



THE VOICE OF
THE PARENT
IN EDUCATION

QFHSA NEWS

VOLUME 53 ISSUE 3

FALL 2015

Healthy Food Fundraisers

By Carol Meindl

In January 2015, the QFHSA sent out a survey to its membership, asking a few questions regarding healthy food fundraisers- Were the Home and Schools getting requests from their parents to provide healthier choices and if so, were those choices both popular with the kids and financially successful? Ideally, you want to provide a product that is enjoyed by everyone and turns a profit. After all, many of the popular after school activities run by Home and School associations depend on the financial support of their members.

Forty (40) different Home and Schools offered their advice and observations in that survey and this article is an attempt to provide our readers with some of the wisdom that had been shared.

There were various ways Home and Schools used food as fundraisers: lunchtime meals 84%, bake sales 72%, BBQ and picnic events 75% and direct product sales (i.e. citrus, chocolate) 52%. Overall, it seems that the most popular fundraisers are ones where the parents receive a service, thus pizza, subway, hot dog lunches are the most successful. Parents love a day off from preparing a school lunch!

When asked if they get requests to change a fundraiser for something deemed more healthy, 42% indicated they received no such requests, while of the 37% admitting to being asked to provide healthy alternatives, only 20% were motivated to do so. The reason? Profitability. Despite the criticism that chocolate bar sales often engender they are still the most popular fundraising activity and can therefore be a guaranteed success. It is hard to argue with that.

“Although I am all for "healthy" food choices, not allowing a school to fundraise with the sale of pizza and chocolates will result in a huge decrease in our fundraising dollars. We have realized over time that the most "profitable" fundraiser is one in which the parents receive a service (lunch etc.). Today, our funds come mainly from pizza lunches and subway lunches and chocolate sales are after that. Again my concern is the decrease in fundraising dollars which will ultimately impact our students and then eventually trickle up to the school board in a loss of students to other school boards who have more funds in their schools. I believe that fundraising dollars will become more important to sustain the current environment that each school is providing given the continuing government budget cuts.” – St Charles H & S

But what are some successful alternatives? Our members had many ideas to offer, some you may not have considered...

(Continued on page 5)

In This Issue

President’s Message.....	2
Executive Director’s Message.....	3
Welcome back.....	4
Spirit Parapan.....	7
Digital Literacy.....	8
Family Recipe Winners.....	14
Book reviews.....	18
Focus on the locals.....	21
....and much more!	

Save the Date!

QFHSA Fall Conference

Date: Saturday, Nov. 7th, 2015

Time: 8:30 am – 4 pm

Location: Roslyn Elementary

4699 Westmount Ave.

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Make sure to visit our website regularly to get information about upcoming events. It is a great resource for membership forms & documents, constitution & by-laws, QFHSA Strategic Plan, back issues of the NEWS, past briefs written by the QFHSA and valuable partner links and resources.

THE IMPORTANCE OF PARTICIPATING IN THE GENERAL ASSEMBLIES OF PARENTS



I truly hope that you took advantage of the wonderful weather in June, July and August, and thoroughly enjoyed the summer vacation with your family. September is back to school time, and because of the discussions surrounding the possibilities of school board reform, the meetings scheduled for September are even more important than usual.

Your School Principal is required, in accordance with the Education Act of Quebec, to ensure the calling of a General Assembly of Parents as outlined in section 47.

Section 96 discusses the formation of a Parent Participation Organization (PPO).

“96. The meeting of parents called pursuant to section 47 shall decide whether or not to form a parent participation organization.

If the meeting decides to form a parent participation organization, it shall determine the name, composition and operating rules of the organization and shall elect its members.” . . .

“96.2. The purpose of a parent participation organization 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.

96.3. A parent participation organization 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.

96.4. A parent participation organization may hold its meetings on the school premises.

The organization may also use the school's administrative support services and facilities free of charge, subject to the conditions determined by the principal after consulting with the governing board.”

It is interesting to note that a local Home and School Association may be designated as the Parent Participation Organization of the school if the majority of the parents at the General Assembly of Parents decides so. You may receive more information by calling the QFHSA Office. I encourage all of you to participate in the General Assembly of Parents at your child’s school.

Early during the month of October, the first meeting of the Governing Board will be held. The composition of the Governing Board is outlined in section 42:

“The governing board, which shall have not more than 20 members, shall include the following persons:

(1) at least four parents of students attending the school who are not members of the school staff, elected by their peers;

(2) at least four members of the school staff, including at least two teachers and, if the persons concerned so decide, at least one non-teaching staff member and at least one support staff member, elected by their peers;

(3) in the case of a school providing education to students in the second cycle of the secondary level, two students in that cycle elected by the students enrolled at the secondary level or, as the case may be, appointed by the students' committee or the association representing those students;

(4) in the case of a school where childcare is organized for children at the preschool and elementary school level, a member of the staff assigned to childcare, elected by his or her peers;

(5) two representatives of the community who are not members of the school staff, appointed by the members elected under subparagraphs 1 to 4.”

Members of the local Home and School Association may serve as community representatives on the governing board if so elected. Meetings of the governing board are open to the public. Please attend; it is so important to remain informed about your child’s school.

Yours in education,

Brian Rock, QFHSA President

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.



QFHSA NEWS

Continuously published since 1949

Volume 53, Issue 3

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

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Editor: Christina Franc, Qu'anglo Communications & Consulting

Layout & Graphic Design: Christina Franc

Printing: The Business Box, Beaconsfield, QC

Circulation: 7000 copies

Advertising Manager: Christina Franc

Editorial Board: Carol Meindl, Rickhey Margolese, Brian Rock, Mary Skagos, Larry DePoe

Deposited with: Bibliothèque Nationale du Québec National Library of Canada

ISSN: 1924-9284 (Print), ISSN: 1925-797X (Digital)

Publications Mail Agreement No. 40011786

QFHSA on the Web: www.qfhsa.org

THE VIEWS EXPRESSED BY ADVERTISERS OR CONTRIBUTORS ARE NOT NECESSARILY THOSE OF THE QFHSA.

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

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

A message from the Executive Director

Another school year is upon us and we will all soon be getting down to business as usual. Home and School Associations will be setting up their schedule of activities for the coming year and organizing their volunteers. We will be planning the Executive Workshops, Fall Conference, Regional Councils, and answering your questions regarding Home and School elections, Constitutions and bylaws and fundraising dos and don'ts. Just another typical school year. We can only hope so!

All the lazy, hazy, crazy days of summer may have made some of the challenges ahead slip from our consciousness but they will more than likely nip us in the heel before too long. For starters, the teacher's contract negotiations have not been resolved, and we will probably be facing pressure tactics as they attempt to get the resources they deem necessary to do their jobs properly. At the same time, negotiations will begin with the government on the future of school boards and their election system. And, of course, let us not forget the new round of budget cuts to the school boards and be rightly apprehensive about how that will affect class size, special needs and extra-curricular activities. As is usual, we live in interesting times.

The QFHSA Rights committee has written a brief to present to the Elections System Study Panel, chaired by Marlene Jennings, offering their own recommendations to the government to address the issues facing school board elections. Our voice will be added to those of other English speaking organizations, offering various viable alternatives to scrapping such a



valuable institution, our English school boards and their elected commissioners.

QFHSA will continue to meet with other community organizations with a mandate in education- at the COFFEE-Quebec and other community tables. It is important that we stay connected and up to date on what is going on in our community. Together we are stronger.

Oh, I almost forgot to mention the upcoming federal election. Although it is not part of "business as usual" for Home and School Associations, I would like to take this opportunity to urge all eligible voters to exercise their franchise and march to the polls this October - and take your kids along with you, if possible.

Consider it a teaching moment for a civic duty. We all get the government we deserve, if we bother to get involved and to cast our vote.

After all, that is what Home and School is all about: getting involved!



Welcome back!

I would like to extend a warm welcome to both the new and returning Home and School Executives. If you need help getting the year off to a good start please contact the QFHSA office.

- **URGENTLY NEEDED** - The executive list for 2015-2016. The QFHSA office needs to contact the current executive members. Please scan or fax this list in as soon as possible. Remember to include the number of students and families in your school because these numbers are used as data for the membership prizes.
- 2014-2015 President's and Treasurer's reports are now due. They should be written by last year's executive members.
- The administration fee and local association renewal forms also need to be sent into the office.
- By October 31st, a preliminary membership list should be emailed to the office. Please ensure that: it is in Excel format and that all information is complete especially apartment numbers.
- Please email all items to marlynbrownrigg@qfhsa.org

Other Notes of Interest

- **Executive Workshops:** Thursday, September 24th at the QFHSA office. New Executive members are highly encouraged to attend.
- **Fall Conference Workshops:** There will be a workshop on both writing bylaws and holding Home and School elections at the fall conference on November 7th.
- **Regional Councils:** Book a date to host a regional council in your region. If your Home and School is looking for new ideas, hosting a regional council in October or November will allow you to implement new activities during the 2015-2016 school year.

Best Regards,

Marlyn Brownrigg

QFHSA Membership Services Coordinator

marlynbrownrigg@qfhsa.org

p.s. Congratulations to Buckingham Elementary Home and School for being the first association to submit all documentation and the administration fee (also known as the "Magic 5") to the office.

SAVE THE DATE

QFHSA EXECUTIVE TRAINING WORKSHOPS

THURSDAY SEPTEMBER 24TH

7-9 p.m. at the QFHSA office

- Workshops for the **President** and/or **Vice-President/Treasurer/ Membership Coordinator**. Tips provided on your duties, financial reporting and membership campaigns to name just a few.
- New Executive members are encouraged to attend.
- Refreshments will be served.
- Watch for more information in the QFHSA "Mailbag".

QFHSA Volunteer Awards

Call for Nominations

Even though the QFHSA's major awards are given out at the spring AGM, it is never too early to start thinking about nominees from your school.

It takes some time to complete the necessary paperwork that will be reviewed by the QFHSA's award selection committee.

It is your chance to honour those in your school community who go above and beyond the norm and lead by example.

To find out about the QFHSA's major awards please see our website at www.qfhsa.org

Healthy Food Fundraisers

(Continued from page 1)

Citrus, Salmon Filets, Pumpkins, Christmas trees and wreaths, poinsettias, nuts, garden plants, cheeses, olive oil, maple syrup, bread, coffee, cookie dough, pies (fruit, meat and chicken), fruit and veggie platters, spaghetti lunches, veggie wraps, popcorn, spices, tea, apples (leftovers can be made into pies and frozen, then sold at Thanksgiving) bathroom tissue, catalogue sales, Fundscrip, roses for Mother's Day.

Often a really good idea can take time to "catch on". If you already have a number of successful fundraisers, you can perhaps afford to keep plugging away at a new one until your parents see the appeal. It is always a balancing act between the time it takes to produce, sell and distribute the items versus the profit margin. Some sales therefore are held for pure profit, while others are offered as a service to the parents. If a Home and School brings a supply of pumpkins into the school for a Hallowe'en Pumpkin Patch, for example, it may not be so much about profit as it is considered a convenience to the parents.

The success of a new fundraiser can depend on many factors including size of school. One size does not fit all.

"We do have pizza and hot dog meals but our school has also tried meatballs with veggies and mashed potatoes or baked spaghetti. All seem to work well. You just need to give them something familiar."
Grenville H & S

This sort of meal service works well in a small school population but may not work so well in a large one. Perhaps making smaller changes such as adding fresh veggies to the pizza meals or opting for healthier choices like whole wheat crust is a way to add a healthier component to a pizza lunch meal.

Ultimately, you have to know your parent community and what sort of things they need and /or want. A survey with options is a good idea.

"We are attempting a choice of different options for our spring fundraiser. Parents will receive a form asking what they would like to sell. Options are: chocolate, popcorn, tea, seeds (veggies) or a catalogue. We will see what kind of choices come in and what feedback we receive." Edgewater H & S

If you are interested in exploring some of these fundraising ideas, contact the QFHSA office and we will put you in touch with an H&S that is already doing it. They will be able to offer you advice on how to make it work.

Would your Home and School like to host a Regional Council?

Even though the QFHSA organizes Regional Councils during the fall conference not all Home and Schools attend. The Regional Council session at the May 2015 AGM was popular but alas the time allotted was limited.

Would you like to organize a Regional Council for Home and Schools in your area? Find out what other schools are doing and get some new ideas.

It's easy!

- Coordinate a date with the QFHSA office and the school principal. It can be an evening or a weekend meeting.
- The QFHSA office emails all the Home and School Executives in the region. If there are few Home and Schools in your area, other schools can be invited.
- The QFHSA collects items for the agenda and types up the agenda.
- Representatives from the QFHSA chair the meeting.
- The hosting Home and School provides the room and refreshments.

Please put this item on your Home and School agenda in the fall. Contact Marlyn at marlynbrownrigg@qfhsa.org to choose a date.



Rights, Education and Resolutions Committee Activity

By Carol Meindl

As seems often to be the case, the Ministry of Education, Higher Education and Research throws a trial balloon out to the public, and waits to see what the reaction will be. This spring has been no exception and announcements were made that, due to the poor turnout at the polls last November, school board elections would be abolished in favour of a new regional administration system. Despite this announcement, the Minister did put out a call to the community for an opportunity to suggest alternative systems.

The Quebec Federation of Home and School Associations, the Quebec Community Groups Network, the English Parents Committee Association and the Quebec English School Boards Association, in partnership, put together a panel to study alternative election systems and, on July 10, 2015, put out a call for briefs as part of its consultation process with the English speaking community. Once the various opinions and suggestions were gathered from the community, the Panel would then draft a report to the Ministry offering its suggestions for acceptable alternatives to the status quo.

