



THE VOICE OF
THE PARENT
IN EDUCATION

QFHSA NEWS

VOLUME 52 ISSUE 1

SPRING 2014

70 YEARS OF CHALLENGE AND CHANGE

Home and School has always been a grassroots movement with a purpose. Local associations have been independent, with their own agendas to accommodate local needs; voluntary, where each member has been encouraged to contribute his/her time, talent and expertise and they have been dedicated to enhancing the education and well being of children through co-operation and collaboration with teachers, principals, school boards and other social institutions concerned with family life and children.

In 1919, Dr. Walter P. Percival, head of the training school for Protestant teachers at Macdonald College High School (now Macdonald High) convened the first Home and School meeting in Quebec. Dr. Percival was convinced there was a need for an increased link between the home and the school. His leadership gave credibility to the Home and School movement, especially within the Protestant community. He went on to become Deputy Minister of Education, served as President of the Canadian Home and School and Parent-Teacher Federation (CHSPTF) 1947-50 and represented the CHSPTF at the Queen's Coronation in 1953.

Between the two great Wars, many local associations came to life in Protestant schools. Most were struggling to help overcome health and social problems among children and their families, brought on by the effects of World War I, the 1918-19 Spanish flu epidemic and the economic hard times of the Depression years.

During World War II, urban and rural Provincial Councils were formed, where a stronger voice could address the many

common concerns brought forward by hardworking Home and Schoolers. Leslie Buzzell (Roslyn Home and School), gave exceptional leadership at this time. He also donated funds for the QFHSA Leslie N. Buzzell Award and was Honorary President for many years.

Thus in 1944, our records show that of the approximate 45 local associations attending the first inaugural meeting at Westmount Junior High, 25 associations became part of the new federation that year. This came about through the

leadership of an outstanding group of volunteers, many of whom were prominent pillars in their communities and infused with a strong social conscience. They gave shape to this Federation which, after 70 years, we are celebrating this year. Gordon Patterson, a parent from Willingdon Home and School Association, was the first President. The new Federation was keen to be involved nationally so they

hosted the Canadian Home and School Federation's Annual Meeting in Montreal in the same year. And this year, we are pleased to host Canadian Home and School Federation once again, now celebrating its 87th year! However, please bear in mind that, the Home and School, as a national movement, began in the small village of Baddeck, Nova Scotia as far back as 1895! Talk about **Challenge and Change** over that span of 119 years! We have much to be proud of!

Carol Meindl, QFHSA Executive Director and

Marion Daigle, QFHSA Archivist and Past President



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A MESSAGE FROM THE EXECUTIVE DIRECTOR
VALUES OF DIVERSITY

Well, as it turned out, QFHSA did get an opportunity to present its position in response to Bill 60 at the Quebec National Assembly's Committee on Democratic Institutions. Although the questioning was at times tough, we feel that both Patricia Willis and Lawrence DePoe held their own and were not intimidated. An election is now in motion, and the fate of Bill 60 is in question. We will, however continue to reject this piece of legislation that we feel is detrimental to the social cohesion of this province.

It might be new government and a new start that we will face this spring so, after the heated debate and rhetoric of February and March, it will be nice to step back from it all for a while and focus on our own achievements.

What better way to start the celebration of our 70 years of activity than to honor our Home and School executives with a fun evening at Casa Grecque in Pierrefonds-Roxboro on March 27th. Our Annual Executive Appreciation Event featured Patricia Levell, Psychologist and we thank her for offering such sound advice in regards to balancing home, work and volunteering- a veritable circus act at times.

Still to come this year is our Annual General Meeting, May 3, 2014, with key note speaker, Mr. Clifford Lincoln. Our theme this year is **70 years of Challenge and Change** and who better to speak on the

challenges and changes faced by Quebecers over the last few decades than Mr. Lincoln. One of the interesting components of our AGM this year will be discussing the resolutions

2014/01, on Financial Literacy and 2014/02 on Permanent Electoral lists for School Board elections, as well as introducing a first draft resolution for 2015 affirming the value of diversity in our Home and School membership.

This coming year will undoubtedly bring many more changes and challenges for us all living in this province. It is so important, now more than ever, to support what we believe in, our Home and Schools!

Sincerely,

Carol Meindl

QFHSA Executive Director



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MEMBERSHIP UPDATES

The QFHSA Membership Services have had a busy winter this year. We would like to welcome our newest addition, the Eardley Elementary Home and School, part of the Western Quebec School Board (WQSB), to the family.

A **Regional Council** was held at the WQSB offices on January 18th, 2014. More details of this meeting are in this issue of the QFHSA News. If your Home and School would like to host a regional council in early May 2014, please contact me by email.

Membership Documentation: It is always a challenge to get all the documentation and membership information in to the QFHSA office each year. Since the annual deadline is November 30th, we will be more proactive starting next fall. Associations need to be in good standing before the QFHSA renews its insurance policy in December each year so it is of utmost importance that all the required documentation is submitted!

President and Treasurer 2013-2014 Reports: If your term is ending in June, please make sure you prepare and send in your 2013-2014 reports to the office before June 30th. By completing them early you can also present them to your membership at your last meeting. By submitting them on time, you are reducing the load on the 2014-2015 executive members.

The "Hand-Off": If you are part of the Home and School executive or are an activity coordinator, have you been handing over the QFHSA kits, your list of procedures and your contacts to your successors? Do you have hard or digital copies of Home and School minutes and financial reports? Easy access to this information ensures a smooth transition from one year to the next and is also a historical record of your local association.

Planning for 2014-2015: Before the school year ends, it is a good idea to make plans for the upcoming school year. Discuss new initiatives, long-term projects, expenditures etc. You might look at: an international project, a year of "giving back", or bringing a new program into the school. Please remember Governing Board should be aware of Home and School activities. This can be done by submitting a plan to the Governing Board in September with periodic updates throughout the school year.

AGM/Awards Banquet: The AGM will be held on May 3rd and I hope to meet many of you there. Come and celebrate the QFHSA's 70th anniversary with us!

Sincerely,

Marlyn Brownrigg

QFHSA Membership Services Coordinator

marlynbrownrigg@qfhsa.org

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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 issues of the QFHSA NEWS issues and valuable partner links and resources.

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

BILL 60 - QUEBEC CHARTER OF VALUES

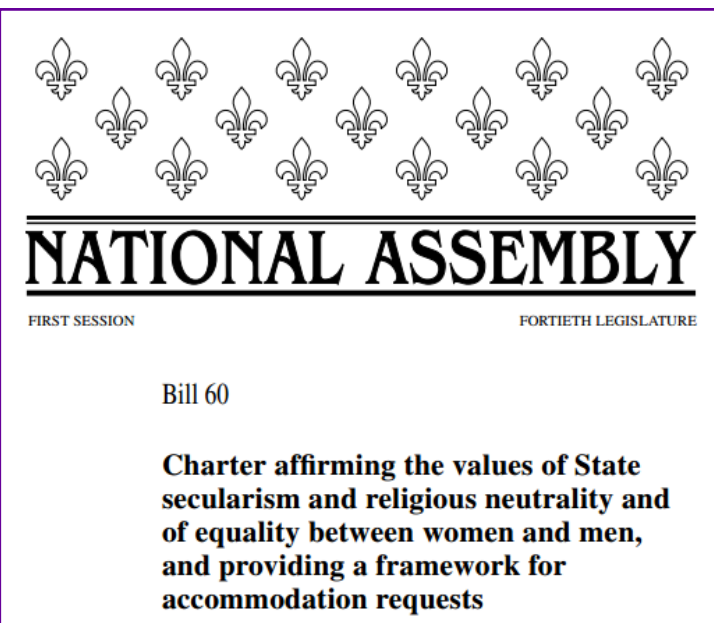
Response to Bill 60 from QFHSA

Charter affirming the values of State secularism and religious neutrality and of equality between women and men, and providing a framework for accommodation requests .

