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A message from the President



Thank you, Education Minister Proulx for listening!

I have been very impressed by the Minister of Education, Recreation and Sports and Minister of Families on several occasions recently. Starting with the public hearings before the National Assembly Committee on Culture and Education a few months ago in Québec City, Mr. Sébastien Proulx was present seated amongst the MNA's representing the three major political parties. But more than that, Minister Proulx was listening attentively, at times actually taking notes. It was very clear that this Minister had done his homework. His informative questions to the presenters were evidence that he had carefully read the briefs sent prior to the hearings, and that he was engaging the spokespersons in a knowledgeable way.

Almost a year ago, the Election Systems Study Panel (ESSP) was established by four major Anglophone educational associations, including our own Quebec Federation of Home and School Associations Inc. (QFHSA). I was honoured to represent the QFHSA on this panel. After three months of public hearings last summer, the five panelists, chaired by the Honourable Marlene Jennings, produced a report, which included 13 recommendations. In early December when Francois Blais introduced Education Bill 86, it was clear that the government had not received the 13 recommendations of the Jennings Report favourably. Reactions from organizations active in the education sector were overwhelmingly negative to Bill 86, especially in the Anglophone milieu. It was the opinion of many that the government was "barking up the wrong tree". But now it's bye bye Bill 86 – a very unpopular piece of legislation.

The Minister and the Government do have good news. They plan to make amendments to the *Education Act* to increase the number of parent commissioners with full voting rights and powers to six, and making it easier for Councils of Commissioners to bring two co-opted commissioners to the council table.

Serious concerns being debated regarding the lack of inclusion in the curriculum of the History of Québec and Canada course, and how this pilot program is being administered and managed for the Secondary III and IV students. Many of the contributing groups feel "slighted" - Anglophones, Allophones, First Nations, Blacks, Jews, Immigrants, among others. QFHSA in co-operation with the English Parents' Committee Association and the Quebec Anglophone Heritage Network very recently established a Committee for the Enhancement of the Curriculum of History in Quebec (ComeECH-Quebec) which will be working to transform the curriculum into a much more inclusive one expressive of the diversity of Québec society and the roots that produced our current society .

Finally and most important for the students: a focus on student success, graduation rates, and combating student dropouts. The English school boards have done a wonderful job of raising rates in student success and graduation, and bringing down the number of dropouts. We are prophets in our land; now we must use this expertise to our own advantage for the whole province!

Yours in education,

Brian Rock
QFHSA President



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3285 Cavendish Blvd., Suite #560
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Phone: (514) 481-5619 • 1-888-808-5619 Fax: (514) 481-5610
Email: news@qfhsa.org

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A message from the Executive Director



Carol Meindl

As the school year draws to a close, we can look back with pride and satisfaction at the work we have accomplished. We truly believe that the contribution of the voice of parents, through our participation in the hearings in Quebec City on Bill 86, have helped make a difference with the Minister of Education. We are relieved and encouraged that he has decided to withdraw Bill 86.

It would be nice to sit back now, relax and enjoy the summer.

As encouraging as it is to have Bill 86 withdrawn, there will still be changes proposed by the Minister to school board governance this fall and QFHSA will keep abreast of the proceedings. We find it disappointing that the government has not listened to the concerns of the English Community in regard to the implementation of the new History Curriculum that was piloted last year. Teachers have been required to attend mandatory training sessions for the new program this past month and the nine English School Boards have voted in favour of implementing the new curriculum, be it ever so flawed.

The QFHSA Rights, Education and Resolutions Committee will be meeting before the summer starts to discuss what is going on in order to be prepared to respond when the opportunity presents itself. Other organizations are doing the same. The Quebec Anglophone Heritage Network, at their recent Annual General Meeting in Sherbrooke, QC. , also proposed a resolution that calls for more local history to be included in the school curriculum as well as a much greater representation of the minority communities that have historically shaped the past of this province. The Quebec of today was built of the contributions of these groups in the past and that narrative should and must be heard by the generation going forward. History should not be whitewashed. It should be told with all its truth-the good, the bad and the ugly. Otherwise, how will one generation learn from the mistakes of the previous generation?

The Fall Conference in November will explore these issues further, with a panel discussion planned, along with regular workshops on Home and School governance, leadership and parenting. The fall season poses to be a busy one, yet again. Such is life in Quebec.

In the meantime, keep your ears to the ground, but your eyes on the blue sky above. Enjoy the sights and sounds of the summer ahead and be prepared to come back refreshed. There will be work enough for you to do at your local associations as well as for us at the provincial level.

QFHSA Mission Statement

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

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

Membership Services

Meetings with Local Associations:

LBPSB: Over the past few months, I have met with the merging LBPSB Home and School Associations. Having been through a merger process myself (has it been 10 years already?) I know that it is a busy and somewhat stressful time for all involved. Good luck to St. Lawrence, Orchard, Greendale, Thorndale, St. Paul and Sherwood Forest Home and School Associations and thank you for being proactive and thinking of the children first. I am sure the plans you have made this year will pay off in September 2016.

ETSB: In April, I met with the Home and School executive members from North Hatley and Ayer's Cliff Elementary Schools. There was a great exchange of ideas and even though the schools are in close proximity to each other the attendees found that things can be quite different from one school to the next.

Throughout the year, members of the QFHSA Board of Directors and staff have visited local associations or Home and School executive members have met us at the QFHSA office. Often, one face-to-face meeting for an hour can replace 100 emails!

Housekeeping: What is due and when

Please get the President's and Treasurer's reports into the office by June 30th.

President's report: Use the minutes of the Home and School meetings as well as the school newsletter to send in your activity report. The format is up to you. Use it to show the school community how much your Home and School achieved this past year and send the QFHSA a copy.

Treasurer's Report: If all the large invoices have been received the report can be sent into the QFHSA office. Please list any major allocations for the next school year at the bottom of the report. The Home and School president needs to sign the treasurer's report as proof that she/he is aware of the financial status of your association.

Outstanding Documentation: If you received a notice that documents are outstanding, please send them into the office.

2016-2017 Forms: The forms for 2016-2017 are on the QFHSA website. Have them on hand at the first Home and School meeting in September, fill them out and mail them in to the QFHSA office. If your executive is changing please advise me (Marlyn) as soon as possible. If you need membership materials for your fall 2016 membership campaign, please contact me as some flyers may have to be reprinted.

Moving On? A huge thank you to Home and School members and other volunteers who are moving on. Thanks for making your school a vibrant environment for all children. Also, a big thank you for those of you who will busy again next fall with all the wonderful activities and events planned for the kids at your school. Home and School makes a difference!

To all, enjoy the summer,

Marlyn Brownrigg
QFHSA Membership Services Coordinator
marlynbrownrigg@qfhsa.org

EXECUTIVE TRAINING WORKSHOPS

THURSDAY, SEPTEMBER 22, 2016 @ 6:30 P.M.
THE QFHSA OFFICE

OPEN TO ALL HOME AND SCHOOL EXECUTIVES
(ESPECIALLY THE NEWCOMERS!)

Did you know?

QFHSA President Brian Rock resides with his wife in the Aylmer sector of Gatineau, Quebec, and his three adult daughters live nearby in Aylmer and Downtown Ottawa. A former secondary teacher and school principal, Brian is employed as the Executive Director of the Regional Association of West Quebecers (RAWQ), a member of the Quebec Community Groups Network (QCGN) as is the QFHSA.

Brian also volunteers as the Chairman of the Coalition For the Future of English Education in Quebec (COFFEE-Quebec). Brian has been recently hired to write a bi-weekly political commentary column for the Aylmer Bulletin, the Pontiac Journal, and the West Quebec Post called "Between a Rock and a Hard Place."

New Policy on Donations & Sponsorships

FROM PRIVATE INDIVIDUALS

Cheques

Step 1: Donation cheques made out to QFHSA, must indicate the Home and School on the memo line. Please review each cheque. If not indicated, please write your Home and School name on the back of the cheque.

Step 2: A charitable tax receipt will be issued by QFHSA, minus the administration fee of:

\$100 or less- \$2.00

\$101 or more 2%

Note: If Donation cheques are made out to the Home and School directly- NO charitable receipt can be issued by the member association Home and School or QFHSA.

Cash

Step 1: Purchase a receipt book. We suggest a large Sales Order type. It has 3 copies of each receipt.

Step 2: A cash receipt must be issued to the donor, with their name, address and amount donated.

Step 3: A copy must be retained for the Home and School records, plus a copy for the QFHSA. Ex: 1 for the donor + 1 for the Home and School + 1 for QFHSA.

Step 4: Deposit cash in Home and School bank account.

Step 5: Issue one cheque for the total cash donations collected to the QFHSA, and mail to the QFHSA office.

Step 6: Send digital Excel spreadsheet of the list of donors via email. It is much faster to have the information in digital form.

Indicating: 1. Name; 2. Address of individual donors; 3. Amount donated; 4. Copies of the cash receipts included

FROM CORPORATIONS OR BUSINESSES

Corporate/Business Cheques

Step 1: Donation cheques made out to QFHSA for a member association destination, from a corporation/business, must indicate the Home and School on the memo line. Please review each cheque. If not indicated please write your Home and School name on the back of the cheque.

Step 2: Corporate/Business will receive a letter of thanks and acknowledgement, not a charitable receipt.

Step 3: The letter will be sent from QFHSA to the donor corporation/business for their tax deduction purposes.

SPONSORSHIPS OF HOME AND SCHOOL EVENTS

Step 1: Cheques issued from for sponsorship purposes, must be made out directly to the Home and School.

Step 2: The Home and School will send a letter of thanks and acknowledgement to the sponsor.

INSURANCE - IMPORTANT

The QFHSA's insurance company needs one (1) week's notice to prepare the insurance certificate for events. Each event needs a separate certificate. Please respect the deadline.

What is the recipe for success?

Keynote Speaker: Cathrine Le Maistre



The Keynote Speaker for the 2016 QFHS Annual General Meeting was Cathrine Le Maistre, Chair of the Advisory Board on English Education. She outlined the composition and goals of the Advisory Board and shared their current interest in looking at 3 main issues: Why English Schools are so successful, what are the conditions in the schools that lead to this success and what role do partnerships play?

Le Maistre suggested research shows some of the conditions that contribute to success are: clarity of mission, the mentality of the school, the success of students being a priority and school leadership. When the preoccupation of the school is the general well-being of the students, the promotion of inclusion, the rights and responsibilities of the students and the effective management of the classroom, it is a recipe for success.

Le Maistre broke the delegates into small groups to answer a few questions for the Advisory Committee's on-going research.

First question was why parents chose an English school for their child(ren). The results of the discussions that came out of each focus group were shared with the delegates.

- Some parents indicated a desire to maintain or reinforce knowledge of the mother tongue language spoken at home.
- Parents felt it was important to have their child educated in English so that they could communicate with the teachers and principal easily.
- Many parents admitted to choosing an English school based on the reputation of the school in their area.
- Parents were looking for schools that were family oriented, that encouraged and invited parental involvement and offered special needs education in the language most comfortable to the child.

When asked if their expectations for the school regarding bilingualism and bi-literacy were being met, for the most part, parents reported that indeed their expectations were being met, with a few exceptions. Some expected higher bi-literacy levels but admitted that lower enrollment figures in the English schools make it harder for many schools to offer extra programs. Some were concerned that science being taught in French emphasized the language skills over the science skills. Where English is the leading language for science and technology in high school, it is a concern to parents that their students may not be prepared for the instruction in these subjects at the secondary level.

Some families aim at the best of both worlds and send their children to French elementary school and then to English secondary school, or vice versa.

Le Maistre was very pleased to receive the feedback from the Home and School parents and thanked them for their insightful answers. It is clear that right alongside the general well-being of the students, the promotion of inclusion, the rights and responsibilities of the students and the effective management of the classroom, lies the involvement of parents as an important element that contributes to student success. This will be part of the message the Advisory Board on English Education will undoubtedly be reinforcing to the Minister of Education, Recreation and Sport in their next report.



James Shea elected as President of the QCGN

Brian Rock

At the Annual General Meeting of the Quebec Community Groups Network (QCGN) in Montreal on Friday, June 3, 2016, Mr. James Shea was elected to a two-year term as President of the QCGN Board of Directors. The Regional Association of West Quebecers (RAWQ) nominated Mr. Shea, who has served as the RAWQ President during the last two years. This is an historic occasion as Jim is the first QCGN President hailing from West Quebec. Jim also serves as the Chair of the Western Quebec School Board (WQSB).

Founded in 1995, the Quebec Community Groups Network is a not-for-profit organization linking forty-eight English-language community organizations across Quebec. The Quebec Federation of Home and School Associations Inc. is one of those proud 48 community organizations. The QFHSA President Brian Rock was the QFHSA voting delegate at the recent QCGN AGM in June.

Jim Shea has served on the Board of Directors of the QCGN for the past four years. He had just completed his third year as vice-president, and during that time, he had made membership his priority. He values the commitment and collaboration that is essential to the success of the QCGN and is committed to providing the leadership that the QCGN requires at the pan-Canadian and Quebec levels.

Jim Shea has demonstrated pan-Canadian leadership as an advocate for language learning and has worked extensively with minority-language communities outside Quebec. He is familiar with the Canadian Government's Official and Minority Languages Funding processes and has demonstrated this leadership throughout Canada and in Quebec. Jim is totally committed to enhancing the presence of English-speaking Quebecers in a bilingual Canada. As a lifelong resident of Quebec, he has provided leadership in all areas of his community. He currently serves as a member of the Board of Governors at CEGEP Heritage College, and as a founding member of Special Olympics Canada Gatineau.

"For the past four years, I have been a member of the Executive Committee of the QCGN, and I have worked extensively as a committed team player in advancing the presence of the English-speaking community in Quebec and in Canada. I have represented the QCGN both in Ottawa and in Quebec City, and I had the opportunity to moderate the meetings with the Liberal MNA Caucus. Most of all, I championed the membership of the QCGN and saw a significant growth over the past four years. As President of a regional association, I am totally committed to enhancing the profile of our member associations as integral and valued contributors to the QCGN." - Jim Shea.

Congratulations, Jim! QFHSA looks forward to working with you.

Fall Conference Update

Beaconsfield High School

250 Beaurepaire Dr, Beaconsfield, Québec H9W 5G7

Panel Discussion Theme

Learning the Lessons of History: Creating a New Narrative for Canada

Changes to the History and Social Studies curricula at both the elementary and secondary levels are being examined across Canada. How much of our history has been ignored or left out entirely? One clear example involves Canada's behind the scenes true relationship with its Indigenous peoples. The time for truth and reconciliation is long overdue. An exciting panel of educators and historians will give us their perspectives on why changing our narrative is necessary to understanding who we are as a nation. Our children deserve a legacy of truth in the telling.

Workshops (tentative)

Anxiety- The number one emotional struggle in children
Building Self Esteem
Constitution/By-Laws/ Standing Rules
Volunteer Matters- Mission-driven Volunteering
Online Communications and Transactions
Literacy: Reading, a gateway promoting diversity and cultural identity

Lunch

Vendors Market

Mark November 5, 2016 in your calendar for the QFHSA Fall Conference!

YES 2016: Science is cool

The YES project was initiated by QFHSA to provide science workshops to member schools in more remote regions of Quebec via the video-conferencing network of the Quebec Community Learning Centers (CLC), to inspire tomorrow's scientists.

Three science workshops were offered this year to students (7-11 years old) in the eastern and western regions of Quebec and were animated by biologist Evelyn Castillo.



April 1 & 2 Spa Science: Bath Bombs The kids learned about basic chemistry through an activity where they learned the dos and don'ts of running a spa. They learned about the sense of smell and how different smells make us feel. They were able to make their own bath bombs and choose their favorite scent.



April 15 & 16 Find the Culprit (forensic science) The kids were given a mystery to solve and, using the clues provided and forensic techniques, narrowed down the suspects to find the culprit.



May 6 & 7 All about Sharks!- The original date for this workshop was April 22 and 23rd, but the date was postponed for the delivery of the shark specimens! Apparently, there was a shortage of dog sharks and skates on the market. But it was well worth the wait as the kids could see the characteristics of a two foot shark up close and personal!

We enjoyed the participation of 3 CLCs this session:

- Gaspé Tri-School CLC in Gaspé (*Eastern Shores School Board*)
- La Tuque CLC in La Tuque (*Central Quebec School Board*),
- Laurentian Regional High School CLC in Lachute (*Sir Wilfrid Laurier School Board*)

There were 40 students registered from 5 schools: Gaspé Elementary, La Tuque Elementary, Grenville Elementary, Morin Heights Elementary* and Laurentian Elementary*.

(* not a Home and School)

There is a continued interest in participating in the YES project as it serves a need that is apparent in the regions. The students really enjoy the hands on aspect of these workshops as well as the 'take home' materials for further exploration (bath bombs and shark tooth pendants). The schools also benefit as the demonstration materials stay in the school. The QFHSA will continue to offer Youth Exploring Science as part of our regular programming for our member associations in the regions and as an outreach initiative to inner city schools and prospective new members.

Science is very cool!

Home and School Celebrates Outstanding Contributions from English Community



Quebec Federation of Home and School Associations Gordon Paterson Award 2016

Left to right: Brian Rock, QFHSA President; Suanne Stein Day, Chair LBPSB; Daniel Olivenstein, 2016 Paterson Award recipient; Carol Meindl, QFHSA Executive Director; Jennifer Olivenstein; Lisa Fougere, Westwood Home and School President

The Quebec Federation of Home and School Associations held its 72nd Annual General Meeting and Volunteer Awards Banquet on April 30, 2016 at the Novotel Aeroport Hotel in St Laurent. Home and School representatives from across the province came together to help determine the future direction of the provincial organization as well as to celebrate outstanding individuals and groups who dedicate their time and energy to student success, both in their own communities and across the globe.

At the Annual General Business Meeting, the delegates considered a resolution from the floor brought forward by St Charles Home and School and after vigorous caucusing, adopted Resolution 2016/01 School Board Governance- Bill 86. The resolution, once translated, will be sent on to the designated destinations.

The new Board of Directors of the Quebec Federation of Home and School Associations for 2016-17 were elected: Brian Rock, President; Linton Garner, Executive Vice President; Ginette Sauvé-Frankel, Vice President; Rosemary Murphy, Vice President; Wanda Leah Trineer, Treasurer; Debi Brown, Secretary; Rhonda Boucher, Rickhey Margoese and Tanima Ghosh-Harleton as Directors.

Four major awards were presented at the evening's Annual Awards Banquet, emceed by Laurie Betito:

The Gordon Paterson Award for long service to the education of children and for the encouragement of the involvement of parents was presented this year to **Daniel Olivenstein** (see photo above), Commissioner, teacher, parent and mentor to parents of children with special needs in the Lester B Pearson School Board. His willingness to answer questions and his tireless generosity of his time is greatly appreciated by his school communities.

The 2016 Pat Lewis Humanitarian Award for an individual or group at the elementary school level, who has shown outstanding efforts toward a humanitarian cause, was presented to two schools this year: **Céline Brault**, a teacher at **Chelsea Elementary School** (pictured at right with Brian Rock, QFHSA President and Carol Meindl, QFHSA Executive Director) for her work with the **Chelsea-Enyandeni School Twinning Project**, a project that links students from a Western Quebec elementary school with an elementary school in Matabeleland, Zimbabwe. The students of Chelsea have raised over \$7000 which helped Enyandeni Primary School build a much needed classroom for their kindergarten students.



A second **Pat Lewis Humanitarian Award** was presented to **St. John Fisher Elementary** students for their **Community Walk**, an annual event in Pointe-Claire for the past seven years (photo bottom left). This fundraiser involves the whole school and the surrounding neighbourhood as the community rallies together to raise money for: Big Brothers and Sisters of the West Island, West Island Citizen Advocacy, Youth Unlimited La Corde and the St John Fisher Social Action Team. The Walk helps the students to develop awareness that there are people in their local community who are in need and also to teach them about the need to give back to their community.

The **2016 Lewis Peace Prize**, for an individual or group making a significant contribution towards peace, was awarded to the amazing students from **Flemming Elementary's Cycle 3-2** in Sept Iles (photo bottom right), who took it upon themselves to produce an anti-bullying video entitled "**Take a Stand Against Bullying**". The video was shown to all students in the school and shared with the staff and commissioners of Central Quebec School Board. The video was also shared at the Awards Banquet and many were moved by the simplicity and poignancy of their message.

