

EPCA Report

Dayo Odubayo, EPCA Director

December 2017

This Report summarizes the activities of the EPCA for the month of November 2017.

HISTORY CURRICULUM:

Linton Garner, QFHSA, Simon Jacobs, QAHN, Robert Green, ComeECH, and I representing EPCA, attended a meeting with the principals who crafted the new history curriculum from the *Ministère de l'Éducation et de l'Enseignement supérieur*; after pointing out several errors, here are some of the conclusions:

- The curriculum was set up without malice, to get students to pass history.
- The authors based in Quebec city have no conception of history as it relates to an urban environment.
- Our ComeECH committee has presented to these government representatives a list of factual errors (a copy is attached to this report)
- There is a consensus to continue to talk.
- Best scenario will be a revision with major corrections.

PROJECT HARVEST:

- Project Harvest is marketing plan aimed at French-speaking Quebec parents, to determine through a Facebook offer, whether their children qualify for the Certificate of Eligibility for English-language education.

- This project will run from January 2018-April 2018.
- The work to build this project will entail making Facebook offers and, if they qualify, to direct the parents on how to obtain the Eligibility certificate.
- This project will have extensive tracking and reporting ultimately being able to determine the number of potential students for the English sector.
- Project data will be available to any of our partners.

PROJECT GOVERNING BOARD: We will begin this month

- To produce a series of videos to help parents who serve on governing boards.
- The videos will not exceed five (5) minutes.
- The videos will detail the core purpose of a school governing board per the Quebec Education Act.
- The videos will be produced in both French and English.
- The present plan calls for seven (7) *vignettes* to be produced.

PROJECT SPECIAL NEEDS:

- To build a web site showcasing the special needs integration in English School Boards.
- The site will promote best-practices in special needs education.
- The site will include contributions from SNAC and SEAC.
- The site will become a primer for special needs parents.

SURVEY MONKEY

In the coming year, one of our new projects is to run projects on-line (via Survey Monkey). This application is offered to all of our school boards; it can be a valuable tool to poll our parents on the current issues of the day.

The procedure is for the school board to send a questionnaire to survey@epcaquebec.org, with contact details; we can get it published on-line, on your Facebook page, on the school board website.

AGM:

At our Annual General Meeting, we voted Rhonda Boucher (Western Quebec) in as President for the 2017-2018 year, the Vice-President is Debie Germann (New Frontiers), and the Treasurer is now Theresa Aguiar (Riverside).

The major event was a brief by QUESBA concerning the school fees law suit. The EPCA will expend a major effort to get input from all parents. I have attached a letter from the Minister, mandating the EPCA and the other listed organizations to gather data, regarding this matter. I am hoping that this will encourage the Lester B. Pearson school board to help disseminate our survey.

Québec, le 26 septembre 2017

Association des commissions scolaires anglophones du Québec
Association des comités de parents anglophones du Québec
Fédération des comités de parents du Québec
Fédération des commissions scolaires du Québec

Monsieur le Président,
Mesdames les Présidentes,

Je sollicite aujourd'hui votre collaboration et celle de vos organisations, lesquelles sont aux premières loges de la réalité vécue dans les écoles et les centres de formation à travers le Québec, afin de prendre part à une réflexion approfondie portant sur les frais exigés aux parents.

Dans le contexte de l'école du 21^e siècle en transformation, il m'apparaît en effet opportun de solliciter un tel exercice sur cette importante question, dans une perspective d'équité et d'égalité des chances. D'ailleurs, ces éléments sont des valeurs fondamentales de la Politique de la réussite éducative, lancée le 21 juin dernier, à laquelle vous avez tous collaboré.

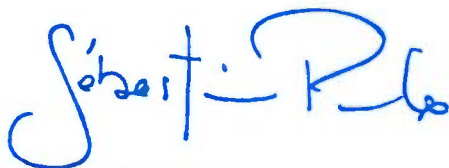
Comme vous, je constate la diversité des défis auxquels nous sommes conviés pour offrir aux élèves, jeunes et adultes du Québec, des services éducatifs accessibles. Vous et moi partageons ce désir de faire en sorte qu'ils puissent faire croître leurs talents et atteindre leur plein potentiel. C'est pourquoi il importe de veiller à ce que les frais exigés aux parents ne constituent pas un frein à l'accessibilité à l'éducation.

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Dans un premier temps, votre mandat consistera à faire un examen complet de ce qui devrait être fourni par les commissions scolaires et les écoles, et de ce qui pourrait être facturé aux parents. Dans un deuxième temps, vous devrez faire des propositions concrètes visant à mieux baliser le principe de la gratuité scolaire et à uniformiser les pratiques dans le réseau. Je réitère mon intention ferme de définir des balises claires applicables dès la prochaine année scolaire, et ce, dans l'intérêt des élèves et des parents du Québec.

Par la présente, je vous confie donc le mandat de mener cet exercice conjoint et de me faire part de vos constats et propositions d'ici le 15 décembre prochain.

Le ministre de l'Éducation,



SÉBASTIEN PROULX

Significant omissions from the Secondary 4 History Textbook *Reflections.qc.ca*

1. In the description of first phase of industrialization there is no mention that for many years, in both Montreal and Quebec City, the urban proletariat was predominantly Anglophone. While this fact of history is not relevant it is relevant to point out in the first paragraph of the section that the business class was “predominantly Anglophone” (pg 66). Similarly, the composition of the Montreal Local Council of Women is described as “comprising mainly women from the Anglophone bourgeoisie” (pg 79)
2. In describing the first workers movements there is no mention of the fact that the earliest labour struggles in Quebec were led by Anglophones or that several of these working class Anglophones even lost their lives in the struggle for labour rights.(pg 67)
3. Page 74 describes the number of immigrants arriving from the British Isles at ports of Quebec in late 19th century. No mention of how many of them would settle in Quebec or the role they would play in Quebec society.
4. Section describing the imposition of band councils fails to mention that this imposition was at times achieved by means of violence (pg. 91).
5. “The rise of Xenophobia” in the early 20th century is presented as an exclusively Canadian affair (pg. 125). Nothing about the overt xenophobia that was directed against Jewish, Italian and Greek immigrants in Quebec during the exact same period. This fits well with the oppression of Francophone minorities in the ROC described on the very next page.
6. Second phase of industrialization, again no mention of the ethno-linguistic composition of the industrial workforce other than it stemming from a “large influx of immigration” (from where?not important) (pg. 130)
7. Those filling the ranks of the labour movement during the second phase of industrialization are cryptically described as “European immigrants” (pg. 140)
8. Box on the early days of the Montreal Canadians, fails to mention that the team’s composition tended to reflect the diverse composition of Montreal’s working class. Instead, the text points out only that the early teams featured “a large number of French Canadians” (pg. 164)
9. Almost nothing on the sacrifices/accomplishments of soldiers in either of the world wars.
10. In a box on the Holocaust there is a description of Anti-Semitism as a global historical phenomenon but no reference to any of its manifestations in Canada or Quebec. (pg. 178)
11. Mention that many of the immigrants from Europe in 1950’s were Jews. No mention of the way these immigrants were treated upon their arrival, nor the positive contributions they made to Quebec society. (pg. 219)
12. Mention of mass immigration from Greece and Portugal in 60’s as well as first non-white immigrants thanks to ‘federal immigration policies’. No mention of how these new immigrants were treated in their new society or what they contributed to it. (pg. 241)
13. Pierre Laporte was “found dead” not ‘murdered’. The perpetrators of this crime are ‘abductors’ not ‘murderers’ or ‘terrorists’. (pg. 258)

14. Mention of Haitian and Vietnamese immigrants in 1970's. No mention of their treatment or contributions to Quebec society. (pg. 267)
15. Bio of Parizeau but no mention of his infamous 'money and ethnic vote' comments on the eve of referendum. (pg. 293)
16. No mention of the Cree referendum to remain in Canada if Quebec separates.
17. Sovereignty is clearly identified as a societal choice for contemporary Quebecers, unless they happen to be indigenous. All references to calls for indigenous sovereignty have been expunged from the record. While Francophones demand sovereignty, Indigenous communities demand the recognition of their rights.(pg. 296)
18. Oka crisis. No mention of the systematic lying and bad-faith actions by all levels of government dealing with the Mohawk community. No mention of the racist riots in Chateaugay that involved the burning of racist effigies and the SQ standing idly by while rioters pelted Mohawk women, children and elders with boulders. (pg. 296-297)
19. TRC no mention of any of the calls to action for Federal and Provincial governments. (pg. 299)
20. Under section on 'threat of terrorism' the only example of terrorism given are an Islamist terrorist organization and a Muslim country. This despite the fact that the far-right has been responsible for far more terrorist attacks in North America than Muslims. No mention is made of the efforts made by Canadian Muslims to counter the terrorism within their community. (pg. 301)
21. In a two page section entitled "The contribution of immigration" the only contribution mentioned is 'revitalizing the provinces labour force' and 'offsetting the effects of a declining birth rate'. (pg. 320-321)
22. The text presents an extremely one-sided presentation of the so-called debate on 'religious neutrality'. We learn that some believe that certain religious accommodations are "contrary to the values of Quebec society", but nowhere do we learn about those who believe that inclusion and respect for religious freedom and human rights *are* Quebec values, enshrined in Quebec's own human rights charter. The Liberals are identified as the reason why the Bouchard-Taylor commission recommendations have not been implemented. (pg 321-322)
23. No mention of the fact that in contemporary Quebec, census data shows that Anglophones have lost their position of economic dominance and now experiences lower median incomes than Francophones and higher rates of unemployment.