



QFHSA

NEWS

*“THE VOICE OF THE
PARENT IN EDUCATION”*

Volume 48 Issue 4
December 2010

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Fall Conference 2010 Plenary Session speakers: (l to r)
Ms. Lisa Storozuk, Ms. Diane Shank, M. Léo LaFrance,
M. Marc-André Noiseux, Ms. Carole Arsenault

BUILDING OUR FUTURE.....

TOGETHER

Fall Conference 2010 was possibly our best one yet. If anyone privately entertained any doubts on the worthiness of giving up half of their weekend to attend this event, they were quickly dissipated and people left feeling fulfilled and enthused by the ideas inspired by the plenary session, workshops and friendly exhibitors.

We started the day off with a unique plenary session moderated by M. Léo LaFrance, Assistant Deputy Minister, Services à la communauté anglophone et aux affaires autochtones, Ministère de l'Éducation, du Loisir et du Sport.

M. LaFrance introduced the plenary session by speaking of initiatives from MELS to promote collaboration between parents and school teams to create a successful learning environment at all levels. The focus was on The Action Plan on Reading, special needs and vocational education. He also took time to touch on the Canada-Quebec Agreement and its plans for minority language education and second-language instruction.

Ms. Diane Shank addressed the topic of Special Needs; outlining how it is being researched to find the most comprehensive approach to satisfy all the needs of the student, the parents and the teacher. This approach also involves partnering with outside sources to ensure that all parties are adequately supported.

The reading action plan was presented by Ms. Lisa Storozuk who outlined the steps MELS has taken to increase literacy in both languages. Over the past 5 years, over \$15 million a year has been spent on the purchasing of books and resources for libraries in areas such as professional development, comprehensive websites, and travelling libraries.

(cont. pg. 3)



A Letter from our President.....

At the QFHSA Fall Conference this year we had the privilege of listening to Diane Shank, an education specialist with MELS, speaking to us on the subject of students with special needs and what the Ministry of Education, Leisure and Sport was committed to doing in terms of support and service.

You could hear a pin drop in the room as the audience hung on her every word. Not every parent has a child with special needs but through integration efforts, most children have had experience in the classrooms with these students and have been enriched because of it. Yet it remains a challenge to do the best for all students. I listened with sober attention to the point she made in terms of high school boys and their drop-out rates; how boys learn differently from girls and how students at risk of not succeeding need to have alternative education plans to help them prepare for school success and beyond.

I couple that reality with the statistics that show a larger percentage of girls than boys in university these days. Where are the boys? Why is university not as appealing to them? Is there an alternative?

Last week, QFHSA representatives attended the first Vocational / Technical Training

Symposium in Montreal at the Wyndham Airport Hotel. It became clear that the technical trades have advanced greatly over the years in terms of the skill and technology involved. Everything is high tech these days and factory floors look more like NASA space facilities than what one usually envisions when thinking manufacturing. The television show, How it's Made has contributed enormously to the increased appeal of these careers as robotics and computers play a much more key role in the production and maintenance of goods and services in the marketplace. The employment rate among technical college graduates is much higher than that of university graduates. There is a much more immediate need for these skilled jobs and not enough men and women that take this route to higher education to fill them. The jobs are out there and waiting for qualified graduates.

Growing up in rural Nova Scotia in the 1970's, I saw 90% of my classmates go on to vocational and technical colleges across the province and then enter into the workforce. There was a much more positive attitude from parents to trade school after high school. A similar percentage applies in rural Quebec. Within the English-speaking community of Montreal, however, parents seem to consider only a

university option for their children and consider the alternatives as 'settling for something less'. This attitude ought to change. By 2025 most skilled jobs in Quebec will be going vacant as the Baby boomer generation retires.

I would like to encourage parents to seriously consider the Vocational/Technical educational pathway for their sons or daughters. Ultimately, our goals for our children after high school graduation should be a desire to see them financially independent and personally fulfilled in the career of their choice. That choice should depend on where a student's greatest strengths and passions lay. Technical colleges are there for students who are genuinely attracted to a different sort of career choice.

Carol Meindl



Interested in commenting on current affairs?

Contact Carol Meindl at carolmeindl@qfhsa.org or visit our website @ www.qfhsa.org

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cont. from page 1 - TOGETHER!

Ms. Carole Arsenault spoke of the importance of vocational education and how it will provide security to both students and the Canadian economy. A skilled workforce is an intrinsic part of any economy; students who are not inclined towards post secondary education may find their niche through vocational educational services offered throughout Quebec.

The plenary session gave an overall view of work that has been on going at all levels of education to help provide our students with the best possible instruction and support. The day continued to be an interactive one through various workshops and the gathering of regional councils.

The many workshops offered to this year's delegates were an eclectic mix that focused on literacy, teamwork and interpersonal skills. Ms. Andrea Gaudreau presented a workshop on "integrating art in literacy" and her engaging character entertained us as she illustrated how art and literacy go hand in hand. For the past nine years, Ms. Gaudreau has taken a hands-on approach in showing parents and educators how to share both their love of reading and illustration by mimicking children's writers such as Eric Carle and Barbara Reid. During this workshop, participants painted, sketched, cut and pasted until they created their own works of art in the style of Eric Carle, using his book "The Hungry Caterpillar" as inspiration.

The societal pressures of "keeping up with the Jones'" affect children and adults alike, regardless of our level of instruction and socio-demographics was addressed in the Dollars Make Sense workshop given by Mr. Brian Smith. The bombardment of consumerism messages that very young children are exposed to daily is baffling. Parents are preoccupied, fearful

and anxious that their children will develop an unhealthy relationship with money, and will make the same mistakes they have.



Media and Health Literacy was a workshop given by Ms. Linda Millar of the Concerned Children's Advertisers. Ms. Millar outlined the major priorities of the CCA; childhood obesity, and shared some of their recent ad campaigns dealing with girls' self-esteem issues and believing everything you see. Teaching children about how the media works is fundamental in giving them the tools to make informed decisions.

For those interested in team building, Mr. Corey Szwarcok of Dynamix, facilitated a workshop that gave some of us a few self-reflective, "a-ha moments." In very subtle ways, we discovered how seemingly simple exercises are insights into human behaviour and perception. Corey enlightened us on how to interpret and appreciate the different dynamics required to have an effective home and school committee.

As members of our Home and School Committee's, we are always looking for new and innovative ways to raise funds while not exhausting our parent's wallets. Ms. Betty Skagkos gave an informative and insightful look into various fundraising methods. Many new ideas were discussed and we were supplied with an outline of fundraising guidelines which was immensely useful and practical.

(cont. pg.5)



Letters to the Editor

Bill 103

On behalf of the Forest Hill Home & School Association and members, we would like to thank you and commend your efforts on such a well documented and complete brief. We sincerely appreciate the tremendous efforts that your staff, in particular Rickhey Margolese, have demonstrated in researching and producing such a document. She is a talented and dedicated member.

As parents of children at the elementary school level, we sincerely appreciate that the directors and members of the QFHSA are so very involved and devote much of their time to this association and its educational causes. To the benefit of our children, you are involved in increasing the standards of education in our Quebec schools.

We feel that the QFHSA committees model essential leadership for our school communities and give us a voice in our provincial community. Your subcommittees and efforts on introducing yearly resolutions to various government bodies are phenomenal and we sincerely appreciate everyone's efforts and time, commitments and dedication required to make that happen.

On Bill 103, we thank you for defending and upholding our educational rights as parents and students, for this and future generations. You have our full support opposing this restrictive legislation. You are a commendable organization that we are proud to be members of.

Our sincerest of thank you's.

Forest Hill Home & School
Executive

Importance of Parent Workshops

I have been very fortunate to attend various workshops hosted by my local school as well as those given by the QFHSA at the fall conference. There is always something to be learned and I have always come away with a few ideas. For the past few years I have helped to organise these workshops for parents and I have heard back on how the evening has helped someone. If your school does not host these evenings for your parents, your executive should definitely think of doing so. The subjects can vary, depending on the needs of parents but there are some great topics out there, learning styles, bullying, making friends, nutrition, homework hassles and internet safety. Think of it this way, you may not reach a huge audience but the audience that you do reach will be very thankful.

Anne MacDonald
Sherwood Forest



Visit us on
the web!

www.qfhsa.org

There is lots of
information
available for all
our members!

You must create
an account to
log-in and access
more information.

** please use valid contact info



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cont. from pg.3 - TOGETHER!

Attending Ms. Jenn Beauregard's workshop entitled "Getting the Word Out" was enlightening as well as entertaining. The focus was on communicating Home & School events to the community effectively. Among the tools discussed were press releases and newsletters, as well as social networking sites such as Facebook and Twitter to get the word out about any given activity. Don't forget to check out the QFHSA's Twitter feeds and to "like" their Facebook page!

Fitness and your Family, a workshop by Ms. Wendy Kennedy was such an eye-opening experience. Wendy provided us with such amazing, useful information that the ninety minutes were just not long enough!

A huge THANK YOU to everyone who participated in the organizing of this wonderful event!

A collaborative work by Jennifer Bogart, Johanne Moise, Barbara Schneider, Kuljinder Kaur Magee and Amanda TweedieSmith.

BILL 115 - WHERE ARE WE NOW?

In 2002, the PQ government enacted Bill 104. It received the unanimous support of the then opposition Liberals. The educational provisions of the law were specifically aimed at preventing children, who had previously attended an unsubsidized English private school for at least one year, from switching to an English public school. Prior to Bill 104, this switch from English private to English public had been legally permissible under the terms of Bill 101.

There was a challenge to the constitutionality of the section of the law that applied to eligibility for English schools. The initial hearing took place in the courts of Quebec, and in 2007 the judges ruled that the law was, indeed, unconstitutional. The Quebec Government appealed the ruling to the Canada's highest court. In 2009, the Supreme Court supported the lower court judgment and declared Bill 104 unconstitutional. The Court gave the province of Quebec a one year grace period in which to correct the law.

The Liberal government proposed a new law, Bill 103, which the government claims will pass the constitutional test set out by the Supreme Court. Its solution was to require, at a minimum, that a child must attend an English private school for at least three years before attempting to switch to the public sector. Moreover, following the three years in the private system, the family background would be subject to further analysis. It would be up to a civil servant to determine if the family had

a legitimate argument to send their child to an English public school.

QFHSA were one of many groups that were invited to present their case in the parliamentary hearings regarding Bill 103. Our argument has been consistent over the years. It should be the parents, not the state, and certainly not a bureaucrat, who determine the language of education that is best for their child.

Due to deadlines imposed by the highest court, new educational provisions were rushed through under a new law, Bill 115. Although much of Bill 103 still remains, Bill 115 does provide a legal possibility to obtain an eligibility certificate, but renders it very improbable from a practical standpoint. There remains the possibility that this law did not meet the legal standard demanded by the Supreme Court and there may be further challenges as to its constitutionality. The opposition PQ has vowed to repeal Bill 115 should they regain power, and their intention seems to make even more stringent those eligibility requirements.

QFHSA will monitor the situation and will continue to press for parental rights in choosing the education they deem best for their offspring.

*Written by Mr. Jim Wilson.
Co-Chair of QFHSA Rights Committee.*



CONSTITUTION INFO

The aim of this article is to help you and your local Home and School develop a better understanding of its Constitution. To begin with is the famous question: Are these documents essentials? The answer is: Yes they are.

Upon joining the QFHSA, each local association is required to submit their Constitution within the first 6 months of its affiliation for approval by the QFHSA. Failing to do so, your H&S will not be recognized as a legal entity, hence will not be a home and school, but merely a gathering of individuals brought together to share an activity or interest.

However, when your group starts to deal with finances, i.e. tries to raise money, a constitution is required.

Your constitution acts as your formal statement documenting the decision-making processes, responsibilities and rules for all the volunteers that takes part in the H&S activities.

It is an **essential** document.

Moreover, this will also prevent individual members being exposed to potential risk if, for example, your group runs into financial problems or ceases to exist, by spreading the risk between members. It also brings you under the umbrella of the QFHSA and as such, your local H&S Executive will be covered by its liability insurance.

Your written constitution will lay the foundations for the structure of your group and will allow it to develop within a concrete framework, ensuring that it stays on track and continues to successfully achieve its goals.

What is a Constitution?

A Constitution is a set of regulations which govern the conduct of non-political entities, whether they are incorporated or not. In day to day life, those rules reflect how your organization will be running and how the members will work together.

What do we put in a Constitution?

Although every constitution is different, it should accurately reflect what your group aims to accomplish. However, one item that will be the same in every local H&S constitution, is the acceptance of the objectives, purposes and policies as stated in the Constitution of the Quebec Federation of Home and School Association Inc.

Your Constitution should only contain 6 articles:

1. Name and object of the society;
2. Qualification of members;
3. Officers and their election.
4. Meetings of the society
5. How to amend the constitution;
6. Provision for dissolution.

All these should be as succinct as possible, including only what is essential, leaving details to the by-laws.

In the next issue, we will take you through each step, making the writing or the amending process of your constitution a breeze!

Liette Chamberland,
Chair
Constitution and By-Laws Committee



**Schools who attended
Fall Conference 2010**

Arundel
Bonaventure Polyvalente
Dorset School
Dorval Elementary
Dunrae Gardens
East Hill
Forest Hill Jr
Gardenview
Hillcrest
Les Petits Bouts-de-Choux de l'Est
Lindsay Place HS
New Carlisle
New Richmond
Shawinigan HS
Sherwood Forest
St. John Fisher
St. Patrick
St. Thomas
Thorndale
Westpark
Wilder Penfield

**2010-2011 Grade 4 & 5 SnowPasses:
Sign Up Now-Get Kids Winter Active with
FREE Skiing & Snowboarding**



One of Canada's easiest ways to get kids healthy and active this winter is now available. The Canadian Ski Council's SnowPass is available online. It's an unbeatable offer: **free skiing and snowboarding for ALL Canadian kids in Grade 4 and Grade 5.**

SnowPass Advantage: "Introducing children to skiing and snowboarding at an early age gives them lifetime access to these healthy winter sports," says Colin Chedore, President of the Canadian Ski Council. "It keeps them fit, less prone to obesity, and outside and active during the winter months. Better yet, skiing and snowboarding are sports kids can do with the whole family for a lifetime."

How It Works: The Canadian Ski Council's SnowPass gives kids in Grades 4 and 5 (born in 2000 or 2001) up to three free lift ticket coupons at each participating ski area for the entire winter; providing them with an opportunity to ski or snowboard hundreds of times over the winter season.