The Quebec Federation of Home and School Associations (QFHSA) is grateful to the member associations who attended to the business at the AGM and who took the time and initiative to nominate such worthy projects and individuals for special recognition at the Awards Banquet.



*St John Fisher—Pat Lewis Humanitarian Award
Brian Rock, Sandra Gesauldi St John Fisher Home and School President, Erika Baron, Carol Meindl, QFHSA Executive Director*



*Flemming - 2016 Lewis Peace Prize
Brian Rock QFHSA President, Marlyn Brownrigg, Membership Services Coordinator, the students from Cycle 3-2*

The QFHSA Literacy Committee

Despite a slow start to the year, the QFHSA Literacy Committee managed to get a lot done in a short period of time. Chair Debi Brown, members Carol Meindl, Marion Daigle and Marlyn Brownrigg met a few times over the past year and are happy to report the following:

Born-to-Read

The QFHSA was pleased to support Wilder Penfield's (LBPSB) first-ever Born to Read afternoon. The QFHSA donated bags of books to launch the project. We hope that other Home and Schools will adopt this great activity that promotes reading and welcomes wee ones and their families into the school community.

Supporting New Programs

Young Mother's Literacy and Art Program

The Literacy Committee collected books for the 0-5 age group destined for a young mother's literacy and art program in Ville St. Pierre. The Literacy Committee is looking forward to meeting with the program coordinators to discuss their upcoming projects.

Writers in the Community

La Tuque students learned how to organize their thoughts and express themselves through writing/music/poetry, to share their "view of the world" with their peers in a respectful environment, and to develop their public speaking skills. This project was offered in collaboration with the Quebec Writers Federation and the QFHSA subsidized this project with a \$1500.00 grant.

Continuing Initiatives

Once again, the QFHSA supported high school literacy programs with both monetary grants and boxes of books (sent outside of Montreal). Gently-used books were also given to LBPSB adult education centres, the Entry Island Community Centre, the Bas St. Laurent/Lower St. Lawrence library, Dans la Rue, and a number of elementary schools in the "regions". Special thanks to volunteer Ute Wilkinson and Tembec for their continued support. Their efforts were recognized at the 2016 AGM and Awards Banquet (see tributes in this issue of the NEWS).

Thank yous from Lindsay Place High School

From the teachers...

This year the Lindsay Place High School Literacy program received a generous grant from the Quebec Federation of Home and School Associations through their literacy support project for high school students. We took the opportunity to bring our Literacy students on a morning outing to Chapters. Each student was able to choose a book that interested them. It was amazing to see the wide range of their selections. Some students were intrigued by biographies while others chose adolescent fiction. We are so grateful for the support we have received over the past several years.

Our sincere thanks goes out to all of the members of the QFHSA. Thank you!

*Caitlin Archipow and Mia Andrea Valerianos
Resource/English Teachers
Lindsay Place High School*

Dear members of QFHSA,

I just wanted to thank you so much for the money you gave us. This allowed us to go to Chapters and choose a book to read. I have never been to Chapters before and nor had many of my other classmates. I had a lot of fun exploring the different kinds of books I could read. I did not realize there were so many different types of books to choose from. I am only used to the books we read in our English classes. The book that really caught my attention was "The Fault in our Stars" by John Green.

I remember seeing the movie in the theatre and I really liked it. I am so excited to read this book!

Thank you so much. I had a lot of fun!

*Sincerely,
Grade 7 Literacy Student*





DM FAMILY & SCHOOL SERVICES

DEAR DM,

My son Jason is a wonderful boy, fun loving, and has lots of friends. He's always been a "high maintenance" child. As a baby, he never fell asleep easily — he needed to be rocked to sleep. He just couldn't seem to soothe himself. Even now, temper tantrums are a regular event... even the smallest request ends up in an argument. He can't be left alone with his little brother without a war breaking out. I often find myself walking on eggshells, afraid to "set him off". Even his teachers say the same thing ! I love my son very much — I just want him to listen better so he's not always in trouble !

DEAR PARENTING FOR SUCCESS,

When our children are born, a journey begins that is filled with pleasurable moments, as well as times when we are at a loss for words. At DM's clinic, we often hear from parents like Jason's, who would like to see more respect, cooperation, and compliance from their children. Often we hear about the strain that whining, temper tantrums and reluctance to follow rules has - at both home and school.

It's not unusual for young people to resist our rules — all children are noncompliant at times. In fact, researchers suggest that most children do not comply with parental requests at least one third of the time. If our children are going to stand up for what is right, or say no to their peers when they do not agree with what is happening, they need to learn how to use their power effectively. Power is a natural part of the developmental process. Depending on age, children can decide if they wear red or blue pajamas, and, later on, if their CEGEP

choice is the one best for their future ambitions, or the one their friends are going to.

Parents are a child's greatest resource. With the right knowledge and skills, parents are in the best position to support their children in developing the skills so necessary for success at home and school.

Fortunately, Jason's parents heard about Incredible Years* Parent Training Program offered at DM... a unique, evidence based program, for parents of children in elementary school. The program is designed to address current challenges, prevent new ones, and support parents in learning new skills supporting children's healthy development.

Sometimes having the opportunity to honestly discuss challenges with other parents who truly understand each other can be invaluable. Incredible Years* is an interactive, strategy based program that uses concrete, step by step strategies. Parents benefit from the opportunity to practice new skills, take part in group discussions and role plays, all within a safe and supportive environment.

Enjoy your children and cherish every smile, and every moment of closeness. At the end of each day, gather up the memories, the frowns turned to smiles, and the life lessons we have passed on. But most of all, cherish the opportunities to share our values and beliefs with those we love the most. It takes a village to raise a child... DM's parenting programs can help !

Sincerely, DM FAMILY SERVICES



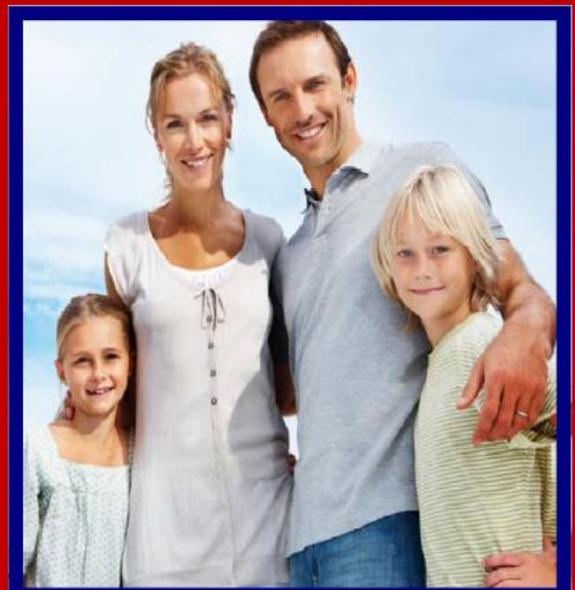
CONTACT DM !

