

SCHOOL AND THE FAMILY

Directory  
OF  
Innovative  
Projects  
in  
Schools

Québec 

# School and the Family

DIRECTORY OF INNOVATIVE  
PROJECTS IN SCHOOLS

Ministère de l'Éducation

Direction de l'adaptation scolaire et  
des services complémentaires

February 1994

**Direction de l'adaptation scolaire et des services complémentaires (DASSC)**

**Design and development**

Johanne Bernier

**Project supervision**

Yvon Rodrigue (DASSC)

Pierre Hardy (DASSC)

**Layout and design**

Jocelyne Breton (Scripto-Québec)

Céline Belleau (DASSC)

**English version**

Direction du développement pédagogique en langue anglaise (DDPLA)

This English translation is a shortened version of *L'École et la famille - Répertoire de projets novateurs réalisés en milieu scolaire*.

© Gouvernement du Québec  
Ministère de l'Éducation, 1994 —

ISBN 2-550-28934-X

Legal deposit - first quarter 1994  
Bibliothèque nationale du Québec

## TABLE OF CONTENTS

	<b>Page</b>
INTRODUCTION .....	1
Why a directory of projects for the school and the family? .....	1
Who is the directory for? .....	1
Purpose and development of the directory .....	2
DESCRIPTION OF PROJECT CATEGORIES .....	3
PROJECT INFORMATION SHEETS .....	6
<b>Projects for Students</b> .....	9
1 PEER ASSISTANCE .....	11
Community project linking Lasalle High School with Keith and Cecil Newman schools .....	13
Peer counselling network .....	15
2 EDUCATIONAL SUPPORT .....	17
Learning with my child .....	19
Training session for independent study in elementary school .....	21
3 PSYCHOSOCIAL SUPPORT .....	23
Promoting parent-student discussion on the dropout problem .....	25
Encounter group .....	27
Schoolyard monitor: Making recess a positive experience .....	29
4 BEHAVIOUR MODIFICATION .....	31
Architects of peace .....	33
5 TEAMING UP WITH SENIORS .....	35
Grandparents in my life .....	37
Senior tutoring program .....	39
6 COMMUNITY GROUPS .....	41
Project focus .....	43

**Projects for Parents** ..... 45

7 HELPING PARENTS SUPPORT THEIR CHILDREN IN  
DOING THEIR HOMEWORK ..... 47

- Support workshops for parents ..... 49
- Homework hotline ..... 51
- Taking effective action through better understanding ..... 53

8 ENCOURAGING THE PARTICIPATION IN SCHOOL LIFE  
OF PARENTS FROM CULTURAL COMMUNITIES ..... 55

- Slide show for parents ..... 57
- Play for parents ..... 59

9 ENCOURAGING COMMITMENT FROM PARENTS TO  
FOLLOW THEIR CHILDREN'S PROGRESS IN SCHOOL ..... 63

- Helping parents helping students ..... 65
- Being there for my children ..... 67
- Getting involved as parents ..... 69
- Outdoor education for families ..... 71
- Fathers make a difference ..... 73

**Projects for the School and the Family** ..... 75

10 PROMOTING THE DEVELOPMENT OF BETTER RELATIONS  
BETWEEN THE SCHOOL AND THE FAMILY ..... 77

- Link with parents-liaison officer ..... 79
- A systemic approach to improving the homework  
experience in elementary school ..... 81

Blank information sheet ..... 83

## INTRODUCTION

### **Why a directory of projects for the school and the family?**

In its second plan of action on family policy, released in 1992, the Secrétariat à la famille announced a series of measures designed to benefit the family. A number of ministries and government agencies were made responsible for translating these measures into concrete actions.

The ministère de l'Éducation (MEQ) was given responsibility for 13 of the measures, seven of which involved the preparation of descriptions of projects relating to the family, the community and the school.

In preparing one set of project descriptions, the MEQ consulted professionals in the schools and the community in February 1993. The consultation process produced a number of interesting suggestions regarding the content and format of the project descriptions. This directory came about as the result of an important recommendation made during the consultation that the project descriptions be compiled in a single document.

### **Who is the directory for?**

Given the diversity of the measures contained in the government's plan and the many different dimensions of the projects included in the directory, the groups targeted by the directory are just as varied. The *Directory of Innovative Projects in Schools* is intended above all for individuals wishing to make use of the expertise and resources in their school to develop, implement or improve on one or more projects promoting the harmonious development of students and their educational success. Thus, the directory is a simple and practical reference work for all members of the community: school personnel, members of social groups, seniors, parents and students.

## **Purpose and development of the directory**

It is not our intention in this directory to present every project in which families, the community or the school have participated. Rather, our aim is to describe a number of projects drawn to our attention by the MEQ's regional offices that can serve as models for innovative action, and to promote the implementation of these projects in different schools.

At this point, we should explain what we mean by "innovative," a word that is subject to a range of interpretations. Indeed, what may be seen as an innovative project in one school might be considered equivalent to the basis for a more complex project in another. The reader should also be aware that the resources needed to carry out a project were not a selection criterion. To be sure, many projects requiring little in the way of human, material or financial resources were selected and they produced results that proved just as beneficial as those obtained in projects that were considerably more ambitious in nature.

Once projects were identified by the regional offices, we contacted resource persons who could tell us more about them. The details were then transferred to information sheets, which were organized by project category.

## **DESCRIPTION OF PROJECT CATEGORIES**

Projects are classified by target group and project type, and in some cases, by the type of resource person required to ensure their smooth implementation.

The directory is divided into ten project categories, which fall into three sections: projects for students, projects for parents and projects for the school and the family.

### **PROJECTS FOR STUDENTS**

#### **1. *Peer assistance projects***

Peer assistance projects have secondary school students develop and use their interpersonal skills to provide support to elementary or secondary students experiencing family, academic or social problems. With the help of the school and the community, selected students develop their natural abilities for helping members of their peer group.

#### **2. *Educational support projects***

Educational support projects are projects organized by the school to assist students with learning difficulties by providing them with support in doing their school work or helping them to develop effective study habits. The advantage of these projects is that parents also take part in certain activities, and as a result they become more involved in their child's education.

#### **3. *Psychosocial support projects***

Psychosocial support projects are aimed at helping students with family and social problems that may interfere with their ability to function at school. These projects involve group actions initiated by the school and relying on the cooperation of parents. Where necessary, these actions may direct students to seek individual help.

#### **4. *Behaviour modification projects***

The projects in this category are aimed at preventing violence at school and in the community through the organization of school activities encouraging nonviolent behaviour among students right from the start of preschool and elementary school. Parent participation encourages the modification of inappropriate behaviour and the development of respect for individuals and the environment.

#### **5. *Teaming up with seniors projects***

Teaming up with seniors projects allow students to benefit from the wealth of life experience and human qualities that seniors in the community have to offer. Seniors participate in the school life of students through educational support projects, psychosocial projects and projects promoting the formation of ties between the two generations and recognition of the resources of each.

#### **6. *Community group projects***

Some community groups develop and implement projects in the schools in order to help students achieve educational success. The advantage of these projects is that the organizations concerned also encourage the active participation of families.

### **PROJECTS FOR PARENTS**

#### **7. *Projects to help parents support their children in doing their homework***

The projects in this category are designed to provide the educational means to parents of children in preschool and elementary school to enable them to offer their children effective support in doing their homework. These projects develop parenting skills related to student learning.

**8. Projects *encouraging the participation in school life of parents from cultural communities***

This category is intended to highlight projects created to get parents from cultural communities more involved in school life.

**9. Projects *encouraging commitment from parents to follow their children's progress in school***

These projects are intended to help parents in their role as educators. They allow parents to develop skills and attitudes that will help their children to make progress in school.

**PROJECTS FOR THE SCHOOL AND THE FAMILY**

**10. Projects *promoting the development of better relations between the school and the family***

The success of the projects described in this directory rests in large part on the joint action and cooperation that exist between the school and parents. In order to create more harmonious school-family relations and thereby promote the educational success of students, this final category features projects intended to establish positive ties between the school and the family and to ensure that parents' role as educators complements the educational mission of the school.

# PROJECT INFORMATION SHEETS

The project descriptions presented in the directory include the following information:

## 1. Category

The first section indicates the project category. Projects that fall into more than one category are classified in the one that best corresponds to the stated objectives.

## 2. Project

This section indicates the name of the project.

## 3. School board/region

The school board and region in which a project was undertaken are indicated under the project name. The regional designations correspond to the 11 regional offices of the ministère de l'Éducation:

Bas-Saint-Laurent-Gaspésie-Îles-de-la-Madeleine  
Saguenay-Lac-Saint-Jean  
Québec-Chaudière-Appalaches  
Mauricie-Bois-Francs  
Estrie  
Laval-Laurentides-Lanaudière  
Montréal  
Montréal  
Outaouais  
Abitibi-Témiscamingue  
Côte-Nord

#### **4. School(s)**

Readers will find the name of the school or schools in which a project was carried out in the box to the right of the school board and region. The abbreviations "Pre.," "Elem." and "Sec." stand for preschool, elementary and secondary education respectively. These abbreviations indicate the level of education of the students targeted by the project, not the level of education offered by the school or schools.

For example, if School X offers preschool, elementary and secondary education, but the project is intended only for elementary-level students, only the "Elem." box will be checked off.

#### **5. Objectives**

The main objectives identified by the project resource person are indicated here.

#### **6. Description**

This section contains a brief description of the project, indicating the target group and the main activities undertaken. The amount of information provided varies with the type of project.

#### **7. Human, material and financial resources**

This section indicates the human, material and financial resources required for the project.

#### **8. Special conditions**

This section provides complementary information that could be useful to anyone wishing to implement a given project in his or her school. "None" indicates that no special conditions have been specified by the resource person for the project.

#### **9. Evaluation**

This section presents a brief evaluation of the project. Some of the information was obtained through official or private evaluations carried out with participants. In some cases, impact studies were carried out in the schools.

## **10. Who to contact for more information**

The name of one or two resource persons is provided for anyone interested in finding out more information about a given project.

N.B.: A blank information sheet has been included at the end of the document for readers' use.

# Projects for Students

**1**

**PEER ASSISTANCE**

<b>Category 1</b>	<b>PEER ASSISTANCE</b>
-------------------	------------------------

<b>Project</b>
<b>COMMUNITY PROJECT LINKING LASALLE HIGH SCHOOL WITH KEITH AND CECIL NEWMAN SCHOOLS</b>

School board/region	School(s)					
Protestant School Board of Greater Montreal	Lasalle High School, Keith Elementary School and Cecil Newman Elementary School					
• Montréal	Pre.		Elem.	✓	Sec.	✓

<b>Objectives</b>
<ul style="list-style-type: none"> <li>• To help elementary students identified as potential dropouts to develop positive attitudes toward school.</li> <li>• To involve different partners in the community in the educational success of young people.</li> <li>• To provide pedagogical and psychosocial support to young people experiencing learning difficulties.</li> </ul>

<b>Description</b>
<p>The project consists in drawing on the resources of secondary students to help elementary students experiencing learning difficulties. With the assistance of parent volunteers and teachers at the schools involved, secondary students act as tutors to elementary students.</p> <p>The tutoring takes two forms. First, secondary students help elementary students with the basic subjects: math, French and English. This assistance is available every day after school. In addition, secondary students offer a sports program to elementary students, who go twice a week to the secondary school to take part in a variety of physical activities. The program allows elementary students to become familiar with secondary school, to participate in stimulating activities there and to develop positive attitudes to the secondary school setting.</p>

### **Human, material and financial resources**

- The administration of the three schools, teachers and parents participate in the organization of the project. A resource person at the secondary school coordinates the project. A number of students from the secondary school volunteer to act as tutors.
- The project makes use of instructional materials, computer equipment and software, and sports equipment as well as a certain number of rooms.
- The project does not occasion any direct costs. Nevertheless, materials have been purchased to carry out certain selected activities.

### **Special conditions**

- Tutors attend a training session.

### **Evaluation**

- The project allows students who have had numerous failures to experience success and to develop a better attitude toward school.
- The project has improved the climate in the schools involved.
- In the long term, the project promotes academic stability in students and helps ensure that they do not drop out.

### **Who to contact for more information**

Leif Torjusen  
Lasalle High School  
8300, rue Georges  
Lasalle (Québec)  
H8P 1E5  
Tel.: (514) 363-7150

<b>Category 1</b>	<b>PEER ASSISTANCE</b>
-------------------	------------------------

<b>Project</b>
<b>PEER COUNSELLING NETWORK</b>

<b>School board/region</b>	<b>School(s)</b>					
Commission scolaire de la Haute Gatineau	Cité étudiante de Haute Gatineau					
<ul style="list-style-type: none"> <li>Outaouais</li> </ul>	Pre.		Elem.		Sec.	✓

<b>Objectives</b>
<ul style="list-style-type: none"> <li>To improve interpersonal relations at home and at school.</li> <li>To foster helping relationships among young people.</li> <li>To increase young people's knowledge of existing sources of help.</li> <li>To improve peer counsellors' ability to listen, offer support, and identify young people who are experiencing problems at home or at school and refer them to the appropriate sources of help.</li> </ul>

<b>Description</b>
<p>A support committee made up of partners from the school and community is set up at school to recruit and select Secondary III students for training as peer counsellors. The students receive 25 hours of training, which enables them to develop their social skills (communication, self-confidence and listening) and to work with students in Secondary I to V.</p> <p>An adult support group made up of members of the school staff supervises the peer counsellors in their work with other students.</p>

### **Human, material and financial resources**

- A professional is made available two and a half days a week to supervise the peer counselling network.
- Two support documents, *Peer Counselling Starter Kit* by Carr and Saunders (1980) and *Les jeunes et l'entraide* by Laurendeau et al. (1991), are used. Students have access to a room on a permanent basis.

### **Special conditions**

- It is advisable the first year of the project to have an additional person available to help with the setting up of the network. This individual would help the resource person in charge of the project to train students and to lead the meetings held with the adults involved in a supporting capacity.
- The cooperation and support of the school administration and staff are essential to carrying out the project.

### **Evaluation**

- According to a study carried out three years after the project's inception, 23% of students in Secondary III to V and 7% of students in Secondary I and II had been reached by the project.
- The project is an effective way of making help more available in schools.
- The project improves the interpersonal skills of student participants.

### **Who to contact for more information**

Gérald Ferland  
Cité étudiante de Haute Gatineau  
211, Henri-Bourassa  
Maniwaki (Québec)  
J9E 1E4  
Tel.: (819) 449-7854

2

**EDUCATIONAL SUPPORT**

<b>Category 2</b>	<b>EDUCATIONAL SUPPORT</b>
-------------------	----------------------------

<b>Project</b>
<b>LEARNING WITH MY CHILD</b>

<b>School board/region</b>	<b>School(s)</b>					
Commission scolaire du Sault-Saint-Louis	All elementary schools in the board					
<ul style="list-style-type: none"> <li>• Montréal</li> </ul>	Pre.		Elem.	✓	Sec.	

<b>Objectives</b>
<ul style="list-style-type: none"> <li>• To instill the love of reading in children.</li> <li>• To provide parents with a model.</li> <li>• To encourage parents without much education to go back to school.</li> </ul>

<b>Description</b>
<p>The project is intended for students in the first cycle of elementary school who have repeated a year and their parents, who often have little formal schooling and are from a socioeconomically disadvantaged background. The project consists in offering students with learning difficulties the opportunity of having a volunteer come to their home to help them with reading. The volunteer spends approximately 30 minutes twice a week at the student's home.</p> <p>In 1992-1993, over 130 volunteers worked with 320 children and their parents.</p>

### **Human, material and financial resources**

- Over 130 volunteers have been recruited from the community. Two resource persons provide support to volunteers and assign volunteers to families. One person, working half time, recruits volunteers.
- A room is required as well as promotional materials for recruiting volunteers.

### **Special conditions**

- The cooperation of school administrations and teachers is necessary in order to identify and recruit students for the project.
- Volunteers must be very flexible with their time.
- The resource persons assisting the volunteers must believe in the project and have management skills.

