



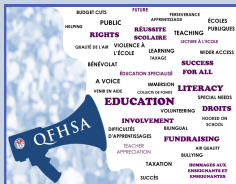
THE VOICE OF  
THE PARENT  
IN EDUCATION

# QFHS NEWS

VOLUME 51 ISSUE 1

MARCH 2013

*Gearing up for  
the QFHS  
Annual  
General  
Meeting  
April 20  
Details inside*



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## BILL 14: TAKE A STAND!

Since the proposal of Bill 14 by the current Quebec government in December 2012, there has been increasing coverage by the media on the controversial subject. Bill 14 is an act to amend The Charter of the French Language, The Charter of Human Rights and Freedoms and other legislative provisions. The Bill is currently in the public consultation phase at the National Assembly in Quebec City.

The Quebec Federation of Home and School Association (QFHS) has written a Brief on behalf of its members and submitted it to the Parliamentary Committee on Culture and Education, as well as having sent copies to many other governmental bodies both provincial and national.

The QFHS Brief details its position on the Bill's main points concerning education:

1. Foundation of Quebec's identity—Language
2. Fundamental Language Rights - Ethnic

Minorities vs. Cultural Communities

3. Principles of Instruction in French and exceptions - English eligibility and Graduation requirements

*"We firmly believe that Bill 14 should be withdrawn as it contravenes sections in the Charter of Human Rights and Freedoms.*

*We believe that Quebec is and will remain the principal centre of French language and culture in Canada and North America and cannot be adversely affected by ethnic minority communities.*

*The QFHS is respectfully asking the Quebec government to seriously consider the Recommendation we propose on behalf of parents in Quebec as reflected in this Brief."*

It is very important for all Quebecers to know what is at stake in this Bill. Please visit our Facebook page or website to view the brief in full and see if you agree.

## EDUCATION BUDGET CUTS

In February 2013, the General Council of the Québec Federation of Parents' Committees (QFPC) unanimously adopted a resolution to denounce the current budget cuts and to urge the government to reconsider its priorities. Budget cuts in education result in a reduction of services to students and subsequently, threaten to decrease the quality of their educational environment.

The resolution makes it clear that a responsible society should aim to affirm education as a priority and that all services necessary for successful students should be available, now and in the future. We must stop the cuts and invest in the programs and resources that truly meet the needs of our young people.

QFHS has been asked to support the efforts of the FCPQ and has been asked to encourage our Home and School members to add their voices to the call for increased government support of education and to sign their petition.

Please **add your name to the petition** and send a strong message to the Government of Quebec. The petition can be found at the following link:

[Petition : Investment in public education](#)

## LOOKING FOR DIRECTORS!



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

Directors sit at community tables and bring the perspective of the parent to the attention of education stakeholders and decision makers. Directors help draft resolutions and briefs to the Federal and/or Provincial governments. Directors help develop new projects to offer to the Home and School students and parents. There is plenty to do and everything can be a learning experience. We meet on average eight times a year to discuss Home and School policy and plan events such as the Annual General Meeting, the Awards Banquet, the Annual Fall Conference and the Executive Appreciation Event. If you have skills and talent and would like to take it to the next level, join us at the next Board meeting to see what it's all about. If you would like more information on what the duties of a Director are, call us or send us an **email**.

A MESSAGE FROM THE PRESIDENT .

**A VOICE FOR EDUCATION**



Under the theme **A Voice for Education**, the QFHSA is gearing up for its 69th Annual General Meeting

(AGM), which will be held on **Saturday, April 20, 2013**, from 10:00 am to 5:30 pm.

We strongly believe that it is important for all Home and School Associations to send delegate members to participate in the AGM.

This year we will feature two new additions to our AGM.

To open our meeting, the QFHSA has invited Matthew Albert of the Lester B. Pearson School Board –Education Services – to be our keynote speaker. Mr. Albert is part of the department responsible for the Use of Social Media.

Then we will introduce something that has been long awaited by many of you.

**Templates for the Local Home and Schools Constitution and By-Laws** will be introduced, complete with a presentation and discussion session.

We do hope your Home and School will join us in order to bring back the necessary information to your school.

As in prior years, the AGM Awards Banquet will be held on the same day, and with the success of last year, dance night is returning.

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

*Liette Chamberland*

**QFHSA President**

**QFHSA NEWS**

*Continuously published since 1949*

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



**The Story of Nobody**

This is the story of four people,  
**Everybody, Somebody, Anybody, and Nobody.**

There was an important job to be done and  
Everybody was sure that Somebody would do it.

Anybody could have done it,  
but Nobody did it.

Somebody got angry because it was Everybody's job.

Everybody thought that Somebody would do it,  
But Nobody asked Anybody.

It ended up that the job wasn't done and  
Everybody blamed Somebody, when actually  
Nobody asked Anybody.

**Remember:** You are somebody. Do your part with a smile, and nobody who is anybody can say anything but good things to everybody about you. Everybody will win as a result.

*Thank you to the  
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helping us publish the  
QFHSA NEWS*

## A MESSAGE FROM THE EXECUTIVE DIRECTOR

## AGAIN WITH THE LANGUAGE DEBATE?



IT SEEMS that every time we turn around and things appear to be settling down, in regards to language issues, up pops the head of another legislative bill from the National Assembly in Quebec City and we have to be ready to respond yet again. The year 2012 was no exception. Not only did we respond to Bill 56 *An Act to prevent and stop bullying and violence in schools*, tabled February 5, 2012 by Madame Line Beauchamp, Minister of

Education, Leisure and Sport, but now there is Bill 14, *An act to amend the Charter of the French Language, the Charter of Human Rights and Freedoms and other legislative provisions* tabled on December 5<sup>th</sup>, 2012 by Madame Diane De Courcy, Minister responsible for the Charter of the French Language.

Unlike Bill 56 that had redeeming value and we considered a long overdue piece of legislation for which we could offer constructive criticisms and advice in regards to modifications, Bill 14, in our opinion, is just unnecessary. As is often the case, the government tables the bill just before a holiday break and then sets a deadline for briefs to be submitted in little more than a month's time. When you take into consideration that all briefs must be submitted in French and the translation costs involved, many organizations that want to have their voices and opinions heard, can find it to be quite a daunting task to be ready in time. A lot of

scrambling can occur to meet the short deadlines.

Yet, we must be heard. We cannot just expect the 'next guy' to have the same opinion as us and depend on him to say the right things on our behalf. It is when the same message is heard from many different quarters that an accurate opinion of the community can be expressed and must be acknowledged.

The QFHSA has written a brief in response to Bill 14 and has submitted it to the Parliamentary Committee on Culture and Education. General Consultations will commence on March 12 and various organizations who have submitted briefs may be invited to present their point of view before the Committee. QFHSA has 'made the cut' and has been invited to present our brief. We have been granted the opportunity to express our opinion and voice our concerns. Our voice will join that of the English Speaking community in our request that this piece of legislation be withdrawn.

To read our brief in full, please go to [www.qfhsa.org](http://www.qfhsa.org) and look for it under the tab Briefs/Memoires.

