

A NEW
DIRECTION
FOR
SUCCESS

Supporting
Montréal
Schools



1999-2000

*Ministerial plan of action
for the* **REFORM OF THE
EDUCATION SYSTEM**

Québec 

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MESSAGE FROM THE MINISTER

Since 1997, the Ministère de l'Éducation has allocated \$10 million annually in additional resources to schools targeted by the **Supporting Montréal Schools** program to ensure the educational success of the greatest number of students. I have decided to renew the program for 1999-2000 and will once again be injecting \$10 million into it.

The innovative Supporting Montréal Schools program provides additional support to improve the educational success rate of Montréal students by promoting an educational approach that recognizes students' characteristics and needs. In fact, this is the very essence of the program's first orientation. Students at risk or experiencing difficulties are the focus of actions taken under this program. Exchange networks between island of Montréal school boards, school administrators, teachers and professional staff foster the sharing of expertise acquired and being developed in this area. In addition to addressing student learning, the program also focuses on the student's environment. For this reason, partnerships have been established with several ministries and organizations. This path should be pursued in 1999-2000 and collaboration between school and community, the objective of the program's second orientation, should be further strengthened.

Supporting autonomous, responsible schools constitutes the third orientation of the Supporting Montréal Schools program. School administrators have already expressed their satisfaction with the leeway granted them and say they appreciate the opportunity to integrate elements of the program into their schools' educational project as well as into other programs destined for schools in disadvantaged neighbourhoods. Nevertheless, while it is essential to respect school autonomy, schools must also remain accountable. A second evaluation phase will make it possible to begin looking more closely at the program's impact on educational success.

On the eve of the third millennium, it is crucial that the entire education community join forces to make 2000 the year of educational success. Schools, school boards, parents, institutions, organizations and local business must intensify their efforts to support students and preserve the energy and enthusiasm that characterized the implementation of the program to support Montréal schools. The creation and development of exchange networks between partners must be encouraged to ensure an integrated approach to action taken among students and their parents, and to popularize new and effective practices. The future of our youth depends on it!

Minister of State for Education and Youth,

FRANÇOIS LEGAULT

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INTRODUCTION

This brochure is for everyone concerned with the program to support Montréal schools: school administrators, teachers and non-teaching staff in the target schools; school board management and staff; representatives of ministries and community or other organizations.

The brochure provides information about the renewal of projects, the proposal of new projects and funding for target schools. It also includes the guidelines applicable to all of the measures, and describes each of the three major orientations and the related measures adopted for 1999-2000. The first orientation promotes educational paths suited to students' characteristics and needs. The second orientation aims to foster cooperation between schools and communities. The third supports autonomous, responsible schools.

The brochure also contains information on support for promising projects, support and tools available to school administrators and school teams, the program coordination committee and the program resource persons.

Finally, the appendices list the target elementary and secondary schools for 1999-2000, as well as the members of the sector-based committee to implement the ***Supporting Montréal Schools*** program.

TARGET SCHOOLS
OFFICIAL CLASSIFICATION OF THE
CONSEIL SCOLAIRE DE L'ÎLE DE MONTRÉAL FOR 1999-2000

The CSIM classification covers **94** elementary schools and **19** secondary schools, for a total of **113** target schools. It should be noted that **17** schools are in transition (i.e., they were target schools in 1998-1999 but are no longer target schools in 1999-2000) and that they will receive only partial financial support under the program. Together, these **130** schools have a combined student population of 56 979.

NUMBER OF TARGET SCHOOLS

School Board	Elementary	Secondary	Total
CSDM	66	13	79
CSMB	10	5	15
CSPI	4	0	4
EMSB	13	1	14
LBPSB	1	0	1
Total	94	19	113

NUMBER OF SCHOOLS IN TRANSITION

School Board	Elementary	Secondary	Total
CSDM	7	2	9
CSMB	1	2	3
CSPI	0	1	1
EMSB	3	1	4
LBPSB	0	0	0
Total	11	6	17

CSDM: Commission scolaire de Montréal
 EMSB: English-Montréal School Board
 LBPSB: Lester-B.-Pearson School Board
 CSMB: Commission scolaire Marguerite-Bourgeoys
 CSPI: Commission scolaire de la Pointe-de-l'Île

Target schools and schools in transition are listed in Appendices 1 and 2.

PROJECT RENEWAL OR PROPOSAL OF NEW PROJECTS

Before describing each of the orientations and measures related to the Supporting Montréal Schools program, it is important to note from the outset that school administrators and their school teams may choose to renew one or more projects initiated in 1998-1999 or to propose new projects. The following is the procedure to follow to renew a project or to propose a new one.

▪ *To renew one or more projects*

If school administrators and their school teams deem it relevant to pursue in 1999-2000 one or more projects initiated in 1998-1999, for purposes of further development or continuity, they may choose one of the following two options:

- Use the ***Project Renewal Form***
- Use the ***Project Summary Form***

These forms can be found in the document ***Project Proposals and Funding Requests***. They will also be available on the Supporting Montréal Schools Web site (***Programme de soutien à l'école montréalaise***) at the beginning of September 1999.

▪ *To propose new projects*

If school administrators and their school teams are proposing new projects, they must use:

Σ The appropriate ***Project Summary Form***
for each measure

applicable
to measures
1 – 3 – 4 – 6

Σ ***Specific forms***

applicable
to measures
2 – 5

These forms can be found in the document ***Project Proposals and Funding Requests***. They will also be available on the Supporting Montréal Schools Web site (***Programme de soutien à l'école montréalaise***) at the beginning of September 1999.

FUNDING ALLOCATIONS, SCHEDULE AND AUTHORIZATION

For 1999-2000, the Minister of Education is once again allocating \$10 million to support target schools in their efforts to implement various orientations and measures of the Supporting Montréal Schools program. This amount is divided into basic funding and additional funding.

Basic funding

Each target school will receive basic funding calculated according to its student enrolment as of September 1998, which will enable it to carry out projects related to each of the three orientations and the various measures of the program.

Schools in transition, that is, those that were target schools in 1998-1999 but that are no longer target schools in 1999-2000, will receive basic funding equal to half the sum they would have been entitled to had they remained target schools.

Each school will receive its own basic funding (\$10 per student), related to measure 5, ***Access to cultural resources, Jeune public*** sub-measure.

If, as of September 30, 1999, there is a 10% increase or decrease in enrolment compared with September 30, 1998, basic funding will be reconsidered and possibly adjusted.

Additional funding

In addition to basic funding, schools will also have a chance to receive “additional” funding related to specific program measures:

- Measure 2: ***The guidance-oriented school***
- Measure 3: ***Promotion of vocational and technical education***
- Measure 5: ***Access to cultural resources, Innovative models sub-measure***

Funding schedule and authorization

Project proposals must be submitted to the Ministère de l'Éducation **by October 15, 1999.**

Please address your proposal to: Marcel Lamarre
Supporting Montréal Schools Program
3737, rue Sherbrooke Est
Montréal (Québec) H1X 3B3

To obtain the different forms of funding, each school must submit projects related to each of the three orientations and the various measures of the program, indicating the financial resources required for their implementation. Measures and sub-measures followed by an asterisk in the program summary table (centre pages of this publication) are compulsory.

Once the forms for the renewal or proposal of projects have been received, the program resource persons will review the various projects. If the projects respect the guidelines applicable to all measures as well as those specific to each measure, school administrators will receive confirmation of basic funding and additional funding. The orientations of the Supporting Montréal Schools program form an integrated whole. Schools are therefore encouraged to submit projects that create links between the orientations and the measures. Schools may communicate with the program resource persons at any time to clarify the meaning of information in the documents used to develop projects.

GUIDELINES APPLICABLE TO ALL MEASURES

The school should develop projects according to the guidelines specific to each measure as well as those applicable to all measures. The guidelines are as follows:

- Projects must be developed in line with the school's educational project as well as student and community needs.
- Projects must be related to each of the three orientations.
- Projects must be related to each of the measures or sub-measures identified as compulsory.
- Students must be the focal point of any action—activities must have a direct impact on students.
- The school team must participate in the design, follow-up and evaluation of projects.
- The school team must be informed of how activities are progressing as well as their results.
- Expertise must be transferred from resource persons to the school staff.
- Information about promising projects must be distributed to the target schools.
- Tools developed during the implementation of measures must be disseminated.

Please note:

- Up to 5% of the funding may be used to purchase instructional material (not including microcomputers, exercise books, dictionaries, grammar books, desks or library books).
- Costs related to seminars and conferences are limited to 10% of the teaching staff.
- Hiring homeroom teachers to reduce the number of students per class is not permitted.
- Hiring individuals to maintain information and communications technology (ICT) systems or to provide technical training is not permitted..

Unused funding from 1998-1999

Schools that have not used all of the funding made available in the 1998-1999 school year must reinvest the leftover portion in projects related to the Supporting Montréal Schools program. In the case of the ***Jeune public*** sub-measure of the Access to cultural resources measure, schools must spend any remaining funds on this specific sub-measure.

Schools that have over \$6 000 remaining must use these funds to develop one or more ***promising*** projects that could benefit all schools targeted by the program. See the ***Support for promising projects*** section on page 31.

ORIENTATIONS AND MEASURES

First orientation: Educational paths suited to students' characteristics and needs

Measure ① : Pedagogical practices

Description of the measure

Through this measure, schools are encouraged to develop, adopt and try out ways of organizing teaching and services, activities and interventions that promote learning and motivation that are more in line with students' needs. Of course, adapting pedagogical practices to students' needs would be desirable for all students from disadvantaged backgrounds, but it is crucial for those who experience difficulties or who arrive in Québec part way through their education, whether at the preschool, elementary or secondary level.

Characteristics

Adaptation of teaching practices based on a formative evaluation.

Adaptation of the organization of teaching and services.

Collaboration between partners.

♦ ♦ ♦

Three target groups:

1. Students at risk (prevention)
preschool and first two years of elementary and secondary

2. Students at risk (support, follow-up)
students who are allowed to pass despite failing grades and difficulties.

3. All students
in their learning and motivation

♦ ♦ ♦

Form of funding

Directly from basic funding available for measures 1, 4 and 6

♦ ♦ ♦

Project proposal

Proposals to be submitted on the appropriate form.

The list of permanent codes of students at risk must be attached (see appropriate form).

Objectives

Initiate or pursue

ongoing discussion and embark on the transformation or implementation of actions or projects adapted to the needs of the students concerned as well as to the characteristics of the community and school staff with regard to the three target groups.

Emphasize

the **prevention** of difficulties and rapid intervention with students at risk; regular **support** and **follow-up** (short and long term) of students at risk; the possibility of students pursuing their education without breaks in their schooling.

Take into account

the **vital ingredients** with regard to the stated targets, namely identifying and implementing within projects and actions:

- ways of **organizing teaching, work and services** that are more flexible and allow more varied educational paths that are better suited to the students' needs;
- **adapted pedagogical practices, based on formative evaluation**, in terms of various areas of learning (e.g., reading) or the types of difficulties observed in students (e.g., with spoken language or social skills), and in terms of the students' needs and characteristics;
- methods to facilitate **collaborative work** among partners.

Assess

students' situations with regard to learning and motivation at school as well as the effectiveness of the methods employed with respect to the preceding targets.

Find ways to

develop, test, evaluate and adjust the forms of organization and pedagogical practices so that they are better suited to the students' situations, needs and characteristics as well as to the area of learning involved.

Guidelines specific to the measure

1. Regarding the choice of students targeted by the projects

Determine the objectives pursued and the student populations served on the basis of the needs of the school and the students.

- A large portion of the funding must be used to provide the appropriate support to students at risk, that is, those who are experiencing difficulties or who may experience difficulties if no action is taken.
- More specifically, a large portion of projects must focus on students at risk in preschool as well as the first and second years of elementary and secondary school.

Attach a list of the permanent codes of students at risk:

- who are allowed to pass despite failing grades, indicating the year (e.g., Elementary 2) or program (e.g., Secondary II, English or French, language of instruction) in which they were enrolled during the 1998-1999 school year and in which they will be enrolled in 1999-2000.
- for whom action was taken in 1997-1998 or in 1998-1999 and who will receive follow-up in 1999-2000.

♦ ♦ ♦

2. Regarding the orientations to be taken into consideration in projects and actions

A large portion of the projects for this measure must focus on finding alternatives to having students repeat a year, through **prevention and support to students at risk**, such as those who are allowed to pass despite failing grades, and **longer follow-up** of students for whom action was taken in 1997-1998, or in 1998-1999.

- The actions and projects proposed must contain **all the essential ingredients for effective action**, namely identifying and implementing:
 - ways of organizing teaching, work and services;
 - adapted pedagogical practices, based on formative evaluation;
 - methods that facilitate collaborative work.
- The forms of organization and practices chosen must involve the participation of teachers responsible for the students targeted by the project: homeroom teachers at the elementary level or, at the secondary level, subject specialists (e.g., English or mathematics).
- If the project involves resource persons (e.g., special education teachers, speech therapists, psychoeducators) working with the students either inside or outside the classroom, obtain the participation of the teachers concerned at the various stages of the project or actions and make sure there is continuity in the actions of the partners and transfer of learning among the target students. Regular follow-up of these students is very important.
- Make sure everyone involved in the project has a say in defining the approaches, and supports the project.
- Make sure teachers have the right conditions to complete the necessary preparation, evaluation and adjustments and to work together to ensure the effectiveness of the project or actions.
- Projects using information and communications technologies (ICT) must contribute to the measure's objectives as well as to the students' success.

♦ ♦ ♦

Who are students at risk?¹

owing to various known factors, be they psychosocial or of some other origin, run the risk of having difficulties in school in one or more learning areas. For these students, preventive action is very important.

exhibit certain characteristics that could impede learning.

perform poorly in one or more learning areas.

They are students who...

experience learning difficulties or failure.

have been identified as having problems by the school board.²

at the end of a school year fail one or more subjects, have already repeated a year or run the risk of having to repeat a year based on the standards of their school.

are experiencing temporary or ongoing difficulties in one or more learning areas.

¹ See: L. SAINT-LAURENT, J. GIASSEN, C. SIMARD, J. DIONNE, E. ROYER, et al, *Programme d'intervention auprès des élèves à risque* (Montréal: Gaëtan Morin), 1995.

² The new policy on special education within the framework of the current reform will contribute to a more precise definition of students at risk in our schools.

Measure ② : The guidance-oriented school

Description of the measure

The guidance-oriented school is a concept that lies at the very basis of the school's educational project. All those who work with students try to guide them in ways appropriate to their functions. Schools help students make career choices by offering activities designed to facilitate access to information.

Teachers contribute by occasionally including learning activities that lead to an increased awareness of the school system, the choices offered and the job market.

Schools involve parents in this process and help them guide their children.

Certain socio-economic groups also participate in the initiative.

Characteristics

Target groups:

Elementary schools

Secondary schools,
levels I, II, III

The measure

- is optional for elementary schools;
- is compulsory for secondary schools targeted in 1998-1999;*
- is optional for other target secondary schools and schools in transition.

♦♦♦

Form of funding

Additional funding

Elementary schools:

\$2 000 authorized following submission of project proposal

Secondary schools

\$15 000 allocated over two years and authorized following project approval by a selection committee.

♦♦♦

Project proposal

Proposals to be submitted on the appropriate form.

Objectives

- To identify specific orientations and draw up an action plan that reflects them.
- To promote the understanding and application of the concept by the entire staff.
- To identify concrete tools to offer to students.
- To inform parents and help them guide their children.
- To establish ties with local socio-economic groups and enlist their participation.

* Secondary schools targeted in 1998-1999 do not have to submit a new project. They must provide a progress report to receive the second instalment of their funding.

Elementary schools

Objectives

- To enable the school team to discuss the importance of establishing links between subjects being taught and the guidance process.
- To integrate simple activities into the teaching of different subjects to provide opportunities to learn about various occupations.
- To organize activities that allow students to discover their preferences, interests and skills.
- To raise overall awareness in Elementary 5 and 6 about the process of making academic and career choices by integrating various activities into teaching.
- In Elementary 6, conduct an overview of elementary school: learning, self-discovery and discovery of the community, projects to pursue, etc.; encourage career aspirations; explore the academic and vocational options offered in secondary school.
- In cooperation with the local secondary school, organize an activity to ease the transition from elementary school to secondary school.

Activities

The school team may choose age-appropriate activities that allow students to think about their academic and career paths as they discover various occupations.

Examples:

- Discuss their parents' occupations in class
- Describe an occupation they know and are interested in
- Describe an occupation related to a subject being taught
- Discover various occupations through the students' environment and community
- Organize mini-research projects on various sectors of the job market
- Invite resource persons involved with various occupations (parents, socio-economic agents, professionals, etc.)
- Organize a visit to vocational training centres for "open house" day
- Encourage discussion about non-traditional occupations
- Organize self-discovery activities
- Organize and lead educational activities on cooperative learning to encourage the exchange of ideas and a better grasp of information (knowledge of the various optional subjects offered in the school board)

Guidelines specific to the measure

The school must:

- explain how it plans to make the concept of the guidance-oriented school part of its educational project;
- propose its project by establishing links between the cycle activities, while respecting the vocational path specific to each age group;
- demonstrate that it is in harmony with the secondary school that will receive its students or that it has made an attempt in this direction; the activities organized for students in Elementary 6 must be part of a continuum with what is being done at the secondary school, even if it is not a target school, in order to avoid duplication of activities, which could have a negative effect on student motivation;
- propose its project, respecting the sections set out in the application form: project description, participation of all partners, etc.

Secondary schools

Description

The **Personal Education Plan (PEP)** focuses on career aspirations and is offered to students in Secondary I. In addition to encouraging students to think about various occupations, it lets them acquire cross-curricular skills involving decision making and autonomy. The **PEP** is a kind of portfolio that the students start to put together as of Secondary I, in which they collect information about themselves and their career aspirations, and which they add to and adjust every year.

Objectives

In Secondary I and II:

- To encourage students to think about their career aspirations as of Secondary I.
- To allow students to get to know themselves, to think about an occupation that might interest them, to become familiar with the decision-making process: interaction between the students and their environment.
- To offer activities designed to explore various occupations.
- To encourage students to think for themselves and help them with their research and their action plan.

In Secondary III:

- To continue exploration activities, taking into account students' aspirations over the preceding two years.
- To adapt the career education course to take into account the ground that has been covered since Secondary I.
- To offer the possibility of a career-exploration course organized in terms of each student's interests; this exploration could take place in a vocational training centre, CEGEP or university.

Activities

The school may organize activities with Elementary 6 students who will be attending the school the following year: overview of elementary schooling, tours of the secondary school.

Secondary I students may be encouraged to embark on a process concerning their career aspirations and the means to make those dreams a reality (PEP), contact someone who practises the occupation they aspire to and find out what skills are required and what qualities it takes to succeed. The following year, students update their portfolios.

The school may organize activities to provide opportunities for the students to learn about different occupations: visits to vocational training centres, CEGEPs and universities; one-day internships; guest speakers (parents or members of business associations); exploration of programs through virtual tours or literature on occupations.

Parents may be included in the process by informing them of the project and inviting them to visit a class and talk about their jobs.

Community groups may be invited to take part in the process.

Teachers may explore, in class, occupations that are directly or indirectly related to subjects in the curriculum such as ecology, geography or the arts.

Guidelines specific to the measure

- Harmonization with elementary schools is essential even if they are not target schools. The PEP must target students in Secondary I and II.
- **The school must:**
 - explain how it plans to make the concept of the guidance-oriented school part of its educational project;
 - propose its project, providing the information requested on the application form: project description, participation of all partners, etc.
- A selection committee will study the proposals and select 15 of them.

Measure ③ : Promotion of vocational and technical education

Description of the measure

One of the school's three missions is to provide qualifications. What does this represent in terms of action to be implemented by elementary or secondary schools? Aware that its students will one day be faced with career choices, the school has a responsibility to inform them of various occupations as well as the training available. This new measure is intended to encourage schools to inform students of vocational and technical education, particularly the possibility of taking general and vocational education concurrently starting in Secondary IV (options 4 and 5 of the vocational education experimental program), and semi-skilled occupations (option 2 of the experimental program) that can offer attractive opportunities to students in individualized paths for learning. Secondary schools can use this measure to devote time to creating a career-exploration course (option 3 of the experimental program) in order to offer students the opportunity to confirm their choices or develop concurrent general and vocational education, which could lead to increased motivation at school for some students. In addition, the 35th World Skills Competition in November 1999 will offer students a unique opportunity to develop an interest in vocational and technical education.

Characteristics

This measure is optional and is intended for elementary and secondary schools.

Form of funding

Upon submission of the project proposal:

For elementary schools: additional funding of \$500

For secondary schools:

Activity 1
Additional funding of \$5 000 over two years

Activity 2
Additional funding of \$5 000

Activity 3
additional funding of \$500

Project proposal

Proposals to be submitted on the appropriate form

General objectives

- To promote vocational and technical education.
- To prepare students to visit the World Skills Competition.

Elementary schools — Objectives

- To allow the school team to find out about the World Skills Competition to be held in Montréal from November 11 to 14, 1999.
- To select one or more people on the school team who could act as guides during the visit to the competition site (a preparatory meeting will be organized for these people).
- To prepare students who will visit the site, particularly those in the third cycle.
- To accompany students and act as guides.

Activities

In September, school teams that have decided to have their students participate in this event designate one or more people who will be responsible for this activity.

These people will receive material on the 41 occupations and technologies featured in the competition.

They will also be offered one day of training to help them serve as guides at the event for the students at their school.

So that this event truly promotes vocational and technical education, it would be useful for students to have a chance to become familiar with the featured occupations and technologies prior to the event. Different activities can be organized in class as part of the teaching process, for instance: mini-research, discussion on occupations, description of one of the featured occupations and research on this occupation.

The funding available will serve to release a teacher for the one-day training and cover the entrance fee to the site and transportation by bus.

Guidelines specific to the measure

The school must be committed to accompanying some of its students to the World Skills Competition.

At the beginning of September, it must provide the names of the individuals who will be trained as guides.

Secondary schools — Objectives

- To provide students with information on the various possibilities with respect to taking vocational and technical education.
- To offer students the means to explore their career options.
- To offer students the possibility of embarking on general and vocational education concurrently starting in Secondary IV (options 4 and 5 of the vocational education experimental program) or training in a semi-skilled occupation after Secondary II.

Activities

This measure is intended to implement new activities that will enable students who are interested to gain quicker access to vocational and technical education.

- Activity 1. The school develops a career-exploration course for Secondary III which respects students' choices and which could be held in a vocational training centre, CEGEP, university or business. The objective of this course is to provide students with first-hand experience of an occupation that has appealed to them since Secondary I through placements in their fields of interest. This course will allow them to clarify their choices. Implementing a course like this is not easy (scheduling, placing students according to their interests, transportation, etc.). That is why additional funding of \$5 000 is allocated for developing this course: \$3 000 for the preparatory year in 1999-2000 and \$2 000 for implementation the following year. Thus, the course would be available starting in 2000-2001.
- Activity 2. The school develops concurrent general and vocational education (options 4 or 5 of the vocational education experimental program) in Secondary IV, in collaboration with the vocational education sector. Many students with little interest in general education may be motivated to pursue their studies rather than drop out. In harmony with the vocational education sector, and with technical education in the case of option 4 of the vocational education experimental program, the school determines the program to be offered and ensures its implementation. Additional funding of \$5 000 is granted to prepare and promote this kind of training, which would begin in 2000-2001.
- Activity 3. The school organizes preparatory activities for the visit to the 35th World Skills Competition and designates the people on the school team who could act as guides during the visit. These people will receive material on the 41 occupations and technologies featured in the competition. They will also receive one day of training before the event. Incentive funding of \$500 will serve to release a teacher for the one-day training and cover part of the entrance fee to the site.

Guidelines specific to the measure

- The school determines the activities it will undertake.
- In activity 1, the school must agree to prepare and offer a career-exploration course.
- In activity 2, it must establish ties with the vocational education sector.
- In activity 3, it must provide, at the beginning of September, the names of the people who will be trained as guides.

Second orientation: Cooperation between schools and communities

Measure ④ :Cooperation between schools, families and communities

Description of the measure

In order to accomplish its educational mission, the school must be able to count on the cooperation of parents as well as the community as a whole: community, social, cultural and economic organizations and institutions (CLSCs, municipalities, etc.). Thus, the school may team up with one or more partners on projects designed to improve student support and supervision, increase parent participation and support school staff in their educational mission, to take just a few examples.

Characteristics

Partnership with parents, organizations, institutions or businesses in the community in order to respond to the needs and interests of students

Three target groups:

1. Students
2. Parents
3. School staff

♦♦♦

Form of funding

Directly from basic funding available for measures 1, 4 and 6

♦♦♦

Project proposal

Proposals to be submitted on the appropriate form.

Objectives

■ Students

- To accompany and support students inside and outside the school:
 - **Pedagogical aspect:** remedial work and homework assistance; projects to increase motivation, support for school organization and time management; support for individuals who are going back to school, etc.
 - **Socio-cultural aspect:** various projects designed to counter idleness, to foster motivation, perseverance, participation and team spirit; and to offer recreational activities after school, on weekends and during vacation time; etc.
 - **Socio-affective aspect:** means of overcoming temporary or chronic difficulties: loss of or decreased motivation, loss of self-confidence, accumulation of failures, problems with parents or school staff, drug addiction, fears stemming from various abusive situations (e.g., physical abuse, teasing, isolation).
- To promote the various resources available in the school and elsewhere.

