



THE VOICE OF  
THE PARENT IN  
EDUCATION

# QFHS NEWS

VOLUME 54 ISSUE 4

WINTER 2016

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# Thank you Education Minister Proulx



I had the distinct pleasure of spending four hours with Sébastien Proulx, the Minister of Education, Recreation and Sports, and the Minister of Families, on a recent Friday afternoon at the Hyatt Regency Hotel in Downtown Montréal. This was during one of the seventeen Public Consultations on Educational Success that Minister Proulx has led across the province in all the regions – in the Magdalen Islands, in Sept-Îles on the Côte-Nord, in Carleton on the Gaspé coast, in Chibougamou, in Rouyn-Noranda, as well as in the Metropolitan areas of Montréal, Québec City, Laval, Gatineau, and Sherbrooke. Minister Proulx has not only been everywhere, but he has been listening, taking copious notes, and responding to questions and concerns.

This man is incredibly hard-working – personally heading all seventeen Public Consultations between October 11th and November 28th, 2016.

Why does Sébastien Proulx care so much? A Montréal-born lawyer, Minister Proulx is married and the father of two children. He has been the Minister of Families since January 28th, 2016 and the Minister of Education, Recreation and Sports since February 22nd, 2016. Former MNA for Trois-Rivières from 2007 until 2008, he was elected in the by-election of June 8th, 2015, in the Québec City riding of Jean-Talton (following the resignation of Yves Bolduc).

A member of the Committee on Culture and Education before his ministerial appointments, he was instrumental in the putting aside of Education Bill 86 and the restoration of the abolished Act respecting school elections. He attended the hearings on Bill 105, again taking notes, listening attentively, and interchanging with presenters through thought-provoking questions and discussions.

After thirty education ministers over the last fifty-two years, and eight in the last six – Courchesne (2007-2010), Beauchamp (2010-2012), Courchesne again (2012), Malavoy (2012-2014), Bolduc ((2014-2015), Blais (2015-2016), Moreau (2016), and Proulx (2016), we look forward to working closely with Minister Proulx as a partner to enhance the voice of parents and families in the important decisions on educational success that will be made in the upcoming months and years.

Yours in education,

Brian Rock



## QFHSA NEWS

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# A message from the Executive Director



Carol Meindl

## HOME AND SCHOOL ELECTIONS- A TRANSFER OF POWER

Quebec, along with the rest of Canada, watched the unfolding drama south of the border with fascination and trepidation. Some took comfort in the fact that it was not our country. Transfer of power is not always an easy thing, especially when there are entrenched ideologies and deep unrest simmering beneath the surface of a populace.

On a much smaller scale, Home and Schools, either at the provincial or local levels, are not immune to the same sort of dynamic. Every spring, at the QFHSA's Annual General Meeting, directors finish their terms and new directors are elected. Some directors, like the new parents at the local level, are unfamiliar with the QFHSA and Home and School in general. Executive Committees get established and are full of enthusiasm and ideas. They work hard to gather a team of like-minded

volunteers to take on challenges and eventually, hone themselves into a well-oiled machine. Things start humming along and continue to do so for years.

New executives take time to find their place and new Home and School Associations are sometimes created from scratch or must merge activities from two schools. It is important to remember that all contributions, whether large or small, are to be acknowledged and encouraged. It is at times like these that the basic mission of Home and School must be remembered.

***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.***

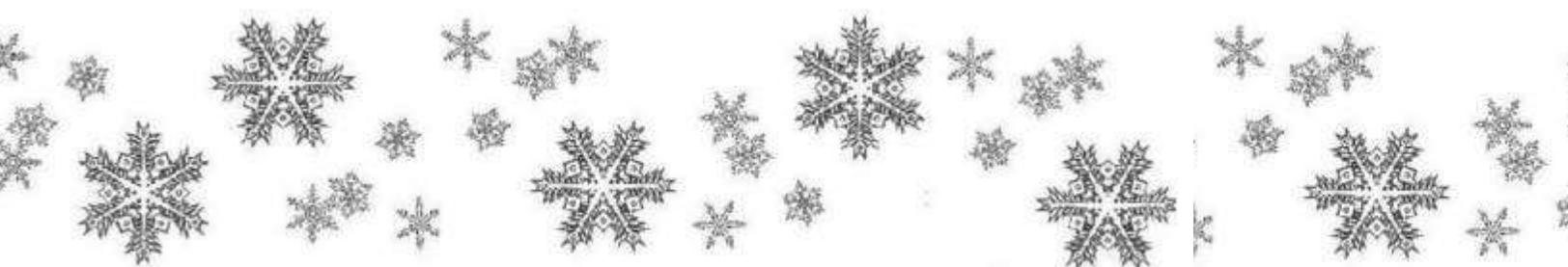
***The Quebec Federation of Home and School Associations Inc. promotes the involvement of parents, students, educators and the community at large in the advancement of learning, and acts as a voice for parents.***

Sometimes it is hard to let go but it is important to remember that a Home and School Association is an entity, with a membership that comes and goes, and with Executive Committee members that come and go. The work of the Association continues, but is revitalized through new ideas and new hands to do the work.

We have seen many Home and School Associations' Executive Committees change hands over the years, as parents graduate their children out of the school and move on to new challenges. We have seen existing Home and School Associations merge into one body, as their schools are forced to merge. Sometimes that transition/merger is a difficult one, but more often, it is a smooth transfer of power. Once that new Executive Committee is in place, members work together to support it and ensure its success. Home and School is essentially about co-operation and working together toward a shared goal and that shared goal is the enhancement of education. We have only to look to our neighbours to the south to see what can happen when people can't, and won't, put the interests of their wider community ahead of their own personal ambitions.

We owe it to our children to serve as role-models and demonstrate cooperation and always seek compromise. After all, change is inevitable. It is a test of character to demonstrate how well we adapt to that change.

Have a wonderful winter holiday and come back in January recharged and ready for anything.



# Membership Services

**News:** It has been a busy fall with visits to many local associations including the two newest Home and Schools – Butler Elementary (Eastern Townships) and Children’s World Academy (LBPSB). Welcome! I would like to thank the QFHSA staff and board members for their help at this busy time. If your Home and School would benefit from a visit from QFHSA representatives, please call the QFHSA office.

**Updating the Constitution and By-Laws: Put this on your Home and School “to-do” list so that they can be voted on at your spring AGM.** The executive is often very surprised to find out that current practices are not part of their (sometimes archaic) Home and School constitution and by-laws. Have a committee of 2-3 people start with the templates on the QFHSA website and adapt them to your local association’s current procedures. Having updated policies gives a solid framework to your association and helps explain why things are done in a certain fashion.

**Regional Councils:** Thank you to St. Patrick’s Home and School (LBPSB) for hosting a regional council on October 20<sup>th</sup> for “off-island” elementary school associations.

