: H&S Volunteer of the Year / Life Membership Award
- 28 Nominations due: Volunteer of Year / Life Membership Awards

MARCH 2012

- 1 Presidents / Committee Chairs Reports Due
- 25 Register AGM Delegates

APRIL 2012

- 14 59th ANNUAL MEETING 2012 – RODD Charlottetown Hotel
- 16 Call for Nominations: School Bus Driver Awards

MAY 2012

- 18 School Bus Driver Award Nominations Due

JUNE 2012

- 1-15 School Bus Driver Award Presentations
- 26 Last Instructional Day for Students

