

OPENING ALL THE DOORS TO SUCCESS

Ministerial Strategy to Support Reflection and Intervention

Success for Students Experiencing Difficulties in Their School Careers

REFLECTION ON MANAGEMENT PRACTICES

Discussion Resource for Meetings of Managers in the School System

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REFLECTION ON MANAGEMENT PRACTICES

Discussion resource for meetings of managers in the school system

1) CONTEXT

The education reform and strategy for students experiencing difficulties in their school careers

The reform now under way in the Québec education system focuses on success. Everything must be done to help schools reach this goal.

Various aspects of the reform call for changes in both pedagogical and management practices in order to foster success for all students. The components of the reform are all related, but several groups involved have expressed a need for more coordinated support from the MEQ in order to be better able to carry out the main actions in the school system. The connections among the components of the reform are particularly important for intervention with students experiencing difficulties.

This is the context in which the MEQ has undertaken to develop a strategy to support reflection and intervention aimed at fostering success for students experiencing difficulties in their school careers.

Based on the theme "opening all the doors to success," this strategy involves a progressive, comprehensive process of reflection throughout the whole school system. It depends on the mobilization of all partners. To support this process, the MEQ is making discussion resources available to regional and school teams. It is also providing managers in the school system with resources created especially for them.

2) PRESENTATION OF THE PROCESS

The preparation of a discussion resource on management practices and success, a resource that respects the concerns and the autonomy of managers in the school system, involved the participation of various managers in the school system.

- **Setting up of a committee**

The Direction de l'adaptation scolaire et des services complémentaires (DASSC) set up a committee to reflect on management practices. The committee was made up of managers in the school system from all regions of Québec and from various institutional contexts: directors general, directors of educational services, coordinators of special education, directors of financial services, directors of human resources, and elementary and secondary school principals.

- **Mandate of the committee with respect to the strategy for students experiencing difficulties:**

- To identify components of the reform that have a significant effect on success for all students and to analyze their impact on management practices related to the organization of services.
- To determine what the main challenges are in adapting management practices in the school system to respond to pedagogical concerns.
- To take stock of experience gained and tools developed in various contexts that can aid in implementing the orientations of the reform and to suggest ways of making them known.
- To make recommendations, where appropriate, on the expertise to be developed by managers in the school system and the support to be provided to them with respect to procedures and tools that are in accordance with the orientations of the reform and the Policy on Special Education.
- To give the MEQ feedback on problems encountered and their possible solutions.

As well, an additional mandate was given to the members of the reflection committee on management practices: to help the MEQ develop a process of reflection for managers in the school system. Thus, discussion resources based on the reflections of the committee on management practices are provided, and personnel in the school system are encouraged to follow the

process adopted by the committee, and especially, to deal with questions from both the administrative and the pedagogical perspective.

3) PRESENTATION OF THE DISCUSSION RESOURCE

The discussion resource is for groups of managers in the school system. It is designed to encourage reflection in the school boards and schools. The originality of the process lies in the composition of the working groups, which are made up of people in different management positions working together cooperatively.

General objective

To support reflection on management practices suited to the new context of the reform, practices that put greater emphasis on prevention and the adaptation of services to the specific needs of students experiencing difficulties.

Specific objectives

- To allow participants to define a shared view of the main challenges involved in adapting management practices to respond to pedagogical concerns related to students considered at risk.
- To research and share possible solutions and tools they have developed or will develop to implement the orientations of the reform. To gather and publicize relevant experiences.
- To gather opinions from the schools and boards concerning the expertise to be developed and the support to be given to managers.

Personnel targeted

At the regional level

The regional meetings are for the managers and personnel in the regional offices, managers of elementary and secondary schools, and managers of pedagogical and administrative services in school boards.

At the local level

The local meetings (in each school board) are for directors general, managers of elementary and secondary schools (principals and vice-principals), and managers of pedagogical and administrative services for the school board.

