



Family Engagement

Activity Catalogue



This catalogue is designed as a practical guide for CLC school teams to strengthen family engagement through intentional, relationship-based programs and activities.

The catalogue presents inspirational activities that can be adapted and replicated across different school and community contexts. Each activity reflects real practices from the CLC network and is grounded in the understanding that family engagement supports student success, strengthens partnerships, and contributes to community vitality.

For example, if your goal is... → [Try this](#)

- **Build relationships** → [Camping](#) ([Active & Outdoor Engagement section](#))
- **Support transitions** → [Cooking activity](#) ([Food, Culture & Connection section](#))
- **Support literacy** → [Arts/Literacy nights](#) ([Creative & Learning-Based Engagement section](#))
- **Increase family attendance** → [BBQ / Movie Night](#) ([Community-Building Events & Celebrations section](#))

A team-based approach

Family engagement is most effective when it is shared work. Consider who needs to be involved to make the activity meaningful and sustainable. This catalogue emphasizes a team approach where responsibilities are distributed across stakeholders:

- **CDAs/CLC Leads:** coordination, partnership development, outreach
- **School administrators:** (leadership, alignment with school priorities, resource allocation School staff: integration with learning, student support
- **Community partners** (individuals, organizations, institutions): program delivery, expertise, services
- **Families:** participation, leadership, co-construction





Using the catalogue in practice

You can use this catalogue in several ways:

Planning: Identify activities that align with your school's goals, student needs, and community priorities

Adapting: Modify activities to reflect your local context, partnerships, and available resources

Collaborating: Use activities as a starting point for discussions with your school team and partners

Scaling: Build on smaller initiatives to develop more sustained family engagement practices over time

From inspiration, to implementation, to impact

When selecting or adapting an activity, consider:

- What need or opportunity are we addressing?
- Which families are we trying to reach?
- What conditions will make participation accessible and welcoming?
- What partnerships can strengthen this work?
- How will we know if we have been successful in creating meaningful opportunities for engagement?

A final note

Strong family engagement is built over time. It grows through intentional planning, consistent relationships, and shared responsibility. LEARN offers additional tools, resources, and support for CLC schools interested in deepening their family engagement practices. You can find out more here:

<https://clc.learnquebec.ca/landing-priority-goals-and-outcome-areas/#family-engagement>

Note: Throughout this document, “parent(s)+” refers to parents, guardians, caregivers, or other significant adults in a student’s life

Active & Outdoor Engagement

THEME: Sports & Recreation

Family Camping at School

Model blueprint inspired by Valcartier Elementary School's **Ca t'tente tu?**

Type of Family Engagement

(and how they connect to Epstein's Six Types of Family Involvement)

- ☐ Family-School Communication (Communicating)
- ☐ Conditions for Learning and Well-Being (Parenting)
- ☒ Family Engagement in Student Learning (Support Learning)
- ☐ Family Participation in School Life (Volunteering)
- ☒ Family Leadership in School Life (Decision-Making)
- ☒ Community Partnerships and Vitality (Collaborating with Community)

Target Audience

Students & families of all ages

Description of Activity

Students and families are invited to camp overnight in the schoolyard for a communal experience with games and an animated campfire. Student leaders and their teacher lead families in the games and campfire activities. Families, community partners and/or community members are invited to share outdoor skills (pitching a tent or shelter, tying knots, building a campfire, making campfire meals, survival skills, etc). Families are invited to play an active role in contributing the equipment, resources and knowledge.

Best for

CLCs with Outdoor Adventure/Leadership Clubs, an Outdoor Education program.

Potential Impact

- Families are invited to view the school as a safe, shared community backyard rather than a restricted institution.
- Provide a low-stakes, social environment for parent(s) to network with one another and establish rapport with school staff.
- The school acknowledges and validates parent expertise.
- The informal setting encourages families to interact and share in their chosen language, reinforcing the school's role as a vibrant cultural hub.

Tips for Successful Implementation

- Start by identifying and onboarding key stakeholders - administration for school access, staff leaders. Follow with an invitation to families with call-out for volunteers "We are looking for parents & family members who can lend gear or teach a skill!"
- Timeline of event:
 - **Afterschool:** Collaborative set-up and skill-building workshops.
 - **Evening:** Community meal followed by fireside storytelling.
 - **Morning:** Shared breakfast and "leave no trace" group clean-up.
- Provide a follow-up appreciation event where families share photos and provide feedback to encourage the model to be community-led for future years.

Resource requirements & potential sources

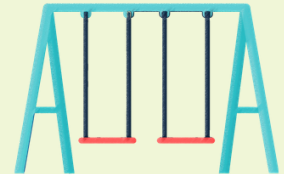
RESOURCE REQUIREMENTS	POTENTIAL SOURCES
Animators for games and activities	Student leadership groups, teachers, local activity partners
Camping equipment (to loan for families who don't have any)	Local outfitters, call-out to community, Scout or Guiding groups
Food and snacks	Grocery store, Parents' Participation Organization (PPO), Centre intégré universitaire de santé et de services sociaux (CIUSSS/CISSS), Networking Partnership Initiative (NPI)
Access to bathrooms	School - provide limited access to bathrooms only

More potential partners connections

- Local Scouting or Guiding groups
- CISSS/CIUSSS healthy lifestyles projects (via their Community Organizer)
- Municipalities
- Nature and conservation groups
- Literacy organizations (for campfire oral storytelling)

Good to know

If the school is near a municipal park or property, it can be a great premise to develop a partnership with the municipality to extend the occupied space



Gather your team!

Consider what you will do and who else needs to be involved to make the activity meaningful and sustainable.

POTENTIAL MEMBERS	ROLE / CONTRIBUTION
CDA or CLC Lead	• Identify and onboard key stakeholders • Collaborate with school team to invite and share with families • Coordinate event roles and responsibilities between staff, community, and families • Map local recreation ecosystems (municipal, non-profit, informal networks) • Secure access to facilities, equipment, and transportation • Align activities with well-being and engagement priorities • Select feedback/evaluation strategy
School Administrator(s)	• Approve space sharing agreements with community partners • Allocate staff time for extracurricular supervision/caretaker services • Ensure alignment with school success plan (attendance, belonging, SEL)
School staff	• Integrate physical literacy and teamwork skills into classroom learning • Identify students who would benefit from targeted participation • Support inclusive practices (adapted activities, differentiated support) • Reinforce connections between outdoor/physical activity and learning
Community partners & organizations	• Deliver specialized programming for the activity/event • Provide certified expertise (safety, training, equipment use) • Create pathways beyond school (clubs, competitions, leadership roles) • Support equity access (reduced fees, transportation, equipment)
Families	• Participate in activities • Co-lead informal activities (e.g., community games, cultural sports) • Provide feedback on barriers (cost, timing, access)

Capturing the Outcome

Don't forget to take notes on participation and engagement for reporting and celebration purposes!

- Attendance (who came?)
- Representation (which families?)
- Engagement (what did families do?)
- Follow-up (how will relationships continue?)

More inspirational ideas from the CLC Network



Family Track Meet Practice (Eaton Valley CLC)

Prior to the school track and field day, students and their families are invited to participate in an evening of practice activities and share a community meal afterward. The activity helps students build confidence before the event while creating opportunities for families to connect with school staff and one another in an active, informal environment.



Soap Box Race (La Tuque CLC)

Students, families, and community members design and build homemade soap box vehicles, then come together for a community-wide race day. The festive event also featured a fundraiser (ice cream and hot dogs) as well as art-based and creative activities for children and youth throughout the day facilitated by [FabLab](#).



Food, Culture and Connection

THEME: Food & Cooking

Cook and Connect

**An evening of collective cooking to prepare
for high school**

Model blueprint inspired by Richmond Regional
High School's **Cuisiner pour Connector**

Type of Family Engagement

(and how they connect to Epstein's Six Types of Family Involvement)

- ☒ Family–School Communication (Communicating)
- ☒ Conditions for Learning and Well-Being (Parenting)
- ☒ Family Engagement in Student Learning (Support Learning)
- ☐ Family Participation in School Life (Volunteering)
- ☐ Family Leadership in School Life (Decision-Making)
- ☒ Community Partnerships and Vitality (Collaborating with Community)

Target Audience

Grade 6 students and their parent(s)/guardian(s)/caregiver(s)/significant adult(s). Also invited: High School teachers (especially Secondary 1 teachers) or staff, administrators, student volunteers

Description of Activity

A high-school-hosted culinary event where Grade 6 students and their parent(s) from feeder elementary schools collaborate in small groups to prepare, share, and clean up a communal meal. An animator from a community partner provides the animation and meal logistics (recipes, ingredients), which school staff members (teachers, counselors, administrators) are present as participants.

Best for

High Schools with a Kitchen Brigades program or with a kitchen equipped to accommodate groups, i.e. with multiple cooking and prep stations.

Potential Impact

- Familiarize incoming students and families with the high school premises
- Provide a low-stakes, social environment for students and parents to network with one another and establish rapport with school leadership and staff.
- Build bridges between students and families from feeder elementary schools
- Raise awareness for a community resource

Tips for Successful Implementation

- Invite Grade 7 teachers, guidance counselors, and administrators to mingle with the families and share in the cooking and meal activity
- Select recipes that allow for task delegation (chopping, mixing, plating) ie: Couscous salad, Individual naan/pita bread pizzas, giant cookie
- If an English-speaking community partner is not available to animate, make it a bilingual activity by inviting FSL teachers to help bridge the instructions.
- Timeline of event:
 - **Before participants arrive:** layout each recipe and its ingredients at individual stations
 - Welcome and introductions: share names or use nametags
 - Students and their parent(s) self-select their recipe station; students can mix with students while the adults work with adults - the goal is for peer groups to mix!
 - Once all the recipes are made, sit together to share the meal together
 - Everyone helps to clean up!

Elementary School Variation (Transition to Kindergarten)

Creative Lunchbox Solutions from Butler Elementary CLC

Preschool families are invited to prepare a simple “lunchbox” friendly recipe together

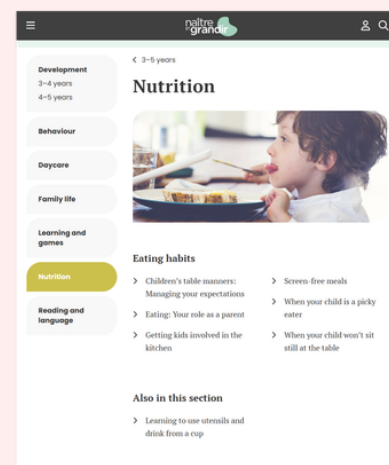
Multicultural Celebration

Select recipes that represent the cultural backgrounds of the students transitioning to high school, and/or representative of the cultural diversity of the community. Families can make recommendations and/or be invited to lead the cooking demonstration.



Tip

Naitre et Grandir is a great source of recipes for pre-school age children



Resource requirements & potential sources

RESOURCE REQUIREMENTS	POTENTIAL SOURCES
Space / Cooking facilities	• High School • Collective Kitchen (if space not available at school)
Animators	• Community organization or Health Partner (i.e. Nurse from the CISSS/CIUSSS, school board nutritionist) • Local chef • Kitchen Brigade animator with students
Meal Ingredients	• Local grocery store • Local farm • Community organizations • Table des familles (partnership table)

More potential partners connections

- Collective Kitchens <https://www.rccq.org/en/>
- Volunteer Centres (Meals on Wheels)
- NPIs <https://chssn.org/projects/npi/>
- Vocational training or culinary programs
- Food security organizations and food banks
- Cultural associations and community groups



Gather your team!

Consider what you will do and who else needs to be involved to make the activity meaningful and sustainable.

POTENTIAL MEMBERS	ROLE / CONTRIBUTION
CDA or CLC Lead	• Help organize logistics, communication, and community outreach • Identify and onboard key stakeholders (high school administration, student life animator, student counsellors) • Collaborate with elementary schools to invite Grade 6 families • Coordinate event roles and responsibilities between staff and community • Identify food insecurity and nutrition gaps • Build partnerships with food banks, community kitchens, local producers • Design programs that combine life skills + cultural exchange • Connect food initiatives to broader community issues (poverty, health)
School Administrator(s)	• Support the use of school kitchen and gathering spaces • Welcome families and students personally during the event • Participate informally in cooking and meal-sharing activities • Position the activity as part of a positive Secondary 1 transition strategy
School staff	• Participate actively at cooking stations and during the meal • Facilitate informal conversations with students and parent(s) • Support students who may feel anxious or hesitant about the transition to high school • Encourage students from different feeder schools to interact and collaborate • Help with set up and cleanup
Community partners & organizations	Health or social services: Service Delivery, Material and Financial Resources • Provide nutrition education, food preparation training • Offer access to resources (ingredients, facilities, funding) • Deliver programs related to food security and healthy living
Families	• Participate alongside students in meal preparation and cleanup • Engage with other families and school staff in informal conversation • Share cultural traditions, recipes, or food experiences where appropriate • Provide feedback about the experience and future transition support needs

Capturing the Outcome

Don't forget to take notes on participation and engagement for reporting and celebration purposes!

- Attendance (who came?)
- Representation (which families?)
- Engagement (what did families do?)
- Follow-up (how will relationships continue?)

More inspirational ideas from the CLC Network



Fuel for School from Pierre Elliott Trudeau CLC

Evening workshops designed to help children and parents develop or practice culinary skills and creativity together with the support of their local health and social services organization. Through hands-on cooking activities connected to health, nutrition, and kitchen skills,



Family (Food) Literacy Day from Mecatina CLC

Families are invited to participate in interactive workshops focused on cooking, nutrition label reading, and pantry scavenger hunts. The activity promotes food literacy and healthy living while creating opportunities for families to learn and problem-solve together in a fun, hands-on environment.



Recipe Kits from LEARN's "Fun with Families" tool

Does your school have a healthy meals program? Is there a school cookbook with recipes from the community? Create a "meal kit" to send home. Include all the ingredients, a recipe, and encourage families to cook together. You can even host "live" cooking shows through the school's social media account, or create video capsules featuring staff, community members, or families sharing recipes and cooking tips.

Creative & Learning-Based Engagement

THEME: Arts & Crafts & Literacy

Unplug, unwind and create!

Model blueprint inspired by Eardley CLC's **Family Activity Club** and Mecatina CLC's **Family Literacy Night**

Type of Family Engagement

(and how they connect to Epstein's Six Types of Family Involvement)

- ☐ Family-School Communication (Communicating)
- ☒ Conditions for Learning and Well-Being (Parenting)
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- ☒ Community Partnerships and Vitality (Collaborating with Community)

Target Audience

Elementary students and families

Description of Activity

Families are invited to participate in a hands-on activity or craft after school (5pm - 6pm) to promote family bonding while practicing various literacy skills. Examples of activities include: paint night, song-writing, creating your own journal or planner to remember important dates. Facilitation, animation and materials are provided by a community partner with an interest in reaching out to families. Completed works can be displayed at the school to build the community's sense of belonging to the school and reinforce family participation in school life.

Best for

CLCs with a focus on literacy.

Potential Impact

- The activity provides a structured space to strengthen the parent-child bond and models screen-free activities that can be replicated at home
- Families are supported in developing literacy skills
- When completed works are displayed at the school, families see their own lives and identities as part of the school to promote a sense of belonging
- Creative activities promote mental well-being

Tips for Successful Implementation

- Ensure “Adults are required!” in communications so parents don’t confuse it with an afterschool club for children only
- Offer a book gift to all participants as an incentive to participate and to make the connection to literacy. First Book Canada and United for Literacy have book-giving programs
- Hold multiple activities consistently over a period of time to allow families to create a habit of participation
- Poll or engage families to identify what activities interests them
- Offer food and snacks!

Resource requirements & potential sources

RESOURCE REQUIREMENTS	POTENTIAL SOURCES
Animation for activities	Community partner Parent leaders Library animators
Materials and supplies	Community partner Literacy and/or municipality grants Art donations Local businesses
Food and snacks	Community partner Nutrition Grants PPO or Home & School Association Grocery store donations

More potential partners connections

- Literacy Councils <https://literacyquebec.org/member-network>
- First Books Canada
- Maison des familles <https://www.quebecfamille.org/fr/repertoire-des-organismes-de-soutien-a-la-famille>
- NPIs <https://chssn.org/projects/npi/>
- Local libraries
- Local artists and artisans

Gather your team!

Consider what you will do and who else needs to be involved to make the activity meaningful and sustainable.

POTENTIAL MEMBERS	ROLE / CONTRIBUTION
CDA or CLC Lead	• Coordinate partnerships with key stakeholders (i.e. literacy, arts, or wellness organizations) • Organize outreach and registration to ensure families understand this is a family activity, not a drop-off program • Poll or consult families to identify activities of interest • Help identify participation barriers and support equitable access
School Administrator(s)	• Support use of school spaces for after-school family programming • Align activities with school literacy, wellness, and family engagement goals • Encourage staff participation to strengthen relationships with families • Support public display of completed family projects throughout the school
School staff	• Participate alongside families during activities • Reinforce literacy connections • Support students and families who may need encouragement to participate • Celebrate and showcase completed family work in classrooms or common areas
Community partners & organizations	• Facilitate and animate activities or workshops • Provide materials, supplies, and activity expertise • Support relaxed, relationship-focused participation rather than performance-based outcomes • Help connect families to additional community programs or resources
Families	• Participate actively alongside children during activities • Share ideas, experiences, and creative expression • Contribute feedback about preferred activities and family interests

Capturing the Outcome

Don't forget to take notes on participation and engagement for reporting and celebration purposes!

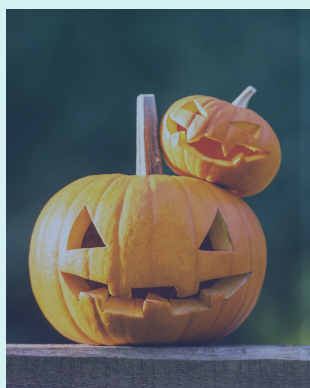
- Attendance (who came?)
- Representation (which families?)
- Engagement (what did families do?)
- Follow-up (how will relationships continue?)

More inspirational ideas from the CLC Network



Sleepytime Story Hour (Mecatina CLC)

Families with children aged 0–6 are invited to the school library for an evening of storytelling, games, crafts, and healthy snacks. The activity promotes early literacy, family reading routines, and social connection while helping young children become familiar and comfortable with the school environment before starting kindergarten.



Pumpkin Carving with Seniors (Memphrémagog CLC)

Families, seniors, neighbors, and community members come together for a multigenerational Halloween pumpkin-carving workshop led by a multidisciplinary artist. Hosted in the school's outdoor classroom, the activity creates opportunities for creativity, intergenerational connection, and community-building through shared artistic experiences.

More Activity Ideas

- Paint night
- Song-writing workshop
- Create-your-own journal or planner
- Family storytelling workshop
- Collaborative mural or art project
- Crafting circles
- Family poetry or comic-making activity
- Vision boards or goal-setting journals
- Intergenerational memory books
- Mindfulness and creative journaling activities



Community- Building Events & Celebrations

THEME: Celebrating Together

Back to School BBQ

Model blueprint inspired by multiple CLC's:
St. Francis' **Meet the Family Night**; La Tuque CLC's
Corn Roast, St. John's Elementary School's **Meet
the Teacher Night Video & Supper**; Pierrefonds
CLC's **School Community BBQ**

Type of Family Engagement

(and how they connect to Epstein's Six Types of Family Involvement)

- ☒ Family–School Communication (Communicating)
- ☐ Conditions for Learning and Well-Being (Parenting)
- ☒ Family Engagement in Student Learning (Support Learning)
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- ☒ Community Partnerships and Vitality (Collaborating with Community)

Target Audience

Elementary students and families

Description of Activity

Celebrate the beginning of the school year with a fun and festive BBQ/corn roast to invite families into the school, meet with teachers, and get to know the staff members. This model transforms the traditional, often formal "Curriculum Night" into a vibrant, student-led social event. Students take the lead by inviting their parents into their classrooms to interact with projects currently in progress before sharing a meal outside, served by Community Partners. Parents are then invited to stay for the Annual General Meeting while volunteers keep children playing (or watching a movie).

Best for

CLCs who are trying to encourage more participation in their Annual General Meetings
CLCs whose staff are ready to connect with families in informal settings

Potential Impact

- Including the presence of community partners reinforces the “village” concept that the school is there for the whole child
- This approach positions parents as partners in their child’s education

Tips for Successful Implementation

- Provide teachers with raffle ballots for students to collect during classroom visits; they can enter a raffle for a prize drawn at dinner.
- If you have community partners participating with kiosks, give them raffle tickets to hand out to participants as well
- Invite community partners to contribute raffle prizes or interactive kiosks to increase engagement and visibility
- Ensure administrators and staff actively mingle with families rather than remaining in supervisory groups

Secondary School Variation

- Skip classroom visits and focus on informal social connection through the BBQ and partner kiosks
- Include student clubs, leadership groups, athletics, or arts programs as engagement stations
- Create opportunities for families to connect with guidance counselors, student services, and extracurricular staff
- Use the event to highlight transition supports, student leadership, and school culture

Resource requirements & potential sources

RESOURCE REQUIREMENTS	POTENTIAL SOURCES
Animation for activities	Community partner Parent leaders Library animators
Food and Snacks	Community partner Nutrition Grants PPO or Home & School Association Grocery store donations
Equipment (BBQ, Projector, etc.)	Community partner(s) Municipality Recreational club(s) Equipment rental business

More potential partners connections

- Student leadership groups (i.e. leadership club, scouts, guides, cadets, rangers)
- Civic organizations/service clubs (ie. Lions Club, Kiwanis, Oddfellows Society, Knight of Columbus)
- Youth organizations and clubs
- Vocational or culinary training programs
- Municipal recreation departments
- Health and social services organizations
- Family organizations

Gather your team!

Consider what you will do and who else needs to be involved to make the activity meaningful and sustainable.

POTENTIAL MEMBERS	ROLE / CONTRIBUTION
CDA or CLC Lead	• Coordinate event planning and communication with families and partners • Identify and invite community partners • Coordinate partner kiosks, meal logistics, volunteers, outdoor setup, and flow of activities • Help create opportunities for relationship-building between families, staff, and community organizations
School Administrator(s)	• Welcome families personally upon arrival • Participate informally throughout the event • Support use of school spaces (classrooms, outdoor areas, gymnasium) • Connect the event to school culture, belonging, and family engagement priorities • Promote and invite parents to the Annual General Meeting

POTENTIAL MEMBERS	ROLE / CONTRIBUTION
School staff	• Prepare classrooms or student work displays for family visits • Ensure outreach reaches families who may be less connected to the school • Encourage students to guide their family through current projects and learning activities • Engage families in informal conversation and relationship-building • Participate in outdoor meal and community activities
Community partners & organizations	• Provide food service, BBQ/corn roast support, or activity facilitation • Set up information kiosks or interactive activities for families • Help reinforce the “village” approach to supporting children and families • Share information about programs, services, and opportunities available in the community • Contribute raffle prizes, supplies, volunteers, or funding
Families	• Visit classrooms and engage with student learning • Participate in shared meal and community-building activities • Build connections with other families and the school community

Capturing the Outcome

Don't forget to take notes on participation and engagement for reporting and celebration purposes!

- Attendance (who came?)
- Representation (which families?)
- Engagement (what did families do?)
- Follow-up (how will relationships continue?)



More inspirational ideas from the CLC Network

Holidays and celebrations offer a welcoming bridge for family engagement, providing a natural platform for cultural exchange and the strengthening of community vitality.



Easter Scavenger Hunt (Mecatina CLC)

Students and their family members worked together to solve puzzles, riddles and challenges in pursuit of the Grand Easter Egg in a collaborative twist on the traditional Easter egg hunt. The activity concluded with games in the gymnasium and shared snacks, creating opportunities for teamwork, family bonding, and community connection.



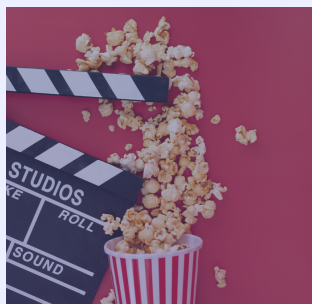
Winter Wonderland Brunch (Pierrefonds CLC)

Held on a weekend, families gather for a hot brunch, enjoy live entertainment, participate in face-painting activities, and visit with Santa. A professional photographer captured family photos on-site and provided framed keepsakes for families to take home. Supported by corporate and community partners, the event created a magical experience for underserved children and families while strengthening connections within the school community.



Many Cultures, One School: Multicultural Family Evening at Sunshine Academy (Pierrefonds CLC)

Students, staff, and families come together to celebrate the rich cultural diversity that makes their school community so unique. Families and staff hosted interactive cultural stations featuring displays of traditional clothing, artifacts, and music. Local restaurants donated or subsidized food samples to share flavours from around the world. The evening created opportunities to celebrate identity, heritage, and togetherness while strengthening connections and building community.



Family Movie Nights (multiple CLCs)

Schools collaborate with parent volunteers to organize family movie nights in the gymnasium, auditorium, or schoolyard. Families gather for a relaxed evening of entertainment and community-building, often paired with fundraising activities such as pizza suppers or snack sales.

Acknowledgements

This tool is the result of collective action and learning across the CLC network.

We extend our sincere appreciation to the many Community Learning Centre schools across Quebec whose practices, projects, and partnerships continue to inform and inspire this work. The examples, approaches, and insights reflected in this tool are rooted in the lived experience of CLC practitioners, educators, students, families, and community partners who have contributed to the ongoing development of the network.

In particular, we acknowledge the schools and communities featured in the Family Engagement Catalogue, whose projects and programs demonstrate the powerful impact of authentic school-family-community collaboration in action. These initiatives highlight how meaningful engagement fosters student learning, strengthens relationships, and contributes to community vitality.

Finally, we acknowledge the contributions of researchers and practitioners whose work has shaped this tool, including Joyce Epstein and Dr. Debbie Pushor, as well as the many voices within the CLC network who continue to deepen our collective understanding of what meaningful family engagement looks like in practice.

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Additional Tools and Resources

The Six Types of Family Involvement Infographic
https://drive.google.com/file/d/1P30xjKN_T9FZoQwm-MSj3shyCevmmfEW/view?usp=sharing

All Family Engagement Resources available at LEARN <https://clc.learnquebec.ca/landing-priority-goals-and-outcome-areas/#family-engagement>