



THE VOICE OF
THE PARENT IN
EDUCATION

QFHSA NEWS

VOLUME 55 ISSUE 1

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Message from the President



As we enter the last third of the school year, Home and Schoolers should start planning for school year 2017-2018. The constitution, by-laws and standing rules, of your local association specify the framework of the Annual General Meeting (AGM) including the elections procedures that must be followed.

Section 47 of the Education Act of Québec requires that a meeting of the parents of the students who attend the school be called during the month of September. This General Assembly of Parents (GAP) has elections for parents' representatives to the Governing Board (GB), parents' representatives to the Parents' Committee (PC), and decides whether or not to form a Parent Participation Organization (PPO). {Section 96}

The purpose of a PPO is to encourage the collaboration of parents in developing, implementing, and periodically evaluating the school's educational project and their participation in fostering their child's success. {Section 96.2} A PPO may advise the parents' representatives on the Governing Board regarding any matter of concern to parents or any matter concerning which the organization is consulted by the parents' representatives on the Governing Board. {Section 96.3}

It is interesting to note that Section 93 states that the Governing Board is responsible for approving the use of premises or immovables placed at the disposal of the school, proposed by the principal.

Section 94 states that the GB may, in the name of the school board, solicit and receive gifts, legacies, grants, and other voluntary contributions from any person or public or private organization wishing to provide funding for school activities. . . . The contributions received shall be paid into a designated fund created for that purpose in respect of the school by the school board; the funds making up the fund and the interest earned shall be appropriated to the school.

A local Home and School association may run fundraising campaigns under the home and School banner, and the members of the local Home and School association vote on how these funds are to be distributed.

Thank you all for volunteering,

Brian Rock, President



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QFHSA NEWS.

Executive Director's Message



Fostering a society that is safe for everyone.

The January incident in Quebec City, where 6 men were shot as they were praying together in their mosque, was a shock to everyone.

How could something like this happen in Quebec? And yet, it does not really come as such a huge surprise. The

political climate of the past five years (or 50 years) seems to have been building up toward it. But what can we do? How can we effect a meaningful change?

One of the root causes for something like this attack is ignorance: having plenty of opinions on a subject but no real knowledge, plenty of opinions on what it means to be Muslim, but no real personal experience getting to know an individual to get the real story. In an "alternative fact" world, knowledge is still the key and our children are being prepared to be the instruments of peace or of conflict, depending on the quality of their knowledge and not just on the opinion of their friends and even members of their own family.

Knowledge is the key and so is education. Within our education system, our children must be taught the truth about the history of the society in which they live, with all the various players who have historically participated in it, good and bad, and will continue to affect its course into the future. More than ever, we need to insist that our children are exposed to a history curriculum that tells the truth about the multi-cultural fabric of our Quebec Society, just as much as we would insist on a science curriculum based on verifiable facts or a health education system based on provable research. We need our children to hear the wide range of voices and perspectives in society in order for them to get the true picture and to see themselves and their communities in the narrative.

In this issue of the NEWS we are considering various ways to be accommodating and inclusive, from questions of school interventions for LBGTQ students, diversity in books, and truth in history curriculum.

Education is the key and so is parental involvement, to support a school system that fosters a society that is safe for everyone. We all have a role to play.

Carol Meindl, Executive Director



QFHS 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.



Membership services

REMINDERS:

- Correspondence from the QFHSA should be part of your Home and School meeting every month. Home and School members need to be aware of the resolutions, briefs and initiatives that the QFHSA board and committees are working on, on behalf of the members, as well as the AGM, fall conference, etc.
- All documentation and fees are now very OVERDUE.
- Local associations are required to send a delegate or delegates (does not need to be an Executive member) to the QFHSA AGM. The delegate(s) must be appointed at a Home and School meeting. Please include this item on your upcoming Home and School agenda and send in the name of your delegates by April 1, 2017.
- Insurance is needed for your end-of-year activities. The new form is on the QFHSA [website](#)



Are your Home and School meetings too long?
Are parents losing interest?
Do discussions become circuitous?
Here are a few tips for keeping meetings on track.

Make "the rules" clear at the beginning of each meeting.

- Aim for a meeting of 1.5-2 hours in length. Instead of having a mid-meeting break, invite people to get refreshments before, during and after the meeting. Remember that everyone is giving up time with their families to attend.
- Assign each agenda item a time limit and appoint a time-keeper. Example – Welcome (1 min), Treasurer's report (5 min). Extending the time will require a motion, a seconder and a vote. Extend in 3-5 minute increments.
- Have a speaker's list if many people wish to speak or if speakers are being interrupted. Assign this duty to a Co-President, Vice-President or another volunteer (not the meeting chairperson or the secretary). Those wishing to speak will have their name put on the list. Usually someone may speak a second time if they have new information to add to the discussion.

- Have an executive member keep an eye out for "side" conversations. These are disruptive and information has to be repeated to those that were not listening.

- If no decision can be reached, and time is not of the essence, the item can be tabled to the next meeting, strike a sub-committee to get more information, or have an email vote. Please note, that an email vote should be the exception and not the rule because members have not been party to the discussion of the issue.

- Quorum: If attaining quorum is a consistent problem further investigation is needed. Is the quorum number too high (according to the constitution and by-laws), do members feel that their opinions don't count so are not attending or is the school community too far flung (consider using Skype etc.)?





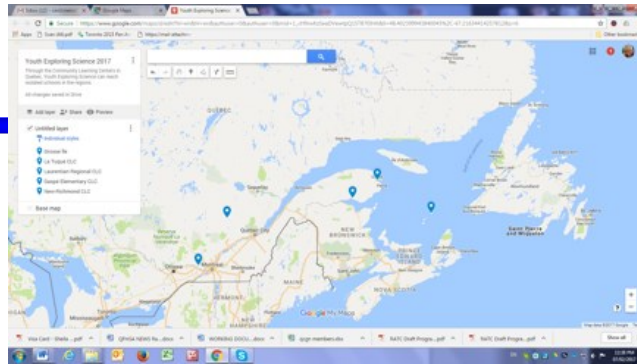
YOUTH EXPLORING SCIENCE 2017

QFHS has again invited Community Learning Centers (CLCs) in the regions to bring the Youth Exploring Science workshops in their school and invite students from surrounding schools to participate. Five CLCs (5) indicated an interest in participating: Grosse Ile, La Tuque, Laurentian Regional, Gaspé Elementary, and New Richmond.

Five (5) additional schools in the area of the CLCs could potentially be reached: Morin Heights, Grenville Elementary, École Centrale (FR) École Jacques Buteux (FR) and New Carlisle.

Evelyn Castillo, biologist, will be leading the science activities to be offered this year, which include: Making Silly Putty (March 18); Mad about Bats (April 1) ; and Dino Dig (April 8)

Financial support for the Youth Exploring Science comes partly from a grant from the Quebec Ministry of Education and from the Department of Canadian Heritage through their support for official language minority communities in Canada. With their support, we can reach students in a widely diverse area through the video-conferencing network.





Our Goal
is your
DREAM
with a
Budget

The Quebec Anglophone Heritage Network wants to help communities realize their dreams.

We know that doing good things often comes with a cost.

Learn how your local group or Association can find new resources, in a fundraising workshop near you, starting next spring.

Register NOW to guarantee your place at one of these 2017 conferences:

April 28, Stanstead	May 12, Wakefield
June 2, Morin Heights	June 16, Huntingdon

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Diversifying Resources to Ensure the Advancement of Mission (DREAM) is supported by the Department of Canadian Heritage

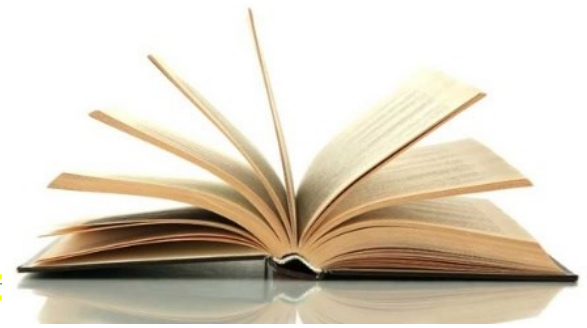
COmECH –Quebec Update

The second meeting of COmECH Quebec (Committee for the Enhancement of the Curriculum of History of Quebec) was held in the QFHSA Board room on September 14, 2016. In attendance were Robert Green, Teacher, Westmount High-school and Head of the Senior Social Studies Department and Union Rep; Brian Rock, President, QFHSA and Executive Director of the Regional Association of West Quebecers; Mike Nalecz, Vice President of the English Parents' Committee Association, LBPSB; Rickhey Margolese, QFHSA Director; Angelo Grasso, Executive Director, English Parents Committee Association; Sandra Stock, retired teacher, QAHN Director and regular contributor to Quebec Heritage News; Sharad Bhargava, Parent Commissioner, LBPSB; and Carol Meindl, Executive Director QFHSA.

The Chair, Robert Green, proposed that the goal of the committee should be to urge the Quebec Government to change direction with the Secondary III and IV History of Quebec and Canada high school curriculum. He acknowledged that this pressure would not be something that the committee could

achieve alone as there would need to be a consensus on this issue that would include representatives from First Nations, Minority Communities, English-speaking Communities as well as members of the Francophone Community. The statement would have to be balanced and raise the concerns about what is desired in a history curriculum, that being one that is more complex and nuanced than the current text.

Over the next few months, the committee members drafted a Statement that was distributed to a variety of destinations for endorsement. The statement was sent to the Presidents of the Home and Schools on February 2 to share with their membership. The text of the Statement follows:



Quebec's Secondary III & IV History Curriculum: In Need of Change

In the Spring of 2016 Quebec's Liberal Government announced it would be implementing a reform to the province's Secondary III and IV History curriculum that had been initiated by the previous PQ Government. Ostensibly this reform was intended to address what was widely recognized as a structural problem with the program that many felt was causing undue confusion for students: namely the thematic rather than chronological approach of the current Secondary IV program.

However, thanks to lobbying efforts of La Coalition pour l'histoire – an organization founded and financed by some of the most conservative elements of Quebec's nationalist movement – this reform came to be about far more than changes to the program's structure. It became about changing the content of the course to reflect the narrow ideological views of La Coalition pour l'histoire and its supporters.

Continued on the next page...



Quebec History Curriculum-In Need of Change

What we are asking for

- **First and foremost, we want a curriculum whose content acknowledges the complexity and diversity of Quebec society and challenges students to develop critical thinking skills in examining historical events.** A curriculum that seeks to indoctrinate students with a simplistic ideologically driven narrative is an insult to the intelligence of students and a disservice to society as a whole. To be clear, we are not asking to replace one narrow ideological vision of history with another. This is not about replacing a sovereigntist narrative with a federalist one or a conservative narrative with a liberal one. Conservative nationalist perspectives have a place in the telling of Quebec's history. But they, like other important currents of thought, should be presented as that, perspectives, not the defining narrative.
- **We want a curriculum that addresses Indigenous History as noted in items 62, 63 and 64 of the Calls to Action made by the Truth and Reconciliation Commission (TRC).** The current reform has ignored these recommendations. We also want a curriculum that reflects the current scholarship on Indigenous history which reveals the active role of Indigenous people in shaping North American history in every historical period, rather than portraying them merely as hapless and passive victims of colonization. Achieving these goals will require extensive consultation with Indigenous communities and scholars at every step of the curriculum development process.
- **We want a curriculum that acknowledges the struggles and positive contributions of Quebec's various ethnic minority and local communities.** Students need to learn about the over 4,000 Black and Indigenous people enslaved in Quebec during the French regime, about the struggles against discrimination faced by Jewish, Italian and Greek immigrants during the early waves of immigration, about the more recent efforts to welcome refugees fleeing war and oppression in places like Vietnam, Lebanon, Chile, Haiti or Syria. The history of Quebec's Black community also needs to be integrated into the curriculum rather than leaving it to be taught at the discretion of individual teachers. The current curriculum has completely omitted the historical contributions of its minority communities. No community that has contributed to the development of Quebec society should be rendered invisible or demonized.
- **We want a curriculum that acknowledges the diversity of Quebec's Anglophone community and its positive contributions to Quebec society.** Students need to know that the majority of Quebec Anglophones were not elites living in the Golden Square Mile. Many were working class Irish who suffered untold indignities at the hands of the British merchant class. Some, as in the 1837 rebellions, even worked hand in hand with Franco-phones resisting British authority. Still others, such as the Anglophone women who participated in the beginnings of Quebec's feminist movement made significant positive contributions to making Quebec a more egalitarian society. The current curriculum reduces Quebec's Anglophone community to a monolithic block of elites intent on impeding the society's progress at every turn.

- **We want a curriculum that acknowledges the important developments in Quebec's history that have been motivated by progressive political values.** Students need to learn about the Parent Report, the resistance to Duplessis led by individuals like Georges-Henri Levesque and institutions like the Cité Libre journal and the inclusive nationalism of René Levesque. The current curriculum omits this progressive history and instead offers a very conservative vision of Quebec's history where, for example, even widely reviled figures like Maurice Duplessis are recast as defenders of Quebec's autonomy.

What we are not asking for

In order for the aim of this statement to be 100% clear and transparent we will outline some things that we are not asking for, so as to avoid any confusion.

- **We are not asking for the 'denationalization' of the program.** References to the Quebec nation and various forms of national consciousness existed in the program prior to this reform and should continue to do so.
- **We are not asking for the program's focus to be anything other than Quebec's Francophone majority.** To say that we want a program that is inclusive of ethnic minorities and Indigenous communities does not mean that we want them to be given equal weight to the Francophone majority.
- In suggesting that the diversity and positive contributions of the Anglophone community be acknowledged, **we are not in any way suggesting that the various negative actions of the British Regime and the English merchant class should be omitted or minimized.**

What we are asking of the Government of Quebec

- **We are asking The Government of Quebec to work with school boards and key stakeholders to immediately produce supplemental pedagogical materials.** These would address the most glaring omissions in the new curriculum. The Precisions of Learning curriculum document and Ministry exams would need to be updated to include this material.
- **This would be a stop-gap measure until a process of public consultations could be held that would allow Quebec's various communities to offer their input.** The aim of this consultation would be to develop a new inclusive History curriculum with new textbooks and pedagogical resources for teachers.

For further reading on [COMECH](#)



National Inventory of School District Interventions

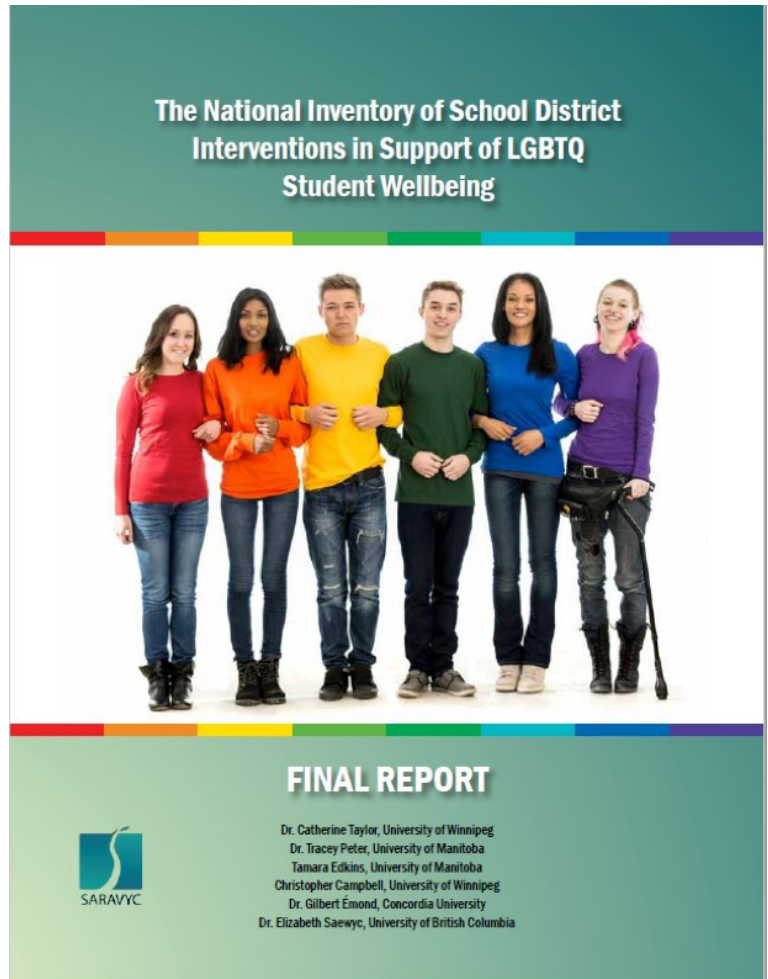
In 2014, the QFSA Board of Directors were asked to write a letter of support for the National Inventory of School District Interventions in Support of LGBTQ Student Wellbeing, which was one of five research areas in a large project funded by a \$2 million grant from the Canadian Institutes for Health Research and headed by Dr. Elizabeth Saewyc at University of British Columbia, “Reducing stigma, promoting resilience: Population health interventions for LGBTQ youth”.

In 2016 the results were published. Here are excerpts from the Final Report:

All CEOs of school districts in both French and English publicly-funded school systems of Canada were invited to complete a survey which asked them about a range of possible interventions in support of LGBTQ students: LGBTQ-inclusive policy, generic and LGBTQ-specific harassment procedures, course content, Gay-Straight Alliances, generic and LGBTQ-themed events, professional development, and teaching resources. Response was strong at 36% (200 superintendents/ directors from 141 school districts), and was representative of Canada’s 394 school districts in terms of rural/urban, regional, French/English, and secular/Catholic, enabling the researchers to develop a detailed inventory of system interventions and to identify patterns. They were especially interested in the general question of which interventions CEOs associated with which outcomes, in order to develop a sense of alignments and disparities between the two as we work in the larger project to identify the outcomes actually achieved, or even achievable, by particular interventions. (For example, GSAs have been widely adopted as a simple, low-cost method of pursuing LGBTQ student wellbeing; we are interested to know what specific outcomes CEOs associated with GSAs, and whether GSAs could actually be expected to have the expected results.) To this end, CEOs were asked about a range of outcomes such as reduced high-risk behavior, increased support among staff and students, and lower harassment.

Highlights of the findings include:

- **Multiple-component versus single-component policies.** A limited number of districts had addressed LGBTQ student wellbeing at the policy level through multiple components, but many districts reported policies that addressed only one component, most commonly harassment.
- **Gender expression and transgender identity.** Districts were much less likely to report having trans-specific policy than they were to report having LGBTQ-specific policy.
- **GSAs.** It is notable, given the emphasis in provincial legislation (Ontario and Manitoba) placed on establishing GSAs, that superintendents were somewhat less likely to associate GSAs with reduced harassment for LGBTQ students than they were to associate LGBTQ-inclusive policy with such outcomes.
- **Urban / rural.** In general, urban school districts were more likely than rural ones to have LGBTQ-specific interventions.
- **Regional.** In general, Alberta and Québec were less likely to have LGBTQ-specific interventions than other parts of Canada, with BC, Ontario, and the Atlantic provinces being most likely to have LGBTQ provisions.
- **Grade level.** Many districts had implemented LGBTQ-specific interventions for early and middle years, but at somewhat lower rates than for senior years.
- **Catholic clubs.** Nine districts indicated having “Respecting
- **Outcomes.** Overall, respondents were somewhat less likely to hope for or perceive outcomes that were more difficult to gauge; e.g., mental health, self-esteem, school attachment, but also school performance.
- **High-risk behaviour.** Respondents were consistently much less likely to associate interventions with reduced high-risk behaviour than with any other outcome.
- **LGBTQ-specific versus generic policy.** Overall, superintendents were much less likely to associate generic policies than LGBTQ-inclusive policies with positive outcomes for LGBTQ students. They were much more likely to report that generic policies had been thoroughly implemented in early and middle years.



To view report online visit [here](#).

Support of LGBTQ Student Well Being

Differences Clubs” (the name required by the Ontario Catholic School Trustees’ Association) rather than GSAs. We do not know the extent to which these clubs follow Catholic doctrine.

- **Religious objections.** It is notable that very few districts (n=<5) reported personal or community opposition on religious grounds as reasons for not implementing an intervention.
- **No harassment / no problem.** Small numbers of respondents asserted that there was no homophobic harassment in their district or that generic policy adequately addresses the problem. We do not know whether their confidence is actually reflected either in lower rates of homophobic harassment in their districts or in effective response to homophobic harassment.
- **Curriculum.** A third of respondents indicated that they have LGBTQ-inclusive curriculum, and, of those, 93% indicated they have it in K–8 schools.
- **Employment policies.** Most districts had LGBTQ job protections, but fewer indicated teachers could be open with students about being LGBTQ. Respondents were much less likely to associate job protections for LGBTQ staff with positive outcomes for students than they were to associate other interventions with such outcomes. This is notable given that the importance of role models for marginalized students is well established in the school system.

The report addressed the quantitative findings of the National Inventory and offered recommendations for system interventions and future research. Further analyses in combination with qualitative data provided by superintendents will inform studies on topics of interest such as those identified above as work continues to identify the school system interventions that best support the safety and well-being of LGBTQ students...

There are interesting differences in the regulatory contexts of Québec compared to other parts of Canada, which may account for some of the differences found with respect to policy. In addition, legislation requiring the establishment of an anti-homophobia policy in every school was just being implemented at the time of the study.

The report did mention that the initial survey was taken in

2014, just before Bill 56 : An Act to prevent and stop bullying and violence in schools was passed. It could be that Quebec has increased resources in response to Bill 56.

Overall, superintendents from districts with generic policies were much less likely to associate their policies with positive outcomes for LGBTQ students than were superintendents from districts with LGBTQ-specific policies. For example, 70% of those with generic policies associated their policy with reduced usage of homo-negative language, compared to 92% of those from districts with LGBTQ-specific policies. A comparison of the data... shows a gap of 12 to 24 points between districts with generic policies and districts with LGBTQ-specific policies on most of the other indicators as well (e.g., 66% mental health in generic districts, 90% in specific districts). In fact, the only outcome which superintendents with generic policies were almost as likely to associate with benefits to LGBTQ students was increased reporting of harassment (78% generic vs. 85% specific), perhaps because some districts conceptualize the wellbeing of LGBTQ students mostly in terms of protection from harassment.

Part of the Home and School mission is to enhance the education and general well-being of children and youth. We are committed to the task of “developing between educators and the general public such united efforts as shall secure for every child the highest advantage in physical, mental, moral, and spiritual education. “

To that end, the QFHSA invites individuals/members interested in this subject to look at the final report together and determine how Quebec has responded to Bill 56 in terms of its intervention policies in support of LGBTQ students, with the aim of bringing a resolution to the floor of the AGM in 2018 and to encourage the Ministry of Education to increase resources, if need be, and to encourage educators to utilize the resources that currently exist.

If you are interested in joining a group to examine Quebec’s current policy and resources regarding LGBTQ Interventions, contact the office at info@qfhsa.org



QFHSA Literacy Committee



Initiatives:

Dreaming in Indian and Secret Path: All high schools in the QFHSA network received copies of these books for their libraries.

High School Literacy Programs: The Literacy Committee voted to allocate financial grants once again to school programs that promote literacy at the high school level. These grants enable teachers to purchase books that match both the interest and reading levels of their students.

Opportunities

Born to Read: The QFHSA is looking for a volunteer to help promote this excellent program which is operating in a few schools in the QFHSA network. With children being exposed to video screens earlier than ever, it is important that they continue to be introduced to books at a young age.

Processing Books: Do you have a few hours to spare? The QFHSA office is full of books that need to be cleaned up and made ready (removing stickers, labels, etc.) before they can be passed onto other organizations. Office hours are 10-4 p.m. Monday to Thursday. Call us if you would like to help out.

Boxes of Books: Schools and libraries in smaller communities and outlying regions have received or will receive boxes of gently-used books. Many thanks to MNAs Geoff Kelley (Jacques Cartier) and David Birnbaum (D'Arcy McGee) for their donations that are used to defray shipping costs.



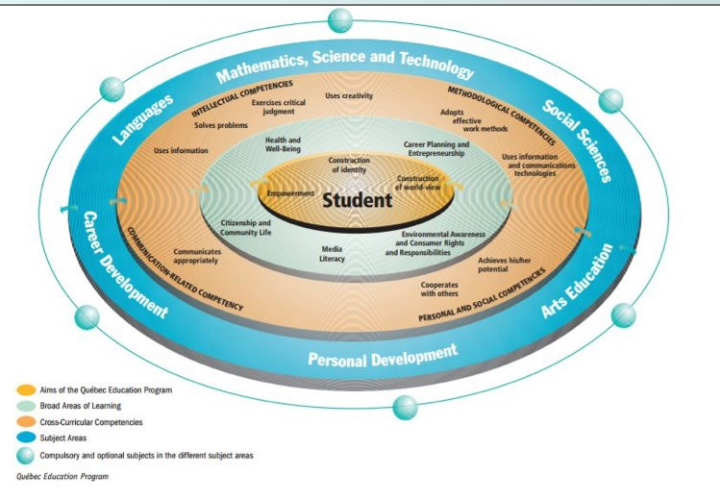
QFHSA AGM

April 29, 2017

Novotel Airport Hotel

**2599 Boulevard Alfred Nobel
St Laurent, Quebec**

For registration and calls for nominations and awards please see www.qfhsa.org/site/agm



EDUCATION IN THE 21ST CENTURY: THE FIRST 20 YEARS

Introduction for 2017 Resolutions

Resolutions and Policy are the lifeblood of QFHSA. When the Quebec Federation was founded more than 70 years ago, the Constitution made clear that resolutions and/or recommendations passed at the Annual General Meeting would complement the Federation’s purpose and objectives. The Mission Statement of the Federation also refers to a central purpose; namely, acting as a voice for parents.

Your involvement in voting on resolutions at the AGM is vital for us to remain a strong voice for parents.

Over the years QFHSA resolutions have produced policy statements related to Education, the Education-System, Health, Safety, Teachers, Welfare, Parent Involvement and other important subjects. When QFHSA is asked to comment on any subject, we refer to our Statement of Policy Booklet so that we are truly speaking on behalf of our members – YOU. This [Statement of Policy](#) goes back 70 plus years and shows an interesting progression of the various issues that Home and School parents have

been historically aware of and involved with during that time.

The 2016-2017 Resolutions Committee has received two resolutions to be brought to the upcoming 2017 AGM for caucusing: 2017-04 Quebec Secondary III & IV History Curriculum and 2017/05 Software Coding. Members of the Resolution Committee identified three additional resolutions in need of reaffirmation: 2017-01 Funding for Libraries and Librarians; 2017-02 Diversity and Inclusion and 2017-03 History of Residential Schools

You can read the resolutions in the following pages of this issue of the NEWS. Please let your Home and School president know how you feel about these resolutions or send your comments directly to info@qfhsa.org

Each Home and School Association is authorized to send delegates to the AGM to represent their membership. Find out who your delegate will be and let them know how you feel about these issues. They bring that information with them when they cast their vote on your behalf.

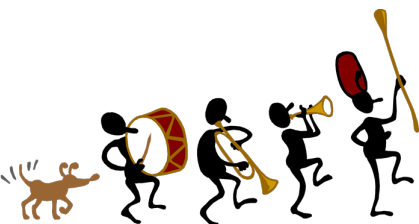
MARCH IN THE CANADA DAY PARADE- MONTREAL 1977-2017

The Montreal Canada Day Parade is 40 years old this year! The Montreal Canada Day Parade began in 1977, just months after the Parti Québécois, first came to power back in November 1976.

The grass roots parade has kept growing, with crowds of 40,000 or more attending one of Montreal's most beautiful parades. It is a celebration of Montreal and Canada as diverse cultural mosaics who, together, create the home we live in today.

To honour Canada’s 150 birthday, Quebec’s Home and School Associations have an opportunity to march in this year’s parade on Saturday July 1, 2017.

If you are proud of your Home and School Association and are interested in participating in the 40th Montreal Canada Day Parade, with other proud Home and School Associations, contact the QFHSA office. Then check the website for more information about the logistics of participating on that day.



Happy Birthday Canada!



Resolutions

To reaffirm:

RESOLUTION 2017/01

Funding for Libraries and Librarians

Whereas literacy skills for maintaining a productive community in a knowledge-based society; and

Whereas the school system in Quebec has acknowledged this reality by implementing new structures and a curriculum reform to meet this need; and

Whereas an up-to-date, evolving and comprehensive system of school libraries is urgently needed to guarantee and to enhance the success of the current reforms; and

Whereas full time qualified librarians at both the elementary and high school level are essential to keep school libraries as pivotal centers of learning.

Therefore be it resolved that the Quebec Federation of Home and school associations Inc, strongly urge the Ministry of Education, Leisure and Sport (MELS) to continue to augment current financial resources, in order to upgrade and maintain the school library and to provide a fulltime qualified library position at each and every elementary and High school as a vital component of the educational system

RESOLUTION 2017/02

Diversity and inclusion

Whereas a society that promotes diversity and inclusion in the community-at-large is in a better position to prosper intellectually, culturally and economically; and

Whereas in 2008 the Ministry of Education, Recreation and Sport implemented an Ethics and Religious Culture program whose ultimate goal is to prepare students to live in a pluralistic and democratic society; and

Whereas since the launch of the Quebec Federation of Home and School Associations Inc. in 1944, this organization has consistently upheld its policy of diversity and inclusion through its Constitution: to maintain a non-partisan, non-commercial, non-racial, and non-sectarian organization; and

Whereas in 2013 the Quebec Federation of Home and School Association Inc. upheld this constitutional principle in its brief to the Government of Quebec on Bill 60: Charter affirming the values of State secularism and religious neutrality and of equality between women and men, and providing a framework for accommodation requests

Therefore Be It Resolved that the Quebec Federation of Home and School Associations Inc. and its local associations continue to support and promote a policy of diversity and inclusion in all of its activities at home, in the school and in the wider community.

To adopt:

RESOLUTION 2017/04

QUEBEC SECONDARY III AND IV HISTORY CURRICULUM: IN NEED OF CHANGE

Whereas a curriculum whose content acknowledges the complexity and diversity of Quebec society and challenges students to develop critical thinking skills in examining historical events is required; and

Whereas a curriculum that addresses Indigenous history as noted in items 62, 63 and 64 of the Calls to Action made by the Truth and Reconciliation Commission (TRC) is called for; and

Whereas a curriculum that acknowledges and describes the struggles and positive contributions of Quebec's various ethnic minority and local communities and acknowledges the diversity of Quebec's Anglophone community and its positive contributions to Quebec society are required; and

Whereas there should be a curriculum that acknowledges important developments in Quebec's history that have been motivated by progressive political values and not exclusively a conservative vision of Quebec's history.

Therefore, be it resolved that the Quebec Federation of Home and School Associations requests that the Government of Quebec work with school boards and key stakeholders to immediately produce supplemental pedagogical materials in English and in French; and

Be it further resolved that the Quebec Federation of Home and School Associations urge the Government of Quebec to implement a process of public consultations that would allow Quebec's various communities to offer their input to develop a new, inclusive curriculum with new textbooks and pedagogical resources for teachers.

RESOLUTION 2017/05

Software coding

Whereas technology permeates our society, and though most students today learn how to use technology, few students learn how it works; and

Whereas without understanding how software works, students will have a limited understanding of how the interconnected world around them works; and

Whereas teaching students how to code will give them a skill for life; and

Whereas there will be many jobs in the future that will require software coding skills; and

Whereas several countries/provinces have already introduced software coding in their curriculum (England 2013, Nova Scotia 2015, British Columbia 2016)

Therefore Be It Resolved that Quebec Federation of Home and School Associations Inc. urges the Quebec Ministère de L'Éducation et de L'Enseignement Supérieur (MEES) to integrate software coding Education as a compulsory part of the Quebec curriculum, including professional development for teachers; and

Therefore Be It Further Resolved that Quebec Federation of Home and School Associations Inc. urges the Ministère de L'Éducation et de L'Enseignement Supérieur (MEES) to engage concerted and cooperative efforts among all stakeholders to provide software coding skills to elementary, secondary and post-secondary level students.

Resolutions continued...

To re-affirm:

RESOLUTION 2017/03

History of residential schools

Whereas the history, traditions, culture and heritage of Canada's Indigenous Peoples: First Nations, Métis and Inuit have not been fully recognized and appreciated in the fabric of Canadian history overall; and

Whereas beginning with missionary schools in the 1840s, the Government of Canada after Confederation (1867) declared a colonial policy of cultural assimilation of Indigenous Peoples into the dominant Canadian society with a view to eradicating the 'Indian out of the child'; and

Whereas to accomplish this goal the federal government implemented and administered a system of isolated and regimented church-run Indian Residential Schools (IRS); and

Whereas the long-term impact on the 150,000 children and their descendants on family life, education and the overall physical and psychological health of Indigenous Peoples has left a legacy of deep-rooted inter-generational abuse and neglect; and

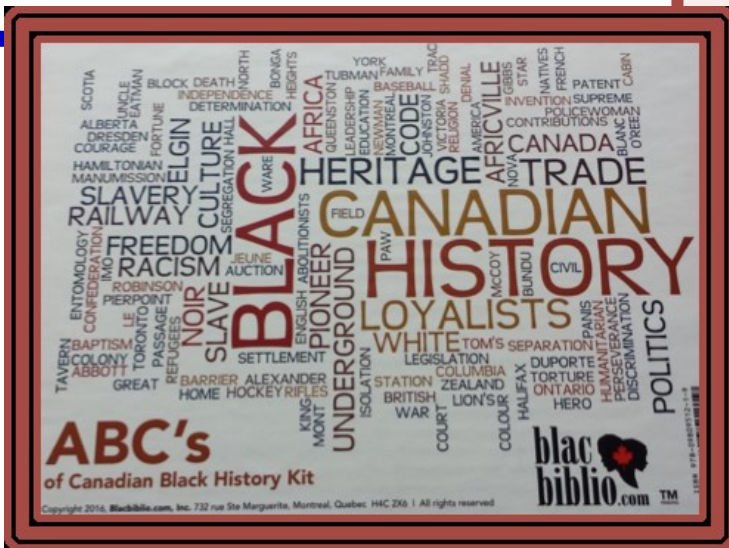
Whereas in June, 2008 a Truth and Reconciliation Commission was set up with a mandate to discover and reveal past wrongdoing by a government at Indian Residential Schools (IRS) and to report its findings to all Canadians; and

Whereas the Truth and Reconciliation Commission recommends that provincial and territorial departments of education work in concert with the Commission to develop age-appropriate educational materials about residential schools for use in public schools; and

Whereas it is incumbent on every Canadian to learn about this dark and complex period in Canada's history and to pledge 'never again'

Therefore Be It Resolved that Quebec Federation of Home and School Associations Inc. urge the Minister of Education, Higher Education and Research to incorporate the History of Indian Residential Schools (IRS) as an integral compulsory part of the Elementary and Secondary curriculum; and

Be It Further Resolved that Quebec Federation of Home and School Associations Inc. urge The Minister of Education, Higher Education and Research to develop the curriculum on the history of Indian Residential Schools (IRS) in collaboration with leading Indigenous Peoples educators.



The QFHSA has copies of the ABC's of Canadian Black History Kit.

Available to loan out to your Association. A wealth of information that could be shared with Staff & students.

To reserve your copy please contact the QFHSA office.

A TRIBUTE TO BARBARA MILNE-SMITH

Quebec Federation of Home and School Associations (QFHSA) was saddened to learn of the passing of Barbara Milne-Smith, an extraordinary Home and School volunteer, on January 9th, 2017.

Barbara was an exceptionally dedicated leader for over 50 years at the local, provincial and national levels of Home and School.

In 1959 Barbara was called to volunteer with the Home and School Association at the brand new Edinburg Elementary School in Montreal West. Her organizing talents shone through as their volunteer co-ordinator.

In 1964 her family – Ken and their four children – moved to Pointe Claire. In the ensuing years she was President of local associations at Lakeside Heights Elementary and John Renne High, Secretary of Lakeshore Regional Council for 10 years, with time left over to volunteer during the school day.

Barbara was elected to the QFHSA Board of Directors in 1975. Immediately she took on the task of General Arrangements Chair for both the Leadership Conference and Annual General Meeting (AGM) – 4 times from 1976 – 1979! She served tirelessly as Co-President with Jon Percy from 1990 – 1993. Over the years she chaired the Constitution / By-Laws Committee, organized and updated the Resolutions and Policy Statements of the Federation. We are forever indebted for her contributions to the History and Archives of the QFHSA. An active member of the Rights Committee since its founding (1981) she retired in 2009 after acting as Secretary for many years. Her secretarial skills and attention to detail were unmatched!

Barbara was honoured with the QFHSA Leslie N. Buzzell Award in 1983 for her outstanding leadership in advancing the aims and goals of the Federation. She continued her service for many more years thereafter.

In the 1980's Barb was a delegate to the Canadian Home and School Federation (CHSF) and organized, from Montreal, the first Annual Meeting in Ottawa after their offices closed in Toronto. She also served terms as Constitution, By-Laws and Policy Chairman, Treasurer and Central Vice-President. For all of these efforts she was awarded a CHSF Life Membership in 1988. From 1997 – 2002 she was Chair of the CHSF Carolyn Drysdale Trust Fund.

QFHSA wouldn't let her retire. She had been an invaluable committee resource, had acted as Parliamentarian at several AGMs and had always found time to help in the office when needed.

Above all, Barbara was very devoted to her husband, Ken, her children and grandchildren. It was her commitment to family and community that made her a living example of what volunteerism is all about.

Her sense of humour, keen intellect, generosity and friendship will long be remembered.

Marion Daigle
Past President, QFHSA



Front Row, Left to Right: Marion Daigle, Rickhey Margolese, Barbara Milne Smith, Carol Ohlin, Wendy Buchanan, and Francine Gunther
Back row: Brian Rock

WINTER NEWS CORRECTION

On page 12, of the Winter edition of the QFHSA NEWS, panelist Jennifer Woolley (Lakeside Academy) was identified as Joanne Woolley. The editors apologize for this error.



From the Archives

CITIZENSHIP

D. G CUMMING, Chairman

What it means to be a good citizen starts with educating youth. QFHSA Citizenship Committee intended to play an important role back in 1951, as demonstrated from this excerpt from the Quebec Home and School May 1951

Your present Committee chairman was appointed by the Board of Directors in June 1950. His first duty was to study the possibilities of developing a program of Citizenship Training suitable to Home and School units in this Province.

A pilot committee composed of Miss Helen Ferguson, Verdun High School; Mr. L.H. Land of the St. Lambert School Trustees and your chairman examined the present material published by the National Citizenship Council, and surveyed the School Course now being offered in Ontario. We found many very helpful suggestions, but nothing we would care to adopt as a whole. Our next step was to draw up a program that we considered suitable to all groups within our organization.

Our findings follow:-

1. We should ask the co-operation of every Home and School Association in sponsoring a speaker to one of its general meetings and a series of lectures for the teenagers in the high school grades.

2. We should ask each Home and School Association to approach the Principal of its school and ask him to organize, either an essay contest or public speaking contest for High School pupils. The subject should be on Canada, its resources and its people. Copies of the best Essays or talks to be sent to the Home and School Federation.

The rank 1, 2 and 3 winners would be given an opportunity to broadcast on the Home and School hour over C.F.C.F., travelling expenses to be paid by the Federation

3. We felt that the public school pupil could best be taught basic Citizenship by the use of a card and button system.

This 3rd part of the program would cost a sum of money beyond the Federation resources. We, therefore, decided to approach the National Council for assistance.

On December 13, your chairman met with Mr. John Kidd, Executive Director of National Citizenship Council and was assured the matter would be considered by his council and whatever help was possible would be given to this plan.

Our next step is to approach the Department of Education at Quebec and obtain its permission to introduce this part of the program into the membership schools.

Continued on the next page...

It is the feeling of our committee that at no time in the history of our country has it been more important to have well informed, well trained youths to carry on our ideas of democracy to take full part in the development of our great Country



The above summarizes our progress to the present time. It may not seem very effective, but we feel that the ground work has been completed and we are quite sure that the program, as set up, will be effective and will reach a large number of people.

We, the parents, must plan well and wisely if we are to build into our sons and daughters the powers of understanding and strength of character that will allow full and effective participation in our country's growth.

It is the feeling of our committee that at no time in the history of our country has it been more important to have well informed, well trained youths to carry on our ideas of democracy to take full part in the development of our great Country.

The home, the school, and the church are the architects and builders and, if each does its full part, there is no doubt about the final product.

All associations wishing to have a speaker on Citizenship, please send in your requests to the federation before October 15.

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Access4All



This year will mark the 30th anniversary of Rick Hansen's Man in Motion World Tour. To celebrate this, as well as Canada's 150th birthday, the government will be supporting the Access4All initiative.

The aim of Access4All is to break down barriers so that all schools and communities across Canada will be fully inclusive and accessible.

Barriers can be physical and /or emotional, so schools

1) have the opportunity to apply for grants of up to \$30,000 for a "Barrier Buster" project. These are projects to undertake and celebrate the removal of a physical barrier to accessibility in a school. These projects can be adding an entrance ramp to the school's entrance or to making the school's playground accessible for all students;

2) can ask for a free presentation by a Rick Hansen Ambassador to demonstrate the potential of people with disabilities; and

3) use the free Access4All Educator Resource which includes lessons and activities to educate and engage students.

If your Home & School Association would like to apply for a "Barrier Buster" grant, you must do so through the Quebec Federation of Home & Schools.

The deadline to apply is March 31, 2017. Grant application information, resources and more details are available on their [website](#) You can also call at 1-800-213-2131

Uncovering the Mystery of Anxiety

Fall Conference Workshop by: Debbie Oestreich

Review contributions from Maggie Holmes, Chelsea Elementary and Barbara Schnider, Lindsay Place Home and School

As a parent of a child with anxiety issues I took the opportunity to hear what an expert on the subject had to say. It was very nice to hear that Debbie Oestreich herself has a child with anxiety and that it is more common than we think. There are lots of tools out there that can help parents including the research of Dr. Gordon Neufeld. A good way to look at anxiety is to step back, look at the big picture and then you will have a better understanding of the situation and how to manage it.

Debbie embraces Dr. Gordon Neufeld’s attachment-based developmental approach. Debbie explained that anxiety is part of our survival mechanism and is related to our sense of threat and touches on the area of the neuroscience of anxiety and how the different systems in our bodies work together in relation to anxiety.

She mentioned that anxiety triggers biochemical changes in the brain.

She highlighted the fact that parents can help their children find ways to help reduce the amount of anxiety they may be experiencing. This can be achieved by planning ahead and anticipating what may trigger the anxiety. The overall message that I believe Ms. Oestreich was trying to impart was that we need to build in more “connection” time with our children.



Additional Resources from the Fall Conference Workshop

Reading: Do the books in our schools reflect our society’s diversity and cultural identities?

The panel of librarians who facilitated this workshop at the fall conference was kind enough to provide the QFHSA with additional reading resources. The full list cannot be published in this issue but is available [here](#) with more descriptions of the subject matter. Please pass this information onto your school librarian and discuss purchasing some of these books to add to the school library collection.

Some examples from:

Beverly Graham, Lauren Hill Academy Jr. Campus:

- Burg, Ann E. – *Serafina’s Promise: A Novel-In-Verse*, Scholastic (grades 7-9)
- Patricia Hruby and Shadra Strickland – *Loving vs Virginia: A Documentary Novel of the Landmark Civil Rights Case*, San Francisco Chronicle 2017 (grades 7-9)

- McKay , Sharon E. and Daniel Lafrance – *War Brother: The Graphic Novel*, Annick Press, 2013 (grades 7-9)

- Abdel-Gatteh, Randa – *Does My Head Look Big in This?* New York Scholastic 2008 (grades 7-11)

Jennifer Woolley , Lakeside Academy

- The Learning Circle: Classroom activities on First Nations in Canada* published by Indian & Northern Affairs Canada (ages 8-11)
- LaBoucane-Benson, Patti - *The Outside Circle* (graphic novel)
- Florence, M – *The Missing* (young adult novel)

Karihwaiénhne (Joanne) McGregor, Mohawk Elementary School

- Akitshe:nen Rahòn:tsi. Kanién’kéha Owén:na Otióhhkwa (My Pet Blackie)*, Mohawk Language Curriculum Center. 1993. (Mohawk Language Book)
- Bruchac, Joseph - *The Circle of Thanks, Native American Poems and Songs of Thanksgiving* Bridgewater Books, 1996.
- Campbell, Nicola I. - *Shi-shi-etko*, Groundwood Books, 2005

Diversity in Books is Necessary

DIVERSITY IN BOOKS IS NECESSARY

(Article adapted by Carol Meindl from the presentation of Ute Wilkinson, moderator of the literacy workshop Fall Conference 2016)

When we speak about diversity in books for children and young adults, we are looking for representations of characters and plots featuring diverse ability, gender, sexual orientation, ancestry, race, and religion.

The discussion around diversity in children's publishing started long ago. The first article that really pushed publishers to evaluate their publishing policies was written by an educator named Dr. Nancy Larrick and entitled "The All-White World of Children's Books" (1965). Having examined 5206 children's books published from 1962 through 1964, she found that only 349 of them, or 6.4%, included one or more blacks in the illustrations. Of these, 60 % were set outside the United States or took place before World War II, which meant that only 0.8% of the children's trade books published in the U.S, from 1962-1964, were about contemporary African Americans.

The Co-operative Children's Book Centre at the University of Wisconsin keeps track of the total number of books published in the US each year, as well as the number of books in that number, which feature diverse characters. In 2013, only 93 of 3,200 books published in the U.S. were about black people. In response to these statistics, both Walter Dean Myers and his son Christopher Myers wrote opinion pieces for the New York Times (March 15, 2014) entitled "Where are the People of Color in Children's Books" and "The Apartheid of Children's Literature". They decried the continuing lack of diversity in publishing, and the negative effects that this is having on the 40% of the US student population that is either Latino or African American. For 2015, the Centre stats showed that of the 3,400 books received in 2015, 495 had African, African American, American Indian, Asian/Pacific American/Latino content.

Two months later, in May of 2014, at an event called BookCon (like Comicon, but for books), the hashtag, campaign and now, fully-fledged organization, known as #WeNeedDiverseBooks was born in reaction to the news that four high profile male white authors had been invited to speak on a panel about middle grade literature (a panel to be moderated by a black author- Rachel Renee Russell). At the time, Rick Riordan tweeted jokingly that the panel should be named "Four White Dudes of Kid Lit". Due to the protests at the time, Ms. Russell ended up on the panel, and one of the original panelists, Jeff Kinney (author of Diary of a Wimpy Kid), became the moderator.

The #WeNeedDiverseBooks effect has spilled over into Canada. In fact, many Canadian publishers already included diversity in their mission statements and had a considerable back catalogue of diverse books. To showcase its diverse offerings, Groundwood produced a beautiful catalogue, entitled "Windows and Mirrors" (delegates to this year's Fall Con-

ference received a copy of this catalogue along with a few others in their conference bag). The concept of "Windows and Mirrors" in children's literature was first elaborated by professor of children's literature and diversity advocate Dr. Rudine Sims Bishop in an article entitled "Windows, Mirrors, and Sliding Glass Doors"(1990), and it provides one answer to the question of how reading helps young people understand themselves as well as their relationship to others in our multicultural society:

Books are sometimes windows, offering views of worlds that may be real or imagined, familiar or strange. These windows are also sliding glass doors, and readers have only to walk through with imagination to become part of whatever world has been created or recreated by the author. When lighting conditions are just right, however, a window can also be a mirror. Literature transforms human experiences as part of the larger human experience. Reading, then, becomes a means of self-affirmation, and readers often seek their mirrors in books.

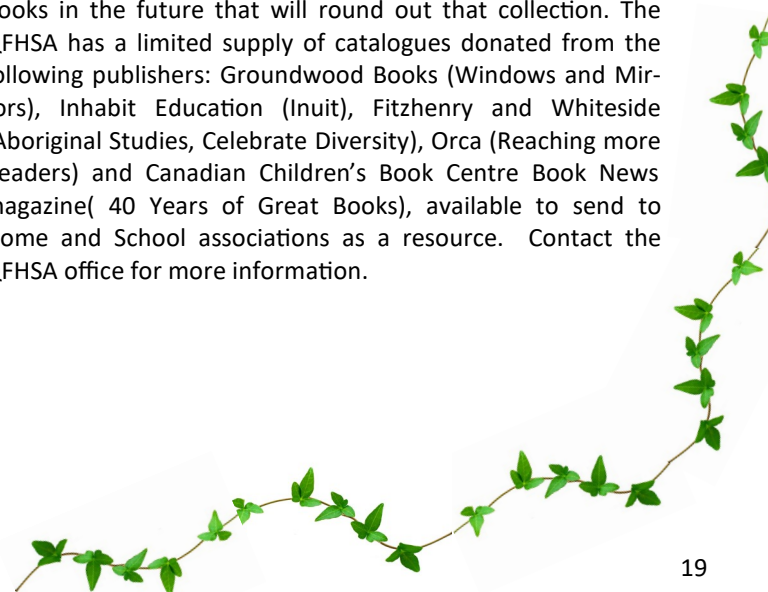
Sims Bishop further stated that:

When children cannot find themselves reflected in the books they read, or when the images they see are distorted, negative, or laughable, they learn a powerful lesson about how they are devalued in the society of which they are a part.

However, children from dominant social groups also need diverse books, to help them understand the multicultural nature of the world they live in, and their place as a member of just one group, as well as their connections to all other humans. Whereas if they see only reflections of themselves, they will grow up with an exaggerated sense of their own importance and value in the world.

We need only think back to the books of our own youth to consider how many of them may have included children or characters of color or diverse ethnic and religious background. Perhaps, we can all remember watching Sesame Street on TV as a kid and feeling how foreign that world on inner city New York felt to us, as rural Canadian youth. Until Sesame Street Canada came along, we could not really see ourselves reflected there.

Take the time to look through the library of children's books you have at home and count how many of them reflect our diverse society. Consider making a point of buying books in the future that will round out that collection. The QFHSA has a limited supply of catalogues donated from the following publishers: Groundwood Books (Windows and Mirrors), Inhabit Education (Inuit), Fitzhenry and Whiteside (Aboriginal Studies, Celebrate Diversity), Orca (Reaching more Readers) and Canadian Children's Book Centre Book News magazine(40 Years of Great Books), available to send to Home and School associations as a resource. Contact the QFHSA office for more information.



Focus on



The locals

PETES

PETES Home & School literacy subcommittee, with the help of our librarian Ute Wilkinson, is currently working on a few projects.

One of these is a reading challenge. PETES students will be challenged to read a total of 2000 books over a 6 week period in the spring.

Students will fill out cards with their names and the titles of their books, and the cards will be posted in the school for everyone to see. A similar initiative took place last year, and students were extremely excited to see their names posted around the school.

A literacy bingo will give students and their families a few weeks to work together to complete fun literacy activities. In addition to reading, some of last year's bingo activities were putting together shopping lists, visiting the library, telling a

family story and reading a recipe. Bingo prizes will include books for the classroom and for the students.

Reader Leaders (community members and former students) are being invited into classrooms to talk to students about their love of reading, their first favorite book, and to read to the students.

Several authors have been invited to discuss their books and reading with the children. Some of these authors are being invited through TD Canadian Children's book week.

There will be more to come. We realize that it's very important to work together with teachers and staff to make these projects a success. Many thanks to everyone who has helped to support these initiatives!



Always a favorite time of the year, our Teachers and Staff at Westwood High school enjoyed a lovely week of appreciating by our Home and School volunteers and parents. Starting off with Muffin Monday, we held a luncheon for 50 at the Junior high school campus, followed by a luncheon for 80 at the Senior campus on Thursday. Yes we have double duty as a home and school with 2 campuses! Shelley made a lovely tree of appreciation at both campuses with the names of all the staff each in their own heart.

A very big thank you to all parents who volunteered, cooked, baked, schlepped crock pots and contributed in any way! Our teachers and staff appreciate these luncheons tremendously each year. Special thank you to Shelley Hall our Home and School luncheon coordinator extraordinaire (she makes it look easy) and her fabulous team of volunteers at both schools, Lynn, Sylvia, Lou-Anne, Sylvia, Carole, Lisa and Jennifer. And another special thank you to Donna Graham for her luncheon invitations and unique and thoughtful teacher gifts.



William Letter

Here are some activities our Home and School organizes throughout the year.

BOOHOO Breakfast

We understand (and remember) how hard it can be to leave our babies behind as we head off to work or back home, after a few years of stability either in the home or at daycare. As such, we thought parents and children would highly appreciate grabbing a muffin or fruit together with their children prior to heading out for the day. We invite parents and family to join us for breakfast on their child's first full day of Kindergarten.

WOOHOO Breakfast

We are proud and honoured to support our grade 6 graduating class at William Letter!

Most of these students have spent 7 years working hard and, in acknowledgment of their hard work, our Home & School association hosts a graduation breakfast for them, their parents, teachers and the school staff!

We also have a GRADUATION PHOTO BOOTH! Students and their families are encouraged to bring their camera, the kids dress up and take some fun group photos with their graduating class! Photo booth and dress up gear is provided by Home & School, so that they can capture the moment!

Valentine's Day

This year we did a Valentine's Day cookie day, which was accompanied by a hand written note from their parents and delivered to their children with the notes. The kids love this!



Our Home and School continues to "Live a little Wilder" by launching new initiatives for Spring 2017. Our successful Scholastic Bookaneer Book Fair helped upgrade our library by funding new reading nooks and cosy floor cushions. Our Cookie Dough campaign helped fund various plays for the students. In celebration of Black History Month, we inspired our students to cultivate a deeper interest in black history with a focused selection of library books as recommended reading. We also created a thought-provoking bulletin board display of quotes and images from famous black leaders.

Our dedicated parents hosted a wonderful Run-A-Thon on Feb.20/21, 2017 followed by our Hollywood-inspired Teacher-Staff Appreciation week in late February, just in time for the Oscars! We will dance the night away at our Bollywood-Zumba

Family night after March Break.

A healthy "Week to Remember" event is on the horizon as well as an exciting Family Bingo night open to our community. Parents are also planning awesome Canada 150, Montreal 375, Expo 67 celebrations and a fabulous year-end finale /carnival.

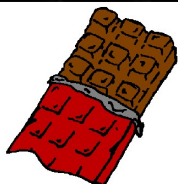
We are extremely grateful to our dedicated parents, school staff and volunteers who make our Wilder Penfield school community so special. "If you want to make an apple pie from scratch, you must first create the universe."- Carl Sagan.



Genesis

Genesis Home and School Association has been very busy this year. We organized and implemented various fundraisers including a Welcome back Carnival in September, a chocolate bar drive in October, a movie night in December and a dance is planned for spring. We also raised funds by selling TCBY every week! In addition, we organized a bake sale and a buck-a-book sale.

These fundraisers did so well, that the association has reached its yearly goal which was to purchase 3 laptops per class for the entire school. The laptops have been ordered and the teachers and students could not be happier. Our association consists of 40 active volunteers and we are so proud of each and every one of them. We would like to take the time to say thank you to each and every one of you! Genesis Hands has big hearts!



On November 18th, 2016, CWA held its third annual "Family Pasta Night". An event organized by our Home and School, where a delicious Pasta meal was served, raffles were drawn and some dancing was done. Let's not forget about the amazing Bake Sale sponsored by our very own Grade 6 parents! An event that keeps on growing year after year! We started our first "Family Pasta Night" 3 years ago with 100 attending to almost double this year! An event surely not to be missed at CWA!

In the spirit of the holidays and in keeping CWA's tradition, on December 23rd, 2016, we had "Breakfast with Santa" sponsored by our Home and School. This is always a much anticipated event that all children, staff and even the volunteer parents enjoy and look forward too. Santa always shows up no matter how busy he is that time of year. He was such a popular man in the building that he had his own security with him



Wilder Penfield

We returned after the holiday break to many enlivening events & a weeklong celebration of kindness.

Our first Home & School supported event is our "Born to Read" & "Unplug & Play" collaborated event. This amusing event is all about promoting the love of reading & encouraging everyone to shut off the smartphones, tablets & televisions and come together with friends & family for an afternoon of stimulating activities in the school gymnasium.

Following, Edgewater for the third year participated in the "Great Kindness Challenge" and once again, the students & staff did not disappoint during this weeklong promotion. Many connections of appreciation, love, friendship, & humanity were continuously exchanged.

To the delight of the entire school, we received a visit from the "Earth Rangers" and some of their friends. What a thrilling assembly! Everyone was amazed to see a hawk & owl fly around the gym, swooping over their heads.

We just wrapped up our "Teacher Staff Appreciation Week". Our extraordinary group of teachers & support staff were treated to a catered "50's style diner" lunch in the staff room one day and treated to a mini spa experience on another. Thank you to all the generous volunteers & this year's brilliant coordinator Tara Cheevers Lavoie.

As we bound towards March, several of our event coordinators will be actively preparing for a very demanding April filled with three major Home & School organized events & fundraisers. Saturday April 8th we will be hosting our annual "Shopfest", then during the evening of April 28th, we will be running our popular movie night and finally on Saturday April 29th, along with an association with Ford Canada, we will be holding our very first "Drive 4 our School" event. For every test drive taken during that day, our school will receive \$20. We are looking forward to a very productive few months at Edgewater.



WHERE IS MY SCHOOL?

Disappointed that your school is not in the Focus on the Locals section? Please talk to your Home and School members and submit the wonderful things your association is doing to news@qfhsa.org for our next issue in June 2017



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