

PEI Home and School Federation
AGM, April 12, 2025
Workshop Summary Notes

Finance Workshop – Craig Goodick

Key Points:

- Introduced the PEIHSF's Handbook with guidance on maintaining accurate financial records and reports, including monthly reconciliations, budget proposals, and annual statements
- Discussed the management and transparency of CosPEI (Causable) funds: clarified control, usage, and the need for clear reporting
- Addressed questions about bank statements, signing authority, and the number of accounts; emphasized that the school typically manages the account, with transactions authorized by the parent group and records stored for at least seven years.
- Explored whether schools should invest in GICs and the need to file tax returns for TFSAs
- Highlighted the importance of compliance and transparency
- Stressed the need for regular financial reports at meetings and annual financial statements for local executive/board submission

Communications Workshop – Kate Drake, Vernon River Consolidated School

Key Points:

- The school's Facebook Page is used for year recaps, reporting money raised and spent, teacher updates, and sharing information with parents and the community, enhancing transparency and encouraging volunteerism.
- A closed Facebook Group is used to share information, especially as part of the PBIS pilot; most posts are made by the vice principal and gym teacher.
- Additional considerations include:
 - More fundraising for community events.
 - Creating specialized groups (e.g., for Breakfast Programs).
 - Removing graduated students from groups.
 - Exploring other platforms such as Class Dojo for targeted communication.
 - Promoting Causable through regular posts.
 - Posting daily announcements on the website.
 - Considering consistent AI guidelines for student engagement.
- Emphasized best practices for group management: clear purpose, rules, active moderation, consistent posting, and member engagement.

Positive Behavior Intervention Supports (PBIS) Workshop

Key Points:

- PBIS is a tiered, proactive framework for supporting positive student behavior, not a fixed program.
- Goals include creating a positive, predictable school environment, with flexibility for each school.
- Implementation involves:
 - PBIS teams, professional development, data collection, expanding expectations, consistency, and reward systems.
 - Visual displays and parent/community engagement.
 - 18 schools in PEI are participating, with the initiative still in the early stages.
- Expected outcomes: improved behavior, accountability, consistency, positivity, and teachable moments.
- Additional FTEs are provided to support the rollout.
- Participant questions raised concerns about:
 - Increasing numbers of students with behavioral needs, some of whom are exempt from PBIS.
 - Lack of discipline and anecdotal evidence questioning PBIS effectiveness.
 - Perceived imbalance in rewards between consistently well-behaved students and those with behavioral challenges.

Summary:

The workshops focused on improving financial transparency and reporting, leveraging social media for effective school communication and engagement, and learning about the early implementation of PBIS to foster positive school environments. Each session highlighted the need for clear procedures, transparency, and adaptability to meet school and community needs.