Sincerely,

*Carol Meindl*

**QFHSA Executive Director**

The President and directors of the QFHSA went to Quebec City on March 19th to present their Brief on Bill 14. [Click here to read the details.](#)

**"In a democratic society one should always seek to expand on rights, never to diminish them."**

QFHSA Brief on Bill 14, February 2013

Visit the [QFHSA.org](http://QFHSA.org) website to read the brief in full

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# QFHSA ANNUAL GENERAL MEETING 2013

## 69<sup>th</sup> Annual General Meeting and Conference

Saturday, April 20, 2013

10:00 AM—5:30 PM

The Sheraton Airport Hotel

Petit Salon – 2<sup>nd</sup> floor

*Hotel parking is included*



- 10:00 am REGISTRATION / COFFEE
- 10:30 am WELCOME, OPENING REMARKS & GREETING
- 10:45 am RESPONSIBLE USE OF SOCIAL MEDIA  
Speaker: Matthew Albert, Educational Services Dept.,  
Lester B. Pearson School Board
- 12:15 pm LUNCH EXPRESS
- 1:15 pm INTRODUCTION OF THE CONSTITUTION TEMPLATES,  
Speaker: Liette Chamberland, QFHSA President
- 2:30 pm COFFEE BREAK
- 2:45 pm AGM BUSINESS SESSION
- 4:15 pm MEMBERSHIP & NEWSLETTER AWARDS
- 4:30 pm AGM BUSINESS SESSION RESUMES
- 5:05 pm INSTALLATION OF OFFICERS
- 5:20 pm ANNOUNCEMENTS & CLOSE OF MEETING

## Awards Banquet

Followed by Dance

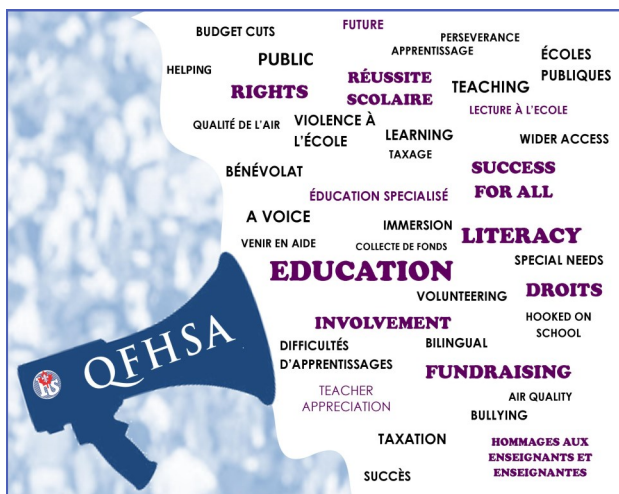
5:30 PM until Closing

The Sheraton Airport Hotel

Grand Salon – 2<sup>nd</sup> floor

*Hotel parking is included*

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





## DEAR QFHSA: On Membership and Valid Reasons

By Carol Meindl

**Q: In Section 6 and 9 of the QFHSA Renewal of Membership Form it refers to the term 'valid reasons'. What is considered a 'valid reason' for a Home and School association to not attend AGM or not get the requested paperwork in on time?**

A: In response to your question about section 6 and 9 of the Renewal of Membership form and what we mean by "valid reason", let me address that here.

Clearly, if a Home and School has selected delegates to represent them at the AGM and suddenly, the delegate becomes sick or there is an emergency in the family and they cannot attend, that is considered a valid reason. But that presumes the Home and School was intending in good faith to attend the AGM and participate on behalf of their parents. We recommend that Home and Schools select an alternate beforehand, for just such a scenario and send us the contact information.

When Home and School associations have 50-100 members, there really is no valid reason why they could not find even one person to attend AGM on behalf of their school. Primarily, it is the President's responsibility to represent their school at the AGM and, if the school is eligible for more than one delegate, to find others to accompany them.

There are some Home and Schools that are very small, or quite isolated geographically, and often find it financially difficult to make the trip. The QFHSA does offer financial assistance for those associations, but sometimes a 15 hour car ride or an expensive train ticket may be daunting. Regardless, we do get delegates who make the trip in from the Gaspé every year to attend AGM.

For larger on-island Home and Schools, however, travel time and the related costs, are not considered valid reasons for not attending AGM. AGM is once a year and should be scheduled in calendars well in advance. It is an important event.

In an effort to remain transparent and credible, QFHSA local associations must exercise due diligence and honour their responsibilities. For that, it is important for the Executive members to read the mail that comes from QFHSA, to respond to questions, and to attend AGM. There are decisions made at

AGM that affect ALL Home and School associations, and if the President is not there, nor any delegates from that school, they will not know about them until a month's time.

As for valid reasons why required documents may not have come in on a timely fashion, again, there are very few valid reasons that can be accepted. Paperwork may be tedious but it is not difficult. We send all the forms needed to be filled out in September and the information can be easily found and sent back into us within a month's time. Membership lists can be a little more difficult when they are large. It can be frustrating to try and track down current addresses and emails, (trust me, I know...I am responsible for almost 5000 of them!) and membership can trickle in over time. That is all perfectly understood. That is why we suggest larger schools to consider sending us their lists in batches along with the cheques to match them.



The Renewal of Membership form is a critical document. It is that form that officially links the local associations to the QFHSA. We have the Charter, the legal status, the insurance that covers everyone. The renewal of membership requires the signatures of the President, Treasurer and Membership chair or Secretary. Usually, these three attend every Home and School meeting, so, again, it is not considered a difficult task to have

everyone sign the document after the first or second Home and School meeting and then have it mailed in to the office.

We send gentle reminders to locals whose files are still missing documents, giving them ample time to get their forms in to us.

I guess if the school burns down and all documents are lost, it could be considered a valid reason for documents to be late but that is, albeit, an extreme scenario. Everyone has busy lives and lots to be responsible for, but, as is often the case, it is the busy people who find the time to squeeze one more thing into their schedule, especially if it is important enough.

I realize this is a lengthy answer, but what you posed is an important question. What is considered a valid reason for not making an effort to send someone to represent one's Home and School Association at the Annual General Meeting once a year?

My short answer would have been..."Actually, when you really consider it, there is none".

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

Please visit [www.qfhsa.org](http://www.qfhsa.org) for all your association updates.

## 2012-2013 QFHSA MEMBER ASSOCIATIONS

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BEACONSFIELD E. P.  
BEACONSFIELD HIGH  
BEECHWOOD  
BELLE ANSE\*  
BEURLING  
BIRCHWOOD  
BONAVENTURE POLYVALENT  
BUCKINGHAM  
CEDARCREST  
CHELSEA\*  
CHRISTMAS PARK\*  
CLEARPOINT  
DORSET  
DORVAL  
DUNRAE GARDENS  
EAST HILL  
EDGEWATER  
EDINBURGH

EDWARD MURPHY  
ELIZABETH BALLANTYNE  
EVERGREEN  
FOREST HILL  
GARDENVIEW  
GASPE POLYVALENT\*  
GENESIS  
GREENDALE  
GRENVILLE  
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LA TUQUE  
LAKESIDE ACADEMY\*  
LAUREN HILL ACADEMY  
LEONARDO DA VINCI  
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MARGARET MANSON

MERTON  
METIS BEACH  
MOUNT PLEASANT  
NESBITT  
NEW CARLISLE HIGH  
NEW RICHMOND HIGH  
NORTH HATLEY  
ONSLOW  
ORCHARD\*  
PIERRE ELLIOT TRUDEAU  
ROSLYN  
ROYAL VALE  
ROYAL VALE HIGH\*  
ROYAL WEST ACADEMY  
S. E. MCDOWELL  
SHAWINIGAN HIGH  
SHERWOOD FOREST  
SHIGAWAKE-PORT DANIEL  
SOULANGES\*  
SOUTH HULL  
SOUVENIR  
SPRINGDALE  
ST. ANTHONY

ST. CHARLES  
ST. EDMUND  
ST. GABRIEL  
ST. JOHN FISHER  
ST. LAWRENCE ACADEMY  
ST. PATRICK  
ST. PAUL  
ST. THOMAS HIGH  
THORNDALE  
WESTPARK  
WESTWOOD HIGH  
WILDER PENFIELD  
WILLIAM LATTER  
WILLINGDON

*\* indicates an association is NOT in good standing as of March 15, 2013 (all required paperwork has not been properly submitted). Please contact our office for more information.*

*QFHSA office contact details are on page 2.*



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## QFHSA CONTESTS COMING TO A CLOSE

The QFHSA launched three essay contests at the beginning of 2013. Each essay contest explored various food/recipe or cultural item origins, encouraging students to research and write about their family history. The contests complemented teaching curriculums by combining elements of English Language Arts, History, and Mathematics.