Offices in Montreal, West Island, & Laval

514.483.9339

www.dmtherapymontreal.com

*Based on Incredible Years Programs



Golden Torch Award Winners

Beacon Hill Elementary	Dipa Mehta	Lindsay Place High School	Barbara Schnider Carol McGill
Birchwood Elementary	Anita Fudalewski	Macdonald High School	Libby Madramootoo
Chelsea Elementary	Tricia Steeves	Merton Elementary	Heidi Rackover
Dorval Elementary	Tara McNally Allen Summers Nathalie Desbiens	Pierre Elliot Trudeau Elementary	Lynn Dettmers Doug Phillip
Edgewater Elementary	Lorna Parker Jennifer Whiting	Sherwood Forest Elementary	Erin Morehouse-Kislinbury Sue Lopez
Forest Hill Elementary	Isabelle Fleury Jennifer Maroufi	South Hull Elementary	Josée Sisson
Gardenview Elementary	Marla Di Monte Anna Spetsieris Dimitra Demerson Lucy Pugliese Elena Giatras Katherine Bizanis	St. Charles Elementary	Columba Monteleone Maureen Testa Natalie Tozzi
Genesis Elementary	Tina Rosato Patty Marinelli	Thorndale Elementary	Kim MacLaren Susan Brown Donna Chapman
John Rennie High School	Mari-Rose Thompson Lorraine da Costa Shirley Ross	Westwood High School	Shelley Hall Kim Miller Lisa Fougere Monique Pannitti Isabelle Fleury
LaurenHill Academy	Karen Armstrong	Wilder Penfield Elementary	Tanima Ghosh



Unsung Heroes winners



Beacon Hill Elementary

Laura Baldassare
Bita Guzman
Emanuelle Dagenais

Birchwood Elementary

Tanya Darvell
Vanessa Durocher
Gisela Kramell
Pam Sidhu-Mahal
Lynne Bergeron

Chelsea Elementary

Cindy Grice
Maggie Holmes

Dorval Elementary

Lisa Sondermeyer

Edgewater Elementary

Tricia Lax

Evergreen Elementary

Jennifer Buraglia
Jennifer Gilligan
Susan Nowak

Forest Hill Elementary

Monica Gorician
Laura Ross

Gardenview Elementary

Sophie Bisson
Dominique Boucher
Mary-Ann Di Iorio
Caroline Aroyan
Georgia Chatzidakis
Gaby Simonka
Kimberly Colette
Stefania Strussone

Genesis Elementary

Julie Beaulieu
Sabrina Livornetti
Terri Paduano
Rosie Martino
Maria Spezio
Anna Maria Raccio
Robert Filippin

LaurenHill Academy

Anna Marie Lazaris

Lindsay Place High School

Nancy Tellier

Macdonald High School

Allan Dornan

Merton Elementary

Fernanda Di Nezza
Ourania Margaritis
Elka Eklove
Samantha Patel
Shaun Callender
Sabino Trasente

Pierre Elliot Trudeau Elementary Sheila Desormeaux

Sherwood Forest Elementary

Nadia Anderson
Christine Martin

South Hull Elementary

Allana Hayes-Stevenson

St. Thomas High School

Roula Gandhi
Caroline Rabbat

Westwood High School

Carole Seto
Sheena Purcell
Vicki Nuttall
Sylvia Harder
Gisela Kramell
Lou-Anne Wheeler Hood

Wilder Penfield Elementary

Johanne Mueller

Let's Play: Inclusive Playgrounds

Karen Morrison, Curriculum Developer, Rick Hansen School Program

Importance of Active Play

For developing children, play is learning. Children learn to solve problems, make decisions, persevere, and interact with the people and objects in the environment (Robinson, 1977). They develop language, symbolic thinking, social skills, and motor skills (Athey, 1984; Florey, 1971; Lewis, 1993; Vandenberg & Kielhofner, 1982; Whaley, 1990). Physical play has many positive outcomes. Many studies show the benefits of physical activity for children. They are healthier, have higher self-esteem and are better prepared to learn. Playgrounds are an ideal environment for supporting overall healthy development.

Play and Children with Disabilities

Active play is just as important (perhaps more) for children with disabilities. Children with disabilities are at higher risk of social isolation. Studies have found that children with disabilities are excluded from play significantly more often than their peers without disabilities (Odom et al., 2006; Wolfberg et al., 1999). These children experience less diversity of activities and less social engagements than their peers without disabilities, spending more time in isolated activities such as watching television and using the computer (Aitchison, 2003; Law et al., 2006). Typically, children with disabilities carry out leisure activities on their own or with parents rather than with friends (Aitchison, 2003). When play with peers is limited, the ability to learn and develop the skills and attitudes of accomplishment associated with play are also restricted.

Studies also show that peer interaction between people with and without disabilities is enhanced when there are opportunities to interact with peers without disabilities (Guralnick, Neville, Hammond, & Connor, 2007). One study found that children are more likely to choose a child with a physical disability to join a play activity when the disability interferes minimally with participation. This finding suggests that children's inclusion decisions may be influenced by the demands of the play setting. Simply stated, children will engage in play with children with disabilities if they can engage in activities together without significant changes to the play environment.

Inclusive Play Spaces Benefit Everyone

Inclusive play spaces offer the opportunity for all children to play alongside one another. This supports the physical, social and cognitive development of **all** children, and benefits everyone.

Children with disabilities benefit from opportunities to enjoy the benefits of active play, including social skills and health. At the same time, children without disabilities learn valuable

lessons about the world, including that everyone has similarities and differences. Children develop concepts related to tolerance, diversity and acceptance. Inclusive play environments provide a wider range of play materials and activities allowing children to interact with the play environment in novel ways.

There are also tremendous benefits for the broader community. Not only can all children take part in active play alongside one another, parents, grandparents and members of the community with disabilities can access the spaces as well. Everyone can interact with their families and have fun in an inclusive play space.

How can you make your play space inclusive?

Given the benefits of inclusive play spaces, we are left wondering why all playgrounds are not fully accessible and inclusive. Existing research identifies some key challenges, including design, planning and funding. An inclusive play space is about more than ramps; a range of design elements need to be included to create spaces where all children can interact with equipment and people in a way that will achieve the benefits of inclusive play. This includes considering flooring, colours and equipment. Groups who wish to plan for an inclusive playground may be at a loss as to where to begin the planning process, and in particular how to access funding. Fortunately, there are some good resources available for groups who are committed to building inclusive play spaces. The Rick Hansen Foundation recently updated its Accessible Playgrounds webpages, which provide community and school groups with many useful resources, including a step by step guide to planning and raising funds for an inclusive playground. The resources outline specific design elements that support the inclusion of children and adults with disabilities in play spaces. Suggestions are made for organizing the project, starting with identifying the physical space, through to making budgets and bids. The toolkit also includes some potential funding sources, and tips on raising funds.