### **Evaluation**

- The project encourages the active involvement of the community.
- Children and parents change their attitude toward school.
- Students are more motivated in class.

#### **Who to contact for more information**

Grégoire Côté  
Commission scolaire du Sault-Saint-Louis  
8700, boulevard Champlain  
Lasalle (Québec)  
H8P 3H7  
Tel.: (514) 595-2019

<b>Category 2</b>	<b>EDUCATIONAL SUPPORT</b>
-------------------	----------------------------

<b>Project</b>
<b>TRAINING SESSION FOR INDEPENDENT STUDY IN ELEMENTARY SCHOOL</b>

School board/region	School(s)						
Commission scolaire de Outaouais-Hull  • Outaouais	École Saint-Paul  <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 12.5%;">Pre.</td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;">Elem.</td> <td style="width: 12.5%; text-align: center;">✓</td> <td style="width: 12.5%;">Sec.</td> <td style="width: 12.5%;"></td> </tr> </table>	Pre.		Elem.	✓	Sec.	
Pre.		Elem.	✓	Sec.			

- | Objectives   |
|--|
| <ul style="list-style-type: none"> <li>• To enable children with learning difficulties to make continuous progress, relying on their own resources.</li> <li>• To inform and reassure parents about homework.</li> <li>• To introduce children and parents to study skills and help them to develop them.</li> </ul> |

Description
<p>The project is primarily intended for Elementary 2 students and their parents. The purpose is to introduce children and parents to a personal work method for children that they may continue to use throughout their studies.</p> <p>The project runs for four weeks: three at school and one at home. Participants spend 30 minutes a day on the project, concentrating on a specific activity each week:</p> <p>Week 1: – The resource person and the parents observe the child. – They reinforce or correct the child's natural learning process.</p> <p>Week 2: – The parents unobtrusively encourage the child in his or her learning (especially with homework), possibly calling on the assistance of the resource person.</p> <p>Week 3: – The child prepares for independent learning according to his or her plan of action, i.e., the things he or she has picked up in the first two weeks. – The child consults the resource person or his or her parents, as needed.</p> <p>Week 4: – At home, the parents and child apply their newly acquired knowledge and skills to homework assignments, without calling on the assistance of the resource person.</p> <p>The parents and child evaluate their team effort at the end of the project and receive a certificate.</p>

### **Human, material and financial resources**

- One teacher is responsible for organizing the project and doing follow-up with families.
- The school library, an additional room and instructional materials are used in this project.
- Project-related costs consist mainly in the resource person's salary.

### **Special conditions**

- The resource person must be very flexible with his or her time.
- Parents must be both willing and able to make time for the project.
- A minimum of four weeks is necessary for a successful outcome.

### **Evaluation**

- The project equips children with an effective learning method at an age when they need help and encouragement to develop their autonomy.
- The project is designed for use with the vast majority of Elementary 2 students.
- The project fosters children's motivation toward learning in school and improves parent-school relations.

### **Who to contact for more information**

Monique-Y. Tassé  
École Saint-Paul  
145, rue Isabelle  
Hull (Québec)  
J8Y 5H5  
Tel.: (819) 776-5557

**3**

**PSYCHOSOCIAL SUPPORT**

<b>Category 3</b>	<b>PSYCHOSOCIAL SUPPORT</b>
-------------------	-----------------------------

<b>Project</b>
<b>PROMOTING PARENT-STUDENT DISCUSSION ON THE DROPOUT PROBLEM</b>

<b>School board/region</b>	<b>School(s)</b>					
Commission scolaire Mont-Fort	École secondaire du Mont-Bruno					
<ul style="list-style-type: none"> <li>• Montérégie</li> </ul>	Pre.		Elem.		Sec.	✓

<b>Objectives</b>
<ul style="list-style-type: none"> <li>• To get students and parents to think about the dropout problem.</li> <li>• To describe the problem in context.</li> <li>• To enable students and parents to accept the reality of the problem.</li> <li>• To equip students and parents in such a way as to reduce or eliminate the problem.</li> </ul>

<b>Description</b>
<p>The project is intended for potential dropouts in Secondary II and III and their parents. Students at risk of dropping out are identified by means of a questionnaire. To be eligible for the project, at least one of their parents must agree to participate as well.</p> <p>The project basically consists of a series of joint and individualized meetings in which the student tries to determine, with his or her parents and the educators involved, the problems he or she is having at school.</p> <p>The meetings, which last about 90 minutes, take place outside school hours, at school or at home, depending on the wishes of the student and the parents. The number of meetings varies from four to eight, based on the needs expressed by the student and the parents.</p>

### **Human, material and financial resources**

- Two teachers at the school and a psychologist in the school board moderate the meetings. The secondary education coordinator in the school board is responsible for coordinating the project.
- Rooms, a questionnaire for identifying potential dropouts and instructional materials are used in carrying out the project.
- The total cost of setting up the project is approximately \$7 800.

### **Special conditions**

- The cooperation of teachers and the school administration is necessary for identifying potential dropouts.

### **Evaluation**

- The project promotes better communication between parents and students, increases feelings of empathy and develops trust.
- The project increases students' motivation to learn, and students' marks have been seen to improve.
- The project encourages changes in attitude in both parents and students, and thereby fosters educational success.
- The project gives parents a better understanding of the education system.

### **Who to contact for more information**

Roger Burton  
Services éducatifs  
Commission scolaire Mont-Fort  
267, boulevard Sir-Wilfrid-Laurier  
Saint-Basile-le-Grand (Québec)  
J3N 1M8  
Tel.: (514) 441-2919

<b>Category 3</b>	<b>PSYCHOSOCIAL SUPPORT</b>
-------------------	-----------------------------

<b>Project</b>
<b>ENCOUNTER GROUP</b>

<b>School board/region</b>	<b>School(s)</b>					
Commission scolaire des Draveurs	Polyvalente Le Carrefour					
• Outaouais	Pre.		Elem.		Sec.	✓

<b>Objectives</b>
<ul style="list-style-type: none"> <li>• To sensitize young people to the experience of a dysfunctional family or a family going through a period of imbalance.</li> <li>• To understand the dynamics of a family experiencing imbalance.</li> <li>• To enable students to open up to themselves, to others, to their family and to life.</li> </ul>

<b>Description</b>
<p>Groups of students attend a 75-minute meeting held during school hours to sensitize them to what goes on in a family experiencing short- or long-term change or imbalance, such as mourning, job loss, divorce or separation, serious illness, or addiction.</p> <p>Following the meeting, students are invited to join an encounter group that brings together young people wishing to explore and discuss the subject in greater depth. A series of eight one-hour meetings are held with the group.</p>

### **Human, material and financial resources**

- A pastoral animator and a counselling trainee co-lead the encounter sessions. The project could be carried out with only one resource person provided he or she has the appropriate expertise and training to lead this type of group.
- A large room, posters, a film, a VCR and other materials available in the school are used for the encounter sessions.

### **Special conditions**

- Special training is required for leading the encounter sessions. If the resource person does not have enough experience in this type of intervention, students may have feelings of guilt.

### **Evaluation**

- The project gives young people an opportunity to act as natural helpers in their peer group.
- The approach taken makes participants feel secure enough to share information.
- The great variety of activities (presentations, thematic workshops, music, dialogues, exchange of experiences) facilitates problem-solving.
- Because the content of the encounter sessions reflects the students' experience, there have not been any discipline problems in the groups in the four years that the project has been running.

### **Who to contact for more information**

Francine Lalonde  
Polyvalente Le Carrefour  
50, chemin de la Savane  
Gatineau (Québec)  
J8T 3N2  
Tel.: (819) 568-9012

<b>Category 3</b>	<b>PSYCHOSOCIAL SUPPORT</b>
-------------------	-----------------------------

<b>Project</b>
<b>SCHOOLYARD MONITOR: MAKING RECESS A POSITIVE EXPERIENCE</b>

<b>School board/region</b>	<b>School(s)</b>					
Commission des Écoles catholiques de Québec	École Anne-Hébert					
<ul style="list-style-type: none"> <li>Québec) Chaudière-Appalaches</li> </ul>	Pre.	✓	Elem.	✓	Sec.	

<b>Objectives</b>
<ul style="list-style-type: none"> <li>To prevent behaviour problems.</li> <li>To encourage group activities and reinforce a spirit of mutual support, cooperation and a feeling of belonging among students.</li> <li>To encourage respect for others and for the environment.</li> <li>To recognize and address psychosocial problems.</li> <li>To respond to parents' concerns about violence in the schoolyard.</li> </ul>

<b>Description</b>
<p>First, the schoolyard monitor observes the students at recess and assesses the possibilities for games. The monitor pays equal attention to students displaying violent behaviour, students rejected by their peers and students who are shy, isolated or have a negative attitude. Next, the monitor gives these students certain responsibilities. Thanks to these "helpers," all students who wish to participate in the games can do so.</p> <p>The monitor is in the schoolyard for both daily recess periods. In addition to organizing games, the monitor meets with students individually or in a group to listen to them and try to help with their family, school or other problems. The monitor may refer students to other sources of help in the school, if necessary.</p>

### **Human, material and financial resources**

- A recreational technician acts as schoolyard monitor.
- Recreational games are used in this project.
- The cost of setting up the project is approximately \$1 200.

### **Special conditions**

- Ideally there would be one schoolyard monitor for each grade level so that games could be organized by age group and the needs of all students would be met.
- If the school's financial resources will not cover the cost of hiring a resource person, it is possible to call on one or more volunteer parents to act as schoolyard monitors. Students appreciate having a resource person who is energetic, active and youthful.

### **Evaluation**

- The project makes it possible to reduce the incidence of behaviours that impede student learning and academic performance.
- The project encourages the creation of a spirit of mutual support and fellow-feeling among students.
- A project support committee made up of parents and school personnel has observed that violence in the schoolyard has largely diminished following the implementation of this project and that the project fosters the educational success of students.

#### **Who to contact for more information**

Adrienne Barrette  
École Anne-Hébert  
555, chemin Sainte-Foy  
Québec (Québec)  
G1S 2J9  
Tel.: (418) 682-2605

4

**BEHAVIOUR MODIFICATION**

<b>Category 4</b>	<b>BEHAVIOUR MODIFICATION</b>
-------------------	-------------------------------

<b>Project</b>
<b>ARCHITECTS OF PEACE</b>

School board/region	School(s)					
Commission scolaire De La Jonquière	École Immaculée Conception					
<ul style="list-style-type: none"> <li>Saguenay-Lac-Saint-Jean</li> </ul>	Pre.		Elem.	✓	Sec.	

<b>Objectives</b>
<ul style="list-style-type: none"> <li>To sensitize young people to the violence around them.</li> <li>To reduce violent behaviour at school.</li> </ul>

<b>Description</b>
<p>The project comprises two parts, one of which is addressed to all elementary students, the other to parents.</p> <p>Under Part One of the project, a nonviolence committee, made up of school personnel, coordinates and supervises an Architects of Peace Club made up of student representatives from each grade in the school. With the help of the nonviolence committee, the Club identifies specific topics related to violence, prepares role-playing situations on these topics and presents students with information that will make them think and encourage discussion about the selected topics. Students do activity-related assignments that encourage them to share their thoughts with their parents and to involve them in the reflection process.</p> <p>Part Two of the project consists of a series of three information sessions on topics favoured by the parents:</p> <ul style="list-style-type: none"> <li>"Violence at school and undesirable behaviour"</li> <li>"Behaviour problems at home and in the neighbourhood and children who don't listen"</li> <li>"Hyperactivity and medication"</li> </ul> <p>Discussion groups with school personnel are also offered to parents who would like to explore certain topics in greater depth.</p>

### **Human, material and financial resources**

- The school vice principal coordinates the project. Three teachers join with the vice principal to form the nonviolence committee. Various educators prepare and lead the information sessions. The vice principal, the school psychologist and the school psychoeducator participate in the discussion groups.
- Rooms and instructional materials are used to carry out the project.
- For \$60, "Architects of Peace Club" T-shirts can be made up for the students.

### **Special conditions**

- The resource persons prepare and lead the information sessions on a volunteer basis.
- The interest of Club members increases with the amount of time devoted to them.
- School personnel should show genuine interest in resolving the violence problem.

### **Evaluation**

- The project helps to reduce violence at school. The number of students who meet with the educator specialized in violence-related problems dropped by half once the project was implemented.
- The project gets teachers and parents involved in the problem.
- The project helps to establish better communication with children and parents.

### **Who to contact for more information**

Jacinthe Hovington  
École Immaculée Conception  
3795, rue Saint-Laurent  
Jonquière (Québec)  
G7X 2P5  
Tel.: (418) 547-4708

5

**TEAMING UP WITH SENIORS**

<b>Category 5</b>	<b>TEAMING UP WITH SENIORS</b>
-------------------	--------------------------------

<b>Project</b>
<b>GRANDPARENTS IN MY LIFE</b>

<b>School board/region</b>	<b>School(s)</b>					
Commission scolaire des Draveurs	Polyvalente Le Carrefour					
<ul style="list-style-type: none"> <li>Outaouais</li> </ul>	Pre.		Elem.		Sec.	✓

<b>Objectives</b>
<ul style="list-style-type: none"> <li>To allow young people and seniors the opportunity for mutual personal enrichment and to improve their respective qualities of life.</li> <li>To increase self-esteem and self-confidence in young people as a way of preventing them from dropping out of school and other problems.</li> </ul>

<b>Description</b>
<p>Because people in the Outaouais region are always on the move, adolescents do not have much opportunity to develop close, stimulating relationships with their grandparents. At the same time, a number of seniors feel lonely, and sometimes useless, despite the richness of their life experience and a value system that prizes listening, companionship, receptiveness and tenderness.</p> <p>The project brings these two generations together at school to participate in joint activities. A socioaffective approach is taken, with the emphasis on meetings and the forming of bonds between the two generations. The activities may take different forms. For example:</p> <ul style="list-style-type: none"> <li>lunchtime discussion of a given topic</li> <li>recounting experiences</li> <li>organization of parties</li> <li>singing</li> </ul> <p>The activities are held regularly throughout the school year.</p>

### **Human, material and financial resources**

- The pastoral services department set up the project and runs it in collaboration with teachers.
- The main project-related costs are the salaries paid to resource persons and the materials required for certain activities.

### **Special conditions**

- Meetings are held with seniors before activities are carried out with students. These meetings are intended to present the orientations of the project, to familiarize seniors with the school and its operation, to sensitize them to the needs and experience of adolescents and to offer them basic training as natural helpers.

### **Evaluation**

- The project helps improve the quality of life in the school as well as that of the individuals involved. The students feel more listened to and supported, while the seniors derive satisfaction and a sense of usefulness from their role as helpers.
- In the long term, the project appears to be an effective means of preventing students from dropping out and from committing suicide.

### **Who to contact for more information**

Francine Lalonde  
Polyvalente Le Carrefour  
50, chemin de la Savane  
Gatineau (Québec)  
J8T 3N2  
Tel.: (819) 568-9012

<b>Category 5</b>	<b>TEAMING UP WITH SENIORS</b>
-------------------	--------------------------------

<b>Project</b>
<b>SENIOR TUTORING PROGRAM</b>

<b>School board/region</b>	<b>School(s)</b>					
Eastern Townships School Board	Princess Elizabeth Elementary School					
<ul style="list-style-type: none"> <li>Etrie</li> </ul>	Pre.		Elem.	✓	Sec.	

<b>Objectives</b>
<ul style="list-style-type: none"> <li>To allow students an opportunity to interact with seniors.</li> <li>To offer students individual tutoring.</li> <li>To encourage community participation in school life.</li> </ul>

<b>Description</b>
<p>The Kingpins, a seniors' group in the community, provide eight volunteers a week to tutor students in Elementary 1 and 2.</p> <p>These volunteers work one-on-one with the students, listening to them read, asking questions about their text, and also reading to the students.</p>

### **Human, material and financial resources**

- Two teachers organize the activities. Members of the Kingpins help students with their work. The principal attends meetings of the Kingpins group.
- Rooms and books are required for the project.

### **Special conditions**

- Each senior is assigned to a student and senior-student teams work in separate rooms to avoid distracting others.
- The project runs from September to April. The seniors are not available in May or June.

### **Evaluation**

- The project provides students with one-on-one tutoring.
- Students have an opportunity to have a positive experience and to interact with seniors.
- The project promotes community involvement in the school.

### **Who to contact for more information**

Barry Magwood  
Princess Elizabeth Elementary School  
420, rue Bellevue Ouest  
Magog (Québec)  
J1X 3H2  
Tel.: (819) 843-4847

**6**

**COMMUNITY GROUPS**

<b>Category 6</b>	<b>COMMUNITY GROUPS</b>
-------------------	-------------------------

<b>Project</b>
<b>PROJECT FOCUS</b>

School board/region	School(s)						
Baldwin Cartier School Board	All English schools in the school board						
<ul style="list-style-type: none"> <li>• Montréal</li> </ul>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 12.5%;">Pre.</td> <td style="width: 12.5%;">✓</td> <td style="width: 12.5%;">Elem.</td> <td style="width: 12.5%;">✓</td> <td style="width: 12.5%;">Sec.</td> <td style="width: 12.5%;">✓</td> </tr> </table>	Pre.	✓	Elem.	✓	Sec.	✓
Pre.	✓	Elem.	✓	Sec.	✓		

- |                   |
|-------------------|
| <b>Objectives</b> |
|-------------------|
- To improve students' self-esteem.
  - To improve students' conflict-resolution skills.
  - To provide students with effective problem-solving strategies.
  - To provide teachers with effective discipline strategies.
  - To provide parents with effective strategies to help them in their role as educators.

<b>Description</b>
--------------------

Project Focus comprises a number of activities whose object is to provide help to students who lack social skills, display aggressive behaviour, and have low self-esteem and poor problem-solving strategies.

With respect to students, the project consists of training sessions on conflict resolution and peer mediation as well as relaxation, social skills development and self-esteem development programs.

With a view to helping students, each elementary school teacher receives 15 hours of training on cooperative discipline. Parents also get involved. A guide on learning skills, health, and drug and alcohol abuse has been prepared for them. They also receive a note every month giving them information and advice to help them follow their child. Four different programs are also offered to parents who want to improve or develop skills that will help them in their role as educators.

### **Human, material and financial resources**

- Two resource persons work full time organizing various activities.
- A room at St. Veronica School is used for the activities involving parents.
- The sum of \$15 000 is allocated for the project. This amount covers the salaries of resource persons and the cost of training texts on cooperative discipline. The resource persons supplied most of the other required materials.

### **Special conditions**

- Training in cooperative discipline takes place on professional development days and after school. Some school administrations make arrangements with their teachers to pay them for their time.
- The programs for parents are offered evenings at St. Veronica School.
- The work with students takes place during school hours at each participating school.

### **Evaluation**

- School committees and the school board administration have shown strong support for this project, which they look on very favourably.
- Parents and teachers discover effective ways of managing aggressive behaviour on the part of students and administering discipline.
- Because the project is aimed primarily at the emotional level, behaviour changes in students occur very gradually. It would be totally unrealistic to expect problems to be solved quickly.

### **Who to contact for more information**

Gerry Turpin or  
Gail Day  
Parentaid Plus  
294, avenue Cloverdale  
Dorval (Québec)  
H9S 3J5  
Tel.: (514) 633-8944 or  
(514) 631-4713

# Projects for Parents

7

**HELPING PARENTS SUPPORT THEIR  
CHILDREN IN DOING THEIR HOMEWORK**

<b>Category 7</b>	<b>HELPING PARENTS SUPPORT THEIR CHILDREN IN DOING THEIR HOMEWORK</b>
-------------------	---

<b>Project</b>
<b>SUPPORT WORKSHOPS FOR PARENTS</b>

School board/region	School(s)					
Commission scolaire La Neigette	Pavillon Chanoine-Pelletier					
<ul style="list-style-type: none"> <li>Bas-Saint-Laurent – Gaspésie – Îles-de-la-Madeleine</li> </ul>	Pre.	✓	Elem.	✓	Sec.	

<b>Objectives</b>
<ul style="list-style-type: none"> <li>To provide parents with concrete ways of working more effectively with their children.</li> <li>To foster the educational success of these children.</li> </ul>

<b>Description</b>
<p>With the cooperation of a group of parents, the project offers all parents of children aged four to six workshops on developing parenting skills.</p> <p>Two workshops are offered on the following topics:</p> <ul style="list-style-type: none"> <li>"The importance of self-esteem in learning"</li> <li>"How can I help my child learn to read?"</li> </ul>

### **Human, material and financial resources**

- Four parents, a psychologist from the school board and a reading specialist collaborate on the project.
- Rooms and materials from the school's resources are used for the project.
- Financial assistance was provided by the Fondation Pro-Jeune-Est.

### **Special conditions**

None

### **Evaluation**

- The project makes it possible to sensitize a large number of parents to their children's needs.
- The project enables parents to take more effective action with their children.
- Parents who participate in the workshops react very favourably to them. Nevertheless, only 40% of parents were reached.

### **Who to contact for more information**

Danielle Bouchard  
Fondation Pro-Jeune-Est, Rimouski-Neigette  
111, rue Saint-Jean-Baptiste Ouest  
Rimouski (Québec)  
G5L 4J2  
Tel.: (418) 724-3516

<b>Category 7</b>	<b>HELPING PARENTS SUPPORT THEIR CHILDREN IN DOING THEIR HOMEWORK</b>
-------------------	---

<b>Project</b>
<b>HOMEWORK HOTLINE</b>

School board/region	School(s)					
Western Quebec School Board	South Hull School					
<ul style="list-style-type: none"> <li>• Outaouais</li> </ul>	Pre.		Elem.	✓	Sec.	

<b>Objectives</b>
<ul style="list-style-type: none"> <li>• To prevent the frustration experienced by parents and students when homework assignments are confusing or unclear.</li> <li>• To involve parents in the educational success of their child.</li> </ul>

<b>Description</b>
<p>Homework Hotline is a telephone service providing help with homework to parents and children in English elementary school.</p> <p>Under this project, a resource person meets every day with teachers to find out about the homework assigned to students. The resource person is provided with the texts or documents used for assignments.</p> <p>Parents and students can reach the resource person Monday to Friday from 5 p.m. to 7 p.m. or from 6 p.m. to 8 p.m. for explanations or suggestions to facilitate the task of doing homework.</p>

### **Human, material and financial resources**

- A resource person is responsible for offering telephone assistance.
- A telephone and all the instructional materials used by teachers are required for the project.
- Project-related costs include the salary of the resource person and telephone service charges for six months. The approximate total is \$4 500.

### **Special conditions**

- This project is effective when part of a support program for parents and children who have been identified as potential school dropouts. The Homework Hotline alone cannot meet the needs of families with serious problems.

### **Evaluation**

- The project is particularly successful with children whose parents offer regular support with homework.

### **Who to contact for more information**

Esther Tarasofski  
South Hull School  
86, allée Crescent  
Aylmer (Québec)  
J9H 1T6  
Tel.: (819) 684-6565

<b>Category 7</b>	<b>HELPING PARENTS SUPPORT THEIR CHILDREN IN DOING THEIR HOMEWORK</b>
-------------------	---

<b>Project</b>
<b>TAKING EFFECTIVE ACTION THROUGH BETTER UNDERSTANDING</b>

School board/region	School(s)					
Commission scolaire d'Aylmer	École Limoges					
• Outaouais	Pre.		Elem.	✓	Sec.	

