

PEI Home and School Federation
65th Annual Meeting & Convention, Saturday, April 14, 2018
Theme: We are all in this together!

Roundtable topic: Communications

Facilitator: Peter Rukavina, PEIHSF Board

Resources: Parker Grimmer, Director, Public Schools Branch
Jean Doherty, Education, Early Learning and Culture, Government Communications

Things we can do to improve communications – a better approach for schools and Public Schools Branch:

- Website is underdeveloped
- Asked for Home and School feedback
- People choose level at which they wish to be informed
- Blog, twitter, email, Facebook
- Lack of communication is a barrier to information dissemination
- How do we improve communication – find a better way
- Parent Engagement better communication simplified
- Use variety of media
- Education is important – looking
- It may be time for the Department of Education to look into linking school websites more
- Congratulations to the Public Schools Branch on communications for closures
- Standards and communication at schools or expectation for consistency
- Importance of administration engagement; listening component
- Learn – Connect – Pass or forward – Important to connect and network
- Communication has always had difficulties
- Principal involvement is key and very important
- There is a fear of new things and change
- The issues appear to be persistent
- Relationships – Email – Phone in person
- Collaborative relationships
- Develop and morph into individuals
- Build policies together. We have to work together.
- If it is about students – teachers are doing incredible
- SAS – old clunky system and maybe replaced
- Sean Cane – working to create better management
- One Stop Shopping – Part of strategic planning
- We were led by original presenter
- The benefits of relationship building
- The importance of listening – active listening
- Principals/Home and School
 - Making an invitation – use inviting language
 - Relationship building – is the most important
 - Getting your message out in as many mediums as possible to have the best results
 - The need for consistency or a minimum level of communication pathways

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Roundtable topic: School Food

Facilitator: Bev Campbell, PEIHSF Board

Resource: Morgan Palmer, Chef, Dietitian, Hired by PSB to review School Food Projects

1. What projects did Morgan have involvement in?

- Three Schools – Morell High, Tignish, and East Wiltshire
- Focused on student engagement around school food
 - Met with students
 - Designed events (student driven)
 - Destination imagination catering

2. What advice would Bev give to schools who are interested in starting private cafeteria service?

- Started small, one day a week
- Through Home and School support she did theme days, bank rolled
- Partners to be able to offer more (i.e., organic) upstart
- Just Home and School runs; gives percentage of sales to workers
- Bev is the contractor of the school
- Englewood has modeled theirs after Bev's program
- 60 – 250 kids served daily

3. Parkside

- Have used borrowed kitchen
- This school uses Bev one day a week
- Uses hot lunch on-line
- Greco offers full service: provides food, takes orders, counts money, etc.
- If you were going to make foods that kids will eat, can you do it in a healthier way?*
- * If we want to provide food services to schools, the schools have to house the facilities. (Bev)
- Do we provide food to serve the basic needs of food or do we try to provide a service?

4. Spring Park

- Has lunch program service
- Home and School ensures those who don't have food can have one of the extra lunches provided.
- Has tried to revamp to offer healthier options
- Breakfast program one day a week (usually smoothies); serves approximately 250

5. Greenfield

- Fairly successful breakfast program
 - Has a group of grade 6 students who rotate (2 per morning)
 - Home and School offers small incentives to volunteers
- Hot lunch "Tips for Toast" – You can round up your order or donate a \$ amount; this money goes to provide meals, snacks, etc. to those who can't afford meals, snacks.
- PC charity funding

- Introducing Healthy Snack (once a week for 8 weeks) in their school
 - Take snack into classroom
 - Explain where it comes from,
 - Let kids try it, etc.
- 6. A healthy snack model is happening in another school (Traci) as well.**
- 7. Mount Stewart**
 - Volunteers could prep for the next day's Breakfast Program
 - Sterling Carruthers is responsible for the distribution of funds for breakfast programs
- 8. Afternoon Session**
 - Be more strategic
 - Morgan – One off events
 - Move toward a pilot program
 - Vision for school food
 - Canadian leader in school food by 2025
 - Breakfast, snack and lunch
 - Food service, policy
 - Paid people to run these programs – private, Public Schools Branch, community based
 - Food models in New Brunswick
 - Georgetown – keeping chef – using local products – using students M/W/F
 - *Sustainability. Equality – everyone can afford
 - *\$500,000 Breakfast – breakfast clubs – how can we do things differently and bring things together
 - Establish partnerships, i.e., Department of Agriculture
 - UPEI – nutrition students, dietitian internships
 - Universal program versus dollars paid for lunch
 - Opportunity to have this move forward
 - What does Morgan need from Home and School to continue
 - A year to build a business plan and model to move forward
 - Present to government with backing from Home and School
 - Baseline data collection
 - Student engagement is key

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Roundtable topic: School Calendar

Facilitator: Shirley Smedley Jay, PEIHSF, School Calendar Committee

Resources: Tammy Hubley-Little, Chair, School Calendar Committee Education, Early Learning and Culture
Anastasia DesRoche – La Fédération des parents, School Calendar Committee

Purpose

- Ask questions about school calendar
- Survey written mid-February by Board re official school calendar (so respondents were staff)

School Calendar Committee

- CUPE
- Teachers' Federation
- Home and School Federation
- French Board
- Principal Reps (1 high school, 1 elementary)
- Department of Education as Chair
- Public Schools Branch

Points of Discussion

- How do parents become involved with calendar formation? PEIHSF is parent's voice on the committee
- Committee follows guidelines of School Calendar Regulations
 - 197 maximum number of school days
 - 181 minimum instructional days
- Take into consideration events (national conference, for example)
- 181 planned instructional days for 2017-2018
- 2018-2019 will be one year calendar but looking at going to a multiyear (3) year calendar. It did not make sense at this time because of PEITF contract expiring.
- Is there a possibility of separate calendars by level? Other jurisdictions have this. This is not within the existing regulations to allow, but if Home and Schools feel strongly about this, contact Shirley or Cory to push this point.
- Offer PD days in splits; i.e., half of the staff off one day and the other half another day. The issue around this is that PD days are held at schools. PD days are split by east/west geography where possible.
- PD Days are costly and disruptive for parents who need access to child care. Looking to amalgamate consecutive days in the calendar through a possible reading week model for the fall semester.
- Calendar only shows provincial PD Days. There are other days that teachers are in PD but replaced with a substitute.

- 2018-2019
 - 14 days in total
 - Joint staff – provincial training, teacher directed (2)
 - Union Days (3) including the TF convention
 - Orientation Days (1)
 - School goals (2)
 - Parent-teacher interviews (2)
 - Provincial Days (2)
 - End of year administration K-12 (2)
 - *Some contractual

- French Federation - 6 early years/6 schools (Early years through Grade 12)
 - Add cultural identity support to mandate –
 - pushing hard for two weeks at Christmas
 - 90 percent of teachers voted in support and are willing to come back early in August
 - Difficult
 - Would like to have 1 – 2 more days within the school calendar to help prepare teachers to teach in a community where French is a second language – better orientation

- PD Days added to end of June/end of August or around end of Christmas break
 - Concerns with 4 day weekends and getting back to class
 - PD also needs to be offered throughout the year to support student learning – cannot anticipate student needs and next instructional steps at the beginning of the school year

- Have to consider that they have teachers that need travel time and breaks
- Have a week in the fall and a week in March as PD weeks without 4-day weekends throughout the year
- Consider having a reading week that would bring PD days together in the fall if possible
- Regulation changed – March break was to be the 3rd week of March – now it has been changed so that can be any time in March or April as per the new Education Act.

- Idea: Follow the francophone school calendar request although the School Calendar Regulation currently states that the school year runs from September 1 through to June 30 of the following year – a School Calendar Regulation change would need to happen
- What is the number of mandatory PD Days? The number of days within the contract are 10; the additional 4 days support the department's contractual obligation to provide professional learning and in-service to teachers
- Can we have a calendar in mind for high school students who need to get the number of hours for volunteering, studying, etc.
- Can the calendar be more than a one year publication? The Calendar Committee will begin work on a multi-year calendar once the new contracts have been ratified
- Can Professional Development be clarified for parents so that they know what is happening? The department and PEIHSF has agreed to a process to share information about upcoming PD days

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Roundtable topic: Mental Health

Facilitator: Leah Munro, PEIHSF Board

Resource: Carolyn Thorne, Faculty of Education, UPEI

- What do we want to see going forward? Resolution? Working group?

The Montague Regional High School Wellness team has been very involved in assessing needs in their school communities. As a result of some surveys with Grade 12 students at the high school in April 2018, they will hold Lunch and Learns in May 2018 on:

- Budgeting, Staying Fit, Time Management
- Community resource guides going to DAC's for distribution
- Survey on smoking showed Grade 10 to 12 – e-vaping more prevalent than tobacco smoking
- What could wellness teams do?
 - Prevention
 - Support schools
 - 2 nurses
 - Geoff MacDonald (Provincial Coordinator)
 - Clinical social workers
 - Two youth service workers
- Three year funding – staggered roll out
 - District Advisory Council's (DAC) met Geoff
 - The wellness teams make such a difference.
 - Their impact is immense
 - Prevention role
 - Also target chronic conditions
 - Holistic partnership approach
 - Break down silos between agencies
 - intergovernmental partnerships
- Carolyn Thorne indicated that 30 teachers from the PSB were trained in mental literacy – train the trainer – other people not started yet. Mental Health literacy will be added to curriculum in September 2018.
- Community resource guides going to DAC's for distribution.
- There has been no change in mental health for Grade 6 through Grade 9. This needs updating.
- Empathy, understanding, acceptance and coping skills would help students.
- New Brunswick is going to competency-based trends – integrated service delivery.
- Mental wellness ASAP should be rolled out sooner at an earlier age for early intervention- however it was explained that the reason for the targeted roll out was due to provincial and federal funding.