“Inclusive play benefits all children, regardless of ability: It helps them develop a true and nuanced understanding of the world, to appreciate the differences between people and recognize the similarities that underlie them, to be tolerant of diversity and to accept others’ perspectives. By giving children with and without disabilities a chance to play together, inclusive play spaces can serve as joyful incubators of a more inclusive society, in which children with disabilities can participate equally and enjoy equal opportunities to flourish.” Sruthi Atmakur, Unicef

So You Thought You Knew

By Dr. Dorothy W. Williams

Maybe you did, but I bet you didn't know that, the underground railroad conductor, Harriet Tubman lived in Canada for years, or that BC's first Governor was Black, and that North America's first female newspaper editor was an African-American living in Ontario or that the vaunted Calgary Stampede was actually fashioned after the legacy of a Black rancher in Alberta. Yes, these are just some of the unknown stories of which most Canadians are unaware—but that is about to change!



What a journey we've been on. I can remember being very excited about Parliament making February Black History Month over 30 years ago. And it was gratifying that the City of Montreal followed suit just over 25 years ago when they likewise designated February. Today they lead the charge by officially launching the month's activities in Québec.

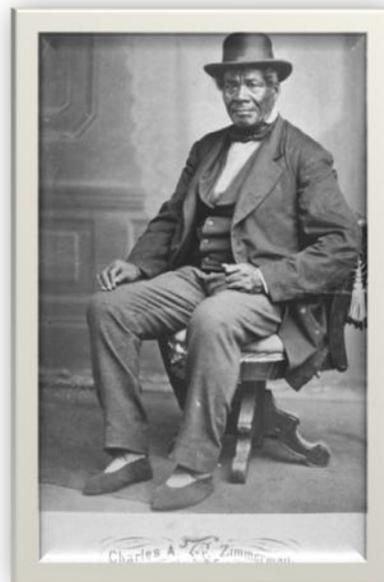
Black History Month! What a great opportunity to learn about how these Canadians participated in building this country. The promise of diversity and inclusion was real, but whoa, I look around and ask now decades later, "What have we learned?" and, "Where are those stories?" Over the years I have seen the effort that many teachers have put into encouraging their students to explore this aspect of Canada's multicultural landscape. The teachers I've encountered have been welcoming, encouraging me to share my stories, which since the nineties I have done gladly one classroom at a time. Nonetheless, I was always frustrated by the lack of diverse historical content that was

readily available for students in the schools. On the upside, it is improving because today there is a recognition that untold stories of marginalized communities can open students to culture and diversity in positive ways by increasing empathy, broadening the definition of what it means to be Canadian and preparing students for multi-ethnic experiences in higher education and in the global workplace.

The ABCs of Canadian Black History Kit has been designed to help educators and parents to explore history in a fun, educational way. The kit contains characters or events that illustrate the wide and diverse history of Blacks in Canada. Each alphabet letter introduces a four-line ditty with a detailed portrait of each character or event. It includes a teacher's guide, several exercise sheets to help with retention and a dozen games to accompany the collector cards. No doubt these tools will also help to increase vocabulary and spark an interest in the Canadian landscape. The bonus is the huge poster that makes it easy to situate this new found knowledge across the national timeline spanning from the days of exploration to Confederation and finally to Expo '67. And the common thread through all these stories? They happened in Canada – a Canada that stretches from sea to sea.

I believe that many of the stories in the Kit will be new to you. I expect many stories will surprise, even intrigue you. Pass on that sense of wonder and spark the curious minds of many of your students. Blacks lived and worked alongside many other ethnic groups in this country. They contributed resources, labour and intellect, to help build and ultimately to define this nation. The Kit will be your guide during Black

History Month and throughout the year to further enrich knowledge about the untold pieces of our great Canadian narrative. Samples of the kit will be available at Fall Conference in November.



*George Bonga,
legendary coureur de
bois
Hudson's Bay Com-
pany, Montreal*

Essay Writing Contest 2015-2016 Winners

1st Place My Family Treasure: Glass Cookie Jar

By: *Madison Dagenais, Buckingham Elementary School*

A long, long time ago, when my great-grandmother was living, she had a very special glass cookie jar that was always sitting on the top shelf of her kitchen cabinet. Every time that she would make her special cookies she would put them in that jar. When the kids would come in from outside for dinner they could smell the fresh baked cookies from that cookie jar. When my great grandmother was ready and her oldest daughter was 10 years old, the cookie jar was handed down. My great-grandmother wanted the cookie jar to be handed down to every girl in the family when they were 10 years old, as it was given to her at that age when she began to bake with her mother. The time passed and the cookie jar was handed down from my great-grandmother Veronica Zaine, to my grandmother Beverley Coombs, to my mother Tracey Dagenais and now, last year, to me.

This cookie jar has been handed down from generation to generation and that cookie jar is now still used for the same recipe of yummy cookies that I make with my mom and sometimes with my grandmother. This jar is special to my family because every woman in the family will touch this jar and it will be handed down for as long as the family is here in the world. The jar may travel far away or stay close to home but it will always be handed down through all the generations to come. This jar is the only thing that I have left from my grandmothers who have passed away, so it very important to me and to the other people that have had this jar. This is why my special cookie jar is my family treasure.

2nd Place Famous Family Recipe: Choereg

By: *Matthew Iskenderoglu, Gardenview Elementary*

One of my favorite treats that my Mom makes is Choereg. It is a traditional Armenian sweet bread, and my Mom makes it only at Easter time. The recipe was passed down from my grandmother to my mother. It takes the whole day to make and is well worth the wait. A chocolate coin is baked into the bread and whoever gets that slice will have good luck. The secret ingredient is Mahleb. Mahleb is a very expensive spice imported from Syria. Mahleb is a sweet nutty spice that gives the choreg its special flavor and aroma. The whole house smells amazing on baking day. Here is my Mom's recipe, hope you enjoy it as much as we do!

Ingredients

1 cup milk, 1 cup margarine, 1 cup butter, 1 cup sugar, ½ cup lukewarm water, 2 packages of active dry yeast, 5 eggs, 6 cups all purpose flour, 1 ½ tsps. baking powder, a pinch of mahleb, 1 ½ tsps. salt, 1 egg beaten.

Directions

1. In a saucepan combine the milk, butter, margarine. Once mixture is melted add sugar until dissolved. Set aside to cool.
2. In a small bowl dissolve yeast and sugar into lukewarm water. Let stand until foamy.
3. Crack eggs into a bowl stir a bit to break up yolks. Slowly pour into the warm butter mixture whisking constantly.
4. In a large bowl, combine the flour, baking powder, mahleb and salt. Make well in the center and pour in wet mixture. Stir until it forms sticky dough, and knead for about 10 minutes. Place in an oiled bowl and let rise for 2 hours.
5. When the dough has doubled punch it down and let it rise again.
6. Separate the dough into five portions, and then separate each dough into thirds. Make three ropes and braid each loaf. Set the loaves aside to rise again. Once you can leave an indent in the dough from your finger, brush with egg wash and place in the oven at 350 degrees for 25 minutes.

Honourable Mention Family Treasure: The Ring of Marriage

By: *Sydney Levitt, Gardenview Elementary*

A beautiful ring is my family treasure. It has been passed down from generation to generation spreading love, hope and joy as it slides perfectly onto your finger. It will only appear on the day of a marriage once standing under the chuppah.

This delicate piece of jewelry was originally my great-great -great-grandmother Sophie's wedding ring in Ozeroff, Poland. It is a thick gold band with flowers on the outside and an engraved message from my great-great-great-grandfather on the inside, saying, "With all my love, Harry."

After they got married, they moved to Canada to start a family. Sophie and Harry had one child, my great-great Grandmother Sylvia. She, too, had the honor of walking down the aisle wearing the same ring as her mother. Sylvia also followed in her mother's footsteps by becoming a parent of two children, my grandmother Marilyn and my great-aunt Connie who also wore this precious and outstanding ring on their special days. My mother Lisa, my Uncle Michael and my two cousins Alison and Heidi were married with it wrapped around their fingers as well.

In the present, this ring is stored in a safe place by my grandmother eagerly waiting with a smile as big as the sun to be worn by the next generation.

From Farm to Fork

Urban gardening is becoming more and more popular and children are learning about where their food comes from and how it is grown. Students in rural areas know where their everyday fruit and vegetables come from. From Farm to Fork challenged students to take their favorite food or meal, choose an ingredient, research where it comes from, and share that information with their fellow students. Congratulations to Buckingham Elementary for the winning submissions!

1st Place: Cinnamon (Pancakes)

By: Emma-Mae Villeneuve, Buckingham Elementary

One of my favorite breakfast foods is pancakes. Pancakes go back a little while in my family. My grand-ma passed away before I could try her pancakes, but my parents told me that they were really good. My dad is the one who makes us pancakes at home. He told me that my grand-ma never measured her ingredients so the first few times he made pancakes they weren't that good and he had to keep making them until he liked them.

In the recipe for making pancakes there are lots of ingredients, and one of them is cinnamon. Many people don't know the process of making cinnamon so I took the challenge and decided to learn about it. Cinnamon is probably the most popular baking spice. Cinnamon comes from a small evergreen tree. There are two types of cinnamon. Ceylon cinnamon, also known as true cinnamon comes from South Asia. It is very expensive and rare, but cassia tree cinnamon (which is the one I will be talking about) is not rare and it is one that you will most likely find on the grocery store shelves. It is cheaper and has a stronger odor and flavor than Ceylon cinnamon. The spice is harvested from the inner bark of the tree.

When a cinnamon tree is around two years old, it is cut back to a size of a stump and covered with soil. New branches grow out of the sides of the stump and these are used to make the cinnamon. They are stripped of their bark and the peels are set out to dry in the sun where they curl naturally. They are either sold like this or ground down into powder. It is then packaged and sent to stores.

This is how I get cinnamon in my pancakes.

2nd Place: Cocoa powder & Hazelnuts (Nutella Brownies)

By: Nathan Dumouchel, Buckingham Elementary

The ingredient I will be talking about today is Nutella which is the main ingredient in my favorite brownies. When my Mom makes these on cold winter days, with a mug of hot chocolate, it makes me feel all warm and cozy.

This is how Nutella is made. It all starts off with cocoa beans that are from cocoa trees. You can find cocoa trees in most countries but mainly in Africa and Asia. The beans are left to dry for ten days. Then the beans are shipped to Nutella factories. At the factory, the beans are roasted to get the cocoa butter out of the beans. The butter is used for other products. What is left is pure cocoa powder. The next ingredient is hazel nut. Most of the hazel nuts are from Turkey and Italy. The hazel nuts are inspected to make sure they are okay to use. They are also roasted and cleaned. When the hazel nuts are roasted they are added to a mixture that has cocoa powder, skim milk and sugar. It is mixed to a smooth spread. There are 97 hazel nuts in a 750g jar.

Nutella is so famous that it is now in places like Tim Horton's. It has 7% fat and 9% sugar, 2% protein and 0% salt. A cool fact is that there is so much Nutella made in one year that it could circle the world 1.8 times using the 750g jars. I am really craving my Mom's Nutella brownies so I think I will ask if we could go and make some together for dessert.



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Thank you, Tembec, for years of support!

The Literacy program of the Quebec Federation of Home and School Associations has enjoyed the support of various partners over the years. One such partnership has been with Tembec. Although primarily a manufacturer of forest products – lumber, paper pulp, paper and specialty cellulose pulp, Tembec has been generous in ongoing support of our literacy projects.

Beginning in 2005, Tembec had been supplying Baby Animal magazines, printed for the National Wildlife Federation on Tembec paper stock, to the QFHSA Literacy program. Hundreds of these children's book/magazines have been distributed across the province for years. Families in rural areas of Quebec through Born to Read programs such as at Family Ties in New Carlisle, Grenville Elementary near Hawkesbury, and Edgewater in Pincourt have benefited from these donations. Although the production of these magazines was discontinued in 2012, Tembec has exhibited continuous support in offering to donate paper products to our local associations to use as art paper for crafts and projects. (Many Home and Schools may remember picking up supplies of this paper at Fall Conference and at the Annual General Meeting.) The cost, however, to mail or ship supplies of this paper out to schools who could not attend our events always proved prohibitive, as the boxes were very heavy.



To its enormous credit, Tembec offered to ship the boxes of paper directly out to the schools themselves, at no cost to us. Thus schools in remote areas found this wonderful paper delivered right to their doorsteps! In fact, in 2015, Tembec took the initiative to ship supplies of paper to all the schools on the previous year's list, before QFHSA even had made the annual request! Such exceptional generosity for the past 11 years should not go without acknowledgement, and so we were pleased to present Tembec with a Certificate of Appreciation at the 2016 Annual General Meeting for their on-going support for QFHSA initiatives. Thank you Tembec!

Certificate of Appreciation Recipient: Ute Wilkinson

Marion Daigle, QFHSA Literacy Committee

'I see myself as a hub for books. People know that I collect them, so they turn to me when they get rid of their books. In turn, I know who could use them, and am happy to be the intermediary by which they get from the place they are no longer wanted to the place where they will be appreciated by new readers. I enjoy this activity very much, and am very glad to be helping people to the books they need.' - Ute Wilkinson

At the QFHSA AGM on April 30, Ute Wilkinson was honoured as the recipient of a QFHSA Certificate of Appreciation for her outstanding contributions to the federation's many literacy projects. Ute unwittingly became a member of the QFHSA Literacy Committee team about 15 years ago when Marion met her as a Home and Schooler and library volunteer at Edgewater Elementary in Pincourt. Ute always organized a fantastic book sale and provided helpful and knowledgeable advice when choosing appropriate books.