Even with the conflict with high school open houses there was a good turnout and everyone came away with new ideas. Please contact me if your school would like to host a meeting one evening or Saturday morning.

**Paperwork:** With the fall conference over, the pile of papers on my desk are slowly disappearing. **The following are overdue:** 2015-2016 President’s Activity Report and Treasurer’s Report, the Executive List, the Local Association Renewal Form, the Administration Fee, the first membership list and fees. Please email the documents to Marlyn at marlynbrownrigg@qfhsa.org

**Insurance and Charitable Receipts:** Sheila Desormeaux will be handling these requests. She can be reached at sheiladesormeaux@qfhsa.org. Forms are on the QFHSA website and remember to please allow one (1) week for insurance processing.

Enjoy the winter break!  
Marlyn Brownrigg  
QFHSA Membership Services

### **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.

# Quebec Anglophone Heritage Network

## H E R I T A G E

2017

Open to High School Students across Quebec!

Back by popular demand! Cash prizes! A chance to get published!

QAHN is pleased to announce the 6th edition of its annual Heritage Photo Contest. This contest is open to students enrolled in English-language high schools in the province of Quebec.

<http://qahn.org/kids-heritage-essay-contest>

## P H O T O C O N T E S T

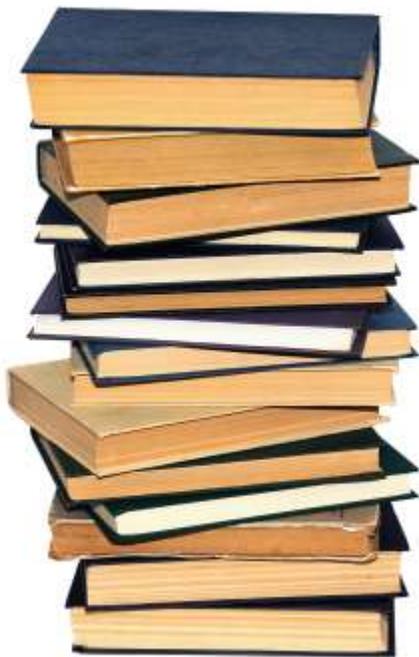
2017



## MNA DAVID BIRNBAUM, VISITS QFHSA OFFICES

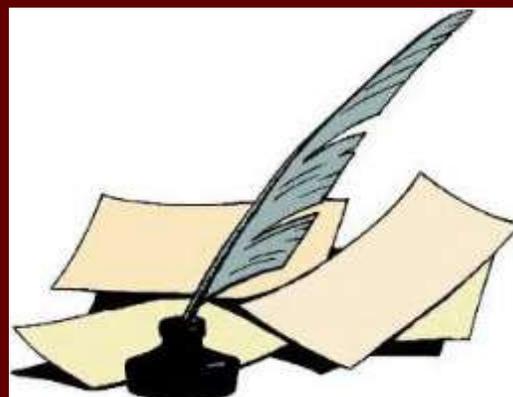


On October 13, 2016, David Birnbaum made a visit to the QFHSA offices to personally present a cheque to Carol Meindl, Executive Director, in support of the QFHSA Literacy Projects. This generous donation will be put toward book purchases as well as shipping charges to send boxes of reading material to small schools and community libraries in Quebec. A sincere thank you is extended to David Birnbaum on behalf of the Federation!



## 2017 Heritage Essay Contest

The Quebec Anglophone Heritage Network is looking for hometown history! We're offering students in Grades 4, 5 and 6 cash prizes for the best true stories about remarkable people, events and traditions from Quebec's past, and a chance to see their work published. For more information on contest rules and how to participate, click here!  
<http://qahn.org/kids-heritage-essay-contest>



# Education Bill 105 and how it affects the QFHSA

By Brian Rock

On Friday, December 23<sup>rd</sup>, 2016, the parent commissioners in all school boards in the province of Québec finally receive the right to vote. This event was long overdue, and had been suggested during the public hearings leading up to the passing of the Education Act way back in 1988 when Claude Ryan was the Minister of Education in the second cabinet of Premier Robert Bourassa. Thank you, Education Minister Sébastien Proulx, for this early Xmas present.

The passage of Bill 105 on Wednesday, November 16<sup>th</sup>, 2016 puts to rest the nightmares of Education Bill 86, introduced by Francois Blais, then Minister of Education, Higher Education and Research back on Friday, December 4<sup>th</sup>, 2015. Bill 86 had suggested wide-ranging major changes to both the Education Act and an Act respecting school elections. However, surviving are the increased powers in the hands of the Education Minister which can directly affect schools, Governing Boards, and Parent Participation Organizations (P.P.O.'s) and the monies raised by them through fund-raising.

***...INCREASED POWER IN THE HANDS OF THE EDUCATION MINISTER...CAN DIRECTLY AFFECT SCHOOLS, GOVERNING BOARDS, PARENT PARTICIPATION ORGANIZATIONS (P.P.O.) AND THE MONIES RAISED BY THEM THROUGH FUNDRAISING.***



As you are probably already aware, only three categories of bank accounts are permitted in the realm of education in the province of Québec - those of educational foundations, the local Home and School associations in good standing of the QFHSA and the QFHSA itself, and school boards. However, the powers of the Education Minister allow for the transfer of surplus accounts as of July 1<sup>st</sup> from those held by the school boards including schools, Governing Boards, and P. P. O.'s.. Therefore, all monies raised through fund-raising by schools, Governing Boards, and P. P. O.s must be spent by June 30<sup>th</sup> to protect them from possible transfers.

***For more information on QFHSA concerns with Bill 105 (now Law 105) follow this [link](#) to the Opinion Letter sent to Minister of Education, Sebastien Proulx in September 2016***

The provincial charter of not-for-profit charitable status held by the QFHSA puts our federation in the enviable position of being able to encourage P. P. O.s, Governing Boards, and schools without a local Home and School association to start making plans to establish a local Home and School association at the General Assembly of Parents during the month of September of 2017.

For further information, please contact;  
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# Gender Identity and Expression

## Gender Identity and Expression: New Human Rights Protections

By *Éducaloi*

Quebec law was recently changed to add new protections against discrimination based on gender identity and gender expression.

### What Is Gender Identity and Gender Expression?

Gender identity is a person's internal sense of gender: male, female, a blend of both or neither. Gender identity can be the same or different from the sex assigned at birth and sexual orientation.

Gender expression is the way people express their gender identities: behaviour, appearance and speech, for example. These don't always conform to characteristics typically associated with being either masculine or feminine.

### Changes to Quebec's Human Rights Charter

This year, the Quebec Charter of Human Rights and Freedoms was changed. Gender identity or expression was added as a prohibited ground of discrimination and harassment. So, you cannot deny someone rights, or harass or insult someone, based on gender identity or expression.

Discrimination is when people are treated differently because of a personal characteristic such as gender, religion, political beliefs or sexual orientation. This unequal treatment can take the form of a distinction, an exclusion or a preference.



Éducaloi has teaching guides to help you explore the themes of human rights and discrimination with students:

[Reasonable Accommodation](#)  
[Discrimination at School?](#)

You might also want to look at this program from one of Éducaloi's partner organizations:

[Human Rights Program of the Canadian Bar Association, Quebec Branch](#)

### About Éducaloi

Éducaloi is a registered charity whose mission is to inform Quebecers about the law by providing legal information in everyday language. Learn more about Éducaloi at [www.educaloi.qc.ca/en](http://www.educaloi.qc.ca/en)

## New Videos for Parents

MediaSmarts has created two new videos for parents to help them keep up with their kids' social media use. Social networks are a great way for teens to make and connect with friends but there are issues parents need to understand. These new resources will help parents support their kids as they explore the online world. The videos offer tips on talking to kids about social media use and issues that can arise; identifying potential safety risks; and establishing good house rules for social media.

[Video 1](https://www.youtube.com/watch?v=6GqKU_0Ig7s&feature=youtu.be) :[https://www.youtube.com/watch?v=6GqKU\\_0Ig7s&feature=youtu.be](https://www.youtube.com/watch?v=6GqKU_0Ig7s&feature=youtu.be)  
[Video 2](https://www.youtube.com/watch?v=6GqKU_0Ig7s&feature=youtu.be) [https://www.youtube.com/watch?v=6GqKU\\_0Ig7s&feature=youtu.be](https://www.youtube.com/watch?v=6GqKU_0Ig7s&feature=youtu.be)



# QFHSA Fall conference

## Key note speaker: Nakuset

*Lisa Fougere, President of Westwood Home and School Association*

**Every single person at this year's Fall Conference sat and listened to an incredible account of one person's life, by a wonderfully compelling and strong woman who calls herself Nakuset.**

Nakuset is a Cree native of Manitoba who was part of the "Sixties Scoop", where she was taken from her mother and family and sent to live in Quebec with an adoptive family (her biological mother had herself been subjected to the Residential Schools in Canada in her school years growing up). The Sixties Scoop started in the 1960s and continued to 1985, during which time the Canadian Government estimates more than 11,000 Aboriginal children were removed from their families, often without their parents' consent, and adopted out under the government program, but within North America. There were likely thousands more affected than originally stated.

Nakuset had a difficult life growing up as a Jewish Indian in Hampstead, Quebec, without any ties to her real family or culture. She told of a very emotional upbringing and what it felt like to be told that her family history was worthless and be forced to assimilate into what was supposed to be considered a better life, a more "white" life. We all learned about the effects of the residential schools and the Sixties Scoop, and how it has led to a lost generation, many of whom were sexual abuse survivors, suffering from depression, alcoholism, suicide attempts, and PTSD as a result of their experience.

The aboriginals lost their culture, their language, their history and their confidence. They are a generation caught between trying to get back to their cultural roots and coming to terms with their abusive upbringing.

Nakuset is now a leading advocate for aboriginal rights and is the Executive Director of the Montreal Native Women's Shelter. She is also the host of a community TV show called "Indigenous Power", changing the public perception of the current generation of aboriginals, showing youth that are proud of their cultural roots and embracing it. The program showcases aboriginals' successes, talents and the positive stories instead of always focusing on the negatives. Nakuset is currently working with the Montreal Police SPVM on a training program to sensitize and educate police trainees on Native culture, history and behavior, to better understand how to approach individuals in distress.

Our Quebec History curriculum does a disservice by not including the history of aboriginals and how they are presently affected. The QFHSA encourages all Home and Schools to use this experience at the Fall Conference as an opportunity to bring indigenous people into the local schools, to educate, raise awareness and celebrate everyone's differences. We can be part of bringing a more inclusive history to all students and to celebrate our unique customs and upbringing. The diversity is what makes us all richer. Video link found [here: https://vimeo.com/194416317](https://vimeo.com/194416317)



Brian Rock, QFHSA President, Nakuset, Keynote Speaker, Marion Daigle. Carol Meindl, Executive Director

# Plenary Panel: Learning the Lessons of History

## Creating a New Narrative for Canada

*Meg Sinclair, Librarian, attended the Plenary Session and submitted the following report:*

After a riveting and powerful keynote presentation by Nakuset, the Executive Director of the Native Women's Shelter of Montreal, a plenary panel convened to talk specifically about the Quebec history curriculum with regard to inclusiveness of cultural diversity.

Panelists were Simon Jacobs, moderator and an author on the Jewish community in Quebec City; Kevin Deer, Mohawk elder and teacher at the Karonhianonhnha Mohawk Immersion School; Dorothy Williams, author and historian on the African-Canadian experience; and Robert Green, teacher and senior head of the social studies department at Westmount High School.

Simon Jacobs, moderator, began with an appeal to make the history curriculum as inclusive as possible. His questions for the audience were: how do we apply what we hear today? What is happening across the province, beyond your own school? What is presented in French and English? and What resources do we have?

Kevin Deer, elder, presented an indigenous perspective on education, encouraging us to go back to the beginning, the time of creation myths and understand how the ancient stories predict the present and future. Wisdom through storytelling, cultural traditions and activities all contribute to a way forward for the next generation. The curriculum needs to reflect these qualities.

Dorothy Williams, historian, explained that she does not come from a family of immigrants but rather a community of slavery in Nova Scotia, which also existed in Quebec. When her community looks for itself in the Canadian narrative, it is lacking or invisible. Black youth do not see themselves in Canadian history, Black History month is too American; and the fall out is disengagement. Dorothy has helped to develop the ABC's Learning Kit, a resource on Canadian Black History <http://www.blacbiblio.com>. She would like to see more Canadian black history from publishers and for the Ministry of Education to broaden the curriculum.

Robert Green, teacher, advocates for further curriculum reform. Motivation is difficult when the curriculum demands the learning of a set of facts. Discussion and critical thinking are necessary to make connections between the past and present. A broadening of the curriculum is necessary to include more diverse cultural communities and to include what it means to be a citizen.



Plenary Panel: left to right: Robert Green, Kevin Deer, Dorothy Williams, Simon Jacobs

Questions from the floor included how parents can help. Dorothy Williams encouraged dialogue between parents, to challenge materials used in the classroom, and to ask questions about how their cultural identity is reflected in the curriculum.

Robert Green talked about political pressure to have the curriculum "denationalized". He would like to see a broad shared English/French vision.

The QFHSA president encouraged everyone to identify cultural community heroes and make them a part of the whole curriculum. The QFHSA supports schools by providing resources to teachers and libraries.

The president of the Quebec Community Group Network suggested that if the ideas presented cannot be changed provincially, then to work locally. Intercultural awareness is key.

Another question referred to the need for a paradigm shift in how we learn as well as what we learn. Nakuset reminded us that oral learning is powerful but difficult to evaluate. Robert Green spoke to the need for more resources for English teachers of history and Simon Jacobs reminded us that one size does not fit all.

Video link found [here](https://vimeo.com/album/4289690/video/193947217): <https://vimeo.com/album/4289690/video/193947217>

# QFHSA Workshops

## Cultivating and Enhancing Your Child's Self-Esteem

### Review by;

Lara Holmes, Macdonald High School Home & School

This interactive workshop focused on what self-esteem means to us and what we can do to build it among our children. The facilitators, Deb and Mona, D&M Family & School Services, began the workshop by handing out Post-it notes and asking the group to write down attributes that suggest that someone has high self-esteem. A number of different answers were given, including: confidence, pride, bravery, self-assuredness, resilience, and risk-taking. The literature suggested that there are two components to self-esteem: 1) the feeling of being loved and accepted by others, and 2) a sense of competence and mastery performing tasks and solving problems independently.

**Another component of fostering self-esteem is working toward a place where kids feel like they can be vulnerable.**

In the digital, social media world where our kids live today, each time they post a "selfie" they're opening themselves up to comments from others and making themselves vulnerable, but kids don't necessarily understand this.

Deb and Mona showed an example of a boy named Evan, who was born with a birthmark on his face, who developed a desire to explain and promote understanding of his birthmark. He went to the library and looked for books on children with birthmarks, but there weren't any, so, with his mother's help, he wrote a book called "Buddy Booby's Birthmark" which had a message of empowerment in it, rather than one of bullying. Evan went on to be very successful with his book and in life. Evan's birthmark was linked to his self-esteem, because he and his mom defined him



with it rather than trying to separate himself from it. However, the impact of his birthmark on his self-esteem could have had a very different outcome if his mom had not come to terms with it, which is sometimes what happens when a child has a "disability".

Similar to Evan's story, belonging and acceptance is where parents have the biggest potential to give their kids roots. Deb and Mona asked the group, "When your kids look into your eyes, what do they see? What's the reflection they see back when they tell you something difficult and they've made themselves vulnerable?" They encouraged the group to think about that.

Body image is part of self-esteem and Deb and Mona gave the group the following strategies to promote positive body image with our children:

- Focus on positive, affirming messages
- Talk about good eating habits
- Make physical activity part of what you do as a family
- Help your children learn how to minimize the impact when others make unhelpful comments either to them or their friends
- Set an example and monitor your own comments about appearance

The last message of the workshop was that "kite parenting" is when a parent is close enough to rescue their child from danger, but they still let their child fly as high as they can. This approach allows children to experiment and interact with the world, although there is the chance that they could get hurt, but, as parents, we're there to support them in the background. This helps to build our children's self-esteem because it's helping them "own" their lives and their mistakes.



# Quebec Reading Connection

## Review by;

*Daphne Daifas, St. John Fisher Home and School*

It was my love of books and reading that drew me to register for the “Quebec Reading Connection” (QRC) workshop at the recent QFHSA Fall Conference. I am so glad that I did. The workshop was given by Kathryn Byrne, a person who exudes a passion for good books. Kathryn explained how literacy is fundamental in her life as a mother, teacher and Elementary Program Specialist at the MEES program and how her passion for good books and literacy makes her work a joy. That enjoyment and knowledge came through as she walked us through the goal and services that the QRC provides.

The workshop began with an exploration of the website ([www.quebecreadingconnections.ca](http://www.quebecreadingconnections.ca)). Through the site, the QRC offers information about a vast selection of good literature and seeks to enhance the development of learning language and cultural awareness in children while they learn to love reading. Kathryn explained that books included in the selections are chosen carefully using rigorous criteria and that the books that are selected are intended for use by a wide age range (preschool through to secondary school). Teachers, librarians, students, parents, grandparents and anyone else interested in good books can find a wealth of

useful information on the QRC website. The database contains selected books and can be searched by keyword. Each record displays an image of the book, publishing information, related keywords, and a recommended reading level (both for Elementary English Language Arts and for English as a second language) as well as identifying cross-curricular competencies and broad areas of learning and suggesting “companion books”, i.e., books that are similar and would work together. I was amazed to learn that there are some really great tips designed for both ELA and ESL available that provide ways to share each particular book with children that will facilitate discussion and engage children. Kathryn demonstrated by reading books to us as she would to a child. As she read, she asked us questions about the words, the pictures, the ideas and concepts within the story and drew us in to become actively involved in the story. The session came to a close with a chance to browse some of the amazing books that she had brought and share discussion with other attendees. I’m glad that the workshop was offered and that I attended.



## QFHSA Workshop review

### *Reading: Do the books in our schools reflect our society's diversity and cultural identities?*

*By; Marion Daigle and Sheila Desormeaux*

Recently, the Montreal Gazette (October 24, 2016) featured an opinion piece "What I owe my elementary school librarian" in which the writer praised the librarian who saw her love of reading at the age of six and "helped it bloom." This happened fifty years ago and Meenakshi Ponnuswarni is now an associate professor of English in the United States.

In this afternoon workshop, a panel of four outstanding librarians gave us a clear understanding of the importance of their role in helping students to expand on their place in the world through reading.

Ute Wilkinson, a librarian who works in 5 different elementary schools within the Lester B Pearson School Board, was the moderator of the workshop. She set the tone by explaining what we should be looking for when it comes to diversity in books. It is a "representation of characters and plots featuring diverse ability, gender, sexual orientation, ancestry, race and religion."

Panelist Beverley Graham, the librarian from Lauren Hill Academy Junior Campus, shared a great power point presentation which showed us a wonderful selection of books reflecting diversity that she recommended sharing with our school community. Beverley is very proud of the collection of graphic novels on the shelves at Lauren Hill Academy, showcasing multiculturalism and diversity in a more modern comic format, which proves a huge hit with the boys.

Panelist Karihwaiénhne (Joanne) McGregor, the librarian technician at the Mohawk Elementary School in Kahnawake, brought a personal touch by sharing a variety of indigenous stories,



each of which seemed to touch her heart in a very special way. An important point she made was that it was difficult to obtain funds to buy these books. It seems to be a vicious cycle, as there is easier access to Scholastics books because of their more popular titles, while books representing indigenous stories are less in demand and therefore there are not as many in print. As a result, money is often spent elsewhere.

Panelist Joanne Woolley, the librarian at Lakeside Academy, spoke about the importance of every student having ownership in their school library. Every child should be reflected through the selection of books on the shelves. Regardless of race, religion, sexuality, or language, all aspects of multiculturalism and diversity must be represented.



# QFHSA Workshop review

## Volunteering matters

By Aaron Fraser, Roslyn Home and School

“Mission Driven Volunteering OR How We Get Rid of the Zombies” was the title on the opening slide in Heather Darch’s workshop – a fun and unusual title that made more and more sense the more we heard.

Heather began the workshop by asking each one of us in the room to take out a piece of paper and a pen, listen to the questions she was going to ask and give ourselves points for whichever answers we got correct.

The questions were based on one’s knowledge of technology and social media savvy such as:

- Have you ever “tweeted” (2 points)
- Do you know what an MMO game is? (2 points)
- Do you post photos to Instagram (1 point)
- Do you Blog for professional reasons (1 point)
- Do you blog for personal reasons? (2 point)
- Do you Snapchat (2 points)
- Do you watch Vines? (2 points)
- Do you use Facebook (1 point)
- Do you take photographs with your phone (2 points)
- When using handheld devices do you use one finger? (1 point)
- Do you use your thumbs (2 points)
- Do you know how to use the Cloud (2 points)
- and so on...

At the end, we were asked to tally our points and put our hand up when we fell within whichever group she mentioned. The groups fell into these categories based on their sense of technology:

- 0-7 points were known as traditionalists (born prior to 1945)
- 8-12 points – baby boomer (born 1946-65)
- 13-17 points – generation X (1965-83)
- 18 + points – millennial (1982-2004)

The point being, “When talking about society and our communities as a volunteer base we need to start identifying the generational differences that are out there”. Not everyone has the same purpose for volunteering.

It was found that, generally, as the volunteers got younger they looked for a shorter commitment time – they were volunteering more than any other age group but they preferred to do it in small, focused bits.

They didn’t volunteer as much for image or status or for social reasons. They wanted to get the work done and get home to their families.

Here are the percentages:

- 47% of Canadians age 15 and over volunteered in 2015.
- 2 billion hours to volunteer activities equivalent to 1 million full-time jobs.
- 36% Seniors (71+)
- 41% Boomers (45 to 70)
- 54% Gen-Xers (35 to 44 year olds)
- 58% Millennials (15 to 24 years old) and 46% (25 to 34 years old)

### Mission Driven Volunteering

- Mission-driven volunteer roles are built around what the organization needs to accomplish, not what positions the organization needs to fill.
- It’s about allowing members to design their own engagement in ways that connect to the organization’s mission and to their own skills, abilities, and passions.
- In a way you have to think upside down. We usually think of the job and then provide the description. We need instead to think about what needs to get done first so we change the definition.

To illustrate these points we did an exercise where we had to choose a “micro-task” and create a flow chart of how it would get done. Although it seemed common sense, once it was done it had a real impact on the group to see how EASY it could be to break off little tasks and delegate them to the people whose skills appropriately fit the task.

Suddenly they were flush with volunteers as everyone was happy to be contributing at their own pace and commitment level. The mission was taken apart and apportioned in a more efficient manner to accomplish all of the tasks to completion.



Robert Green and Dorothy Williams



Left to right: Brian Rock and Geoff Kelley, MNA Jacques Cartier and Minister for Northern Affairs



Vendor Market



Special guest greeters from left to right: Jennifer Maccarone, President QESBA; Cathrine Le Maistre, Chair Advisory Board on English Education; David Birnbaum MNA D'Arcy McGee; Geoff Kelley, MNA Jacques Cartier and Minister of Northern Affairs



Vendor Market



Regional Council



Nakuset



Kevin Deer



Nakuset audience



Simon Jacobs



Nakuset audience

# Special thank you



This year's Fall Conference was one of our best, from the sincerity of the keynote speaker, Nakuset, to the passion of the Plenary Session Panel: Simon Jacobs, Kevin Deer, Dorothy Williams and Robert Green.

A special word of thanks goes out to the generosity of the following publishing companies who donated books and catalogues for our conference bags this year: Greenwood Books, Inhabit Education, Fitzhenry and Whiteside, Orca Book Publishers, Pemmican Publishing, Portage and Main Press and Nimbus Publishing. Two children's books were given to each delegate to add to their school library.

The catalogues will be useful as a resource to guide future book purchases.

It was our special pleasure to be able to give each high school that attended the Fall Conference both a copy of "Dreaming in Indian: Contemporary Native American Voices" edited by Lisa Charleyboy and Mary Beth Leatherdale and also a copy of "Secret Path" by Gord Downie and Jeff Lemire.

Additional copies of these two books will be provided to each of the remaining high school member associations that could not attend Fall Conference.



## ABC's of Canadian Black History

Hello my name is Linton Garner and I am one of the editors and creators of the **ABC's of Canadian Black History**. Along with Dr. Dorothy W. Williams the author and progenitor of the material, we want to introduce you to this wonderful educational tool we have designed for all students, teachers and educators across the country.

The ABC's of Canadian Black History is a pre-designed curriculum enhancer tailored to an educator's perspective for in-class teaching, presentations as well as in-depth study and research. The ABC's is a kit that can be used in elementary through university to inform students of the contributions of the Black community to the development of Canada since the 1600's. The largely ignored historical role of Blacks throughout Canadian history is particularly relevant today in the multiethnic and multicultural environments in our present day schools and educational institutions.

The ABC's kit was created to bring life to the many personalities and events which have shaped this beautiful country we call Canada. Each letter of the alphabet features a person, place or event detailing its historical relevance. The kit is subtitled "A Journey of Discovery into Canadian History", because that's what it is, Canadian history, that here to fore was omitted from the pages of history textbooks, because the role of the Black community in Canadian history was not deemed important, or of historical significance.

Today, given our modern reality, we see the relevance of understanding the role minority communities have played in the development of Canada. Teachers tell us that more and more, they need culturally inclusive material to reach the diverse populations in their classrooms. Students continually press them on issues related to what is not on the pages of the texts provided for them. The ABC's of Canadian Black History provides that material, and does so in a variety of modes which will engage students and teachers alike in discovering the missing pages in their historical texts.

The kit itself is a turn-key lesson plan for teachers containing the following elements;

- a) Teachers manual with each personality or event detailed complete with a "ditty" or mnemonic to aid in comprehension and retention, key words, advanced question and further topics of discussion,
- b) A teachers guide with answers to the questions raised in the manual, as well as a glossary of terms and a rubric detailing the relevance of the material to the Quebec Educational Plan (QEP).
- c) 2 sets of Playing Cards using the characters, places and events detailed in the teachers manual
- d) A number of games, puzzles and crosswords appropriate to the age groups a teacher may be instructing
- e) A timeline with pictures of the characters and events, placing them in context to the timeline of the development of Canada.

We are confident you will find the ABC's of Canadian Black History both fun and engaging. We are certain this is material you and your students will not have been aware of, nor understood the significance these personalities, places and events to our country's development. This material can not only provide the material needed for Black History Month activities, but also help teachers and educators inform their charges on issues related to race, discrimination and diversity and inclusion.

# Tribute to Alan Locke

by Marion Daigle, Past QFHSA President

Quebec Federation of Home and School Associations was saddened to learn of the death of Allan Locke on August 11, 2016. Al, as he was known to his family and friends, was the father of four children and, along with his wife, Joan, was deeply committed to their education. Through his leadership in Home and School, locally, provincially and nationally, he took that commitment one step further.

From his earliest years in Home and School, Al was cast into a leadership role as President at Northview Elementary and later on, at Lindsay Place High School, both in Pointe-Claire. As a member of the Lakeshore Regional Council of Home and School (LRC), he served as President and for several years, he represented the Council as a liaison to the Lakeshore School Board.

During the 1980's, Al served on the QFHSA Board of Directors, representing LRC, three years as Chair of the Resolutions Committee, an active member of both the Fall Conference and AGM committees and was on the QFHSA Executive as a Vice President.

From 1993-95, Al was QFHSA Co-President with Wendy Buchanan.

From 1986-88, Al very ably represented QFHSA on the Protestant Committee of the Superior Council of Education and from 1989-91 served as chair.

Both Al and his wife, Joan, were active delegates at the Canadian Home and School Federation level in the 1980's and again, later on, when Al served as Co- President. Al was a lifelong leader in the Boy Scout movement and represented QFHSA for many years as a liaison to the National Council of Boy Scouts of Canada.

In 1985, Al and Joan were joint recipients of the Leslie N. Buzzell Award for their leadership and dedication to the aims and goals of QFHSA. This was a fine example of partnership in this family-based organization.

Al Locke was a man of faith whose commitment to family, friends and community always shone through. His generosity of spirit and his keen sense of humour, evident as he carried out the many tasks that came his way, will long be remembered in the home, the school and the community he served so well.





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# Focus on



## *The locals*

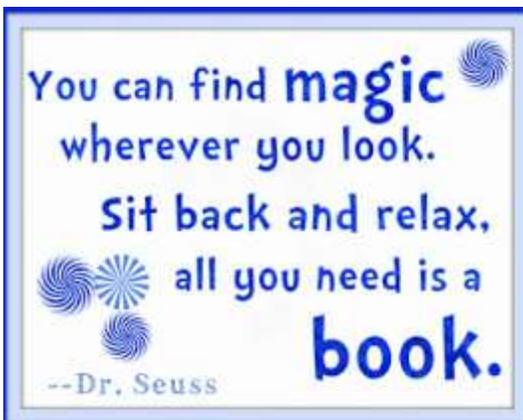
### St. John Fisher Elementary

#### Fostering Literacy and Community with a Little Library

What started as a suggestion from our Home and School's Vice-President, Daphne Daifas, a woman who is passionate about literacy to say the least, our very own Little Library was born. In the true essence of the Little Free Library program, ours was built as a collaborative effort.

My father, Joseph Pelletier, grandfather to two SFJ students, eagerly accepted the task of building the little house. With great care and detail, he managed to deliver something far better than any of us could have expected! Daphne, our VP, provided ideas for decorating, with the added touch of suggesting a Dr. Seuss quote. With a beautifully crafted canvas, and inspirational design direction, I set to work to bring the little house to life.

The Little Library has found a home in a busy part of our senior campus, where students will have the chance to visit it daily. Our hope is that our young readers continue to feed their love of enjoying a good book, but also experience the often far more fulfilling love of sharing that same book with a friend.



Our 2016-17 "Join the Force" movement has been a smashing success! We hosted our "Welcome Wilder" party with games and tattoos for all students & our Home and School donated schoolyard athletic equipment for outdoor recess time. The chests are filled with new soccer balls and games to keep our happy students active.

To further raise our wonderful school spirit, we launched our "Wilder Wear" school clothing fundraiser as well as our frozen Cookie Dough fundraising campaigns. Money raised will fund items and activities such as school plays, educational workshops, athletic activities, upgrades to our library & classrooms as well as to our music program.

Our men and women collected non-perishable canned goods from our generous community for our spiritual animator's "Halloween for Hunger" program, at our smashing Monster Mash dance on Oct.28th! Students paraded their awesome costumes, won door prizes and took selfies at our creative photo booth. The DJ's light show mesmerized our students as they danced wildly to the groovy music after their sugar fix from the scrumptious Monster Mash bake table.

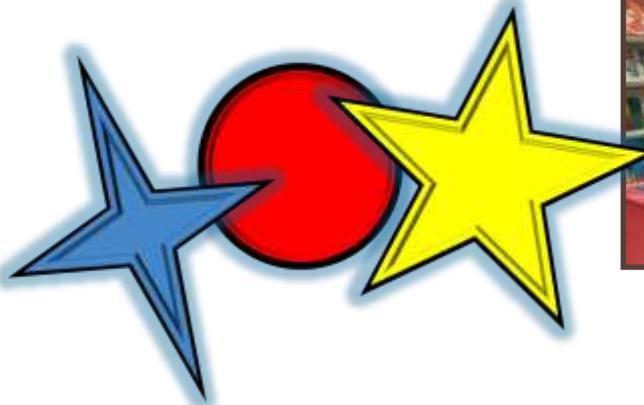


As the Supermoon loomed large around the world, Jack Sparrow continued to haunt our halls as everyone eagerly decorated our school for the Scholastic Bookaneer Book Fair. Our volunteers and students transformed our classrooms with a magical pirate theme for this awesome literary event taking place during Parent-Teacher interviews. Guest readers from our community included our cherished Socio-Community Police Officer Leslie Potts, who read to students from a favorite book. We also hosted special family book fair events, granting a \$50 raffle prize to a lucky parent/student. Our Book Fair culminated with a memorable Robbie Burns reading by Stephan Gaines, a dedicated teacher and veteran from the Black Watch Royal Highland Regiment of Canada/Karnak Shriners Pipe and Drums.



Wilder Penfield HandS also proudly donated a new Canadian Flag to our school and gave Canadian Flag pins to all students to celebrate Remembrance Day during a wonderful ceremony. Students will unite again in Santa's Workshop during our annual Holiday Craft Fair on December 2; where our students "Make and Take" lovely, handcrafted holiday items. This is a highly-anticipated, merry event where we come together as a community to share our holiday spirit and give away fabulous door prizes. Much rest is deserved after the Holiday Fair as our volunteers recharge for our Staff/Teacher Appreciation week in the New Year as well as our Canada 150 celebrations.

We are extremely grateful to our classy HandS members, school teachers/staff, school principal and dedicated volunteers who support our very special Wilder Penfield school community. "Live a little Wilder" and welcome the Winter Solstice.



## Vibrant, festive and united!

What better way to end the school year than with the inauguration of the 1<sup>st</sup> Annual Lakeside Community BBQ on Friday, June 17<sup>th</sup>, 2016 presented by **Lakeside's Home and School Association**.

Genuine community commitment has been a key element in the school's operating philosophy and in the success of Lakeside's students these past years. It has, most especially, been the evident winning formula throughout the 2015-2016 academic year. So, a well-earned party was decidedly the right way to cap off the year and launch joyfully into summer.

The positive energy created the ambience. The **Lakeside Coffee House Band** added to the mood with live entertainment. The **Community kiosk** hosted Girl Guides, Scouts, AJOI (Action Jeunesse de l'Ouest de l'Île) and the Tea Pot seniors' organization representing some of the community groups where Lakeside students volunteer or are members. The BBQ was also designed to offer **fundraising opportunities to directly improve student life** where it is needed most.

Lakeside's Home and School introduced a school supply drive in a bigger scale in the form of "**Lakeside Cares and Shares**" to benefit the Lakeside community and the international non-profit organization, *Kaya's Kids*, that raises funds and collects goods for the Paradise Orphanage in Kaya, Burkina Faso, West Africa.



CTV News sent weather reporter Laurie Graham for her live weather updates during the 6pm news hour on location at Lakeside. A rainbow appeared at the finale of Lakeside's Community BBQ arching into the school. It represented well how the community feels about our school. Lakeside Academy is indeed our precious pot of gold.

Lakeside's Home and School is delighted to have launched a **new tradition of community celebration** at Lakeside Academy.

## Springdale

It takes time, energy, volunteers and a community to build a positive and safe environment for kids to learn. Springdale Elementary is lucky to have achieved all that and more. Between having a great staff managing the school and a successful Home & School committee, we were able to accomplish great things:

Last June's Fun Day counted a group of over 20 volunteers (of all ages) getting together to offer the kids a day filled of laughter, play, dance, sunshine and fun!

There were inflatables, sporting activities, tattooing, face painting, and 97.4 Hits FM jamming it up making this day a special day for all the kids.

The 2016-2017 school year opened with Springdale's first ever Buddy Bench! We are proud to present the final product, with a unique message for our kids: Kindness is powerful. Be a Superhero! A tool to forge friendships and kindness amongst the students and to ensure that nobody feels alone, there is always room on our Buddy Bench to make friends! A heartfelt thanks from Springdale to our D.D.O. Mayor, Ed Janiszewski, for donating the bench to us.



# Honoré Mercier

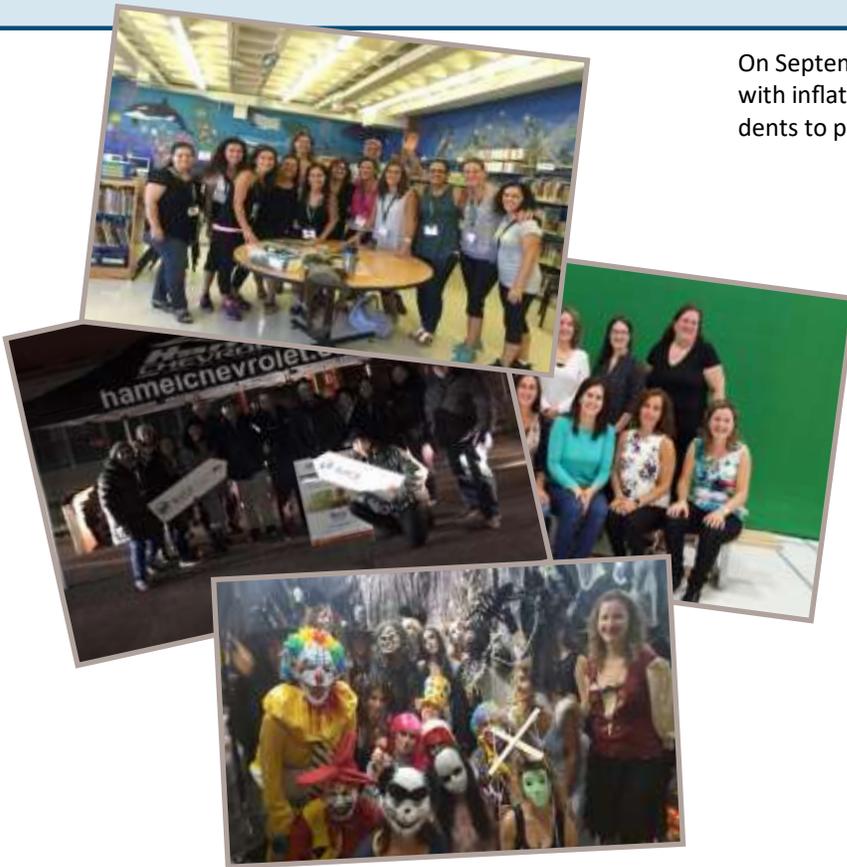
On September 9, 2016 HM celebrated a welcome back to school day, with inflatables, corn on the cob and Home & School treated all the students to popsicles.

On October 26th, Honoré Mercier Home & School held a Buick Drive for your Students Fundraiser- a one-day test drive event to raise up to \$10 000.

Thank you to our HM H&S volunteers who helped make HM Picture Day run smoothly.

Our talented volunteers transformed our school library into a spooky Haunted House on October 31<sup>st</sup> for all our students and staff.

On November 16 & 17<sup>th</sup>, HM H&S held our annual scholastic book fair. Thank you to all our volunteers for a successful event!



# Beacon Hill

The sun shone down on a parade of approximately 300 Beacon Hill students partaking in the Terry Fox Walk. Older children walked alongside younger children to commemorate Terry's legacy and to raise money for cancer research. Our school raised over \$2,000 towards the effort! All the students and staff had a great time!

This October, the rain couldn't stop Beacon Hill Elementary School from celebrating a long planned effort to plant 1,000 red & white tulip bulbs in the shape of the Canadian flag to celebrate Canada's 150<sup>th</sup>. Distinguished guests, who came to celebrate the planting of the tulips at a school assembly, included Michael Chechile, Director General of the Lester B. Pearson School Board, who explained to the children how the red and white tulips were a symbol of love and respect. All the students participated in planting a bulb in a group effort of creating the flag. We look forward to seeing the blooms in the spring!



**Parents are more involved than ever!** We are very proud of our Westwood parents for joining Home & School this year. By the end of our September membership drive, we are up to 105 members (topping our 92 from last year)!

High school is a time when most parents rarely step foot in their child's schools. As they pull away from us to find out who they are in their journey towards independence, meeting and connecting with other parents with teenagers can be a lifeline to some.

Through our Home & School, parents meet, chat and can stay up to date on what is going on at school. Parents who come to our monthly meetings tell us over and over that they learn more about the school and what is happening than their children ever tell them!

At Westwood we are lucky to have two Principals and Vice-Principals (JR and SR campus) that are very welcoming and involved with H&S. They are present at our monthly meetings and give reports about everything that is going on at school. We have terrific teacher representatives who attend our meetings to represent the school staff and their needs. Often times, the items we hear at the meetings are great conversation starters with our teens when we return back home.