The Quebec Federation of Home and School Associations Inc. (QFHSA) would like to thank the Committee on Institutions for the opportunity to respond to Bill 60. This Bill was studied in detail by the Rights Committee and the response of the Federation was passed by the Board of Directors on behalf of the membership.

QFHSA is opposed, in its entirety, to Bill 60, a Charter affirming the values of State secularism and religious neutrality and of equality between women and men, and providing a framework for accommodation requests.

The Quebec Federation of Home and School Associations Inc. is confident that both the Canadian Charter of Rights and Freedoms and the Quebec Charter of Rights and Freedoms already adequately safeguard and protect the principles of equality between men and women and the freedom of religion.



The Quebec Federation of Home and School Associations Inc. is confident in the secular nature of the Federal and Provincial Governments as they are now and deem no further modifications of the Quebec Charter of Rights and Freedoms as necessary.

The Quebec Federation of Home and School Associations Inc. is opposed to the insertion of the Primacy of the French Language into the Quebec Charter of Rights and Freedoms as it in no way



From left to right: Shadi Assadolahi, (QFHSA Office Assistant), Carol Meindl (Executive Director), Lawrence DePoe (President), Patricia Willis (Director)

affects state neutrality, equality of women and men nor does it address a framework for accommodation requests. Language legislation should stay within the Charter of the French Language.

When a Charter of Rights and Freedoms is frequently amended, in response to current situations, it should strive to improve on rights, not diminish them. To diminish rights takes away the inalienability of all rights and weakens a Charter. Bill 60 proposes to diminish the right of freedom of expression when it restricts the personal choice of wearing religious symbols.

The Quebec Federation of Home and School Associations Inc. cannot be party to a proposed legislation, which if passed, runs contrary to what we teach our children insofar as tolerance, respect of individual rights and religious freedoms are concerned. Bill 60 undermines the Moral and Religious Education curriculum first implemented in 1997 by the Minister of Education at the time and later modified in 2008 to become the Ethics and Religious Culture program.

The Quebec Federation of Home and School Associations, Inc. calls for the withdrawal of Bill 60.

***** This was the Brief submitted to the National Assembly to the Committee on Institutions on Feb.19.2014 by members from the QFHSA Board of Directors, including Lawrence DePoe and Patricia Willis. We would like to encourage your home and school association and members to send a similar letter to your own MNAs and also urge them to vote against Bill 60, with whatever the April 7th Quebec provincial election outcomes are.**

QFHSA ANNUAL GENERAL MEETING 2014

70th Annual General Meeting and Conference

Saturday, May 3, 2014
10:00 AM—5:30 PM

Novotel Hotel
Hotel parking is included

We invite our members to join us for this historic 70th Anniversary Annual General Meeting.

- 10:00 am REGISTRATION / COFFEE
- 10:30 am WELCOME, OPENING REMARKS & GREETING FROM GUESTS
- 11:00am KEYNOTE SPEAKER:
CLIFFORD LINCOLN
- 12:00 pm AGM BUSINESS SESSION
- 1:00 pm LUNCH
- 1:45 pm AGM BUSINESS SESSION
CONTINUES
- 4:45 pm INSTALLATION OF OFFICERS



QFHSA
70 YEARS OF CHALLENGE AND CHANGE
Quebec Federation of Home and School Associations

Awards Banquet

Followed by Dance

5:30 PM until Closing

Novotel Hotel

Hotel parking is included

5:30 pm HOSPITALITY HOUR

Cash Bar – relax and mingle

6:30 pm AWARDS BANQUET FOLLOWED BY DANCE

RESOLUTIONS to be motioned:

2014/01 Financial literacy is a critical life skill. This resolution proposes to make Financial Literacy a compulsory part of the Quebec curriculum.

2014/02 This resolution is a call to protect our English School Board by having as many eligible voters as possible be in a position to vote in the upcoming November elections.

Congratulations And Best Wishes

Quebec Federation of Home and School Association (QFHSA)

On Your 70th Anniversary

~ ~ ~

What a proud moment
for all local Home & School Associations in Quebec
and for your national organization
Canadian Home & School Federation (CHSF)



A year to remember & honour the past
in a year of special celebrations
and
A year to look towards the future
Building on a strong foundation



Canadian Home and School Federation has been honoured with QFHSA's strong supportive role at the national table throughout these historic years, serving as committee members or collaborating on formulating resolutions and policies such as:

*Need for School Boards to Support Libraries with Qualified Librarians * Healthy Lifestyle * Physical Education * Smoke-Free Schools * Gun Control * Teaching French and English as a Second Language in Primary Schools * Accountability for Federal Grants for Minority Languages * Mental Health * Literacy * School Bus Safety, Traffic Safety * *Influence of the Media *

QFHSA has always been there. Thank You!

QFHSA VISIT TO WESTERN QUEBEC

On Saturday, January 18th, 2014 Carol Meindl (QFHSA Executive Director) and Marlyn Brownrigg (QFHSA Membership Services Coordinator) facilitated an Executive workshop/regional council at the Western Québec School Board offices. Six out of eight local Home and School Associations sent representatives to the meeting.

The meeting was divided into 3 segments:

News from the QFHSA: Carol outlined the QFHSA's current projects and partnerships. She also discussed the Bill 60 brief and other housekeeping items.

Executive Training: Carol and Marlyn outlined the various duties of Home and School executives, reporting requirements to the QFHSA office and gave other tips on running a Home and School Association.

Regional Council: Topics included - recruitment of volun-

teers, parent education seminars, fundraising ideas and allotment of funds.

The QFHSA would like to thank Rhonda Boucher (Poltimore H&S) for getting the ball rolling, Crystal Chabassol (South Hull) for finalizing the arrangements, the Western Québec School Board for lending us the boardroom and South Hull Elementary Principal Judy Millar for giving up her time on a Saturday to open and close the office for us.

Although we sometimes grumble about giving up personal time, people who attend regional councils (even veterans!) always come away with a few new ideas and valuable information.

By Marlyn Brownrigg

QFHSA Membership Services Coordinator

Know Somebody who would make a great QFHSA Director?

There is more room at the table! The **QFHSA is actively seeking** interested persons to serve on the QFHSA Board of Directors. Directors are involved in all aspects of the organization, from keeping up to date on issues concerning Education and Rights, to exploring new projects to promote literacy, to offering best practice advice to other local associations.

Directors sit at community tables and bring the perspective of the parent to the attention of education stakeholders and decision makers. Directors help draft resolutions and briefs to the Federal and/or Provincial governments. Directors help develop new projects to offer to the Home and School students and parents. There is plenty to do and everything can be a learning experience.

We meet on average eight times a year to discuss Home and School policy and plan events such as the Annual General Meeting, the Awards Banquet, the Annual Fall Conference and the Executive Appreciation Event. If you have skills and talent and would like to take it to the next level, join us at the next Board meeting to see what it's all about. If you would like more information on what the duties of a Director are, call us or send us an [email](#).



QFHSA
CELEBRATES ALL
YEAR LONG!!
70 YEARS OF CHALLENGE
AND CHANGE

*Quebec Federation of Home and School
Associations*

QFHSA MEMBERSHIP

ALLION
 ARUNDEL
 BAIE COMEAU HIGH SCHOOL
 BEACON HILL
 BEACONSFIELD HIGH SCHOOL
 BEECHWOOD
 BELLE ANSE
 BEURLING ACADEMY
 BIRCHWOOD
 BUCKINGHAM
 CEDARCREST
 DORSET
 DORVAL
 DUNRAE
 EARDLEY
 EAST HILL
 EP BEACONSFIELD
 EVERGREEN
 FOREST HILL
 GASPÉ POLYVALENT
 GREENDALE

GRENVILLE
 HONORE MERCIER
 JOHN RENNIE HIGH SCHOOL
 LAKESIDE ACADEMY
 LAURENHILL ACADEMY
 LEONARDO DA VINCI ACADEMY
 LES PETITS BOUT DE CHOUX
 LINDSAY PLACE HIGH SCHOOL
 MACDONALD HIGH SCHOOL
 MARGARET MANSON
 MERTON
 MOUNT PLEASANT
 NEW RICHMOND HIGH SCHOOL
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 POLTIMORE
 ROSLYN
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 SHERWOOD FOREST

SHIGAWAKE PORT-DANIEL
 SOUTH HULL
 SPRINGDALE
 ST CHARLES
 ST EDMUND
 ST GABRIEL
 ST LAWRENCE
 ST PAUL
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 WILLIAM LATTER
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** "Good standing" means that all of the following have been sent into the QFHSA office: Executive list, local association renewal form, administration fee, 2013-2014 membership lists and payments, 2012-2013 President's and Treasurer's reports.





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QFHSA - 70 YEARS OF CHALLENGE AND CHANGE

What does it mean to your Home and School?

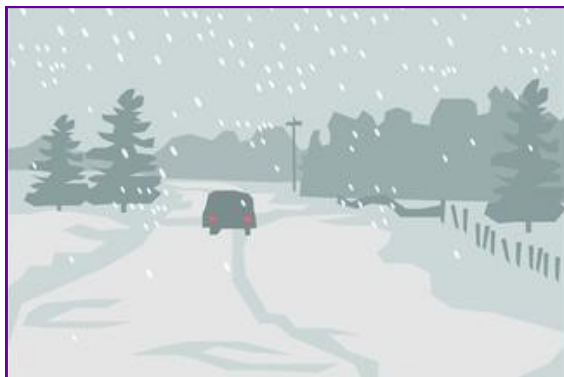


We would love to share what being part of your Home and School means to you or what a favorite Home and School memory/accomplishment is. In this 70th year of parental involvement, the QFHSA has so many memories and events they were involved with over the years. We hope to share these with you over the coming year in the QFHSA NEWS. Feel free to send them in to news@qfhsa.org.

One of our most recent vivid memories is travelling to the Quebec National Assembly in March 2013 during a snowstorm to end all snowstorms to present our brief on Bill 14. Here is our Facebook post that day:

“Missed trains, snow storms, last minute bus rides, but we all made it to Quebec City on time! We had our 15 minutes to state our case and field questions, some of them thoughtful, some of them, not so much.

In the end, we felt it was all worth it. We feel strongly about the need to defend equal rights in Quebec, rights based not on language spoken, or mother tongue, but on human dignity and the right to choose what is best for our children, our families, and their future. Indeed the future of Quebec itself! “



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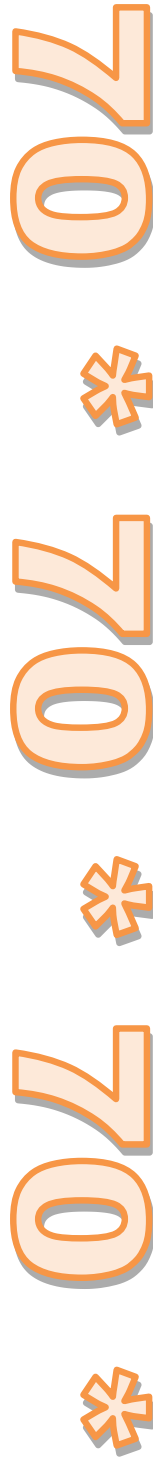
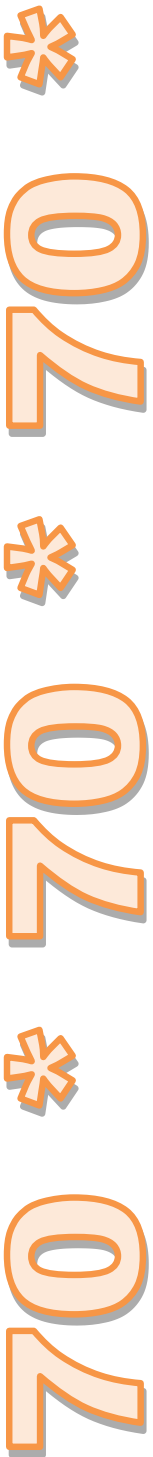
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QFHSA ESSAY CONTESTS 2014

The contests for this season have almost come to a close! We thank all who have sent in their submissions and hope it has been an enjoyable experience for you!

QFHSA will be reading all the essays and picking the winners. The winning essays will be posted in the Summer QFHSA NEWS!

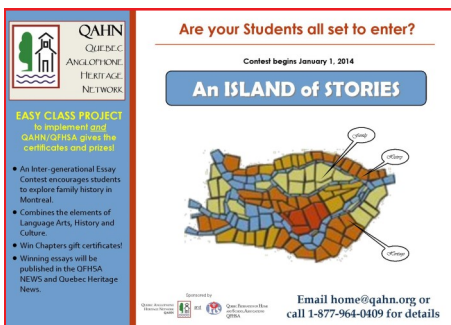
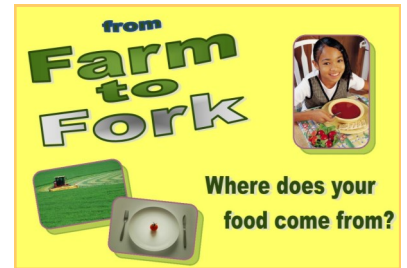
QFHSA invited schools and individual students to explore their culture and family history through participation in our Essay Contests. Objects, foods, places and stories all play a role in our family history and identity.

Family Treasures <http://qfhsa.org/treasures.htm>

Famous Family Recipes <http://qfhsa.org/recipes.htm>

From Farm to Fork <http://qfhsa.org/farm.htm>

For more information on these contests and how you can get your school to participate next year, please contact the QFHSA office and look to the QFHSA website. These are a great way to encourage your child to participate and learn all about the diversity within your community, history and culture through family traditions and learn a thing or two about their family history in the process.



AN ISLAND OF STORIES / MAPPING THE MOSAIC

This contest closes April 30, 2014!

The Quebec Anglophone Heritage Network (QAHN) and The Quebec Federation of Home and School Associations (QFHSA) are pleased to invite the school community to participate in our first “An Island of Stories/Mapping the Mosaic” essay project.

An Island of Stories gives students an opportunity to participate in an inter-generational activity that explores their family’s history through the research of a special place/building/site on the island of Montreal and surrounding area. Mapping the Mosaic is an innovative and easy-to-use mapping website that will chart the collected memories of English-speaking communities in the Greater Montreal Area. It is a participatory website where users of all interests can share experiences and expertise of where their history

happened, by pinning favourite stories to an interactive map of neighbourhoods throughout Montreal, Laval and off-island suburbs.

No point is too small for Mapping the Mosaic. Primary Cycle 3 and Secondary I-V students are all invited to take part. Grandparent’s childhood memories of life in a particular neighbourhood? Archival photos of lost buildings? Little-known episodes in the life of a neighbourhood school, place of worship or local hangout? Memories of colourful characters or local sports heroes? The achievements of entrepreneurs, artists, or innovators? An Island of Stories/Mapping the Mosaic will be a “people’s history” that welcomes all these and more.

An Island of Stories submissions will be divided into two main sections: Memories and Histories. Memories tell personal stories of real, lived experiences - from first-hand recollections of life in a particular neighbourhood, to inherited family stories or archival anecdotes of traditional ways of life. Histories focus on factual history – stories about the people, places and events that have shaped Montreal history.

Essays that are submitted to QAHN and posted to the Mapping the Mosaic website will be eligible to win prizes. It is a fun family activity even if you do not enter the contest!

For more information, please contact Matthew Farfan of QAHN execdir@qahn.org or visit the QFHSA website at <http://qfhsa.org/island.htm>

DEALING WITH DIFFICULT PEOPLE

Why are some people easier to get along with than others? Why are some a pleasure to work with and with others, it is more like pulling teeth? Everything seems to have to be a struggle. Why are some people “difficult”?

Psychology has done a lot of research on this and the general opinion is that it all comes down to ‘fear’.

The difficult person is afraid of something---be it a loss of power, a loss of control, a loss of credibility or a fear of not getting what they want. It is important, when dealing with difficult people, to take a step back and consider what the problem may be. Instead of being judgmental, be curious.

Why are they acting this way? What are they afraid of?

In the particular case of Home and School associations, conflict can often be dismissed as a clash of personalities but there is usually more to it than that. Often the difficult person is an individual who has been around for a long time, is used to running the show their way and is reluctant to give up the control. Sometimes it is because they are very proud of what they have created, know the hours and the struggle they put into it and can't bear to see it dismantled and rebuilt another way, possibly not as successfully. They are afraid of losing their legacy.

There are four types of difficult people:

1. **The Bullying Person**
2. **The Chronically Angry Person**
3. **The Resistant Person**
4. **The Passive Aggressive Person**

Each one creates friction in their own way and it can stem from different insecurities and self-conditioning.

The true **Bully**, the one who manipulates people and circumstances, who is pathological, is actually fairly rare. Most bullies are opportunistic and their behavior is related to low emotional and social intelligence. They are less intentional about harming someone as they most often act out of self-interest without sufficient regard for the impact of their actions. They often are not aware that their actions are considered bullying. These types respond best to enlightenment. When the behavior that is unacceptable is pointed out to them, they are more likely to respond positively to the information. We can put the focus on the behavior, not the individual, by pointing out a specific event. When you yourself are the one experiencing the bullying behavior, point out to them how it is affecting the general functioning of the team, not just your personal feelings.

Another type of difficult person is the **chronically angry person**. The purpose of the person's anger is to maintain control. It is to meet *their* needs, whatever they may be. Remember that feeling anger is normal and natural; it is what we do with it that is important. The chronically angry person has learned to handle all situations with anger as a means to always get what they want. Most people exist at an emotional baseline and anger escalates depending on their individual breaking point. Most people never hit the breaking point, there is rarely yelling, throwing things etc.

But for some individuals, emotions escalate quickly and hit the breaking points much sooner. After such a blowout, there is a recovery period where they start to control themselves again and at the post anger low, they are aware of what they have done and are often sorry for it. This is the best time to talk to the person about their behavior. They are most receptive to instruction.

The third type of difficult person is the **Resistant person**- this is the person who says “no” to everything, resists change and innovation. The constant debating of ideas and issues often puts up roadblocks to progress. A positive aspect of the resistant person is that they can offer sober second thought. A negative aspect is that nothing ever changes. Resistance is often an articulated fear. Help them feel safe, help them save face. Bear in mind that it is psychologically difficult to change a no into a yes. You need to help them find what it is that they are resisting, what is missing that will help make them feel ready to move on. Help them re-frame the “no” into a deeper explanation of what the problem is. Get down to the fears. Find the mutual purpose and meet the needs, both yours and theirs.

The **Passive Aggressive person** feels unsafe about communicating directly or communicating their feelings. They wish to avoid conflict so they often say one thing to smooth over the immediate situation, but then later, express a very different opinion. These people need to feel that it is safe to offer a negative or contrary opinion. It is important that all members are given the opportunity to speak their mind, in a safe and secure environment, without feeling attacked or resented.

To summarize, how you react to a difficult person can either escalate or de-escalate a situation. Consider the following steps:

Get calm-shift judgment to curiosity- Be curious about why they are not complying with an agreed task.

Make it safe- Describe the situation and ask for their attention or interpretation. Paraphrase what they are saying to make it clear that you are listening and they know you understand what they are saying, or not.

Find a mutual purpose- Express your desire to meet their needs AND state yours directly through conversation, face to face.

Request a change -Note the pattern and invite them to act differently in the future.

Ultimately, patience and understanding is the key to dealing with difficult people.

If you are dealing with a difficult person at your association or workplace and would like more tips on how to approach and diffuse the situation, contact the QFHSA office. We would like to consider offering a “Lunch and Learn” event, open to all members, to help deal with the problem of difficult people so that all Home and School associations can flourish in an environment of mutual respect.

*By Carol Meindl
QFHSA Executive Director*

WHAT SHOULD WE DO WITH ALL THAT PAPER??

THANK YOU TEMBEC

If you have ever been to a QFHSA event, chances are we have offered you some Tembec art paper to bring back to your school. So just what does one do with all that paper? Where does it come from and who is Tembec?

QFHSA receives generous donations of art paper, nice, thick card stock-type paper that comes from a company called the Tembec Paperboard Division. We give it away for free to all who wish to take some back to their school for art projects with the students. It is off-white cardstock paper, either in 8.5" x 12" or 12.5" x 19", and quite excellent for posters.

