



THE VOICE OF
THE PARENT
IN EDUCATION

QFHSA NEWS

VOLUME 50 ISSUE 2

MARCH 2012

Gearing up for the QFHSA Annual General Meeting

April 21

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YOUR OPINION COUNTS!

Every year in April, we hold our Annual General Meeting for all of our member associations. We are also fortunate to have leaders of educational, public, private and government organizations attend and participate. This year is no exception. As a follow-up to our Special Edition of the QFHSA News on School Board Governance, our AGM will include a panel discussion on this topic. We need to hear what our members think about school boards and how they can best serve the needs of our children, now and in the future. We hope that each of our Home and School associations is able to send delegates to the AGM and voice their opinions during our business session. Every opinion counts and it is important to have your association represented. We will see you then.



For the complete agenda of the Annual General Meeting, please turn to page 4 of this newsletter. Our website contains forms for out-of-town registrants and expense guidelines. You will also find a Tip Sheet to help your local association prepare for the AGM. This year, after the Awards Dinner, we will be rolling out the dance floor for those who want to stay and have some more fun! Bring your dancing shoes (or just kick them off altogether)!

by Lisa Fougère

QFHSA News Editor

A WORD FROM OUR PRESIDENT

Join Us for AGM Fever!

It is that time of year again as our QFHSA Board of Directors is gearing up for our Annual General Meeting (AGM) on April 21. We have been busy getting our reports ready, highlighting the various accomplishments of our past year to share with our local associations.

Our theme of Get Involved—Education Matters is as valid as it was last year, and maybe more so. We strongly believe that it is important for all Home and School members to become involved with their local school board issues on matters of education. Our AGM will feature a panel discussion on School Board Governance and the topic of school board viability. We will also have some lively discussions surrounding our Resolutions to be adopted this year. We do hope you will join us to put in your association's point of view.

I look forward to meeting all of you at the business meeting, awards dinner and then afterwards on the dance floor! See you there!

Liette Chamberland

President

A WORD FROM OUR EXECUTIVE DIRECTOR

QFHSA DIVISION OF RESPONSIBILITIES

There has been an effort recently at the QFHSA to examine our roots, to get down to the basic elements of our organization and determine what we feel are our primary goals. Of course we have always been interested in promoting parental participation in schools but, sometimes, a group of well intentioned people can get involved in a variety of projects which, while beneficial in the short term, can slowly lead an organization off their original path. This can be good as it refreshes a tired organization. Mission statements can and should be revised periodically, to reflect changes in the needs of a community. But sometimes we can get lost and forget our main objectives.

Every QFHSA Board of Directors Meeting starts with the reading of the Mission Statement, to help us to keep in mind why we are here. Everything we do should reflect that mission statement. Lawrence DePoe and myself were requested by the Board to develop a strategic plan that would reflect our main objectives. The results of that piece of work can be found on the QFHSA website. We broke the goals down into four objectives and then compared how we see the provincial board addressing these objectives and how the board envisions the local associations doing the same. For instance: *(continued on page 3)*

QFHSA NEWS

Continuously published since 1949

Volume 50, Issue 2

Official Publication of the Quebec Federation of Home and School Associations, Inc.

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Editor: Lisa Fougère

Layout & Graphic Design: Lisa Fougère

Printing: The Business Box,
Beaconsfield, QC

Circulation: 7000 copies

Advertising Manager: Lisa Fougère

Editorial Board: Lisa Fougère, Carol

Meindl, Rickhey Margolese, Liette

Chamberland, Jennifer Bogart, Mary

Skagos, Larry DePoe

Deposited with: Bibliothèque Nationale

du Quebec National Library of Canada

ISSN: 1924-9284 (Print), ISSN: 1925-

797X (Digital)

Publications Mail Agreement No.

40011786

QFHSA on the Web: www.qfhsa.org

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CONTRIBUTORS ARE NOT
NECESSARILY THOSE OF THE
QFHSA.

All submissions may be edited for length,
clarity, accuracy, grammar, and spelling.



*Thank you to the
Department of Canadian
Heritage (PCH) and the
Ministère de L'Éducation, du
Loisir et du Sport (MELS) for
their financial support in
helping us publish the
QFHSA NEWS*

QFHSA DIVISION OF RESPONSIBILITIES

(continued from page 2)

Objective #1 to improve governance.

What this means is to run better organizations, be more accountable and more respectful of our partners. The Board of Directors and staff do this by attending seminars and workshops to add to their skill set. We also offer workshops, templates and guidelines to our local association executive committees to help them develop better skills in managing their own home and schools.

At the local level, we feel it is the responsibility of the executive committees to attend workshops and seminars that improve their skills and knowledge, either through the workshops we provide or by workshops suggested to them through other venues. We also encourage the local executives to examine our templates and adopt them. It is never too late to improve on what we already know.

Objective #2 to raise the standards of home life and school life.

The QFHSA Board addresses this objective by researching new ideas and innovations in parenting and healthy lifestyles and reporting on them in the QFHSA NEWS, on Facebook and by providing workshops at the Fall Conference. One of our goals is to help educate our parents and introduce them to new approaches to what are often, quite old problems.

We envision the local association's role is to promote these and other workshops with their members, encourage participation, and to share new information in their Home and School newsletter. We feel it is the responsibility of each local association to provide at least one parental skills workshop or seminar to their parent members at their school per year.

Objective # 3 to provide a voice for parents in education and school life.

The QFHSA has been advocating for parental rights and concerns in Quebec for 68 years. We sit at a variety of education sector tables and have the privilege of giving a parent's perspective to decision makers to help guide policy that is best for all. We partner with other organizations to reflect solidarity and support for the English speaking community. Every time a group of parents can sit around a table with their principal and representatives of the teaching staff and can discuss issues of mutual concern in a respectful and intelligent manner, parents are given a strong voice in their school community.

At our Annual General Meeting, held every spring, parents from local organizations gather together to determine policy and to hear an account of what the QFHSA has been involved in over the past year. It is an opportunity for members to determine the future direction of the QFHSA.

At the Local level, we would like to encourage one member of each Home and School to attend the local school board meetings and speak for the concerns of their parents. We would also recommend reporting back to their Home and School association about any developments that are of concern to them. We strongly urge parents to exercise their rights and vote in school board elections. And always, we encourage parents to be appointed as delegates representing their schools and attend the AGM. It is a wonderful opportunity to network and hear what other Home and Schools are doing across the province.



Objective #4 to support cultural preservation and enhance community history.

As was mentioned above, the QFHSA has been active in the Quebec educational milieu for 68 years now and has seen many changes, from Bill 101 to linguistic school boards to Bill 104. We have tried to stay focused on our parents. We have 68 years of historical material in the office that is being archived for future generations to use as a resource.

There are many Home and School associations that have come and gone, flourishing in their time and slowly fading away as times and communities change. There are some Home and Schools that have been operating uninterrupted for 20 to 50+ years. That's a lot of minutes, financial reports, activity reports and fundraising documentation; a wealth of information!! It is probably in past presidents' basements, in boxes in garages and tucked in various attics and the backs of storerooms. Eventually, we would love to see the material all come together in one place and be properly archived. We have a dream..... We would like to encourage the local associations to do what they can to track down this material. Call the office. We can tell you how long your association has been running and who all the past presidents and treasurers have been. It could be a fascinating project for someone to hunt it all down.

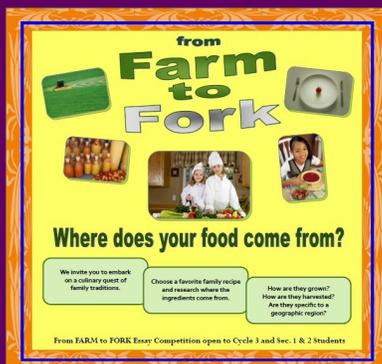
The detailed document, [QFHSA Division of Responsibilities](#), can be found on our website under *Strategic Plan*. It would be a good idea to print a copy and post it in your Home and School office, if you have one, or provide a copy, along with the Mission Statement to every member of your local association. It will help us all keep focused.

Sincerely,

Carol Meindl

QFHSA Executive Director

QFHSA COMPETITION: FROM FARM TO FORK



Contest open to Cycle 3 and Secondary 1 & 2 students.

The QFHSA will be launching its second essay competition project on March 30, 2012 in conjunction with Nutrition Month. Following the success of the "Family Treasures" essay project, "**From Farm to Fork**" will give students an opportunity to consider the food they eat, where it comes from, and how it is harvested. It will also give them an opportunity to share the delights of a favourite traditional/family recipe and the history or story often found behind it.

The essay deadline will be April 27, 2012 with the winners chosen on May 25, 2012. Winning submissions will receive a Chapters gift certificate and a 2012 Canadian Farmer's Almanac. Winning Essays will be published in the June issue of the QFHSA NEWS. For more information, please visit us at

www.qfhsa.org

and look under the tab 'Special Projects'.

68th Annual General Meeting & Conference

Saturday, April 21, 2012

10:15 AM—5:00 PM

The Sheraton Airport Hotel

Petit Salon – 2nd floor

Hotel parking is included

- 10:15 am REGISTRATION / BRUNCH
Registration table by the elevator
- 11:00 am WELCOME & PRESIDENT'S GREETING
Membership & Newsletter Awards
- 11:30 am PANEL DISCUSSION: School Board Governance
- 12:30 pm CAUCUS SESSION ON RESOLUTIONS
- 1:15 pm AGM BUSINESS SESSION
- 2:30 pm REFRESHMENT BREAK
- 2:45 pm AGM BUSINESS SESSION resumes
- 4:50 pm INSTALLATION OF OFFICERS
- 5:00 pm ANNOUNCEMENTS & CLOSE OF MEETING

followed by

Awards Dinner & Dance

5:30 PM until Closing

Grand Salon – 2nd floor

Hotel parking is included

- 5:30 pm HOSPITALITY HOUR – Cash Bar – relax and mingle
- 6:30 pm AWARDS DINNER FOLLOWED BY DANCE

BETTER SERVICES FOR STUDENTS

By Serge Laurendeau

President Quebec Provincial Association of Teachers (QPAT)

At the QFHSA Fall conference in November 2011, I had the opportunity to say a few words on the final outcome of the last round of teacher contract negotiations. For the benefit of those who could not attend, I was asked to provide a summary of the new clauses that will have a direct impact on students' success, especially students with special needs. Below you will find the highlights of these gains:

1. **\$160M** to support the implementation of class size reductions in cycles 2 and 3 at the elementary level and cycle 1 at the secondary level with:
 - a) gradual reduction of class sizes in disadvantaged areas to a maximum of 20 students in grades 3 to 6 and a reduction to a maximum of 26 students in grades 3 to 6 in other areas by 2012-2013.
 - b) gradual reduction to a maximum of 28 students in secondary 1 and to a maximum of 29 students in secondary 2 by 2013-2014.
2. **\$30M** maintained from the 2005-2010 agreement for remedial teachers at the elementary school level to help students with learning difficulties and students with behavior difficulties.
3. **\$30M** maintained (equivalent to 600 resource teachers) for the secondary school level to support students with behaviour difficulties.
4. **\$11M** (equivalent to 200 resource teachers) for the secondary school level to support students with learning disabilities.
5. **\$20M** for the creation of resource groups, classes for those with behavioral difficulties, special classes, and to improve class composition by taking into account the diversity and severity of the needs of students.
6. **\$40M** spread over 4 years for additional teachers, providing direct services to students from 2011 to 2015.
7. **\$12M** over 4 years in addition to the existing **\$3.5M** already in place to support teachers to carry out IEP's (individual education plans), to meet with the school specialists and to contact parents from 2011 to 2015.
8. The possibility of identifying students with learning delays at the end of grade 1 instead of at the end of cycle 1 to improve prevention and early intervention.
9. The recognition of learning disabilities such as dyslexia, dysorthographia, dyscalculia, dysphasia and mild intellectual handicap in the definition of students with learning difficulties.
10. A commitment to establish guidelines for the integration of students with special needs while respecting articles 234 and 235 of the education act. This is in regards to the evaluation of the student's abilities and needs before integration into a regular class while not imposing an excessive constraint or significantly undermining the rights of the other students.
11. The creation of a committee mandated to do an analysis of groups existing in 2010-2011 to determine if there have been cases of abusive integration and to produce a report as a follow-up to our demand to set a limit of the number of students integrated per class.

The guidelines for a successful integration are outlined in the document produced by the Ministry of Education on June 30, 2011. The document refers to a continuum of services ranging from the regular class, the special class and the specialized school and is in line with the QFHSA resolutions 2011/2, 2011/3, 2011/4 adopted and supported by QPAT. We believe that these changes will have a significant impact on the students' ability to succeed.



Advertising with QFHSA News

Our QFHSA Newsletter Advertising Rate Kit is available for 2012-2013. Please send inquiries to news@qfhsa.org. The QFHSA News is the best way to reach over 5000 Quebec families! Our next advertising deadline is May 7, 2012 with the News published mid-June.

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WHAT THE COPYRIGHT MODERNIZATION ACT MEANS FOR TEACHERS AND STUDENTS

There is currently an update to Canada's *Copyright Act* as part of the Government's continuing work to modernize Canadian laws for the digital economy. This Bill will help Canadians better address the challenges and opportunities presented by the digital age.

We live in a global, digital environment, yet have copyright laws last updated in the late 1990s, before the "dot-com" era, before social media, and before tablet computers and mobile devices allowed us to access thousands of songs, movies, and applications at the touch of a button or the swipe of a finger.

These changes will enhance the ability of copyright owners to benefit from their work. They also offer educators, students and businesses the tools they need to use new technologies in innovative ways.

This Bill includes a number of measures that will allow educators and students to take advantage of digital technologies. Some of these are:

Fair dealing for education: The Bill enables the use of copyrighted materials for the purpose of education, provided the use is "fair" (i.e., it does not harm the market for a work).

Publicly available material on the Internet: The Bill allows teachers and students to use publicly available material that has been legitimately posted for free use on the Internet by copyright owners for the purposes of teaching and education. For example, a teacher could make handouts that include an illustration from a website that is freely accessible.

Online learning: The Bill allows schools to transmit lessons that include copyrighted sections over the Internet. For example, this would allow a student in Nunavut to access an online course offered by a university in Alberta.

Digital delivery of course materials: The Bill enables schools to share copyrighted material with their students online (i.e., digital course packs), subject to fair compensation for the copyright holders.

Digital interlibrary loans: The Bill permits libraries to email copyrighted material as part of an interlibrary loan, provided measures are taken to protect further distribution of the material.

Enhancing existing education exceptions: The Bill makes existing education exceptions flexible for use in the future by removing references to specific technologies, such as flip charts and overhead projectors, and by removing the requirement to pay copyright owners to show films or recordings of broadcasts for educational purposes. The Bill also creates a new exception allowing educational institutions to record a news program or a news commentary program for later viewing by the students. At the same time, there will be safeguards to protect the interests of copyright owners.

Excerpt from What the Copyright Modernization Act Means for Teachers and Students, Government of Canada, Balanced Copyright Act.



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QFHSA Quick Survey

As a Home and School Association, what do you do, if anything, to thank your volunteers each year?

Send us an email at news@qfhsa.org

Responses:

Yes, we _____

Not formally. We _____

No, we _____

Other _____

Results in our June issue's Focus on the Locals .

Off-Island Regional Council Hosted by BIRCHWOOD

By Marlyn Brownrigg,
QFHSA Regional Council
Coordinator



One of the QFHSA's newest Home and School Associations, Birchwood Elementary in St. Lazare, hosted a regional council meeting on February 2nd. Home and School Associations from eight (8) LBPSB "off-island" elementary schools were invited to attend. The turnout was fantastic. Thirteen (13) local Home and School members representing five (5) schools spent the evening exchanging ideas and concerns.

The common concerns we discussed in detail were:

- increasing/promoting membership
- volunteer recruitment
- fostering relationships with the school/administration
- fundraising campaigns and allocations
- working with a Parent Participation Organization (PPO)
- grade six graduation
- parent workshops

The members from the various schools exchanged contacts as well as information on how their Home and School worked well with certain events. It was a great idea exchange for all and many have stayed in touch since the event whenever they need help finding a solution to a Home and School issue.

Thank you again to our host, Birchwood Home and School. I would really like to organize an EMSB regional council this year. If your Home and School would like to host a regional council please contact me via the QFHSA office at info@qfhsa.org.

2011-2012 QFHSA Member Associations

ALLION (24)	LINDSAY PLACE HIGH (40)
ARUNDEL (10)	LORD-AYLMER (22)
AYER'S CLIFF (14)	MACDONALD HIGH (20)
BAIE COMEAU HIGH (16)	MAPLE GROVE (33)
BEACON HILL (155)	MARGARET MANSON (59)
BEACONSFIELD E.P. (52)	MERTON (152)
BEACONSFIELD HIGH (28)	METIS BEACH (9) *
BEECHWOOD (38) *	MOUNT PLEASANT (49)
BELLE ANSE (8) *	NESBITT (62)
BEURLING ACADEMY (18)	NEW CARLISLE HIGH (21)
BIRCHWOOD (27)	NEW RICHMOND HIGH (11)
BONAVENTURE POLYVALENT (3)	NORTH HATLEY (8) *
BUCKINGHAM (9)	ONSLow (4) *
CEDARCREST (19)	ORCHARD () *
CHELSEA (4) *	PIERRE ELLIOT TRUDEAU (122)
CHRISTMAS PARK (20) *	ROSLYN (201)
CLEARPOINT (44)	ROYAL VALE (271) *
DORSET (73)	ROYAL VALE HIGH (4) *
DORVAL (38) *	ROYAL WEST ACADEMY (325)
DUNRAE GARDENS (179)	S.E. MCDOWELL (5)
EAST HILL (85)	SHAWINIGAN HIGH (7)
EDGEWATER (56)	SHERWOOD FOREST (57)
EDINBURGH (187)	SHIGAWAKE-PORT DANIEL (21)
EDWARD MURPHY (21)	SOULANGES (2)
ELIZABETH BALLANTYNE (69)	SOUTH HULL (9)
EVERGREEN (75)	SOUVENIR (179)
FOREST HILL (51)	SPRINGDALE (8)
GARDENVIEW (399)	ST ANTHONY (26)
GASPE (10) *	ST CHARLES (59)
GASPE POLYVALENTE (3)	ST EDMUND (138)
GENESIS (33)	ST GABRIEL (12) *
GREENDALE (25) *	ST JOHN FISHER (61)
GRENVILLE (15)	ST LAWRENCE ACADEMY (20)
HILLCREST ACADEMY (23)	ST PATRICK (24)
HONORE MERCIER (76)	ST PAUL (40) *
JOHN RENNIE HIGH (17)	ST THOMAS HIGH (56)
JULES VERNE (20) *	THORNDALE (39)
LAKESIDE ACADEMY (16)	WESTMOUNT PARK (15)
LAUREN HILL ACADEMY (11)	WESTPARK (107)
LEONARDO DA VINCI ACADEMY (33)	WESTWOOD HIGH (95)
	WILDER PENFIELD (51)
	WILLIAM LATTER (11)
	WILLINGDON (147)

Numbers listed indicate paid members by association.

** indicates association NOT in good standing as of March 26, 2012 (all required paperwork has not been properly submitted). Please contact our office for more information.*

QFHSA office contact details are on page 2.



DM FAMILY & SCHOOL SERVICES

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ABOUT DM

DM Family & School Services work together with young people, their families, and schools, to build partnerships and find solutions. DM offers services in the following areas :

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2. Parenting Groups in DM's offices
3. Community Groups for youth in DM's offices or by arrangement in the community
4. In School Programs for students.
5. In School Professional Development
6. In School Parent Workshops on a variety of topics.

**TOGETHER WE CAN MAKE A
DIFFERENCE !**

Dear DM,

My daughter is 9 years old.... And very sad. She has always been very shy and nervous around others, and has had difficulty making friends. Yesterday she came home from school crying. In between her sobs, she said: "nobody likes me... I have no friends".

From: Tired of watching my child have no friends.

Dear Tired of watching my child have no friends,

One thing we all have in common is the need to belong and to be valued by those with whom we spend our time. Whether child or teen, we all need those skills that help us get along with others in both school and at play dates. Many children seem to pick up these skills naturally without much effort. For others, these skills are the most difficult ones to learn, and can create sadness, worry, or anxiety. The good news – for your child and all the others out there like her - is that the skills required to make and keep friends can be taught.

Today's youth are exposed to more stress than ever before, and some children are extra sensitive to life's stressors. For some young people, worries may interfere with everyday life activities, including sleep, adjusting to everyday situations, self esteem, and friendships. Some children are very shy around others. They feel like they cannot say or do the "right thing". Then they withdraw, standing alone, or on the sidelines of games and activities, saying nothing at all... BUT wishing they could join in and not knowing how.

Research shows that children can learn how to cope with fears and worries, and become better

equipped to handle situations involving friendships. In fact, programs that use "intentional teaching" to teach children emotional resilience – ie concrete strategies for coping with stress, worry, fear and sadness, as well as building positive relationships – have been proven to combat anxiety and depression in children, teens, and young adults. These friendship programs help by promoting self-confidence and emotional resilience that can last a lifetime.

Once children are taught the skills sets they need to get along with others, solve problems, and express themselves in assertive ways, their social world begins to blossom. Like any other skill, practice makes perfect. The more opportunities they have to practice their skills the more fluent they become - and then the more natural it seems to reach out to others and to see themselves as a valued member of the class, school, and social community.

Supporting today's youth in developing their friendship skills will inevitably lead to an increase in self-esteem – after all, we are social creatures. When children feel good about themselves, they are more willing to take positive risks—both academically and socially. When a child is socially competent they are more easily able to be empathetic towards others, problem solve, cooperate, work together in a team, and learn to manage their emotions when things don't go the way they had hoped. DM offers groups to help young people learn the skills they need for success in Making and Keeping Friends. Together we can make a difference —give us a call !



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**Together we can make a difference...
give us a call !**

QUEBEC COMMUNITY GROUPS NETWORK (QCGN)

Be Part of the Conversation



The Strategic Priorities Forum is an initiative in which the English-speaking community of Quebec identifies and acts upon an evolving list of priorities to ensure our communities remain vital, vibrant and sustainable.

Over the past six months, the Quebec Community Groups Network has held 19 consultations across the province with a wide variety of individuals and organizations that sought to identify conditions that would sustain the vitality of our English-speaking communities.

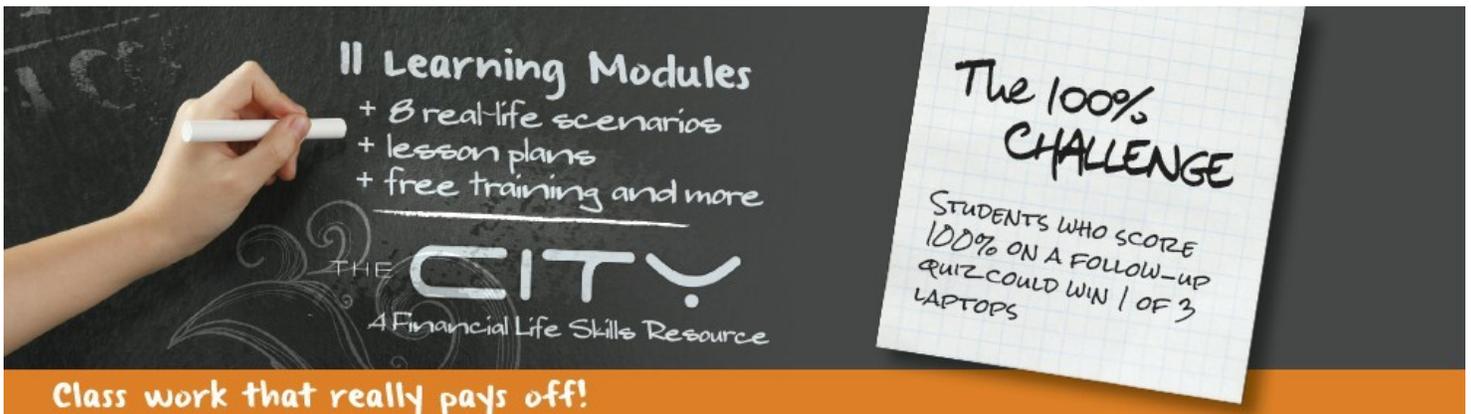
The Forum is now in its second phase which consists of validating the information collected during the community consultations.

That will include an on-line survey of individuals across the English-speaking communities of Quebec.

Please join in the exciting opportunity to unite our community in the expression of its identity, pride, and a promising future. You can take part in the conversation by posting a comment on our community blog at <http://www.qcgn.ca/community-blog/> or by participating in our online survey. Sign up at strategicprioritiesforum@qcgn.ca.

Your input is valuable to us. Follow the Forum on [Twitter](#).

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HEALTH BITS

There are a number of interesting health articles, workshops and information that come across our desks at the QFHSA. In an effort to promote awareness and the dissemination of this information, here are a few of the recent ones we feel are most relevant. We hope you find them interesting and helpful for the safety and health of your children.

CONCUSSIONS:

On the subject of childhood concussions, from the Canadian Paediatric Society (CPS), please visit

<http://www.cps.ca/english/Media/NewsReleases/2012/Concussions.htm>

The Montreal Children's Hospital (MCH) also has information on concussions at

<http://www.thechildren.com/en/news/focus.aspx>



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HELMETS:

Should wearing helmets be mandatory? For information on this topic, please visit

<http://cps.ca/english/Media/NewsReleases/2012/Helmets.htm>.

TANNING BEDS:

In the media recently have been reports on the dangers of the use of tanning beds. Should teens be using these? Please read more at <http://cps.ca/english/Media/NewsReleases/2012/Tanning.htm>.

GENERAL HEALTH INFORMATION:

During the preschool and school years, your children are pretty much guaranteed to come down with a variety of viruses. The internet offers valuable information on a wide array of subjects and symptoms. The Montreal Children's Hospital web site has links to information to give parents basic health information about common childhood ailments, conditions and illnesses. These can be accessed through <http://www.thechildren.com/en/health/conditions.aspx>.



QFHSA DIRECTOR SPOTLIGHT

Occasionally in the QFHSA News, you can find out more about members of our Board of Directors, who they are and how they came to the QFHSA. In the September 2011 issue, Larry DePoe and Liette Chamberland shared their journey into education and on to the QFHSA. Then in the December 2011 issue, we shared Vera Young's natural progression to the QFHSA. This month, we feature:



ROSALIND HOENIG

BOARD OF DIRECTORS

As a busy, full time, employed parent, Rosalind values her involvement in her children's education. She has two children, one in Secondary 1 and another in Secondary 5. She works for a busy international freight logistics firm, Wheels International Freight Systems.

From early in their schooling at Hillcrest Academy, Rosalind became involved as a volunteer in the children's classrooms, then onto her school's local Home and School association. She was an active member at the elementary level for 11 years. As her children have moved on to high school in the Sir Wilfrid Laurier School Board, Rosalind still remains involved, though now at the Governing Board level.

While on her local Home and School association, Rosalind attended one of the QFHSA Annual General Meetings. From there, she decided to join the Board of Directors and become involved at the provincial level. She is currently finishing her second year of a two year term, and will be running for an additional term at our upcoming AGM April 21.

Through the QFHSA, Rosalind feels that the organization really is a voice for parents and lets them be heard across communities and the province.

For those considering joining the QFHSA as a Director, Rosalind says, "We are a dynamic team" and that "it is a gratifying experience."

She feels that one of the QFHSA's most important accomplishments is that they are such a viable and dynamic group of people. "We are able to give guidance and help to our locals."

In the next 5 years, Rosalind would like to see more French schools come aboard and join the QFHSA as the voice for all parents of Quebec in the common goal of quality education. From the QFHSA mission statement, we are concerned with "***enhancing the education and general well-being of our youth***".

Notre mission:

La Fédération québécoise des associations foyers-écoles Inc. favorise la participation des parents, des élèves, des enseignants et de la collectivité toute entière à l'avancement de l'apprentissage; elle agit au nom des parents.

Our ***Mission Statement*** can be found on our website along with many other helpful and informative documents, including the QFHSA Strategic Plan, upcoming Events, Special Projects, Awards, back QFHSA NEWS issues and valuable partner links and resources.

Please visit www.qfhsa.org for all your association updates.

THE 3 C'S OF EDUCATION

By Amanda Preston, Dynamix Teambuilding Professional

Educational institutions around the world are seeing higher instances of bullying, aggression, hyperactivity and many other behavioural problems. In acknowledging these issues and remembering that we are preparing children for their future in society, is education that focuses heavily on academic subjects substantial?

Looking at Gardner's theory of multiple intelligences, we see that the curriculum develops and caters to most of Gardner's proposed realms intelligence, be it Verbal, Mathematical and even Kinetic. Only what Gardner called, Interpersonal and Intrapersonal intelligence is neglected (Gardner, 2011). These two realms of intellectual capability may be the key to preparing youth for a sound future. The 3 R's, though not obsolete, need to be taught hand in hand with the 3 C's: Character, Community and Choice. Educators and parents alike should focus on building people of strong moral and ethical character, developing a sense of community and teaching the ability to make good choices.

Character—Encouraging children to question themselves, consider the consequences of their actions and understand certain universal values creates greater self-awareness, a greater awareness of others and more pro-social behaviour (Noddings, 2006). In today's race to eradicate bullying, character education as a preventative measure operates under the philosophy that people with an awareness of their behaviour and the consequences of it will not take part in or tolerate behaviour like bullying.

Community—Instilling a "Social Spirit" is critical to creating active members, who feel a strong attachment to their community and understand the needs to contributing and building social structures (Montessori, 1914). Fostering collectivistic ideals and giving students a chance to participate in the governance of their community not only provides them the ability to apply moral ideals and logical thinking, but empowers students to shape their world.

Choice—Children who feel like they can make choices will be more apt to engage in solving problems, rather than turning to learned helplessness. Giving children the ability to make choices about their own lives actually empowers them to step up and take responsibility. From this point, guidance can be given to help children make good choices.

In other words, give them the forum while providing them with proper tools and the results will be positive.

The 3 C's, Character, Community, and Choice, are not the only subject matter needed, but they should indeed be at the heart of the curriculum to produce children with just that; heart.

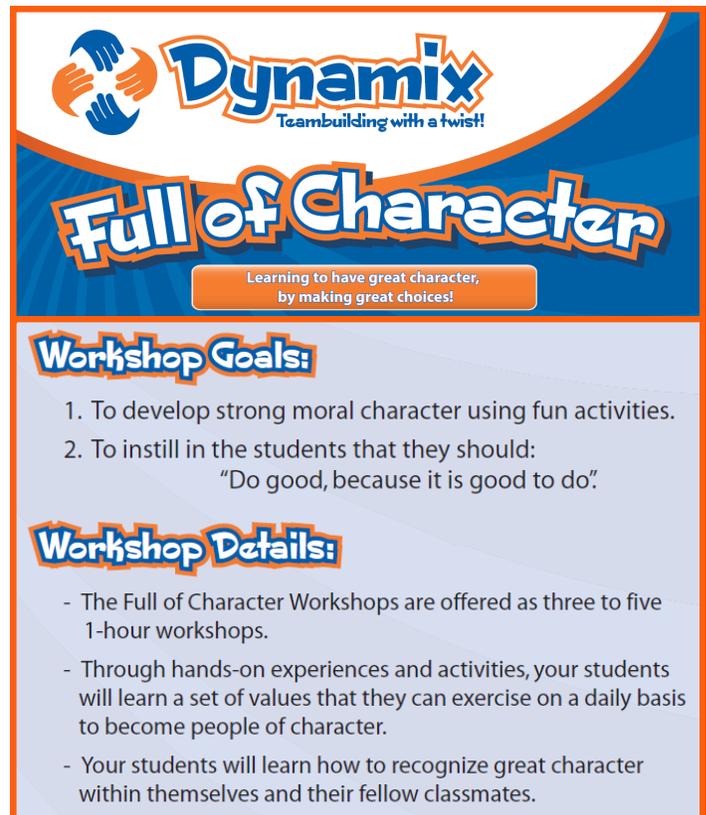
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Montessori, M. (1914). *Dr. Montessori's own handbook*. Frederick A. Stokes Company. Retrieved from <http://www.archive.org/stream/drmontessorisow00montgoog#page/n10/mode/2up>

Noddings, Nel. (2006). *Critical Lessons: What Our Schools Might Teach But Do Not*. Cambridge University Press. Retrieved 29 November 2011, from <http://0-ib.myilibrary.com.mercury.concordia.ca?ID=45875>

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LITERACY

Raising Awareness on the Importance of Early Childhood Development

By Vanessa Shereck, John Abbott College, Information and Library Technologies

On November 11th, 2011, Kuljinder Kaur Magee and Casey Stilwell, volunteers from the Quebec Federation of Home and School Associations (QFHSA), spoke to Information and Library Technologies (ILT) students from John Abbott College about the importance of literacy in young peoples lives. QFHSA is a not-for-profit organization dedicated to enhancing the educational and general well-being of children and youth.

The volunteers talked about the QFHSA reading programs, including the Born to Read Program. It is a family literacy project that aims to spread the word about the importance of daily reading to children. This involves presenting a bag of books to parents of

newborns with a letter explaining the benefits of reading to children. They emphasized that if children are read to every day from birth it will enhance their success at school, as well as their personal and conceptual growth.

The volunteers gave handouts to all the students, which included information about the QFHSA, the events they organize throughout the year, and their literacy programs. They gave each student children books to demonstrate the different types of books they like to buy and give to children to read.

Kimberly Derzawetz, a student from the ILT program said: "It is great to know that there is an association in Quebec committed to promoting early literacy development in children. I really enjoyed the volunteers presentation."

During their visit, the QFHSA received a cheque of 200 dollars on behalf of the Public Relations (PR) class of 2011. The money given to the QFHSA represented funds raised during the ILT department's annual bake sale. The volunteers were invited to speak to the PR class by instructor Barbara Houghton.

USING YOUR LOCAL SCHOOL LIBRARY as a Home and School Resource

The QFHSA Literacy Committee has been working to help local Home and School associations increase literacy success among their member families, by supporting efforts to promote family literacy, as well as providing ideas and materials. One way we suggest is for all H&S local Associations to have shelf space in their school library, where resource materials can be kept and catalogued. Most schools will also allow parents to borrow books from their collection. In some school boards, the collection is available online so parents can browse through the school's available books. Discuss it with your school's library technician.

We have developed a list of suggested resources for your library collection:

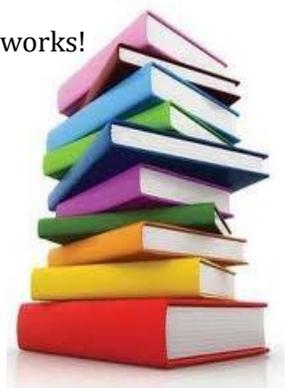
- **Children's Literacy Resource Guide** - This is a great resource for parents and teachers alike.
- **Workshop Booklets** - Keep track of all the great things your membership has learned
- **Copies of your Literacy Program Activities** - To prevent repetition, and to remember what works!

These do not necessarily need to be paper files; it also works as electronic files saved on your association's computer, if it is easily accessible to your community. If you need help collecting these resources or assistance with developing your literacy programs, the QFHSA literacy committee is here to help! We are always looking for ideas on promoting family literacy, so please feel free to share what has worked in your school.

QFHSA Literacy Committee co-chairs,

Casey Stilwell & Kuljinder Kaur literacy@qfhsa.org

**WE
LOVE
TO
READ!**



BULLYING AND THE DAD EFFECT

By James Watt, founder and principal of Education Plus High School, an alternative private school in St. Laurent, and chairman of the governing board of LaurenHill Academy in St. Laurent.

Much has been written on the subject of bullying. Most writers correctly differentiate between the occasional schoolyard scuffle and the persistent and pernicious harassment of an individual. Writers try profiling both the kind of child who is bullied and the kind who bullies. Scorn is generally heaped on those who stand by and fail to intervene. A plethora of "solutions" has been offered. And yet the problem persists. Worse, with social networking, it seems to be escalating.

Having taught in a variety of settings both in Canada and in Africa, and having been a high-school principal for 18 years, I'd like to offer to the discussion both my empirical research and a simple solution. (That ought to raise the hackles of those who believe that for a solution to work it must be both complex and next to impossible to implement!)

My first observation is that there is no rhyme or reason as to why one student gets bullied and the next does not. The smart student, the short student, the bespectacled student, the wallflower and the jock - each has the same chance of finding himself or herself locked in the crosshairs of a bully's aggression. I have taught classes for students with behavioural deficits (also known as the "bad kids"). At times I had only two students in my class. Invariably, when a third student was introduced to the group, one of the three became the target! I have yet to decipher the teen-code for target selection.

My second observation is that bullies come in all shapes, sizes and intellectual capacities. They are not all products of a background where they themselves have been bullied or abused. Most cannot articulate why they act the way they do. Unfortunately, many teachers and administrators react to these students like the CIA would to a highly trained terrorist operative, rather than treating them as the confused mess of hormones and neurons we call our students.

My final observation leads to the solution I propose. I have noticed that students whose fathers are involved in their schools are far less likely to be bullied or to be bullies. Too simple? I warned you! Many fathers leave school and all things academic (with the exception of math and science projects) to their children's mother. Maybe they see it as a logical division of labour; or it could

be for strategic reasons; or because of availability or lack of it; or just plain laziness.

And the few fathers who darken the doors of their child's elementary school miraculously disappear just when they are needed the most: when the child gets to high school.

Attend a school's bake sale, Parent Participation Organization event, or Home and School meeting, and you will think you have stepped into a women-only zone. (Thank God for these amazing, hardworking moms who offer many non-billable hours of service to cash-strapped schools.)

There are three reasons why children whose fathers are involved in their schools do not find themselves at either end of the bullying spectrum:



--I have noticed, as I have been involved in my children's schools, chairing governing boards for the past 10 years, that my children's peers get to know me. As much as I would like to be known for some real or imagined successes in my life, to these young people I am Micah's or Sophie's dad. For a would-be bully, knowing that there is a dad and that he is often seen in the school is a strong deterrent.

--The second reason is the confidence it brings to a child to know that, if there is a problem, his or her dad can find the front office, and it's a place where he has influence because of his involvement in the school. (Fair or unfair, as a principal I grant more time to the complaint of a parent who has been involved in my school than I do to the parent I have never met.) This confidence shields kids, making them resistant to verbal and psychological attacks and occasionally secure enough to stand up for others.

--Finally, a father who is involved in his child's school sends an unmistakable message that he cares enough to take the time to know what is happening in his child's life. It is this father who is more likely to have a relevant conversation with his child. It is this father who will be perceived to understand the teen dynamic. (Even if he needs to fake it a bit.) It is this father who will model to his son how to be a man.

So, dads, if you really want to bully-proof your child, get involved in his or her school. Go into the school's office tomorrow and ask how you can help out. Join the Home and School. Stand for election for the governing board. Attend sports events.

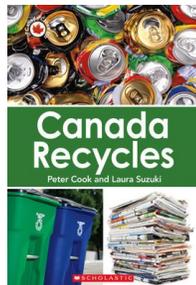
In doing so you will be protecting your child, and other children, from the potentially damaging effects of either side of bullying.

Reprinted with permission from James Watt.

MARY'S BOOK REVIEWS

CANADA RECYCLES

By Peter Cook and Laura Suzuki
Format: Paperback
Pages: 64
Publisher: Scholastic Canada Ltd.



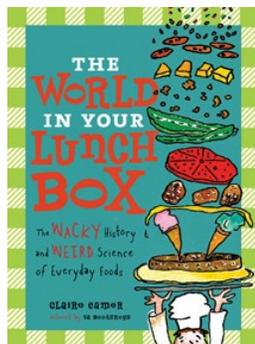
We are always being told to recycle but have you ever wondering why? If you do recycle in your home and put a blue box out on the curb every week, have you ever wondered what happens once it gets picked up?

This book answers a lot of your recycling questions in a language that is easy to understand for students of all ages. It explains why we need to recycle, what happens once everything is taken to the recycling plant and the different methods that are used to deal with the different recyclable materials that we send them. It also gives ideas and examples on ways to reduce, reuse and recycle with an emphasis on the first of the 3 Rs of recycling.

It is a great book for kids to read to learn about the benefits of recycling and to encourage them to incorporate it into their daily lives.

THE WORLD IN YOUR LUNCH BOX: The Wacky History and Weird Science of Everyday Foods

By Claire Eamer
Format: Paperback
Pages: 122
Publisher: Annick Press



This is a fantastic book to read if you like to know weird and fun facts. It is filled with stories about how many of our most popular foods came to be.

The author explores a week of lunches by analyzing all the different components that go into meals that we love to eat on a regular basis. Some of them are funny like the accidental invention of potato chips and mayonnaise. Others are just plain interesting like why peanuts are actually a vegetable and not a nut.

The book is written and illustrated in a quirky manner which keeps the reader's attention. This is also the type of book that you can read a bit at a time and you learn something new every time. I would definitely recommend this to students in Gr. 3 and up.

BIRTHDAY SUIT

By Olive Senior
Illustrated by Eugenie Fernandes
Format: Paperback
Pages: 32
Publisher: Annick Press



Johnny loves to splash around in the ocean waves - naked! Despite his mom's best efforts, the 4 year old doesn't like to keep his clothes on.

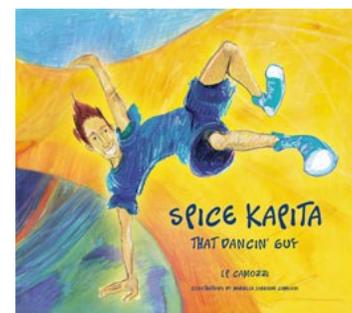
His mom decides to buy him overalls that were 'guaranteed' to stay on but Johnny manages to wriggle out of them.

Finally, Johnny's dad explains to him that, if he wants to grow up to be big like his dad, he will have to wear clothes. Johnny thinks about it and figures that there are benefits to being big so he begins to wear clothes all the time.

Everyone is happy and, now, when Johnny goes swimming, he makes sure to put on his red swimsuit, though that doesn't mean that it will always stay on. A fun book to read to children ages 2 – 6 and to look at its colorful paintings done by Eugenie Fernandes.

SPICE KAPITA

By LP Camozzi
Illustrated by Marielle Lorraine Camozzi
Format: Hardcover
Pages: 38
Publisher: Lp Creative



Lp Camozzi is a local Montreal author and musician who is known as the "Neil Young of Kids". He sings kid songs and also writes story-telling books for kids.

His latest book is about a boy named Spice Kapita who loves to dance. Spice discovers a dance machine that takes him all over the world and allows him to discover the wide world of dance that exists around the globe.

The story has a flow to it much like the various dances it describes. The colorful illustrations, done by Lp's daughter Marielle, add energy and help bring the book to life.

A very beautiful book for children of all ages, it is available for sale in local bookstores like Babar, Kidlink, Paragraphe, and Pure Art. It is also available as a digital download at www.Lulu.com.



A neuroscientific reading program

REVOLUTIONARY PROGRAM FOR STUDENTS WITH READING PROBLEMS GETS DRAMATIC RESULTS

Nathan is a bright, highly energetic grade three student who this time last year was really struggling with his reading. Academically, he was not achieving results and homework was a nightmare. "It was two hours of fighting for five minutes of work," said Nathan's Dad when remembering grade two. Thankfully, Nathan's attitude towards his homework has vastly improved and he is accomplishing much more in a shorter amount of time.

What caused this dramatic change? Over the summer, Nathan did a revolutionary reading program called Cellfield – a brain training program that integrates the parts of the brain required for efficient reading. Cellfield enables reading to become more automatic, increasing both fluency and comprehension. On average, the reading skills of Cellfield participants improve between one and two grade levels in just ten days.

As a result of Cellfield, Nathan improved his ability to read and with one-to-one reading help following Cellfield, Nathan's reading and spelling skills have continued to improve week by week. He has done a complete turnaround in his attitude towards reading and his schoolwork. And he finally sees himself as a reader.

Sara is another student who benefited from the Cellfield program. Sara was in grade nine when she did Cellfield last January. While Sara was already a successful student having received help for her dyslexia, she was having problems with the volume of reading and writing at her grade level. Her reading was slow and inaccurate and this affected her ability to comprehend what she read.

After completing the ten-day computerbased training program, Sara's basic reading skills improved nearly five grade levels and she jumped close to two grade levels in her comprehension scores. Like most dyslexics, Sara had been using inefficient pathways in the brain for reading. Cellfield helped her to create new pathways and to automatically link the word, the sound and the meaning. This improved the speed and accuracy of her reading, and the comprehension of what she read – making homework more manageable.

*“ I get it the first time.
I'm a faster reader.
I understand better and
I enjoy reading more. ”*

Sara's Mom recently reported that Sara now has more confidence going into tests because she knows that she has the ability to easily read the question and produce a clearly written detailed answer. Her Science average has jumped from a 75% to an 85% in less than a year.

When I asked Sara what she felt Cellfield had done for her reading, she had this to say: "It helped me to track better across the page. I don't need to reread a word or a sentence because it's not making sense to me. I get it the first time. I'm a faster reader. I understand better and I enjoy reading more."

If your child has been diagnosed with a reading problem, consider enrolling them in Cellfield over the summer. They will start the new school year with noticeably better reading skills and more confidence.

New clients are being accepted at two locations: **Stepping Up Resource Centre** in Cote St. Luc (438-380-3635), and **Strategic Learning Centre** in Dorval (514-631-9745). To find out more about Cellfield go to www.cellfield.ca.

FREE information sessions to be held:

Wednesday April 25th 2012

Ruby Foos Hotel, AB Room

7655 Decarie Blvd.

Montreal H4P 2H2

RSVP: ingrid.poupart@steppingup.net

Wednesday May 2nd 2012

Pointe Claire Quality Suites

6300 Transcanada

Pointe Claire H9R 1B9

RSVP: karenfoley@strategiclearning.ca

Katrina is seen doing one of the computer based activities of the Cellfield program.



A look at some of our associations' Teacher and Staff Appreciation Week activities



TEACHER & STAFF APPRECIATION WEEK

BEACON HILL Beaconsfield

Beacon Hill students say "mahalo" (thank you) to their teachers and staff! Following our Hawaiian theme, students got involved by using Hawaiian images to decorate the hallways. On Monday, each class came dressed in a different color and the staff dressed in their best beach outfits to take a group photo. Even though it was the middle of winter, we were able to make our own

rainbow! The staff was then treated to a Hawaiian luau luncheon with food provided and served by parents. Some of the desserts were so beautiful and creative that we had to take photos. A Hawaiian beach display was put up in the lobby and Hawaiian-themed surprises and treats were distributed throughout the rest of the week. Thanks to all the volunteers who made the week a great success!

By Lisa Yee



From left, Students Make a Rainbow, Teachers enjoying the appreciation, TSAW cupcakes from "Hawaii".

SHERWOOD FOREST ELEMENTARY, Beaconsfield

We love our Staff!!

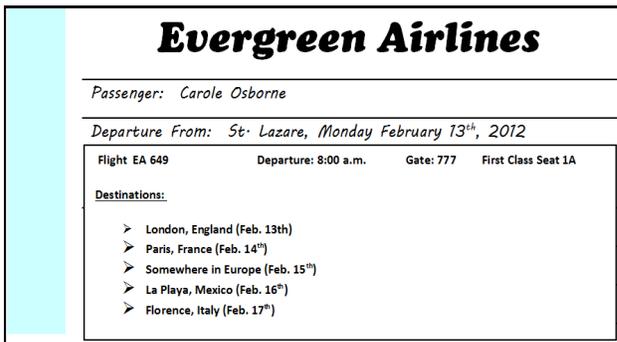
WOW! What a great week the staff at Sherwood Forest had! At our January Home and School meeting, the idea of a staff room make-over was brought up by our co-presidents. That is all that it took for Sue Lopez and Regina Pereira to take up the challenge and form a committee for this very HUGE project. They began planning, sourcing, pricing and the results were spectacular. Over the course of a weekend, many volunteers, including parents, students and former students gave their time and skills to make it a reality. The staff was surprised and awed by what can be accomplished when people put their talents and hands to work. To see before, during and after photos, visit our schools' website at www.sherwoodforest.lbpsb.qc.ca. The staff also enjoyed a tea trolley, recess treats and a lunch, all prepared by the families of Sherwood Forest. Many thanks to all who contributed to make this week spectacular. We are sure the staff at Sherwood Forest knows that they are truly appreciated.

By Anne Macdonald

EVERGREEN ELEMENTARY, St. Lazare

Evergreen Home and School celebrated Staff Appreciation Week with the trip of a lifetime! In keeping with this year’s school wide theme of “Around the World”, Home and School treated staff to a week of activities, food, and surprises consistent with this theme.

To begin the week, each staff member received their very own “Evergreen Airways” ticket, boarding pass, and “Fly Miles” card. They also received daily “in flight snacks” in their mailboxes. The itinerary for the week included trips to London, Paris, Mexico, and Italy. Each day before recess, a “boarding call” was made on the intercom, instructing all “passengers” to report to the staff room for their treats! On Monday, they enjoyed a London Tea, complete with scones, crumpets, and shortbread cookies. Tuesday, it was off to Paris to savour a petit dejeuner of croissants, quiche, cheese, baguettes, and other delicious pastries. On Thursday, the staff was ready for some R & R, so we headed to “La Playa” in Mexico for a Mexican Fiesta!! The staff room was transformed into a beachside haven where staff members were served cold drinks, nachos, salsa, guacamole, and more! Yes, there was even a piñata!! On Friday, the destination was Italy. Staff enjoyed a delectable Italian luncheon catered by one of our very own parents Lilliane Delli Colli.



sample of the Evergreen Airways ticket that each staff member received!

To add to the week’s excitement, Home and School held a daily challenge in which staff members could earn “Fly Miles” points. Those that participated in the daily challenge were eligible to win one of the many gift certificates donated by Evergreen’s very own “Lebeau” family. Staff members were challenged to build Eiffel Towers, present pictures of themselves in Paris, and solve riddles! Great fun was had by all!

Finally, as a token of Home and School’s appreciation, each staff member, including lunchtime and daycare supervisors, were presented with a warm and cozy hooded sweatshirt complete with the new Evergreen logo.

Evergreen Home and School is grateful to be involved with such a dedicated, committed, and enthusiastic staff. The week long events held during Staff Appreciation are only a small token of the admiration and gratitude the Evergreen Staff deserve. Thank you to each and every staff member for all that you do, you are appreciated!

By Karen Rassi



BIRCHWOOD ELEMENTARY St. Lazare

All settled in to our new building, Home and School was able to coordinate daily treats and surprises for all our teachers and staff at Birchwood. From Chocolate Day on Valentines Day to our International Luncheon on



Wednesday, we had so many wonderful parents baking and cooking dishes and desserts. We also had many parent volunteers on hand to help serve and clean up during our luncheon. After a

scavenger hunt, we held raffle prize drawings to end the week of appreciation. We are really lucky to have such a wonderful group of dedicated volunteers helping out. Our teachers and staff truly deserved a week full of spoiling for all that they do for our children every day of the school year. We very much appreciate them and hope they enjoyed the week!



By Lisa Fougere

GARDENVIEW ELEMENTARY
Saint-Laurent

Once again Teacher and Staff Appreciation Week has come to an end, but the week of fun, food, laughs and games will surely live on in the memories of all who participated in the week long festivities.

This year, the T/A committee decided on a "Cruise" theme, and each day of the week, daily teams came up with their own special theme, menu and event for the staff to enjoy. On Monday, the Gardenview Cruise visited 6 different ports of call and the teachers enjoyed food from each location, on Tuesday, the teachers enjoyed a Valentine's Day lunch on the Love Boat, on Wednesday, the teachers were invited to Captain's Night and finally on Thursday, they enjoyed a lounge-themed sit-down dinner party.

As usual, Gardenview parents came out in large numbers to relieve the teachers of recess duty throughout the week so that they may enjoy the festivities in the staffroom.

The staffroom was transformed into the "Gardenview Cruise ship" by our parent volunteers with the help of **Joe's Prop House** who generously allowed us to use



BEACONSFIELD HIGH SCHOOL
Beaconsfield

After a week of wonderful surprises that the Beaconsfield High School Home and School had arranged for the staff, we are sure they know how much we value what they do for our children. There were daily treats, including apples with wonderful expressions, a punch at lunch, candles and a tea for "TEA-RRIFIC" teachers. However the highlight of the week was the Tropical Lunch held on Thursday during both lunch hours. Home and School served a beautiful lunch to almost a hundred staff members and gave away 73 raffle prizes. Thank you to Karen Dawson-Grant and Heather Monaco for coordinating all the food and making sure staff was well treated. Thank you to all the parents who contributed to this special week.

By Anne Macdonald



decorations and props from his establishment. A big thank-you also to **Total Events** for the lighting, decorations and the gorgeous cruise line backdrop which helped give a real cruise line aquatic feel to the room. Thanks to Lisa Levitt for capturing the memories of the week in pictures and for providing all of our staff members with their very own framed photographs to keep as souvenirs.

Through extremely generous donations from our parent community, food, drinks, flowers, books, gift certificates and gifts were a-plenty. Much thanks to all of them because without their donations and volunteering, this week would not have been possible.

By Trudy MacWhirter



FOCUS ON THE LOCALS

Get your school in the spotlight in the QFHSA News! Send in your articles and pictures to news@qfhsa.org. We look forward to hearing what your local association has been up to, what you are planning and what concerns you might have that you would like to share with others.

Upcoming NEWS DEADLINES
June 2012 = submit by May 7, 2012

For publication date on or about June 11, 2012

ROSLYN ELEMENTARY Westmount

In conjunction with the celebration of the annual Family Literacy Day on January 27, and as part of the Born to Read initiative, babies born in 2011 and their parents were invited to Roslyn Elementary in Westmount for an assembly. They were welcomed into the world of literacy during the assembly as students from the school read passages from their favorite books and poems. The young guests were also read to by the school's library technician, Mary Moroska. At the end of the event, all the babies and parents were given a colorful Born to Read book bag filled with starter books.



Excerpt from EMSB Newsletter 02-12

BEACON HILL ELEMENTARY Beaconsfield

Scholastic Book Fair: Sandy Steadman and her team of volunteers once again organized a great two day book fair. This year, over \$2200 in book credits for the school library was raised from individual book purchases and class donations. Happy reading everyone!

Speaking of Reading... Thanks to Gabrielle Cloutier who volunteered to compile a French reading list by grade level. It is now available in our library and online. *Bonne lecture!*

Holiday Fun: Home & School sponsored a fun-filled Holiday Show for all the students in December. *Les parfais inconnus* entertained the kids with their circus skills and tricks, and even encouraged a few staff members to get involved (see photo)!

Holiday Spirit: Over the holidays, our school community raised over \$4000 for *Share the Warmth* by making monetary donations in lieu of teacher holiday gifts. The money raised was dedicated to their school food program, Christmas "fortune bears", school supplies, and food boxes. We also held a separate food collection which filled over 60 holiday baskets for local families in need. Way to go Beacon Hill!

Teaching Excellence Award: Congratulation's to Derek Lagimodière, Beacon Hill's physical education teacher, who was awarded the Physical Education Teaching Excellence Award for 2011 by APEQ (Association of Physical Educators of Quebec). Mr. Lag contributes immensely to the positive school spirit at Beacon Hill and the students feel very fortunate to have such an exemplary teacher. From the "Lag Cup" in Pilo Polo, to his famous Alcatraz and Pinball Explosion games, our students feel very fortunate to have "Mr. Lag" as their teacher! Congratulations!

By Lisa Yee



NEW RICHMOND HIGH SCHOOL, New Richmond

During the month of December the H&S launched one of their large annual fundraisers, chocolate bars! Students in grades one through eight were given cases of chocolates bars to sell to friends, family and neighbours. This year was our best to date raising almost \$1600. To encourage our students to sell their cases of bars, prizes were given to those who sold two or more cases of bars. Our top student did an amazing job selling five cases plus 16 individual bars, WOW!

A goal of the H&S this year was to promote giving back within the school community through the performance of good deeds. As a result, many classes have taken on small fundraising activities to show their appreciation for the activities and materials they receive from the H&S. The student driven fundraisers have included such things as selling homemade Christmas cards, canteen sales and a movie afternoon. While these fundraisers do not bring in huge amounts of money, the students learn from the experience by building citizenship skills and therefore helping to achieve the H&S's goal.



The NRHS H&S hosted a Christmas Social following the school's annual concert. Donated baked goods from H&S members were served as well as beverages. Parents and community members enjoyed the opportunity to rejoice with one another and celebrate the season. Finally, the H&S provided each student with holiday treat bag. Students enjoyed the goodies and small toys they received. Happy New Year to all!!!!

By Natalie Hardy

BIRCHWOOD ELEMENTARY St. Lazare

Breakfast for 400!

The Home and School **Holiday Breakfast** on Dec. 23 was a huge success. We opened our lunch cafeteria kitchen and served breakfast for the whole school. We thank all our super volunteers that were able to lend a hand cooking, serving, cleaning, running with syrup and all other duties! Our students loved the crepes and sausages, with many asking for seconds, thirds, fourths....It was a great way to ring in the holiday cheer and begin the holidays! While one half ate, the other half of the students were in the gym singing holiday songs and rocking out to the tunes of our caretaker, *Electric Frank!*

By Lisa Fougere



LINDSAY PLACE HIGH SCHOOL Pointe Claire

Lindsay Place Celebrates Its 50th Anniversary

We are reaching a historical milestone in 2012 – our fiftieth anniversary. Plans have been underway for Lindsay's 50th Homecoming Celebration to be held next Thanksgiving, October 5 to October 7, 2012. Former students and staff are to register online at lphsgrads.ca, our reunion website, to receive information on the reunion. For anyone who is on Facebook and would like to join our Closed Group, please search for **Lindsay Place High School 50th Homecoming Reunion**. Former students and staff may also contact a member of the steering committee at lphs50@gmail.com. Pass the word along.....

The Fall flew by and it is hard to believe that March break is quickly approaching. Thus far, LPHS Home and School has held two major fundraisers (QSP magazines and Lamontagne coffee), sold baked goods at curriculum night, provided free refreshments for open house, treated the staff to treats before the Christmas break, held monthly TCBY sales, baked for a special "Open Doors" Saturday, and we are now working on Staff Appreciation week (celebrated from February 27th – March 2nd) as a much anticipated pre-March break celebration. The bulk of our wish list allocations will be done after March break. Last year Home and School allocated funds to a school lobby makeover and parents are very impressed with the outcome. It was money well spent -the school looks fantastic!

By Marlyn Brownrigg

EAST HILL Rivière-des-Prairies

This past January 20th, 2012, East Hill Elementary School in R.D.P welcomed over 1600 guests to its first outdoor, evening Winterlude. The school's administration, staff and Home and School creatively put together a beautiful event. The schoolyard had been turned into circular skating rink, there were horse-pulled sleigh rides and a DJ played music in the loop at the front of the school and of course there was hot chocolate. A great time was had by all and it



was impressive to see so many people head out in below -20 degree weather, and have a great time. East Hill's Home and School ran a very successful



bake sale as the volunteers jumped around to keep warm as they sold the treats! So many baked goods were sent in by our parents that we delivered a trunk full of these to the Old Mission Brewery the next morning!

By Claudia Pornaro

BEURLING ACADEMY Verdun

The school was a buzz on Friday, November 18. A special guest was coming to the school. When Mr. Justin Trudeau, Liberal MP, arrived at Beurling Academy he was greeted by two students and welcomed by the administration and other staff members. When he entered the auditorium and walked to the stage he was greeted with welcoming cheers and applause from the students.



Justin spoke to the students about the environment, family, and encouraged students to get involved with politics, along with other topics of importance that face the world today. Justin made time to answer questions and a healthy dialogue ensued for 20 minutes. At the end of the discussion Destini Maighan and Genevieve Reeves thanked Justin and presented him with a BA sweatshirt in a BA recyclable bag. The students were delighted when he put the sweatshirt on. It made him look like one of the senior students.

"The students may have been initially impressed with meeting an MP, and although it was way before their time, our teachers definitely made them aware of what an important role his father played in the history of our country," said Mr. Abracen the school principal.



"However, what really made them feel special was the interest he had in them and how seriously he took their questions. When he told them they are not the future, but the present, and challenged them to do something about it, it was the kind of teaching moment that does not come along too often."

A special thanks to Mr. Bob Dubois for arranging Justin's visit and the photos.

By Chrystal Henderson

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ANNUAL GENERAL MEETING



SATURDAY, APRIL 21, 2012

SHERATON AIRPORT HOTEL, DORVAL

AWARDS DINNER AND DANCE

Be sure to join us during our AGM panel discussion on school board governance. For our AGM agenda, please refer to page 4, or contact our office for more information
(for contact details, see page 2).

MARCH 2012

QFHSA NEWS

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Mission Statement

The Quebec Federation of Home and School Associations Inc. is an independent, incorporated, not for profit volunteer organization dedicated to enhancing the education and general well being of children and youth.

The Quebec Federation of Home and School Associations Inc. promotes the involvement of parents, students, educators and the community at large in the advancement of learning and acts as a voice for parents.