4) PROPOSED PROCEDURE

4.1) Introduction

- **Presentation of the document *The Reform and Its Components* and explanation of the six main components (see Appendix I):**
 - Identification of the student's needs and abilities from the perspective of prevention and early intervention
 - Adaptation of services to the abilities and needs of each student
 - The student as an active learner who is responsible for his or her success
 - Recognizing that success has different meanings for different students
 - Partnerships within and outside the school
 - Learning as a process of continuous progress: learning — evaluation — regulation

Presentation, where appropriate, of references to other documents, such as the *Education Act* or other frameworks or policies, or school board values to be considered in the reflection on management practices (e.g. the school board's strategic plan).

- **Discussion of the concept of management practices**

The committee proposes the following definition of *management practices*: Management practices in education are ways of proceeding at various levels of the education system, such as the definition of orientations, processes for decision making, organizational models, policies and rules, processes and procedures, as well as both regular and computerized tools.

- **Questions for discussion by the managers**

The committee presented a report on its reflections and identified various questions or problems that could provide food for thought for managers. These may be found in Appendix II. The following procedure is suggested: the participants choose the questions they will discuss (other questions may be added as needed); for each question or problem, a sheet (see Appendix III) provides relevant references for reflection, as well as the views of the committee on management practices on the question or problem.

4.2) Procedure of the working group

The suggested procedure for discussion by working groups at both the regional and local levels includes work in subgroups and discussion in the whole group, as follows:

- **In subgroups**

- 1) Choose the question or problem the participants feel is the most important one of those provided, or another question or problem identified by the group.

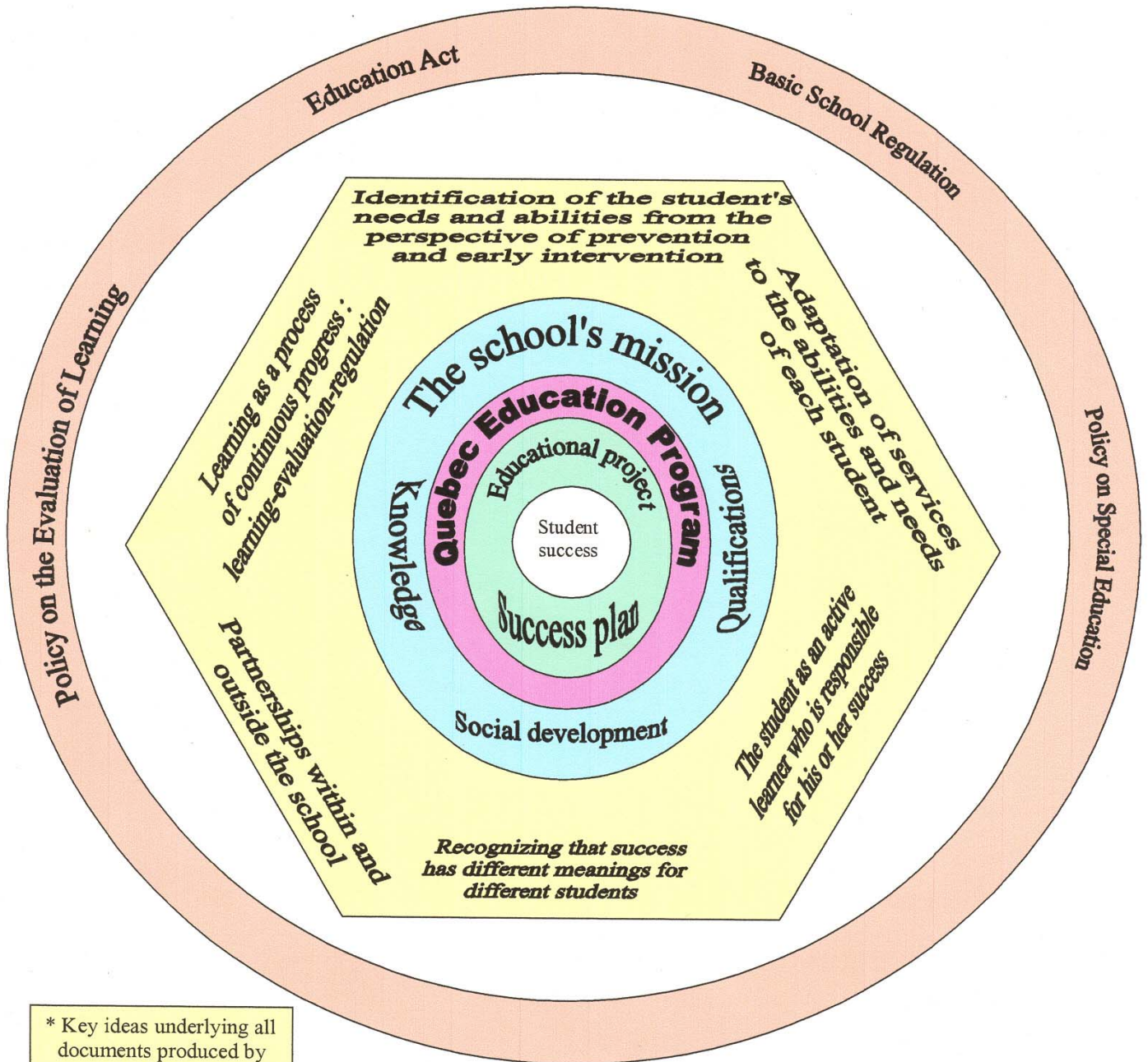
- 2) Read the sheet for the question or problem chosen or identify relevant references if another question or problem has been chosen.
 - 3) Identify the main issues or challenges this situation presents for adapting the management practices of your school or board to the orientations (assess your situation).
 - 4) Research and share possible solutions to this situation.
 - 5) Identify the expertise that exists or is to be developed to meet these challenges and define the support expected by the managers.
 - 6) Gather relevant experiences for a province-wide sharing of expertise.
- **In the whole group**
 - 1) Share views from the discussion in subgroups.
 - 2) Share and validate possible solutions to the questions or problems chosen.
 - 3) Identify expertise that exists or is to be developed and define the support expected by the managers.
 - 4) Gather relevant experiences for broader sharing.

4.3) Follow-up of the regional meetings

At the regional meetings, the suggested solutions and the expectations regarding support will be noted in order to provide follow-up.

APPENDIX I

Opening All the Doors to Success



* Key ideas underlying all documents produced by the MEQ

The Reform and Its Components
Preschool Education – Elementary Education – Secondary Education

APPENDIX II

QUESTIONS FOR DISCUSSION BY THE MANAGERS

In order to ensure greater consistency between current management practices and the aims of the reform, particularly with respect to success for students considered at risk, various questions may be explored by managers as a group. The following are examples of these questions:

- Should strategic planning and the success plan emphasize reflection and action focused on success for at-risk students?
- Do the school board and the school still see special education as a marginal service in relation to the educational services provided to students as a whole?
- Has the policy on the organization of educational services for students with handicaps, social maladjustments or learning disabilities (LIP, art. 235) in each school board been reexamined in light of the new paradigm in education?
- Are individualized education plans seen as success plans for students experiencing difficulties? How should the management of these plans be viewed?
- Should the increased responsibility of personnel, the professionalization of teachers and the creation of a true educational community in the school give rise to more participatory management?
- Has the organization of work been reconsidered and restructured in light of cycle-based instruction?
- In the context of both the reform and the large-scale renewal of personnel, are schools and boards making employee integration and support real priorities?
- Are the services organized and the resources distributed using a non-category-based approach?
- It is up to the school boards shall establish rules governing promotion from elementary to secondary school (LIP, art. 233). Is this responsibility still exercised in a narrow, prescriptive way or is it exercised cooperatively, with flexibility in the organization of services and a focus on the students' needs?
- Are the complementary educational services programs in every school board designed with a view to student success or are they merely plans for distributing human, material and financial resources?

Should strategic planning and the success plan emphasize reflection and action focused on success for at-risk students?

References	Reflections of the Working Group	Challenges - Concerns	Possible Solutions	Expertise to Be Developed Support for Managers
<p><i>Education Act</i></p> <p><u>The educational project and the success plan</u></p> <p>A school shall pursue its mission within the framework of an educational project implemented by means of a success plan. (section 36)</p> <p>Success plans should be written in such a way as to make it possible to gather and analyze the information that will be used to evaluate the results concerning the success of all students, including those with learning difficulties. The analysis of these results may in some cases lead to changes in the actions taken.</p>	<p>The success plan, as a way of implementing the school's educational project, is the primary means for articulating pedagogical and management practices concerning success for at-risk students. Through this exercise a genuine educational community can be formed and the components of the reform can be shown to work together coherently.</p>			

References	Reflections of the Working Group	Challenges - Concerns	Possible Solutions	Expertise to Be Developed Support for Managers
<p><u>The principal shall</u></p> <ul style="list-style-type: none"> • coordinate the analysis of the situation prevailing at the school and the development, implementation and periodical evaluation of the school's educational project • coordinate the development, the review and any updating of the school's success plan • ensure that the proposals required under this chapter are prepared and submitted to the governing board for approval • ensure that the governing board is provided all necessary information before approving the proposals made under this chapter • encourage concerted action between the parents, the students and the staff, their participation in the life of the school and their collaboration in fostering success • inform the governing board on a regular basis concerning the proposals approved by the principal under section 96.15 (section 96.13) 				

References	Reflections of the Working Group	Challenges - Concerns	Possible Solutions	Expertise to Be Developed Support for Managers
<p><u>Strategic plan</u></p> <p>Every school board shall adopt a strategic plan covering a period of several years stating:</p> <ul style="list-style-type: none"> • the context in which it acts, particularly the needs of its schools and centres, and the characteristics and expectations of the community it serves • the main challenges it faces, including success issues, in line with the national indicators... • strategic directions and objectives in line with the directions and objectives of the strategic plan established by the Ministère de l'Éducation • the lines of intervention selected for the achievement of the objectives • the results targeted over the period covered by the plan • methods for assessing the achievement of objectives (section 209.1) <p>The school board shall ensure, without encroaching upon the functions and powers conferred on schools, that each school has adopted an educational project to be implemented by means of a success plan. (section 221.1)</p> <p>List of indicators</p>	<p>Similarly, the school board's strategic plan will take into account the schools' needs and expectations and respond to them with appropriate support measures.</p>			

Do the school board and the school still see special education as a marginal service in relation to the educational services provided to students as a whole?

References	Reflections of the Working Group	Challenges - Concerns	Possible Solutions	Expertise to Be Developed Support for Managers
<p>Education Act</p> <p>See sections 1, 209, 234 and 235.</p> <p>Policy on Special Education</p> <p>Special education should be seen as the adaptation of regular services to the needs of students with handicaps or difficulties by organizing the services according to an individual assessment of the students' needs and abilities and by favouring their integration into regular classes.</p> <p>It means placing the organization of educational services at the service of students with handicaps or difficulties by basing it on the individual assessment of their needs and abilities, by having this assessment done in the most natural setting for them and as near as possible to their homes and by favouring their integration into regular classes.</p> <p>Other references.</p>	<p>In order to meet the challenge of integrating the management of special education into the pedagogical and administrative management of schools in Québec, special education, both at the school board and the school level, should not be presented as marginal in relation to the educational services provided for the majority of students. This means, among other things, that to encourage integration, a school should avoid setting students apart by such practices as identifying certain premises for special education or even having a vice-principal for special education.</p> <p>Special attention should be given to familiarizing staff—with special education teachers included and involved in the process—with the Québec Education Program, which applies to all students and focuses on carrying out the threefold mission of the school with whatever adaptations or differentiations are required.</p> <p>The organization of the subject-time allocation should be analyzed to ensure that it respects the principle that the Québec Education Program applies to all students, including those at risk.</p>			

References	Reflections of the Working Group	Challenges - Concerns	Possible Solutions	Expertise to Be Developed Support for Managers
<p>Québec Education Program</p> <p>The school has a duty to make educational success possible for all students and to help them integrate into society and into the labour market. Schools have a responsibility to provide each student with an educational environment suited to his or her interests, aptitudes and needs, through differentiated instruction and the diversification of educational options.</p> <p>Integration into regular classes and neighbourhood schools is the first choice to be envisioned to foster success for students with special needs. Integration prevents the isolation and marginalization they are often subject to. It also prepares them to take part in life in society. There are still large numbers of students with learning difficulties who are excluded from regular classes, particularly in secondary school.</p>				

Has the policy on the organization of educational services for students with handicaps, social maladjustments or learning disabilities (LIP, art. 235) in each school board been reexamined in light of the new paradigm in education?

References	Reflections of the Working Group	Challenges - Concerns	Possible Solutions	Expertise to Be Developed Support for Managers
<p><i>Education Act</i></p> <p>The school board must adopt a policy on the organization of educational services for students with handicaps, social maladjustments or learning disabilities. (section 235)</p> <p>Policy on Special Education</p> <p>The basic orientation of the Policy on Special Education is to "to help students with handicaps or social maladjustments or learning disabilities succeed in terms of knowledge, social development and qualifications, by accepting that educational success has different meanings depending on the abilities and needs of different students, and by adopting methods that favour their success and provide recognition for it."</p> <p><i>Policy concerning the organization of educational services for students with handicaps, social maladjustments or learning disabilities: Policy development guide (Comité patronal de négociation pour les commissions scolaires francophones), 2001</i></p>	<p>Each school board that has not already done so should review its policy on the organization of educational services for students with handicaps, social maladjustments or learning disabilities in light of the reform, the Québec Education Program and the Policy on Special Education. This is a basic tool for orienting management practices. The reform involves a shift from the paradigm of teaching to that of learning, leading to changes in management practices, which must move away from management by organizational models and groupings toward management by the adaptation of services to the students' abilities and needs.</p>			

Are individualized education plans seen as success plans for students experiencing difficulties? How should the management of these plans be viewed?

References	Reflections of the Working Group	Challenges - Concerns	Possible Solutions	Expertise to Be Developed Support for Managers
<p><i>Education Act</i></p> <p>The <i>Education Act</i> provides for the establishment of an individualized education plan adapted to the needs of each student with a handicap or difficulties. (sections 187, 234 and 235)</p> <p>Policy on Special Education</p> <p>The Policy on Special Education states that services should be organized on the basis of an individual assessment of students' needs and abilities and that integration into regular classes should be favoured.</p> <p><i>Individualized Education Plans: Helping Students Achieve Success: Reference Framework for the Establishment of Individualized Education Plans – 19-7053A (MEQ, 2004)</i></p> <p>This reference framework has been revised in order to clarify its role and make it a major tool for monitoring students and coordinating the services provided to them.</p>	<p>Individualized education plans are success plans for students experiencing difficulties. The Reference Framework for the Establishment of Individualized Education Plans includes useful recommendations on focusing on students' abilities and needs, the typical content of such an approach, and profiles of students to whom this measure applies.</p> <p>It is necessary to define models for managing individualized education plans that encourage collaboration with a core team without being too heavy to manage. The procedure for managing the plans should involve a graduated model including various preliminary tasks to be carried out by the homeroom teacher or tutor before the individualized education plan is established or the student is placed in a category. There should be a flexible division of responsibilities of the personnel involved in the management of the plan.</p>			

References	Reflections of the Working Group	Challenges - Concerns	Possible Solutions	Expertise to Be Developed Support for Managers
<p>Ways should be found to identify students' needs and abilities and to respond to them appropriately, such as through individualized education plans. Learning difficulties should also be viewed from an educational perspective in which the identification of needs ensures the best interventions.</p>				

Should the increased responsibility of personnel, the professionalization of teachers and the creation of a true educational community in the school give rise to more participatory management?

References	Reflections of the Working Group	Challenges - Concerns	Possible Solutions	Expertise to Be Developed Support for Managers
<p>Education Act</p> <p>The <i>Education Act</i> institutionalized the participation of various people in school life through governing boards.</p> <p>Québec Education Program</p> <p>Teachers are individually responsible for their actions as professionals, and are also urged to work collaboratively and collegially. As members of a community of professionals, they and their colleagues must together take on the mandate the school gives them.</p>	<p>Creating a true educational community in a school implies real openness to parents, collegiality in the staff's work methods and partnerships with organizations outside the school. The real challenge is to develop in everyone feelings and attitudes of shared responsibility for the success of all students.</p> <p>The Conseil supérieur de l'éducation, in its brief entitled <i>Taking Ownership of the Reform: The Challenge for Secondary Schools</i>, stressed the need for school principals to establish a management model based on participatory management and collaboration.</p>			