The Tembec Paperboard Division is one of Canada's finest paperboard manufacturers and offers lightweight Kallima® grades of coated covers and bleached paperboard for packaging, as well as a line of premium bleached linerboard. The Paperboard Division's line of products is used in commercial printing, publishing, prestige packaging, high-impact graphic corrugated containers, point-of-purchase displays and litho-laminated packaging.

If you would like Tembec to ship you some paper for Home and School projects, or to donate to the art teachers in your school, let us know. All we ask in return, is that when the paper is delivered, please write a letter of thanks to Tembec or send them samples of your school's Tembec Paperboard creations. info@qfhsa.org

Here are some TERRIFIC CREATIONS from Pierre Elliot Trudeau Elementary School students in Vaudreuil.



PETES TEMBEC ART



Thanks Tembec!

QFHSA & DM PROUDLY ANNOUNCE: INCREDIBLE YEARS* A SUCCESS STORY

Consistent with its mission, QFHSA continues to focus energy on ensuring the well-rounded education and school readiness for all children. This has been especially relevant in recent times, as childhood aggression and mental health issues are escalating. It is well documented that the early appearance of aggressive behaviors, even in pre-school children, are the best predictors of future violence (Reid, 1993). Indeed, according to many researchers, chronic physical aggression during early years is the best predictor of violent behavior during adolescence. These factors also have an effect on school success, and as such are also reflected in high school retention rates. According to The Montreal Gazette, "only 69% of Quebecers are reaching their 20th birthday with a high-school diploma" (Sept 21, 2012, www.montrealgazette.com/news).



"The Incredible Years* Community Project is timely and innovative in meeting the needs of QFHSA members... through use of evidence based programming"

As discouraging as the situation may seem, these figures can be changed. Research shows that intervention using evidence based programs can change these trajectories, and in particular, can lead to reduced aggression, increased mental health, and more positive literacy outcomes. As such, early intervention is key !

In order to affect change, evidence based programs need to be implemented. However, despite the clear need, services available for the English speaking community are dwindling. In the area of youth mental health, approximately 70% of young people requiring mental health services do not receive appropriate treatment (National Association of School Psychologists, 2003). According to the Montreal Gazette (Oct 5, 2010, www.montrealgazette.com/news) this is partly due to the limited mental health resources available for youth in the community. In addition, over the past few years, the Pre-School Day Treatment programs of both the Montreal Children Hospital and the Jewish General Hospital have been closed. The result is that - in Montreal - there are even fewer places available to obtain these evidence based programs in English.

In order to support its members, QFHSA has undertaken to offer the evidence based "Incredible Years*" project initiative. The Incredible Years Parent and Student training programs address multiple risk factors to improve school readiness, as well as prevention and reduction of social, emotional, and behavioral problems in young children. The Parent Training program has a focus on promoting positive relationships, effective methods for helping children learn, effective use of positive discipline strategies and limit-setting, as well as strategies for handling misbehaviour. The programs have been evaluated as "universal", "selected" and "intervention" program. Evaluation results reflect both short and long term improvements in both home and school settings.

The Incredible Years* Program offered during the 2013-2014 school year is a joint initiative with DM Family & School Services, educational consultants trained in The Incredible Years Training Programs. For over the past decade, DM Family & School Services has: worked in close collaboration with QFHSA, offered professional development workshops at QFHSA fall conferences and AGMs, written regular articles in the QFHSA magazine "Dear DM" column, had ongoing involvement in QFHSA local committees, as well as "In Kind Support". In small groups in the community, 25 families were actively involved in the project, participating in the Student Curriculum and/or with the Parent Training Program.

This Incredible Years* Community Project is timely and innovative in meeting the needs of QFHSA members. It is also in line with the QFHSA mission of securing for every child the highest possible advantage in physical, mental, moral and spiritual education, as well as promoting the involvement of parents, through use of evidence based programming. QFHSA is happy to provide this service, and hopes to receive further funding to continue to offer this important program to its members !



For more information regarding the Incredible Years* Program, contact:

QFHSA— 514.481.5619 www.qfhsa.org

DM Family & School Services—514.493.9339 www.dmfamilyschool.com



*based on Incredible Years Programs



DM FAMILY & SCHOOL SERVICES

DEAR DM,

I have 2 wonderful girls, both as different as can be. My oldest has always been very responsible about everything. My younger daughter is full of energy, always ready to have some fun. Recently, both had disappointing test results: neither was happy to show me. The difference is that my oldest already had a plan to fix the situation. She was going to meet with the teacher and see what she had done wrong, or what she could do to get her marks back up. My younger daughter was full of excuses. She blamed the teacher, the test, and the chores that "prevented" her from studying properly! I know its not right to compare my 2 children, I just want to figure out how to help my younger daughter seek out solutions like her sister does when things go wrong!

DEAR RAISING A RESILIENT CHILD,

Parents who have more than one child know that no two children are alike in their temperament. even with the same biological parents and being brought up in the same environment with the same parenting! The difference in the reactions of these two siblings indicates that the older daughter is more resilient than the younger. Resilience explains why some children overcome overwhelming obstacles with seemingly more ease, from homework to more extreme or traumatic situations in their lives, while others have more difficulty.

Resilience is about bouncing back from difficult events. The challenge is to prepare our children to have the capacity to recover before anything actually goes wrong. There are many things we can do to help our children learn how to do this. Here are a few examples:

1. Use a Strength-Based Approach: We need to build up our children's "islands of competence". Nobody is good at everything, but everyone is good at something. Whatever your child is good at — Lego building,

taking care of pets, cooking, drawing cartoons — as long as it's safe and acceptable to you, find out what it is and help them grow it.

2. Role Modeling Emotional Health: Taking care of you is an important part of modeling this behavior! When we take care of ourselves, we show our children how to be emotionally healthier. We are the model they will follow as they learn to manage stress. Role modeling may be most effective when you talk aloud about what you're doing. For example: "My boss gave me a gigantic work assignment. I'm going to break it down into smaller parts so that I can handle it."

3. Positive vs. Negative Thinking: Does your child look at the glass as half empty or half full? Cognitive Behavior Therapy (CBT) is a type of therapy that identifies, and then works on, challenging thinking errors (called distortions), leading to more accurate and flexible thinking. For example: "Am I really not good at everything, or are there some things that I'm good at?" "Was my friend really ignoring me when I said hi, or did s/he just not hear me?" "Am I really stupid because I didn't do well on that test, or do I need more help to understand the material?" Changing errors in thinking does not happen in one "aha" moment. Rather, it requires multiple conversations whereby our children open up to us about their most painful experiences, giving us the opportunity to help them challenge thinking errors and provide alternative corrective thinking messages. For some children, sharing those thoughts with a parent is too difficult, for fear of disappointing the people they love the most: Working with a therapist can be helpful.

If we want our children to experience the world as fully as possible — unfortunately with some of its pain, and thankfully with all its joy — our goal will have to be teaching our children resilience. We wish you love, laughter and happiness in raising resilient children!

Sincerely, DM FAMILY & SCHOOL SERVICES

REGISTRATION FOR GROUPS NOW OPEN !

CONTACT DM:

514.483.9339 / www.dmfamily.school.com 



HEALTH MATTERS

ADHD

Attention deficit hyperactivity disorder (ADHD) is estimated to occur in about 6% of school-aged children. Children with ADHD are first identified as different from their peers around age 3 or 4; their parents describe them as very active, mischievous, oppositional and slow to toilet train. The symptoms of inattention, impulsivity, and hyperactivity become increasingly obvious during the school years. Children with ADHD tend to be of normal intelligence and do not typically show serious emotional disturbance. However, they have difficulty sticking to plans, following rules and regulations, and persevering on tasks. Many are hyperactive, constantly fidgeting, drumming on their desks, and moving around. They have difficulty acquiring academic skills, such as reading and writing, since these skills require focusing attention for prolonged periods of time.

The causes of ADHD are varied but “Biopsychosocial model” is the best way to explain this developmental disorder. Although genetic factors associated with neurochemicals such as dopamine and serotonin clearly play a role, psychological and social dimensions of ADHD further influence the disorder. Several environmental factors that have often been cited in the media as causes of ADHD actually do not contribute to it. Based on the results of different studies, consumption of food additives and sugar, and watching action TV programs do not reduce attention span. It is interesting to note that children are more likely to receive the label of ADHD in North America than anywhere else. Does this reflect a “lack of tolerance” on the part of North American teachers or parents or is there a need to put more effort into developing more objective measures of diagnosis?

Negative response by parents, teachers, and peers to the affected child’s impulsivity and hyperactivity may contribute to his or her feelings of low-esteem. Years of constant reminders by teachers and parents to behave, sit quietly, and pay attention may create a negative impact on their ability to make friends. Thus, the possible biological influences on impulsivity, hyperactivity, and attention,

combined with attempts to control these children, may lead to their being rejected and to their consequent poor self-image.

An integration of the biological and psychological influences on ADHD suggests that both need to be addressed when designating effective treatments. Would any intervention be necessary in the first place if not every child were expected to spend a substantial amount of time most days sitting quietly at a desk concentrating on tasks that he or she may have little interest in? Some research models suggest that ADHD may have emerged as a serious problem only in recent times, specifically only since the advent of compulsory schooling. Before then, an individual who would have suffered attention problems in a classroom might very well have been able to find a more compatible and less confining niche elsewhere.



The most common approach taken by physicians is the prescription of stimulant medication, such as Ritalin. It may allow children with ADHD to focus their attention better and to be less distractible. The availability of medication helpful for those with ADHD is, of course, the result of a perception on the part of drug companies that they can produce, sell and make a profit from a drug targeted for this problem. It is important to realize that the benefits of Ritalin last

only as long as children continue to take the medication.

However, behavioural treatments such as teaching children strategies for screening out distractions, encouraging teachers to allow children with ADHD to alternate between studying and moving around the classroom, and helping parents muster the patience needed to deal with these challenges seem especially effective.

By Shadi Asadollahi, QFHSA Office Assistant

*References: How Children Develop, Third Edition, R. Siegler, J. DeLoache, N. Eisenberg
Abnormal Psychology, Second Canadian Edition, D.H. Barlow, V.M. Durand, S.H. Stewart*

QFHSA DIRECTOR SPOTLIGHT:



Mona Segal

In some issues, the QFHSA NEWS showcases QFHSA Directors to let members get to know them a bit better. Mona's Current Position with QFHSA: Director as of AGM 2013.

For as long as I can remember, I have always surrounded myself with children. Growing up, as the eldest of 5 children, I had lots of wonderful and fun experiences with my younger siblings. Now, as an adult, I cherish the

time I spend with my nieces and nephews, often enjoying the latest offering from Disney or Pixar, or making arts and crafts projects. It was no surprise to those who know me best that I chose to study and work as a psychotherapist with young people and their families. Over the last 20 years my husband and I have enriched our lives by volunteering in a variety of settings from youth to palliative care, as well as in hospitals and women's shelters. In that time I have also had wonderful opportunities professionally, such as at the Montreal Children's Hospital, DYP, EAP, teaching at CEGEP, and various community organizations. In addition, for the past 12 years I have also been working as an educational consultant at the Sir Wilfrid Laurier School Board. In 2002, I felt ready to step out and co-founded DM Family and School Services, where I continue to work as a Director. I consider myself to be a very lucky person to have the privilege to be invited into the lives of individuals and families as they reflect on their lives!

How long have you been involved at QFHSA? And how did you become involved?

I first heard about QFHSA in 2000, and attended their conferences with colleagues. I admired the work that was being done to give parents a voice in education, and the fine work done to promote literacy at the QPAT (Quebec Provincial Association of Teachers) annual conferences. I could not help but think about the famous quote by Margaret Mead: "Never believe that a few caring people can't change the world. For, indeed, that's all who ever have." As soon as I opened my company in 2002, I seized the opportunity to become an even bigger supporter of QFHSA by writing articles for their NEWS, as a volunteer workshop presenter for conferences locally and in Baie Comeau. I continue to enjoy offering volunteer workshop to parents on various topics at the annual QFHSA fall conference, and at other events as well. The more involvement I had with this impressive organization, the more I was inspired to get involved on a deeper level, and was happy to be more involved in the Rights and Education Committee in 2012-2013. I was honoured to be invited to become a Director, and I continue

to enjoy my role as Co-chair on the Rights and Education Committee.

Why did you feel it was important to join the Board of Directors of the QFHSA?

I joined the QFHSA Board of Directors because I wanted to be one of those people making a difference. I believe that it's important to be part of a forum where I can give back to the community and support the well-being of children and families, while promoting education. I also wanted to be part of a team of individuals who are as passionate and caring about education as I am, and I have not been disappointed! It's truly a privilege to get to spend time together with such an amazing group of people where I feel my efforts are appreciated, and where I can make a difference!

What would you say to others considering joining the QFHSA as a Director?

Volunteering as a Director at QFHSA is such a rewarding experience! Being a Director at QFHSA offers you the opportunity to share your skills, get to know other parents in your community, and to have the satisfaction of making a difference in the lives of all of our children while preserving the rights of other parents just like you. There is no better way to meet great people and connect with your community, and have an enriching experience at the same time. In my experience it's even more than that. Being a Director at QFHSA offers you the opportunity to make a direct impact on the education – and the future – of all our children. Come and join us and have your voice heard on important topics! There is always room for more Directors to join.

What do you feel is the QFHSA's most important accomplishment?

QFHSA is well known as "the voice of parents in education". In my opinion, supporting parents in their quest to make a better world for their children is QFHSA's biggest accomplishment. QFHSA has had, and continues to have, a voice locally and provincially, in matters important to parents in the arena of education and rights. These are wonderful and significant accomplishments! A secondary benefit – which is equally important – is the role model we provide for our children when they watch us giving of ourselves, our time, our passion, and our beliefs when we stand up and advocate for our values.

What would you like the QFHSA to achieve in the next 5 years?

I would love for even more members of the community to appreciate what a great organization QFHSA is, and the important role that QFHSA plays in promoting education and advocating for youth. QFHSA is about a group of caring people who are trying to make it the best world possible for all our children. Just like the proverb: "It takes a village to raise a child", in my opinion, QFHSA is creating that village. Let's work together to help raise all our children! Come join us, We need your voice. "It takes a village to raise a child"... QFHSA is creating that village.

Let's work together to help raise all our children!
Come join us, we need your voice.

TEACHER & STAFF APPRECIATION WEEK 2014 - TSAW

A chance to say thank you to all teachers and staff!

Home and School volunteers usually play a large part in schools' Teacher and Staff Appreciation Weeks (TSAW) each year, usually held in February. Here is coverage of some of our local associations from the TSAW 2014.

JULES VERNE ELEMENTARY

Laval

Staff appreciation this year was again a success. We sent out Valentine-themed invitations to all Jules Verne staff, including administration, teachers, Daycare and Lunch supervisors, for a delicious Valentine lunch. We served a hot lunch that included lasagna, chicken & vegetables, salad, delicious cookies and coffee. The staff was welcomed in their decorated classroom and had a lovely Valentine chocolate treat. We got such positive feedback from all of them and it was great fun!

It was simple but rewarding.

By Pino Alberga



WESTWOOD HIGH SCHOOL

St. Lazare

Westwood Home & School proudly spoiled our staff last week during our Staff Appreciation Week, 1 week later than most schools to give parents a break who volunteer for both elementary and high schools. We delivered muffins on 3 of the days and staff received 3 gifts, spread throughout the week: a bottle of water with a single nestea pack, a green tea bag with biscotti and a travel-sized cucumber shower gel, each adorned with a fun saying about how much we appreciate them. On Wednesday of that week we served a hot and cold buffet lunch complete with sweet table for an extremely delighted and

thankful staff of 45 at Westwood Junior. Then we repeated the lunch for 68 equally delighted and thankful staff at Westwood Senior on Friday of that week. We have to keep reminding them that it's Home & School thanking them on behalf of parents, not them thanking us for spoiling them. Dishes included cheese plates, spinach dip, many salads, a veggie plate, chili, lasagne and other pasta dishes, stews, BBQ'd sausages, rice and a full dessert table. Every year they come in noisily, exclaiming it to be their favorite day of the year! And we love doing it for them.

By Arlene Griffin



BIRCHWOOD ELEMENTARY

St-Lazare

This year's theme for TSAW at Birchwood was **Dr. Seuss "Hats off to our Staff"**. We combined the Teachers, Staff, Daycare and Bus Drivers into one whole week of Whootastic fun! We had the children and parents color Cat in the Hat hats and write a Thank you message to all staff. These hats were used to decorate the teachers' doors along with their Dr. Seuss themed photos from our photo booth the week before. We had amazing volunteers like Nattali who created tons of giant Truffula trees and all the Dr Seuss fluffy crafts, for days on end!! Thanks to everyone for all the week's events, a school full of decorations, the most beautiful cakes, all to spoil our staff completely and absolutely! The week's plan was: Monday: Hop on Pop, Tuesday: Biffer Baum Boxed Lunch, Wednesday: Pink Yink Ink Drink, Thursday: Whoo Feast, Friday: Whoo-Treats.

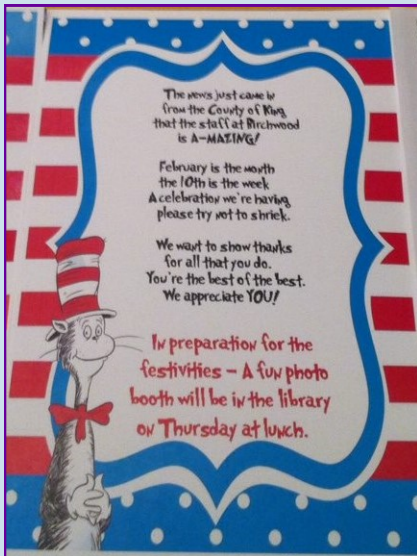
We made a scrapbook containing each staff member's photo and all the Hats that were on their classroom doors to go with a gift bag. On Thursday a Dr. Seuss themed raffle was held in which everyone received a raffle gift, all donated by generous parents and companies in our community. The week was a Blast and the Teachers/Staff/Daycare/Bus Drivers were all appreciated!

We would like to thank all the volunteers that helped us decorate, cook, donated, and all the companies that donated as well.

By Alison Parsons and Angel Johnson



Special homemade cakes by Alison and Truffula trees by Nattali



BEACONSFIELD HIGH SCHOOL

Beaconsfield

A great week of treats for our teachers at BHS was enjoyed by the staff during the week of Feb. 10-14th. This included a morning start with fresh fruit, a lunchtime treat of hot chocolate and cookies as well as a wonderful Olympic themed lunch prepared by parents. Thank you to Karen and Heather for coordinating it all. Thank you to all the parents who helped out.

By Anne Macdonald



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. So do other local associations.

SEND IN YOUR NEWS!!!
Upcoming SUMMER NEWS DEADLINE

submit by May 13, 2014

For publication in Summer 2014

news@qfhsa.org

ROYAL VALE SCHOOL Montreal

This school year marks Royal Vale's 25th anniversary and we wanted to commemorate this special milestone with extra events for our students and their families. In February we celebrated math and science at Royal Vale as we welcomed best-selling author and media personality Dr. Joe Schwarcz, Director of McGill's Office for Science and Society, to speak to our Grade 2-6 students. He entertained



our students with magic and scientific facts with the presentation "The Magic of Science". Our kindergarten and grade 1 kids enjoyed a bilingual series of science demonstrations and experiments hosted by Mad Science.

Then in March Dr. Joe was back in our Auditorium to give some nutritional advice to parents. Also in March, we hosted Dr. David Saint-Jacques, Canadian Space Agency astronaut /doctor /engineer/ astrophysicist, who spoke to our grade 4, 5 and 6 students about becoming an astronaut, life in space and the importance of following your dreams. He even visited the students working on their robotics (one team went on to win the provincial final of Zone

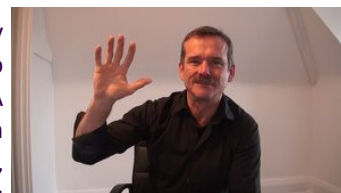


01 robotics at the end of the month). Click to listen: <http://www.cbc.ca/homerun/2014/03/24/astronaut-at-royal-vale-school/>.

We didn't forget our kindergarten and cycle 1 students and arranged for space educator and astronaut trainer Brian Ewenson to give a very lively and visual talk about living and working in space.

And that's not all! Royal Vale School, home to last year's elementary Montreal regional first prize winner and top honors school, will also be hosting this year's Hydro-Québec Science Fair elementary finals on May 2 and 3 in NDG.

Lastly, if you haven't already checked out the inspiring video message organized by RVEHSA for the students and staff from Commander Chris Hadfield, please visit the school website: <http://www.emsb.qc.ca/royalvale/index.html>.



Royal Vale Elementary Home & School Association (RVEHSA) does so much to enrich our children's education through parent-sponsored programs. This is an opportunity to say a big thank you to all our dedicated parent volunteers and staff that allow these programs and events to happen.

By Paola Martinelli-Lato



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SOUTH HULL ELEMENTARY

Aylmer

What screams community when you see the Principal, teaching staff and parent volunteers all pull together and create an amazing Spaghetti dinner for the families of South Hull Elementary? Who wouldn't want to see their favorite teacher smiling and singing while handing them supper for the night. A night off from cooking for the parents at rock bottom prices...who could say no to that!

We use this event to connect all the new and old parents with the staff and each other at the start of the school year. This year the Home and School were excited as the governing board offered to head this event for us while we just volunteered for them.. which I think we should keep as an ongoing plan ;0). A big thank you to them as it wouldn't have happened without them.

Sitting back and watching the organized chaos in the kitchen to the smiling and laughing faces milling about the cafeteria was to say the least, heart warming. The surprise was that not only did South Hull Parents come to this dinner but friends of parents from other schools arrived as well due to the huge support for this event. It was truly an amazing night filled with the smells of good home-cooking sprinkled generously with love. *By Crystal Chabassol*



BEACON HILL ELEMENTARY

Beaconsfield

And in February, before heading off for spring break, Beacon Hill had a wonderful winter carnival. Students from different levels participated in a variety of outdoor activities including curling, a winter triathlon, an outdoor adventure day, tubing, cross country, and downhill skiing. Indoor activities included super bingo, a movie day, and a sport jersey/wacky hat day. A draw was held to crown the "King and Queen" while raising funds for les clubs des petits déjeuner. Julianna Bede (grade 5) and Jake Noseworthy (grade 1) presided over some of the events, including the annual grade 6 vs. teachers' dodge ball game and the building of the ice wall. Each student prepared a block at home, and with the help of volunteer parents, a truly impressive ice display was created. A huge thanks to our gym teacher, Mr. Lagimodière and the carnival committee for all the fun!

By Lisa Yee



“WHERE’S MY SCHOOL?”

Disappointed that your school is not on the Focus on the Locals pages? Please talk to your Home and School members to submit the wonderful things your association is doing for our next issue in Summer 2014 (deadline May 13, 2014), to news@qfhsa.org

ÉCOLE PRIMAIRE BEACONSFIELD Beaconsfield

Quelques membres de l'Association Foyer-École de l'École primaire Beaconsfield, leurs familles et membres du QFHSA ont surmonté les températures froides, en assistant au défilé du jour de la Saint-Patrick de Montréal ce 16 Mars 2014. Voici quelques photos de l'événement! Nous remercions tous ceux qui nous ont assistés!



PIERRE ELLIOT TRUDEAU ELEMENTARY (PETES) Vaudreuil-Dorion

Thanks to the support of Home and School, Junglesport came to school for one week and the students got to use it daily with their class. Daycare was also able to make great use of it for the children in daycare. It was a lot of fun!

By Sheila Desormeaux

“Yes, Virginia There Are Still Great Educators”

I have been working as a daycare technician for a couple of years now and I don't like to single out anyone who works for me. Yet, I feel that those who do work in this business need to be told every once in a while how great they are at what they do. Those people know who they are; they are the ones smiling at work and worry about the children in their care. They are the ones who don't think of it as a job but more as a passion with a desire to have a positive impact on the lives of the children in their care.

Working as a lunch supervisor is not an easy task and requires one to be patient, practical, and innovative and a wicked sense of humor. Imagine yourself going to work every day for one hour. You are busy at home doing the things you do at home and then all of sudden you look at the clock and leap to your feet, and out the door you go, off to work, gathering all of your paraphernalia, books, paper and markers and games and treats! Oh, the treats the children get from their lunch supervisors.

Still out of breath from trying to get all the things done at home you need to do, so your own children don't feel neglected, you gather up your goodies and run down to your class. The children swarm upon you like locusts. They have a million questions. Those questions come firing out of their mouths like machine gun bursts and you dodge every bullet with your smile and your calm demeanor. Handling out hot lunches, and band aids, breaking up arguments with the girls in the back row, and fights with the boys in the school yard, blowing whistles

that often the children never hear and tearing your hair out because of some issue or another that is going on in your room. You deal with bosses and peers who may or may not be on the ball, another reason you tear your hair out. You organize events and find new and exciting ways to teach your children in your class those little life lessons that perhaps the teachers and parents don't have time to teach anymore. You inspire young minds with stories and ideas and information that may not be on the curriculum. You work at starting newspapers, girls clubs, sports clubs, and art clubs, giving the children opportunities to grow and find themselves in a freer and more unrestrictive setting. You are a lunch supervisor and your job is rewarding and you are adored and I thank you for all of your hard work, for your dedication, for your love of children. I thank you for making it more like home, a place where children feel happy and safe and free to discover, to inquire and to learn new things each day that their lunch supervisor shows up out of breath and panting, just making it for the bell and ready to greet her class with a smile and hugs.

And what of our daycare educators, those people who put in hour upon hour, morning, noon and night in our daycares. The women sense things about the children in their care. They build strong and meaningful relationships with all of the children in

their care and the children are attached and happy to have someone who cares about them. They spend countless hours with each of the children in daycare, working with them on projects, helping them with homework, teaching them new things. Our daycare educators watch the children in daycare grow, starting in kindergarten up to that moment when they leave, spreading their wings and discovering new horizons. Along the way you can bet there were some very special daycare educators who were a part of that child's life, who sat with them when mom or dad were late during a snowstorm reassuring them that the traffic no doubt was very bad and that their parents would arrive soon; an educator who was brave enough and strong enough to stick to her guns and not give up on even the toughest child in the group, who managed to instill in that child a sense of responsibility and real autonomy; an educator who danced and sang and wore funny costumes, because if you can't laugh at yourself then you're not going to be able to laugh at anything.

Our daycares in our schools are places where ideas are born, where strangers become families and where children receive constant care from seven in the morning until six at night. Without educators with real compassion and with real passion for this job, our children would be the ones who would suffer. Fortunately we do have very special people who work in our school daycares and I want to thank them too for all of their hard work. For the hours they put in and for those extra hours that they spend looking after things in the daycare that otherwise would not be done. They do what they do because they love it, because it is rewarding and fun and because each

child in their care is special to them.

Lunch and daycare educators are the men and women in our school board who strive to teach children the value of friendship, of communication, the hard lessons that all children learn as they grow, that things don't always work out in their favour but that doesn't mean that there is nobody there to support them. In our school daycare, that is our main mission, to offer each child a safe and caring place that they can proudly call home. In our daycare, we hope that the children are happy and that they are learning valuable lessons from us and from their relationships with their friends.

Each day is filled with surprises both big and small. Each child brings with him or her a certain flavor, a certain energy to our daycare and that makes our days always exciting, always full of surprises. We become a community that flourishes and builds bonds between each other and with the children in our care. Yes, there are still good educators out there and I have witnessed them in action right in my own daycare. Have faith little “Virginia”, miracles do still happen and you might even see one or two of them right in your own daycares.

By Martha Farley





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Upcoming QFHSA Events:

Annual General Meeting

Saturday, May 3, 2014
Time: 10:00 am - 5:30 pm



Followed by **Awards Banquet**
Time: 5:30 pm - 10:00 pm

Location: Novotel Hotel, Dorval, QC.

All Home and Schools will receive the details for
this event as it becomes available.

Please check with your local Home and School
representative or contact our office (contact
details are on page 2 of every newsletter).

Registration forms available at www.qfhsa.org/agm

SPRING 2014

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.