Applying is Easy: To sign up, visit www.snowpass.ca, and you have a choice of either uploading your child's picture, enter your payment and their proof of age, or a printed option that allows you to fill out the information, print the application to mail in to the Canadian Ski Council with a photo, proof of age and payment all for a one-time administration fee of \$20 plus taxes. Signing up online is the quickest and easiest way to apply for your child's Grade 4 & 5 SnowPass card. SnowPass cards will be sent straight to you beginning mid November before the December 1st SnowPass season start date! SnowPass applications are also available through elementary schools, and inside Sport Chek, Sport Mart, Sports Experts and Intersport stores across Canada.

Where it Works: The Eastern SnowPass card is valid for Ontario, Quebec and Atlantic Canada at 92 ski areas. With ski areas participating across Canada, families will not have to travel far to put this SnowPass to use. Kids can easily track how many lift passes they have left by visiting www.snowpass.ca.

Grade 4 and 5 SnowPass information and applications are available online at www.snowpass.ca or www.passeportdesneiges.ca.

The Canadian Ski Council is a national, not-for-profit ski and snowboard organization whose mandate is to increase participation in recreational skiing, snowboarding and cross country skiing in Canada. The Canadian Ski Council was founded in 1977.

For more information on the Grade 4 and 5 SnowPass program, contact the Canadian Ski Council, tel: 705-445-9140, e-mail: info@skicanada.org, web: www.skicanada.org





The Canadian Home and School Federation (CHSF) is working on a petition calling for the creation of a Minister of State in Canada for Children and Youth.

Time and again, CHSF and the Provincial Home and School Associations butt their heads against walls of resistance and indifference when trying to advocate for our children and youth. The petition was created with a dual purpose; to act as petition and includes our ideal job description for a new minister. CHSF will be ensuring that any petition sent out to amass signatures will comply with all legal requirements. More information will be forthcoming.

CHSF recently held a three-day meeting in Ottawa from Nov. 11 – 13, 2010. Further developments were achieved in implementing CHSF's 2010-2011 top priorities: 1) become more visible nationally; 2) communicate more effectively with provincial member associations; and 3) find additional funding to launch National projects.

Headway has been made to become more visible nationally. CHSF executives met with the Canadian Association of Principals (CAP) to discuss common issues and to develop opportunities in working together. CHSF President, Janet Walsh, sits on the advisory Council of the Canadian Education Association (CEA) and CHSF Central 1st V.P. Brian Peat has been a part of the Copyright Consortium (CMEC) looking at this new legislation.

CHSF started Teacher, Staff Appreciation Week (TSAW) in 1988, and the tradition will continue in 2011 as TSAW is scheduled for Feb 13 – 19th. A poster has been sent electronically to all provincial associations for them to disseminate to schools.

CHSF continues to work towards banning the sale of Energy Drinks to minors. In response to a letter from the Canadian Minister of Health stating that health is a provincial matter, follow-up letters have been sent to all Provincial Health Ministers asking for their support in banning the sale of Energy Drinks to minors.. CHSF will keep it's members apprised of any new developments.

In an effort to improve communication with its member associations, improvements are being made to the CHSF website. Please visit our website regularly (www.canadianhomeandschool.com) to see the upcoming changes.

Rickey Margolese QFHSA Executive V.P. & CHSF Director

December 2010

**QFHSA
Home & School
Associations
(in good standing)***

Arundel
Beacon Hill
Bonaventure
Polyvalente
Buckingham
Dunrae Gardens
East Hill
Edgewater
Edward Murphy Pre-K
Grenville
Hillcrest
Honore Mercier
John Rennie
Lindsay Place
New Carlisle
New Richmond
North Hatley
PETES
Riverview (Verdun)
Roslyn
Shigawake Port Daniel
Souvenir
Springdale
St. Gabriel
St. John Fisher Jr & Sr
St. Lawrence Jr. & Sr.
St. Thomas
Thorndale
Westpark
William Latter
Willingdon

*** All paperwork
and fees have been
submitted to QFHSA**

Together We Can *A* Difference!

We all have heard of Bill 103, which is still on the table and Bill 115, which was passed on October 19, 2010.

Two years ago, the education committee worked on a resolution to allow parents who held an exemption certificate of eligibility to attend English school to be able to pass that eligibility on to their own children, or in any rate, to give those parents the choice as to what would be best for their children.

The resolution brought up a lively discussion at its caucus on April 2009 AGM, and resolution 2009/2 was approved and sent to the proper destinations.

Shortly after, on October 22, 2009, the Supreme Court of Canada stated that section 73's last paragraph of the Charter of the French Language was unconstitutional and gave the Ministry of Education one year to fix it.

The government came up with Bill 103 and in September held hearings on the matter, to which the QFHSA participated at the National Assembly. To say the least, Bill 103 was not very popular, neither for the Anglophones nor the Francophones, although not for the same reasons. The deadline to amend the law, as required by the Supreme Court, was fast approaching and the government called for an extraordinary session and for closure to a new bill.. Bill 115.

Bill 115 presented no significant changes from Bill 103 in regards of the language of education, and access to English school is still a problem.

However, it was a great moment as we saw the fruit of our labour; the government had opted not to impose any replacement to the last paragraph of section 73.

What does it mean exactly?

It means that the children who are in English schools based on an exemption, will be able to send their own children to English schools as well if they wish to do so.

It also means that when we work together, WE CAN MAKE A DIFFERENCE!

I will take this opportunity to thank all the members of the Education Committee who worked hard on this issue. **A Big Thank you to All of Them!**

This year the Education Committee will follow the Ministry of Education's lead to revisit the Integration of Special Needs. If you would like to join the Committee, give us a call.

Liette Chamberland
Chair, Education Committee



URL-TV—Canada's first online healthy lifestyle television channel for youth aged 10 to 24, featuring programs for youth and by youth on everything from cooking and budgeting to bullying and drugs. Found at www.Xperiment.ca, URL-TV is designed to engage, educate and empower youth to make healthy lifestyle choices and stay away from drugs.

A significant number of Canadian youth use drugs. More than 60 per cent of illegal drug users are 15 to 24 years old, with the average age of first use as young as 11 among some groups of high-risk youth.



Holiday Reading Suggestions

My Cat, the silliest cat in the world by Gilles Bachelet
Abrams Books, 2006. (5-8years) An humoristic picture book!

It's a Book by Lane Smith
Roaring Brook Press (6-10years)

There was an Old Lady Who Swallowed Fly Guy by Tedd Arnold.
Scholastic, 2007. (5-7years)

Mattland by Hazel Hutchins
Annick Press. 2008 (6-8 years)

The Usborne Complete Book of the Microscope (internet link)
by Kirsteen Rogers. Usborne, (9-12 years)

Hate the Cat by Sharon Creech
Harper, 2008 (8-12years)

Kensuke's Kingdom by Michael Morpurgo
Scholastic, 2004 (10-13 years)

Artemis Fowl, the graphic novel by Eoin Colfer and Andrew
Donkin Hyperion books, 2007 (10-12 year)

The Hunchback Assignments by Arthur Slade
HarperCollins, 2009 (12-15years)

Revolution by Jennifer Donnelly
Delacorte Press, 2010. (17years +)

Going Bovine by Libba Bray
Delacorte Press, 2009 (15years +)



The love of reading....
It's never too early or too late
to discover the joy of reading!
Kids who love to read succeed
much better at school!

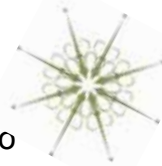
We as parents have to play the
role of "match maker". Have
you ever thought of presenting
atlases, magazines, poetry,
graphic novels, jokes books,
thematic encyclopedias, art
books to your children? They
make wonderful Holiday gifts!

Visit your library and book store
with an open mind! Explore!
Have fun!

The experience of reading is
all about excitement, pleasure
and discovery! Make reading
a daily adventure!!

Bonne lecture!!

Danielle Juneau
Bibliothécaire, EMSB



Are you on Facebook?

Check out
QFHSA's Page!
www.facebook.com/qfhsa

We're posting links to
great information, ideas
for events, and promoting
our local Home & Schools

Add your
Home & School's
info and events, too!

Come get in on the
conversation!!

Raising a Digital Generation:*Media Awareness Network
Launches New Tutorial for Parents*

Media Awareness Network (MNet) released e-Parenting Tutorial: Keeping up with your kids' online activities, an online resource to help parents better understand and become actively involved in their children's online lives.

Made possible through financial contributions from Inukshuk Learning Plan Fund and Bell, this engaging interactive tool helps parents increase their awareness of the ways that children and teens are using the Internet for learning, entertainment and socializing, and the issues they may be encountering along the way. Through the exploration of five key themes – homework, cyberbullying, marketing, online relationships and excessive use – parents can develop the knowledge and skills they need to help their children navigate the Internet safely, wisely and responsibly.

"Parents often feel unprepared when it comes to helping their children manage their online lives," said Jane Tallim, Co-Executive Director of MNet. "e-Parenting Tutorial is designed to instill the confidence they need to help their kids become thoughtful cybertizens."


This practical resource takes a light-hearted approach while tackling serious issues, with downloadable tip sheets and links to further resources to help parents out. The key message throughout is that parents need to talk with their kids about their online explorations and work together to develop ground rules that everyone can live with.

e-Parenting Tutorial is available for free on Media Awareness Network's Web site (www.media-awareness.ca). It is also available on Be Web Aware (www.bewebaware.ca), an Internet safety Web site for parents developed by MNet in partnership with Bell.

The e-Parenting Tutorial development and promotion partners are the Alberta School Councils' Association, The Alberta Library and the Canadian Home and School Federation.

Media Awareness Network (MNet) is a Canadian not-for-profit centre for media literacy. Its vision is to ensure children and youth possess the necessary critical thinking skills and tools to understand and actively engage with media. MNet's programs are funded by its public and private sector sponsors, donors and partners, who include: CTV • Canwest • TELUS • Canadian Internet Registration Authority • National Film Board of Canada • Bell.

<http://www.media-awareness.ca/>



*"Parents often
feel unprepared
when it comes
to helping their
children manage
their online lives"*



Arundel Elementary School, population 102 students, is set in the picturesque Laurentian Mountains. It maintains a serene, healthy learning environment, supported by a small, loving community of families of many generations, a local church, a store, a post office and other friendly merchants. AES sets an example of an honest, simple school life and provides students with not only knowledge but roots and stability to help with any future challenges life will offer.

ARUNDEL

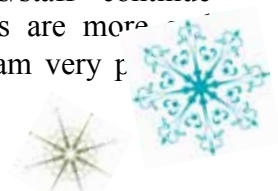


Beurling Students participate in the CIBC Run for the Cure

According to Ms. Liste, one of Beurling's French teachers and CIBC Run organiser, this year was quite a successful one in terms of participation. Approximately 100 staff and students participated in the Run for the Cure, either by donating and/or running. Beurling was able to beat their goal of \$4000 and raised \$4200. Beating their goal was possible with the tremendous effort of Kimberly Cerrullo who raised an incredible \$695.00.

Ms. Liste said "Beurling students/staff continue to impress and all of our initiatives are more successful. Needless to say, I am very pleased."

Chrystal Henderson
Beurling Home & School



Sherwood Forest

Deb Richardson, AES Home and School

We're back again at AES where our Home and School volunteers are back in action. The first event we had was the welcome back corn roast! The corn was delicious! Then there was the Annual Terry Fox run, usually walked along the beautiful Rouge River, but sadly it was raining outside but the Run had to go on, so we did it inside. We climbed up ropes, ran up and down the stairs, did somersaults on the mats.....it was a lot of fun!

The next event we had was a spooktacular Halloween; there were witches, princesses, vampires and one ODD washing machine.

There were also games, crafts and candy and candy and candy! A Big THANKS to all the volunteers!! Remembrance Day at our school is always a very special day that brings tears and smiles to our community. This year we had live music and we sang "Fly little white dove fly" and "Imagine"; both touching songs! One of my friends spoke of her great-grandfather who served in the War. It was very touching! Our Grade 6 teacher Mrs. Hodge has started an Eco-club which shows us ways to help our world and which makes us think about all the things we can do to stop wasting and to produce less garbage and keep our environment clean and healthy! Thank you Mrs Hodge.

Three cheers for Arundel!!!

Emily Richardson, Grade 6 AES



What a fantastic fall we've had at Sherwood Forest! Welcome to our new co-presidents, Tania Nichol and Jacquie Patterson. A huge welcome to new students, parents and staff.

One new idea this year was a Halloween Social-what a success! This first time event drew a crowd of 300 costumed guests to dance, eat, play games, drink and have fun. It was wonderful to see the kids and parents enjoying the Halloween fun. Thanks to all the volunteers who helped make this evening a huge hit.

Our next big event is the Holiday Bazaar, this day is enjoyed by many volunteers but the real joy comes from the smiling faces of children who have found the perfect gift for someone special. With the work of MANY volunteers the gym is transformed into a shop where the students can purchase gifts for family members and have them wrapped. This is such a great way to experience what volunteers can do, over 50 parents are needed to make this day a success.

Money raised through our fundraising has allowed Home and School to purchase a variety of items for Sherwood Forest: computer lab upgrades, classroom books, leadership programs for grade 5 students, as well as classroom items. With the help of Home and School, a new music cart was purchased last year. Thank you to all who have helped whether with time or by supporting a fundraiser; together we can make it a great year for our children.

Submitted by: Anne Macdonald

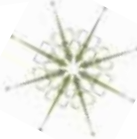
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We are very pleased that St Patrick’s H&S has seen another increase in membership. It is also pleasing to see that our meeting attendance has increased significantly as well!. We have decided to focus our fundraising efforts to the upgrading and supplementing of technology in the school.

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Since the beginning of the 2010-2011 school year we have been very busy hosting a September barbeque, an October fall fundraiser, a Halloween pizza day and topped everything off in November by purchasing 4 laptops and 10 MP3 players for the school! The laptops will be used by the teachers in conjunction with the SmartBoards whereas the MP3 players will be loaded with stories and used by the students in a school-wide literacy program.

The many volunteers are helping tremendously with the organization and staffing of events. In December, the students will dine upon a marvelous Christmas Lunch and purchase something special for their parents in the Santa Store. In January, plans are already underway for another pizza day and an evening Comedy show for parents.



Halloween Hullabaloo Dance at Edgewater!

Thank you to all of Edgewater’s families who helped make our 2nd annual Halloween Hullabaloo Dance a great success. It was nice to see parents and children dressed up in their costumes and having a great time on the dance floor. This year’s dance profited approximately \$800.00.

Thank you to all who volunteered their free time to help set up, clean up and help out during the dance. Let’s not forget all those who contributed to the baked goods table and sent in nut free candy.

Kim Eccleston
Erin O’Connor
Dance Coordinators

JungleSport at St. Charles

WOW !!!! AMAZING!!!! AWESOME!!!!!!

Those were just some of the children’s comments to describe the fun and adventure at St. Charles during the week of Nov 1st.

Thanks to the funds raised by the parent community through Home & School and the generosity of our school; the Jungle Sport program was a huge success. It completely transformed the school gym into a jungle adventure with rock climbing, gliding, balancing obstacles and zip-lining. For one full week, all students from Grades K to 6, along with qualified instructors, experienced an unforgettable adventure.

The students not only had the opportunity to experience the wonders of outdoor adventure in a safe, secure controlled environment, but also learned how to co-operate as a team fostering positive relationships at school. It was great seeing the students get excited about physical education while introducing them to new exciting sports.

St. Charles Home & School is proud to have been able to sponsor such an activity which enabled students to discover their own potential.

On behalf of all the students at St. Charles ~ THANK YOU ~ MERCI to our community for your continued support towards our fundraising efforts whereby all funds raised are channelled back into the school helping to make our school the best it can be.

Colomba Monteleone
President, St. Charles Home & School



Lindsay Place

Autumn just flew by for the members of Lindsay Place Home and School.

The volunteer lists collected by Home and School are put to good use immediately. Besides the Terry Fox Run, vaccinations, book binding, library, and Grad leaf-raking, Home and School members and other parents are asked to volunteer at *Meet the Teacher Night* and *Open House*.

A bake table at *Meet The Teacher Night* was the first Home and School fundraiser. Also, for the first time, parents were able to purchase pre-paid TCBY coupons for their children. This new initiative was considered a success and will be continued next year. The second fundraiser was the sale of TCBY at *Open House*. Home and School bakers also supplied treats for students and parents and this was greatly appreciated by the visitors.

Despite a tight deadline, our Newsletter team was able to get a two-page issue out in time for the mid-October interim report cards and a full issue will be ready in time for the first official report card in early December.

Home and School meetings continue to be well attended and this year there are a few more parents of grade seven students joining us. Home and School enjoys the continued support of both the administration and staff. The discussion at our monthly meetings is open and lively. I thank all Home and School members and especially the committee heads for their help in getting the year off to a great start.

BEACON HILL

Beacon Hill has been recognized for 2 very special events this fall.

CBC Book Club Winner: This year classes were asked to write a story or a poem expressing why the CBC Book Club should be brought to their school. Under the guidance of their teachers, Mme. Lafrance and Ms. Reid, the grade 5 students submitted an entry to the tune of "We Will Rock You" and won for the Montreal area! On November 4th, the CBC Book Club brought Canadian author, Arthur Slade, winner of the Canadian Children's Literature Award, to the school, for a book club discussion that was recorded by CBC Radio for broadcast. The students also received copies of selected books from the Book Club. Their winning submission can be found on the QFHSA website at www.qfhsa.org.

Montrealer of the Week: Mr. Nicolas Doyon, Beacon Hill's drama teacher, was recognized as a CBC News "Montrealer of the Week" in October for his dedication and creativity with the school drama program. Mr. Nic, as he is known to the students, has transformed a regular classroom into a functioning theatre, with lighting, music, costumes, masks, and dramatic scenery.



The fortunate students of all grade levels get a chance to explore improv, role playing and how to perform for an audience during ½ hour classes, twice a week. You can find a link to his TV interview with his Grade 5 students on the QFHSA website.

Thanks to all our wonderful teachers for making Beacon Hill a great place to learn!



St Thomas Home and School is excited to present **Dr. Laurie Betito** for a three part lecture series for parents.

The first part, *Speaking of Sex: What you need to know about sex and your teen*, will be held on Tuesday, November 30th, 7:30 - 9:00 PM at St. Thomas High School. Do not miss this opportunity to learn and better understand your teen. Tickets are only \$20 for all three lectures. Open to All. For more information and tickets please visit: stthomas.lbpsb.qc.ca/hs.htm or email stthomashands@gmail.com.

Open Letter to QFHSA's Literacy Committee:

The Inspiration to Grow.....

The Quebec Federation of Home and School Association has been a key player in the development of the Mecatina School Library for approximately 10 years now. They have been a big supporter of our little library. As a result of all their help; donations of books and materials, connections and resources, and especially the great advice provided by Marion Daigle, our library has grown into a thriving school and community library. In addition to providing activities for students we began serving the community at large in April of 2009. With the assistance of both our local municipality, who helped us in acquiring a full time library animator, and the QFHSA, who guided us in the development of many different programs, we are able to deliver activities for all age groups in our community. We are especially proud of our annual Born to Read program for newborns to 1 year olds and their families and our Snuggle Buddies for children 0-4 and their parents. In addition, we have our Book Bug Club for children from Pre-K to grade 3 and their families, our Book Chat Club for children from grade 4 to 6 and their families, and our Teen Zone for secondary students. As a community service we provide Books on Wheels for shut-ins and seniors and extended library hours. All these programs celebrate the knowledge and fun that can be gained through reading by providing a variety of activities and services that get people involved! The selection of donated books and materials from the QFHSA has helped make these activities possible as well as introduced

our toddlers, students, adults and seniors to new books, authors, and book series'. We truly hope to continue to grow with you.

Paula Evans , Library Animator
 Molly Organ , Mecatina CLC Coordinator
 Tanya Poole , Teacher



Wilder Penfield Raised \$\$ for the Montreal Children's!

Wilder Penfield held a Halloween Party with proceeds going towards the MCH Oncology Department in the spirit of Cancer Awareness Month. This event included dancing, crafts, face painting, tattoos, and a Halloween treat for everyone. Together, we raised \$800 for this worthy cause. Our students also helped to raise funds through their MCH boxes when they went trick or treating. This donation will go towards building the new MUHC super-hospital. Wilder Students continue to make a difference within their community!



THEATRE TO HELP OPEN DISCUSSION ON LOCKDOWN DRILLS

Last year, my eldest son practiced a lockdown drill in the first week he started high school. While talking about his day, it struck me that the possibility of someone coming into their school with a gun had become real. As a parent, I wanted my son to be able to talk about this experience. As the Artistic Director of a theatre, I knew that we could do something that could help begin a larger discussion.

Ever since the Dawson incident, I have been searching for a play that deals with school shootings. This year, we are very proud to share *I Don't Like Mondays* with thousands of students as part of Geordie's School Tour. As a theatre company with 30 years of touring Quebec schools under its belt, I believe Geordie Productions has a responsibility to deal with contemporary issues facing kids. Now that lockdown drills in our schools have been made mandatory by law, it's even more important that we offer tools to help students address this issue.

To book a performance of "I Don't Like Mondays" for your highschool, please contact Geordie Productions at 514-845-9810 or visit www.geordie.ca

Vocational and Technical Training Symposium 2010

QFHSA was invited to send delegates to Quebec's Vocational and Technical Training Symposium on November 3, 2010 at the Wyndham Hotel in Dorval.

QFHSA's Board of Directors were joined by staff members and some Local Association Executives in the day-long symposium that was extremely educational on many fronts.

Fiona du Jardin, an Executive Member from Forest Hill Elementary in St-Lazare, was one of the delegates who benefited from the experience. In her report submitted back to QFHSA, she noted that "In the ever changing world of communications, multimedia, technology and telecommunications, the workshop brought to light the many opportunities made available for students today."

To learn more about the symposium, and to read the reports which were submitted, please visit QFHSA's website: www.qfhsa.org

Do you have a loved one with a Mental Illness?