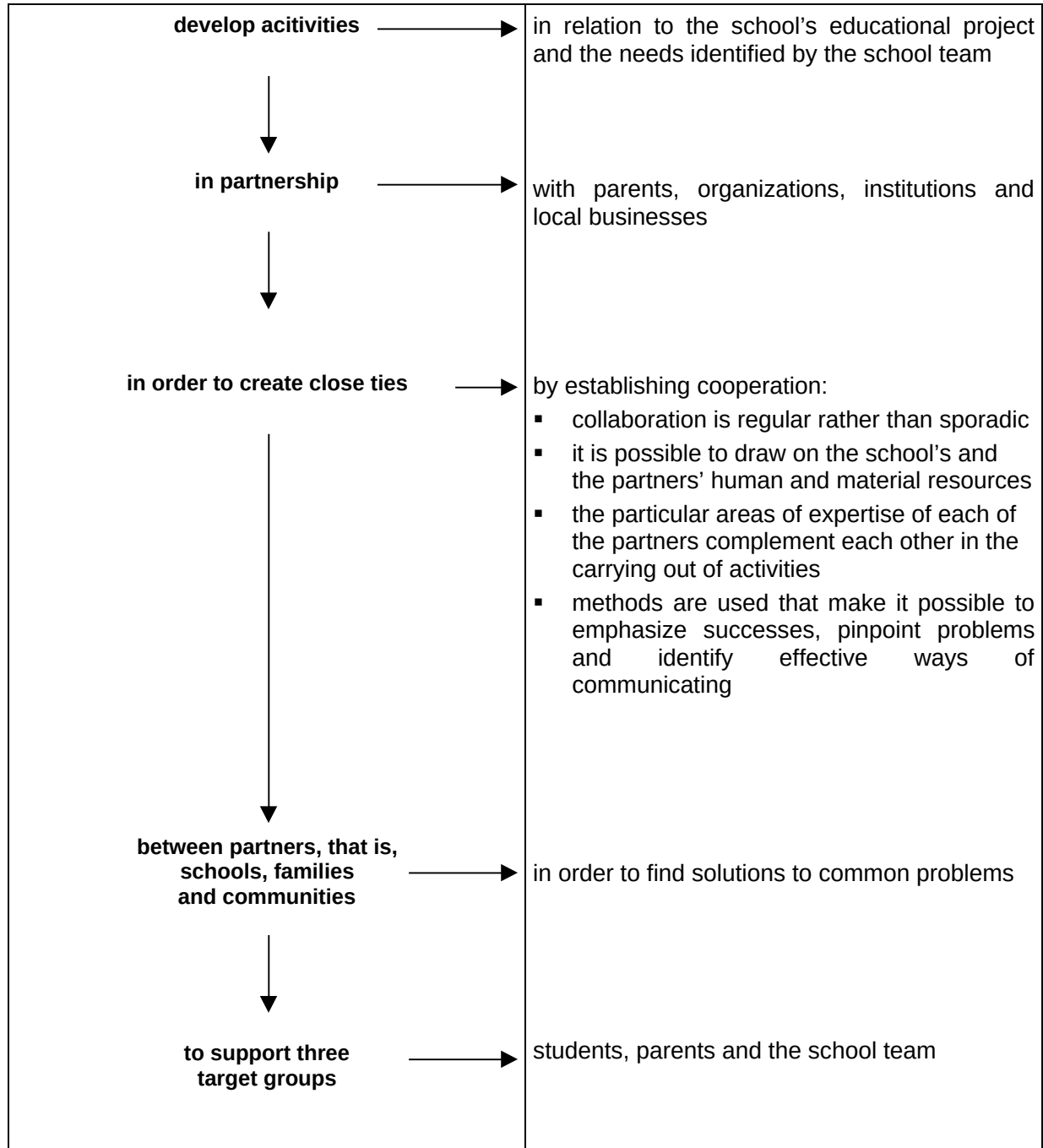
■ Parents

- To involve parents in students' educational progress; view parents as partners rather than beneficiaries of services.
- To reduce communication barriers and take into account the cultural differences of immigrant families. For example, call on the services of interpreters and translators from the Banque interrégionale d'interprètes of the Régie régionale de la Santé et des services sociaux de Montréal-Centre.
- To develop strategies to promote the integration of immigrant families into their new society.
- To foster parents' understanding of how schools in Québec operate in general (e.g., educational levels, evaluation, pedagogical days) and how their child's particular school functions (services offered, values and code of conduct, educational project).
- To equip parents with the means of offering their child pedagogical support.
- To inform parents of community resources and services that will provide them with guidance (e.g., mediation, support).
- To help parents develop ways of managing conflict or of preventing their child from dropping out of school.
- To be more aware of social characteristics related to economic poverty and the impact that a disadvantaged background can have on people's needs and values.
- To adapt intervention methods to take into account parents' time constraints.
- To give parents access to information and basic tools that will enable them to become involved in collaborative and decision-making activities and to participate in their child's education.

■ School staff

- To raise the school team's awareness of the particular challenges facing the community.
- To support the school's efforts to involve parents.
- To promote a better understanding of the needs that underlie certain types of behaviour and certain attitudes on the part of parents.
- To inform school staff of educational practices employed in the country of origin of the school's main allophone groups.
- To promote professional support for school staff in the area of immigrant family support.
- To break down isolation by establishing a partners' network which students or parents can turn to when experiencing difficulties that fall outside the school's scope of responsibility or authority (e.g., family dysfunction, poverty, under-nutrition and other problems that can be detrimental to school performance).
- To identify useful avenues of collaboration with local organizations (community, social, cultural and economic) and institutions.

Guidelines specific to the measure



OBJECTIVE: To support targeted Montréal schools in order to offer their students an equal chance for success

1st orientation: Educational paths suited to students' characteristics and needs 2nd orientation: Cooperation between schools and communities 3rd orientation: Autonomous, responsible schools						
Measures:	1. Pedagogical practices* ➤ Factors ensuring effectiveness of actions: - Adaptation of teaching practices based on formative evaluation - Adaptation of the organization of teaching and services - Collaboration among all contributors ➤ Target population: - Students at risk* - All students (in matters concerning learning and motivation)	2. The guidance-oriented school To help students make career choices - Elementary schools (optional) - Secondary schools (optional for new projects; compulsory for projects in progress)	3. Promotion of vocational and technical education ➤ Elementary level: promotion of vocational and technical education at the World Skills Competition ➤ Secondary level: promotion of vocational and technical education - Activity 1: creation of a career-exploration course - Activity 2: development of concurrent education (general education and vocational education) - Activity 3: promotion of vocational and technical education at the World Skills Competition	4. Cooperation between schools, families and communities * ➤ Partnerships with parents, organizations, institutions or businesses in the community in support of students, parents and school staff	5. Access to cultural resources Enrichment of teaching practices ➤ <i>Jeune public</i> * ➤ Innovative models (optional) 19 innovative models developed in collaboration with cultural organizations on the island of Montréal	6. Professional development of school administrators and school teams ➤ External professional support * ➤ Internal professional support ➤ Joint school-university research ➤ Exchange networks
*: compulsory						
Budget / measure	Part of the basic funding available for measures 1, 4 and 6	Additional funding - Elementary schools: \$2 000 - Secondary schools: \$15 000 over two years	Additional funding - Elementary schools: \$500 - Secondary schools: Activity 1: \$5 000 over two years Activity 2: \$5 000 Activity 3: \$500	Part of the basic funding available for measures 1, 4 and 6	Basic funding specific to <i>Jeune public</i> Additional funding for innovative models, upon schools' request	Part of the basic funding available for measures 1, 4 and 6
Guidelines for the submission and acceptance of projects:	➤ general School project integrating several measures: ➤ Be related to school's educational project and needs of students and the community ➤ Include the compulsory measures and sub-measures for each orientation ➤ Include actions related to each of the three orientations ➤ Focus on the student (direct impact on students) ➤ Ensure the participation of the staff involved in the development and follow-up of projects ➤ specific to each measure (See the brochure <i>A New Direction for Success - Supporting Montréal Schools 1999-2000</i> for details)					
	➤ A major part of the projects must target students at risk - Prevention: preschool, Elementary 1 and 2, Secondary I and II - Support and follow-up: students who are allowed to pass even though they have failed or are having difficulties ➤ The projects must comprise all of the factors ensuring effectiveness of actions	Elementary level: ➤ Respect of age-appropriate development ➤ Links with secondary level ➤ Observance of guidelines Secondary level: ➤ Observance of guidelines ➤ Links with elementary level ➤ Target grades: Secondary I, II and III	Elementary level: ➤ Names of guides to be provided by September ➤ Visit with students to the World Skills Competition Secondary level: ➤ Activity 1: commitment to the creation of a course exploring career options ➤ Activity 2: setting up contacts with vocational training centres ➤ Activity 3: names of guides to be provided by September and student visit to the World Skills Competition	Cooperation between partners ➤ Joint project development ➤ Collaboration on a regular and scheduled basis ➤ Meetings to find joint solutions to common problems	<i>Jeune public</i> * ➤ At least one visit to a cultural institution. Ideally, schools should provide balanced access to artistic and scientific activities. ➤ Directory describing possible activities Innovative models ➤ Activities listed in a directory	➤ Development of teaching or organizational skills and transferable tools ➤ Emphasis on support rather than training (for external professional support) ➤ Meetings to share ideas and expertise and to engage in networking
Program resource persons	French schools: Lyne Martin 596-7973 E-mail: martin_lyne@hotmail.com Carole Boisvert 596-6165 E-mail: boisvertc@csdm.qc.ca English schools: Françoise Binamé 596-7981 E-mail: binamef@csdm.qc.ca	Mado Desforges (450) 655-7304 Fax: (450) 655-1386 E-mail: madodesforges@vidéotron.ca	Mado Desforges (450) 655-7304 Fax: (450) 655-1386 E-mail: madodesforges@vidéotron.ca	Kathleen Larkin 596-7975 E-mail: larkink@csdm.qc.ca	Réal Dupont 596-7976 E-mail: dupontr@csdm.qc.ca	Marcel Lamarre 596-7974 E-mail: lamarrem@csdm.qc.ca
Secretaries: 596-7977 596-7990 Fax: 596-6356						
Organizational and technical support for school administrators and school teams	➤ Creation of communication networks · cooperative development groups · teacher networks · networks of partner schools · Web site for the Supporting Montréal Schools program (<i>Programme de soutien à l'école montréalaise</i>) · videos to promote the schools' achievements · forum day for discussing and sharing ➤ Support for school administrators and school teams ➤ Special support for promising projects ➤ Creation of a directory of successful partnerships ➤ Promotional tools for vocational education ➤ Support for the evaluation of results obtained and for the evaluation of the Supporting Montréal Schools program					