The **Family Treasures** Contest ran from January 21 to February 25, 2013.

The **Famous Family Recipes** Contest ran from January 21 to March 22, 2013.

We hope this has been a fun and enriching experience for all. Thank you to all who participated! Winners will be contacted towards the end of April.

Look forward to the winning submissions printed in the June NEWS edition.



## AGRICULTURE IN THE CLASSROOM



by Carol Meindl

The Canadian farming population has been shrinking for decades and consequently, people have become increasingly removed from where their food comes from. Combine this with the question of how we will secure the world's future food supply and you have an increasingly hot issue exacerbated by climate change and the increasing shortage of arable land. **Agriculture in the Classroom Quebec** (part of Agriculture in the Classroom Canada - [www.aitc.ca](http://www.aitc.ca)) aims to simultaneously teach children about the importance of food production, respect for those who produce it, and to view agriculture as a viable career option. Through a variety of interactive learning tools, projects, speakers, and field trips Agriculture in the Classroom Quebec (AITC-Q) teaches students to make informed healthy food choices, to

innovate to create equitable food access and sustainable technologies, and to recognize the importance of food sovereignty for Canada.

The Agriculture in the Classroom program is for anyone who is interested in learning more about how the food they can buy in the store is made and where it comes from. In general, it is for anyone interested in health and the environment and is a program for students of all ages, teachers, and other food stakeholders.

Agriculture In the Classroom, through a joint initiative between Learn Quebec, Quebec 4-H, the Quebec Federation of Home and School Associations, McGill University Macdonald Campus and The Quebec Farmers' Association, offers this project in March to give insight into "A Day in the Life of a Farmer". Students will have an opportunity to interact live with farmers 'in the field', so to speak, through the video conferencing technology of the Community Learning Centres of Quebec. It will be a combination of in-class hands-on activities and long distance learning.

Invitations to Grade 6 classes were sent to all schools in the English School Boards. Did your school participate? For more information on participation next year, contact April Stewart at [april@albapr.ca](mailto:april@albapr.ca)





## DM FAMILY & SCHOOL SERVICES

### CHECK OUT DM's SAFE SCHOOLS PLAN

[CONTACT DM  
FOR MORE INFO](#)

#### ABOUT DM

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

1. Counseling for individuals (adults, youth, adolescents, pre-school children, young adults), couples, & families.
2. Community Groups for youth in DM's offices.
3. Parenting Groups in DM's offices
4. In-School Parent Workshops.
5. Professional Development Workshops
6. In School Student Programs.

**TOGETHER WE CAN MAKE A  
DIFFERENCE !**

Dear DM,

I have 2 boys, one in kindergarten and the other in grade 1. They are both active and rambunctious, and love rough play and wrestling with each other. I grew up with 3 brothers and we often played roughly with each other. Until now I thought of this type of play as normal for boys. But I recently heard from my sons' school that my boys are aggressive and the other kids don't want to play with them. My younger son's teacher has also mentioned that my children don't like to wait; they call out and cannot wait their turn. I still think my boys are just fine but I also want them to fit with the others and not get a reputation at school as "bad" kids.

#### **Dear Worried About Your Sons' Reputation,**

I would like to reassure you that "rough play" and "aggression" are very far away from each other. In fact, young children learn a great deal from rough and tumble play, including how to gauge their responses and learn how to play physically without hurting each other. However, there is a better place for the boys to enjoy this play – at home under your watchful eyes.

You are correct to be worried about how your boys are viewed: having friends and being accepted by their peer group is important to all of our children and is a protective factor against bullying. One of the main goals of the kindergarten program is to help our children learn the skills they will need to develop friendships and be able to work with their peers in a cooperative fashion. Researchers often refer to this skill set as "soft skills" or "social skills". Whether it's going to school, saying a friendly hello, being a member of a team or working on a class project – strong social skills are priceless, linked with success at school and throughout our lifetime.

Schools are often difficult places for little boys. They often need to move more, and learn through

hands-on activities. To be fair to you little ones, waiting and tolerance for frustration can be difficult but necessary skills to acquire – it just takes some teaching. Once children are taught the skill sets they need to get along with others, solve problems, and express themselves in assertive ways, their social world begins to blossom. Like any other skill, practice makes perfect.

Regardless of where they start, all children can benefit from skill building in these areas. Research has shown that social skills are the base for positive self-esteem: when children feel good about themselves and are socially and emotionally competent, they are more willing to take positive risks academically and socially.

One program that focuses on social skills is the "Incredible Years" program. This 3 pronged approach (ie. to support students, parents, and educators) is offered in Montreal by DM Family & School Services to support success at home and school. The program for students, "Dina Dinosaur"\* is designed to teach children emotional regulation, frustration tolerance, positive interaction and communication skills, problem-solving strategies, as well as team building. Through the use of interactive activities and games, the program, for children up to 8 years old, promotes social competence. Parents can also support their child's learning by joining the "Incredible Years"\* Parent Training Program. The parental component is designed to prevent new problems, address current challenges and support parents in learning new skills to support their children's healthy development. With the right knowledge and skills, parents are in the position to support their children in developing the social skills so necessary for success at home and school. Together we can make a difference and help young people learn the skills they need for success. Contact DM for more information !

#### **DM FAMILY & SCHOOL SERVICES**



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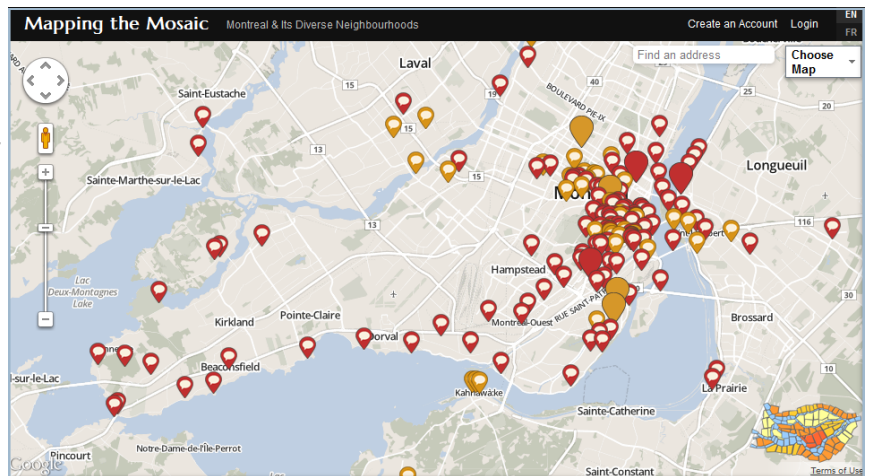
# MAPPING THE MOSAIC: MONTREAL AND ITS DIVERSE NEIGHBOURHOODS

by Carol Meindl

“Mapping the Mosaic: Montreal and Its Diverse Neighbourhoods” aims to be an online digital platform for the collection, promotion and dissemination of the histories and memories of the English-speaking residents of Montreal and its suburbs. It will feature Public Participation Geographic Information Systems (PPIGIS) technologies, new but popular for this purpose. The project aims to promote community vitality by supporting already-existing community groups and by being a focal point for the creation of community groups in other areas of the city and suburbs. The resources gathered will be of use to professional historians and writers, as well as to secondary- CEGEP-, and university-level educational institutions. But they will be especially relevant to the residents themselves.