Try AMI-Quebec's free support groups for English Speaking caregivers dealing with mental illness in a loved one from the comfort of your home....

Free!

**2010-2011
Tele-Support Groups**

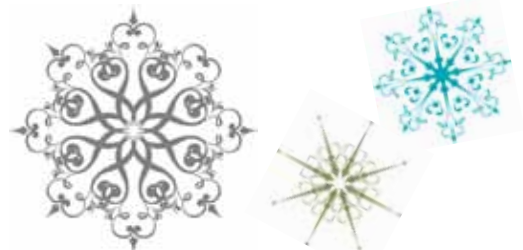
**Register by phone
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1-866-396-2433

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**THE WILD WILD WEB
A Student's Guide to
Preventing Cyber Bullying**

**www.twistedscholar.com
1-888-949-2628
Ages 10-16
\$69.95**

**GUM IN MY HAIR
How to Cope with a Bully**

**www.twistedscholar.com
1-888-949-2628
Ages 8-14
\$69.95**

Did you know that boys tend to bully physically while girls tend to go the psychological route? Did you know that bullying is NOT a normal part of growing up?

This engaging, no-nonsense DVD offers real tips that can be used to identify, respond to and prevent bullying in everyday life.

A fast-paced, entertaining production that will both captivate and educate. This DVD will generate discussion on many levels.



Today's young people are the first generation to have to deal with the whole issue of cyber bullying. Bullying does not stop when the school day is over.... it can and does affect over 40% of kids close to 24 hours a day.

This DVD presentation, geared to both pre-teens and teens tackles this important topic through humour, real-life stories and interviews. It offers techniques to both document and stop attacks.

A Grade 4-8 classroom MUST!



JOHN KILLINGBECK

1933 - 2010

In Memoriam

A tribute to John Killingbeck could not have been better exemplified than by the long line of hundreds of people who waited to pass their condolences on to his family. That so many came was itself a fitting tribute to a man who, for more than fifty years, had devoted himself to the cause of education.

His career started as a classroom teacher at Cedar Park School, he moved up the administrative ladder, retiring as the Director General of the Lakeshore School Board. His style was remarkable, insofar, as that he was able, by sheer dint of personality, to reconcile the legitimate concerns of teachers and the board's fiscal constraints. His focus never wavered; students always came first with a man who practiced what he preached.

He was the first Anglophone, as well as first educational administrator, to be awarded the "Prix d'excellence de l'administration publique" an honour he richly deserved. He will be greatly missed by all those who care about our schools.

QFHSA extends its sympathies to his wife, Olga, his five children and eleven grandchildren.

Will parents finally understand the mysterious Report Cards?

by: Liette Chamberland, Chair of QFHSA's Education Committee

The Ministry of Education, Leisure and Sports is to introduce a new standardized report card for the 2011-2012 school year

Effective as of July 1, 2011, a national report card will be used in all schools in Quebec. The Ministry has set in place a series of procedures to support school boards, the directions of school and teaching staff in the implementation of this change.

On October 7, 2010, a representative of the QFHSA attended the Ministry of Education's discussion on the new report card structure. Many different bodies were taking part in the discussion: school directors, principals, school administrators, and teachers from both the public and private sectors. Some of the highlights included the following and will apply to both, elementary and high school levels:

- The reforms are based on the 2009 "I care about school" program. The new report card is to simplify the process for the teachers and will be competency based;
- New framework evaluations have been developed to explain how the new structure will take place (documents have been made available on the MELS website);
- There will be re-grouping of competencies in order to reduce the number of marks to be given;
- Training of staff is already in progress with updated software and training sessions;
- Children with IEP's - their report cards will track progression towards goals and be different to those without IEP's;
- There will be no overall average to determine who will be on the honour roll - that will be assessed and decided upon by the respective schools and administrators;
- Alternative schools may be exempt from this new process as per the Education Act;
- A small guide will be given to parents once the new report cards are in place;
- The new structure is applicable to both public and private schools...

A Communication Tool for Parents

As per MELS, this new report card will be first and foremost a communication tool for parents. It should be clear and concise, and should present the essential information that will enable parents to properly follow the progress of their children.

To learn more about the new report card, please visit MELS website at www.mels.gouv.qc.ca./bulletinNational/

«Ce changement vise un double objectif: assurer une évaluation complète des apprentissages des jeunes, particulièrement sur le plan des connaissances, et permettre aux parents de mieux comprendre et suivre l'évolution des apprentissages de leur enfant.»

~ MELS, August 2010



**Family Literacy
Day**

January 27, 2011

**Special event
announcement
from QFHSA
coming
in December 2010!**

ABC Alpha pour la vie Canada a le plaisir d'annoncer le thème officiel de la Journée de l'alphabétisation familiale® : Jouons! Jouons pour l'alphabétisation encourage les Canadiens d'un bout à l'autre du pays à participer ensemble à des jeux de groupe amicaux en famille, avec des voisins et des amis lors de la Journée de l'alphabétisation familiale®, le 27 janvier 2011.

Jouons pour l'alphabétisation peut inclure tout type de jeux favorisant l'alphabétisation et les capacités de calcul, ainsi que les aptitudes à la compréhension, comme les jeux de société, les jeux de cartes, et les activités et les jeux d'autocréation imaginatif. Les jeux et le fait de jouer avec insouciance procurent une source amusante par laquelle les gens de tout âge peuvent participer à des activités qui fournissent fondamentalement de nouvelles connaissances ou permettent d'améliorer ses aptitudes de lecture, d'écriture, de calcul et de compréhension.

« Jouer à des jeux permet non seulement de rassembler des gens, cela crée également un milieu d'apprentissage amusant », explique M^{me} Margaret Eaton, présidente d'ABC Alpha pour la vie Canada. « Les jeux de cartes aident à améliorer les capacités à calculer alors que les jeux de société et même les jeux d'association de mots enrichissent l'orthographe et les aptitudes de lecture et de compréhension. Il est important de se rappeler que l'on peut apprendre tout en riant et en passant du temps en famille tout en continuant à relever nos défis quotidiens. »

Beaucoup d'éducateurs de partout au Canada se tournent vers des programmes d'apprentissage ludique pour le développement de la petite enfance. Ceci inclut le gouvernement de l'Ontario qui en 2010 a lancé l'apprentissage et l'enseignement ludique dans le cadre de nouveaux programmes de maternelle à plein temps. Les enseignants et les éducateurs de la petite enfance utiliseront l'exploration, la recherche, la pensée créative, l'observation et des techniques d'apprentissage formées autour de jeux pour aider les enfants à améliorer leurs aptitudes de compréhension, de calcul et de lecture.

Les recherches continuent de montrer que les milieux encourageant l'apprentissage à l'aide de jeux offrent aux enfants une vaste variété d'occasions d'explorer le monde

autour d'eux et ainsi, de recevoir et d'obtenir une grande stimulation sensorielle qui engendre un bon développement du cerveau. En même temps, l'apprentissage préscolaire nécessite l'aide des parents, car la relation entre l'enfant et tous ceux qui en prennent soin est essentielle à son développement optimal (<http://www.frasermustardchair.ca>), et pour bâtir des familles et des communautés saines. Les recherches indiquent également comment l'apprentissage par les jeux aide les enfants à développer l'autorégulation et la persévérance. Tous ces résultats d'apprentissage par les jeux établissent la fondation du succès d'apprentissage pour l'avenir.