Although well into the thick of summer, the QFHSA Rights, Education and Resolutions Committee got straight to work to draft a brief to present to the Election Systems Study Panel later in August. Linton Garner chaired the meetings and wrote the first draft with committee members suggesting additions and changes with each draft. By July 31st, the brief was ready and a request was sent to the Chair, Marlene Jennings, for an opportunity to present the recommendations to the Panel to improve the election system as it is now.

On August 13th, Linton Garner, Rickhey Margolese, Ginette Sauve Frankel and Carol Meindl met with the Panel and presented *A Brief on School Board Election Systems*. In it, the QFHSA representatives expressed their concerns regarding the 2014 School Board elections, the misleading issue of voter turnout, the short comings of a "One size fits all" policy, and the inequities found in the current school taxation model. The brief offered 11 recommendations to improving the school board election process. When asked if QFHSA were favorable to the idea of a regional administration system similar to what has been put in place for the Health and Social Services sector, the answer was a definitive "no". The Committee firmly believes that the voice and interests of the English speaking minority in Quebec would not be represented on such administrative councils and much of what has

been accomplished so successfully through the current English school board system would be lost.

To read the Brief and the 11 recommendations, go to www.qfhsa.org and search under the tab Briefs/memoires.

Election Systems Study Panel consults the community

By Brian Rock

During June, July and August, I have been honoured to serve as one of the five panelists on the Election Systems Study Panel chaired by the Honourable Marlene Jennings, former federal Member of Parliament. This panel was created in June by the Quebec English School Boards Association (QESBA), the Quebec Community Groups Network (QCGN), the English Parents' Committee Association (EPCA), and the Quebec Federation of Home and School Associations Inc. (QFHSA). The panelists, in addition to the Honourable Marlene Jennings, are: Leo La France, the former Assistant Deputy Minister of Education for the Anglophone and Aboriginal Communities and former Director General of the Lester B. Pearson School Board; Rachel Hunting, Executive Director of the Townshippers' Association of the QCGN; Rhonda Boucher, Vice-President of EPCA; and myself as your QFHSA President. The Election Systems Study Panel will present its report to the Ministry in early September, and it will then be made available for the public to consult.



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Spirit Parapan American Challenge 2015

By Carol Meindl



Quebec English and French public schools and Day camps had an opportunity to catch the PanAm and Parapan Am fever! The PanAm and Parapan Am Games rolled into Toronto this July with a unique start marking a first-ever in torch relay history, two separate Parapan Am flames were lit during special ceremonies — one in Ottawa, Ontario (east), and one in Niagara Falls, Ontario (west).

Elder Thomas Louttit (east) and Elder Cat Criger (west) created each of the flames before adding four sacred medicines — tobacco as the offering: cedar to call the attention of the spirits, sage for cleansing and sweetgrass for purification. The historic celebrations included traditional smudging and Aboriginal drummers, dancers and singers.

With financial support from the Canadian Celebrations Fund, and in partnership with our friends at Dynamix, the Quebec Federation of Home and School Associations was able to bring an opportunity for member associations to host the

Spirit Parapan American Challenge at their schools. Dynamix incorporated elements of the Parapan American Games into their Leadership and Teamwork activities. The children had a chance to participate in some fun games and learn that, even with a handicap, individuals can compete in the same sports. It just takes a little creativity and generosity.

For example, in one activity they had to pass a bucket around a circle as they sat on the ground. At the first round, they used their hands—it was easy. Second time around, they had to use their feet- not so easy. Third time around, and this time, there was a ball inside the bucket that could not be let dropped- not so easy, but not impossible. It took some time and practice to master the technique but eventually, they could continue to play.

In another activity, the kids were standing in a circle and trying to roll a ball between the legs of a person opposite them. If a ball got past them and they failed to stop it, they had to put one hand behind their

back and continue playing with just the other. What the kids learned was, that even with a handicap, you can still play. The skill level of the games was directly proportional to the age level of the kids.

Ten schools before the end of June and more than 20 day camps by the end of August will have participated in the Spirit Parapan American Games Challenge. By the end of the project, more than 6,000 children will have been reached and exposed to the history of the Parapan Am Games and be more aware of what it takes to compete at such a high athletic level with a handicap.

The Quebec Federation of Home and School Associations acknowledges the financial support of the Government of Canada in making this project possible and offers a sincere thank you to the Department of Canadian Heritage.

Digital Literacy for pre-schoolers

By Lawrence DePoe and Carol Meindl

On June 26-27, Lawrence DePoe and Carol Meindl attended a conference at McGill University, **Digital Literacy for Pre-schoolers**. It was felt that Home and School parents may have an interest in what research was saying about the value of eBooks over paper books, in terms of their benefits to increase literacy in children, in particular, for pre-schoolers. A very interesting two days were spent listening to, discussing with and learning from, researchers and fellow attendees. One researcher called the development of digital literacy a “giant unplanned experiment”. Needless to say, research is still in its infancy as eBooks have only been available since 1998 in its most familiar form.

Julia Parish-Morris, (Post doctoral Fellow, Children's Hospital of Philadelphia Center for Autism Research), outlined that children are spending significant time looking at screens without their parents understanding whether or not they are learning or benefitting from this time. There are 80,000 different apps available on iTunes, and most are called ‘educational’. We have yet to set criteria for this description, and in its absence, parents are mostly not in a position to judge the merits of a particular app. On the other hand, we do have documented proof that dialogic reading (interactive reading) with parent and child does improve language and literacy. The American Academy of Pediatrics recommends that screen time be avoided before age two, and limited afterwards. Increased screen time is linked to attention problems, sleeping and eating disorders and obesity.

This research showed that eBooks take twice as long to engage children in dialogic conversation, and much more time is spent on behaviour management than conversation. Children are often far more interested in poking the hotspots and making things sound and move, than in following the story. Parents were challenged to keep the child focused on the storyline. Deeper story structure and details of the story were lost when reading eBooks. ‘Distancing prompts’ or using inference while reading is reduced when reading eBooks, so children are connecting less of the story with their own lives. Yet parents often perceive eBooks as being more educational, and therefore are buying them without being aware of possible negative consequences. This researcher recommended that parents buy eBooks with fewer e-features, less interruptions and to continue dialogic reading.

Gabrielle Strouse (University of Toronto Media, Learning, Parent Scaffolding) researched eBooks with children 17-26 months. These children pay more attention to eBooks, (4 minutes vs 2



minutes). Infant books, in general, are less narrative, so more attention must be focused on the images. It is up to parents to “build a story” around the images or compare images to everyday life. Kathrin Rees (research in speech perception, phonological awareness and emergent literacy) compared parent/child interaction with paper books (PB) and eBooks (EB). She found a decline in verbal responsivity with eBooks, with both language impaired and typically developing readers. Children were far too content to let the book “do the talking” and did not respond to questions from the parent.

Mary Courage (University Research Professor, Department of Psychology, Memorial University) presented a summary of what we know about language development. Infants can discriminate which sounds are relevant to learning their mother tongue and can distinguish between someone speaking their own language and someone speaking a foreign language. All results in language development are mediated by the adult-child interactions, and if what is learned is not matched by real world experience, there is no transfer. Her research results showed little difference between EB and PB recall, though without dialogic reading, recall was not great. Too many hotspots (electronic features) distracted the children, so research showed that the children paid more attention to the adult with PB. Language is learned by children hearing it spoken to them. Reading books can introduce new words and sounds to infants, even if they do not immediately understand what the words mean.

Natalia Kucirkova (The Open University, Educational Futures, Faculty Member) looked at personalized PB and EB. Some parents are very comfortable reading paper books to their children, but are not so comfortable with eBooks. Children who

participated in creating personalized EBs at home or at school had positive emotional experiences, and parents became more comfortable with eBooks when working with their child on creating the personalized eBooks. Ms Kucirkova gave some good references: the conversation.com, booktrust.org, ourkidsmedia.com, putmeinthehistory.com and Open University (open.ac.uk).

Georgina Troseth (Associate Professor of Psychology, Vanderbilt Kennedy Center for Research on Human Development) studies parent co-viewing. This is of critical importance in promoting dialogic conversation in any screen media. There is so much variability in app content and design, parental co-viewing is necessary. She researched lower and higher self-regulation children (SR) and the number of times they would touch a screen. Lower SR children averaged 28, higher SR 12. In summary, the finding indicated that the more hot spots there are, the more taps there are, and the fewer words are learned; with fewer hot spots, there are less taps and more words are learned. Giving children a break from eBooks allows them to do better.

Parents co-viewing helps ensure that the child is getting intended educational benefits for eBooks but dialogic conversation remains the key. Much more research is needed, looking at SES and adult literacy.

Jeremy Brueck (Visiting Assistant Professor, University of Akron) spoke about integrating e-learning in classrooms, and how lack of teacher training plus lack of adequate space/outlets were impinging on this development. Often, there is a rush to buy the technology without preparing the classroom space to accommodate them. Research outlines 5 best practices to bring e-learning in the classroom by educators:

- 1) Know your device inside out – with knowledge comes comfort level; get support if needed.
- 2) Know e-book or app inside out – time well spent, helpful websites Littlelelit.com, digital-storytime.com. However, be warned: each app affects children differently, some pay attention, some do not. One size does not fit all.
- 3) Establish routines: plan storage in the classroom before purchasing – this is a critical practice. a) Develop classroom iPad rules b) one to one assignment – each child has their own earbuds – sorted in a container such as a bead box c) learn the terminology, put it at the kids level, and provide a printout for

parents at home. d) A choice board redirects students with visual cues as to which apps are permitted to explore in the classroom.

4) Link apps in sequence – before, during, after. Before, browse old favourites; during, new book; after, small group work, retelling story. Children are encouraged to go to the e-learning area of the classroom, use drawing apps etc.

5) Be persistent – change ‘what we’ve always done’ – the digital shift – why implement digital when dialogic works? Because it is happening now – so bridge the gap between what we know and what we do.

One recent report suggested that families in Silicon Valley were increasingly sending their children to Waldorf schools: Do they know something we don’t? Are we loading low SR kids with technology? Do children need more “hands-on” learning activities and less technology?

It is important for parents to be clear about what their expectations are. Do they want their children to engage with eBooks for educational reasons or for entertainment? When an eBook offers many “bells and whistles” activities through hotspots, it becomes more of a “playing a game” experience and less of “a reading a book” experience. Both can have value for your child but be clear on what you want. The more hotspots an eBook has, does not translate into an increased literacy experience. The best way to teach children to read is to read to them. This can be accomplished with paper books as well as eBooks, provided the parents take the time to read to their child and interact with the story, drawing attention to how it relates to their own everyday life.

For further reading, check out some of the links we provide at the QFHSA website.



The volunteer as bully = the toxic volunteer

By Jane Cravens

So many people — media and corporate people in particular — like to talk about volunteers in the most flowery language possible: volunteers as selfless and hard-working and nice and sweet and huggable. Gosh golly, don't you love them?!?

I'm not fond of using fuzzy language to talk about volunteers, because I find it degrading and disrespectful. It devalues volunteers and their role in organizations.

While I was in Australia leading workshops on volunteer management earlier this year, one of the very hot-topics that volunteer managers wanted to talk about was volunteers as bullies. So many were facing a toxic volunteer at their organizations who used abusive language with other volunteers, paid staff and even clients, disrupted meetings and plans that other volunteers were leading or organizing, and were uncooperative regarding policies and procedures. These toxic volunteers were capable of bringing meetings, planning, events, and even entire programs to a halt.

Yet the volunteer managers felt powerless to deal with the bullies. Why? Because these volunteers had often been at the organization longer than the volunteer managers had, because the volunteers were also financial donors, because the volunteers had been honoured in the past regarding their service, or because the staff was afraid of the volunteers and didn't want to provoke them further. Volunteer managers told me that just one volunteer complaint -- including complaints about being reprimanded for not following policy -- would result in senior leadership displeasure with the volunteer manager. One person said that her supervisor, in regards to complaints by a long-time volunteer who did not want to follow policy, said "I just don't want to hear it. Make her happy."

One avoidance tactic upper management uses regarding bullies is to require everyone to go into a conflict management

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workshop. Those workshops can be really great for other issues, but don't solve the problem of a bully. In fact, volunteer managers report to me that bullies either come up with a way to beg off attending such or are brilliant at hijacking such workshops, portraying themselves as victims and using the tactics they learn at the workshop to divert responsibility from themselves regarding bullying behaviour. And I have to admit that I've seen it happen myself.

Since those workshops in Australia, I've kept my eye out for good resources regarding bullying in the workplace. One that I found was a blog from the Open University, Office conflict: the impact of workplace bullying. Another terrific resource is How to deal with workplace bullying and how to tackle bullying at work, also from the United Kingdom. My favorite resource, however, regarding petty tyranny in the workplace is the book *The No Asshole Rule — Building a Civilized Workplace and Surviving One That Isn't*, which I've blogged about before. Robert I. Sutton's book is about paid employees, but it most definitely applies to volunteers.

My own advice as well:

Document, document, document. Have dates, places and details about the actions of a toxic volunteer in writing. Have details in writing on the consequences of the bullying, such as other volunteers not participating in activities if the toxic volunteer will be there, volunteers dropping out of participation altogether, little or no new volunteers participating in certain activities, and complaints from other volunteers, paid staff and clients. Be ready to present these to your supervisor, the head of your human resources department, and even the head of your organization. Don't wait to be asked to present this information, and don't be discouraged if your initial presentation of such doesn't prompt action; it may take several presentations to get the message across that the toxic volunteer must be let go.

Be consistent in applying the rules to all volunteers, so there is no possibility of a toxic volunteer claiming you are singling her or him out, something she or he will be tempted to claim to other volunteers and to paid staff with whom she or he has a long-term relationship. This starts to create an atmosphere where the toxic volunteer will start to feel unwelcomed and will indirectly encourage her or him to move on.

Be willing to lose the bully, as well as her or his allies among



your volunteers, and to answer questions from staff or other volunteers who express displeasure at their departure. If you create an environment where the bully cannot engage in toxic behaviour without having consequences for that behaviour, that volunteer will probably leave your organization, but not without a dramatic exit, like a fiery letter or email or an emotional final meeting, and she or he may successfully encourage other volunteers to leave as well. Say goodbye and wish them well and calmly move on, focusing on your remaining volunteers, reaching out to volunteers who left because of the toxic volunteer, recruiting new volunteers, staying dispassionate and staying positive.

Never, ever trash talk the bully to other staff or volunteers, even if you consider those staff or volunteers sympathetic to you. Those words could come back to haunt you. Be above reproach in any comments you make about the toxic volunteer, even among allies. It's fine for volunteers to share complaints with you regarding a bullying volunteer, but keep it dispassionate and don't allow them to cross a line where they could be accused of being bullies themselves.

Be on the lookout for misinterpretations and misrepresentations of your actions, and ready to respond to such immediately, quickly and decisively.

Above all, don't think that the situation will somehow work itself out. It won't.

This article was reprinted with permission from [Charity Village](#). The original can be found [here](#).

SAVE THE DATE!
NOVEMBER 7, 2015
ROSLYN ELEMENTARY SCHOOL

QFHSA FALL CONFERENCE

Here is a sample of the workshop line-up:

**Managing stress
through mindfulness**

-DM Family & School Services

**Writing bylaws for your
Home and School Association**

-QFHSA

Email Etiquette

-Luigi Di Filippo Director, Information Technology
Services English Montreal School Board

**Teamwork for
Success**

-Dynamix

**The Home and School
Election Process - how to organize
and run a Home and School Election**

-QFHSA

**Literacy: Today's challenges and
how your local association
can help**

-QFHSA and guests

**Talking with our kids about Money
(introduction to the Money Fair)**

-Brian Smith, Canadian Foundation for Economic
Education

Watch for more details in the upcoming QFHSA Mailbag!



FUN for kids & teens
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The team who brought you Dynamix is gearing up to launch a brand new company!! These programs are BIGGER and more exciting than ever! It's guaranteed to bring the WOW!!!

Check it out and let us know if your kids would go BONKERS over it!!

Master Blaster

Using giant slingshots, teams try to knock down structures built by their friends to collect the most points! Strategy, skill and teamwork are what separate the GREAT teams from the good teams!

Are you and your friends ready to have a *blast*? It's time for Master Blaster!

****ONE TO TWO HOUR PROGRAM**

*****CARNIVAL STATION**



Electro-tag

Electro-tag is the coolest version of Capture the Flag you and your friends will ever play! With every player equipped with an Electro-tagger and an Electro-vest, you want to be the first team to steal the other team's flag and return it to your home base. Of course you need to do this without getting Electro-Tagged!

****ONE TO TWO HOUR PROGRAM**

*****CARNIVAL STATION**



Famous Family Recipe Winners

The annual call went out in the fall of 2014 to our Home and School Associations to participate in the Famous Family Recipes essay contest. Our judges considered all the essays submitted and narrowed the choices for winners down to two of their favourites. Congratulations to the 2nd Prize winner, Diego Caporuscio, (Gardenview Elementary) for his essay describing his family's traditional lasagna recipe, and congratulations to the 1st Prize winner Kaitlyn French, (Buckingham Elementary) for her essay on her family's spaghetti sauce. Our judges were touched by the passion in Diego's essay as well as the realism in Kaitlyn's (her essay could have doubled for a "From Farm to Fork" submission!)

Both students received a gift certificate to Chapters to buy books. As well, a gift certificate was presented to their teacher for books for the classroom library. The winning essays are printed in this issue of the NEWS. For past essay winners, go to www.qfhsa.org under the tab Essay Contests.

Be inspired. Encourage your school to be involved next year and share their Famous Family Recipe!

The Family Reunion Recipe

By *Diego Caporuscio*

This family tradition of making lasagna with the outstanding sauce originated in a little town south of Rome called Pignataro Interamna. This recipe was handed down from generation to generation. My great grandmother was always making this type of food. When my grandmother was 12, she learned this wonderful recipe from her mother. She took down notes and she practiced with her sisters. It's a special dish because it represents the country. They like to share it with the world and to reunite family.

The recipe begins with the sauce, which is the heart and soul of the lasagna. Only the best red tomatoes are picked by my grandmother from her tomato garden. She passes the tomato through a machine that separates the skin. The good stuff is then poured in glass jars and placed in a pot so large that it could fit me. They are boiled gently for a few hours. The heart is now complete.

Next is the body. The best lasagna is always made with home-made pasta. She uses a machine to cut the dough into large pieces. My grandmother doesn't just use ground meat, she rolls hundreds of miniature meatballs that gives the amazing texture of a meaty lasagna. She mixes this with boiled eggs, mozzarella



Back row: Dorothy Williams, QAHN Director and FFR judge, Carol Meindl, QFHSA Executive Director

Front row: left to right, Diego Caporuscio- 2nd Prize Famous Family Recipes, Christopher Sedra- 2nd Prize Family Treasures, Isabella Leo- 1st prize Family Treasures

and parmesan and puts it aside for the assembly.

The last step is the assembly. With love and attention, she places the body and heart between layers of pasta and repeats this at least 5 times for the amateurs, but for the pros 8 times. Finally, she heats it up in the oven set at 300°F for 45 minutes. Our favorite dish is ready for the next family reunion!

Spaghetti Sauce

By Kaitlyn French

I wouldn't say my spaghetti sauce is famous, but whenever I have it, I think of family. My recipe is made by home grown food. In the spring, my family buys our own cows and raises them through the summer. In the fall we butcher them, cut and grind the meat. Our vegetables are also home grown. We grow onions that make you cry as soon as you start cutting them, peppers so green that you can barely see them on the plants and tomatoes so red that they can be mistaken for blood. My mom even makes her own tomato sauce which is much healthier. Unfortunately, we don't grow garlic, but our neighbours do, so we buy it from them.

I find spaghetti is a comfort food. In the winter, my family does a lot of ski-dooing. It is nice to come in from the hypothermic, bitter air to the smell of spaghetti sauce as it simmers away in the crock-pot. My birthday is in the winter. On my special day we normally do winter activities like skating, tobogganing or ski-dooing. My birthday supper request is always spaghetti.

I have a very close relationship with my grandparents. Whenever I go to their house, the first thing I blurt out is, "is it spaghetti for supper?" I feel loved because supper IS normally spaghetti.

I have an awesome family, and spaghetti is a reminder of all the stuff we do as a family.

Spaghetti Sauce Recipe

- 1lb of ground beef
- 2 onions
- 2 green peppers
- 1 large clove, minced
- 2 cans of tomato sauce
- 1 can of tomatoes
- 2 tsp dried oregano
- 1 tsp dried basil
- ½ tsp dried thyme
- ¼ tsp pepper



Marna Jean Brown, Buckingham Teacher, Kaitlyn French, 1st prize winner Famous Family Recipes

In large heavy skillet, brown beef over medium heat; pour off all fat. Stir in onions, peppers and garlic; cook, stirring occasionally until softened.

