



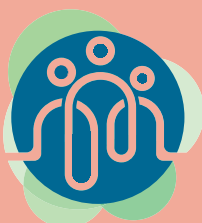
Fédération
des comités de parents
du Québec

ACTION Parents

Volume 46 • Number 1 • June 2022

The Role of Parents in Education

Proceedings of
the 2022 National
Symposium



Le rôle des
PARENTS
en **ÉDUCATION**

28 mai 2022



ACTION Parents

Volume 46 • Number 1 • June 2022

Action Parents is a magazine for parents active in Quebec schools, and more broadly, all parents and partners in the education sector.

To consult this June issue as well as previous issues, visit our website at: www.fcpq.qc.ca.

Editor-in-chief: Stéphanie Rochon

Editorial assistant: Catherine Galerneau

Graphics: Julie Payeur

Translation: Joel Ceausu

Photos taken during the Symposium: Agence Photobanque,
Patrice Charest

Contributors:

- Stéphanie Dionne, École branchée sur la famille
- Nicolas Prévost, President, Fédération québécoise des directions d'établissement d'enseignement
- Nathalie Chabot, Consultant, education professional practice, Centrale des syndicats du Québec
- Marie-Eve Quirion, consultant, education professional practice, FPPE-CSQ
- Jeanne Pinsonneault, Association québécoise de la garde scolaire
- Sofie Therrien, Assistant executive director, Fédération québécoise des organismes communautaires Famille
- The Alloprof Parents team
- Corinne Payne, Executive Director, FCPQ
- Emmanuella Blé, General secretary, FCPQ
- Camille Fortin-Dupuis, administrative assistant – research, FCPQ

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Quebec Federation of Parents' Committees (FCPQ)
2263, boul. Louis-XIV, Quebec (Quebec) G1C 1A4
Telephone: 418-667-2432 or 1-800-463-7268
Email: courrier@fcpq.qc.ca

Find the Federation on

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WORD FROM THE EDITOR-IN-CHIEF



Dear readers,

In this special edition of *Action Parents* magazine, the FCPQ team and our partners that contributed to organizing the May 28 National Symposium revisit the activities of that day, including parent appreciation night. This edition serves as a collection for reflection and best practices, to promote and recognize the vital role of parents as educational partners.

To kick off summer, we also offer advice from *Alloprof parents* and the *Fédération québécoise des organismes communautaires Famille* on continuity of learning during the summer, and on work-life balance.

A big thank-you to all our collaborators of the magazine and our events, who enrich our deliberations and who believe in the essential role of parents in education. Stay tuned on our social networks, and in our next newsletter we will have more news to announce for next year.

Until then, happy reading and have a great summer!

Stéphanie Rochon

MESSAGE FROM THE PRESIDENT

Dear Parents,

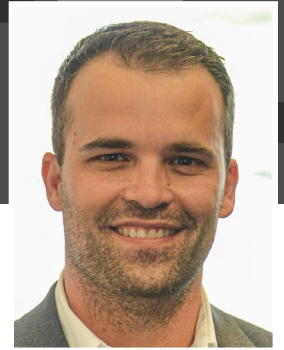
On May 28 we held the Federation of Parents' Committees Symposium: our first national event with participants in attendance since 2019!

THANK YOU to all the parents who attended and contributed to our discussions! I would also like to thank all the partners who were present, both on-site and online, and all those who helped organize and facilitate the day. I am always impressed by the strength of our collaborations. We are truly working toward a common goal: student success and well-being.

This event took place at a momentous time for the Federation of Parents' Committees and for engaged parents across Quebec. Our General Council recently adopted the FCPQ's new strategic plan, which enhances our mission to include support of members and services offered, in addition to parent representation and advocacy. The new plan also updates the Federation's vision. We look forward to taking ownership of this strategic plan with concrete actions, always with the goal of supporting parent committee members and in the interest of students attending public school.

Supporting engaged parents - and *being* an engaged parent - has its share of challenges. First, promoting the place and role of parents in the school is a challenge we all face together. Parents, daycare staff, principals, teachers, professionals, support staff, administrators: we work hand-in-hand to promote co-education and respect for the roles and expertise of each. The partners present at our Symposium emphasized the importance of communication between all the players and a common understanding of the issues. It is essential to hold forums for discussion and co-operation, particularly to remind ourselves of our common goals and values.

Mobilizing parents is another challenge we face every year. Being a parent volunteer requires a great deal of involvement, and we reach our retirement from the school environment when our children leave school, usually before we retire from professional life!



The last two years have been particularly difficult for mobilization due to the impossibility of holding face-to-face meetings, health concerns, the implementation of new governance measures, restricted access to schools for parents, etc. Human interaction and contact are often what makes our involvement rewarding, but it has become less common. It is more important than ever to ensure the place of parents in governance: parents get involved on a voluntary basis, always in the interest of youth, and their involvement promotes student success!

Our reward is when student success improves and when their needs and interests are at the center of educational decisions. However, this reward is still abstract and difficult to quantify. Therefore, the FCPQ has launched its new parent recognition program and the first edition of the *National Parental Engagement in Education Week*. This new initiative looks to value parent commitment, thank all those who are involved in the school environment, at all levels, and to celebrate this gift of time and energy.

This is why we chose the theme of the Symposium: the role of parents in education. Both aspects of parental involvement in education are equally important: the individual aspect, where parents accompany their children in their learning and provide them with tools to better support them; and the collective aspect, where parents engage in the school and in governance.

Parents are primarily responsible for their child's education. Let's not be afraid to take our place and share our expertise as parents!

Thank you for this beautiful conference and this beautiful year. Let's have a great summer and come back to school more motivated than ever!


Kévin Roy



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PROCEEDINGS OF THE 2022 NATIONAL SYMPOSIUM

The role of parents in education is vast and experienced in many ways: whether by helping their child with their homework, accompanying them as they reflect on their future career, participating in school activities or getting involved in various school bodies, parents are called upon to support their child in a complex environment that they may not necessarily control.

However, the role of the family in educational success no longer needs proving.

In fact, confident of the importance of the relationship between school, family and the community to promote educational success for the greatest number of students, in recent years the school network has adopted various programs, strategies and approaches to implement such collaborative practices.¹

Such a collaboration, however, is not attained in all school environments.

While different values and visions, staff mobility or the lack of time of either party can complicate this collaboration between family and school, some school communities manage to construct a real partnership.

In this context, how can a genuine culture of collaboration between all educational stakeholders and the family be put into place? How can we ensure that we keep our common goal, the educational success of all children, at the heart of this partnership?

How do we perpetuate a collaborative culture from one school year to the next? How are the individual and collective components of parental involvement in education articulated?

This was the project of reflection that parents addressed during the Quebec Federation of Parents' Committees (FCPQ) 2022 National Symposium.



Content prepared by
Camille Fortin-Dupuis, administrative
assistant – research, FCPQ



Symposium opens with familiar faces

The event opened with the discussion: *Let's talk education* with special guests Patricia Paquin and Louis-François Marcotte, deftly animated by engaged parent and FCPQ delegate Mélanie Milot.

The discussion particularly addressed supporting a child with special needs who has reached adulthood, enhancement of educational pathways in vocational training, and the particularities (and advantages!) of children attending a small establishment in the public network.

Answering questions about their own vision for the school system, the artists highlighted their children's positive experience in the context of co-education with flexible class planning. Parents of three children, Paquin and Marcotte showed great generosity that was especially appreciated by participants.

¹ Centre de transfert pour la réussite éducative du Québec, (2013), *Guide d'élaboration d'un plan d'action école-famille-communauté selon une approche écosystémique*, https://www.ctreg.qc.ca/wp-content/uploads/2017/09/CENT_9893_GUIDE_LR.pdf.



To set the tone for the day of reflection, collaboration with the school team was discussed. For Marcotte, a first step in parental involvement is to engage in the school's activities according to one's own strengths and interests. According to Paquin, as a mother of a child with special needs it is important to show patience and perseverance in supporting the school as they get to know her children. Specifically, she recommended taking the time to meet with the school team at the beginning of each school year. Overall, collaboration with teachers, administrators and professionals is a source of wealth. "When everyone gets involved, [...] children feel that their parents are behind them," said Paquin.

Youth Panel – What do I expect from my parents regarding my academic progress?

A panel comprised of four high school students had the opportunity to voice their needs to their parents. Raphaël, Coralie, Kloey and Marion discussed the theme *What do I expect from my parents regarding my academic progress?* guided by Jacinthe Malo, an involved parent for many years and member of the FCPQ executive committee.

A consensus emerged: youth want to be supported in their projects (school, sports or artistic), encouraged and feel that their parents are there when needed. For the four students, their busy schedule means that small favours received from their parents (such as waking them up, making them lunch or driving them to their activities) make all the difference!

The young panelists also expressed their need for support on a psychological level. Above all, they would like their parents to make sure that they are doing alright, *beyond* their academic or extracurricular accomplishments. This is also what was expressed about their own parental ambitions: when asked what kind of parent they want to be, the youth underlined the importance of recognizing and respecting their own limits. They want to demonstrate encouragement and pass on their knowledge to their children.

Finally, regardless of whether parents are involved in school or not, their presence, their interest and their support make a real difference in their children's academic career. Raphaël, Coralie, Kloey and Marion concluded by warmly thanking all engaged parents attending the symposium.

An escape game... for parents!

To conclude the morning session, a digital escape game allowed participants to discover different resources to support them in their commitment to education. Among these, was notably the [parents.quebec](https://parents.quebec.ca) portal, [Alloprof Parents](#), [Compulsory training for governing board members and principals and directors of educational institutions](#), [École branchée](#), [Espace Parents](#) of the [Ordre des conseillers et conseillères d'orientation du Québec](#), [Open School](#) and the [training program offered by the Federation](#).



Workshops

In the afternoon, participants were able to select two workshops among those proposed by various collaborators in the education sector:

- Co-education - École branchée
- Respect for each other's roles between administration and parents - FQDE
- Teacher-parent communication - FSE-CSQ
- Collaboration between professionals and parents - FPPE-CSQ
- Parental engagement in school governance - FCPQ
- Bilingualism and Inclusion and Diversity - EPCA (in English)

In total, nearly 200 participants had the opportunity to discuss these various themes. The following pages will be dedicated to the conclusions drawn from these workshops.



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THE PARENT AS AN ACTIVE PARTNER in school governance



Le rôle des PARENTS en ÉDUCATION

28 mai 2022



Corinne Payne
Executive Director



Emmanuella Blé
General secretary

Camille Fortin-Dupuis
Administrative agent – research, FCPQ

Along with their role as those primarily responsible for their child's development and as guides for their child in their educational career, parents are also called upon to play a leading role in the governance of the public-school network.

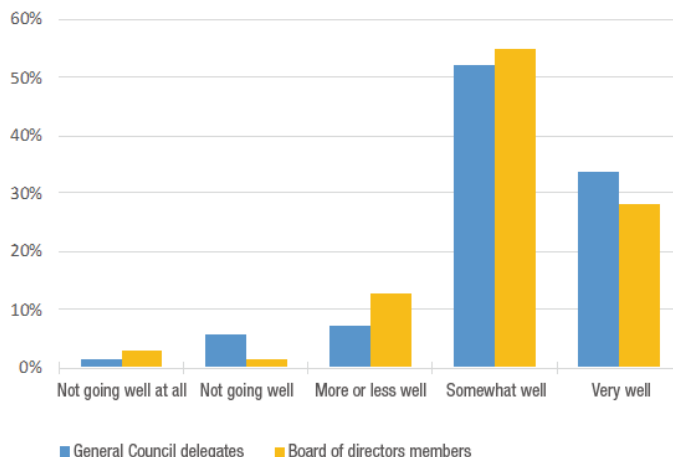
Thus, whether on the governing board, the parents' committee, the advisory committee on services for students with disabilities or social or learning difficulties, or even on the board of directors of the school service centre or school board governance, parents occupy a privileged place that allows them to exercise significant influence over decisions that determine the nature of services provided to students, the terms and conditions under which these services are provided, and the environment in which students receive them.

If they play a key role, however, parents are not the only actors in decision-making; whether the committee is composed solely of parents or whether it is mixed, parent members must work in partnership with other key players in the school community. In addition, the governance bodies have different powers of action. Some are decision-making, while others serve in an advisory capacity.

While many involved parents sit on many committees, how do they perceive these different roles and powers? More importantly, how can we strengthen their impact in each of the bodies on which they sit?

Results of a consultation on governance with the FCPQ delegates (November 2021, 71 participants) and with parents members of a board of directors (December 2021 to January 2022, 71 participants)

In general, how is it going in your parents' committee since the changes to governance?



LE PORTAIL PARENTS

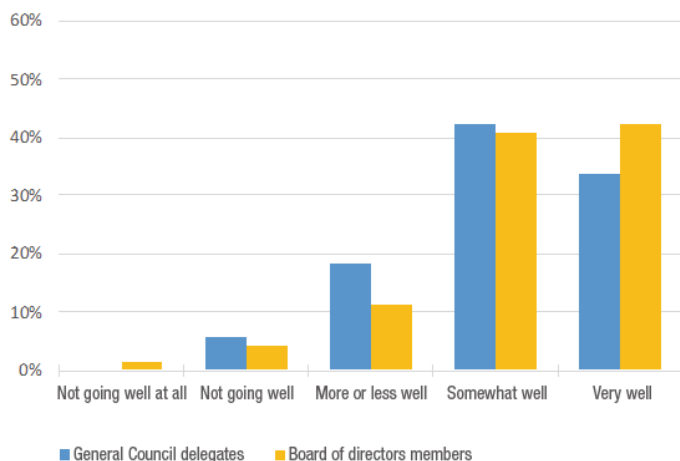
POUR **RESTER EN CONTACT AVEC L'ÉCOLE EN TOUT TEMPS!**

Le Portail Parents comprend entre autres :

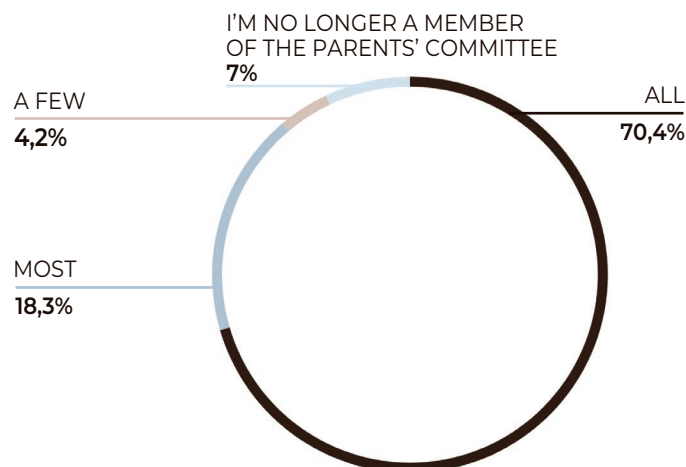
- Dossier scolaire - Résultats - Agenda - Absences et retards - Devoirs - États de compte - Messages des enseignants et de l'école

Visitez le portailparents.ca

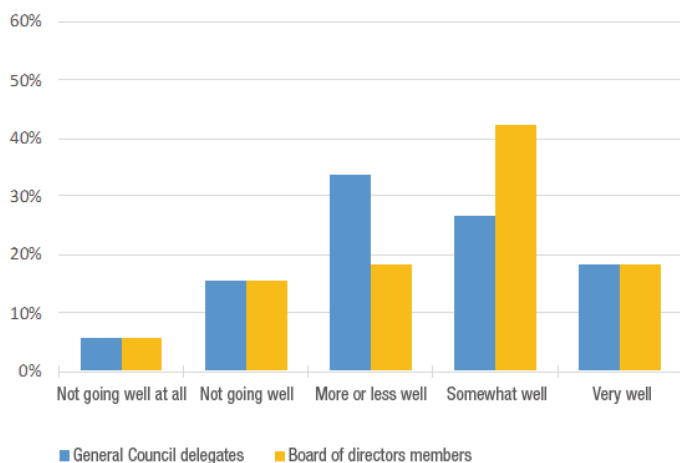
In general, how are the relations between your parents' committee and your board of directors?



