



English Parents' Committee Association



IN THIS ISSUE

PRESIDENT'S MESSAGE

Support for Parents - Substance Abuse and Academics

ARTICLES

Discussing Substance Abuse and Our Children
- What Should we Do?
- Potential Signs

A Vulnerable Intersection: Special Needs Students, Drugs, and Vaping

INFORMATION

Special Needs Education Forum
Information on Vaping & Wax Pens

ARTICLES

Alloprof: Reluctant Reader? Alloprof Has Some Tips for You!

Projets pédagogiques particuliers – Special Educational Projects

UPCOMING EPCA WORKSHOPS

PARENT RESOURCES

March 2024

Volume 28



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President's message

Support for Parents - Substance Abuse and Academics

Dear parents,

As the academic year progresses, it is critical that we address relevant issues affecting our students' well-being and academic success. Among other relevant topics, this edition of the newsletter will focus on discussing and addressing the rising use of vaping, wax pens, and other substances by students.

This newsletter will be a comprehensive resource for parents, providing important information and insights into the prevalence of these substances in our school community. We understand how important it is to provide parents with the tools and knowledge they need to effectively address this concerning issue.

In the newsletter, you can find:

1. Educational resources: We will provide detailed information about vaping and other drugs, including the risks, health effects, and potential consequences for students.
2. Signs and symptoms: Recognizing the signs of substance abuse is critical for timely intervention. We will discuss common indicators that may indicate a student is vaping or using other drugs.
3. Prevention strategies: Our newsletter will provide parents with practical tips and strategies for preventing substance use in their children. We will look at a variety of approaches to supporting a drug-free environment, including open communication and setting boundaries.
4. Support resources: We recognize that addressing substance use can be difficult for families. As a result, we will provide information about support services and resources available in our school community and elsewhere.

We hope that by focusing this issue of the newsletter on such an important topic, we can foster greater understanding and awareness among parents.

EPCA will also use this newsletter to inform parents about how to support reluctant readers and also will provide information on *Projets pédagogiques particuliers – Special Educational Projects* in order to ensure parents understand these important opportunities for students. Together, we can work to create a safe and supportive environment in which our students can thrive both academically and personally.

Thank you for your ongoing support and partnership.



Substance Abuse and Our Children - What Should we Do?

There is no question that there are kids who are vaping, smoking, drinking, and using drugs. Our children will be exposed to these substances and the kids who are doing them... and there will be pressure on our children to do them as well. How can we know if our kids are doing them?

Kids who try substances will fall into one of three categories. They will be able to try it and walk away from it. Or they will try it and have a healthy relationship with it as teens and as adults. Or they will try it and fall into a self-destructive habit that they will struggle with throughout their lives.

It is fundamental that we make the time to play an active role in our children's lives. The role of the parent does not diminish as the child moves to high school - it actually becomes more important. Kids are faced with many decisions and choices that are, quite frankly, adult decisions and choices with adult consequences. They may have much more freedom, but they need us to be there to help them negotiate these complicated choices and decisions.

Try to have a short chat with your child when they come home after spending time with friends. Look them in the eyes; their gaze will tell you a lot. Their eyes may be unable to focus, be bloodshot, or their eyes may just be averted. And if they have been drinking, vaping, or smoking, you also will be able to smell it. Problematic behavior will usually show a number of warning signs, like changes in friends, behavior, dress, attitude, mood, and grades.

Be sure to get to know who your children are hanging out with and, if possible, their parents. In some cases, the behaviour and actions of the parents may be a good indicator of how the child will behave as well. You may also be able to get a sense of the attitude and perspective of the child in how they interact with their parents.



You may be able to detect substance use in your children through physical cues such as fatigue, repeated health complaints, red and glazed eyes, and a lasting cough. There are also emotional cues like personality changes, sudden mood changes, irritability, irresponsible behaviour, low self-esteem, poor judgment, depression, and a general lack of interest. In the family unit, you may see them starting arguments, breaking rules, or withdrawing. At school you may see decreased interest, negative attitude, a drop in grades, many absences, truancy, and discipline problems. And social problems will arise, like new friends who are less interested in standard home and school activities or who have problems with the law.

Substance Abuse and Our Children - Potential Signs

<p>Shifts in mood & personality</p> <ul style="list-style-type: none"> ➤ Sullen, <u>withdrawn</u> or depressed ➤ Less motivated ➤ Silent, uncommunicative ➤ Hostile, angry, uncooperative ➤ Deceitful or secretive ➤ Unable to <u>focus</u> ➤ A sudden <u>loss</u> of inhibitions ➤ Hyperactive or unusually <u>elated</u> ➤ Increased rebelliousness ➤ Mood changes, particularly issues with depression, irritability, and anger ➤ Issues with memory 	<p>Behavioral changes</p> <ul style="list-style-type: none"> ➤ Changed relationships with family members or <u>friends</u> ➤ Absenteeism or a loss of interest in school, <u>work</u> or other activities ➤ Drop in <u>grades</u> ➤ Avoids eye <u>contact</u> ➤ Locks doors ➤ Disappears for long periods of <u>time</u> ➤ Goes out often, frequently breaking <u>curfew</u> ➤ Secretive with the use of their phone ➤ Makes endless <u>excuses</u> ➤ Uses chewing gum or mints to cover up <u>breath</u> ➤ Often uses over-the-counter preparations to reduce eye reddening or nasal <u>irritation</u> ➤ Has cash flow <u>problems</u> ➤ Has become unusually clumsy: stumbling, lacking coordination, poor <u>balance</u> ➤ Has periods of sleeplessness or high energy, followed by long periods of "catch up" sleep
<p>Hygiene & appearance</p> <ul style="list-style-type: none"> ➤ Smell of smoke or other unusual smells on breath or on clothes ➤ Messier than usual appearance ➤ Poor hygiene ➤ Frequently red or flushed cheeks or face ➤ Burns or soot on fingers or <u>lips</u> ➤ Track marks on arms or legs (or long sleeves in warm weather to hide marks) 	<p>Physical health</p> <ul style="list-style-type: none"> ➤ Frequent sickness ➤ Unusually tired and/or lethargic ➤ Unable to speak intelligibly, slurred speech or rapid-fire <u>speech</u> ➤ Nosebleeds and/or runny nose, not caused by allergies or a <u>cold</u> ➤ Sores, spots around mouth ➤ Sudden or dramatic weight loss or gain ➤ Skin abrasions/bruises ➤ Frequent perspiration ➤ Seizures and/or vomiting
<p>Some signs that the person is using alcohol that is found in the home are:</p> <ul style="list-style-type: none"> ➤ Missing containers of alcohol, diluted spirits, or significant reductions in the volume of alcoholic beverages around the house ➤ Finding empty alcohol containers on the person or in their room. ➤ Physical signs, such as issues with motor coordination, slurred speech, giddiness, silly behaviors, etc. 	

Remember your children need your help finding their way to adulthood. They are faced with choices that may have severe consequences down the road. You might not need to micro-manage them as you did in elementary school, but they need direction, information, and help navigating the confusing and potentially dangerous road to adulthood. Talk to them regularly and before there is an urgent need.

Resources:

<https://www.drugfreekidscanada.org/>

<https://www.canada.ca/en/health-canada/services/substance-use/talking-about-drugs/talking-with-teenagers-about-drugs.html>

<https://alcohol.org/teens/>

A Vulnerable Intersection: Special Needs Students, Drugs, and Vaping

Special needs encompass a diverse range of disabilities, including learning disabilities, attention deficit hyperactivity disorder (ADHD), autism spectrum disorder (ASD), and so on. These conditions can impact a student's self-esteem, social skills, and academic performance.

Students with special needs face unique challenges as they navigate adolescence, and when it comes to understanding and resisting drugs and vaping, these challenges are further compounded by increased vulnerability to drug use and vaping. There needs to be appropriate strategies in place to help these students comprehend the dangers of drugs and vaping and to make informed decisions and stay healthy.



Here are some examples of these strategies: Catering to diverse learning techniques that can be more effective than traditional teaching methods such as:

- Interactive activities, games, simulations, or role-playing exercises to explain the risks.
- Visual aids, clear pictures, infographics, and short videos to visually represent the effects of drugs and vaping on the body and brain.
- Hands-on Learning, activities that engage multiple senses. Examples: creating anti-drug posters, building models of the brain, or participating in interactive quizzes.

It is important to focus on practical applications that are more relatable for students with special needs, such as explaining how drugs and vaping can negatively impact their ability to learn, manage emotions, or maintain healthy relationships. Provide real-life scenarios and stories where students with special needs might encounter drugs or vaping. Help them brainstorm refusal strategies and positive alternatives. Use positive reinforcement by praising healthy choices and building self-esteem. Celebrate their successes in resisting peer pressure or managing difficult emotions.

Several factors contribute to the increased vulnerability of students with special needs to drugs and vaping:

- **Social Isolation:** Students with special needs may struggle with social interaction and feel isolated from their peers. This loneliness can make them more susceptible to peer pressure or seeking acceptance from groups that engage in substance use.

A Vulnerable Intersection: Special Needs Students, Drugs, and Vaping

cont.

- **Special Self-regulation Difficulties:** Managing emotions and impulses can be challenging for students with disabilities. Drugs and vaping may be seen as a way to cope with stress, anxiety, or boredom.
- **Difficulty Communicating Needs:** Students with communication challenges may have difficulty expressing their discomfort or struggles. This can leave them vulnerable to manipulation or unable to seek help effectively.
- **Co-occurrence with Mental Health Issues:** Students with special needs are more likely to experience depression, anxiety, and other mental health conditions. These conditions can increase the risk of substance use as a coping mechanism.

Schools and parents can work together to create a more supportive environment for students with special needs, reducing their vulnerability to drugs and vaping. Here are some key strategies:

- **Early Prevention and Support:** Providing early intervention and support services for students with special needs can help them develop strong social skills and academic success, fostering self-esteem and a sense of belonging.
- **Open Communication:** Creating an open and trusting environment where students can feel comfortable discussing their struggles is crucial. Parents and educators should actively listen and provide support without judgment.
- **Targeted Support Systems:** Developing individualized education plans (IEPs) that address potential vulnerabilities and provide resources for students with special needs. This could include social skills training, anger management techniques, or access to mental health professionals.
- **Appropriate Anti-Drug and Anti-Vaping Programs:** Implementing age-appropriate education programs that address the specific risks of drugs and vaping for students with special needs. These programs should be interactive and adapted to be more specific to their special needs.
- **Building Positive Peer Relationships:** Encouraging inclusive classrooms and programs that foster positive peer relationships can provide support for students with special needs, reducing the influence of negative peer pressure.

Students with special needs, like any other students, deserve a safe and supportive learning environment that safeguards them from the dangers of drugs and vaping. By implementing comprehensive interventions that address their unique challenges and vulnerabilities, schools and parents can empower them to make healthy choices and thrive throughout their academic journey.



Special Needs Education Forum

Click below to register

OPEN FORUM

Special-needs children What kind of educational pathways are available?

**April 11, 2024
7PM**

Did you know that there are educational paths specifically for our little ones, regardless of their disabilities, disorders or challenges?



Information on Vaping & Wax Pens



Portable vaporizers - called wax pens or dab pens - are used to consume wax and other cannabis concentrates, or “dabs.” Wax pens let people “dab”—a cultural term for consuming highly concentrated cannabis products.

A wax pen contains a liquid with high concentrations of THC, the main psychoactive ingredient in cannabis.

In the following pages, you will find an informative guide for families on Vaping created by a collaboration of interest holders from British Columbia.

Wax Pen photo: Action Toxicomanie

VAPING PRODUCTS

INFORMATION FOR FAMILIES



The use of vaping products by youth is becoming increasingly common. There are some misconception about the aerosol (vapour or cloud) produced, and currently the long-term health effects are unknown. As caregivers, you can connect and discuss issues around vaping products with your child. The information provided in this resource is designed to inform and help you start the conversation.



VAPING PRODUCTS AND HOW THEY WORK

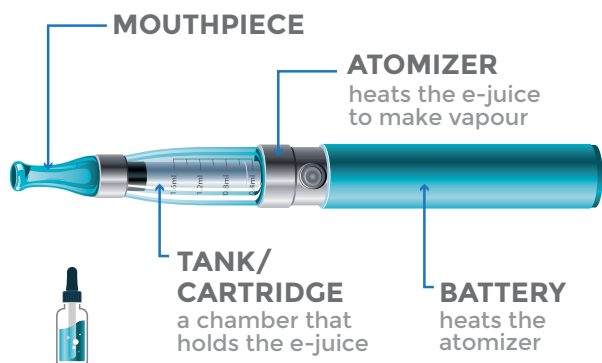
Vaping products are battery-powered devices that heat a liquid solution to create an aerosol.

Vaping products have many names such as: e-cigarettes, vapes, vape pens, mods (box or pod), tanks, e-hookahs and are also known by various brand names. These devices do not contain tobacco and do not involve burning. Most contain nicotine.

The act of inhaling and exhaling the aerosol produced by a vaping product is commonly called “vaping”. When using popular brands (Juil or Breeze), the term “Juuling” or “Breezing” may be used.

Vaping Product Components:

- Mouthpiece
- Chamber (cartridge or tank or reservoir)
- Heating element (atomizer or cartomizer or clearomizer)
- Battery
- E-juice (vaping liquid or e-liquid)



E-JUICE

usually contains nicotine and other chemicals

The e-juice typically contains a solution of propylene glycol (PG*) and/or vegetable glycerin (VG*), flavourings, and varying amounts of nicotine (none to very high).

*PG and VG are industry acronyms

REASONS WHY YOUTH USE VAPING PRODUCTS?

- Flavours are appealing (e.g. fruit, candy, mint)
- Trendy devices
- Their friends are vaping; it helps them fit in
- Curiosity and/or boredom
- They consider vaping to be harmless
- They like the “hit” from nicotine; it increases feelings of pleasure
- It makes them feel rebellious; some vape in places they are not allowed as it is easy to hide the vaping device
- To quit or cut down on smoking tobacco



START A CONVERSATION WITH YOUR CHILD

Have honest conversations with your child. If you use tobacco or vaping products, this is an opportunity to discuss the risks, any regrets, difficulties and health effects you may have experienced.

Be patient and ready to listen when taking part in conversations with youth. Try to avoid criticism and encourage an open dialogue. Remember to keep the discussion going, and do not expect to make an impact with just one conversation.

QUESTIONS YOU MAY BE ASKED

Following are some questions your child may ask about vaping products along with suggestions on how to respond.

“Why shouldn’t I vape?”

Researchers have found that vaping products contain toxic and addictive ingredients that could harm your body. When people breathe in the vapour, they inhale tiny particles that get trapped in the lungs. Vaping e-juice that contains nicotine can be delivered to the brain and lead to nicotine addiction.



“Isn’t e-juice just water and flavourings?”

E-juice typically contains chemicals as well as flavourings. These chemicals and flavourings are safe for use in food. However, the health effects of breathing in the chemicals are unknown. Most e-juice on the market contains nicotine, which is highly addictive.



“What is the big deal with nicotine?”

Our brains continue to develop until about the age of 25 years. Nicotine use during this period can cause problems with concentration, learning and impulse control. Once you start using nicotine, you can become addicted and physically dependent – keeping you coming back for more.



“Is vaping nicotine-free e-juice safe?”

Studies have found that many vaping products labelled “nicotine-free” still contain nicotine. Inhaling nicotine-free vapour is still a health concern.

“Isn’t the cloud produced when vaping just water vapour?”

Once e-juice is heated, a number of toxic chemicals are created. Many of these are cancer-causing.

- Heavy metals: chromium, nickel and lead



- Carbonyls : formaldehyde, aldehyde
- Tobacco-specific nitrosamines
- Volatile organic compounds (VOCs): benzene, toluene, ethanol, and alcohol
- Polycyclic aromatic hydrocarbons ([PHAs]: group of more than 100 chemicals [e.g. Benzo[a]pyrene])
- Tiny particles (particulate matter): mixture of all solid and liquid particles

If you are around friends who vape, the cloud exhaled exposes you to chemicals that may not be safe to breathe.



“Isn’t vaping safer than smoking cigarettes?”

Vaping is less harmful than tobacco products such as cigarettes, but **it is not harmless.**



There are still many health concerns with vaping given the presence of chemicals, toxic compounds, and nicotine.

Short-term health effects are increased coughing and wheezing, inflammation of the lungs and increased heart rate. The long-term health effects of vaping are currently not known.

Vaping products can explode and cause fires that may result in burns and injuries.

QUICK VAPING FACTS

- The vapour is not harmless
- Have high nicotine content – very addictive
- Flavourings appeal to youth
- Easy to hide and use
- May look like a USB or a flash drive
- Could recharge on a USB port
- Sometimes called “Juuling” or “Breezing”

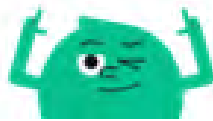


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Reluctant Reader? Alloprof Has Some Tips for You!

Mission: Alloprof helps students in Quebec to transform academic challenges into successes, thanks to its free, professional, and stimulating services.



For many people, getting lost in a book is a reward at the end of a busy day, or a way to relax on weekends and holidays. For others, reading can be a burden. Because reading is a key factor in academic success, it can be difficult to watch our own children struggle with reading. If you need help fostering a love of reading in your child, here are useful great tips:

1. **Make time.** It's important to carve out some time each day for your child to read. More often than not, this is also part of the homework assigned to them by their teacher. Remember: time allotted for reading will be different for every child. It will depend upon their age, interest level, and ability. Reading can also include reading-related activities, such as visiting a book fair or library, or participating in a book club.

2. **Be a reading role model.** The moment when a person begins to enjoy reading varies for everyone. It could occur during childhood, maybe in elementary school, or it might not happen until adulthood. Regardless of when your child starts to appreciate reading, it's beneficial to demonstrate the habit of reading yourself a little bit every day. And this doesn't have to be a novel. You could peruse cookbooks (or online recipes) together, look at an interesting magazine, or even read the same novel together.



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Reluctant Reader? Tips from Alloprof

cont.



3. **Ensure a variety of reading materials.** By providing a diverse selection of reading materials, your child will be introduced to a variety of genres and interests. Apart from conventional books, introduce audiobooks for those who enjoy listening, comics and graphic novels for visual learners, and specialized magazines for kids eager to learn more. By offering a broad range of options, you can help your child explore and identify reading preferences. Alloprof has book suggestions for [elementary-aged kids](#) as well as [for teens](#). You can also try our reading game, [Book of Spells](#).

4. **Create a special reading nook.** Having a cozy spot to read can make it a more enticing activity. Fill it with some fluffy pillows, a blanket or throw, and, of course, some good lighting. You can even print [one of our posters](#) to help your child understand the texts that they read.

5. **Be patient.** Just like any other activity, reading has its peaks and valleys, and preferences are likely to evolve and adjust with the seasons, age, mood, and frame-of-mind. Additionally, your child might have a demanding schedule that leaves little room for reading, or they may be dealing with a personal issue that's causing them some [stress](#). Hours spent on [screens](#) will also detract from reading time. If you see your child in one of these situations, step back, re-evaluate, and have an [open discussion](#) with them. Often solutions found together will be the ones that stick!

By helping your child see the significance of reading in everyday life, they will come to realize that reading is not just for academic purposes but is, in fact, crucial for gaining a deeper understanding of the world.

Projets pédagogiques particuliers – Special Educational Projects

Many parents might be wondering what the special educational projects are and how they are structured. They might also be considering applying for their child to get into the program. In this newsletter, EPCA has researched these programs to break it down for you, including the chart below provided by the Ministry of Education. In all cases you should contact your school board to learn which schools offer special programs and which would be most appropriate for your child.

Projets Pédagogiques Particuliers are special educational projects that can be granted exceptions by the school service center under Article 222 of the LIP (Public Instruction Act). They are broken down by six different types of programs and each one is subject to its own level of approval. Each program allows a student to reconcile their academic and other area of focus on the condition that they prioritize their academic success.

There are certain criteria for the special education projects and each program is different in terms of the prerequisites. Each program's application process is also unique to each educational establishment that offers them. It is important to note that it is the Governing Board at each establishment that approves the time allocated to each subject in accordance with section 86 of the Education Act.

See below for specific information on each program.

Sports-études – Students interested in this program begin with calling the school with the recognized Sports-études program of their choice directly to find out the registration and admission criteria for that school and program. The offer of sports disciplines and the admission conditions for student athletes are the responsibility of the educational establishment and vary from one establishment to another. The Sports-études programs are reserved for high school students; however, primary students that want to practice a sport during their studies should connect



with their sports concentrations offered by their educational establishments. There are 38 recognized sports federation partners of the Sport-études programs in Quebec. There are 50 recognized Sport-études programs in Quebec. This program must be approved by the Ministry. Students that are in the Sports-études program may be eligible for financial assistance. There is a measure (15232) for public secondary schools that provides financial support for specific secondary programs and projects. It is important to note that the application submission is typically done at the beginning of Grade 6 for the following year.

Projets pédagogiques particuliers – Special Educational Projects

cont.

Arts Studies Programs – The Arts Studies (or Arts-études) program is designed to enable student-artists to enrich their training in one of the four programs in the field of the arts – drama, visual arts, dance, or music – with a goal of preparation for higher studies in the arts. Art studies programs are based on one or another of the four artistic disciplines of the Quebec School Training Program and:

- offers an enrichment of training through significant in-depth study of the same artistic discipline.
- offers students the possibility of benefiting from board and transport assistance under certain conditions.
- students are admitted based on assessments to verify the artistic abilities of the candidates.
- may require prior artistic training.
- may be that, exceptionally, part of the training is given in the premises of an artistic training partner (legally qualified external specialists who complement the work of the teachers).



The Arts Studies program is approved by the ministry; however, similar to the Sports-études program, there are rules governing recognition of arts and studies programs that must be followed. Financial aid can be provided to students in the programs for boarding and travel. The application process for this program varies at each educational establishment as well. There is an interview and audition requirement that goes with the application process and depending on the area of focus.

International Baccalaureate (IB) Programs – Interestingly enough, the recognized IB programs are approved at the local level – in other words, by the school and the school board. IB programs are designed to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end, organizations work with schools, governments, and international organizations to develop challenging programs of international education and rigorous assessment. The programs encourage students across the world to become active, compassionate, and life-long learners who understand that other people, with their differences, can also be right. As noted in the chart below, there are rules that govern the level of approval that includes programs recognized by the International Baccalaureate Organization. Specific pedagogical projects forming part of the educational project set up by the school and under the authority of the governing board (article 85 of the Education Act). There may be fees associated with the IB program. The [International Baccalaureate Organization](#) provides you with information on all the benefits of the IB program, from schools to students and even for teacher and beyond.

Projets pédagogiques particuliers – Special Educational Projects

cont.

Concentrations Programs – The Concentration programs are designed to respond to the student's interests through activities or one or more local curricula, as well as specific interventions linked to the field of activity targeted by the project. This type of program is set up by the school's educational projects and is under the authority of the governing board. There may be fees associated with this program, such as the rental of a sports facility or premises required for the project, specialized equipment required for a particular educational project or maintenance of this equipment, school activities taking place off school premises or with the participation of a person other than CSS staff and resembling an outing, etc. The application process for this is specific for each school that offers them.

Alternative Learning – Special Educational Projects – These programs are intended to support students aged 15 and older to continue the educational path by providing them with vocational training. The goal of this type of program is to enable a student who struggles in primary and secondary school the opportunity to have classroom and work placement components. While they will not get a high school diploma, they will graduate and get a certificate of completion. They can then enter the workforce or continue their studies through adult education. It gives a struggling child a good chance of completing high school even though they face challenges. This type of program for students aged 15 must be approved by the ministry as it derogates from the list of required materials. The programs for the students aged 16 and over follows the Regulation respecting exceptions to the list of subjects in the Basic School Regulation. This means that a school board is able to eliminate any subject from the 2nd cycle of secondary, other than those required, as long as it is for a program leading to a diploma or vocational diploma.





Schools for specific areas of focus – In this type of particular program, it is the entire school that can participate in the program versus the other categories that are offered only to specific groups within an educational establishment. In other words, all the students that attend that particular school are there for that program. It is the only program that the school board can determine the eligibility criteria for the enrolment of students without regard to the restrictions set out in the Education Act. This type of program is approved by the Ministry; however, it is subject to consultation by the Governing Board, the Parents' Committee, and the Board of Directors before it is submitted to the Ministry for approval. An example of this type of program would be alternative pedagogy. There are some fees associated with this type of program such as for activities that are taken off campus. Moreso, accreditations or affiliations that are not compulsory are not subject to parental contributions.

Projets pédagogiques particuliers – Special Educational Projects

cont.

Projets pédagogiques particuliers¹ et écoles établies aux fins d'un projet particulier au Québec

Ce tableau constitue un outil de vulgarisation juridique dans le cadre de la formation obligatoire à l'intention des membres des conseils d'établissement et ne remplace aucunement les textes de loi en vigueur, qui prévalent. Les lecteurs doivent se référer directement aux lois et règlements sous la responsabilité du ministre de l'Éducation, notamment la Loi sur l'instruction publique (LIP), afin de connaître toutes les dispositions applicables au conseil d'établissement ou au centre de services scolaires, plusieurs d'entre elles n'étant pas présentées dans ce document.

	1	2	3	4	5	6
Appellation	PROGRAMMES SPORT-ÉTUDES reconnus par le ministre  Appellation réservée – logo du Ministère	PROGRAMMES ARTS-ÉTUDES reconnus par le ministre  Appellation réservée – logo du Ministère	PROGRAMMES RECONNUS PAR L'ORGANISME Baccalauréat international (P.E.I.)	PROJETS DE TYPE CONCENTRATION et PROFIL Ex.: concentration en science et robotique, en sport, enrichissement en anglais, profil environnement ou entrepreneurial, etc.	AUTRES TYPES DE PROJETS PÉDAGOGIQUES PARTICULIERS : - Projets préparant des élèves de 15 ans à la formation professionnelle - Projets visant à favoriser le passage à la formation professionnelle des élèves âgés d'au moins 16 ans	ÉCOLES ÉTABLIES AUX FINS D'UN PROJET PARTICULIER (LIP, article 240) Ex.: formation musicale, pédagogie alternative, éducation internationale, enrichissement en sciences, etc.
Description sommaire	Projets visant à aider les élèves-athlètes identifiés par leur fédération sportive à concilier les études et les exigences sportives.	Projets visant à permettre aux élèves-artistes d'enrichir leur formation dans un des quatre programmes du domaine des arts (art dramatique, arts plastiques, danse ou musique) et de poursuivre des études supérieures en arts.	Programme ayant pour but de développer chez les jeunes la curiosité intellectuelle, les connaissances et la sensibilité nécessaires pour contribuer à bâtir un monde meilleur, dans un esprit d'entente mutuelle et de respect interculturel.	Projets visant à répondre aux intérêts de l'élève par des activités ou par un ou plusieurs programmes d'études locaux ainsi que par des interventions spécifiques liés au champ d'activité visé par le projet.	Projets visant à préparer les élèves âgés d'au moins 15 ans à poursuivre leurs études en formation professionnelle en permettant une dérogation à la liste des matières.	Tous les élèves qui fréquentent cette école sont inscrits à ce projet. Le centre de services scolaire peut déterminer les critères d'inscription des élèves dans cette école. Ces critères peuvent être déterminés sans égard aux restrictions prévues à l'article 239 qui visent notamment à donner la priorité, dans la mesure du possible, aux élèves dont le lieu de résidence est le plus rapproché de l'école.
Niveau d'approbation	Ministérielle	Ministérielle	Locale (école et CSS)	Locale (école et CSS)	Ministérielle et locale (CSS et établissement)	Ministérielle
Règles encadrant le niveau d'approbation	Les centres de services scolaires (CSS), les écoles, les fédérations sportives et les mandataires sportifs doivent respecter les règles relatives à la reconnaissance d'un programme Sport-études (voir le site du Ministère , section programmes Sport-études).	Les CSS, les écoles et les partenaires artistiques doivent respecter les règles relatives à la reconnaissance d'un programme Arts-études (voir le site du Ministère , section programmes Arts-études).	Programmes reconnus par l'organisme du Baccalauréat international. Projets pédagogiques particuliers faisant partie du projet éducatif mis sur pied par l'école et sous l'autorité du conseil d'établissement (article 85 de la LIP).	Projets pédagogiques particuliers faisant partie du projet éducatif mis sur pied par l'école et sous l'autorité du conseil d'établissement (article 85 de la LIP). Le plus souvent, l'école ajoute des programmes locaux aux matières obligatoires. Pour faire ces ajouts, elle alloue parfois à des matières obligatoires moins de temps que ce qui est précisé à titre indicatif dans le régime pédagogique.	Pour les projets visant les élèves de 15 ans, l'approbation du ministre est requise pour déroger à la liste des matières. Des conditions sont précisées pour permettre la réalisation de tels projets. Pour les projets visant les élèves d'au moins 16 ans, le Règlement concernant les dérogations à la liste des matières du <i>Régime pédagogique de l'éducation préscolaire, de l'enseignement primaire et de l'enseignement secondaire</i> précise que le CSS peut permettre la suppression de toute matière du 2 ^e cycle de l'enseignement secondaire autre que celles requises par le régime pédagogique de la formation professionnelle pour l'admission à un programme menant à un diplôme d'études professionnelles.	Un CSS peut, à la demande d'un groupe de parents et de manière exceptionnelle, établir une école aux fins d'un projet particulier (ex.: une école établie aux fins d'un projet particulier à vocation sportive). Pour ce faire, le projet est soumis au conseil d'établissement, à la consultation du comité de parents et au conseil d'administration avant d'être soumis au ministre, pour approbation.

¹ Rappelons que le conseil d'établissement approuve le temps alloué à chacune des matières conformément à l'article 86 de la LIP, et ce, même s'il s'agit de projets pédagogiques particuliers. Ces projets peuvent faire l'objet d'une dérogation accordée par le centre de services scolaire à l'une des dispositions du régime pédagogique en vertu de l'article 222 de la LIP ou une dérogation à la grille-matières autorisée par le ministre en vertu du même article.

Votre gouvernement

Québec

	1	2	3	4	5	6
Contributions financières permises (voir le Règlement sur la gratuité et le site du Ministère)	Oui, dans les cas suivants: - accréditation par une organisation externe requise pour la réalisation du projet; - délivrance à l'élève d'une attestation par une organisation externe; - coordination pédagogique requise pour permettre la réalisation du projet; - participation d'entraîneurs ou de spécialistes n'agissant pas à titre d'enseignants; - location d'une installation sportive ou d'un local requis pour la réalisation du projet; - matériel spécialisé requis pour la réalisation d'un projet pédagogique particulier et entretien de ce matériel; - activités scolaires se déroulant en dehors des lieux de l'établissement ou avec la participation d'une personne ne faisant pas partie du personnel du CSS et s'apparentant à une sortie.				Oui, pour les activités scolaires se déroulant en dehors des lieux de l'établissement ou avec la participation d'une personne ne faisant pas partie du personnel du CSS et s'apparentant à une sortie.	Oui, pour les activités scolaires se déroulant en dehors des lieux de l'établissement ou avec la participation d'une personne ne faisant pas partie du personnel du CSS et s'apparentant à une sortie. Les contributions financières permises dans le cadre des programmes Sport-études, Arts-études, Éducation internationale ou du type Concentration ou Profil sont autorisées pour les écoles 240 qui offrent ce type de projets. Les accréditations ou affiliations qui ne sont pas obligatoires ne peuvent faire l'objet de contributions exigées des parents.
Autres informations	Il n'y a pas d'école Sport-études; on parle plutôt d'écoles avec des programmes Sport-études.		Le PEI peut être offert à l'ensemble des élèves d'une même école ou à certains élèves de l'école. Voir dans ce tableau la section sur les écoles établies aux fins d'un projet particulier.			

Graphic and information from: *Government of Quebec*

Upcoming EPCA Workshops

From 7:00 pm to 8:15 pm on Zoom

MARCH

Homework 101

[REGISTER HERE](#)

WEDNESDAY

20

7:00 PM

MARCH

Transitions: Leaving High School

[REGISTER HERE](#)

MONDAY

25

7:00 PM

APRIL

Internet Safety

[REGISTER HERE](#)

WEDNESDAY

3

7:00PM

APRIL

Special-needs children: What kind of educational pathways are available?

[REGISTER HERE](#)

THURSDAY

11

7:00 PM

APRIL

Mental Wellness of the Family

[REGISTER HERE](#)

WEDNESDAY

17

7:00PM

MAY

Financial Literacy

[REGISTER HERE](#)

MONDAY

6

7:00PM

MAY

Vaping, Alcohol, Smoking, and Drug Awareness

[REGISTER HERE](#)

WEDNESDAY

15

7:00PM

MAY

Transitions: Leaving Elementary School

[REGISTER HERE](#)

MONDAY

27

7:00PM

Parent Resources



The Quebec Federation of Parents' Committees, with support from various partners - including EPCA's President Katherine Korakakis, has put together a guide to assist parents whose children are facing violence or bullying issues at school - click [here](#).

Tutoring



Homework Help



ENGLISH ELIGIBILITY CERTIFICATES

Explainer: What Quebec parents and students need to know about English eligibility certificates: At this [LINK](#) are details on how to apply for a certificate and who is eligible to attend English schools in Quebec.

EPCA MISSION STATEMENT

The English Parents' Committee Association (EPCA) is a coalition of parents' committees of Quebec's English-language public school boards, representing more than 100,00 students in the youth sector.

EPCA advocates for a strong and sustainable English-language public education system to ensure the best possible educational outcomes for our children, while respecting the culture and language of anglophone Quebecers.

To do so, EPCA seeks to engage and motivate parents across Quebec to contribute to strong, representative and effective parent governance, to foster positive relationships with stakeholders across the educational spectrum, and to provide guidance and support to all member organizations.

What would you like to see in
our upcoming editions?

[TELL US HERE](#)

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EPCA STRATEGIC PILLARS

INFORM

Using all communications tools at our disposal, offer up-to-date information on public education initiatives, parent governance interests, best practices and issues management to ensure a healthy, well-engaged anglophone parent community.

CONSULT

Ensure strong, high-quality and consistent feedback mechanisms with members and partners across the English-language public school network through both electronic and in-person methods.

SUPPORT

Provide training and professional development at all levels of parent governance, optimize the sharing of best practices and provide multiple support services for parent committees, governing boards and parent delegates in need.

ADVOCATE

Push for appropriate policy change and improvement through enhanced partnerships with like-minded organizations, Government working groups/tasks forces, and related organizations, through well-considered political positions on behalf of English- Language parents committees across Quebec, taking into account regional difference and the urban/rural divide.