We are truly lucky to have a community of parents who are involved and want to stay involved year after year. We hear more and more that children with parents who are involved in their education are more likely to succeed; just one of the many great benefits of being part of your Home & School. **Thank you Westwood parents!**

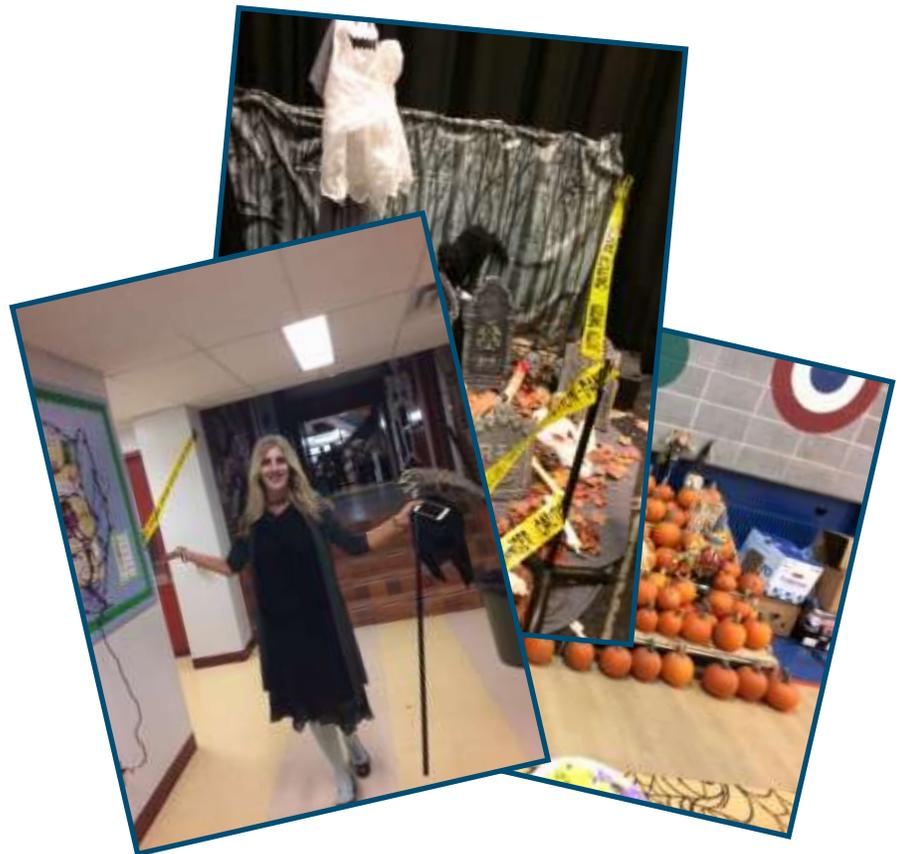
## Sherbrooke Academy

We had our first joint campus Halloween Family Fun Night held at the Senior Campus.

It was a wonderful evening with fun had by all! The event was funded by Home and School. It was a very successful first attempt at bringing both campuses together and merging two Home and School associations.

There was a very extravagant haunted house built on the stage, one path for the little kids and one for the more daring adventurous kids! We had an amazing DJ animating dances, there was pumpkin and ghost bowling, and a glow in the dark ring toss. We also had a large pumpkin decorating station attended by more than 170 children. In order to gauge numbers for this event, our Home and School conducted an online survey to all 400+ families of the two campuses, and we received a resounding 127 responses, indicating that we could expect upwards of 320 people attending the event. Most everyone came in costume and the grade six grad parents also sold yummy treats!

All in all, it's our parents who are the backbone of our combined schools, and we sincerely appreciate all the amazing activities that were put together to make it such an overwhelming success.



## Innovation breeds student success at Saint-Lazare's Forest Hill Senior Elementary

Dealing with behaviour problems from restless children is one of the unglamorous but essential duties of a principal. Two years after launching the innovative Club Énergie program at Saint-Lazare's Forest Hill Senior Elementary, Principal Sylvie Monette has had almost no children sent to her office for behaviour issues, and there are no more problems with things like graffiti in the washrooms.

*"We started to see the benefits of Club Énergie very fast," said Monette. "We don't see students at the office anymore."*

Proposed by teachers, and funded by the Forest Hill Home & School Association, Club Énergie was the first of several new programs introduced at Forest Hill to empower children with more responsibility, more autonomy over their bodies, and more accommodation for their individual needs.

Fidgety kids are empowered to ask their teachers for an "energy break" with a friend of their choice at one of a dozen or so stations throughout the halls. For 10-15 minutes, kids can play a quick game of shimmy with plastic hockey sticks and a soft rubber ball, kick around a fabric soccer ball, jump on a trampoline, or ride an exercise bike. A timer lets the kids know when their energy break is over, and the kids are expected to neatly put the gear away in the assigned bins and quietly walk back to class without needing to be reminded by an adult.

Monette also believes that the program builds trust, as students know time in Club Énergie is a privilege they can only enjoy if they follow the rules. Surprisingly (or not, depending on your expectations of children), there have been virtually no problems with students flouting the rules.

Grade 4 teacher Angela Davison said giving the kids an outlet for pent-up energy during the school day has made a big difference in her classroom.

*"I see the kids are happier," said Davison. "They are able to focus when we ask them to focus."*

When students were asked about the program, they said they felt less anxiety in school, and felt able to focus more.

Another big initiative underway at Forest Hill is the idea of becoming a Future-Ready School, a concept which dovetails well with UDL and Club Énergie. Our future is expected to be unpredictable, disruptive, technology-driven, and hungry for creativity and innovation. With robotics and artificial intelligence expected to eliminate millions of traditional jobs - even ones once believed to be safe such as truck drivers, paralegals, medical assistants, writers and even airline pilots - Future-Ready Schools focus on cultivating creativity, technical literacy and inner drive.

Changing the design of classrooms and allowing students proactive ways to express energy and creativity is part of the Future-Ready approach, but it's also about breaking down old barriers between "technology" and culture. There is no better illustration of this than one of Forest Hill Senior's big projects this year: tearing down the wall between the library and the computer lab to create a new hybrid "maker" space, called simply The Studio.

While other schools have begun adding similar "maker" spaces, Forest Hill is one of the first to allocate staff time to support students and teachers in maximizing the use of the new space. Davison has been tasked with facilitating Studio projects for all Forest Hill students, and she couldn't be more thrilled.

*"The fact that I get to come here every day to work is amazing," she said.*



## 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](mailto:news@qfhsa.org) the wonderful things your association is doing for our next issue in March 2016 to [news@qfhsa.org](mailto:news@qfhsa.org)

# SAVE THE DATE

## QFHSA Board of Director's meeting

January 20, 2017

## Annual General Meeting

April 29, 2017

Novotel Montreal Aeroport



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