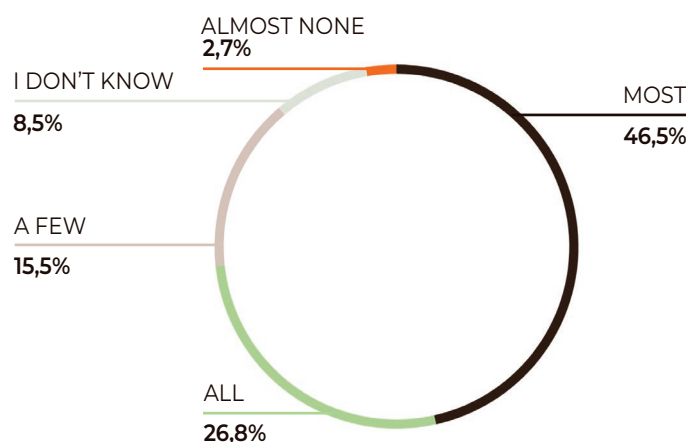
During your mandate as a parent member of the board of directors, how many meetings of the parents' committee did you attend?



Does the role of parents members of a board of directors and their relationship to the parents' committee seem clear to you?

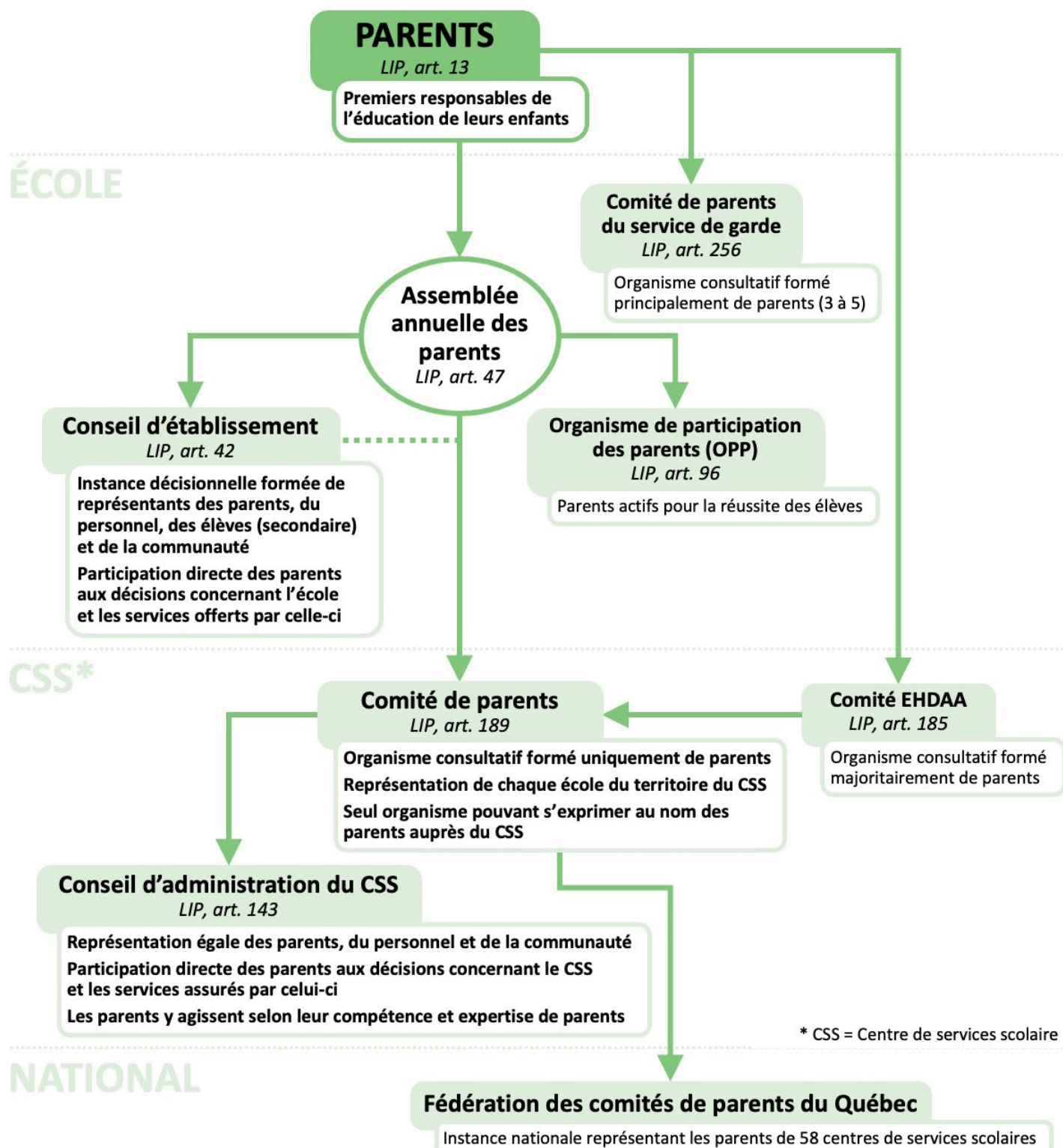


According to you, have parents who are governing board members in your school service center taken the mandatory training created by the minister?



Survey of the FCPQ's delegates during the November 2021 General Council.

Les parents dans les instances scolaires



PARENTS SAID...

*Workshop moderated by Corinne Payne,
Emmanuella Blé and Camille Fortin-Dupuis,
Quebec Federation of Parents' Committees (FCPQ)*

Both at the school and at the school service centre or school board, particular importance has been given to **training needs**, so that everyone better understands their rights, roles and responsibilities. For example, it is suggested that ministry training for the governing board be conducted in groups, during sessions. This mandatory training could also be **improved by more interactivity and by a follow-up mechanism** to ensure completion by each member, and even by **mentoring between engaged parents**.

Communications with all parents of students was among the suggestions. It was suggested particularly to **share testimonials** from committee members to make their involvement known, facilitate communication between committees and all parents, to **create Facebook pages**, or even conduct **tours by members of the board of directors** or school board in schools.

Some underlined the desire to give **more decision-making power** to parental bodies, particularly the parents' committee. At the administrative level, different needs were also expressed: to have **simpler processes**, more accessible documentary tools or administrative support from the school service centre or school board.

It was suggested that the various bodies have more **support in case of conflict**, complaints or to suggest ideas on governance. The governance committee of the school service centre or board could, for example, be involved in these processes.

Finally, regardless of the level of involvement, the **relationship between committee members** was emphasized: it is therefore important to take the time to get to know each other and to better know each other's reality for better collaboration. The **communication channels** between general administration and the parents' committees should be optimized, openness on both sides should be shown, and the **common goal** should not be forgotten: the educational success of all students.

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How long have you been an involved parent in the school network?

Experience Level	Percentage
1 st year completed	9,9%
2 to 5 years	28,2%
6 to 10 years	38%
More than 10 years	23,9%

[illegible]

« Tonif pour
parents engagés »,

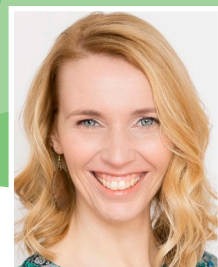
**video clips animated
by Marius Bourgeois!
(in French)**



PARTICIPATE IN SUCCESS AS A PARENT in a co-educational context



Stéphanie Dionne
École branchée sur la famille



We all have a role to play to positively impact the well-being and success of youth. On this, we all agree. It is also common to hear in the educational network: “If you want to go fast, go alone; but if you want to go far, go together!” To put in place a co-educational dynamic, it is important to clarify the parents’ role and initiate two-way communication habits with the school team.

The co-educational relationship implies that parents have essential expertise to share. It can be personal and even related to their professional life. In particular, it is directly linked to knowing their child. Being a parent involves effectively communicating this expertise, which is necessary and beneficial in seeking solutions for specific situations.

What are the benefits of effective school-family communication? Before presenting two concrete examples, here is what needs conveying:

The exchange of information between school and family makes it possible to build the most accurate portrait of a young person’s reality and to act on their real needs. To do this, it is important to learn to exchange information related to the child’s well-being: their level of motivation, situations that create stress or anxiety, the quality of their interpersonal relationships and ability to express themselves. For example, [this questionnaire](#) (in French) can be used by the child to situate their perception of well-being at school. Elements related to academic success that also deserve to be communicated are the ability to organize oneself and conduct schoolwork and studies, understanding of a subject and their perception of their ability to succeed.

Here are two concrete examples of effective communication between home and school, based on the experience of elementary school teacher Myra Auvergnat-Ringuette.

1. A mother who had many fears and apprehensions about her son’s Grade-4 skills made an appointment with Ms. Myra. She explained the different methods she had put in place to help her son who has diagnoses of dyslexia, dysorthography and ADHD. An atmosphere of trust and non-judgment was established. This allowed them to inform each other and share observations on specific elements. They exchanged several times and concluded that their interventions made a difference for the child. “By putting their cards on the table at the beginning of the year, it was easier for us to address sensitive issues and to work together,” said Ms. Myra.
2. Parents who wished to see their child make more efforts and develop autonomy signaled this at the beginning of the school year to Ms. Myra, their teacher. The child often heard “Try harder! Review!”. So much in fact, that a certain level of demotivation and lack of interest had set in. Seeing this, the teacher undertook to specifically name what is expected when carrying out work to be done, without aiming for perfection. Ms. Myra took the time to explain which observable elements were considered when evaluating their skills. These exchanges helped the child better understand aspects to work on to progress. In the end, this observation of a “lack of effort”, named by the parents, helped Ms. Myra recognize the need to develop effective methods of doing things. His parents and the teachers observed that he could finish the year feeling prouder and more dedicated, less distracted and more autonomous. He felt more valued by his achievements and recognized that he was primarily responsible for them.

In these two situations, effective communication allowed the definition of what aspects required particular attention for the child, and most importantly, recognized that active home and school participation has considerable impact on the student’s well-being and success.



PARENTS SAID...

Workshop moderated by Stéphanie Dionne of L'École branchée and Judith Cajelais, founding teacher at Edu GoPro

In this workshop, participants reflected on situations that require a **co-educational relationship**. In the case of prolonged absences, sudden behavioral changes, situations of conflict or bullying, demotivation, academic difficulties, major changes in family life, or even in the case of positive developments or to support the well-being and social emotional development of their child, parents want to **exchange with the school team**. Beyond specific situations, many participants highlighted the importance of regular communication to maintain this co-educational relationship.

Among the opportunities that can be created to help **develop the home-school relationship**, we noted the highlights of the school year (beginning of the year, delivery of report cards, parent meetings), but other more **informal activities** were also favored by participants. For example, a 5 à 7, an exhibition of student work, getting together for coffee, a picnic or any other activity allowing them to meet and get to know each other to promote collaboration. Finally, the **use of digital** (SMS, Teams, Class Dojo) to facilitate communications is appreciated for both regular communication and urgent situations.

The role that parents must play in relation to co-education was then defined by workshop participants and the importance of effective communication was highlighted by many. It is primarily about informing the school team and being informed by them. A concern for **continuity between home and school** was also raised: parents want to support the teacher, help their child's learning or even verify their understanding of class lessons. The parent's role is also of a **relational attitude**: openness, listening, flexibility, curiosity and optimism all make a difference in their relationship with the school.



- **Pour qu'un élève persévère et réussisse sur les bancs d'école**, plusieurs conditions doivent être réunies. Et, l'une d'entre elles, mais non la moindre, est l'implication des parents.
- **J'encourage et je reconnais** l'importante contribution des comités de parents dans la réalisation de la mission des centres de services scolaires.
- **Aussi, je félicite la FCPQ** d'avoir mis en œuvre la première *Semaine nationale de l'engagement parental*, cela témoigne concrètement de l'impact indéniable des parents sur la réussite scolaire de leurs enfants.

Carole Lapierre
Présidente-directrice générale



La Fédération
des centres de services
scolaires du Québec

WELCOMING PARENTS AT SCHOOL

while respecting each other's roles and expertise

Nicolas Prévost, *President, Fédération québécoise
des directions d'établissement d'enseignement*

Everyone agrees that the school must be a welcoming environment for the community it serves. As a parent, a former teacher and former principal, I am well positioned to understand the reality of the various stakeholders in students' lives. This experience allows me to appreciate the delicate balance of their interactions.

School principals who are distant from their communities; parents who overstep their accompanying role or technical support; teachers who are not very receptive to parents' comments; several issues are highlighted by the current state of relations between families and schools. Fortunately, this is not a generalized observation; one could even say that it is the exception to the rule. The good news is that all these actors have a common goal: the educational success of children in their care. One would think that this common vision would naturally lead to constructive and harmonious exchanges, but this is not always the case.

The older among us have seen major changes in the family-school relationship over the last few decades, when there has been some confusion about their respective roles. Growing parental awareness of the importance of their children's educational success may have led them to take on responsibilities that should have been managed by school staff.

The workshop I facilitated on May 28 at the FCPQ symposium focused on the role of parents in education. The discussions I attended highlighted the need to strengthen the family-school partnership. However, the success and health of their collaboration largely depends on their willingness to maintain two-way communication with each other to stay on the same page. As the title of this article indicates (my workshop had the same title), a large part of the solution lies in the accommodating attitude of the school community towards parents. But accommodation does not mean "taking orders from" or "being of service to..."

The school's responsibility is to provide a healthy, safe and supportive learning environment. It is not a permanent forum for discussion where anyone can question the Ministry of Education directives or teachers' pedagogical approaches. That said, most of these challenges can be addressed with a modicum of good faith.

Let us assume that the vast majority of those involved in these issues are motivated by good intentions. However, maintaining respectful and courteous exchanges is an essential ingredient in the success of their efforts to provide students with a quality education. It would be difficult to say whether the erosion of polite conventions in recent years has anything to do with the blurring of boundaries in the relationship between family and school, but stakeholders must make every effort to strengthen the spirit of collaboration that was once our collective pride.



PARENTS SAID...

Workshop moderated by Nicolas Prévost, president, Fédération québécoise des directions d'établissement d'enseignement

Workshop participants had the opportunity to share their **experiences of collaboration** with their school administration. They had mixed opinions about their relationship with the staff at their child's school. For most of the parents who are engaged in school bodies, the relationships are quite good. However, **obstacles remain**. For example, there is a feeling of being perceived as a threat or, on the contrary, as inferior to school staff.

The content of the relationship also varies from one environment to another: for some, it is more about friendly relations, while for others, it is somewhat utilitarian, or even absent. In short, it is possible to observe a wide variety of experiences from one environment to another and even over the years.

Participants then explored the ideal role of parents within the school. To this end, the **desire for a real collaboration**, significant for the school, was unanimous. Parents stressed their desire to be heard and to support the management and staff within the school, but also **to be perceived as partners** for their child's success. Indeed, they aim for more **continuity between school and family** in supporting their child's success and academic progress.

(French only)



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TEACHER-PARENT COMMUNICATION:

an essential link to build and maintain

Nathalie Chabot, Consultant, education professional practice, Centrale des syndicats du Québec

Communication between teachers and parents is a large issue that has been subject to much study and innumerable discussions. And yet, we always come back to it! While it may appear simple, communication between the parent and teacher is a complex process influenced by a multitude of factors.

The place of parents in school life has changed over the years. Changes made particularly to structures to give them more place, have been accompanied by a clear affirmation of their responsibility to collaborate in their child's academic success. Today, communication and collaboration between school and home has become something we take for granted.

The content of communications

To aid parents in participating in their child's academic success, legal frameworks provide for certain information to be transmitted to them. This is the case at the outset of the school year with general information about school regulations, calendar of activities or even the evaluation method and standards.

The school must also inform parents about their child's progress. This is done by a first written communication in October and report cards distributed at the end of each level. When a child experiences difficulties, the information must be provided to parents each month. What's more, when the child has an Individualized Education Plan, the school administration must regularly keep the parents informed.

These guidelines have what is deemed essential to promote parental collaboration with the school. To this is added a wealth of useful information: in-class observations that can help parents better support their child, as well as situations experienced by the child that can help the teacher better understand them.



Distinct roles that influence communication

The respective roles of teachers and parents are different, which colours the expectations of one another.

The role of a parent is to educate their child. They are concerned with their learning, their socialization, and the development of their autonomy. To do this, the parent needs answers to their questions, a clear picture of their child's learning and development, to be informed promptly if their child is having difficulties to better help them, and to hear what is going well. Consistent with their role as parents, they have an "individual perspective" centred on their child.

The teacher's perspective is different. Their primary role is to transmit to students a "cultural heritage." This is done with the goal of developing human beings and teaching them to become members of society. The role of the teacher thus has a "collective" aim.

Teachers deal with a "community" of students and must teach and support many students at the same time. Therefore, they are not always able to respond immediately to parents' requests. The teacher's role is also to support the development of student independence: From one year to the next, from one level to the next, it is normal for communication between teacher and parent to diminish, as the teacher increasingly relies on the student to act as a bridge between their parent and the school.

A common challenge

Teachers and parents have their own lives, and everyone faces the same work-life balance issues. The vagaries of everyday life, as well as the conditions in which they work, sometimes leave little time for communication.

It is in this regard that new communication tools can be useful, for example, for communicating at the right time and taking the time to choose the right words. However, their use can also pose challenges, such as the multiplication of messages, making it difficult to respond to them. These tools can also create expectations, such as that of a quick response at any time of the day, evening or weekend. As much for the parent as for the teacher, it is preferable to make measured use of them.

What we can take away

Despite their different realities and points of view, parents and teachers pursue the same goal: they want the best for the child or student, so that they develop as a human being, take their place in society, and have a happy life. Understanding each other's roles and realities and managing how we communicate are two conditions to achieving this successfully.

PARENTS SAID...

*Workshop moderated by Isabelle Tremblay-Chevalier,
Fédération des syndicats de l'enseignement - CSQ*

Participants of this workshop were able to explain the parental realities that must be given greater consideration to promote good collaboration between parent and teacher.

*Firstly, it is important to **get to know each other**: the expectations, needs, Internet accessibility, digital competencies, language spoken at home, family situation and the child's care. In short, it would be beneficial to better know the family context of each student to better support them.*

*Meetings at the beginning of the school year can make it possible to get to know each other and clarify each other's roles. Some families may lack sufficient time for communications, while others stress the need for **more information on learning in progress, or on interventions** to better support their child at home.*

Alongside parents' needs, workshop participants had a chance to reflect on teacher realities: the large number of students in each class, staff shortages, and their expertise in the student-teacher (not parent-teacher) relationship.

*Finally, some winning conditions to establish effective communication between parent and teacher were explored: **express expectations to each other** in a clear manner, take the time to learn and get to know each other, listen to one another, and return to the common goal and show respect and openness. As one participant noted: the parent-teacher relationship is **"like a couple's relationship, you have to work at it!"***

Personnel enseignant et parents,

une collaboration qui rayonne pour la réussite éducative des élèves



Centralisons nos forces

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 **CSQ**
Centrale des syndicats
du Québec

lafse.org

 **FSE**
FÉDÉRATION
DES SYNDICATS
DE L'ENSEIGNEMENT
CSQ

PARENTS AND PROFESSIONALS allied in the child's global development

Did you know that there are more than 30 distinct categories of professional personnel in the public education network? In addition to speech language pathologists, speech therapists, psychologists, psycho-educators and special education teachers, hundreds of resource professionals work daily to make school a welcoming and functional environment where students can learn and achieve.

A trade union role, a social role

The FPPE-CSQ represents more than 11,000 members in 69 of the 72 school service centres and anglophone and special status school boards. As a trade union organization, its mission is to promote the professional, social, and economic interests of its members. It promotes the expertise of professionals who have chosen to work in the school system daily. The FPPE also aims to protect public services, promote educational success, motivation, and well-being in school for all students. To achieve this, it is essential to collaborate with all education stakeholders, including, in the first place, parents and the organizations that represent them.

Professional services: more than a complementary role

In education, when one thinks of professional services, the first image that comes to mind is often the specialist who conducts an assessment or intervenes with students with special needs. The majority of FPPE members provide direct services to students.

During their school career, all students will encounter professional resources: from the first school transition, in the school library, when selecting courses or during activities promoting community involvement or demys-

Marie-Eve Quirion

*Consultant, education professional practice,
Fédération des professionnelles et professionnels
de l'éducation du Québec*

tifying complex subjects such as consent, intimidation, religious radicalization, etc. Students also benefit indirectly from the coaching offered by pedagogical counsellors to teachers. These professional services are called "complementary services," but they are more than that: professional services are essential to the smooth running of school life and accompany students and their families at every step.

Present in the student's immediate environment

Whether they are offered in a private clinic or in the public-school network, the services of psychology or speech therapy specialists, for example, are of equivalent quality. What sets school staff apart is that they intervene in the student's immediate environment.

This is what makes it possible to observe in class, and to discuss with the teacher, the administration, or the staff of the school daycare service to see how a situation evolves... The professionals take part in the intervention plans, and they have an overview and are familiar with the realities of the environment and its challenges.

Essential collaboration

When a student has special needs, collaboration between parents and professionals is vital. The role of professionals is to welcome parent questions and support them with kindness. In addition to being solicited for their specific expertise, these professionals often play an advisory role or that of an intermediary. To build a relationship of trust with parents, professionals must listen to them, but above all, they must respect the fundamental role of parents as the primary educators of their children. These conditions can help build fruitful collaborations.

PARENTS SAID...

Workshop moderated by Jean Martineau, Alexandra Vallières and Karine Boudreau,
Fédération des professionnelles et professionnels de l'éducation du Québec – CSQ

Parent-professional collaboration is essential to promote the success of many students. According to workshop participants, the parent's principal role in the relationship is communication. Indeed, the parent, an expert on their child, can **point out certain needs**, give more information if necessary or **coordinate services between the school and health sectors**.

Barriers to this important relationship have also been identified, particularly the **lack of information**, availability of services and staff, and the **lack of continuity from one year to the next**. Nevertheless, parents find that they can **exercise influence to counter these barriers** within the classroom, the governing board, the parents' committee, the advisory committee on services for students with disabilities or social or learning difficulties, the board of directors of school service centres or school board governance bodies.

AU SERVICE DES PERSONNES HANDICAPÉES

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nos forces

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- **conseille** sur les manières de présenter une demande de service ;
- **réfère** vers l'organisme le plus susceptible de répondre à vos besoins ;
- **accompagne** dans vos démarches et peut vous **représenter**.

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Office des personnes
handicapées

Québec



HOW PARENTS CAN PARTNER WITH THE SCHOOL to ensure their child's educational success

For some parents, involvement entails dropping off or picking up their child from school or inquiring as to whether or not their homework has been completed. This does not imply that these things are bad or harmful. But we also urge for a shared responsibility: Parents and school personnel working together to assist and improve children's learning, development, and health.

In the context of children's education, parental engagement is a wide phrase that encompasses a variety of activities within and outside of school. So, what is the function of parents in education?

Depending on their schedules, parents can assist their children by engaging in school events or responsibilities, advocating for the school, and strengthening their children's academic progress.

Examples of home involvement include:

- Helping with homework
- Demonstrating desirable behavior
- Offering continuous encouragement
- Monitoring completion of homework
- Creating a study space and time
- Learn together
- Read to and with your children

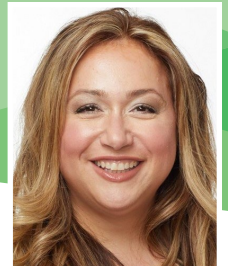
Parents can increase their involvement in their child's school by

- Interacting with teachers
- Participating in school activities
- Being present at parent-teacher conferences
- Contributing to the administration of a school governing board
- Join a parent group
- Keep communicating

Parental participation is not limited to a signature on a report card or field trip form. When instructors and parents understand their joint responsibility for a child's education, true partnership is fostered.



Katherine Korakakis, *President*



This collaboration is enhanced not just when parents attend school meetings and activities and assist in classrooms, but also when they prioritise their child's educational aspirations at home. This may involve examining the student's work, knowing what is expected of their child, and assisting their child's classroom learning at home.

Educators may contribute to this partnership by being receptive to parental feedback and collaboration throughout the school year, and by viewing parents as vital advisers for the development of their child. Communication in both directions is vital for establishing good home-school ties.

Clearly, parental participation in a child's education is beneficial; but, not all schools provide an atmosphere that fosters high-quality, high-impact parent involvement. Sometimes it is the responsibility of both parents and community members to establish this atmosphere. While most public schools proactively encourage parental involvement, parents must occasionally take the initiative. Parent involvement in education can take many forms. Sometimes it takes place with teachers in the classroom and sometimes it takes place out of school and in the home.

Consider the following parent engagement strategies that teachers and administrators can implement to turn participation into parent partnerships:

1. Give parents your contact information and get to know them early in the school year. Thus, people will feel comfortable contacting you when they have questions.
2. Provide parents with chances to connect with the school. Volunteer shifts, classroom activities, and parent-teacher committees are all excellent options for participation.
3. Share your classroom objectives or expectations with parents and request that they do the same.
4. Connect with parents as frequently as feasible in person or virtually. Use emails, messages, or applications to inform parents about impending class events.
5. Address frequent obstacles to parental involvement, such as schedule issues and intimidating atmosphere.

Parental involvement in education is key to successful outcomes

While teachers play a huge role in the social and academic development of children, studies have overwhelmingly shown just how powerful parental involvement in education is — at school, but especially at home. Parents want what's best for their children.

And by getting more involved in their education, parents can directly impact their child's success in school and beyond. Our parent workshops that took place at the province wide training session looked at the place parents have in the school system and how to make easier to participate in governance and school life in general. We looked at resource to help increase bilingualism in children as well as concrete action we can take to move to a more accepting and inclusive school environment by moving away from color blindness.



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GENERAL OBSERVATIONS

The role of parents in education is broad and comes in many forms. As with any other social interaction, various challenges can arise in the relationship between the family and the school, especially when they have different values or expectations. As school populations become increasingly diverse, new social and family realities must be considered by the school community to better support their students.

It was in this context that FCPQ symposium participants reiterated their desire to collaborate with school communities to share these responsibilities. Indeed, far from wanting to further burden staff, parents – regardless of their level of involvement – want to cooperate.

To promote such a relationship between school and family, it is agreed that regular and two-way communications are key. Throughout each workshop, participants insisted on the importance of informing various actors in the school environment of the child's experiences or needs. Conversely, parents want to be kept informed of their development, beyond grades or pro-

blematic situations encountered. In the same way, the participants aim to support the school, and want to be supported in turn in their educational roles, whether through advice to work on certain lessons at home or in their involvement in governance.

Relational attitudes and skills were also discussed extensively. Parents' and stakeholders' common intentions can serve as a basis for dialogue, and collaboration is fostered by getting to know each other and trying to understand each other's realities. It is equally important to know one's own role in the relationship and to clarify one's expectations.

After all, as we seek to form a generation of youth who are committed, accomplished, happy, and open with a critical spirit, a good first step is to model these ambitions ourselves in the relationships we have with other adults.

Let us all together be agents of collaboration as we support our youth!

Main partners



Associate partners



Partners





Fédération
des comités de parents
du Québec



Huguette Pagé

Coordinator, symposium and
corporate bodies, FCPQ

ACKNOWLEDGEMENTS

The Quebec Federation of Parents' Committees (FCPQ) would like to thank the members of the various committees involved in organizing the symposium and in the activities to recognize parental commitment.

Advisory Committee of the 2022 National Symposium

- Nicolas Prévost, *Fédération québécoise des directions d'établissement d'enseignement*
- Stéphanie Dionne, *l'École branchée*
- Marie-Eve Quirion, *Fédération des professionnelles et professionnels de l'éducation du Québec - CSQ*
- Katherine Korakakis, *English Parents' Committee Association (EPCA Quebec)*
- Diane Miron, *Association québécoise de la garde scolaire*
- Mélanie Gauthier, *Centre de transfert pour la réussite éducative du Québec*
- Nathalie Chabot, *Fédération des syndicats de l'enseignement (FSE-CSQ)*
- Kévin Roy, *FCPQ executive committee*
- Mélanie Laviolette, *FCPQ executive committee*
- Jacinthe Malo, *FCPQ executive committee*
- Corinne Payne, *FCPQ*
- Huguette Pagé, *FCPQ*
- Hervé Charbonneau, *FCPQ*
- Catherine Galerneau, *FCPQ*

Thanks as well to all our partners at the Exhibitors' Show:

- Confédération des Organismes Familiaux du Québec (COFAQ)
- Première Ressource (in English)
- Les Aliments Beka Béko inc
- Intégration sociale des enfants en milieu de garde (ISEMG)
- The Weight Coalition
- Maison familiale rurale du Granit
- Aidersonenfant.com
- Élections Québec – Democracy Education
- The CAA-Quebec Foundation
- Computers for Schools – Quebec
- Alloprof (in English)
- Distribution HMH
- Les Formations Commeunique
- Fédération québécoise de l'autisme
- Communication-Jeunesse
- Association québécoise pour le loisir des personnes handicapées (AQLPH)
- Office des personnes handicapées du Québec
- Ergothérapie R-Go Clic
- Conseil québécois du loisir
- Centrale des syndicats du Québec (CSQ) et Fédération des syndicats de l'enseignement (FSE-CSQ)
- Olives et gourmandises
- Les éditions RDL
- Éducaloi (in English)
- L'Association des Orthopédagogues du Québec
- École branchée (in English)
- Alliance Chorale du Québec
- Agence Photobanque

APPRECIATION FOR PARENTAL COMMITMENT in education



To conclude the symposium, participants were treated to a festive evening highlighting parental commitment in education. Performers of Les Gospangels choir, aged 8 to 16, launched the festivities, and were followed by an address from FCPQ President Kévin Roy, who officially launched the first-ever National Parental Engagement in Education Week, held from May 28 to June 4, 2022. This initiative aims to celebrate parents engaged in various school bodies, value their commitment and its positive impacts, and to promote various ways to get involved as parents.

Stéphane Alain, president of the parents' committee of the Centre de services scolaire des Bois-Francs, which covers the host city of Victoriaville, congratulated and thanked all the parents for following through on their commitment with their presence. Mr. Alain expressed hope that despite the mobilization issues commonly known, parental involvement must not be an obligation; on the contrary, it is necessary to "strengthen the will to get involved for the right reasons." Finally, Marie Simard, Executive Director of the Confédération des organismes familiales du Québec, and Minister of Education Jean-François Roberge both delivered a message of appreciation to parents by video.

This festive evening was an opportunity to recognize the involvement of parents chosen by their community and at the national level. The event, hosted by the Théâtre Parminou, was filled with pride and humour, charming all the parents in attendance. The winners of the Argent and Ordre de la Fédération were also announced.





THE ORDRE DE LA FÉDÉRATION

*awarded by the selection committee
to two exceptionally distinguished winners*

Jacinthe Malo • CSS de la Capitale
Isabelle Thiffeault • CSS de l'Énergie

THE DISTINCTIONS ARGENT DE LA FCPQ

*presented by the committee
to parents nominated for the Ordre*

Jérôme Maltais • CSS des Draveurs
Édith Tremblay • CSS du Fleuve-et-des-Lacs
Nathalie Déry • CSS du Lac-Saint-Jean
Nicola Grenon • CSS Marie-Victorin
Normand Boisclair • CSS des Patriotes

Selection Jury for the Ordre de la Fédération

- Nathalie Chabot, advisor, CSQ
- Marie Simard, director-general, COFAQ
- Caroline Dupré, president and director-general, FCSSQ
- Mélanie Laviolette, vice-president, FCPQ
- Janot Pagé-Kroft, delegate, FCPQ

Parental Engagement Week advisory committee

- | | |
|---------------------|-------------------------|
| • Réjean Pichette | • Janot Pagé-Kroft |
| • Stéphanie Powers | • Célia Vincent-Cadieux |
| • Martine Lalonde | • Jacinthe Malo |
| • Kévin Roy | • Annie Goudreau |
| • Christian Heppell | • Corinne Payne |

DISTINCTIONS ARGENT

*awarded by their respective parents' committees
to a parent who has made a significant contribution
to parental participation bodies*

Lydie Pincemin • CSS de la Capitale
David Dubreuil • CSS des Chic-Chocs
Geneviève Morin • CSS au Cœur-des-Vallées
Hayette Laouari • CSS de la Côte-du-Sud
Stéphane Lapierre • CSS des Découvreurs
Stéphanie Powers • CSS des Draveurs
Stéphane Saulter • CSS Harricana
Maryse Villeneuve • CSS Marie-Victorin
Christian Slachetka • CSS des Mille-Îles
Guillaume Viel • CSS des Monts-et-Marées
Marie-Claude Néron • CSS du Pays-des-Bleuets
Valérie Gagnon • CSS de la Région-de-Sherbrooke
Pascal Desjardins • CSS des Trois-Lacs
Anne-Marie Martel • CSS de la Vallée-des-Tisserands

DISTINCTIONS BRONZE AND MÉRITE

*awarded to parent volunteers from their school
service centres and schools, who have distinguished
themselves at the regional and local levels.
The winners of these distinctions will be recorded
in the national register.*

Thanks to our partners for the Evening



Main partner

Associate partner

SAMAJAM
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Député de Lévis
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COLLABORATION

between parents and the school daycare service: an asset!

The school daycare service is an integral part of the school and a stakeholder in support of educational success. The collaboration of parents, who are essential partners, promotes educational continuity which is vital to the optimal development of students.

The positive impact of parental involvement in the child's school life no longer needs proving. Parents have the primary responsibility for the well-being and education of their children. They must however share this educational responsibility with other stakeholders, including the school daycare services. In this regard, clear and regular communication of relevant information is essential to respond to students' needs. The sharing of educational responsibilities is successful when it is done in concert and in complementarity with respect to the role, mandate and actions of each.

Parents can therefore provide precious information about their child's experience, interests, needs, strengths and challenges. For their part, the educational staff transmits to parents the observation data concerning the student's learning about group life, participation, as well as their strengths and difficulties in the development of social skills.

"Both [the daycare] and parents have a particular perspective on the child's strengths and needs, and when shared, it helps to better understand the child and what helps and what makes them feel good."²

Of course, for obvious security reasons, access to daycare locales is often prohibited. It is important then to ask about the means of exchange with educational personnel; with the student's educator or with the technical staff, clarifying however that collaboration of parents goes beyond an information exchange. Participation, consultation and dialogue must culminate in a real partnership targeting the common objective of the child's well-being.



ASSOCIATION
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SOUTENIR
REPRÉSENTER
MOBILISER

Jeanne Pinsonneault

Association québécoise de la garde scolaire

Parental involvement is necessary to establish a quality daycare service that responds to their expectations and the needs of all students.

The organizational structure of the school offers opportunities for parents to participate in different bodies that exercise responsibilities regarding the academic aspect of daycare. It is important to use these opportunities for dialogue.

The governing board plays an important role in school decisions that have an impact on the quality of life of students, including what concerns the daycare service. It is this body that can form a committee of parent users if the demand is made.

As defined in the Education Act³, this committee can make recommendations to the school principal, to the governing board and to the school service centre about daycare services. It can, among other things, pronounce on the quality, rules of operation or any other point that is part of the daycare service activities. It becomes therefore, a reference for all parent users of daycare services.

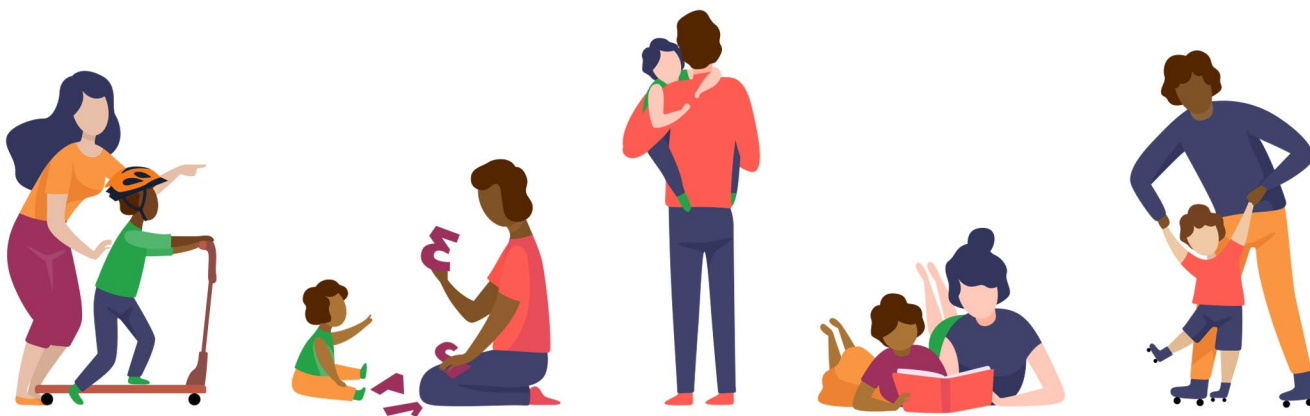
Collaboration of parents in the development of quality daycare services is an important asset to create an educational environment that stimulates the development of the student's full potential. This has a positive impact on their academic achievement, on their self-esteem and motivation. Moreover, benefits are observed among parents themselves as well as school stakeholders who work with the children.

The well-being of students requires real collaboration between all the actors involved in their education. Parents: take your rightful place to make your expectations known and offer students an environment that is attentive to their needs, which reflects their interests, and helps them reach their full potential.

² Conseil supérieur de l'éducation (2020). *Children's well-being at school: Let's do our homework*, Québec, Le Conseil.

³ (Education Act – Chapter 5 – Functions and Powers of the School Service Centre – article 256)

Agir pour une éducation égalitaire



Adopter une approche égalitaire, c'est permettre à chaque enfant de découvrir ses intérêts et de développer ses compétences.

Des exemples ?

- Lire aux enfants des histoires qui présentent des modèles variés de filles et de garçons, de femmes et d'hommes.
- Remettre en question les affirmations comme « Les filles sont meilleures en français » ou « Les garçons sont plus actifs ».
- Amener les enfants à découvrir des activités habituellement associées à l'autre sexe.
- Demander aux enfants d'accomplir différentes tâches dans la maison, sans égard aux stéréotypes sexuels.

Offrons à nos enfants de meilleures chances de s'affirmer et de réussir en évitant les stéréotypes sexuels !

Visitez [Québec.ca/consequencesdesstereotypes](https://quebec.ca/consequencesdesstereotypes) pour en apprendre davantage ou pour vous abonner à l'infolettre destinée aux parents, au personnel enseignant, et aux éducateurs et éducatrices.

TAKING CONCRETE ACTION to reconcile Family, Work and Studies



Fédération
québécoise des
organismes
communautaires
Famille

Sofie Therrien, Assistant executive director



The reality of Quebec families has evolved dramatically over the last decade. Mothers and fathers face daily challenges reconciling their activities with their family, professional and occasionally, student obligations.

120 hours/week

Did you know that balancing family and work represents about 120 hours of activities per week? On average, each week parents spend:

- 13 hours on housework, such as cleaning, laundry, etc.
- 16 hours for childcare
- 37 hours at work
- 5 hours on transportation
- 49 hours sleeping.

It is in this context that the FQOCF has taken concrete action on the issue of family-work-study balance. Thanks to funding from the *Ministère de la Famille*, the FQOCF has developed an online toolkit to inform, support and mobilize fathers and mothers in favour of a satisfactory family-work-study balance.

To learn more, visit 120hsemaine.ca.

This toolkit contains some 20 web articles, four video clips, as well as a series of three webinars to accompany parents in their process. Parents will be better equipped to:

- Know the laws, standards, certification and existing measures;
- Identify their own needs and challenges;
- Make choices based on their reality;
- Open a dialogue with their employer or spouse to collaborate with them in applying solutions that will contribute to a fair distribution of family, professional and student responsibilities.

Webinars

A series of three webinars (in French) were broadcast last April. Each webinar addressed a particular stage of family life and the challenges involved:

1. Marcher avant de courir : concilier le temps avec les 0-5
2. À la p'tite école de la conciliation du temps!
3. Métro, boulot, ado : la CFTÉ avec un jeune au secondaire!

Moderated by Valérie Roberts, these webinars are an opportunity for parents to share experiences, recognize their own experiences, and be inspired by that of other parents.

ABOUT THE FQOCF

Since 1961, the Fédération québécoise des organismes communautaires Famille has represented, supported and aimed to increase the influence and professional development of more than 250 member organizations. It also promotes their unique expertise in supporting parents, who are the primary educators of their children.

With its vast experience and unifying leadership, the FQOCF acts on the national level as advisor to public decision-makers and influencers on issues related to families and parents.

5 TIPS TO HELP YOUR CHILD avoid the summer slide

The summer slide, a term for learning loss that occurs over summer vacation, is a common phenomenon that teachers observe when kids return to school in the fall. Fortunately, this slight decline in knowledge is preventable. Here is Alloprof's top five tips on helping your child avoid the summer slide.

Encourage your child to write

Writing is about more than producing beautiful, error-free sentences. It also involves expressing ideas, feelings, and needs. Studies have also shown that kids who write during their summer break have a better chance of maintaining the skills they've learned. With that in mind, consider encouraging your child to try various writing activities throughout the summer:

- Keeping in touch with friends and family through letters or email
- Writing stories and sharing them with your neighbours
- Composing songs to sing around the campfire
- Writing out the family grocery list
- Etc.

Encourage them to read

Reading adventure novels, funny stories, romantic tales, and any other kinds of books is an enjoyable pastime that'll also help your child hang on to what they've learned in school. Diving into a good book can strengthen a number of skills while (hopefully) inspiring a love of reading.

Does your child claim they don't have the time to read? Try reminding them that they can read in all kinds of places:

- Under a tree
- On long car rides
- In the bath
- By the pool
- Etc.

alloprof parents

Suggest tackling a project or two

Give your child one or more summer projects, such as setting up a lemonade stand, holding a garage sale, or planning your next bike ride. By encouraging them to contribute to or take charge of a small project, you'll help them learn to do the following:

- Find solutions
- Practise concepts like reading, writing, and mental math
- Believe in themselves
- Interact with people they don't know
- Do online research
- Etc.

Ask them thought-provoking questions

The brain is a beautiful machine that requires stimulation to thrive. Why not take advantage of family walks, camping trips, or visits to the park to get your child thinking? Asking them questions will help them do the following:

- Make connections
- Improve their memory
- Exercise their creativity
- Etc.



Wondering what kinds of questions to ask? Here are some ideas to get you started:

- Which is smaller, a hare or a fish?
- Can you think of how to get past this puddle without getting your feet wet?
- What could we do with this piece of bark (e.g., write on it, light a fire)?
- Do you remember the name of this park?
- How many \$2 ice cream cones could you buy with \$6?
- Can you think of a famous historical event that took place on today's date?
- Etc.

Point them toward educational games

There's no doubt that unstructured play is important. It gives kids a chance to develop their independence and imagination, both of which are essential for academic success. However, on rainy days, you can use educational games to keep your child's young mind sharp. In addition to board games, encourage your child to try some of our fun online games (available in French only):

- [Fin Lapin](#) and [Météormath](#) to review math concepts
- [Grimoire](#) for reading comprehension
- [Potager en péril](#) for reviewing word categories
- [Commophone](#) for practising homophones
- [Magimot](#) to work on vocabulary
- Etc.

Want even more ideas on how to stave off the summer slide? Don't miss our article [Tips and tricks to prevent summer learning loss](#).



ABOUT ALLOPROF

Alloprof engages Quebec students and their parents in educational success by offering them free, professional and stimulating academic support services.

Created to support parents and make their lives easier, [Alloprof Parents](#) is home to nearly 1,000 pieces of content in the form of articles, blog posts, videos, and downloadable tools. Parents will find tons of tips and tricks for helping their child overcome academic difficulties, stay motivated, and become more autonomous.

Similar to an 811 health line service, Alloprof Parents offers parents a free and direct line of communication with professionals such as remedial teachers. These educators can also answer questions by email or via private message on the [Alloprof Parents Facebook page](#).

Going to summer school? Alloprof has your back!

Get help from a teacher

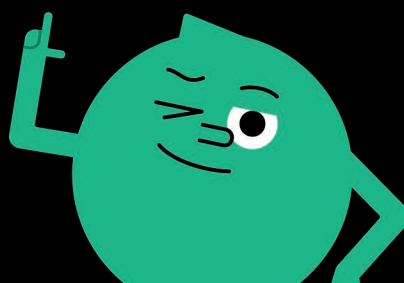
July 11 to 31, 2022

Monday to Thursday: 5 p.m. to 8 p.m.

Sunday: 1 p.m. to 5 p.m.

Or get help anytime

aprof.ca/visit-website



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TRAINING

The FCPQ offers webinars in which you can participate alone or in a group. Lasting up to two hours, the webinars provide essential content on a variety of topics related to parenting skills and parent involvement in school governance structures. Consult our program and register at <https://www.fcpq.qc.ca/formations-activites/webinaires/>.

ADVISORY SERVICES

Do you have questions about governing boards, parents' committees, special needs advisory committees, or even the Quebec Education Act? Our team of advisors offers a support and information service concerning the school sector, its structures and its functioning. The service is free and provided for parents in the public school network.

CRISIS MANAGEMENT

The FCPQ offers its assistance in the event of a crisis to help you find constructive solutions to complex situations, or even conflicts at the heart of your committees.

VIDEO CAPSULES

The FCPQ has created video capsules that offer, in just a few minutes, essential information on subjects of interest for engaged parents, such as governing boards, annual general assemblies, the complaint-handling process, special needs advisory committees, etc. These capsules are available on our YouTube channel: www.youtube.com/user/FCPQofficiel.



Fédération
des comités de parents
du Québec

We are here for you!

For your training needs, and your questions about
your role and your rights in the public school system,
call us at 1-800-463-7268 or write to us at
services-conseils@fcpq.qc.ca

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