

# Aggregated community portrait used by L'ÉcoRéussite combining key challenges experienced across local municipalities and feedback provided by community partners

System	Findings based on qualitative and quantitative data	Findings re: service offerings	Findings re: protective factors
<b>Child/ Student</b>	<ul style="list-style-type: none"> <li>Many students begin school without the foundation required to succeed. This presents a risk for all levels of a child's development.</li> <li>50% of fourth-grade students achieved a passing grade in French (2009).</li> </ul>	<ul style="list-style-type: none"> <li>There are few universal services for children ages 0–5 years-old, and few extra-curricular services for children ages 6–12 years-old.</li> <li>There is significant work to be done for families and youth in terms of adopting healthy living practices and behaviours.</li> </ul>	<b>Numerous organizations target this system.</b>
<b>Family</b>	<ul style="list-style-type: none"> <li>There were four meetings organized for parents at schools in the past year. 50% of parents were present at the first two meetings, while 0% at the latter two meetings.</li> <li>There is a belief that books are only to be read and consulted in school.</li> <li>Less-educated parents experience a cultural difference characterized by discomfort to the school system.</li> <li>Written communication is not the best strategy for contacting parents.</li> </ul>	<ul style="list-style-type: none"> <li>There are few services for families whether formal or informal, universal or targeted to specific areas.</li> </ul>	<b>Very few organizations target this system. Despite an increasing number of partners who are expanding work into this system, current activities are insufficient.</b>
<b>Class/ classroom</b>	<ul style="list-style-type: none"> <li>New pedagogical practices implemented are promising (2009–2010 school year).</li> <li>The project “Lire et faire lire” of the ABC des Hauts-Plateaux takes on an intergenerational and community-based approach that is well-received.</li> </ul>	<ul style="list-style-type: none"> <li>Very few community organizations lead activities within classrooms to develop students’ reading and writing skills.</li> </ul>	<b>Few organizations target this system, which is currently reserved to the school system.</b>
<b>School</b>	<ul style="list-style-type: none"> <li>Students read for 30 min. per day at school.</li> <li>Some students require up to 90 min. travel time to come to school and an additional 90 min. to return home.</li> </ul>	<ul style="list-style-type: none"> <li>Families and children ages 0–4 years-old lack presence in schools.</li> </ul>	<b>After the child/student system, this is the second most popular system targeted by community organizations.</b>
<b>Community</b>	<ul style="list-style-type: none"> <li>A high percentage of residents across municipalities have not obtained their high school diploma: St-Paul (50%), Ste-Euphémie (49%), Ste-Apolline (58%), Notre-Dame-du-Rosaire (42%).</li> </ul>	<ul style="list-style-type: none"> <li>There are few extra-curricular services offered within the community, and there is a lack of infrastructure for recreational activities.</li> <li>There are few services that target multiple systems.</li> <li>The majority of community and municipal services are universal and do not target specific areas.</li> </ul>	<b>All organizations involved in the ecosystem have designated this system as an area in which they would like to improve their work. All organizations believe they work on community-based initiatives in some way or form.</b>

Produce by:



In collaboration with:

