Traditional home-school communication practices typically reach few parents from underprivileged backgrounds (Gagnon, Bilodeau & Bélanger, 2006; Lévesque & Dumoulin, 2009). This project aimed to implement innovative practices for developing closer communication between home and school. First, the school board formed a committee composed of academic researchers as well as community and government partners. The committee designed and implemented activities to improve home and school communication (Cowan, Swearer Napolitano & Sheridan, 2004; Deslandes, 2004; Epstein, 2009, 2010). These activities were proposed to four elementary school staff members including teachers and school directors. Data show that schools have implemented new home-school communication practices such as: 1) adapting written material from school to the reading abilities of low socioeconomic/underprivileged parents, 2) providing a secure, confidential method of contacting parents via phone, 3) engaging pupils in writing home-school notes, 4) diversifying types of communication (e.g., web based), 5) involving more school staff members in communication practices, 6) creating welcoming schools, etc. Finally, a questionnaire validated by the Ministère de l’Éducation, du Loisir et du Sport du Québec entitled “Bringing families and elementary schools closer together” http://www.mels.gouv.qc.ca/ecolemontrealaize/Rapprocher_fam_prim.htm completed by about a hundred parents revealed a high level of parents’ satisfaction as regards these latest innovative practices.

References:


