



THE VOICE OF
THE PARENT IN
EDUCATION

QFHSANews

VOLUME 55 ISSUE 2

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Message from the President



BILL 86, LAW 105 AND ELECTIONS IN QUÉBEC

The Election Systems Study Panel (ESSP) was formed by the English Parents Committee Association, the Quebec English School Boards Association, the Quebec Community Groups Network and the Quebec Federation of Home and School Associations in the summer of 2015 in anticipation of Education Bill 86 and the new Minister of Education, Higher Education and Research François Blais. The ESSP was chaired by the Honourable Marlene Jennings, former Member of Parliament, and the panelists were former Assistant Deputy Minister of Education Leo La France, Townshippers' Association Executive Director Rachel Hunting, EPCA President Rhonda Boucher (a QFHSA Director, as well) and QFHSA President Brian Rock.

The Jennings Report and Recommendations were delivered to the four sponsoring organizations, and a series of meetings had been held with Education Minister François Blais. Fortunately, Bill 86 died on the order table, and many of the Jennings Recommendations saw new life in Law 105 with the new Minister of Education, Recreation and Sports Sébastien Proulx. Recent notices were published by Le Directeur général des élections du Québec in French and English newspapers asking you to submit your application by Thursday, June 1st, 2017 to be a member of the *Citizen round table: Democracy needs you! Wanted: 12 citizens to represent the voice of the electors.*

Research for decade after decade clearly shows that voter turnout rates amongst Anglophone and Allophone voters are consistently significantly higher than that of the Francophone majority.

Home and Schoolers want to continue to have the right to vote to elect their representatives regarding Governing Boards, Parent Committees, School Board Chairpersons, School Board Commissioners, Mayors, Municipal Councillors, and Members of the National Assembly of Québec.

QFHSA will be monitoring the issue of elections and how we can continue to have active input in the consultative processes.

Brian Rock, President



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Michael Pereira

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QFHSA NEWS.

Executive Director's Message



QFHSA 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.

UNSUNG HEROS

This spring's rising waters saw many flooded streets and homes. People salvaged what they could but many possessions were damaged or lost. Depending on where your house was situated, you could be either high and dry or under a foot of water, but nevertheless, everyone felt the effects, one way or another.

I would like to take this opportunity to offer a sincere thank you to every Home and School association, on the island of Montreal and off, and along the Ottawa River, who stepped up to the plate and showed such wonderful support for the communities around them that were struggling with the rising and flooding water levels.

We received word of community events to raise money, to gather foodstuffs and other goods for victims and to provide hot meals for the tireless volunteers who filled and hauled the thousands of sandbags.

Despite the tragedy of such natural disasters as this, they can also serve as the inspiration for so much good will. Home and Schools reached out and gave back to the communities who have supported them over the years. Home and School- one of Quebec's Unsung Heros.

Carol Meindl, Executive Director



Membership services

Happy Summer from Membership Services



Year in Review:

It was a busy year for the official and non-official members of the QFHSA Membership Committee. With the help of Rhonda Boucher, Rosemary Murphy, Brian Rock, Rickhey Margolese and Carol Meindl, committee members were able to meet with at least 15 local associations this year. The QFHSA helped with elections, met with merged Home and Schools and on occasion just exchanged information and offered advice on ongoing issues.

Marlyn Brownrigg
QFHSA Membership Services



Housekeeping:

- **What is due?** June 30th – President and Treasurer Reports.
- If there is a change in the **Executive for 2017-2018**, please advise Marlyn Brownrigg as soon as possible.
- Home and Schools **“not in good standing”** had their status reviewed by the QFHSA Board of Directors on June 3rd, 2017.
- **Charitable Donations Policy:** The QFHSA policy on charitable donations may be changed over the next few months. Please contact Sheila at the QFHSA office for more information.
- **2017-2018 Forms:** The QFHSA forms for 2017-2018 will be on the QFHSA website by June 30th.

Best wishes to all the Volunteers who make their school a great place to learn, and many thanks to those who are “graduating” along with their children. Have a great summer!

SAVE THE DATE!

**EXECUTIVE WORKSHOPS –
THURSDAY, SEPTEMBER 28,
2017 AT 6:30 P.M.**

AT THE QFHSA OFFICE



In the evaluation survey of the recent QFHSA AGM in April, some members expressed interest in joining a Home and School Online Classroom. An invitation to participate in our first foray into the 21 century e-classroom was sent out in an e-Bulletin in May. We heard from a few brave souls. Consider this a second invitation.

Google Classroom is a free web service for schools, non-profits, and anyone with a personal Google Account. Classroom makes it easy for learners and instructors to connect—inside and outside of schools. It was thought that this might be a vehicle for Home and School members to share information and ask questions outside of the AGM or Executive Workshops.

Our first lesson was: to review the [Guidelines for Home and School Fundraising](#) and to list the activities that one's Home and School currently supports, to gauge whether or not they fall within those guidelines.

The possibilities of this technology are endless but it will need time to grow if it is to be of use to QFHSA in connecting with its members and having them connect with each other. If you are interested in joining this initiative, contact the office and a class code will be sent to you. It will be your key to this cyber-classroom door.





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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QUEBEC ANGLOPHONE HERITAGE NETWORK QAHN



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

Local History Essential

By: Jon Bradley

The imposition of the recently deposited *History of Quebec and Canada* program missed a once-in-a-generation opportunity to re-think how History is taught/learned in our secondary schools. Sadly, the curriculum developers failed to actively engage adolescents in that ethereal academic domain known as History.

An oft ignored element regarding the study of History is its grounding within the local community. Unlike mathematics and hard sciences, which have universal applications and underpinnings, History provides the learner with an intimate aspect absent from other school subjects. For example, mathematical and scientific principles taught in any language in any country will be identical; after all, concepts such as `gravity`, `integers`, and `photosynthesis` do not change by culture or language.

Unfortunately, this individual element has been eliminated from the recently imposed secondary History program. Furthermore, the one and only student textbook – essential for successfully passing the June Uniform Examination – is equally devoid of anything that might appeal to Anglophone adolescents. Instead of embedding the most positive and engaging aspects of Historiography, this Quebec program dismisses key pedagogical and intellectual elements.

According to the *Introduction*, History is “a scientific discipline” to help students “integrate the collective knowledge of a society”. Essentially, the thrust is to view the past through a specific common landscape, as aptly noted by former premier Pauline Marois, that sees a unique Quebec past through a Quebec lens. Contrary to accepted contemporary pedagogy, this course views the past as a stagnant tapestry devoid of those personality foibles that dot the historical record.

For example, while it is quite correct that the Battle of the Plains of Abraham occurred on September 13, 1759, the consequences and import of this action are still being unpacked today. Additionally, Henri Bourassa and Talbot Mercier Papineau, icons

of French Canada born and bred within the culture of the time; yet, both had radically differing views regarding Quebec’s role in World War One. To Bourassa, the Great War was of no consequence while Papineau saw the conflict in a wider view. Although their competing letters offer a unique insight into society at a critical time, this and other resonating debates are absent from the staid view offered by this Quebec program.

“
*There must always be a place for the individual
 within the study of History.*
 ”

Every community has a unique History and examples of individuals who made significant contributions to the evolution of the area. While these local developments took place within an overarching historical framework, they are the intimate sinews that bind and made specific individual histories. To deny these unique happenings is to ignore the human in the historical record.

There must always be a place for the individual within the study of History. While percentages are open to debate, fifteen to twenty percent (15% - 20%) of curriculum space must be made available to communities, via locally elected school boards, to implant meaningful historical energy into the common province-wide offering. Scattered throughout Quebec are a myriad of well established and knowledgeable historical groups, museums, libraries, and storied individuals. Taken in their totality, this historical expertise needs to be harnessed by school boards so as to offer high school students unique and targeted insights. Adolescents, depending on their geographic location, must be able to study, for example, fishing and shipbuilding in the Gaspé, forestry and mining in the Eastern Townships, or immigration into areas of Montreal.

Local history essential continued from page 6

Absent from the grand narrative, these relevant sidebars ground and intimately involve the local. Furthermore, such historical forays directly impact our students and help them to see themselves and their ancestors as part of the past.

School boards, supported by these many and various historical associations and community groups, are well placed to augment the common core program with local educative situations and historical insights. Formal examinations are also easily handled via each board setting the questions based on its own studies and graded in-house as is the case presently. Schools and boards regularly develop and grade all manner of examinations and these evaluation skills reside within the pedagogical realm of all boards.

By giving school boards and their community partners direct influence over a small section of the standard program, adolescents will have the opportunity to explore past events that directly impact them. Via such reasonable restructuring, History becomes more meaningful and less a study of *them* and more of *us*!

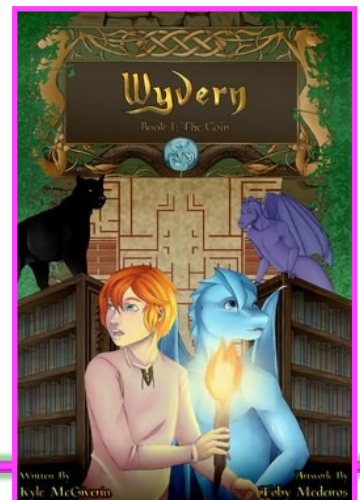
Wyvern: Book 1: The Coin

By: Kyle McGiverin

The story takes place in between two worlds, Earth and a realm called Aldia. Quinn is transgender and is having difficulty telling her parents. She is afraid they won't understand. Quinn was also being bullied at school until one day when she had enough and punched one of her bullies in the face. She then ran until she couldn't run anymore. When she stopped, in front of her there was a fence with a sign that said "No Trespassing." She jumped over the fence, tripped over a rock, and fell down a very steep hill. She got up and, looking around, she saw something bright and sparkly. Quinn picks it up and observes it. It looks like some sort of coin. She starts playing with it and she drops it. Quinn saw a light and next thing she knew she was in some sort of different realm. All the people there were not humans. They were dragon like figures called Wyverns. She met a few real nice Wyverns and they told her there is a curse and they needed to find a key to break it. The Wyverns and Quinn started a quest to find a key to stop the curse in order to save all Wyverns. When they realized the coin was the key there was another twist to it- you had to be a boy to break the curse. Although Quinn wanted to be a boy, she wasn't actually one so she doubted she could do it.