- Therefore not realistic that this would happen due to these reasons.
 - Home and School could have a committee
 - Provide improved communication to parents
 - Bullying is an issue
- Home and School to have input into curriculum development for mental wellness
- Partners and Dept. of Education to develop curriculum for younger grades
- Communications:
 - Relationship building
 - Challenges with technology
 - Autonomy versus standard
- Mental health resources are available if you do need it! It's about the stigma around it.
- Bring mental literacy curriculum to K – 8 students.
- Partnership between Health PEI and Department of Education is key.
- Include bullying programs in the well being team. Bullying affects the bullies and victims.
- Bullying is in every school.
- Newfoundland is targeting younger children with mental wellness K – 6.

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Roundtable topic: Dress Code

Facilitator: Sandy Nicholson, PEIHSF Board

Resource: Bailey Sorensen, Student, Colonel Gray Senior High School

Discussion:

- Bailey's points related to individuality and self-expression
- Inconsistency in application and interpretation – different application based on gender
- Each school has a different policy – Is there a need for province-wide consistency?
- From a school-level point of view, policy makes it easier for everyone
- Desire for application of policy to staff and students
- Policing of girls and young women's clothing and bodies – girls get “dress-coded” for more “offenses” than boys
- Safety matters: in some places, colours or clothes signify gang membership or affiliation and that could become a factor here too
- Some rules are so specific, they fail to respond to changing fashions

- Student perspective: There needs to be either a more relaxed approach or perhaps there needs to be no dress code
- Non-students felt a dress code is necessary
- Body shaming and gender discrimination is an issue
- For one parent, it is important for schools to help students learn respectful dress for workplaces
- Male students addressing female students can lead to a mess – felt that same sex teachers need to address issues with students
- Different bodies are policed different ways – busty young women are judged differently than less busty
- Gender stereotypes are a factor at all levels

- Girls know they are policed more than boys
- Trans bodies are policed differently from cisgender bodies (**Cis** - describing a person who is not transgender)
- Dialogues about comfort, respect, and values are important and (dress codes approached the right way) can be a vehicle for conversations
- One school had an assigned person to take the policy seriously and apply it consistently.
- Policy needs to be changed:
 - Procedures are also important for dealing with “violations” appropriately
 - Another option is to include it in a broader code of respect and respectfulness
 - Another option is to have a framework for developing/reviewing/updating/evaluating policy on a regular basis
 - Consistency of application and interpretation is essential regardless of policy

- A parent with knowledge of UK uniform-based dress codes – formality and cut and dried policies have pros and cons
 - The consistency among schools and especially between levels of school is a concern (elementary – junior high – high)
 - We have consistent sense of what categories of concern are – guidelines or a framework might be the solution
 - The principle of “doing no harm” needs to be central
 - There are schools with a K – 9 or K – 12 populations
 - Policies need an appeal process or discussion opportunity for students to engage in dialogue and challenge a decision
 - Uniforms have pros and cons too in terms of signifying difference, self expression, bullying, and economic inequality...
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- Having your own style is essential to students today
 - An example of policy change over time is policy regarding wearing hats indoors where standards for “respectfulness” have changed over time.
 - When you make an issue or item of clothing a big deal, it becomes a big deal
 - One issue is the heat in schools
 - Girls in one school coordinate to wear shorts all on the same day so no one will be singled out
 - It would be good to have a survey about needs
 - A working group, including students, parents/guardians, teachers, staff and administrators would be helpful
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- Standards for how the dress code policies are communicated and displayed are needed for all schools – visible
 - Policies need to be gender neutral applicable to everyone
 - A province-wide look at this issue is needed
 - A dialogue with students is essential and it has to include students of all ages and grade levels
 - Students need to be able to express themselves with confidence and comfort in their body
 - There was some interest in Home and School doing some additional work on this topic, perhaps with the PEI Advisory Council on the Status of Women who has completed some research on this covering many of the issues that came up around the table. Sandy will keep in contact with Jane Ledwell regarding collaborating with PEIACSW.

