



# English Parents' Committee Association



## IN THIS ISSUE

### PRESIDENT'S MESSAGE

Motivation & Preparing for  
the Future

### ARTICLES

Learning Strategies for  
Optimized Academic Success

Helping Teens Stay Motivated:  
Book Recommendations for Parents

Spring Into Reading!  
Book Suggestions for Young Readers

### ARTICLES

What Should Be in Your Child's Lunch?

Feeling the End-of-Year Slump?

You're Not Alone

- Audrey Elkeslassy (BT Counselling)

Alloprof: Spring Ahead with Study Skills:  
Getting Ready for Projects, Exams, and  
Oral Presentations

### PARENT RESOURCES

National Survey

Upcoming Workshops

Clic Ecole - English Language



*Katherine Korakakis is the President of the English Parents Committee Association (EPCA) and Head of Entrepreneurship at ProMontreal Entrepreneurs (PME), an early-stage VC fund. She has spent over a decade fostering entrepreneurial initiatives in Quebec, particularly through the Youth Entrepreneurship Challenge. Katherine also serves as Vice-President of PME MTL Centre-Ouest, participates on key investment committees, and has co-authored guidebooks on entrepreneurship education, contributing her expertise to various corporate boards.*

# President's message

## Motivation & Preparing for the Future

Dear parents,

As we move through another busy season in education, I have been reflecting on what helps children thrive, especially when motivation can be difficult to sustain. Keeping kids engaged, encouraged, and confident is not always easy, whether at school or at home. It takes consistency, support, and a shared commitment from families, schools, and communities. That is why the theme of this newsletter feels especially important.

We know that student motivation does not happen in isolation. Children are more likely to stay inspired when they feel supported, when their needs are recognized, and when the adults around them are working together with purpose. This is one of the reasons we are currently working on EPCA's new strategic plan. This plan will help guide our priorities for the coming years and ensure that our work continues to reflect the real concerns of English-speaking parents across Quebec.

In recent weeks, I have also joined partners from across the education network in calling for greater predictability and adequate investment in education. As Quebec prepares to table its next budget, families need reassurance that students will not once again bear the consequences of uncertainty and underfunding. Schools need the resources required to fulfill their mission and to support the academic, social, and emotional development of every child.

We also continue to see concerns that parents know all too well: interruptions in services, gaps in support for students with special needs, and situations where parents are not meaningfully included in decisions affecting their children. These are not small issues. They directly influence a child's sense of stability, belonging, and motivation to succeed. If we want children to remain engaged in learning, we must make sure the systems around them are responsive, respectful, and properly supported.



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# President's message

## Motivation & Preparing for the Future

**cont.**

This is also a time to reflect on the role we play as parents in modeling respect, empathy, and openness. With the Week of the Prevention of Violence and Bullying in Schools taking place from March 23 to 29, I encourage all families to take a look at the tools and resources that will be shared. Creating positive school environments is a shared responsibility, and our children learn a great deal from the example we set.

I also want to sincerely thank the nearly 12,000 parents who participated in the third national survey on the well-being of Quebec families. For the third year in a row, parents have shown just how important it is to share their experiences and realities. This survey, conducted with our partners under the supervision of Dr. Mélissa Généreux, gives us valuable insight into the well-being of families across the province.

The survey results will be unveiled soon, and they will help paint a clearer picture of the challenges and needs families are facing today. Just as importantly, they will help guide how we advocate, how we plan, and how we better serve parents in meaningful ways. We look forward to sharing these findings and continuing the conversation about how to support families more effectively.

Thank you for all that you do for your children and for the broader school community. Your voice, your presence, and your commitment matter deeply.

Warm regards,

Katherine Korakakis  
President, English Parents'  
Committee Association



# Learning Strategies for Optimized Academic Success

## A “Type of Learning” Guide for Parents

Not all studying works the same way, and most of us figured that out the hard way. Your child’s brain handles memorizing the year of Confederation differently from how it works through a long division problem or writes a persuasive paragraph. The good news is that cognitive psychologists have spent decades testing which study methods actually stick, and the findings are pretty clear. In 2013, a team led by John Dunlosky at Kent State University reviewed hundreds of studies and rated ten common learning techniques ([Dunlosky et al., 2013](#)). That review remains the go-to reference in the field, and the techniques it rated highest map neatly onto three types of learning your child does every week.

### 1. To Remember Facts

Some school tasks are straight memorization: dates in history, provinces and capitals, the periodic table, French verb conjugations, multiplication tables. The brain stores this kind of information through repetition, but when and how your child repeats it matters more than how long they sit there.

#### Spaced repetition (distributed practice)

This is the single most reliable technique for long-term retention. Instead of cramming the night before, your child reviews the same material in short sessions spread over days or weeks. Hermann Ebbinghaus first documented this in 1885, and it has been confirmed in hundreds of studies since. Dunlosky’s review rated distributed practice as “high utility” across ages and subjects. A 2019 study published in PNAS (Tabibian et al.) used data from over 6,000 Duolingo learners to show that an optimized spacing schedule outperformed all other review schedules tested. A 2025 study in Frontiers in Psychology (Franzoi et al.) confirmed the benefit of retrieval practice in real primary school classrooms, not just lab settings.

**What parents can do:** Set up a flashcard routine using a free app like Anki ([apps.ankiweb.net](https://apps.ankiweb.net)) or Quizlet ([quizlet.com](https://quizlet.com)). Both use spaced repetition algorithms that automatically schedule when each card comes back. Even without an app, you can use the old-fashioned Leitner box method: put flashcards into numbered piles. If your child gets a card right, it moves to the next pile and gets reviewed less often. If they get it wrong, it goes back to pile one. Ten minutes a day, four or five days a week, beats an hour of cramming on Sunday night.



# Learning Strategies for Optimized Academic Success

cont.

## 2. To Think Through Ideas

Other subjects ask your child to form opinions, compare ideas, or make arguments: reading comprehension, ethics discussions, science explanations, history essays that go beyond “what happened” to “why.” Flashcards won’t help much here.

### Elaborative interrogation and self-explanation

Elaborative interrogation just means asking “Why is this true?” after reading a fact and then trying to answer it. Self-explanation means pausing to say, in your own words, how new information connects to something you already know, or to explain the steps you took to solve a problem.

Dunlosky’s review found that elaborative interrogation works for students from upper elementary through university, though it works best when the student already has some background knowledge on the topic. Self-explanation has been shown to improve not just recall but transfer to new problems, particularly in science and math (Chi et al., 1994).

**What parents can do:** At the dinner table or in the car, ask your child to explain why something they learned is true, not just what it is. “You said plants need sunlight to make food. Why do you think that is?” If they’re reading a chapter for school, have them stop every page or two and say what they just read in their own words and how it connects to something they already knew. It feels slow. It is slow. That’s the point: the effort of generating an explanation is what strengthens the learning. You don’t need a special app for this, just a willingness to be the person who keeps asking “but why?”



## 3. To Build a skill that needs to become automatic

Math problem-solving, essay structure, grammar exercises, lab procedures: these are things your child needs to do correctly and, over time, without having to think too hard about each step.

### Interleaved practice

This involves mixing types of problems instead of grouping the same types of problems together. In a grouped set, your child already knows what method to use before reading the problem. When problems are mixed, they have to figure out which method applies, and that’s the hard part of math on a real test.

# Learning Strategies for Optimized Academic Success cont.



**What parents can do:** When your child does homework, don't let them finish all the problems on one topic before moving to the next. If possible, mix in a few problems from last week's lesson and the week before. For essay writing, the equivalent is varying the type of prompt: one day a persuasive paragraph, the next a compare-and-contrast, then back to persuasive. Your child will feel like they're doing worse in the moment. That's normal and actually a sign it's working. Cognitive scientists call it "desirable difficulty." The free platform IXL ([ixl.com](https://www.ixl.com)) automatically mixes problem types across math topics.

## Putting it together: exam prep, subject by subject

The three techniques above aren't just for regular homework. They're the backbone of exam prep, too. The problem is that most kids default to rereading their notes, which feels productive but isn't. Roediger and Karpicke showed in a widely cited 2006 study that students who reread a passage felt more confident about an upcoming test than students who practiced recalling it from memory, but on the actual test a week later, the practice-test group scored far higher. The researchers called rereading an "illusion of competence". A follow-up by Roediger's team in a real sixth-grade social studies class (2011) found that students who took low-stakes quizzes on course material scored better on both chapter exams and the end-of-semester exam, compared to material they had only reviewed.

So the single most important thing you can do during exam season is replace "go over your notes" with "test yourself." That said, the right mix depends on the subject. Here's how to think about it:

### Math and science problem-solving

These exams test whether your child can pick the right method and execute it. Rereading worked examples won't get them there. Instead, pull together problems from across the whole term and shuffle them. If the exam covers fractions, geometry, and algebra, don't let your child work through all the fractions first. Mix them. When they get one wrong, have them redo it the next day. This is interleaved practice plus spaced repetition working together. If your child uses a textbook, the review section at the end of each chapter usually contains mixed problems; those are gold. For science, the same logic applies to any unit that involves calculations or applying formulas.

# Learning Strategies for Optimized Academic Success cont.

## History, geography, and social studies

These tend to mix factual recall (dates, names, places) with analytical questions (“Why did Confederation happen when it did?”). Split the studying accordingly. For the factual layer, make flashcards and start reviewing them at least two weeks before the exam, a few minutes a day. For the analytical layer, have your child practice writing out answers to the “why” and “compare” questions without looking at their notes. They can check afterward and correct themselves. This is retrieval practice applied to essay-type material. It works: McDaniel et al. (2011) found that when middle schoolers took short recall quizzes on their science and social studies content, the benefit lasted eight months.

## French and language arts

Vocabulary and verb conjugations are pure memorization—use spaced flashcards. But reading comprehension and writing are procedural. For reading comp, have your child practice on short unfamiliar passages, answering questions and then checking against the text. For writing, the best prep is to write under timed conditions, since the exam will be timed. Give your child a prompt they haven’t seen, set a timer, and let them draft. Afterward, look at it together and talk about what worked. Vary the prompt type each session (opinion paragraph, summary, narrative) so they can’t coast on a single formula.

## Science content (biology, chemistry, earth science)

Science exams usually combine factual recall (names of organelles, chemical symbols) with reasoning (“What would happen if...?”). For the recall portion, flashcards with spaced repetition. For the reasoning portion, elaborative interrogation is the move: after reviewing a concept, your child should close the notebook and try to explain, out loud or on paper, why that process works the way it does. If they can’t explain it without peeking, they don’t know it yet. Dunlosky’s review noted that even imperfect explanations still strengthen understanding, so don’t worry about getting every detail right on the first try.

## A note on scheduling

Research on distributed practice suggests to space study sessions at roughly 10–20% of the time until the test. If the exam is ten days away, review each subject every one to two days. If it’s a month away, every three to five days is fine for the early weeks, moving to daily in the final stretch. Short sessions (20–30 minutes) with real retrieval practice are worth more than two-hour marathon sessions of rereading. And sleep matters: memory consolidation happens during sleep, so late-night cramming actively works against the process.

*Further reading:* Dunlosky’s accessible summary of his research for the American Federation of Teachers is free at [aft.org/ae/fall2013/dunlosky](http://aft.org/ae/fall2013/dunlosky). The book *Make It Stick* (2014) by Brown, Roediger, and McDaniel covers the same science in a parent-friendly format and is available at most public libraries.

# Helping Teens Stay Motivated: Book Recommendations for Parents

The teen years can be exciting, but they can also bring stress, self-doubt, and uncertainty. As young people navigate school, friendships, identity, and future plans, many can benefit from extra encouragement and support along the way.

For parents, finding helpful tools is not always easy. One simple and effective resource can be books that speak directly to teens in a relatable and encouraging way. The right book can help build confidence, support emotional well-being, develop practical life skills, and motivate teens to set goals for the future. Here are a few recommended titles parents may wish to explore with their teen:

## **Life Skills for Teens - Karen Harris**

A practical guide that teaches everyday essentials such as cooking, cleaning, money management, first aid, and more. It can help teens feel more confident and prepared for independence.

## **Anxiety Relief for Teens - Regine Galanti, PhD**

This book offers practical strategies based on cognitive behavioural therapy and mindfulness for teens dealing with stress and anxiety.

## **Building Unstoppable Self-Confidence for Teens - Derek T Freeman**

A supportive resource for teens struggling with self-doubt, helping them build resilience and a stronger sense of self.

## **What Color Is Your Parachute? for Teens - Carol Christen**

A helpful read for teens beginning to think about their interests, strengths, and possible future career paths.

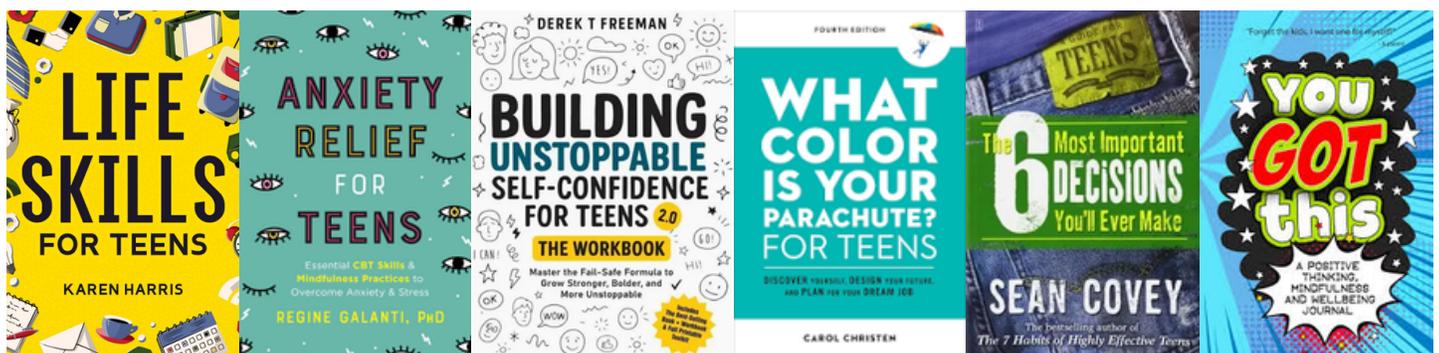
## **The 6 Most Important Decisions You'll Ever Make for Teens - Sean Covey**

This book helps teens reflect on important life choices related to school, friendships, family, and the future.

## **You Got This - Steve Turner**

A guided journal focused on mindfulness, gratitude, and emotional well-being, ideal for teens who benefit from reflection and positive routines.

Books can be a valuable part of the support system around a young person, opening the door to meaningful conversations, offering reassurance, and reminding teens they are capable of growth, progress, and success.



# Spring Into Reading!

## Book Suggestions for Young Readers

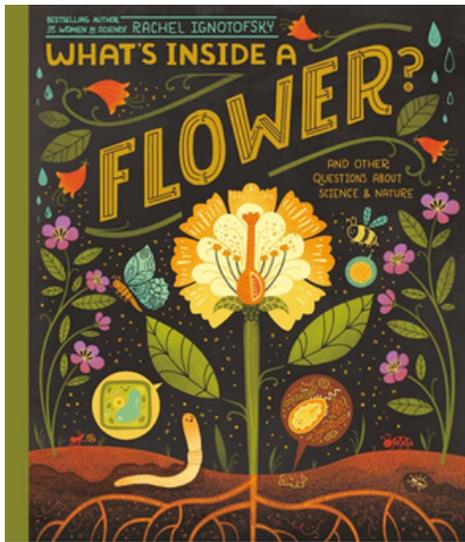
With spring right around the corner, reading about the season is a great way to spend some time with your children. To help we are sharing some of our favourite books.

### Little Listeners (Ages 4-6)

*Little Seasons: Spring Seeds* is a fun, informative book about the life cycle of seeds. Readers will learn how as the seasons change, from winter to spring, seeds wake up and get ready to root, sprout, and start to grow. They will also learn about the many different types of seeds and what they grow into.



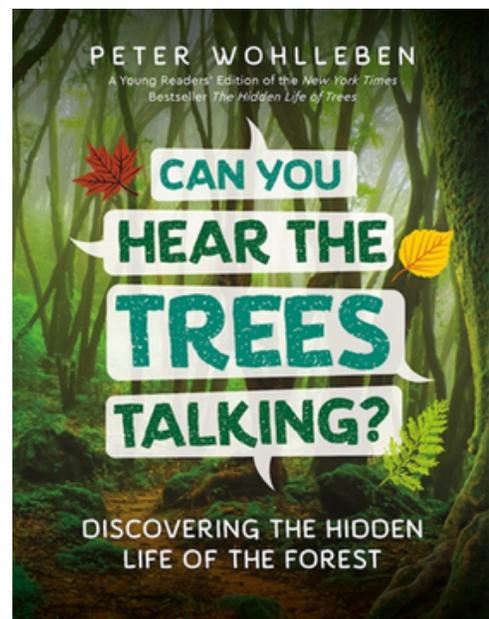
### Early Readers (Ages 6-8)



*What's Inside A Flower?: And Other Questions About Science & Nature* is a great book for any budding backyard scientists that want to learn more the flowers and plants that will soon be making their springtime appearance. This book is full of engaging illustrations and information for anyone who wants to learn more about the world of flowers.

### Growing Readers (Ages 8-10)

*Can You Hear the Trees Talking? Discovering the Hidden Life of the Forest* introduces young readers to the hidden world of forests. It explains how trees communicate, support one another, and create complex communities underground. The book features kid-friendly activities that encourage children to look at trees with curiosity and wonder.



# What Should Be in Your Child's Lunch?

## A Look at What the Rules Actually Say

If you pack a lunch or your child buys one at school, you might wonder what standards apply. Quebec public schools operate under a specific provincial policy, and any food service or caterer working inside the school must follow it. Here's what you need to know.

### The provincial policy: what it is and where to find it

Since 2007, all Quebec public schools, preschool through secondary, including vocational training centres, fall under the *Politique-cadre pour une saine alimentation et un mode de vie physiquement actif* — *Pour un virage santé à l'école* (the Framework Policy on Healthy Eating and Active Living, known in English as *Going the Healthy Route at School*). It was published by the Ministère de l'Éducation, du Loisir et du Sport (MELS), working together with the Ministère de la Santé et des Services sociaux (MSSS) and the Ministère de l'Agriculture, des Pêcheries et de l'Alimentation (MAPAQ). The full document is available at [education.gouv.qc.ca](http://education.gouv.qc.ca).

Each school board (*centre de services scolaire*) is expected to adopt its own local policy based on this provincial framework. For example, the English Montreal School Board (EMSB) adopted a Nutrition Policy in 2009 and runs a full Nutrition and Food Services department, with dietitians who supervise cafeteria menus and the board's own catering service, *Le Mini Bistro*. Parents can find details and lunch box guidelines at [emsb.qc.ca/nutrition](http://emsb.qc.ca/nutrition). The Lester B. Pearson School Board (LBPSB) also has a Food & Nutrition Policy; its food service does not serve soft drinks, chocolate bars, or fried foods, and meals are reduced in fat, salt, and sugar. Information is available through [nutrition.lbpsb.qc.ca](http://nutrition.lbpsb.qc.ca). The Central Québec School Board (CQSB) adopted its Policy on Healthy Eating and Active Living in December 2008, mirroring the provincial framework's three orientations and all 16 priority elements. The full policy is posted at [cqsbsb.qc.ca](http://cqsbsb.qc.ca). If your child attends a school in another board, ask your governing board or parent committee for a copy of the local policy.

### What the policy says about food at school

The provincial policy sets out three orientations for healthy eating: the first tells schools to offer meals from all four food groups in Canada's Food Guide (vegetables and fruit, grain products, milk and alternatives, meat and alternatives), to serve a main course with at least one vegetable, to favour whole grains, and to offer desserts based on fruit, milk products, or whole grains rather than high-fat or high-sugar options. Cooking methods should be low-fat: steaming, baking, grilling, poaching.



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# What Should Be in Your Child's Lunch?

cont.

The second orientation is about what must be taken off the menu. Schools are told to eliminate sugar-sweetened and diet soft drinks, any product whose first listed ingredient is sugar or a sugar substitute, French fries, and all deep-fried or pre-fried breaded foods. These rules apply to cafeterias, vending machines, canteens, and daycare snack services. They also apply to fundraisers, school trips, and special events so food sold at those occasions is supposed to meet the same dietary guidelines.

The third orientation deals with the eating environment itself: eating areas must be safe, and schools are asked to make lunchtime pleasant rather than rushed.

## What this means for lunch providers and caterers

If your school contracts with an outside food service, the Framework Policy expects the school board to establish agreements with those subcontractors that are consistent with its local healthy-eating policy. In practice, this means the caterer's menus should follow the same three orientations: meals built around the four food groups, no deep-fried items, no sugary drinks, and fruit- or dairy-based desserts. Beverages on offer should be limited to water, milk, and 100% pure unsweetened juice. The policy document itself includes pamphlets on healthy school menus and healthy vending machines that school boards can use when writing their calls for tender.



## The federal side: Canada's Food Guide

The Quebec policy ties directly back to Canada's Food Guide. The current guide recommends filling half the plate with vegetables and fruit, a quarter with whole grains, and a quarter with protein foods (beans, lentils, fish, eggs, lean meat, or dairy). Water is the recommended drink. You can find the full guide, with recipes and tips for families, at [food-guide.canada.ca](http://food-guide.canada.ca). It is published in multiple languages.

## More resources

The Quebec government's page on children and nutrition ([quebec.ca/en/health/nutrition](http://quebec.ca/en/health/nutrition)) covers age-specific advice on portions, snacking, and picky eating. And if you're interested in the ongoing push toward a universal school food program, the Coalition for Healthy School Food has a Quebec chapter at [healthyschoolfood.ca/qc-action](http://healthyschoolfood.ca/qc-action).

# Feeling the End-of-Year Slump? You're Not Alone

- *Audrey Elkeslassy (BT Counselling)*

As the school year winds down, it's common for both kids and parents to feel motivation slipping. But finishing strong is possible, and it doesn't require superhuman willpower. Instead, small habits and consistent routines can make all the difference.

## Why Habits Beat Motivation

Motivation is great when it's there, but it's not reliable—especially when everyone's tired. Research shows that sticking to simple routines is more effective than waiting for a burst of inspiration. Consistency helps kids (and adults) keep moving forward, even on days when motivation is low.

## Actionable Tools for Parents and Kids

- **Keep Routines Steady:** Sticking to regular homework, meal, and bedtime routines gives kids a sense of predictability and security, which is especially important as the school year winds down. One of the most powerful parts of this routine is sleep. For younger kids, aiming for 9–11 hours of sleep each night is essential for their brains and bodies. Getting enough sleep helps kids remember what they've learned, improves their mood, and makes it easier to manage stress and emotions. Well-rested children are better able to pay attention in class, solve problems, and handle challenges calmly.
- **Break big assignments into smaller, manageable steps:** Celebrate progress—like finishing a chapter or completing a project outline. Using a simple goal sheet or checklist to track these wins isn't just about staying organized. Research shows that crossing something off a checklist gives our brains a little boost of dopamine—a “feel-good” chemical linked to motivation and satisfaction. This small reward helps build confidence, keeps momentum going, and makes it more likely we'll tackle the next task. Over time, these small successes add up, making big projects feel less overwhelming and more achievable.
- **Make Learning Fun and Relevant:** Connect schoolwork to real life. If your child is learning about ecosystems, take a nature walk. Studying history? Watch a related movie or visit a local site. These activities show kids that learning isn't just for the classroom.



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# Feeling the End-of-Year Slump? You're Not Alone

cont.

- **Take Brain Breaks and Get Outside:** When motivation dips, it's easy for frustration to build—for both kids and parents. Getting upset or raising your voice might seem like it will get things moving, but it often has the opposite effect. Stress and anger can actually make it harder for kids to focus, learn, or cooperate. Instead, try building in short “brain breaks,” especially those that involve movement. A quick walk, a dance break, or some outdoor play between study sessions can help everyone reset emotionally and boost their mood. These positive breaks make it easier for kids to reconnect and return to their work with a clearer mind and better attitude. When kids feel good and supported, they're much more likely to focus and get things done.
- **Reflect and Celebrate Progress:** Encourage your child to look back at what they've accomplished this year. Instead of just telling them to be proud, invite them to really remember and feel it. Have them use the power of visualization: Ask them to picture themselves at the end of the year, remembering all the challenges they overcame and the goals they reached. How does it feel to look back and see their hard work pay off? How are they thinking? What would they say to their "present" self? What can they do today for their future self?

## What's Known vs. Uncertain

Evidence supports the power of routines, small goals, and positive reinforcement for maintaining motivation. While incentives (like extra screen time) can help, they work best when paired with praise for effort, not just results. Every child is different—some may need more breaks, others more structure. If motivation remains a struggle, check in with your child's teacher or a counsellor for extra support.

If you'd like support, our clinicians can help.

Audrey Elkeslassy, MSW, PSW  
Founder and Clinical Director of  
BreakThrough Counselling



# alloprof



## Spring Ahead with Study Skills: Getting Ready for Projects, Exams, and Oral Presentations

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



As daylight stretches and the sun regains its warmth, a familiar energy fills the air. This season often arrives like a whirlwind with a flurry of projects, the jitters before an oral presentation, and the final climb toward exam season.

It's completely normal for the workload to feel a little overwhelming right now. However, this is a great opportunity to set a strong routine and healthy habits to help your child find the steady confidence they need to get over the school year's finish line.

### Mastering the Art of Organization

Long-term projects and exam blocks require a shift from daily homework to strategic planning. To help your child navigate this busy period, it is essential to establish a clear study plan early on. Create an exam preparation routine, using good study strategies to ensure they stay organized and confident. Helping your child break large tasks into "bite-sized" goals can also prevent last-minute panic. Understanding how your child learns is also key; aligning study habits with attention spans ensures that study sessions remain productive rather than exhausting.



# alloprof



## Spring Ahead with Study Skills **cont.**

### Creative Tools for Complex Topics

Whether it's a history project or a science exam, creative study methods can make information stick. [Alloprof Parents](#) suggests using visual tools to organize complex thoughts. [Help your child make mind maps](#) to visually organize information. This graphic tool allows students to associate concepts, organize their thoughts, and group information in a logical way so they can see the "big picture" of a subject. To further support retention, explore [ways to improve your child's memory](#) through active recall and repetition.

### Taming Exam Stress

It's natural for students, and parents to feel the weight of upcoming evaluations, especially when it comes to [Ministry exams](#). You can support your child by keeping the conversation calm and constructive. Learning [how to make exams feel less stressful](#) involves creating a supportive environment where mistakes are viewed as learning opportunities rather than failures.

### Make Studying Enjoyable with Alloprof Student Resources

Studying doesn't have to feel like a chore! Alloprof offers a variety of tools to make studying feel more manageable, and even fun. Encourage your child to browse Alloprof's [educational videos](#) to strengthen their understanding, or to dive into [crash courses](#) for deep knowledge refreshers before a big test. When the mountain feels insurmountable, explore the [exam prep and study tips section](#), and don't forget that [Alloprof teachers are available five days a week](#) to answer student questions and provide live homework help.



[Alloprof also has educational professionals available](#) to answer parent concerns. It might all seem a little bit easier said than done, but at [Alloprof](#) we believe that with the right tools and a bit of teamwork, every student can finish the year strong. For more seasonal advice and resources, [subscribe to the Alloprof Parents newsletter today](#).

# Parent Resources - National Survey



**Unveiling of the Results**

**National Survey on the Well-Being of Quebec Families**

**3rd Edition**

**March 30 | 7PM**

**Dr. Mélissa Généreux**



Register for the unveiling of the results [HERE](#).

# Parent Resources

## UPCOMING WORKSHOPS



**English Parents'  
Committee Association**



**THURS.  
MAR.  
26**

**Cyber Security for Children**

**Time: 7:00 PM**

**[Register here](#)**

**MON.  
MAR.  
30**

**Survey Results on the  
Wellbeing of Families**

**Time: 7:00 PM**

**[Register here](#)**

**TUES.  
APR. 14**

**Supporting Parents in  
Influencing AVAB School Policy**

**Time: 7:00 PM**

**[Register Here](#)**

**TUES.  
APR.21**

**Transitions: Graduating  
High School**

**Time: 7:00 PM**

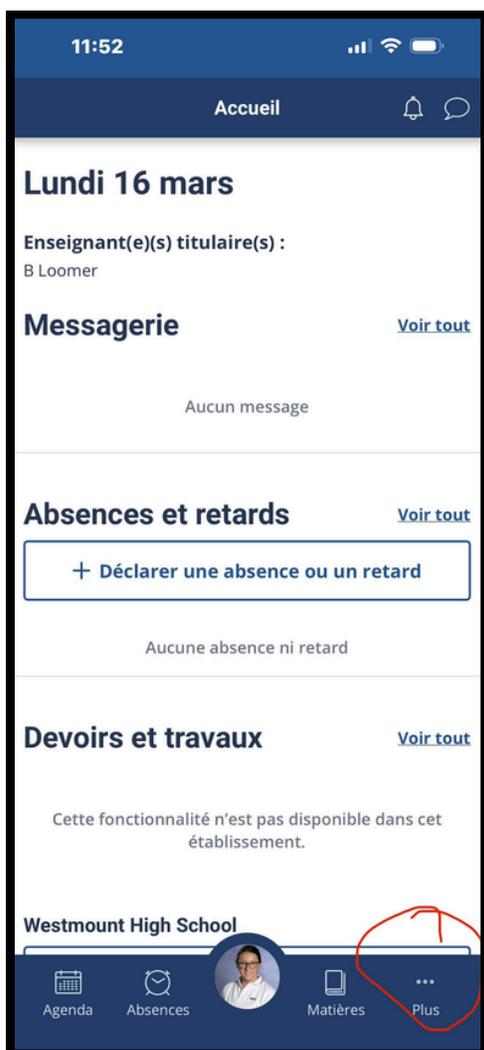
**[Register Here](#)**

# Parent Resources

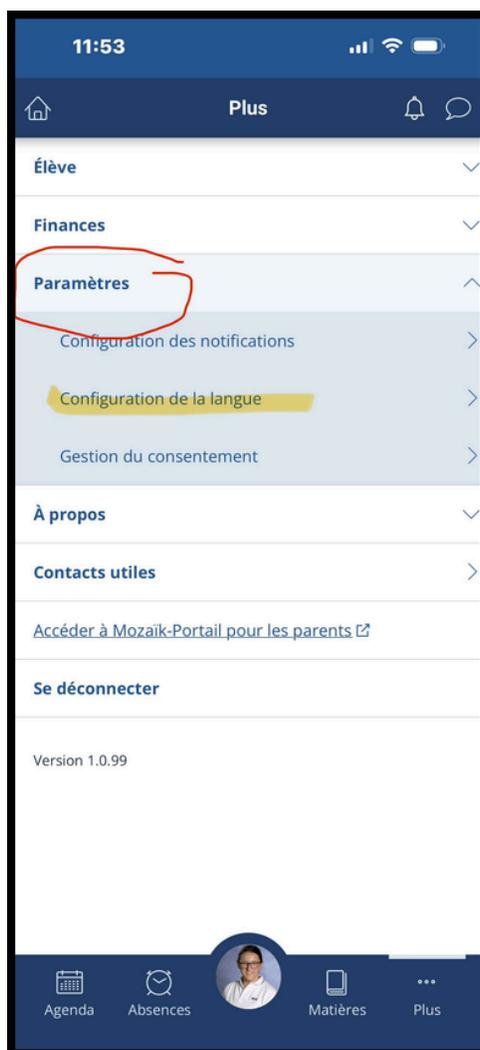
## Clic Ecole - English Language

EPCA has received calls from parents about the new Clic école application. The application is available in English. Below are the steps in order to change the language from French to English.

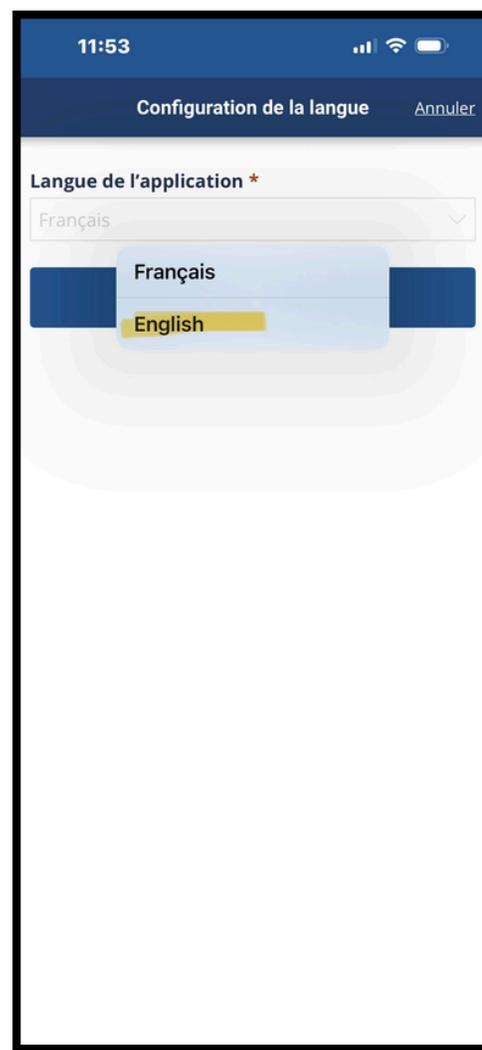
### Step 1



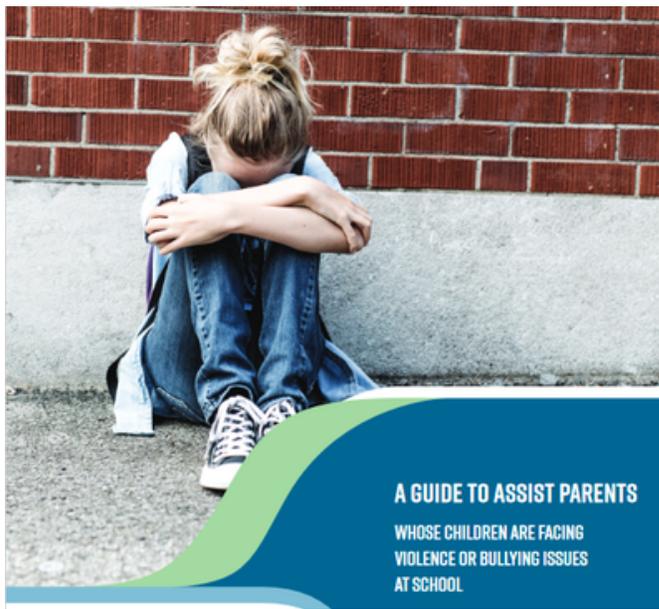
### Step 2



### Step 3



# 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.