<b>Objectives</b>
<ul style="list-style-type: none"> <li>To give priority to meetings with parents in order to offer them training and information and encourage discussion between parents and the school.</li> <li>To establish a cooperative relationship between parents and the school in order to promote educational success.</li> </ul>

<b>Description</b>
<p>The project is intended for parents of Elementary 1 students with learning or adjustment difficulties who would like to understand their child better. It consists of a series of meetings during which different topics of concern to parents are explored. Meetings last 90 minutes and are held every two weeks or so. The content of the meetings is as follows:</p> <p>First meeting: Prioritization of objectives for future meetings with a group of ten parents</p> <p>Second meeting: Presentation of the project objectives selected at the first meeting to all parents wishing to participate in the meetings</p> <p>Third meeting: Topic: "Getting your child hooked on homework"</p> <p>Fourth meeting: Topic: "Homework: what's negotiable and what's not"</p> <p>Fifth meeting: Topic: "Helping my child to read"</p> <p>Sixth meeting: Topic: "Communication at school"</p>

### **Human, material and financial resources**

- Five teachers from the school, the principal, a professional from the school board and a speaker from outside the system took part in the meetings.
- A room and documents were required for the meetings.

### **Special conditions**

- Ongoing support and guidance from the school administration are necessary.
- The contributions and support of Elementary 1 teachers are indispensable.

### **Evaluation**

- The project enables parents to feel more confident in their role as educators.
- Subsequent communication with parents on an individual basis is easier and less repetitive.
- Parent participation in the project results in their becoming more involved in other school activities.
- The project enables the school administration, teachers and parents to become involved in a common effort.

### **Who to contact for more information**

Lucie Demers  
École Limoges  
19, rue Charles  
Aylmer (Québec)  
J9H 3J3  
Tel.: (819) 684-3055

**8**

**ENCOURAGING THE PARTICIPATION IN SCHOOL LIFE  
OF PARENTS FROM CULTURAL COMMUNITIES**

<b>Category 8</b>	<b>ENCOURAGING THE PARTICIPATION IN SCHOOL LIFE OF PARENTS FROM CULTURAL COMMUNITIES</b>
-------------------	--

<b>Project</b>
<b>SLIDE SHOW FOR PARENTS</b>

School board/region	School(s)					
Commission scolaire de Outaouais–Hull	École Saint-Jean-Bosco					
• Outaouais	Pre.	✓	Elem.	✓	Sec.	

<b>Objectives</b>
<ul style="list-style-type: none"> <li>To provide parents of children in welcoming classes with basic information about school, how it operates and the services it offers.</li> </ul>

<b>Description</b>
<p>The school sometimes has difficulty obtaining important information from immigrant parents and communicating to them information about their child's needs or the school's requirements. Moreover, parents recently arrived in Québec may be confused about certain requests on the part of the school. Because of this, the school should not limit itself to verbal or written material if it wants to reach immigrant parents and provide them with necessary information. This project offers an alternative approach to communicating with parents.</p> <p>The slide show presents two 20-minute scenarios:</p> <p style="margin-left: 40px;">Scenario 1: A day at school as seen through student activities</p> <p style="margin-left: 40px;">Scenario 2: A look at various aspects of the Québec education system</p>

### **Human, material and financial resources**

- Six resource persons were involved in producing the slide show: a welcoming class teacher, an educational consultant, a school nurse, a school principal, a MEQ representative and a photographer specialized in audiovisual work.
- Photography and audiovisual equipment, a laboratory, a classroom, the infirmary, a home, the gymnasium and school transportation were used in producing the slide show.
- Project-related costs include fees paid to replace school personnel during production meetings, audiovisual and laboratory costs and resource persons' travel expenses.

### **Special conditions**

- It is preferable to reach parents at the beginning of the school year.
- The slide show is lent to parents so that they may watch it at home.

### **Evaluation**

- The slide show is an effective way of supplementing the information contained in written information documents.
- The project makes it possible to establish and maintain cooperation between the school and the family. The extent of this cooperation affects the well-being of the child and his or her performance in school.
- The project encourages parents to take an active interest in the school work their child does at home.
- The project helps parents to better understand the process of placing their child in a welcoming class and to speak up if any problems arise.

### **Who to contact for more information**

Sandra Lesage  
École Saint-Jean-Bosco  
71, rue Saint-Jean-Bosco  
Hull (Québec)  
J8Y 3G5  
Tel.: (819) 777-8662

<b>Category 8</b>	<b>ENCOURAGING THE PARTICIPATION IN SCHOOL LIFE OF PARENTS FROM CULTURAL COMMUNITIES</b>
-------------------	--

<b>Project</b>
<b>PLAY FOR PARENTS</b>

School board/region	School(s)					
Commission scolaire de Outaouais–Hull	All elementary schools in the school board					
• Outaouais	Pre.		Elem.	✓	Sec.	

<b>Objectives</b>
<ul style="list-style-type: none"> <li>• To sensitize parents and children to the multicultural nature of Québec society.</li> <li>• To develop harmonious relations with immigrant parents who have chosen to settle in Hull.</li> </ul>

<b>Description</b>
<p>A play for immigrant parents and children is conceived as part of a week on multiculturalism. The play, called "Let's prevent racism," lasts 20 minutes. The content of the play varies with the target audience (i.e., Cycle One, Cycle Two, or parents).</p> <p>Two performances of the play are given at ten schools: one performance for Cycle One, the other for Cycle Two. Five performances are also given for parents from two schools at a time.</p> <p>Activities are undertaken with the parents and students beforehand and provision is made for follow-up at home.</p>

### **Human, material and financial resources**

- Two police officers from the Hull police department, a parent from Parent-secours in Hull, an educational consultant, a school principal, a director from the ministère des Communautés culturelles et de l'Immigration and six members of the theatre troupe Marcalou Inc. collaborated on the project.
- Project-related costs include production and promotional costs and the purchase of the play's copyright.

### **Special conditions**

- Publicity material was used to promote the play to parents and students.
- A teacher's guide was prepared and distributed to each teacher.
- Performance fees should be charged when the play is put on in schools outside the Commission scolaire de Outaouais-Hull.

### **Evaluation**

- The project involves different groups in the community.
- The project sensitizes parents and students to the situation of immigrants.
- The project provides a means of disseminating information on the ethnic groups in the city. It offers an opportunity to reflect on multiculturalism.

### **Who to contact for more information**

Gilles Sabourin  
Police officer-educator  
Ville de Hull  
Service de la police de Hull  
1777, boulevard de la Carrière  
Hull (Québec)  
J8Y 6V1  
Tel.: (819) 595-7631

In 1994, the Direction des services aux communautés culturelles (DSCC) of the ministère de l'Éducation will publish a guide featuring a series of projects encouraging parents from cultural communities to become more involved in school life.

More information on this publication and the projects described in it can be obtained from:

Marc-Yves Volcy  
Direction des services aux communautés culturelles  
Ministère de l'Éducation  
600, rue Fullum, 6<sup>e</sup> étage  
Montréal (Québec)  
H2K 4L1  
Telephone: (514) 873-3744

Please note that the guide will be available in French only.

9

**ENCOURAGING COMMITMENT FROM PARENTS TO  
FOLLOW THEIR CHILDREN'S PROGRESS IN SCHOOL**

<b>Category 9</b>	<b>ENCOURAGING COMMITMENT FROM PARENTS TO FOLLOW THEIR CHILDREN'S PROGRESS IN SCHOOL</b>
-------------------	--

<b>Project</b>
<b>HELPING PARENTS HELPING STUDENTS</b>

<b>School board/region</b>	<b>School(s)</b>					
Commission scolaire d'Aylmer	D'Arcy McGee High School					
• Outaouais	Pre.		Elem.		Sec.	✓

<b>Objectives</b>
<ul style="list-style-type: none"> <li>• To inform parents about the services the school offers them and their children.</li> <li>• To support parents in their role as educators.</li> <li>• To adapt the role of school personnel to the needs of today's family.</li> </ul>

<b>Description</b>
<p>The project consists in getting parents to feel more involved in the school and school life through regular mailings of information about the services available in the school and suggestions as to how they can help their child.</p> <p>The project is centred around a newsletter sent to all parents every two months. In one of the newsletters, parents are invited to an information meeting:</p> <p style="text-align: center;">"How parents can help their child feel more competent and be more successful in school."</p>

### **Human, material and financial resources**

- A group of resource persons from different departments in the school and parents on the parents' committee participate in the project.
- The school library is used to hold the information meeting.
- The cost of the mailings amounts to \$1 000.

### **Special conditions**

None

### **Evaluation**

- The project allows parents to find out how the school operates and what the school is doing to help students succeed.
- The project also helps parents see certain things that they should be doing to support their children and contribute to their educational success.
- The success of the project depends on parents' reading the newsletters. It is harder to reach those parents who have the greatest need for information.

### **Who to contact for more information**

Michael Donlan  
D'Arcy McGee High School  
250, boulevard Gamelin  
Hull (Québec)  
J8Y 1W9  
Tel.: (819) 777-3121

**Category 9****ENCOURAGING COMMITMENT FROM PARENTS TO FOLLOW THEIR CHILDREN'S PROGRESS IN SCHOOL****Project****BEING THERE FOR MY CHILDREN****School board/region****School(s)**

Commission scolaire Tracy

École Le Noblet-Duplessis

- Montérégie

Pre.

Elem.

✓

Sec.

**Objectives**

- To help parents examine their experience with their children.
- To suggest to parents ways of observing and acting that will strengthen their commitment to their children's education.

**Description**

Approximately 15 parents of children with learning difficulties are offered the opportunity to participate in the project. In particular, the project is intended to help parents experiencing the following problems with respect to their children's difficulties:

- denial of the difficulties
- uncertainty about the type of help to give them
- guilt
- their expectations
- support and supervision
- the difficulty of forming a positive image of their children.

The project runs one day a week for six weeks.

The project is divided into three parts. Part One is called "My Frame of Reference." Here, the emphasis is on examining the parents' ideas on raising children.

Part Two is called "Aspirations and Needs." It includes the following topics:

- "The aspirations of our children"
- "Their need to be loved for themselves"
- "Their need for security"
- "Their need to be children, not miniature adults"
- "Their need to learn"
- "Their need to be unique"
- "Their needs that are not met and special needs."

The project concludes briefly with Part Three: "Summary and Discussion."

### **Human, material and financial resources**

- A resource person prepares and leads the sessions.
- The direct costs of the project (i.e., the resource person's salary) are approximately \$3 500.

### **Special conditions**

None

### **Evaluation**

- The project provides parents with an opportunity to exchange views, reassures them and encourages them to keep up their commitment to building their relationship with their children and contributing to their education.

### **Who to contact for more information**

Réjean St-Gelais  
École Le Noblet-Duplessis  
4865, rue Legendre  
Contrecoeur (Québec)  
J0L 1C0  
Tel.: (514) 587-2595

<b>Category 9</b>	<b>ENCOURAGING COMMITMENT FROM PARENTS TO FOLLOW THEIR CHILDREN'S PROGRESS IN SCHOOL</b>
-------------------	--

<b>Project</b>
<b>GETTING INVOLVED AS PARENTS</b>

<b>School board/region</b>	<b>School(s)</b>					
Commission scolaire de Chicoutimi	Polyvalente Laure-Conan					
<ul style="list-style-type: none"> <li>Saguenay–Lac-Saint-Jean</li> </ul>	Pre.		Elem.		Sec.	✓

<b>Objectives</b>
<ul style="list-style-type: none"> <li>To encourage parents to express their needs in terms of family-school support.</li> <li>To allow parents an opportunity to exchange views on issues of concern to them, in a climate of respect.</li> <li>To offer parents strategies for action to help their children in their overall development.</li> <li>To help parents value their role as educators.</li> <li>To create meaningful links among parents in order to promote mutual aid.</li> </ul>

<b>Description</b>
<p>This project is intended for parents of students in individualized paths for learning. It consists of eight three-hour group sessions held once a month.</p> <p>The mutual help and information meetings provide an opportunity to:</p> <ul style="list-style-type: none"> <li>– identify support and mutual help mechanisms with respect to their children's school work</li> <li>– familiarize parents with the following topics: <ul style="list-style-type: none"> <li>• "Work methods"</li> <li>• "My place as a parent in the school vs. relations with teachers and the administration"</li> <li>• "Concentration and memory"</li> <li>• "Relaxation"</li> <li>• "Parent-adolescent relationship"</li> <li>• "The organization of children's time"</li> <li>• "Child behaviour"</li> <li>• Other topics that meet the needs and expectations expressed by parents</li> </ul> </li> </ul>

### **Human, material and financial resources**

- A psychoeducator in the school and a social worker from the CLSC prepare and lead the meetings.
- A room is required for the meetings.
- Approximately \$1 500 is required to cover project costs: the psychoeducator's salary, secretarial costs, photocopies and refreshments (coffee and juice).

### **Special conditions**

- Each three-hour meeting involves approximately three and a half hours of preparation.

### **Evaluation**

- An evaluation sheet is given to parents after each meeting. In this way it is possible to evaluate the project while it is in progress and adapt the meetings to participants' needs more quickly and easily.
- The project allows parents to take their rightful place with their children and to get involved in the school's educational project.

### **Who to contact for more information**

Lorraine Maltais or  
Christiane Gagnon  
Polyvalente Laure-Conan  
847, avenue Georges-Vanier  
Chicoutimi (Québec)  
G7H 4M1  
Tel.: (418) 698-5170

<b>Category 9</b>	<b>ENCOURAGING COMMITMENT FROM PARENTS TO FOLLOW THEIR CHILDREN'S PROGRESS IN SCHOOL</b>
-------------------	--

<b>Project</b>
<b>OUTDOOR EDUCATION FOR FAMILIES</b>

School board/region	School(s)					
Commission scolaire de l'Argile Bleue	Nine schools in the school board					
<ul style="list-style-type: none"> <li>• Montérégie</li> </ul>	Pre.	✓	Elem.	✓	Sec.	✓

<b>Objectives</b>
<ul style="list-style-type: none"> <li>• To give parents of children with behaviour problems an opportunity to discuss their skills.</li> <li>• To enable these parents to evaluate their family situation and to find new ways of improving their relationships with their children.</li> </ul>

<b>Description</b>
<p>The project consists in organizing an outdoor education weekend for families as a way of meeting the special needs of parents of children with behaviour problems.</p> <p>Sixteen families participate in the project, which is made up of a series of actions including workshops for the parents and recreational activities for the children.</p> <p>The workshops for parents last two hours and address the following questions:</p> <ul style="list-style-type: none"> <li>• "Who are we as parents?"</li> <li>• "Who are they as children?"</li> <li>• "What can we do as a family) parents and children) to improve the situation?"</li> <li>• "Am I a stressed-out parent?"</li> </ul> <p>A wide variety of activities for preschoolers and elementary and secondary students is offered: rock climbing, archery, games, campfires, etc.</p> <p>There are also parent-child activities, which call for the achievement of a family consensus.</p>

### **Human, material and financial resources**

- Setting up and managing the project involved nine resource persons: two psychoeducators from the school board, two psychologists from the school board, a social worker from the CLSC, a psychologist and a psychoeducator from the hospital, a psychoeducator in private practice and a day care worker assigned to look after babies and children up to five years of age.
- The project makes use of an outdoor centre with overnight accommodation (one room per family), a games room, day care facilities and a cafeteria.
- Meeting rooms are required before the outdoor education weekend takes place.

### **Special conditions**

None

### **Evaluation**

- The parents claim that some children became aware of their own difficult behaviour through constant exposure to other children with similar or more pronounced problems.
- The parents appreciate the opportunity for closer contact with their children in an atmosphere of relaxation and mutual support.
- The workshops with resource persons and the discussions among parents help many parents to modify or improve their attitudes toward their children.
- The professionals note a clear improvement in family relations and increased family spirit following the project.
- The project is expensive. It also requires a great deal of time, given the preliminary meetings. Nevertheless, the benefits appear to outweigh the costs.

### **Who to contact for more information**

Lucie Beaugard  
Commission scolaire de l'Argile Bleue  
480, boulevard Laurier  
Mont Saint-Hilaire (Québec)  
J3H 4R9  
Tel.: (514) 467-9323

<b>Category 9</b>	<b>ENCOURAGING COMMITMENT FROM PARENTS TO FOLLOW THEIR CHILDREN'S PROGRESS IN SCHOOL</b>
-------------------	--

<b>Project</b>
<b>FATHERS MAKE A DIFFERENCE</b>

School board/region	School(s)				
Commission scolaire de l'Argile Bleue	All elementary schools in the school board				
• Montérégie	Pre.	✓	Elem.	✓	Sec.

<b>Objectives</b>
<ul style="list-style-type: none"> <li>• To allow fathers of children with problems: <ul style="list-style-type: none"> <li>– to become aware of the importance of the role they play in their children's education;</li> <li>– to develop their parenting skills;</li> <li>– to discuss their experiences with other fathers.</li> </ul> </li> </ul>

<b>Description</b>
<p>The project is intended for fathers of children with physical, emotional or intellectual problems.</p> <p>A group of 12 to 18 men is formed to reflect among themselves on a central theme: the importance of their role as fathers. These men agree to participate in a series of eight meetings to be held every two weeks. The meetings are held in a spirit of mutual aid on the following topics:</p> <ul style="list-style-type: none"> <li>• "My father and I"</li> <li>• "Who are we as men?"</li> <li>• "Fathers on authority and discipline"</li> <li>• "The bases of communication"</li> <li>• "The father's role with respect to school"</li> <li>• "Sex education and sexism"</li> <li>• "Male-female relationships"</li> <li>• "Nonviolent relationships"</li> </ul>

### **Human, material and financial resources**

- The project is organized by the school social worker, who, together with the principal, leads the meetings with the fathers. Three other resource persons contribute to specific meetings.
- A room, photocopies and audiovisual materials are provided by a school in the school board.

### **Special conditions**

None

### **Evaluation**

- The project makes it possible to reach men who have one or more children with difficulties.
- The project sensitizes these men to the importance of their role as fathers.
- The project allows the men to acquire a range of parenting skills by drawing on various situations from daily life.
- The men involved in the project are very satisfied and see concrete results.

### **Who to contact for more information**

Colette Thibodeau  
CLSC de la Vallée des Patriotes  
347, rue Duvernay  
Beloeil (Québec)  
J3G 5S8  
Tel.: (514) 467-0157

# Projects for the School and the Family

**10**

**PROMOTING THE DEVELOPMENT OF BETTER RELATIONS  
BETWEEN THE SCHOOL AND THE FAMILY**

<b>Category 10</b>	<b>PROMOTING THE DEVELOPMENT OF BETTER RELATIONS BETWEEN THE SCHOOL AND THE FAMILY</b>
--------------------	--

<b>Project</b>
<b>LINK WITH PARENTS – LIAISON OFFICER</b>

School board/region	School(s)					
Commission scolaire Jacques-Cartier	École secondaire Gérard-Gilion					
• Montérégie	Pre.		Elem.		Sec.	✓

<b>Objectives</b>
<ul style="list-style-type: none"> <li>• To promote the importance of the school's role to parents.</li> <li>• To inform parents about their child's progress in school.</li> <li>• To advise parents.</li> <li>• To collect questions and comments from parents and forward them to school authorities.</li> <li>• To offer support to parents in their dealings with social and community groups.</li> </ul>

<b>Description</b>
<p>This project is intended for parents of potential dropouts. It consists in drawing on the services of a liaison officer to carry out certain support activities. The purpose of the activities is to establish closer cooperation between the school and the family.</p> <p>The main activities initiated by the liaison officer are as follows:</p> <ul style="list-style-type: none"> <li>• individual meetings with families in the school or at the parents' home (day or evening);</li> <li>• support group meetings;</li> <li>• guided tours of the school;</li> <li>• telephone conversations;</li> <li>• joint meetings with parents and representatives of various local groups.</li> </ul>

### **Human, material and financial resources**

- A social worker acts as a liaison officer.
- School resources are available for the project.
- The liaison officer's salary and travel expenses are the only project-related costs.

### **Special conditions**

- The success of the project depends more on the liaison officer's personality than on his or her educational background.

### **Evaluation**

- The project is very well received by families.
- The project contributes to better relations between parents and the school.

### **Who to contact for more information**

Rolande Vermeire or  
Pierrette Lefebvre  
Commission scolaire Jacques-Cartier  
13, rue Saint-Laurent Est, 1<sup>er</sup> étage  
Longueuil (Québec)  
J4H 4B7  
Tel.: (514) 670-0730

<b>Category 10</b>	<b>PROMOTING THE DEVELOPMENT OF BETTER RELATIONS BETWEEN THE SCHOOL AND FAMILY</b>
--------------------	--

<b>Project</b>
<b>A SYSTEMIC APPROACH TO IMPROVING THE HOMEWORK EXPERIENCE IN ELEMENTARY SCHOOL</b>

School board/region	School(s)						
Commission scolaire de la Mitis <ul style="list-style-type: none"> <li>• Bas-Saint-Laurent – Gaspésie – Îles-de-la-Madeleine</li> </ul>	École de la Rivière <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="width: 15%;">Pre.</td> <td style="width: 15%;">✓</td> <td style="width: 15%;">Elem.</td> <td style="width: 15%;">✓</td> <td style="width: 15%;">Sec.</td> <td style="width: 15%;"></td> </tr> </table>	Pre.	✓	Elem.	✓	Sec.	
Pre.	✓	Elem.	✓	Sec.			

- |   |
|---|
| <b>Objectives</b>   |
| <ul style="list-style-type: none"> <li>• To help parents develop their child's autonomy and sense of responsibility toward school work.</li> <li>• To help parents, members of the group Pivot-familles and educators to use the "intervention in the child's natural environment" technique.</li> <li>• To encourage the administration and teachers to modify the homework model.</li> <li>• To encourage communication between the school and the family.</li> </ul> |

<b>Description</b>
<p>The project consists in familiarizing the main education partners with the "intervention in the child's natural environment" technique. This technique involves holding a series of meetings with the school administration, teachers, members of Pivot-familles and parents to encourage them to take a more active role in student progress beginning in Cycle One of elementary school, and to work together in a process adapted to the needs of today's parents.</p> <p>The meetings break down as follows:</p> <ul style="list-style-type: none"> <li>• two 90-minute meetings are held with the school administration, teachers, parents and members of Pivot-familles on:             <ul style="list-style-type: none"> <li>- "Perceptions and description of the role of individuals involved in the education of children"</li> <li>- "The concept of a school-family partnership in learning"</li> </ul> </li> <li>• Eight one-hour meetings are held with parents and members of Pivot-familles. These meetings address the question of offering children support in French (language of instruction), math and other subjects.</li> <li>• Four one-hour meetings are held with the school administration and teachers. These meetings deal with adapting the homework model.</li> <li>• One 90-minute project-evaluation meeting is held with everyone involved in the project.</li> </ul>

### **Human, material and financial resources**

- A teacher in the school coordinates the project and leads the meetings. Three resource persons (members of Pivot-familles) provide parents with support through home visits. The work carried out with the participants is based on the project coordinator's master's thesis.
- Rooms in the school are used for the meetings.
- The only project-related costs are the salary of the resource person who leads the meetings.

### **Special conditions**

None

### **Evaluation**

- The main thrust of the project is to encourage parents to take responsibility for their educational task by helping them discover their own potential for supporting their child.
- Participants play an active role throughout the project.
- At first, it is not easy to reach all parents, but with the continued cooperation of the school, it is possible to do so over the long term.

### **Who to contact for more information**

Julie Couture  
École de la Rivière  
530, de la Vallée  
Ste-Angèle-de-Mérici (Québec)  
G5H 2H0  
Tel.: (418) 775-5500

<b>Category</b>	
-----------------	--

<b>Project</b>

School board/region	School(s)				
	Pre.		Elem.		Sec.

<b>Objectives</b>

<b>Description</b>

**Human, material and financial resources**

**Special conditions**

**Evaluation**

**Who to contact for more information**



### **International Year of the Family, 1994**

The emblem for the International Year of the Family, 1994, shows two hearts sheltered under one roof, symbolizing life and love in a home filled with warmth, caring, security, togetherness, tolerance and acceptance. The open design is meant to convey continuity with a hint of vulnerability. The brushstroke on the right puts the finishing touch on this symbol representing the complexity of the family.

Further information :  
Bureau québécois de l'année internationale de la famille  
Tél.: (514) 844-1994