Teodor started encouraging Quinn and telling her that she was indeed a male and could do it. She used the coin to break the curse and saved all Aldia. I loved the book because it taught me that even if you're a girl or a boy, you don't have to define yourself as that gender. You can be anything that your heart believes. There may be obstacles to overcome but, you will get there. I also loved how in the story instead of just introducing the characters and moving on you got the chance to get to know them in depth as you were reading. The book has such a strong message of how just because you are born one way it does not define you. Have confidence and believe enough in yourself to be your true self. I recommend this book to anyone who wants to overcome something that they are afraid to, or to anyone who loves a great fantasy.

Book review by:
Sarah Morin, 14 years old,
student at
Macdonald High School.



Riding a Bike

A sweet summer pleasure

The summer day camp registration period is starting and among the variety of day camps available in the Montreal area, a new camp has arrived this summer: Pedalheads, a children's bike summer camp, offering local Montreal children an opportunity to learn to ride with both half-day and full-day camp opportunities.

We have opened three new locations in the Montréal (Beaconsfield, Cote Saint Luc, and Westmount) area and now have 57 locations in Canada. Kids learn skills and safety knowledge in a fun, safe environment. Their popular Level 1 'Newbees' class focuses on removing those pesky training wheels and learning to ride independently. Pedalheads® camps are available for children ages 3-10 of various skill levels. Children of all ages enjoy Pedalheads as they have the freedom to ride their bikes in a controlled environment. Parents' of the younger kids, are especially drawn to the Pedalheads® camps as they are responsible for teaching children, as young as three, to ride on two-wheels in just one short week!

One's first reaction to this idea may be one of dismay. "Hang on", you may think, "shouldn't parents be teaching their kids how to ride a bike? Isn't that sort of a rite of passage?"

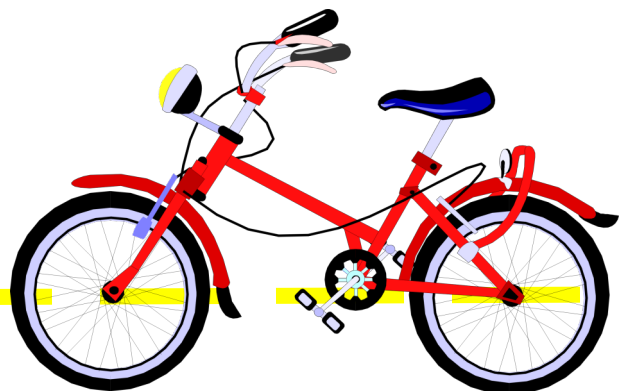
If you ask your co-workers or neighbours what they think, their answers may surprise you. Some may admit that although they took the time to teach their own kids to ride their bikes (or to skate) they discovered that many of their friends do not know how to ride, nor do they even own a bike.

The following thoughts might come to mind, "The parents should be taking the time to teach these skills to their kids." One might also be tempted to think, "Apparently too many kids don't know how

to ride because their parents have no time. The parents may, however, find the time to drop their kids off at a camp and have them learn it there". Will the parents then take the time to ride with their kids once they have learned how? Many questions... but let us not be too quick to judge.

In an interview with Ben Hall, Business Manager of Pedalheads Summer Camp, he revealed that there are a variety of reasons why parents may find the idea of a summer bike camp for their kids appealing. For one thing, it offers a safe and fun environment to learn to ride. Kids are taught basic bicycle maintenance, rules of the road, how to handle a bike in a variety of road surfaces, including inclines and declines, grass, gravel, and pavement. They have an opportunity to ride with friends while improving their skills. Ben also explained that many of the parents had indeed been taking the time to teach their kids to ride, but they had reached an impasse. After too many falls and false starts, the kids and the parents were ready to give up. The whole exercise had become one of stress, frustration and confrontation. How many parents have tried to show their kids how to do something, with their kids refusing to "get it." Once explained by a different adult however, and in a different context, and voila, the stress is gone and things go on a lot better.

Riding a bike is indeed one of life's sweet pleasures and something every kid should have an opportunity to master, so as to take that skill and pleasure on into their adult life. Pedalheads is an excellent option for parents and kids. For more information go to <http://www.pedalheads.com/>



Nutritower project

Grains of Experience for Sprouting Minds

The Nutritower Project at Roslyn School
by: Aaron Fraser

A disconnect from where our food comes from and how it's grown is a growing (pun intended) problem in our society. We at Roslyn Hands decided to try to make a dent in this trend by integrating some plant growth within the school. When we stumbled upon the Nutritower, we knew this could actually become a reality. The Nutritower is a stand-alone, vertical hydroponic system specifically designed for indoor use. It is a vertical light column surrounded by hanging pots that use porous stones rather than soil (potential for allergens and pests) with a drip irrigation system fed from a nutrient-rich water reservoir that sits in the bottom of the unit. It requires only that the water is changed once a week and the nutrients added. The timer can be set to have the light on when most convenient. It is a breeze to install, generates little to no heat, barely impacts the energy consumption of the school, and is easy to maintain and train people to use.

"To forget how to dig the earth and to tend the soil is to forget ourselves"

Mahatma Gandhi

We purchased five units and placed them in different classes in the school and our friend Bryce Nagels (founder of Nutritower) made sure that the teachers had all the instruction they needed to begin their growing adventures. Within weeks there was basil, strawberries, cucumbers and lettuces being grown. Three weeks ago, one of the teachers informed me that her kindergarten class was inviting another kindergarten class over for a salad that they had grown for lunch. Children growing their own food from seed and inviting others to share in their harvest... I still smile thinking of this.



It is an incredible, modern feat to have strawberries and bananas available all year round. To be able to have quality canned tomatoes that we can pull off the shelf in almost any store we go to. The grocery store is an incredible place where bins of fruits and vegetable overflow. The problem with us getting our food solely in this way is that we get used to only seeing our food as the "end product" rather than how it came to be and where it came from.

When we invest our time, energy and resources to grow our own tomatoes we become emotionally invested in them. We respect them more and, consequently, waste them less. The more disconnected we are from what we eat, the less hope we have of understanding our connection to the cycle of life and that, ultimately, we are all connected. A connection to our food is of ultimate importance for a healthy society.

Growing our own food may be one of the most powerful steps we can take for the health of ourselves, our families and our planet. What MORE important thing can we be teaching our children to help them grow into the responsible, compassionate people we hope them to be? We need to plant the seeds early to grow their minds!

<https://nutritower.com/>



Report on 2017 AGM: Resolutions

At the 2017 Annual General Meeting, five (5) resolutions were submitted for either reaffirmation or adoption.

Resolution **2017/01 Funding for Libraries and Librarians** was considered in need of more work and was sent back to the Literacy Committee for further research and updating. A call will go out to local associations to provide information on what is going on in their school libraries now and where they see it going in the future. The English School Board librarians were consulted in 2016 and their input will be considered alongside the reports received from the Home and Schools.

Resolution 2017/02 Diversity and Inclusion was reaffirmed as is.

Resolution 2017/03 History of Residential Schools had one update. As the original 2015/02 resolution was adopted just before the Truth and Reconciliation Commission Report was released (June 2015), it was decided that the last whereas should reflect this event. This amendment did not change the intent of the resolutions and so it was considered a friendly amendment. The resolution was reaffirmed.

Resolution 2017/04 Quebec Secondary III and IV History Curriculum: in need of a change went to caucus and amendments were suggested. These were primarily an adjustment of focus, emphasizing that the government should work with **all** school boards, **French and English**, to supply supplemental materials and insure that they are available **in both official languages**. The resolution was adopted unanimously.

And finally, **Resolution 2017/05 Software Coding** was also caucused and some minor changes to sentence structure and grammar were suggested. The resolution was adopted unanimously.

The adopted resolutions are posted to the QFHSA website www.qfhsa.org/resolutions.htm Now that the resolutions have been reaffirmed and/or adopted, they become part of QFHSA policy. It is one of the responsibilities of the QFHSA Board of Directors and of the Home and School Associations to promote these policies at the local level, by:

- 1) helping to support and provide access to resources that help teach our students about the history of residential schools, by purchasing books for the library and classrooms and/or by sponsoring visits of spokespersons from the Indigenous community to the classroom.
- 2) urging school boards to put pressure on the government to provide funding to develop supplemental materials for the enhancement of the history curriculum to make it accurate and inclusive and by
- 3) supporting our teachers in their efforts to incorporate software coding into the curriculum as well as to seek professional development for themselves.

Copies of the resolutions will be sent to numerous destinations, as determined at the caucus session or by the committee submitting the resolution, for information purposes or for calls to action.

A special QFHSA Committee will be looking at School Board Resources in Support of LBGTQ Student Wellbeing, with a resolution to be brought to AGM 2018. If you are interested in participating in this committee, or would like more information, contact the provincial office.

2017 AGM



Software coding caucus



LBPSB student commissioners



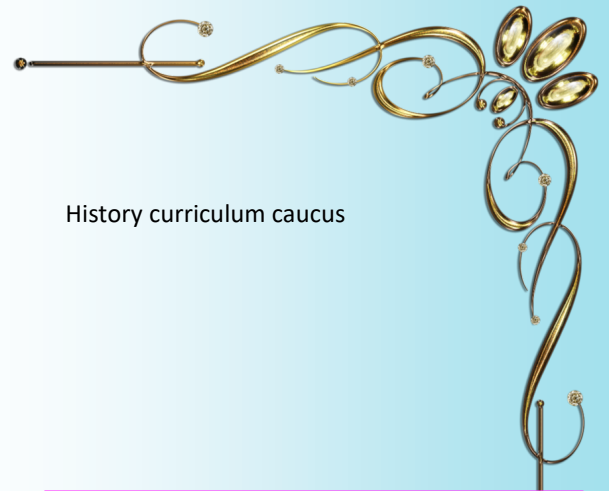
QFHSA Board of Directors 2017:
Back row, left to right: Brian Rock, President;
Tanima Ghosh, Rhonda Boucher;
Leah Trineer, Treasurer;
Linton Garner, Executive Vice President
front row, left to right:
Carol Meindl, Executive Director;
Rosemary Murphy, Vice President;
Debi Brown, Secretary.
absent: Ginette Sauv -Frankel ,
Vice President; Maxime C t 



Newsletter and membership prizes



History curriculum caucus



Rhonda Boucher,
EPCA



left to right:
Brian Rock, President QFHSA;
James Shea, President QCGN;
Carol Meindl, Executive Director, QFHSA;
Charles Taker, Liaison Officer, OCOL

QFHSA would like to acknowledge the support from the Ministère de L'Éducation et de L'Enseignement Supérieur (MEES)

2017 AGM awards

THE LESLIE N. BUZZELL AWARD 2017

Wanda Leah Trineer

The Leslie N. Buzzell Award, launched in 1950 is intended to recognize an individual who has shown outstanding volunteer service to Home and School, provincially, and for furthering the aims of Home and School in general. This year's recipient is Wanda Leah Trineer.

Leah Trineer has served on the QFHSA Board of Directors since 2006 and has been a member of her local Home and School Association at Roslyn for the past 16 years. Even after her daughter Hannah graduated from elementary school, Leah continued to stay involved at Roslyn, a school she clearly loved. In response to an upcoming 100th anniversary of Roslyn school anticipated in 2008, Leah had played an important role in the establishment of the Roslyn School Foundation in 2005 with the desire to help upgrade the school playground. She helped revitalize the afterschool activities program and got it back on track. She utilized her financial background to form a Finance Committee at Roslyn with then Principal Jim McMorran to review and monitor the lunch monitor program.

She initiated the Born to Read program at Roslyn which has been on-going for the past 13 years.

Nominated from the floor by Mia Ginter, a fellow Roslyn parent, at the AGM in 2005, she joined the QFHSA Board of Directors in 2006. She no sooner sat down at the table when she was immediately appointed to the Executive as a Vice President, made Executive Vice President by 2008. She served as Literacy Chair from 2013-15, and by putting her own background in finance to good use, served as Treasurer and Chair of the Finance Committee from 2013 to present. In many ways, Leah has used her considerable talents to help her chosen organizations prosper.

Leah's dedication to further the aims of Home and School by supporting literacy activities and financial diligence has been significant and has been greatly appreciated both provincially by the QFHSA and locally by the members of the Roslyn Elementary Home and School Association.



Wanda Leah Trineer accepting her award



Brian Rock, Wanda Leah Trineer, Debi Brown

The GORDON PATERSON AWARD 2017
Galina Stepanova

The Genesis Elementary Home and School Association nominated Galina Stepanova for the Gordon Paterson Award. Mrs. Galina strongly encourages parental involvement in her classroom and she welcomes parents on a regular basis to participate in the scheduled classroom activities. She encourages parents to plan and animate special activities with her for the children such as: creating Valentine treats, baking apple pie and making applesauce in the Fall, Halloween parties in the classroom, an Easter Egg Hunt in the Spring. On top of all that, Galina co-coordinates the jogging club as well as leads the gardening club. As an experienced Kindergarten teacher, Galina understands the many benefits of parental involvement in the classroom. This has helped many of her students make a smooth transition into elementary school and also to develop positive attitudes towards school and learning. In addition, Galina collaborates closely with the members of the Genesis Home and School Association, to know more about upcoming projects and to request funds for her own pedagogical needs.

She invites parents to collaborate on the planning of the Kindergarten Graduation at the end of the school year, and in the past, parents have prepared souvenir gifts for the students (including DVDs and photos). Galina feels very strongly about inviting parent chaperones to school outings and enjoys seeing parents bond with one another. Galina has been on staff at Genesis Elementary for approximately 8 years and has also been an active member of the Governing Board for 8 years. She maintains a very close relationship with the members of the executive team of the Home & School Association and regularly asks for H&S news. In short, her door has always been open and her relationship with parents has also been very open and transparent. She excels pedagogically as well as in developing personal relationships within the community and is greatly appreciated by the parents and students.



Brian Rock, Galina Stepanova, Tracy Marak



Galina Stepanova

2017 AGM Keynote speaker

A PEEK INTO THE 21st CENTURY CLASSROOM

Ron Turchyniak

QFHSA held their 73rd annual Home and School AGM and Awards Banquet on April 29, 2017 at the Novotel Hotel in Ville-St Laurent. The keynote speaker was Ron Turchyniak, an educational technology consultant for the Sir Wilfrid Laurier School Board. He described his job at the school board: making teaching (and learning) more efficient and effective through the use of technology. Throughout the course of his presentation it became apparent that his job was also his passion.

Ron talked about ‘flipping the classroom’. He explained how teachers can ‘flip’ the traditional approach and have the students prepare themselves for the concepts to be learned ahead of classroom time, so that more time can be spent enhancing the subject in class, rather than starting with a blank slate. He discussed how technology can be adapted to reach many different learning preferences, so as to overcome various barriers to learning. He also covered The Universal Design for Learning (UDL) approach, which helps bring a variety of techno-tools into the classroom, which students can maximize in order to suit their own individual learning preferences.

We also learned many of the functionalities of **Google Classroom** and **Google Docs**. An example of one of the benefits of working in **Google Classroom** for students who are shy, or too intimidated to put up their hand and answer questions, is that responses can be anonymous: only the teacher sees who offered which answers. In this context, a student need not be afraid of offering a wrong answer. With **Google Docs**, a group project can be saved as a “live” document and allows students to share, comment and/or make additions/corrections

in real time. Students can work on a project from home without needing to be in each other's physical presence, perfect for work outside of school time. As inspired by Ron’s explanation of **Google Docs**, it was decided to write this article using **Google Docs**, as a collaborative effort, putting into practice what we were learning.

Another elaboration in the presentation was with regards to **Google Calendar**. This tool is a great way for a school to share information and notices, with students and parents, as it is live and can be updated by all connected to it. Ron talked about the benefits and unexplored functionalities of **Chromebooks**, and how many **Google Apps** for Education (in G-Suite) can help with students in overcoming learning barriers. As a few examples, there are certain fonts that work better for a person with dyslexia, and there is speech to text capabilities in which voice is automatically turned into the written word. The conference attendees at my table were Home and School parents, and we were very interested in learning from Ron. We scribbled furiously while he was presenting. He was extremely enthusiastic about the subject and we could have kept on listening to him all day. We left the presentation motivated and inspired to share what we had learned. The ideas were discussed at our next Home and School meeting. We’re excited to see where all this brings us in the upcoming school year. While some of the technology is in place at our school, there is always room to grow in this area. Ron’s presentation helped us all better understand the technology that is being used in today’s classroom and how it can benefit all students learning.



LBGTQ resources study

CALL FOR INFORMATION FOR LBGTQ STUDENT WELL-BEING RESOURCES STUDY

In 2014, The Canadian Institutes of Health Research funded research into programs and resources available to support LBGTQ Student Well-being and determine which were the most effective. In 2012, Quebec had adopted into law **Loi 56 An Act to Prevent and Stop Bullying and Violence in Schools.**

“In order to make the various players more accountable with respect to bullying and violence in schools, on June 12, 2012, the National Assembly passed Bill 56, *An Act to prevent and stop bullying and violence in schools*, which involves various amendments to the *Education Act* and the *Act respecting Private education*. Bill 56, which was tabled in the National Assembly in February 2012 by the Minister of Education, Recreation and Sports, specifies the duties and responsibilities of the relevant school stakeholders and their partners. **It also stipulates that school boards must see to it that each of their schools provides a healthy and secure learning environment that allows every student to develop his or her full potential, free from any form of bullying or violence.**”

In 2017, three years later, what programs have been introduced in Quebec schools to address Bullying and Violence and more specific, LBGTQ student well-being? Some of the results from the research from the National Inventory of School Interventions in Support of LBGTQ Student Wellbeing showed that although many schools had already introduced one of the four most common components of intervention; harassment, curricular inclusion, professional development for staff and Gay/Straight alliances, very few had implemented all four. A Gay/Straight Club in a school, providing a safe room for students to meet, support for one another and discussion of issues related to sexual orientation and gender identity and

expression was not necessarily enough to ensure that the needs of LBGTQ students were being addressed within the general school body.

Overall, research data showed that harassment may have been reduced, but fewer incidents of harassment do not necessarily mean ‘all is well.’

September 28 to October 2 is designated by the Ministry of Education, Leisure and Sport to be **Anti Bullying and Violence Awareness Week at School**. Is this enough? Is having one week set aside to bring awareness to the issue of Bullying and Violence sufficient? (Is Black History Month sufficient to assure that the contributions of members of the Black Community in Quebec are adequately illuminated, year round?)

Student wellbeing is multifaceted and so must be the approach to provide both students and staff with the variety of tools and programs they need to be effective..

The question that needs to be asked is: Since 2014, what is being made available to staff through school board professional development and what programs are schools implementing to address the needs of the students? Are the projects generic, to address common student health issues, both sexual issues and identity issues, or are any LBGTQ specific?

If you are interested in helping us determine what is being offered at the school board level and how extensively are those resources being utilized by staff, let us know. If you would be willing to help us formulate a survey to gather data or if you know of contacts that might be useful, please share that information with us.

A school system that support and promotes inclusion, and acceptance, will allow all students to thrive, both academically and socially.

ComECH Quebec Press Conference

A voice for change

On May 2, 2017, ComECH Quebec held a press conference at the Gavin Center in St Laurent. The intention was to draw attention to the concerns expressed in the Statement **Quebec Secondary III & IV History Curriculum: in need of change**, regarding the revised Secondary III and IV History Curriculum and how it falls short of being accurate and inclusive. Invited media, both television and radio, attended the early morning press conference.

The key spokesperson for the group is Robert Green, head of the Senior Social Sciences Department at Westmount High school and open critic of the history program. Robert Green has served as chair of ComECH Quebec since its first meeting in June of 2016.

Robert Green made an opening statement and then fielded questions from APTN, CBC and Global News, among others. The Press release, sent out on April 28th, received significant attention and the response was a flurry of interviews with Robert Green spanning several days. Carol Meindl (QFHS) and Dayo Odubayo (EPCA) were also individually interviewed at the press conference. Dayo emphasized the future and a desire for a curriculum that reflects both French and English communities and encourages students to remain in Quebec. Carol Meindl emphasized the difficulty for students with a background other than French, to see their communities reflected in the historical narrative.

Print articles appeared in *Metro*, *The Gazette*, and the *Journal de Montreal* as well as in radio interviews with CBC's *Daybreak*, *Break Away*, *News-world*, *Ottawa Morning* and *Radio Canada International*. Assistant to the Minister, David Birnbaum was interviewed by Mike Finnerty on CBC's *Daybreak*, and described the history curriculum as "reasonably good" and "a work in progress". He did remind us that the curriculum was a pilot project in 38 schools which was winding up in May and would not be officially rolled out until 2018. He also indicated that edits were still being done.

However, representatives of the Kativik school board indicated in a press release that coincided with the ComECH press conference, that they were very adamant in their statement that they were seriously concerned about the genuine commitment of the Quebec Government to implement the recommendations of the Truth and Reconciliation Commission (TRC) related to education.