Outside of school, Ute sold Usborne books from home, then spent two years working at the Babar children's bookstore in Pte Claire. At the same time, she volunteered at the annual QFHSA Born to Read events..

After earning her degree in Library Science in 2009, Ute became a librarian at Westwood Junior High in St. Lazare. Again, she became famous for her huge book sales as part of Westwood's Home and School Christmas Bazaars. There was a treasure trove of adult and children's books which Ute stockpiled from one year to the next. She then became the official

QFHSA Literacy 'consultant', as it took on the important Reluctant Reader project for Secondary 1 and 2 students in high schools on and off island. Her knowledge and expertise regarding teen reading interests is incredible.

In 2011 the NOVA bookstore in Ste-Anne-de-Bellevue called on the QFHSA Literacy Committee to help distribute their surplus books to the QFHSA literacy network and beyond. Over four years, Ute and Marion collected over 2,500 boxes of books from NOVA alone, and enjoyed sorting and distributing the books.

Ute has many other contacts who donate books for the worthy causes she supports: QFHSA - for schools, libraries, community groups throughout Quebec; Westwood Senior High's sister school in Rwoga, Burundi; a school in Tanzania; Verdun Elementary School – for distribution to students; Forest Hill Senior Elementary School – Croque Livre box; Staff room bookshelves in several schools; Place Cartier and Allancroft Adult Education Centres' "Take a book / leave a book" shelves.

St. Paul's Elementary

Genesis Elementary



Parent volunteers at pancake breakfast on February 22, 2016, and staff appreciation week. Thank you tree made for staff appreciation week as well as thank you gifts and staff luncheon prepared and funded by Home and School.



Edgewater Elementary

There has been no shortage of activities and excitement at Edgewater this year. As this stimulating school year rapidly comes to an end next month, our Home & School committee can proudly declare another successful year of events, activities & fundraisers for our school community.

On April 2nd, we hosted our "Spring Shopfest" in the gymnasium. With all the treasures old and new being sold by our dynamic group of vendors, we are happy to announce this year's Shopfest to be the most productive to date. Next up, our beloved art department hosted their art vernissage on the evening of April 21st displaying the incredible & brilliant artistic talents of each & every Edgewater Student and even some very gifted teachers who donated some beautiful pieces to the silent auction. We finished up the month of April with our "Movie Night". Many Edgewater families were in attendance & a great time was had by all!

Our fantastic group of volunteers is busy taking orders and preparing for our final event of the year, our annual "Open House Pizza Party", which will be held on Thursday May 19th. This highly popular event allows the entire school community to come together to celebrate & present to new students starting in the fall everything that makes Edgewater exceptional.

Finally, with the end of the year comes our final fundraising campaign. We were very excited to offer our Edgewater "Spirit Wear". Our very own exclusively designed clothing and accessories to showcase our Edgewater pride. Due to the popularity & response to these items, we have decided to make this fundraiser a permanent yearly campaign by rotating & introducing new designs, colours and items to the collection. Check out some of adorable models!



Souvenir Elementary



Souvenir's 8th annual Family Fun Fest, held on Wednesday, June 1, 2016, was a resounding success! It was wonderful to see the community turn out in support of Souvenir Elementary School. The Family Fun Fest is always organized as an end-of-the-year celebration for the students that manages to bring the Souvenir community together. The children had a choice of seven inflatables, from Kloda productions. A returning favourite was the Jump Off where, once you climbed up, you had to jump down 15 feet. Younger children couldn't be kept away from the pony rides. In addition, the children played carnival-style games and were able to redeem prizes at the treasure chest. Families also enjoyed the night off from cooking. The menu included pizza from Pendelis, hot dogs, sausages and souvlakia from Amga and Allo Mon Coco, who generously donated the waffles. Sweet treats of cotton candy, popcorn and candy from Regal were also enjoyed. A huge thank you to all the parents and staff who helped out with Souvenir's Family Fun Fest. We must all appreciate the volunteers who helped with set-up, the volunteers and staff at the stations (food, games, entrance and inflatables), a special thanks to the volunteers that worked hard to gather gifts from corporate sponsors and purchase supplies needed and, of course, the clean-up crew. It's the Souvenir Home & School Association and the school's

parent committee that play a vital part in planning the event. Not everyone realizes how fortunate Souvenir is to have such amazing volunteers that do what needs to be done to ensure the Family Fun Fest takes place. An added bonus is that all funds raised benefit the school.

On Tuesday, May 17, 2016, the volunteers at Souvenir Elementary were honoured with a dinner at the school. It was a wonderful night and appreciated by all the volunteers as it was a change of pace for all of them they are usually busy helping and working to make many of the events at the school a success. Thank you to Cheryl Smith, Eric Ruggi and Brigitte St-Michel for organizing!

Wilder Penfield Elementary

WHAT AN AWESOME YEAR!

Wilder Penfield Home and School was able to offer several worthy projects in 2015-2016 including wonderful events, student activities, educational workshops and fundraisers for the benefit of our Wilder Penfield community. Members were also thrilled to host Brian Rock, President of the QFHSA, along with a fellow director and two staff members at our Home and School monthly meeting to discuss Bill 86 and QFHSA activities. Our dynamic Home and School kicked into high-gear to transform Wilder Penfield School into Hogwarts School with generous volunteers providing Harry Potter-themed breakfast and lunch buffets, decorating our school, creating fabulous HP keepsakes & baking treats during our phenomenal STAFF/DAYCARE APPRECIATION WEEK from Feb.22-26, 2016.

We are very grateful to all volunteers, sponsors and donors for their generosity in 2015/2016. We welcome new parent members and special partners to provide workshops, new projects and build our community network for our students. Thanks to all the students for their enthusiasm & smiles. Thanks to our Teachers, Custodians, Daycare Staff & Principal. If you blink, we will be transported to our 2016/2017 September Welcome Wilder event, Halloween Monster Mash and Holiday Craft Fair, so start brainstorming! Farewell, but don't be dismayed by goodbyes- we will meet again after the relaxing summer recess to continue our Home and School's awesome work in 2016/2017!



WHERE IS MY SCHOOL?

Disappointed that your school is not in the Focus on the Locals section? Please talk to your Home and School members and submit to news@qfhsa.org the wonderful things your association is doing for our next issue in August 2016 to news@qfhsa.org.



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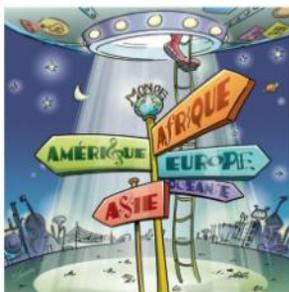
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