Stir in tomato paste and tomatoes (breaking up with the back of a spoon); water, oregano, thyme, basil, and pepper; bring to a boil. Reduce heat and simmer for 10 minutes. Add water if too thick. Taste and adjust seasonings.

Enjoy!



Former QFHSA directors and staff were on hand to help Mrs. Barbara Milne-Smith (QFHSA President 1990-1993) celebrate her 90th birthday.

From left: Marion Daigle (Past President), Rickhey Margolese (QFHSA Director), Brian Rock (QFHSA President), Barbara Milne-Smith, Carol Ohlin (Former Office Assistant), Wendy Buchanan (Past President), Francie Gunther (Former Office Assistant)

Congratulations Barbara!

News from the Canadian Home & School Federation

By Rickhey Margolese, QFHSA Director and CHSF representative

It is that time of year again – time to join or renew your local Home and School Association which in turn is preparing to renew their provincial membership to QFHSA. Equally, provincial federations are filling in the paperwork to join the Canadian Home and School Federation (CHSF) so that parents across the country can have a national voice in matters that concern them.

As a CHSF member, QFHSA provides a representative, myself, who will be elected as a Director to the Board of CHSF at the next annual general meeting to be held in November 2015.

You may be wondering: "Why should QFHSA renew membership with CHSF? What's in it for us, the local members?"

The Canadian Home and School Federation needs your voice through your provincial federation to reaffirm CHSF as the national voice of parents, promoting excellence in public education as well as the social well-being of children and youth. Members, like QFHSA, direct CHSF by bringing forward

provincial concerns and direction at the national level. CHSF continues to monitor literacy initiatives affecting the health and well-being of children and youth in this country.

CHSF discusses important issues in public education such as First Nations education (brought forward by QFHSA), copyright legislation and energy drink policies. CHSF has formed important partnerships with Canadian organizations such as the Canadian Education Association and the Council of Ministers of Education Canada. Senator Nancy Greene Raine consulted CHSF regarding establishing a National Health and Fitness Day (Bill S-211).

CHSF continues to participate in the Prime Minister's Awards for Teaching Excellence selection committee. Since 1993, over 1,400 elementary and secondary school teachers in all disciplines have been honoured by receiving a Prime Minister's Award for Teaching Excellence. Teachers are recognized for their leadership and teaching practices as well as for

impacting the knowledge and skills their students need to be successful in the digital economy.

CHSF is a proud promoter of the annual Teacher/Staff Appreciation Week (TSAW), an initiative inspired by CHSF since 1988. TSAW posters are published and distributed across Canada and CHSF provides information containing fun activities schools can use to honour the staff in their schools. This information is on our website: <http://www.canadianhomeandschoolfederation.org>.

On Monday, November 17, 2014, CHSF together with the Speaker of the House Andrew Scheer, M.P. Rod Bruinooge, Regina—Qu'Appelle, Manitoba hosted an hour-long Meet & Greet. The purpose was to raise the profile of CHSF to the Members of Parliament (MPs). Approximately 15 MPs from across the country attended. This is an event we hope to repeat in the coming years.

DEAR DM,

It's the beginning of the new school year, and I'm praying for my son Marc to have a good year. But the truth is that my heart is full of dread... the tears, tantrums, and fights to get him to school... How can I help him stop worrying about everything, and just relax enough to have a good year?

DEAR TAKING CHARGE OF ANXIETY,

Many children like Marc are shy, stay close to home, and may cling to a parents' legs — too shy to approach other kids in the playground, even though they may long to join the other children. Some parents tell us that the only way they can get their children to attend a birthday party is for one of them to stay too.

In Marc's case, one day it happened. Marc became nervous about reading in class. What if he made a mistake? What if he felt nauseous? So, on days he thought he might be asked to read, his hands shook, his heart beat so fast he felt it would jump right out of his chest and he refused to get out of the car. Sweet Marc would cry and beg. And if that didn't work he yelled, threatened to run away, all the while pleading to be brought back home. If his parents did get him into the building, often the call came later, saying he had a stomach-ache or in the office refusing to stay in class. Missing school meant that he would fall behind, which caused even more trouble because nothing short of perfect was good enough... otherwise, he says, the other kids will laugh at him.

Poor Marc, he didn't know that worrying when we're uncertain about an outcome, learning a new skill, or moving to a new class (or job) is normal. The difference between regular worry and what's happening to Marc is that worry was taking over his life. He doesn't realize it, but he has lots of company. For children with social anxiety — a fear of appearing foolish or acting in a way that would be criticized or ridiculed by others — social situations are the most scary of all. In order to prevent feeling humiliated or embarrassed, they avoid these situations at all cost.



DM's SOCIAL SKILLS GROUPS & FRIENDSHIP CLUBS REGISTRATION NOW OPEN !

Avoiding those situations seems to make sense then - right? Wrong. As it turns out, avoiding what makes us anxious in the short term backfires in the long run. Because learning and growing means putting ourselves in situations where we don't have all the skills. With practice and support we grow more confident and overcome our worry.

Marc's Mom took action to help him learn how to manage his anxiety so he could have the life he deserved. At DM she learnt that a more effective strategy would be to let Marc know that worrying is normal and he should expect it. With support, she helped Marc face his fears and understand why his body behaved in such a scary way. The good news is Marc, and other kids whose lives are made smaller by anxiety, can learn it's ok to feel uncomfortable (age appropriate), one small step at a time. Young people can learn to develop the confidence that comes with "I'm going to feel nervous, and then it'll be over". We parents can be coaches, cheerleaders, and witnesses to their courage as they push past their hesitations — into all the wonderful adventures coming up in their futures, called life. Together we can make a difference—Contact DM for more information! Sincerely, DM FAMILY SERVICES

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- Parent Support / Parenting Courses

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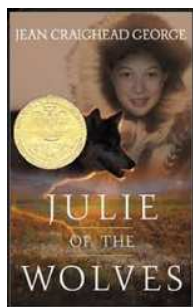


The Absolutely True Diary of a Part-Time Indian and others - A review

By Audrey Wilson, John Rennie High School, Home & School

With so much time spent on the internet or games on the PlayStation, how does one capture the imagination of a child and lead them into the world of books. Recently, I was asked to review a few books with links to Native American Indians (Library of Congress Subject Heading).

Where does one start? It made sense to start with more recent titles, though there are many classics which are still in



print, point in case, **JULIE OF THE WOLVES** by Jean Craighead George.

Right from the start one knows we are in a different culture as the opening pages describe how thirteen-year old Miyax is running away from her marriage to a boy and is now relying on the skills that were taught by her father – the skills of watching and waiting. At this point, Miyax is watching the big black wolf whom she has decided is the leader of the pack. Will he look at her? Will he help her? Will she survive?