QFHS has been around for 69 years and in that time it has seen many schools come and go and their Home and School Associations with them. Many of the buildings have gone on to be used for different purposes but the memories of the once vital school communities remain. The QFHS is looking for volunteers to help pinpoint the locations of the historic Home and School associations, past and present, on the Mosaic map and help gather information and memories about each school.

Home and Schools are part of the culture of the English Speaking school systems and communities at large, part of our past, present and future. We have much to be proud of and much to record for posterity. If you are interested in helping us, take a look at the site and imagine the possibilities!



<http://mapping.montrealmosaic.com> Contact us at [info@qfhsa.org](mailto:info@qfhsa.org)

## A TEEN PERSPECTIVE — C.E.G.E.P.

By Amanda Di Nitto, Student at Westwood High School

As many of you know if you have a teenager in Secondary 5, it is application season for Cegep right now. It may not seem like such a huge deal but it really is. Application time is when the cute “What do you want to be when you grow up?” question turns into reality. For many of us, we have no idea what we want to do. There are simply so many options out there that we are left stunned, thinking, “How are we supposed to decide what we want to do for the rest of our lives?” Not to mention certain fields require us to take special courses in high school. The common saying right now is that people are taking Chemistry or Physics to try and “Keep their options open”. The reality is that unless we know before we apply what we want to go into, most of us will be spending the next few years going back and forth

between programs, never really settling down. This year is one of the most important. We all wish that we could just relax and do nothing since it *is* our senior year, but it is one of the most stressful years. The worst part of it all? The pressure. Maybe not even from our parents but from the system, in a way. The misconception is that for our last year of high school we have fun and blow off class, but really, we have a number of life-changing choices to make. What school should I go to? What program is best for me? What *do* I want to be when I grow up? It’s rather frightening, but it is life. I, personally, am excited for Cegep next year, but only because I know what I want to go into. I am one of the rare few. It’s a difficult thing to expect a 16-17-year-old to decide the fate of the rest of their lives when they can barely decide what they want to eat for lunch. That’s really where the pressure comes from, but it is part of growing up, everyone has to go through this one day, and we all survive one way or another.

ADVERTISING FEATURE

# Want BETTER MARKS for your child? Get the right kind of tutoring.



**Karen Foley, B. Ed., M. Ed.**  
Director, Strategic Learning Centre

Most parents have a gut feeling when their child is not progressing the way they should – even if the report card does not indicate a problem. Tutoring is usually the first line of attack for kids who are struggling with a specific subject or with completing homework.

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We also find that many students who come to us are missing some of the basic knowledge required to be successful in certain subjects. Take fifteen-year-old Ethan for example. He and his mother came to see us about his poor math results. Ethan had received years of tutoring, yet he was still failing. Our initial assessment revealed that Ethan was missing some basic math concepts that were critical to helping

him understand high school math. Ethan received remedial tutoring – tutoring that helps to fill in the gaps. Within months, he became a successful, confident math student.

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Recently thirteen-year-old Rachel came to SLC with her parents looking to improve her history marks. Rachel felt she was trying very hard, but both her assignment and test results were poor. In working with Rachel, we identified a possible reading issue that we felt might be impacting her performance.

After conducting a thorough reading assessment, we found that Rachel did, in fact, have a reading comprehension problem, which was causing her to misunderstand some of the history questions on her homework and on tests. This led to many mistakes. It also turned out that Rachel was having difficulty grasping the history content in class.

We recommended that Rachel do one of SLC's exclusive brain-training programs called Fast ForWord®. Based on more than 30 years of neuroscience research, Fast ForWord® programs use computer technology to improve language and reading skills. This improved Rachel's ability to learn in the classroom and to comprehend test questions and homework assignments. Rachel not only improved dramatically in history, but in all of her subjects.

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## R-E-S-P-E-C-T

Respect – An age old term parents and educators beg of children with exhaustive repetition. If only children were respectful! We probably wouldn't need rules. If children were respectful, they would walk in the hallways, be considerate of one another, keep their hands to themselves, listen when spoken to. In fact, if kids were respectful, every decision they make would be in consideration of their peers, adults and environment.

So, how do we get children to just be respectful?

Let's first consider the hours in a day trying to get children to behave the way we expect them to. It often involves bribery, arguments, debates, threats, negotiations and punishments. By doing this, are we, in fact, teaching children how to be respectful? Or are we simply controlling their behaviour and actions?

Is a child respectful when they do something nice for someone to avoid punishment?

The simplest and most effective way to teach respect is to be respectful. All too often, the very behavior we expect our children not to engage in is the behavior we use to control them. Yelling at a child is only effective if we expect our children to do the same.

Consider your relationship with a police officer. If an officer stops you for rolling through a stop sign at a snail's pace and then berates you for the infraction, how would you feel toward the officer? Would you feel respected? Would you feel you deserved to be berated? Now, imagine this happened on a regular basis. Imagine the frustration

and sense of hopelessness you would feel in the presence of the very people you thought were there to help and protect you. Now, imagine you are to the kids what the officer is to you.

My grade 9 teacher epitomized what it means to teach respect. He was the only teacher who did not require students to ask permission to go to the washroom. Sounds crazy? Not only did we not require permission, we did not take advantage of his lenient class management style. We would go one at a time and return promptly. So, what was the secret? It's simple. Respect. He modeled the behavior he expected from us. By respecting us – we, in turn, respected him. And by respecting him, we learned to respect others.

So, with all the tricks in the bag, the foremost method of raising respectful and considerate children is by modelling the behaviour. Speak like you would like to be spoken to, when you say no to a child, provide a fair reason and remember to make sure they always know how much you care.

By Corey Szwarcok



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## QFHSA DIRECTOR SPOTLIGHT: Rickhey Margolese

QFHSA Board of Directors, Executive Vice-President

In each issue, the NEWS showcases one or more of the QFHSA Directors to let members get to know them a bit better. Be sure to say hi to Rickhey at the next QFHSA event!



**QFHSA: Are you a parent?**

**RM:** Yes, I have 4 children, 2 girls and 2 boys aged 30, 28, 24 and 22. My youngest is still in university.

**QFHSA: Do you volunteer at your child's school and in what capacity?**

**RM:** I have been a member of Home and School at every school my children have attended. In some years I have been on two Home and School Associations (one at

the elementary level and one at the high school level) at the same time. In addition, I have been a member of the school committees, orientation committees and governing boards. When my oldest child was 4, I began looking at schools and school boards. My husband wanted to send her to a French school in the French school board and I wanted to send her to a French school in the English school board (this was a time before linguistic school boards). I decided to go with the Lakeshore School board which is now a part of the Lester B Pearson School Board because it welcomed parent participation in its schools. The school I chose was only opening the following September. The incoming Principal was pro Home and School and after meeting with my husband and me, suggested I get involved with the Home and School that he wanted his parents to start up. I did and have never looked back.

**QFHSA: Are you employed or run a business?**

**RM:** I am retired from a job which I held for 38 years. I have since found 2 part-time jobs to occupy my time and help my daughter and granddaughter who have moved back home.

**QFHSA: Are there any other details you would like to share about who you are?**

**RM:** I come from a very modest home. I watched my parents being involved and volunteering for both school and community even though they did not have much spare time or extra money. I learned that giving of yourself is an important and worthwhile part of life. This lesson really came home to me when I found myself going through a very difficult time in my life. People who I only considered acquaintances were there for me and my 4 children. I firmly believe that what goes around comes around. I am convinced that I received so much support and help because I am a person who is always supportive and helpful to others.

**QFHSA: How long have you been involved at QFHSA?**

**RM:** I became involved with Home and School at the local level 26 years ago and have been involved at QFHSA for 21 years now.

**QFHSA: How did you become involved with QFHSA?**

For those of you who know Marion Daigle, she convinced me that I would be a valuable asset to QFHSA. Very few people say "no" to Marion, myself included. She is very persuasive. As it turns out, she was correct and I have enjoyed and valued my time volunteering for this worthwhile organization. I

have learned much and have grown as a person because of the time that I have spent volunteering for QFHSA.

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

**RM:** I felt it was important because I appreciated the work they were doing and could see that they were making a difference for children in Quebec. I felt it my duty to get involved and be a part of this organization. When I first joined the Board of Directors, I did not feel that I would be an asset but was willing to give it a try. The Board made me feel welcome. I was mentored. Very soon, I realized the value of QFHSA and the importance of being a part of the Board. I was eager to lend my support and help make a difference. I must say that QFHSA has given more to me than I have given to it.

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

**RM:** Please consider joining the QFHSA as a Director or as a Chair or member of a committee. QFHSA needs you now! Times have changed so it is even more important to have a vibrant Board made up of members with leadership qualities who are forward thinking. The local Home and Schools do phenomenal work and have exceptional volunteers running their associations. QFHSA links all these associations together and speaks as one voice for them. QFHSA supports its members with programs, services and knowledge.

When I joined QFHSA, there was a different mentality towards volunteering. Many members of the Board and committees had been members for several years. It was easy to find people willing to commit the time and effort to be a part of the Board and/or the various committees. It is very different now. The family dynamic has changed. Often, both parents work and kids seem to be involved in many more activities than in my time. Finding Board and committee members are now more difficult. The old timers are almost all gone and present day members typically stay for only one or maybe two mandates. The work of the QFHSA is still important, maybe even more so today. We need leaders with vision to move us forward and keep us successful. The work is hard but the rewards are many.

"Times have changed so it is even more important to have a vibrant Board made up of members with leadership qualities who are forward thinking."

... Continued on page 14

**QFHSA DIRECTOR SPOTLIGHT: Rickhey Margolese**

*... Continued from page 13*

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

**RM:** QFHSA has many accomplishments and so it is hard to single out just one. I am very proud of the many Briefs and Position papers we have submitted over the years and the fact that we are respected by the educational community. Most importantly, QFHSA does everything it can to enhance the education and general well-being of children and youth and to promote the involvement of parents, students, educators and the community.



*Rickhey at the QFHSA AGM in April 2012.*

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

**RM:** QFHSA has never been very good at tooting its own horn. It needs to learn to do that. I would like QFHSA to implement strategies to increase its membership and encourage more parents and volunteers to get involved in helping it to achieve even more in the future. QFHSA offers some excellent services and programs through partnerships it has formed (Parent and student workshops, Born to Read, Literacy Guide to name just a few). QFHSA has always been the voice for parents and represent them very well but I would like QFHSA to be able to speak for many more parents than it presently does.



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**TECH TIP:**

**Where's my iPod?**  
*"Mom, I lost my iPod, again!"*

Sound familiar? Perhaps you or someone around you often misplaces their iPhone/iPod/iPad or even had it stolen (or better yet, your teen has initiated some reset sequence that zaps all your work documents that you were going to back up, soon you kept promising). Apple has an app for this and has saved my kids many times. Even Android phones have a similar app that helps locate missing/lost/stolen devices! As soon as you purchase one of these devices, one of the first things to set up, besides going over security features and general settings on your device, everyone should activate the Find my iPhone feature.

To activate this feature, from your Apple device, go to your Settings App, select the Find my ipod and turn it ON. This allows you to locate a device on a map and remotely send messages to it, play a sound or even lock/erase it. You must also make sure you have enabled the "Find my iPod device" feature which includes the ability to show the device on a map. The next set up is to enter your iCloud information which is simply your apple id and password. Select a storage plan (up to 5GB free). You can venture into these settings to have automatic backups sent to iCloud (which is great for backing up without having to remember). Each device may be slightly different but has the same features somewhere.

Once set up, from any other computer or device's internet browser, go to [www.icloud.com](http://www.icloud.com). Log in and then select Find my iPhone or device. You can then see where on a map your iPhone is located and send it messages or have it play a sound.



## SCIENCE IS COOL

by Carol Meindl

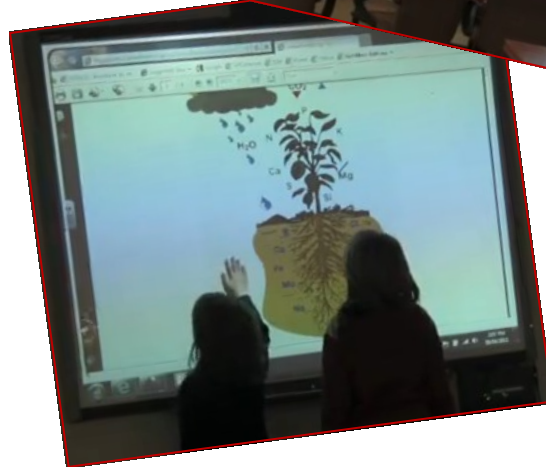
QFHSA continues its efforts to provide interesting and affordable activities for the Home and School students in the outlying regions of the province. Once again we are offering the distance learning initiative **Youth Exploring Science (YES)** for primary and secondary students through the Community Learning Centres video-conferencing network. In conjunction with Evelyn Castillo (Livestuff, Inc) and the CLCs, this year's workshops offering will include such topics as:

- \* **Mad about Bats**- Kids will learn tons of information as they learn the mysteries of this fascinating animal;
- \* **DNA extraction**- Kids will be able to extract plant DNA and learn about this important molecule;
- \* **Hydroponics**- Kids will jump-start their own hydroponic garden while learning about this cultivation method as well as the nutritional needs of plants;
- \* **Silly Putty**-What could be more fun than playing with silly putty? We'll be making our own! Each child will be able to make two different colors of their silly putty to bring home;
- \* **Genetic Jewellery**- For anyone wanting to learn to make their own DNA jewellery using beads. The technique is shown at the beginning of the workshop and we make our own DNA keychain;
- \* **Spa Science**- Using very simple methods and all-natural ingredients, students will learn how to make facial scrub and bath bombs and the basics of keeping skin healthy looking.

The workshops are scheduled for the Saturdays of March 16, 23 and April 6 from 1:00- 2:15 pm and will be broadcast from the Riverdale CLC in Pierrefonds to Laurentian Regional CLC in the Sir Wilfred Laurier School Board, to New Carlisle CLC and Gaspé Tri-School CLC in the Eastern Shores School Board, and to La Tuque CLC in the Central Quebec School Board.

For more information on YES check out this video by clicking on the link below:

[YOUTUBE YES SCIENCE VIDEO LINK](#)



YES Science hands-on Workshops video-conferenced to Community Learning Centres (CLCs) throughout Quebec



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## AN EVENING WITH BARBARA COLOROSO

By Chrystal Henderson, Beurling Academy

On an icy, rainy night in February 2013, approximately 500 parents came together at the Sheraton Laval to see Barbara Coloroso work her magic. Parents from other school boards located off the island were able to watch the workshop online. Earlier in the day Barbara had a workshop for teachers at the same location. This was the first workshop for parents hosted by the Leadership Committee for English Education in Quebec (LCEEQ).

The workshop was called Parenting with Wit and Wisdom. Barbara began by telling us we need to teach our children to think. She then went on to tell us we have not been doing that. We tell them to think for themselves and then we do all the thinking for them. Did you remember your gym clothes? Did you remember your report? If you do all the thinking for your children now, someone else will do the thinking for them later.



*Barbara  
Coloroso at  
the LCEEQ  
evening.*

*Photo credit:  
Chrystal  
Henderson*

We have to be careful that we don't raise children who are hating, hoarding, and harming. These behaviours, hoarding and harming cause hurt, though they are not necessarily acts of cruelty or evil in and of themselves, but they can rip apart the fabric of human relationships. Harm—the betrayal of trust. When a trust is betrayed, the ties that bind us together are severed. Hoarding is about me, mine, and more—to the detriment of us, ours, and enough. Hate is not the opposite of deep caring; it is the absence of deep caring. It can appear in different forms— as contempt, bigotry, degradation, exclusion, revenge, or bullying.

Barbara told us there are three types of parents: Brick Wall, Jellyfish or Backbone. The Jellyfish parent will see that the child has left the gym clothes at the house and rush over and beat the bus to the school before the child even knows they have forgotten them. The Backbone parent will tell them "I know you can handle it" and allow them to fix the situation. The Brick Wall parent is an authoritarian where the structure of the family is rigid, the parent has all control and power, the punishment is humiliation.

Barbara mentioned that we scream at children as if there is a reverse button. She told us about an incident with her daughter. Barbara had made a cake for her mother's birthday. The cake and icing took two hours to prepare. Her daughter picked up the cake to show it to her friend. The cake went one way and the platter went the other. The new reality is the cake is on the floor. They have to live with the new reality and accept it and solve the problem. There were a few ways the problem could be solved. Go to the party without a cake, stop at the store and buy the cake. The best solution was to allow the daughter to fix the problem herself. There was a ton on icing on the cake. They picked the cake up off the floor, removed the icing and did the icing over. The problem was fixed.

Barbara told us we need to stop giving mini-lectures. An example was when a child leaves the house without the proper clothing. When they come back and say they are cold we go into a lecture. "I told you, you needed to wear warmer clothes, now you're going to be sick." How does that help anyone?

Conflict is inevitable, violence is not. Teach children to take a time out. When they are calm they will be able to handle the situation. Taking a time out is an adult method and they will be able to use that skill when they are older. When you have had your own time out and you realize you made a mistake about a decision go back and tell them. A time out is having the opportunity to calm down and plan how to fix it.

There is a difference between discipline and punishment. Punishment is adult oriented, imposes power and arouses anger and resentment. Discipline is not judgemental, arbitrary, confusing or coercive. When we discipline children we show them what they have done, give them ownership and let them solve the problem. If possible they should help the person they hurt. We leave them with their dignity intact. We have to use the three R's— Restitution, Resolution and Reconciliation. We have to practice RSVP- for consequences. Consequences need to be Reasonable, Simple, Valuable and Practical.

Barbara told us there are six critical life messages we need to tell our children: **I believe in you, I trust you, I know you can handle it, You are listened to, You are cared for, and You are very important to me.**

Everyone needs help sometimes. Once when Barbara left the car running with her keys locked inside, she called her husband. He said he would be right over. This is not the time to tell the person "I know you can handle it." Sometimes you just need to run over and help

To be a better parent or person you need to take a ½ hour per day in quiet contemplation. It will give you energy for the day that you need to develop a backbone.

Thank you to the LCEEQ. This was the first workshop for parents hosted by the LCEEQ. We hope it will be the first of many.

# LITERACY

## BOOK REVIEW

### Sideways Stories from

### Wayside School

By Louis Sachar

Format: Paperback

Pages: 124

Publisher: Scholastic Inc.

This is the first story in a series about a very strange school called Wayside School. Instead of being built like a regular school building with a couple of floors, it was built vertically reaching 30 stories high, one floor for each classroom. The story is mainly about what happens in Mrs. Gorf's 30th floor classroom and its students. Every chapter tells a little story about each student in the class.

Mrs. Gorf is a very unusual teacher. Every time a student does something that disturbs the class like talking, sneezing, snoring or crying, Mrs. Gorf turns them into an apple that sits on her desk and they don't return home. It is very ridiculous once the whole class has been turned into a pile of apples on the teacher's desk. Somehow the students get turned back into students and that awful teacher got what she deserved!

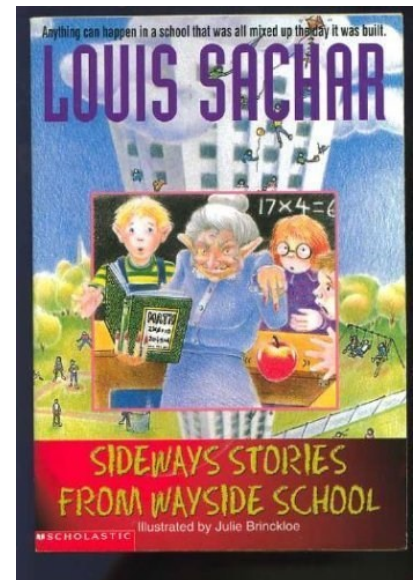
Eventually they were assigned a new teacher, Mrs. Jewls who was much nicer than the previous one. She thought they were all monkeys since she said "they were too cute to be children".

My favorite part was about the student named Sharie who sleeps all the

time in the class and the funny things that happen to her while she sleeps through it all.

I loved reading this book and can read it over and over. I would say kids between 8 and 12 years old will love this book and the other books in the same Wayside School series. They are very funny and make you giggle!

*By Kate Szeibert, Grade 4, Birchwood Elementary School*



### ABC Literacy Tips from Parents like You

1. Count at every opportunity. Example: "Can you get THREE spoons from the drawer, please?"
2. Have a fun alphabet chart on the kitchen wall and make up your own games to play. Example : What starts with "P"?
3. Kids read when books are at their fingertips, so put them everywhere! At the kitchen table, in the bathroom...
4. Encourage your children to teach

you what they learned in school.

5. Challenge children to learn a new word every day, based on their age and grade level.
6. When grocery shopping with small children, name and spell out each item as you put it in the shopping cart.
7. Play lots of word games: Upwords, Balderdash, Pass the Bomb, Mad Libs.
8. Take the whole family to the library, have everyone pick out their favourite childhood story and take turns sharing them with each other. What did you love about the tale and why has it

stuck with you for so long?

9. Lead by example - read and have books in the house.
10. Listen to music of different genres - melody, tone, rhythm, pitch, etc. helps with sound recognition, which is necessary in early reading.

For more Life Literacy tips and fun family activities, visit ABC Life Literacy's website at

<http://abclifeliteracy.ca>



## HEALTH

Prevention of Heart Disease Starts in Childhood, excerpts from the Montreal Children's Hospital Health Information newsletters (website details at the end of this article).

### Health Conditions

You may have heard the old adage: "An ounce of prevention is worth a pound of cure." It is sage advice when it comes to heart disease. By teaching your kids to follow a healthy lifestyle, you can help reduce their risk for heart disease later in life. Although children and teens usually don't show the symptoms of heart disease, the silent buildup of plaque (fatty deposits) can start in childhood and can have a serious impact on their adult life. "The kinds of heart problems which relate to the problems adults have don't really manifest themselves until [the children are] much older," says Ronald Kanter, M.D., associate professor of pediatrics, division of pediatric cardiology, at Duke University in Durham, N.C. "But the seeds of those problems are sown in childhood and adolescence." Those "seeds" include obesity, diabetes, a sedentary lifestyle, smoking and high blood pressure. Fortunately, parents can influence their children's behavior by encouraging healthy eating and regular aerobic exercise, as well as discouraging smoking.



A child born today is 500 times more likely to die of acquired atherosclerosis (the formation of plaque on artery walls) than of congenital heart disease, according to Michele Mietus-Snyder, M.D., a preventive pediatric cardiologist and assistant adjunct professor at the University of California-San Francisco. "It is very important for kids to grow up with the understanding that they are in large measure responsible for their health," she says. Healthy food, healthy hearts "If kids truly ate a varied diet that adhered to the food pyramid guidelines, they would be much the better for it," she says. Steer clear of fast-food restaurants with your kids. If you do buy fast food, keep an eye on serving sizes, warns Dr. Mietus-Snyder. "Less can be more!" she says. "The trend toward super-sizing everything is resulting in super-sized American kids."

Dr. Kanter says he has noticed a gradual decline in the activity levels of the children and adolescents he treats and an increase in the prevalence of obesity. "It's a clear epidemic," he says. "There is now definite evidence that obesity is a risk factor for coronary events later in life." You can help prevent obesity in your kids by encouraging them to be active in school and at home. Give them time to play outdoors each day. The USDA Guidelines for 2005 recommend 60 minutes of moderate to vigorous activity for children most days of the week. Limit their sedentary activities: Set time limits for TV watching, computer use (other than for homework) and handheld computer games. Set a good example yourself by making exercise part of your life.

Risk factors in childhood and adolescence that have a direct relationship on the probability of having cardiac disease later in

life include obesity, an inactive lifestyle, smoking, high blood pressure and high cholesterol, says Dr. Kanter. Dr. Mietus-Snyder says, it need not be complicated. "Participation in organized sports or dancing is great and should be encouraged, but lack of access to formal activities doesn't preclude exercise," she says. "A body needs simply to move." Parents must show by example, she adds. Family activities that involve movement -- such as strolls and bike rides -- are better for everyone. Smoking among teenagers is also a concern. "There is recent data that show a slight upward trend in smoking among high school kids, and that is, of course, a terrible problem," says Dr. Kanter. It is not only because of the addictive nature of tobacco products, but also because of the fact that smoking carries with it an extremely high likelihood of heart disease, lung disease and colon cancer.

The American Heart Association (AHA) and the USDA offer some exercise guidelines for children ages 5 and older:

- ◆ Provide at least 30 minutes of enjoyable, moderate-intensity activities every day.
- ◆ Provide a total of at least 60 minutes of vigorous physical activities most days a week to maintain heart and lung fitness.
- ◆ As an alternative to 60 minutes of activity, provide two 30-minute or three 20-minute periods of activity appropriate for the age, gender and development of your child.
- ◆ Set strict limits for TV watching, computer use and play with handheld computer games.
- ◆ Don't use food as a reward for your children's accomplishments; instead, plan a physical activity that they will enjoy.
- ◆ During the summer, sign your children up for a sports camp or other camp that focuses on physical activity as a way to keep your kids moving during the summer.
- ◆ The AHA also recommends the following dietary guidelines for children ages 2 and over:
  - ◆ Total fat should be no more than 30 percent of total daily calories.
  - ◆ Saturated fat should be no more than 10 percent of total daily calories.
  - ◆ Dietary cholesterol should be less than 300 mg per day.
  - ◆ Children should also eat at least five servings of fruits and vegetables each day, and other foods low in saturated fat and cholesterol.

09-01-06 Montreal Children's Hospital - SW

For more information, please visit

[www.thechildren.com/en/health](http://www.thechildren.com/en/health)



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



TEACHER & STAFF APPRECIATION WEEK

**BEACON HILL ELEMENTARY**  
Beaconsfield

BEACON HILL SCHOOL LOVES THEIR TEACHERS AND STAFF

This year, Beacon Hill School celebrated Teacher and Staff Appreciation Week from February 11-14, with of course, a Valentine's theme, where we showed them just how much we love them!

Students were instructed to wear red, white, or pink, while teachers and staff had to make sure they wore hearts during the annual school photo on Monday, February 11<sup>th</sup>. "Best dressed" award went to grade 3 French teacher, Mrs. Mina Cotrocois. Teachers and staff were then treated to a heart themed luncheon, which was filled with recipes that our parents "loved" to share. During the day, teachers were invited to pose at our "photo booth", where they were able to show that they were filled with thoughts of love! Kids signed large hearts that decorated the front lobby.

Special treats were given during the week as well as extra volunteer help to make their days easier-including a much appreciated staff kitchen clean-up and reorganization! On Thursday, they were served sweet treats and specially themed smoothies-*A Berry Smooth Valentine, Orange You Glad it's Valentine's Day*, and a green *Love Yourself* flavor.



Thank you to the many parent volunteers who participated to make the week a success. We hope our teachers and staff felt the love!

By Lisa Yee





**EVERGREEN ELEMENTARY**

**St. Lazare**

The Home and School Association at Evergreen Elementary has been keeping quite busy over the last several months. In January, we were proud to sponsor a special performance by “Junkyard Symphony” for all students. The hour long show dazzled the audience with juggling acts,



audience participation, and music. Junkyard Symphony uses only recycled items for their performances, and an emphasis is placed on the three “R’s” throughout the show.

Open house at Evergreen was a huge success. Home and School was on hand to provide tours to potential students and their families, as well as to offer refreshments. Visitors were also able to visit the kindergarten classrooms and speak to the teachers about the curriculum.

Earlier this year Home and School was able to help with the purchase of 30 brand new IPADS for the school. It is wonderful to see the students engaged with this new technology in the classroom environment.

February was an exciting month! Staff Appreciation week was celebrated during the week of February 4<sup>th</sup> to 8<sup>th</sup>. This year’s theme was “Keep Calm and Teach On”. Home and School purchased canvas tote bags printed with this saying for all staff. Among some of the celebrations that took place during the week were a buffet breakfast, a luncheon, and an after school Staff party. Gift certificates were given away in a draw each day, and lunch monitors received gift certificates for Tim Horton’s. It was a wonderful week filled with lots of food, fun and.....did we mention food? Home and School would like to thank all of our parent volunteers that cooked, baked, or sent in a homemade treat for the staff during the week. It was greatly appreciated!

As March break approaches, we are getting ready to begin our spring fundraiser. This year, we will be launching a campaign with Nestle, selling their famous chocolate bars! We thank all of our Evergreen families in advance for their support during the fundraiser. Our goal is to raise money that will go towards purchasing essential resources that will enhance the educational lives of all students.

Once again this year, Home and School will take part in the Hudson St. Patrick’s Day Parade. On Saturday, March 16<sup>th</sup>, we will be climbing aboard our Dr. Seuss themed float. Staff, students, and of course our amazing Principal Mrs. O’Reilly will be on the float dressed up in everything Dr. Seuss! Come out and celebrate with us! We hope to see you there! *By Karen Rassi & Sue Lamy*



**WESTWOOD HIGH SCHOOL**  
**St. Lazare**

We spoiled Westwood Staff the week of Feb. 11th with baked treats, small gifts and a full buffet lunch at both Jr. and Sr. campuses. Smiles and hugs were plentiful!

A huge thank you to all our volunteers, bakers, cooks, and coordinators. You are amazing!

**RECORD MEMBERSHIP** - This year we surpassed last year’s record number of 104 with 106 members, including associates. We appreciate parent’s faith in us and thank them for their support. (Although we do think our cookies on agenda day helped lure parents over to talk to us!)

**BIGGEST CRAFT FAIR** - Westwood’s annual Craft Fair was bigger and better than ever. We had a record

number of crafter tables and a record number of raffle prizes, thanks to parents and community businesses. It remains the kick-off of the holiday season for many of us.

**BUS DRIVER APPRECIATION-** Home & School delivered goody bags of baked goods to each Westwood bus driver for their Appreciation Day. We thanked them for getting our kids safely to school and back every day.

*By Arlene Griffin*





## DORSET ELEMENTARY

### Baie d'Urfé

Our theme this year was LOVE. The Dorset Staff arrived at school every day to be greeted with tons of hearts and beautiful flowers, fresh coffee, gifts, a delicious breakfast for the bus drivers, recess snacks for the teachers and lunch for the daycare and lunch staff. Thank you to the volunteers for your hard work and dedication with the decorating, the donations and the baking. We couldn't do these wonderful things without you. Dorset is a great community.



As touched and impressed by the gestures of the parents as our teachers are every year, this year, the tables were turned. Our staff has shown us an even greater selflessness and generosity by requesting that instead of a luncheon, they wanted a donation made on their behalf to CARE Canada in order to train a teacher in a developing country. This teacher will help provide an education and mentor-ship to countless children for years to come while earning a steady income to help provide for his/her own family.

Thank you Dorset staff. You have left a permanent mark on our hearts and lives. You will always be important in the lives of our children and now you are teaching the world.

*By Fani Nikopoulos*



The parents of Dorset school are truly thankful to the teachers who treasure our children, each and every one. They are the people who are there for them, to watch them grow, to see the fascination in their eyes as they learn new things, to witness their socialization and achievements, to encourage them with their strengths and help them with their weaknesses. Teachers have as big a role as parents do in their lives and we thank them for the respect and admiration they show, the patience and compassion they possess and the time and energy they share.

During Teacher and Staff Appreciation Week in February, Dorset Home and School served daily snacks and gifts for the teachers and staff as a small but sincere thank you for all that they do throughout the year. Our parents always make us proud with the many delicious baked goods and presents.



## MERTON ELEMENTARY Côte St. Luc

### Everything Old is New Again



On December 20, 2012, students from Merton School played arcade games. Unlike the present day games, these used no electricity. Each and every game was built by the students from recycled materials. Every student from Kindergarten to Grade 6 was involved in making games and prizes. Preparing for this day meant the students collected hundreds of paper boxes, cereal and kleenex boxes, plastic bottles, tin cans and toilet paper rolls. "Our classes were overflowing with recycled material that the students used to build their games," says Lisa Triestino, the teacher who spearheaded the project. "I wanted them to see that recycling was more than just putting items into a blue bin," continued Triestino, "I wanted to give them practical experience with building a new item from an old one."

The creativity of the students was outstanding. There were bowling games, games of chance, pinball machines, table hockey, soccer and many more. There were games that tested your knowledge in French and English and the questions were all age appropriate. The spirit of co-operation among the students as they planned and created the games was a learning experience that benefitted every child in the school.

With over 65 games to choose from, students played and won Merton Dollars which they could then cash in for prizes (also made from recycled materials). On the actual day itself, it was a pleasure to see how the older children guided the younger children through the activities, making sure that everyone had a good time. Admission was \$2.00 per student and adult. All the proceeds, more than **\$700**, were donated to the Montreal Children's Hospital. Everyone was a winner.

By Harvey Caron

## FOCUS ON THE LOCALS

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

**SEND IN YOUR NEWS!!!**  
**Upcoming JUNE NEWS DEADLINES**  
**submit by May 14, 2013**

For publication date on or about June 11, 2013

## DORSET ELEMENTARY Baie d'Urfé

The Home and School is an organization of parents. Parent volunteers that want to take an active role in their child's school by organizing various activities for Dorset such as: the Halloween Dance, Subway lunch, Pizza Day and the Christmas fair. Teachers and students like when the Home and School organize everything, especially the dances. They also like the themed BBQs.

With the Christmas Fair, the Home and School makes money to share with the school and teachers. They buy new equipment for the playground, help pay for Jungle Sport, stickers, help pay for visitors, and more.



Here's what some of the students had to say about our Home and School:

"They are very nice & helpful." – Ryan

"They organize lots of fundraisers because they buy new things for the school & students." – Matteo & Mia

"I like it when they buy us popsicles." – Thomas W.

**Thank you Home and School for everything!**

By Olivia, Kalista & Kaitlyn  
Dor' 2 Door reporters





**BIRCHWOOD ELEMENTARY**  
St. Lazare

## Friendship Benches

Our Home and School came upon a lovely idea called a Friendship Bench, first used in the UK then recently by a thoughtful young girl in the US. We discussed it at our November Home and School meeting and the members loved the idea. School administration liked the idea too so we found a local artist mom who could build and paint the Adirondack-style benches for us, funded by the Birchwood Home and School. Construction and painting were done to our requirements including our school mascot, Duke the Barn Owl and our Birch Tree. We also asked that some of the school "Bir-chues" be painted on to represent what our school strives for such as responsibility, friendship, organization and others. Space was left so we could customize and paint on more Bir-chues as we needed.



So just what is a Friendship Bench, you ask? A **Friendship Bench** is a special place in the school where a child can go when they feel the need for a friend to talk to. He or she can show this by sitting on the friendship bench. Other children and staff will see this as a sign that some help, support or comfort is needed and will come to talk with the child. The colorful benches have been in our school since January to the benefit of the students. They have been very well used so far and students feel they have a comforting place to go when they need to.

Birchwood tries to focus on the positive, building on opportunities and the Friendship Benches are a perfect way to instill this Birchue.



## Home & School using FACEBOOK



The Birchwood Home and School has embraced social media and turned to Facebook to send out important messages, share documents, and field inquiries by parents. We found that our Home and School sent out many messages during the months about various fundraisers, events and newsletters so we thought, why not use Facebook since that is where most parents get their up to the minute information anyway. We found most parents have embraced it and appreciate the updates, not to mention that it is always a welcome idea to reduce the amount of emails sent! We created a group where Home and School members were invited to join and be approved by the page's administrators, who also monitor the postings. We even post the QFHSA quarterly newsletter link on the page too! Not everyone is on Facebook so we do still send out emails to those who need.

By Lisa Fougère

## "WHERE'S MY SCHOOL?"

Disappointed that your school is not on the Focus on the Locals pages? Please talk to your Home and School members to submit the wonderful things your association is doing for our next issue in June 2013 (deadline May. 6, 2013), to [news@qfhsa.org](mailto:news@qfhsa.org)





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Click on **Like**



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Upcoming QFHSA Events:

## **RESERVE THE DATE FOR OUR ANNUAL GENERAL MEETING AND AWARDS DINNER**

**Saturday, April 20, 2013**

**Location: Sheraton Airport Hotel, Dorval**

*RSVPs and nominations are due March 29! Please send them in with your forms as soon as possible.*

## **EXECUTIVE WORKSHOP SESSION**

**Date: June 2013**

**Location: to be confirmed**

All Home and Schools will receive the details for these events as they become available. Please check with your local Home and School representative or contact our office (contact details are on page 2 of this newsletter).

**MARCH 2013**

**QFHSA NEWS**

## **QFHSA NEWS**

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### **Mission Statement**

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

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