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Roundtable topic: Role of Home and School

Facilitator: Donna MacLeod, PEIHSF Board

Resource: Owen Parkhouse, Past President

- Parent – School – Home – Keep the peace (Remember the triangle; Overbearing principals)
- Have a new parent welcome package at the beginning of the school year
- Have membership cards – Provides a sense of belonging to Home and School
- Role isn't just fundraising; i.e., playgrounds (Must be communicated to new members and old alike)
- Providing best occasion for students
- Communication is key! The success of the organization is communication up and down.
- Need to increase the number of people N. B.
 - Have a signup sheet for reps the first of the year
 - Reach out personally
 - Provide babysitting during the meetings
 - Have a wine and cheese night to welcome new members socially

- Close the gap between levels – the Federation and Associations – more communication
- Do people understand what Home and School is or does? Yes. For the most part.
- Do they think it is just fundraising? Yes. Sometimes.
- What is the bigger role? Improving education for children.
- We are working for the benefit of the children. Everyone should be.
- We must work together as a positive collective group
- We must work with government instead of against them. We do!
- We are our students positive role models (i.e. volunteering)

- How much influence does Home and School have with government – A huge amount—more than anywhere else. We must articulate this fact!
- Share a press release re AGM Board of Trustees (100 %). N.B. Very important and contentious issue.
- Share information; Talk about certain issues; Set dates; Single issue events—rather than monthly meetings?
- Event, resolution – the story of how to understand the process.
- Video story – not just email—have a video on Youtube!
- Work together with other Home and Schools, the Public Schools Branch and other departments
- Invite the director to come to local meetings—at the beginning of the school year.
- Invite the Past President of PEI Home and School Federation to local meetings
- There is a disconnect from the local to the Federation office —not really— the role of the Federation is not widely known.

- How do we help grassroots people at school meetings understand the overall goal and role of Home and School?
- Get the role of Home and School out more to the media – positive messaging.
- How can Home and School encourage parents to get involved at the local level? (There were 100's in the past)
 - Have membership cards
 - Downplay volunteering
- Decision-makers; e.g., Minister is seeking advice of Home and School (local and provincial); this needs to be shared with local associations. Talk about high level meetings.
- Involvement – Have a parent rep for each grade report back from meeting to the rest of the grade's parents.

- The strength of the organization is misunderstood – it is not only fundraising.
- Have a new parent welcome package at the beginning of the school year.
- Share stories of Home and School successes from the idea to the action that occurred. Success Stories – Idea → Resolution → Outcome.
- Home and School membership – each grade have a home and school rep.
- Be welcoming to create a sense of belonging.
- Learn who the directors are in the family of schools and get them to come to local school meetings.
- Central buying in bulk for school supplies. Create a resolution.
- Tax breaks/charitable donations – lumping it together.
- How much money is raised and where does it go?
- Schools being sponsored by businesses. This is going to happen quickly. Let's get ahead of it before it gets ahead of us.

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Roundtable topic: Funding

Facilitator: Andrea Richard, PEIHSF Board

- Principal
 - Health and Safety. What do you need?
- What do the students need?
 - Resources, Food
- Education - Provincial jurisdiction
 - Federal funding for transportation because roads are federal
 - No Federal funding – BNA Act
- Study of Infrastructure and population
- Renovating versus building new
- Macro
 - 60 plus schools; Buildings 40 plus years old
- Strategic Funding Plan
 - 10 to 25 years
- Maintenance
 - Painting, Flooring, Cleaning products
- Teachers
- All Staff
- Technology
- Capital Repairs
 - Roofs, Paving, Heating, Plumbing
- Books and instructional
- Buildings
 - Operations
- Buses
- Department/Government Garage
 - Bus repairs; Building repairs
- Capital Process
 - More than \$500; More than \$10,000; Operational Expenses
- P3 – Public/Private Partnerships
 - Maintenance - \$3.50 - \$4/square foot; Developer - \$8/square foot; Save – Upfront capital
 - Funding
 - Third party operator:
 - a) End of useful life
 - b) At same condition
 - @20 years – Buy or walk away

- Increase Funding
 - Deficit somewhere else
- Reporting from Home and School
 - No data to report to Department of Education and Public Schools Branch for resolutions
 - Budget to replace resources
- Cost of Supplies
 - \$40/student; Home and School support supplies
- The Structure of the Budgeting
 - Process: Education, Health, Transportation, Justice
 - Removing structural silos
- Twenty year Strategic Plan for Education Infrastructure
- Structures
 - Separate budget – What is going
- Shared Services Concept
 - Ministerial level
 - How do we “up manage” that
 - Resolution
 - Acknowledge Health and Wellness
- Janitorial Staffing Budget Line Item (based on square feet)
 - Custodial: Minor maintenance
 - Cleaners
- Priority List Created by Board for Funding
- How can Home and School be part of This Process?
- Principals Make List of Capital Maintenance
- Formula for Budget
 - Number of students (projected enrolment)
 - Review of formula
 - Printing
 - Licenses
- Allocation of Instructional Formula for Schools
 - John Cummings
 - Dale Sabean