Measure 5 Access to cultural resources

Description of the measure

Target schools are not benefiting enough from the integration of cultural activities into their teaching. Artistic creation and cultural experience motivate students by encouraging them to use their inner resources and creativity. Contact with Québec cultural institutions also helps immigrant students integrate into their new society. This measure is designed to enrich education by developing a complementary relationship between classroom teaching and people or institutions involved in the arts and sciences.

Forms of funding and proposal of projects

1. *Jeune public* model (compulsory)

This funding is allocated to all target schools and schools in transition. Each school, upon submission of its annual planning—no later than November 15, 1999—receives basic funding of \$10 per student.

Each school is responsible for distributing the funds based on the community's priorities. For example, one class may receive \$7 per student while another receives \$15.

2. Innovative models (optional)

Additional funding varies from one model to the next and is provided by various ministries and organizations, particularly the Ministère de la Culture et des Communications (MCC).

This funding is in addition to the basic *Jeune public* allocation. Registration takes place year-round, based on the models adopted by the school, by completing the funding form specific to each model.

Objectives

- To include cultural learning as part of instruction.
- To promote ties between culture and the teaching of the various arts.
- To give elementary and secondary school students an opportunity to see shows, concerts and exhibitions appropriate for their age group.
- To promote cultural activities that offer opportunities for discussion or provide accompanying documentation.
- To foster among students a feeling of competence and self-confidence through creativity in the area of culture.
- To promote the integration of students and parents from cultural communities, especially new immigrants, by creating ties to cultural institutions.
- To create ties between elementary and secondary school students through shows, exhibitions and other cultural activities.
- To instil in students a taste for the arts and to promote visits to cultural, artistic and scientific institutions outside the school, including libraries.
- To promote cooperation between schools, museums, scientific institutions, Maisons de la culture, municipal cultural institutions, universities, the National Capital Commission, Montréal neighbourhood libraries, etc.
- To promote contact between artists and students.
- To promote contact between scientists and students.

Sub-measure 1: *Jeune public*

Description

The aim of the ***Jeune public*** model is to make students aware of various aspects of culture. Students visit a cultural institution recognized by the Ministère de la Culture et des Communications (MCC) and participate in a cultural activity, such as going on a guided tour of a museum or attending a performance with commentary. The teacher then incorporates the cultural activity into his or her classroom teaching.

Guidelines specific to sub-measure 1

The ***Jeune public*** sub-measure must respect the following rules:

- **At the elementary level**, all students must participate in at least one cultural outing during the year. However, the school should ensure a balance between artistic and scientific activities.
- **At the secondary level**, most of the students should participate in at least one cultural outing during the year. However, the school should ensure a balance between artistic and scientific activities.
- Cultural activities must be listed in the ***Jeune public*** directory for 1999-2000. They must take place in a cultural institution located on the island of Montréal that is recognized by the MCC.

Outside Montréal, only outings that are part of the agreement with the National Capital Commission will be accepted.

Documentation

***JEUNE PUBLIC* directory**

A ***Jeune public*** directory will be available at the end of August 1999 to assist in the annual planning of the school's cultural activities. The directory is divided into three parts: arts (visual arts, film animation, dance, music, theatre), social sciences and science. It will contain all the necessary information to register classes for any of the activities recognized by the MCC.

Transportation

Student transportation, by public transit or school bus, is a school responsibility. Transportation costs are included in the funding. The school bus transportation company is chosen by the school.

Sub-measure 2: Innovative models

Description

Innovative models are optional. They answer the need for cultural organizations, artists and scientists to establish contacts with schools, and for certain schools and teachers to use culture to introduce **innovation into their teaching**. Each of the 19 innovative models involves one or several financial or service-based partnerships.

Guidelines specific to sub-measure 2

Guidelines for each innovative model will be provided in a directory to be published in September 1999.

Documentation

INNOVATIVE MODELS directory

A directory listing the various innovative models will be published progressively starting in September 1999. Once completed, the directory will include 19 innovative models. In each case, the objectives and the form of participation and funding will be outlined.

Transportation

Student transportation, by public transit or school bus, is a school responsibility. Transportation costs are included in the funding. The school bus transportation company is chosen by the school.

Presentation of innovative models

1

Student guides

Students in a class in the second cycle of elementary school or in secondary school visit a participating cultural institution and receive training as guides for that institution. They complete their training in class. These “professional guides” then take three of the school’s classes on a guided tour of the cultural institution.

Options:

- Σ Students invite their parents.
- Σ If the school has been twinned with another school, students take the visitors on a guided tour of various cultural institutions.

2

Teacher guides

Teacher guides receive training in an artistic or scientific institution. They share their newly acquired knowledge, and then invite their students, along with another class, to visit the cultural institution.

3

Artist or writer guides

The artist or writer guide model is part of the ministère de la Culture et des Communications’ new **Rencontres culture-éducation** program, and adheres fully to the standards of this program.

Artists and writers selected by the school must be part of the M.C.C.’s **Répertoire de ressources culture-éducation**. The workshop project is led jointly by the teacher and the invited artist. Through the artist or writer guide model, professional artists and writers are brought into the classroom. With artists, students are able to participate in practical creative workshops that bring them into direct contact with the invited artist’s creative process and form of artistic expression. With writers, the students discuss the world of creative writing, and conduct research into language, literature or various aspects of the art of writing. They may also participate in writing workshops.

4

Scientist guides

The **scientist guide** model is a new pilot project to be developed in collaboration with the **Société pour la promotion de la science et de la technologie**. Scientists offer their services to guide teachers and students in the field of science.

5

Student critics

The Supporting Montréal Schools program is participating in the third **Jeunes critiques en arts visuels** contest. An initiative of the Centre international d’art contemporain de Montréal (CIAC), in collaboration with the Montréal Museum of Fine Arts (MMFA), this contest is designed to foster awareness of the arts among secondary school students through an exercise that combines visual and written skills. Visual arts and French teachers will attend a lecture and go on a guided tour of contemporary works in preparation for the students’ visit to the Museum. Following their visit to the MMFA, students will be asked to write a critique on a contemporary work. A jury will select winners for each of the five categories. The prize-winning texts will be published in the newspaper **LE DEVOIR**, and the winners will be awarded prizes. The activity will take place from September 24 to November 5, 1999.

A student critic project in international film is currently being developed for elementary schools in collaboration with **Les 400 coups**.

6 Student artists (visual arts)

The first student artist model brings together students from several target schools in one or several exhibitions open to the public. This model is exclusively offered to specialists, visual arts student teachers and their students. Students visit an exhibition or participate in a cultural program in an artistic or scientific institution. When they return to school, the students discuss the aspects of the activity they found interesting. They then create works which are displayed at a public venue.

A second **student artist** model involves elementary and secondary schools on an individual basis. **Access to cultural resources** can help a school organize a large-scale exhibition outside the school at a cultural institution open to the public. A professional artist* must participate in the production.

7 Student artists (drama)

The first model brings together several schools. It is offered to non-specialist elementary school teachers. A limited number of schools participate in a shadow play developed by Maison théâtre. Students from the schools involved in this project perform for a young audience at the Maison théâtre. Schools that were not able to participate in this model in 1998-1999 will be prioritized in 1999-2000.

Other collective projects may be developed over the course of the year.

A second model involves elementary and secondary schools on an individual basis. **Access to cultural resources** can help a school put on a large-scale show that would be performed for the general public in a cultural institution or in a secondary school auditorium. A professional artist* must participate in the production.

8 Student artists (dance)

This model is offered to dance specialists and their students. Students from the schools involved in this model perform a show in a public venue or a secondary school auditorium. A professional artist* must participate in the creative process.

Some projects could be part of ARRIMAGE 2000.

9 Student artists (music)

This model is offered to music specialists and their students. Projects are planned in partnership with **Jeunesses musicales of Canada (J.M.C.)**.

Students from the schools involved in this model perform in a public venue.

Some projects could be part of ARRIMAGE 2000.

10 Student artists (film animation)

This new model complements the three pilot projects that were tested in spring 1999 at three elementary schools in the Supporting Montréal Schools program. Participating students will learn about the history and theory of film animation, view films and gain first-hand knowledge of the production process at Cinémathèque québécoise. Students will be shown one or more film animation techniques by members of the Association des cinémas parallèles.

11 Teacher artists

Maison théâtre offers a project for elementary teachers interested in acquiring theatre knowledge or expanding their knowledge through theatre workshops with professional artists. During training, teachers prepare their students and students from another class to perform one of the theatre productions in the program and attend the show.

12

Bringing books to life

This model replaces the program to support school libraries, which has been discontinued for lack of funding. A new model will be tested in 1999-2000, in collaboration with the city of Montréal.

Under this model, teachers from target schools will receive training at a neighbourhood library on how to lead class activities based on various types of books. Books will be made available to teachers to use in class and students will be in contact with their neighbourhood library. It is expected that this project will be implemented in the fall of 1999.

13

Support for arts education

The objective of this model is to promote arts instruction in elementary schools while enhancing the training of student teachers. Student teachers teach in schools where there are no specialized art teachers. Additional pedagogical training is provided by universities. Student teachers participate in the **Student artists** model.

14

Cultural days

Supporting Montréal Schools will participate in **Cultural days**, specifically the one held on Friday, September 24, 1999, which will focus on education. The **Access to cultural resources** measure is intended to propose cultural activities in collaboration with its main partners.

15

Daycare services

Theatres as well as artistic and scientific cultural institutions offer projects specially adapted for preschoolers in target schools during pedagogical days and March break. The number of participating daycare services is limited.

16

School team on tour

On pedagogical days, the school team holds free activities in an artistic or scientific cultural institution of its choice. Part of the day is reserved for the institution's educational program.

17

Parent guides

This model proposes that a significant number of parents accompany preschoolers and students from the first cycle of elementary school during artistic and scientific cultural activities.

18

Special Jeune public

During the year, last minute offers may be made by cultural organizations. These non-scheduled Jeune Public events will be added to the year's program and paid for by an additional allocation.

Another model emerged during the 1989-1999 school year, namely large exhibitions or mega-performances produced by elementary and secondary students. Elementary students are invited to attend these special productions. This is a good way to foster a positive image of secondary school among elementary students and to develop motivation and self-confidence among the students involved in the show.

19

Special cultural projects in schools

The **special cultural project** model is complex and develops over the course of the year. It respects the objectives of the **Access to cultural resources** measure, stimulating students, and developing in them a feeling of competence and self-confidence. It promotes educational success and responds to the specific needs of a class, a group of classes or a school. It must involve professional artists or institutions recognized by the MCC. The **special cultural project** often combines several innovative models into one.

• **Definition of a professional artist**

"Professional artist" refers to any artist, self-taught, formally trained, or both, recognized as such by his or her peers in the same discipline, who creates, performs or writes at a professional level.

Third orientation: Autonomous, responsible schools

Measure ⑥ : Professional development for school administrators and school teams

Description of the measure

School administrators and their school teams, especially in disadvantaged neighbourhoods, must often innovate to deal with increasingly complex situations. The Supporting Montréal Schools program provides ongoing access to external and internal sources of professional support, which are essential for stimulating thought and implementing activities related to the adaptation of teaching, school management and ties with the community.

Characteristics

4 sub-measures:

Sub-measure 1

External professional support

Sub-measure 2

Internal professional support

Sub-measure 3

Exchange networks

Sub-measure 4

Joint school-university research

Sub-measure 1 is compulsory and is directed at all target schools and schools in transition.

♦♦♦

Form of funding and registration

Directly from basic funding available for measures 1, 4 and 6.

♦♦♦

Project proposal

Proposals to be submitted on the appropriate form.

Objectives

Measure ⑥ is both a means and an end. Each of the four sub-measures is a means to attain the objectives proposed in the other measures. For example, teachers in a given school could be supported by internal or external resource persons for the purposes of implementing dropout prevention activities.

Each of the sub-measures is also an objective in the sense that it fosters skill development that promotes the school team's autonomy and responsibility and makes it possible to define problems that are not necessarily mentioned in the other measures.

Sub-measure 1: External professional support for school administrators and their school teams**Description**

External professional support is provided to assist school administrators and their school teams in the areas of management, pedagogy and community relations. This sub-measure is compulsory.

This support makes use of external resource persons, namely experts who are not employed by the Ministère or a school board. These resource persons collaborate with the various categories of staff working in the schools. The involvement of universities, consulting firms and research organizations may be sought.

Professional support is an ongoing process involving the development of a project in cooperation with the administration and school team, as well as participation in its implementation and evaluation. It is not an isolated action without follow-up or a short-term training activity.

Sub-measure 2: Internal professional support for school administrators and their school teams**Description**

Internal professional support calls on administrators and their school teams to work together and to find ways of providing the school team with ongoing training and professional development. This may include discussion groups, transfer of skills, sharing of expertise and peer training. Sub-measure 2, in contrast to sub-measure 1, draws primarily on internal resources, namely resource persons employed by the MEQ or a school board. Where the focus is on training rather than support, it is also possible to call on the services of an external resource person.

The themes chosen will be related to those proposed in the other measures. For example, teachers from the same grade could meet during an afternoon to exchange their methods of working with special education teachers and to identify promising new approaches.

Sub-measure 3: Exchange networks**Description**

This sub-measure seeks to promote the transfer of skills, sharing of expertise and discussion of promising initiatives, by establishing effective communication networks such as cooperative development groups, teachers' networks and networks of partner schools.

Several means will be made available to implement these exchange networks, including the Supporting Montréal Schools Web site (**Programme de soutien à l'école montréalaise**); videos on effective projects; a forum day for all of the target schools; MEQ bulletins providing information on new pedagogical developments, school management, access to cultural resources, contacts with the community; meetings with partners for exchanging ideas on problems facing Montréal schools. For example, certain schools could become partners in finding solutions to school violence.

Possible exchange networks include

Cooperative development groups
of school administrators and
of non-teaching professionals

Teachers' networks

Networks of partner schools

Sub-measure 4: Joint school-university research**Description**

Under this sub-measure administrators and their school teams join forces with a university or research group to conduct a research action project related to problems the Supporting Montréal Schools program is seeking to resolve. For example, it may be helpful to conduct research to identify, as early as preschool, students who could later become potential dropouts.

Guidelines specific to measure 6

Sub-measure 1	▪ Call on external resource persons ▪ Be a support project rather than a training project
Sub-measure 2	▪ Call on the expertise of internal resource persons: staff from the school, school board or the MEQ
Sub-measure 3	▪ Be part of an exchange network
Sub-measure 4	▪ Be associated with a university or research group
Sub-measures 1, 2, 3 and 4	▪ The various projects must involve the school as a whole, even if not all staff will be participating ▪ Develop skills that are transferable in the areas of teaching, school management and community relations

SUPPORT FOR PROMISING PROJECTS

Another goal of the Supporting Montréal Schools program is to encourage promising projects that could benefit all target schools as well as schools throughout the province. These projects are an attempt to address problems and needs widely recognized by those committed to the success of students who are at risk or from disadvantaged backgrounds, and to the harmonious integration of students from cultural communities.

The professional resources team of the Supporting Montréal Schools program will therefore propose that certain schools, based on a review of their projects, take their action research further, possibly in collaboration with other partner schools that have similar interests.

Promising projects may be specific to a measure or may take an integrated approach. In other words, they may involve combining objectives related to the three orientations of the Supporting Montréal Schools program.

Various avenues are possible:

Measure ❶ : Pedagogical practices

Reading Examples of target intervention with students: emergent literacy at the preschool level, starting to learn to read, developing reading comprehension and an interest in reading, diagnosing difficulties, formative evaluation of reading progress, significant reading activities and adapted reading intervention, supporting students at risk in reading, assisting parents as they guide their children in reading, etc.	Cycle-based organization in elementary schools Exploration, action plan, possible testing of cycle-based teaching in the school that would also respond to the needs of students at risk: ways of grouping students, forming groups based on needs, teaching approaches, forms of evaluation, identification of teachers' needs, collaboration between teachers, or between teachers and other educators, etc.
Ways of grouping students at the elementary and secondary levels Exploration, action plan, possible testing of ways of grouping students at the elementary and secondary levels based on the needs of all students and especially those at risk: models for forming groups based on needs, teaching approaches, forms of evaluation, identification of teachers' needs, collaboration between teachers or between teachers and other educators, etc.	Transitions How can the school facilitate the transition from preschool to elementary school? How can the school facilitate the transition from elementary to secondary school?
Mobility How to take into consideration, address and explore solutions regarding the mobility of students or educators in the school and community.	

Measure ④ : Cooperation between schools, families and communities**Training and support for parents**

Promote or develop strategies that involve partners (parents, community organizations, institutions) in projects focused on training and assisting parents in their efforts to guide their children.

Transitions

How to support and involve parents in their children's transition from preschool to elementary school and from elementary school to secondary school.

Partnership

Cooperation between schools and various partners who are affected by a particular problem in a given community (violence, mobility, etc.).

Parent participation

Develop strategies and models that promote greater parent involvement, while taking into account their time constraints and the linguistic barriers of immigrant families.

Measure ⑤ : Access to cultural resources**Special cultural projects in schools**

The **special cultural project** model is complex and develops over the course of the year. It respects the objectives of the **Access to cultural resources** measure, stimulating students, and developing in them a feeling of competence and self-confidence. It promotes educational success and responds to the specific needs of a class, a group of classes or a school. It must involve professional artists or institutions recognized by the MCC. The **special cultural project** often combines several innovative models into one.

Measure ⑥ : Professional development of administrators and school teams**Collaboration between educators**

Strategies, adapted work organization models, etc. to promote collaboration between teachers themselves and between teachers and other educators in the school and community (how to work in teams, how to resolve conflicts between partners, etc.).

Openness to change

Promote change in terms of school organization, staff management and support, the establishment of networks of exchange and partner cooperation.

Other avenues can also be proposed with regard to any of the measures.

SUPPORT AND TOOLS

The professional resource persons of the Supporting Montréal Schools program form a dynamic team situated at the hub of information circulating among the various partners of the Ministère de l'Éducation. The team will discuss projects with school administrators and school teams and provide support for them.

Starting at the beginning of the school year, various services designed to provide school administrators and school teams with support and tools will be offered. They include the following:

- Communication networks:
 - Cooperative development groups
 - Teachers' networks
 - Networks of partner schools
 - Supporting Montréal Schools Web site (*Programme de soutien à l'école montréalaise*)
 - Information bulletins
 - Videos showing the schools' achievements
 - Forum day to promote exchange of ideas and expertise
 - Information about promising initiatives
- School team meetings:
 - Assistance in defining projects
 - Assistance in project implementation
 - Assistance in project evaluation
 - Information on the Supporting Montréal Schools program by groups of schools
- Development and innovation in fields related to the various measures
- Implementation of promising projects stemming from the various measures
- Information on effective models of partnership with community organizations
- Distribution of a directory of external professional resource persons
- Promotional tools for vocational education
- Support in evaluation of results and evaluation of the Supporting Montréal Schools program

PROGRAM MANAGEMENT: COORDINATION COMMITTEE

The Coordination Committee is made up of the assistant deputy minister for preschool, elementary and secondary education, the director of services for cultural communities and of the Supporting Montréal Schools program of the Ministère de l'Éducation and the directors general of the five school boards involved. The Committee coordinates all program activities.

The Committee members are as follows:

Robert Bisailon, Assistant Deputy Minister, Preschool, Elementary and Secondary Education, Ministère de l'Éducation

Marie-France Benes, Director, Direction des services aux communautés culturelles et école montréalaise, Ministère de l'Éducation

Yves Archambault, Director General, Commission scolaire de Montréal

Pierre Grou, Director General, Commission scolaire Marguerite-Bourgeoys

Angelo E. Komatsoulis, Director General, English-Montréal School Board

Catherine Prokosh, Director General, Lester-B.-Pearson School Board

Micheline Sabourin, Director General, Commission scolaire de la Pointe-de-l'Île

PROGRAM RESOURCE PERSONS

Measure 1: Pedagogical practices

Lyne Martin	French schools	Tel.: 596-7973 Email: martin_lyne@hotmail.com
Carole Boisvert		Tel.: 596-6165 Email: boisvertc@csgdm.qc.ca
Françoise Binamé	English schools	Tel.: 596-7981 Email: binamef@csgdm.qc.ca

Measure 2 : The guidance-oriented school

Mado Desforbes	Tel.: (450) 655-7304 Fax: (450) 655-1386 Email: madodesforbes@vidéotron.ca
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Measure 3 : Promotion of vocational and technical education

Mado Desforbes	Tel.: (450) 655-7304 Fax: (450) 655-1386 Email: madodesforbes@vidéotron.ca
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Measure 4 : Cooperation between schools, families and communities

Kathleen Larkin	Tel.: 596-7975 Email: larkink@csgdm.qc.ca
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Measure 5 : Access to cultural resources

Réal Dupont	Tel.: 596-7976 Email: dupontr@csgdm.qc.ca
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Measure 6 : Professional development for school administrators and school teams

Marcel Lamarre	Tel.: 596-7974 Email: lamarrem@csgdm.qc.ca
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Secretaries:	Louise Marchand Pierrette Goupil	Tel.: 596-7977 Tel.: 596-7990 Fax: 596-6356
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Coordinator	Marcel Lamarre	Tel.: 596-7974 Fax: 596-6356
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APPENDIX 1 — TARGET SCHOOLS - ELEMENTARY

CSDM: Commission scolaire de Montréal
 EMSB: English-Montréal School Board
 LBPSB: Lester-B.-Pearson School Board
 CSMB: Commission scolaire Marguerite-Bourgeoys
 CSPI: Commission scolaire de la Pointe-de-l'Île

Target elementary schools — 0-30% category

(Enrolment as of September 30, 1998)

NAME	SB	Ranking
Adélarde-Desrosiers	CSPI	21
Algonquin	CSMB	31
Alice-Parizeau	CSDM	48
Aquarelle	CSMB	76
Barclay	CSDM	8
Baril	CSDM	14
Barthélemy-Vimont	CSDM	3
Barthélemy-Vimont, appendix 1	CSDM	5
Barthélemy-Vimont, appendix 2	CSDM	4
Bedford	CSDM	20
Bienville	CSDM	11
Carlyle	EMSB	71
Champlain	CSDM	1
Chanoine-Joseph-Théorêt	CSMB	72
Charles-Lemoyne	CSDM	57
Coronation	EMSB	30
De la Fraternité	CSPI	63
De la Petite-Bourgogne	CSDM	9
Des Nations	CSDM	16
Dupuis*	CSDM	80
Édouard VII	CSDM	67
Emily Carr	EMSB	74
Enfant-Soleil	CSMB	27
Félix-Leclerc	CSDM	47
Garneau	CSDM	26
Glencoe*	CSDM	69
Guy-Drummond	CSMB	56
Hampstead*	EMSB	90
Henri-Beaulieu	CSMB	36
Hochelaga	CSDM	12
Iona	CSDM	55
Jean-Baptiste-Meilleur	CSDM	25

NAME	SB	Ranking
Jeanne-Leber	CSDM	17
John XXIII	EMSB	77
Jules-Verne	CSPI	32
La Mennais	CSDM	35
Lambert-Closse	CSDM	84
Les Enfants du monde*	CSDM	87
Lévis-Sauvé	CSMB	52
Louisbourg	CSDM	28
Ludger-Duvernay	CSDM	38
Maisonneuve	CSDM	37
Marguerite-Bourgeoys	CSDM	15
Marie-Favery	CSDM	83
Marie-Rivier	CSDM	34
Marie-Rivier, appendix	CSDM	33
Montcalm	CSDM	41
Nazareth	EMSB	73
Notre-Dame-de-l'Assomption	CSDM	40
Notre-Dame-de-la-Défense	CSDM	18
Notre-Dame-de-la-Paix	CSMB	62
Notre-Dame-de-Lourdes	CSMB	44
Notre-Dame-des-Neiges	CSDM	64
Notre-Dame-des-Sept-Douleurs	CSMB	54
Ogilvie	CSDM	45
Parkdale	EMSB	82
Saint-Albert-le-Grand	CSDM	85
Saint-Anselme	CSDM	2
Saint-Arsène	CSDM	92
Saint-Bernardin*	CSDM	59
Saint-Brendan (Sans-Frontières)*	CSDM	68
Saint-Clément	CSDM	46
Saint-Émile	CSDM	94
Saint-Étienne*	CSDM	61
Saint-Gabriel-Lalemant	CSDM	75
Saint-Grégoire-le-Grand	CSDM	43
Saint-Jean-Baptiste-de-la-Salle	CSDM	49
Saint-Jean-Baptiste	CSDM	60
Saint-Jean-de-Brébeuf	CSDM	86
Saint-Jean-de-la-Croix	CSDM	19
Saint-Jean-de-la-Lande	CSDM	65
Saint-Mathieu*	CSDM	88
Saint-Noël-Chabanel	CSDM	7
Saint-Nom-de-Jésus	CSDM	10

NAME	SB	Ranking
Saint-Pascal-Baylon	CSDM	13
Saint-Pierre-Claver	CSDM	91
Saint-Rémi	CSPI	43
Saint-Simon-Apôtre*	CSDM	78
Saint-Zotique	CSDM	39
Sainte-Bernadette-Soubirous	CSDM	81
Sainte-Cécile	CSDM	66
Sainte-Gemma-Galgani	CSDM	89
Sainte-Jeanne-d'Arc	CSDM	70
Sainte-Lucie	CSDM	42
Sainte-Odile	CSDM	51
Simone-Monet	CSDM	22
Sinclair Laird	EMSB	6
St. Dorothy	EMSB	58
St. Gabriel	EMSB	24
St. Kevin	EMSB	29
Somerled*	EMSB	79
Victor-Rousselot	CSDM	23
Westmount Park	EMSB	50
Woodland*	LBPSB	93

*New elementary school in the 0-30% category in 1999-2000

Elementary schools in transition**

NAME	SB	Ranking
Bancroft	EMSB	107
Élan	CSDM	119
Face I et II (french)	CSDM	95
Face I et II (english)	EMSB	96
Jean-Jacques-Olier	CSDM	143
Le Plateau	CSDM	98
Saint-Enfant-Jésus	CSDM	130
Saint-François-Xavier	CSDM	149
Saint-Louis-de-Gonzague	CSDM	117
Sainte-Catherine-Labouré	CSMB	100
St. Patrick	EMSB	120

** Schools "in transition" were target schools in 1998-1999 but are not in 1999-2000.

APPENDIX 2 — TARGET SCHOOLS - SECONDARY

CSDM: Commission scolaire de Montréal
 EMSB: English-Montréal School Board
 LBPSB: Lester-B.-Pearson School Board
 CSMB: Commission scolaire Marguerite-Bourgeoys
 CSPI: Commission scolaire de la Pointe-de-l'Île

Target secondary schools — 0-20% category

(Enrolment as of September 30, 1998)

NAME	SB	Ranking
Accès Ouest	CSDM	10
Cardinal	CSMB	8
Chomedey-de-Maisonnette	CSDM	2
De Roberval	CSDM	15
Évangéline*	CSDM	11
Georges-Vanier*	CSDM	19
James Lyng	EMSB	13
La Dauversière	CSDM	16
La Voie	CSDM	4
Le Relais	CSMB	5
Louis-Joseph-Papineau*	CSDM	14
Lucien-Pagé	CSDM	6
Mont-Royal	CSMB	9
Notre-Dame-du-Sourire	CSMB	18
Outremont	CSMB	12
Pierre-Dupuy	CSDM	1
Saint-Henri	CSDM	3
Saint-Luc	CSDM	17
Ynova*	CSDM	7

* New secondary school in the 0-20% category in 1999-2000.

Secondary schools in transition**

NAME	SB	Ranking
Henri-Bourassa	CSPI	20
Jeanne-Mance	CSDM	32
Mgr-Richard	CSMB	28
Programme Mile End	EMSB	37
Saint-Germain de Saint-Laurent	CSMB	23
Saint-Louis	CSDM	22

** Schools "in transition" were target schools in 1998-1999 but are not in 1999-2000.

APPENDIX 3 — PROGRAM MANAGEMENT: SECTOR-BASED COMMITTEE

The sector-based committee to implement the Supporting Montréal Schools program enables institutional partners to participate in the implementation of the reform. It is composed of members of the provincial follow-up committee and associate members representing ministries and organizations involved in implementing the measures to support Montréal schools. The sector-based committee meets twice a year: at the beginning of the year to discuss the orientations adopted for the current year; and at the end of the year, to review the actions carried out under the program over the course of the year.

In addition, various groups and committees have been set up to support the implementation of the measures, including cooperative development groups for school administrators, work groups composed of representatives of community organizations and school administrators, and committees composed of the regional directors of the various ministerial bodies.

Composition of the sector-based committee:

MINISTÈRE DE L'ÉDUCATION

Robert Bisaillon, Assistant Deputy Minister, Preschool, Elementary and Secondary Education

Marie-France Benes, Director, Direction des services aux communautés culturelles et école montréalaise

MEMBERS

Association of Administrators of English Schools of Québec (AAESQ):

Marie-Claude Gatineau, Regional Director

Association des cadres scolaires du Québec (ACSQ) :

André Roy, Principal, École Montcalm

Association des directeurs généraux des commissions scolaires (ADIGECS) :

Yves Archambault, Director General, Commission scolaire de Montréal

Pierre Grou, Director General, Commission scolaire Marguerite-Bourgeoys

Association des directeurs généraux des commissions scolaires protestantes du Québec (ADGCSPQ) :

Angelo E. Komatsoulis, Director General, English-Montréal School Board

Association des directions d'école de Montréal (ADEM) :

Jean-Pierre Drolet, Principal, École Notre-Dame-des-Neiges

Robert Dubuc, Principal, École Lucien-Pagé

Association des services de garde en milieu scolaire (ASGMSQ) :

Carmen Lemire, Administrator

Association québécoise des commissions scolaires (AQCS) :

Jeff Polenz, Director General

Confédération des syndicats nationaux (CSN) :

Flavie Achard, Teacher, Cégep Montmorency

Conférence des recteurs et des principaux des universités du Québec (CREPUQ) :

Jocelyne Morin, Professor, Université du Québec à Montréal

Fédération des cégeps :

Peter Ross, Academic Director, Cégep de Bois-de-Boulogne

Fédération des comités de parents de l'île de Montréal (FCPIM) :

Guy Limoges, President

Fédération des commissions scolaires du Québec (FCSQ) :

Berthier Dolbec, Educational Development Consultant

Fédération québécoise des directeurs et directrices d'établissement d'enseignement (FQDE) :

André Desjardins, Principal, École Victor-Therrien

Mouvement d'éducation populaire et d'action communautaire du Québec (MEPACQ) :

Jean-Yves Joannette, Coordinator

Regroupement des organismes communautaires d'intervention auprès des jeunes décrocheurs scolaires potentiels ou réels de l'île de Montréal (ROCIDEC) :

Maurice Poirier, Director

Table de concertation des organismes de Montréal au service des réfugiés (TCMR) :

Valentina Barbosa, Centre d'action socio-communautaire de Montréal

ASSOCIATE MEMBERS**Board of Trade of Metropolitan Montréal:**

Martine Plaziac, Project Officer, Public Affairs

Conseil scolaire de l'île de Montréal (CSIM) :

Nicole Ranger, Director General

Ministère de la Culture et des Communications (MCC) :

Monique Barriault, Regional Director

Ministère de la Famille et de l'Enfance

Luc Doucet, Director, Développement, concertation famille et enfance

Ministère de la Métropole

Jean-Guy Lavigne, Special Advisor

Ministère de la Santé et des Services sociaux (MSSS)

Suzie Lapointe, Researcher

Dr. Denis Roy, Assistant Director, Direction de la santé publique de Montréal-Centre

Ministère de la Sécurité du revenu (MSR)

Robert Guay, Director, Service de la sécurité du revenu

Ministère de l'Éducation

Elaine Freeland, Assistant Deputy Minister for the English-speaking Community

Ministère de l'Emploi et de la Solidarité – Emploi-Québec

Claude Desmarais, Regional Director

Ministère des Relations avec les citoyens et de l'Immigration (MRCI)

Mimi Pontbriand, Regional Director

Télé-Québec

Jacques Lagacé, Director of Training

City of Montréal

Diane Deschamps, Division Head, Service des sports, des loisirs et du développement social

SECRETARY

Denise Petel, Direction des services aux communautés culturelles et école montréalaise,
Ministère de l'Éducation