Having the back story helps us understand why Miyax, or as her San Francisco pen pal names her, Julie, chose to set out on her own. Living with her as she travels the tundra tells us why she chooses to return. It invokes a time when the ancestors of Canada only lived off the land and what was lost when progress moved in.

Although not presented as a history lesson, this definitely tells the history of the people. Very much a coming of age novel in a world that is familiar and foreign at the same time; this book

stands the test of time.

Jean Craighead George went on to write sequels because of its popularity. It was even made into a movie. This book uses the older term Eskimo rather than Inuit when describing the native peoples of the North. (HarperCollins Publishers, ©1972) (Ages 10 and up)

I have read two books by Raquel Rivera whose fascination with the culture of the land has led her into its history. While these two books are more recent they delve back into the history of the people who first lived in this land. Raquel Rivera researched the history from many sources in order to write books that she hopes will captivate children.

In **TUK AND THE WHALE**, Tuk's grandfather has had a dream about strangers, Qallunaq, coming to their land. Tuk has never seen such a large boat. He believes the people in it must be giants.

The time is about 1600 and the strangers are European whalers. They share a meal and an adventure with Tuk and his family. Trade takes place – old ratty rabbit furs for a lovely brass kettle. Will they catch the whale? (Groundwood Books, © 2008) (Ages 8 and up).

The other begins with the brutal murder of Aneze's family. All but her mother and some other women of her family are dead. She sets out to track the warriors who have taken the women, not sure whether she wants to kill them or join them. Then she finds her mother with her throat slashes and changes her mind. She heads north to hunt the caribou.

Aneze has travelled too far north; the caribou and the people who hunt them are back in the woods. She is in a land of

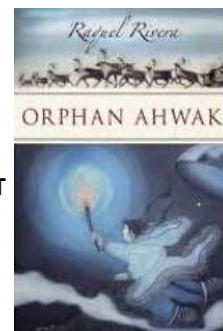
cold winds and snow; she decides not to climb out of the hole in which she shelters, but lets her mind meet her heart.

She is saved by a seal hunter and learns to live in his world. She chooses a new name based on her war cry when she was hunting her enemy and becomes **ORPHAN AHWAK**. She stays a time and then they travel back to the forest so she can find her own people of the forest. So many adventures and so many hardships, how will it end? Will Ahwak reconcile with Aneze? (Orca Books, ©2007) (Ages 10 and up)

In both books Raquel Rivera's use of language is simple and the worlds they describe are fascinating.

Raquel Rivera lives in Montreal.

LES MOHAWKS ET LE MASQUE DES RÉCOLTES by Michel Noel, illustrated by

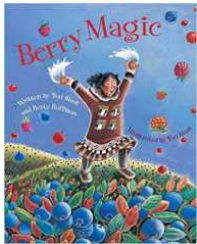


Joanne Ouellet, ©Les Éditions Héritage, 2015. Grandfather has a dream and creates a mask out of wood to sit on the door of the Long House to bring the gentle wind to wake the great maples; it calls the sun, the wind and the rain. (Ages 6 and up).

Here are few titles for children ages 4 and up:

Set in modern day, **THE OLD WAYS** by Susan Margaret Chapman, illustrated by John Mantha, is about a grandfather who doesn't give up on the ways of the ancestors. His grandson sees their uses when they run into a fierce storm. (Fifth House Publishers, ©2014).

BERRY MAGIC, written by Teri Sloat and Betty Huffmon, illustrated by Teri Sloat is the tale of how cranberries, blueberries, salmonberries and



raspberries sprang from Anana's imagination and began to grow in the tundra with the help of a bit of magic. (Alaska Northwest Books,

©2004).

HOWLING HILL by Will Hobbs, illustrated by Jill Kastner, is about a young wolf who, separated from her pack, must learn to

make "the singing howl that would carry across the wilderness to her family." (Morrow Junior Books, ©1998)



Short Tail climbed the mountain to wake the Old One, the Great Bear as spring had arrived but old Honey Paws had not been seen. On his climb he tires and dreams of dancing, not with wolves, but bears. "Dance with us to celebrate the end of winter", the old bear says. Short Tail takes the dream back to his

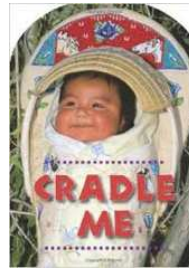
People and so begins the first Bear Dance. **BEARDREAM** by Will Hobbs, illustrated by Jill Kastner, Atheneum Books for Young Readers, ©1988.

A few other books, some French, some English:

LE DICO DES INDIENS by Michel Piquemal, illustrated by Jean-Michel Arroyo, Les Editions de La Martiniere Jeunesse, ©2003. (Ages 9 and up).

DICTIONARY OF NORTH AMERICAN INDIANS AND OTHER INDIGENOUS PEOPLES by Gilbert Legay, Barrons Educational Series, ©2007. (Ages 10 and up)

A board book aimed at the very young is a great place to start a craft. It is called **CRADLE ME** by Debby Slier, ©2012 Star Bright Books. It is full of pictures of babies in cradle boards still in use by many tribes. Helping children design a cradle board or adapting it to create a sled is a super place to start teaching the stories of Native American Indians.

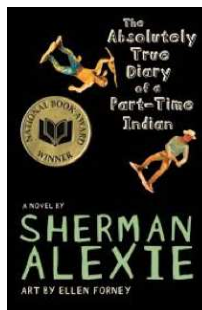


LES JEUX DE FICELLE by Sylvie Roberge, © Les Editions Heritage inc., 2007. The book contains a lovely story about Ajarag whose fingers dance as well as interesting facts about how string was used in the Inuit traditions and demonstrates various string games, including cat's cradle. (Ages 6 and up)

The last book I looked at is written for teens, ages 14 and up, called **THE ABSOLUTELY TRUE DIARY OF A PART-TIME INDIAN** by Sherman Alexie, art by Ellen Forney, Little, Brown and Company, ©2007.

"I was born with water on the brain." Great opening line – it can only get better? Forty-two teeth, seizures, headaches, stutters, lisps and glasses meant that Junior "ran around the rez looking like a three-year-old Indian grandpa". Thus he became a cartoonist "because words are too unpredictable."

Sherman Alexie has a great gift of words. The images he creates are vivid as many of the facts are drawn from his personal life. He did indeed grow up on a Spokane Reservation in Washington State and he left the reservation to go to the nearest high school in Reardon.



The story of Arnold Spirit Junior is full of hard knocks both inside and outside of himself. His parents are drunks, he is constantly beat up and yet through his pen and drawings he is able to express himself. He is headed down a bad path when an encounter with a teacher leaves him with a ray of hope. Junior leaves the reservation to attend the high school way down the road. He discovers love and basketball, returning to triumph over his best friend, Rowdy.

One of the saddest parts of the book contains the following lines:

"I'm fourteen years old and I've been to forty-two funerals.

That's really the biggest difference between Indians and white people.

... And you [sic] what the worst part is? The unhappy part? About 90 percent of the deaths have been because of alcohol."

This is the legacy that has plagued the Native American Indians for a long time. "But somehow or another, Indians have forgotten that reservations were meant to be death camps." We need to hope and pray that we can all learn to live together better and that the reservations, their homes become a place where they can grow and spread their wings.

There are so many other writers and books that fill the shelves of libraries around our nation. Writers such as C. J. Taylor, who has captured so many stories, and Bobbie Kalman, whose books often seek to bring together different facts for preservation for the future. Explore the gems in your school and public libraries – and if it is not on the shelf, ask about interlibrary loans.

The founding of COFFEE-Quebec

By Brian Rock & Carol Meindl

QFHSA, in light of on-going public sector budget cuts and the announcement in the April provincial budget of further austerity cuts to the education sector, thought it important to initiate a gathering of community organizations with a common interest in English education. A sub-committee took the initiative to contact and invite organizations with a stake in English education to consider common priorities and a possible call for action.

On March 2, 2015, the founding meeting of the Coalition for the Future of English Education in Quebec (COFFEE-Quebec) was held at the QFHSA offices. This first meeting brought together representatives from a dozen groups involved in various facets of English education in the province of Quebec who each brought three major concerns to the table.

A second meeting was held on April 27, 2015, this time at the Quebec English School Boards Association (QESBA) and saw the addition of five more groups to the table. It became clear from the tone of the discussions that this group would serve as a “roundtable”, a venue for exchanging information, ideas, concerns, and together, determine possible directions to propose to the Ministry of Education, Higher Education and Research at future consultations.

The third meeting for COFFEE-Quebec was on June 15, 2015, and was held at the Quebec Association of Independent Schools offices in the Sacred Heart School building. Special invited guests were the Honourable Marlene Jennings and Leo LaFrance, chair, and member of the newly established Election Systems Study Panel that also includes Rachel Hunting of the Townshippers’ Association (member of QCGN), Rhonda Boucher of the English Parents’ Committee Association (EPCA), and Brian Rock of the QFHSA.

A fourth meeting is scheduled for September at the Quebec English School Boards Association (QESBA).

In this manner, the English community is showing unprecedented solidarity to address the issues arising from the current threats to educational budgets, school board elections, universal suffrage, constitutional rights, and English education in general. Future discussions may address various issues.

The founding chairman of COFFEE-Quebec is Brian Rock, President of QFHSA and the secretary is Carol Meindl, Executive Director of QFHSA. QFHSA spokesperson at COFFEE-Quebec is Lawrence DePoe, Immediate Past-President. QFHSA Director Rickhey Margolese is the Quebec representative of the Canadian Home and School Federation (CHSF) at the COFFEE-Quebec table.

Focus on the locals



Thanks to a grant from the QFHSA, Mrs. Slattery's class from Lindsay Place High School enjoyed a shopping excursion to the Chapters store in Pointe-Claire.

“WHERE’S MYSCHOOL?”

Disappointed that your school is not in the Focus on the Locals section?

Please talk to your Home and School members to submit the wonderful things your association is doing for our next issue in November 2015 to

news@qfhsa.org

Forest Hill Elementary

Despite the frigid temperatures, many of you came out to enjoy Forest Hill's Home & School End of Year BBQ. Those that braved the cold had a lot of fun with the bouncy toys, getting their faces painted, participating in the Dynamix games, discovering reptiles in the gym, and enjoying some yummy hot dogs. Many thanks to Robin Sherstone for organizing another wonderful BBQ, and to all the great parent and teacher volunteers who helped out with such a large endeavour. See you next year!



Jules Verne Elementary Fun Day

This year, our fun day theme was animated movies ex. Lego, Ratouille, Monters inc, The Incredibles etc. Each class dressed up according to their theme movie and paraded down the school yard through the tunnel of volunteers. The class with the best representation had a special treat at the end of the day.

The day was filled with activities, games and treats. Activities and games ranged from themed inflatable jumpers, and classic games of relay races and sport challenges. The children were treated with pizza for lunch, snow cones, lemonade, popcorn, and drinks.

We had over 35 parent volunteers supervising and entertaining the children. At the end of the event, an award ceremony of prizes were given to winners of challenges. The children also had a surprise planned for our Principal Ms. Parsons. Since this year was her last year with us and being with us for 5 years, the children sang her the Cups song. It was a touching and memorable moment for all of us. The children had a great time and it was a beautiful memorable event.



Edgewater Elementary

What a spectacular 50th anniversary year for Edgewater! As the end of the school year approached, our calendars of events for the last months of school were jammed pack with fun events & activities for not only our Edgewater students & families but for the entire community!

We started off the month of May with our popular family movie night in the gymnasium. This year's movie was the enchanting tale of "Paddington" bear. Next up, we held our annual "Open House" & pizza party on May 14th. Thanks to a brilliant initiative by one of our grade 4 students, Brooke Grant Butler, a fundraiser for the Montreal Children's Hospital was held during this year's Open House. Over \$2,000 were raised for the hospital. Out of solidarity, students and staff members shaved their heads, while others chopped off their long hair to be donated for making wigs for cancer patients to "Locks of Love". Since it was a whopping anniversary year for us, there was no better time to celebrate with cake! Thank you to Lia Ponari & her baking buddy for the deliciously large cakes you created for all to share.

On the evening of June 5th, we hosted an adult-only celebration & mini-reunion in honor of our school's milestone. With much of our school's alumni still present in the community, it was a chance to reconnect with some familiar faces & share some memories of our times at this incredible school.

As the end of the year came to a close, our Home & School committee presented a gift to the students of our school in memory of a sweet lady, mother & friend who had tragically lost a battle with cancer. We created the "Friendship Bench" in memory of Gaby De Michele. This bench has been placed in the main hallway of the school. This is a safe place for all students and even staff to sit if they are feeling down & need a friend.

It was an absolutely marvelous school year for Edgewater, filled with lots of memorable occasions & events confirming once again that we are all **"Edgewater Proud Since 1964!"**



Honoré Mercier

Our final event of the year was a fun day of activities for all students. In collaboration with Le Doral, we offered a free hot lunch for student,s teachers, staff and volunteers. As a treat, we served a peanut free vanilla ice cream at the end of the day.

Pictured on the right: Honoré Mercier Volunteers – "Fun in the Sun" 2015



Table rental at the fall conference

Tables are available for rent at the fall conference on November 7, 2015

The rates are:

\$125 for a retail company

\$75 for a non profit

For an extra \$25 we will put a link on our website.

Or, instead of a table, your promotional material can be included in the conference package for:

\$50 for retailers

\$25 for non profits

For more information, please call the QFHSA office.

 <https://www.facebook.com/QFHSA>

 <http://www.twitter.com/QFHSA>

Dates to Remember

Next QFHSA News Deadline

November 6, 2015

Executive Workshops

September 24, 2015

QFHSA Fall Conference

November 7, 2015

Roslyn Elementary



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