Établie en 1999, la Journée de l'alphabétisation familiale® qui a lieu annuellement le 27 janvier est une initiative développée pour partager le plaisir de lire et d'apprendre en famille et pour encourager les Canadiens à consacrer au moins 15 minutes par jour à une activité favorisant l'apprentissage.

Il existe de nombreuses façons de se rassembler pour jouer et apprendre en famille. Par exemple, organiser une soirée de jeux hebdomadaire fournit l'occasion de rire, d'apprendre et de s'amuser en jouant. Inscrivez votre événement en ligne à www.fld-jaf.ca et faites-en une véritable initiative communautaire. Vous pouvez aussi y participer avec des collègues de classe ou de travail, des amis et des voisins pour faire un tournoi et aider à collecter des fonds pour l'alphabétisation vous engageant en ligne à www.fld-jaf.ca. Les fonds amassés grâce à des dons en ligne serviront à soutenir des programmes pour l'alphabétisation de milliers d'adultes canadiens de diverses communautés, à la maison et en milieu de travail qui ont grandement besoin de ce soutien.

Pour s'inscrire, s'engager à amasser des fonds ou trouver un événement local pour la Journée de l'alphabétisation familiale, veuillez visiter www.fld-jaf.ca.

Pour en apprendre davantage sur l'alphabétisation et l'apprentissage continu, veuillez visiter www.abclifeliteracy.ca.



Journée de l'alphabétisation familiale

Little Princesses.....

It's a question that most parents of young daughters face: "Has she hit the 'princess phase' yet?" Not all parents are upset by this: many happily buy their girls princess costumes, toys and accessories ranging from shoes to purses, all in pink. Some, though, despair of the powerful gender stereotyping this delivers to young girls and each new piece of princess gear can be a source of conflict.

The source of much of this princess culture is Disney, and in 2009 the studio extended its reach by introducing its first African-American princess, Tiana, in the animated film *The Princess and the Frog*. Princesses are big business for Disney. Since 2000, when the company began to tie together all the merchandising for any of its characters who might conceivably be called "princesses," the line has become one of the company's biggest earners. Disney's Andy Mooney, who spearheaded the creation of the princess line, told *The New York Times* that he got the idea from seeing girls at Disney on Ice shows who were dressed in non-Disney princess costumes, and in the years since the company has pushed the line into almost every imaginable aspect of a child's life, from beddings to Band-Aids to lip balm. Not surprisingly, the marketing of Princess Tiana began well in advance of the movie's December premiere: more than 45,000 dolls based on the character had already been sold by mid-November, while actors portraying her were already performing in "Tiana's Showboat Jubilee" at Disneyland and Disney World.

The creation of Princess Tiana would seem to be an attempt to expand into the one market as yet untouched by princesses: African-American girls. The official list of Disney princesses includes, along with born princess Snow White

and married-to-royalty Cinderella, two entirely non-royal characters, Mulan and Pocahontas, who are Chinese and Native respectively. The last two characters, though, rarely appear on merchandise – less, perhaps, due to their ethnic origin than the fact that neither fits well with the "princess aesthetic"; in their movies, Pocahontas appears in tolerably realistic (if somewhat revealing) Native garb, while Mulan actively rejects feminine attire in order to masquerade as a male soldier. Tiana, though, is carefully crafted to fit the princess mould, with an hourglass figure, many



glamorous dresses, and even a tiara. Of course, she spends much of the movie in the shape of a frog, but that's not the image that will adorn lunchboxes everywhere.

Is this necessarily a bad thing, though? After all, princesses – whether born to royalty at the beginning of a story or married into it by the end – have been fairy-tale protagonists for hundreds of years; the characters of Cinderella and Snow White long predate their Disney incarnations. The appeal of princesses is not hard to see: the unearned wealth and privilege of being a princess makes it a close parallel to classic boys' fantasies of being demigods or orphans rocketed at birth from a distant planet. Where

the male and female versions diverge is that while the boys imagine gaining powers and abilities from their special status, being a princess brings girls wealth, beauty and romance. It's not surprising, then, that many parents are concerned about just what gender roles their daughters are being trained to play.

One common feature of the many articles on this phenomenon is that young girls resist any criticism or alteration of their princesses. In an article in *The Los Angeles Times*, Rosa Brooks writes of failing to convince her daughters that princesses are more likely to end up at a guillotine than a fairy-tale wedding; and Tracee Sioux, who writes a blog titled *The Girl Revolution*, describes her unsuccessful efforts to steer her daughter away from princesses. Nor can girls be easily swayed by stories that try to subvert the classic princess: "Frogs and snails and feminist tales: Preschool children and gender", a 1989 study by Bronwyn Davies, found that both boys and girls tend to reject stories that attempt to alter the traditional gender roles found in fairy tales.

Is it really gender roles that children are so attached to, or is it the fairy-tale narratives on which they are experts? A recent article by Karen Wohlwend, "Damsels in Discourse: Girls Consuming and Producing Identity Texts Through Disney Princess Play," finds that while children engaging in "media play" with princess characters feel a strong loyalty to the original narratives, they are not averse to changing things like the gender of secondary characters (turning Prince Charming into a princess, for instance) or making the protagonist more active, especially if that means giving themselves a larger and more entertaining role to play. (One of the girls in Wohlwend's study finds a way to involve a comatose Sleeping Beauty in a swordfight.)

and Fairy Tale Stereotypes

The children in Wohlwend's study, though, are kindergarteners; though they might have been exposed to quite a lot of princess-related media by this age, they're still in the early stages of forming gender identities. As girls get older, the worrying aspects of princess culture – the passivity, consumerism, and so on – may become more and more confining. As Lyn Mikel Brown, co-author of *Packaging Girlhood*, writes, the issue is not princess play but the sheer dominance of princess culture: "When one thing is so dominant, then it's no longer a choice: it's a mandate, cannibalizing all other forms of play. There's the illusion of more choices out there for girls, but if you look around, you'll see their choices are steadily narrowing." Her co-author, Sharon Lamb, points out as well that the road travelled by princesses is a narrow one, leading to the hypersexualized roles now being sold to 'tween and teen girls: "There's a trap at the end of that rainbow, because the natural progression from pale, innocent pink is not to other colors. It's to hot, sexy pink – exactly the kind of sexualization parents are trying to avoid."

Disney is certainly aware of the gender issues underlying the "Disney Princess" line, and is walking a fine line between making movies that are girly without being too girly: after the disappointing box-office performance of *The Princess and the Frog*, which was ascribed to the unwillingness of boys to see a movie with the word "princess" in the title, the title of the upcoming *Rapunzel* was changed to a more gender-neutral *Tangled* and the male lead made more prominent. Even if the marketing of the film is designed to appeal to boys, though, you can be sure that *Rapunzel* will be added to the roster of Disney Princesses and her face plastered on hundreds of licensed products (all pink, of course): the studio now has a policy of only making movies that can be spun off into brands, which means that in the long run how well the *Rapunzel* toothbrushes and bed

sheets sell will be more important than how the movie performs.

How should parents deal with the arrival of the "princess phase"? One option is simply to say "no" – something parents should never be afraid to do. But an outright ban may backfire by making all things princess even more desirable. What may be more effective is to make sure that girls (and boys) are also exposed to more positive female role models. There are many children's books with strong female characters; kids' movies with good female leads can be harder to find, but the anime produced by Studio Ghibli – such as *Kiki's Delivery Service* and *My Neighbor Totoro* – is a good place to start.

Most important is that parents engage with their children's media and be ready to discuss the images and events they see. Don't be confrontational, but ask questions: do you think you can really change an angry person into a nice person, like Belle does to the Beast? Is it worth it to give up your voice and your family for a boy, the way Ariel does? If *Mulan* spends most of her movie dressed as a boy, why is she in girls' clothes on the merchandising? Why do you think Disney changed

the title of "Rapunzel"? There may be no escaping the "princess phase," but teaching kids to view media critically can help make sure your princess doesn't grow up expecting a handsome prince – or a fairy godmother – to solve all her problems.

*Written by Matthew Johnson
Director of Education, Media
Awareness Network*

Teachers can use Media Awareness Network's *Once Upon a Time* lesson plan (Grades 2-6), to help students become aware of the idea of stereotyping and the role that stereotypes play in the stories and movies that they enjoy. (www.media-awareness.ca)

This article was written in recognition of Media Literacy Week, November 1-5, 2010. This national event, led by Media Awareness Network and the Canadian Teachers' Federation, promotes the importance of media literacy and digital literacy in the lives of Canadian children and youth. The theme of Media Literacy Week 2010 is Gender and Media.



4-H Members Gather in Green

On Wednesday, November 3rd, 4-H members wore green to school in honour of Show Your 4-H Colours day and to kick off National 4-H Month across Canada. The annual Show Your 4-H Colours event, sponsored by Bayer CropScience, encourages everybody involved in 4-H, both past and present, to wear green and show their 4-H pride and spirit.

“November has always been a very important month for 4-H in Canada. This includes everything from the Royal Agricultural Winter Fair to our own National 4-H Conferences,” said Judy Shaw, president of the Canadian 4-H Council. “What better way to kick-off the month than with the Show Your 4-H Colours event. It is always great to see green being worn from coast-to-coast.”

Groups of students clad in green attract attention from the rest of the student body giving 4-Hers a chance to let their peers know more about the activities of the local clubs. While some 4-H

youth participate in the traditional agricultural projects such as showing dairy heifers and other animals, numerous people do not realize how many other projects 4-H members may chose from. Members follow the 4-H motto “Learn to Do by Doing” while they try their hands at all sorts of fun projects including food, photography, outdoor living, fitness, square dancing, gardening and more. Members demonstrate their accomplishments to friends, family and guests from the community at their club’s annual Achievement Day.

Projects vary from club to club but leadership development is consistent between all. Clubs elect from amongst their members a President, Secretary and Treasurer to take care of the business of their club. Adult volunteer leaders and resources provided by the provincial office assist youth taking on these roles. At meetings, members follow parliamentary procedures to

make decisions about club activities, fundraisers and community service efforts. While working together to decide what their club will be doing, members are improving their skills in communications and organization.

It is not all business; 4-H is about having fun. For clubs, winter social activities include sleigh rides, curling bonspiels, hockey tournaments and Valentine dances. At the provincial level Quebec 4-H holds a winter camp every February for members between the ages of 9 and 12. Youth from different clubs come together for a weekend of fun and form friendships they will nurture for years as they age into other provincial activities such as Innovative Ag Tour, Leadership Conference, Senior Member Weekend and Provincial Rally.

Travel opportunities extend beyond the Quebec border; members may also participate in national and international conferences and exchanges. They meet youth from different areas and learn more about other parts of the country and the world. Thanks to fundraising

efforts and sponsorship these opportunities remain very affordable.

Quebec 4-H offers hands-on learning alongside friends with common interests to young people ages 6 to 25 from all areas from rural to urban. The organization is hoping to reach more young people in new settings so that they to may benefit from opportunities to improve their skills and make new friends by being part of a 4-H club. Hopefully next year more schools will have groups of students wearing green gather together to show their 4-H pride.

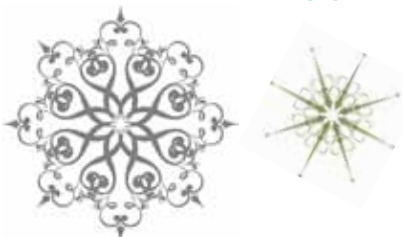
For more information contact Lorelei Muller, Quebec 4-H Executive Director at 514-398-8738 or office@quebec4h.com. 4-H is a youth organisation that develops self-confidence, learning skills in communications, leadership, and problem solving.



Special Needs



All students with ADHD in Canada have the right to equitable education opportunities and should not be barred from receiving additional support



FIRST EVER ADHD REPORT CARD SHOWS THREE PROVINCES ARE FAILING CANADA'S STUDENTS

The first-ever report card released today on how Canada's special education systems recognize, identify and support students with ADHD (attention-deficit/hyperactivity disorder), reveals alarming results.

The report card, produced by the Centre for ADHD Advocacy, Canada (CADDAC), looks at the various systems of special education across Canada and evaluates the potential impact on students with ADHD. The report highlights marked inconsistencies from province-to-province in how students with ADHD are identified, understood and accommodated within Canadian school systems. Based on this analysis, three provinces - Quebec, Ontario and British Columbia - are failing our students.

"ADHD is a medical brain-based disorder that's complex, often misunderstood and can affect a child's daily functioning - at home and at school," says

Dr. Kenny Handelman, child psychiatrist and expert on ADHD. "The reality is that ADHD affects about five per cent of school-aged children world-wide, which translates as 1- 2 students per classroom, making it hugely important for families to have access to the right medical and educational treatments in order for students with ADHD to thrive."

Currently in Quebec, Ontario and British Columbia, a diagnosis of ADHD alone does not qualify a student for an official "exceptional student" designation. The research found that unless a student has a co-

existing learning disability or another recognized disorder they will not qualify for the right to receive any accommodations in the way they are taught and evaluated. These systems have led to inconsistencies and inequities in how students with ADHD receive special education services or if they receive them at all.

"Some standards must be brought forward to ensure the needs of students with ADHD in all provinces are met," says Heidi Bernhardt, National Director of CADDAC and a mother of three adult children with ADHD. "This means qualifying for special education resources and having access to appropriately trained educators and making sure every child can access the interventions their doctor feels is the best option for them. Until this happens students with ADHD in some provinces will not have the same opportunity to reach their full academic potential and provinces will keep failing the grade."

"Our school systems need to become more educated about this legitimate disorder and officially recognize that students with ADHD are indeed special learners that require school accommodations as part of their treatment," says Rosemary Tannock, Canada Research Chair & Professor in Special Education & Adaptive Technology, Ontario Institute for Studies in Education in the University of Toronto.

To read the report card, and for further information and to join the campaign, please visit www.caddac.ca

MARK YOUR CALENDARS!

2011 AGM

April 30, 2010

Place: Wyndham Hotel

Board of Director Meetings

January 14: 6pm-9pm

February 12: 9:30am-3:30pm

March 19: 9:30am-3:30pm

Place: QFHSA Office



Send us a photo of your child participating in their favorite winter activity and have your name entered in a draw to win 2 tickets to

Geordie Productions
Möcshplat
Feb. 4-13, 2011

* All photos will be featured on QFHSA's website: www.qfhsa.org

Deadline to submit:
January 10, 2011
news@qfhsa.org



December 2010

QFHSA NEWS

QFHSA NEWS

3285 Cavendish Blvd, Suite # 560
Montreal, Qc H4B 2L9
www.qfhsa.org

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.

