



The TOOLBOX

TO HELP YOUNG PEOPLE WITH THEIR EMOTIONAL AND SOCIAL NEEDS



PROMOTING SCHOOL-COMMUNITY PARTNERSHIPS

TOOL: Prevention | Intervention

TARGET AUDIENCE: Preschool | Elementary school | Secondary school

TOOL INTENDED FOR: Professionals | Parents

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School administrators, teachers, educational consultants, psychoeducators, psychologists, school socio-cultural workers, school community workers, recreation and special education technicians, etc.

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MANIFESTATION OF DIFFICULTIES

- Increased psychological difficulties related to the confinement and associated context.
- Family and socio-economic difficulties, isolation of some families.
- Loss of prior academic learning (learning difficulties, dropping out, etc.)
- Digital divide (e.g. lack of computers, internet connection, lack of computer literacy, etc.)
- Limited access to information (need to simplify and/or translate important information, etc.)

SPECIFIC GOALS

- To reflect on the added value of creating a quality partnership with neighbourhood organizations to better support students and families.
- To be familiar with various complementary services that organizations can provide in order to create a safety net for students and their families.
- To identify the winning conditions for a school-family-community partnership.

DESIGN:

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TOOL CONTENT

Promoting the school-family-community partnership is about working together, through egalitarian dialogue, in order to achieve common goals. The community includes all partners (individuals, groups and institutions) that support schools (e.g. community and religious organizations, libraries, neighbourhood police stations, youth centres, etc.)

In the current context, with major changes and many uncertainties, students' well-being and educational success should be everyone's concern. This is a shared responsibility that should be based on a school-family-community partnership. Better school-community partnerships will strengthen the response to new vulnerabilities of youth and families during the pandemic and beyond.

ADDED VALUE OF A SCHOOL-FAMILY-COMMUNITY PARTNERSHIP

PROVIDE A SAFETY NET BY:

- Providing services that are complementary to those provided by schools, but more targeted, meeting needs that cannot be addressed by schools;
- Providing follow-up outside of school hours or periods (evenings, weekends, holidays, etc.)

BETTER MEET THE NEEDS OF STUDENTS AND THEIR FAMILIES AND REFER THEM BY:

- Taking a different, complementary, close look at these needs;
- Reaching out to students and their families using various tools and means;
- Promoting a pooling of resources;
- Providing services that are not available or very limited in schools;
- Reaching out to students who have dropped out in order to stay connected with them and encourage them to return to school.





WHAT ROLES CAN COMMUNITY ORGANIZATIONS PLAY IN PROVIDING THIS SOCIAL SAFETY NET AND BETTER MEETING STUDENTS' AND FAMILIES' NEEDS IN PARTNERSHIP WITH SCHOOLS?

DEPENDING ON THE NATURE OF THE SERVICES AND ACTIVITIES OF COMMUNITY ORGANIZATIONS IN YOUR NEIGHBOURHOOD:

- **Provide personalized contact with families (e.g. calls and follow-ups to assess crisis-related needs), by providing advice, guidance and support to other community resources.**
- **Promote access to resources such as:**
 - Computer equipment (tablets, computers, etc.);
 - School materials (e.g. backpacks);
 - Food aid (gift cards or food bank referrals);
 - Housing or employment assistance;
 - Support to navigate various government bodies (Revenue Quebec, employment insurance, etc.);
 - etc.
- **Provide academic support to students and families, including those with difficulties or special needs, by:**
 - Helping with homework inside or outside school;
 - Providing tools, support kits or guides to meet students' various needs (e.g. motor development, reading awareness, study strategies, advice to parents on practices to adopt or homework assistance, etc.);
 - Providing training to learn how to use technology;
 - Organizing fun activities with educational components (e.g. book clubs, robotics workshops, extracurricular activities, etc.);
 - Organizing peer tutoring activities;
 - Providing self-knowledge and skill development activities for employment integration;
 - Providing safe places where students can meet through free or organized activities, where they can interact and chat with each other or with adults who can guide them (e.g. youth centre);
 - Etc.
- **Support families with special needs (e.g. newcomers to the country, disadvantaged backgrounds) in order to:**
 - Ensure the dissemination and understanding of important information (e.g. by translating school documents on health measures, government guidelines, etc.);
 - Ensure a better understanding of the expectations and requirements on the part of schools and families;
 - Ensure an understanding on the part of parents of the Quebec school system (school operations, understanding the school calendar, childcare operations, etc.);
 - Provide support to parents for preparing needed materials (e.g. school materials, lunch box preparation);
 - Provide training and answer questions from school professionals in order to ensure a better understanding of families' experiences and needs;
 - Provide training to families on various issues that affect them (e.g. homework supervision, secondary school preparation);
 - Etc.



HOW CAN WE PROMOTE THE SCHOOL-COMMUNITY PARTNERSHIP?

BY INVITING ORGANIZATIONS TO SCHOOLS. WHEN ORGANIZATIONS ARE PRESENT IN SCHOOLS, WE CAN:

- Reach out and provide services more easily to students and families at lower costs, as schools are familiar places and students attend them on a daily basis.
- Promote a better understanding of community stakeholders and services provided by all school stakeholders, which can make it easier to recommend and support students and families.
- Ensure a better understanding of needs and appropriate responses through complementary services provided by schools and communities.

THEIR PRESENCE CAN BE ENCOURAGED BY:

- Providing them with a space in schools for deploying certain services (e.g. homework assistance, recreational or educational activities, drop-in centre, activities with some parents during school hours, etc.);
- Inviting them to afternoon meetings or staff meetings to introduce themselves and explain their services;
- Freeing up some staff members to follow-up and connect with community partners or by supporting the key role played by school community stakeholders;
- Creating some bridges or direct links with community organizations for specific situations. For example, a system could be implemented so that students who drop out of school or are absent too often can be automatically referred to a community dropout prevention agency that can provide follow-up;
- Inviting them to sit on your school's governing board;
- Welcoming them to various events such as open houses, back-to-school celebrations, kindergarten registration, etc.; holding kiosks at parent meetings at the beginning of the year or handing out newsletters, introducing themselves to parents, students and the school team;
- Including them as educational initiative partners;
- Participating in local discussions in your neighbourhood.





TO ENSURE THE PARTNERSHIP'S SUCCESS



STEPS: TOGETHER, LET'S BE SURE TO...	✓ DONE
Clarify the partnership goals and objectives...	
Recognize everyone's contribution and needs, based on their respective mandates...	
Clearly define the practices/means that will be implemented to achieve our goals and objectives and everyone's roles and responsibilities in order to achieve them...	
Ensure that it's a two-way commitment...	
Create an egalitarian climate of trust, mutual respect and openness...	
Communicate frequently in order to ensure our success, by listening to each other and sharing essential information about the students concerned, in accordance with everyone's mandates and privacy rules...	
Continuously assess the implementation of our initiatives and their impact...	
Share responsibility for successes, mistakes, challenges and difficulties...	





USEFUL RESOURCES

Across the province (including larger cities and more remote areas)

211

<http://www.211quebecregions.ca>

Alloprof

<http://www.alloprof.qc.ca/>

Fédération québécoise des organismes communautaires Famille

<https://fqocf.org/>

Instances régionales de concertation (IRC) sur la persévérance scolaire et la réussite éducative du Québec

<https://www.perseverancescolaire.com/>

La souris Web

Lasouris-web.org

Réseau des Carrefours Jeunesse-Emploi

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

Regroupement des Maisons des jeunes

<https://rmjq.org/a-propos/>

Regroupement des organismes communautaires autonomes jeunesse du Québec

<https://rocajq.org/le-rocajq/>

Regroupement des organismes communautaires québécois de lutte au décrochage

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

Tel-Jeunes

<https://www.teljeunes.com/>

YMCA du Québec

<https://www.ymcaquebec.org/fr/Accueil>

Specifically in Montreal

211

<https://www.211qc.ca>

Regroupement des organismes communautaires famille de Montréal

<https://www.rocfm.org/public/membres.html>

Tables de quartier

<http://www.tablesdequartiermontreal.org/>