"...Over the past 10 months, the Kativik School Board actively participated in the work of the committee whose mandate it was to review and propose modifications to the new History of Quebec and Canada curriculum. At the February 2017 meeting, it was clearly indicated to us that the curriculum was already finalized. The latest version we were given did not reflect our comments and recommendations. As it currently stands, the curriculum fails to educate Quebecers about the common history Aboriginal people share with non-aboriginal Quebecers and Canadians" said Mme Nalukturuk, President of the Kativik School Board.



ComECH continued from pg 18

The time to get the curriculum right is now! Supplemental materials must be provided as added resources to fill the gaps as soon as possible and be translated and available in both languages, for the benefit of all students, as a short term solution. Meaningful and proper consultations must also begin to gather input from various communities to provide the inclusive history that would do justice to all. Please consider signing the online petition.

The history that our students learn in high school is the one most of them will carry with them throughout their adult life. To shortchange them in high school is to shortchange society for years to come, with age-old myths and misconceptions doomed to perpetuity. Our students deserve better.

Find the link for the petition [here](#).



The Canadian Home and School Federation is the national voice for our provincial parent associations. The need for this voice at the national level is most evident when we meet with other like minded organizations.

As the President I have a seat on the Canadian Education Association Council. This has allowed me to network with Education Ministers, Deputy Ministers and representatives from other organizations. Each time we interact with outside organizations the profile of Home and School and the need for the parental voice gains a higher profile. I was also asked to sit on the editorial board for CEA's Education Canada magazine. I was pleased to accept the invitation so we have parental input when topics for each issue are discussed by this board.

CHSF provides members for the regional selection committee for the Prime Ministers Awards and I, as President, sit on the National Advisory Council. "The Prime Minister's Awards (PMA) for Teaching Excellence honour outstanding and innovative elementary and secondary school teachers in all disciplines who instil in their students a love of learning and who utilize information and communications technologies to better equip their students with the knowledge and skills needed to excel in a 21st century society and economy." Each year I am so impressed with the nominees and what these individuals are accomplishing in their classrooms. It is an honour to be part of this committee recognizing these individuals.

We continue our partnership with the Copyright Consortium regarding an educational exemption for our schools and secondary institutions. Discussions on fair dealing and the legislation on Copyright are still ongoing so we need to be proactive for our students.

CHSF offered their endorsement to QFHSA regarding the Secondary III and IV History Curriculum because we also recognize the complex and diverse society in Quebec as well as the Importance of Indigenous history across our nation.

Funds permitting, we attend the Annual Meetings of our members from time to time. Organizations invite us to attend their conferences as well, to mention a couple, we received invitations from CASSA (Canadian Association of School System Administrators) and Healthy School Communities National Forum being held this fall in Ottawa.

We appreciate the support of our members and look forward to continuing our work on behalf of our children.

Cynthia Richards, President
CHSF

Fraser Hickson



Helen Fortin

Fraser Hickson is an independent library that has served Montreal since 1885. We have been located in NDG for many years and have become THE outreach library for the Montreal community through our MINIBIBLIO project. We are a flexible and supportive partner working with clients to improve the lives of our citizens by providing access to books and our *Mission is to raise literacy levels by working with partners who bring the books to life starting with the very young and those who need them the most*

The **MINIBIBLIO** model is a cutting-edge concept which has shown leadership and has permanence and the beauty of the project, and its success, rests with its simplicity. It is grass roots, hands on and very social. Developing the curiosity that reading engenders develops confidence in the reader, especially in the very young. The ability to read, share content and tell stories is all due to the magical written words placed in a book. In the case of daycare MINIBIBLIOS we strongly urge our partners to encourage parents to take books home and read to their children underlining the importance of doing so from Day One. A special bond is created between mother and child - or father and child - that cannot be unbroken through reading. The qualitative aspect of the process is critical and the multiplier effect through the sharing of books in partner programs for pre-school children, homework support, teens and

seniors brings literacy and learning to thousands of disadvantaged Montrealers (e.g. Dr. Julien, MAB MacKay Centre, DESTA, and daycare centres, etc.).

Setting up a MINIBIBLIO is easy. Our staff meets with a potential client to assess its specific needs and we then provide:

- ◆ books tailored to our partners' needs (books are rotated periodically from the service centre);
- ◆ ongoing guidance from a trained librarian in book selection;
- ◆ a training session for partners' personnel and volunteers including easy-to-use templates for tracking and reporting purposes;
- ◆ reference and requests for specific titles;
- ◆ *Story Time* (if requested);
- ◆ promotion of the partner through communications documents, Social Media and our website.

Our clients are proud to share in the quest to increase literacy levels and to have their own little community surrounding the face-to-face interaction created around books! If you would like one please contact us!

Contact: Helen Fortin 514.872.0517 or helen@fraserhickson.ca

www.fraserhickson.ca



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Focus on



The locals

PETES

On May 13th, the Home and School of Pierre Elliott Trudeau Elementary along with the help of staff, parents and students hosted a community breakfast for all who had been affected by the terrible flooding in the area. For 15 years P.E.T.E.S. Home and School has been asking the local community to support their fundraisers and to come to their events. This was our chance to give back to our community and show our appreciation to all of the volunteers. We served breakfast to over 150 people, collected over 20 boxes of perishables and collected funds to be sent to the Red Cross. The Mayor and town councillors came, enjoyed breakfast and thanked us for our community spirit and generosity.

The Canadian Armed Forces sent 10 men along with a tank and a Jeep. They spent the entire morning taking pictures and answering questions much to the delight of all kids and adults.

When all was said and done, the leftovers were wrapped up and delivered by volunteers to a few families who were still dealing with the floods. Some tears were shed and some were at a loss of words for the kind gesture. Our school community came together when it counted most and for that PETES Home and School is so PROUD!!!!!!



Beacon Hill

Beacon Hill Celebrates Canada!

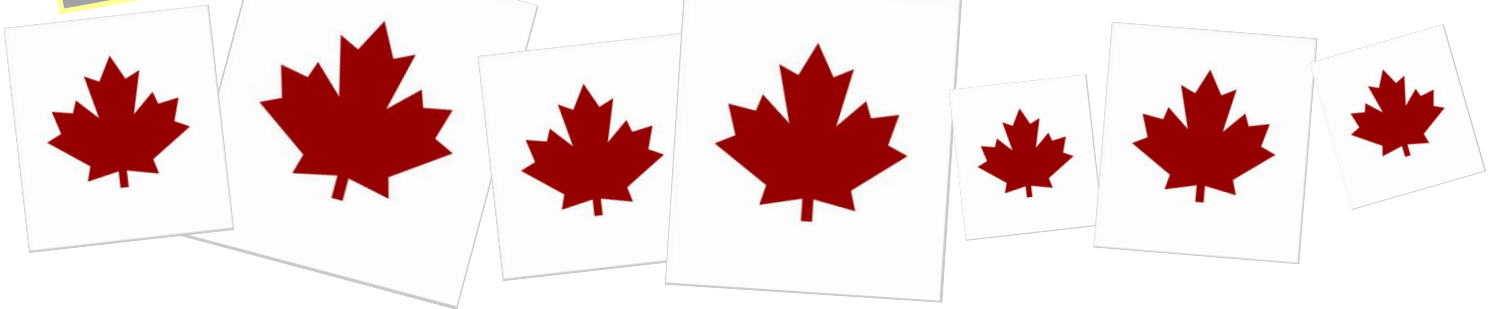
For the 150th anniversary of our Country, Beacon Hill Home and School decided to celebrate with the students. The Annual Art Gala was inspired by Canadian artists from all over the Country. Children did an amazing job of reproducing art from Ted Harrison, Norval Morisseau, Alex Janvier or tribal masks etc. and the decorations gave the final touch to a special night.

On May 4th, Beacon Hill Home and School treated the students to a Pow Wow with Barbara Diabo and the Buffalo Hat Singers. Educational and inspiring, emotions were high and all students spent an unforgettable moment discovering cultures of Canada too often forgotten.

Beacon Hill Home and School finished the project they started in the year and added benches and mulch around the tulip garden. The Canadian flag looks amazing in front of the school and dignitaries and children alike enjoyed a special afternoon outside in the community.

Last but not least, what would it mean to be Canadian if not helping others ? After the floods around Montreal recently, Beacon Hill Home and School helped Mrs. Hamblin-Brayne, the principal, to sort 1261 items donated by the students for the food banks!

Last stop in June graduation party and Family BBQ! It seems summer is coming ! Enjoy!



Albert Einstein exclaimed: "Imagination is more important than knowledge!", so the creative men and women in our HandS team put on their thinking caps to devise our first Family Bingo Night! This was another smashing event with an abundance of great prizes donated by local businesses. In April, we helped support the school's classy Vernissage, where our students showed off their multitude of talents in art, music and choir. As part of Rail Safety Week, Operation Lifesaver generously donated educational materials to raise the awareness of our students about the hazards surrounding rail property and trains. In May, our HandS team was very proud to organize the parent educational workshop: "Uncovering the Mysteries of Student Anxiety", with guest speaker Debbie Oestreich. Our HandS team are thrilled to provide new makeup, cool props and colorful costumes for our year-end student productions.

As part of our year-end finale, our dedicated committee members are planning dance shows from each homeroom, fun carnival games, yummy concession stands, and wonderful exhibitions by our talented, student skipping team.

We are extremely proud to "Live a little Wilder" in our Wilder Penfield school community. We hope Home and School parents celebrate their summer with panache during the Canada 150, Expo67 and Montreal 375 parties with their families and friends. It has been our privilege to work with all parents/volunteers/staff at Wilder Penfield and we are very grateful for their support. Our HandS team looks forward to celebrate the 50th anniversary of Wilder Penfield school in 2017-2018 and we hope to see our parents again at our September HandS meeting to kick-off an awesome school year!



South Hull

South Hull Elementary's Home and School Committee had a successful year raising funds by way of our Monster Ball, PJ Nights, M&M Meats BBQ, Pizza Days, and Subway Days to support the school and its staff by providing funding for activities such as bus transportation for field trips, supplies and equipment for numerous lunchtime activities, and the Grade 6 Graduation. We helped parents and students show their appreciation for the teachers and staff during Staff Appreciation Week, and also hosted the WQSB Drug Resource Team for a well-attended Parent Information Session.

We are finishing off a great year with our very popular Summerfest celebration and will keep our fingers crossed for good weather! Congratulations again to this year's QFHSA volunteer award winners: *Golden Torch* - Skye Cameron; *Unsung Heroes* - Sylvie Giroux, Cathy Poch and Crystal Chabassol.





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 August 2017



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