References	Reflections of the Working Group	Challenges - Concerns	Possible Solutions	Expertise to Be Developed Support for Managers
<p>Competency development and cycle-based instruction give the whole school team reasons to mobilize to fulfill the school's educational project. Pedagogical collaboration, interdisciplinary cooperation, pedagogical projects and shared activities are means that may be used to focus everyone's energies on learning. Everyone should collaborate to create the most favourable teaching and learning conditions and make the school a true educational community. The changes the school must make allow it to move toward practices that characterize a community of learners and ensure that all personnel have a common vision.</p> <p>Policy on Special Education</p> <p>The Policy on Special Education recommends creating a true educational community, first with the student, then with the parents, and finally with outside partners and community organizations working with young people, in order to provide more consistent intervention and better-coordinated services.</p>	<p>This approach, which respects the roles and powers set out in the <i>Education Act</i> and the collective agreements, implies the development of a spirit of collaboration and the building of a shared vision of student success, particularly for at-risk students. Such participation may give rise not only to the creation of an educational community, but also to individual commitment and the acceptance and understanding of roles in a perspective of professionalization and increased responsibility. This approach is valid for the management of both the school's major undertakings—the educational project and the success plan—and the individualized education plans for at-risk students, where shared vision, commitment and partnerships are essential.</p>			

References	Reflections of the Working Group	Challenges - Concerns	Possible Solutions	Expertise to Be Developed Support for Managers
<p>The education reform encourages the sharing of powers. This is expressed in several sections of the <i>Education Act</i>. Hence the choices made by schools and school boards should be made in a participatory way, with everyone taking part in decisions.</p> <p>Conseil supérieur de l'éducation</p> <p>The Conseil feels that working collaboratively in schools should give rise to the emergence of a true educational community. It urges principals to adopt a participatory type of management that gives school teams greater responsibility and motivates them to work collaboratively and collegially to develop pedagogical and management expertise in the school.</p>	<p>School boards are called on to make a similar change, to encourage the expression of needs and expectations and the emergence of a shared vision of success and to make a professional commitment that is expressed in their policies as well as in the selection, guidance and support of school principals.</p> <p>Under the reform, collective responsibility for making success possible for all students is of major importance. The development of an organizational culture that recognizes differences among students, the evaluation of success in terms of students' learning progress, the organization of instruction in cycles and the replacement of grades with cycles make it essential to work in cycle or multi-cycle teams, structuring the organization of work accordingly, guiding the cycle teams, encouraging partnerships within and outside the board, particularly within the framework of the new approach to the organization of complementary educational services, and developing the principals' own competencies in mediation, conflict management and problem solving.</p>			

Has the organization of work been reconsidered and restructured in light of cycle-based instruction?

References	Reflections of the Working Group	Challenges - Concerns	Possible Solutions	Expertise to Be Developed Support for Managers
<p>Québec Education Program</p> <p>The Québec Education Program divides instruction into two-year cycles. This type of organization takes into account the long-term pedagogical activity required for the development of competencies. It corresponds more closely to the students' pace of learning and encourages more differentiation of instruction. In addition, it makes possible the formation of teams of teachers that take on shared responsibility for a group of students, possibly for more than a year, in terms of both pedagogical supervision and evaluation of learning.</p> <p>Policy on Special Education</p> <p>The organization of the programs of study in two-year cycles in elementary school should give school personnel the leeway they need to help students consolidate their learning.</p>	<p>It would be unrealistic to think that the reform has been fully implemented in elementary school. With regard to the organization of work for cycle-based instruction, schools will have to encourage work in cycles and show initiative and creativity in starting a process of awareness raising, discussion and professional development on cycle-based instruction, which demands a high level of responsibility and professionalism on the part of the members of the school team.</p>			

References	Reflections of the Working Group	Challenges - Concerns	Possible Solutions	Expertise to Be Developed Support for Managers
<p><i>Learning Difficulties in School: Reference Framework for Intervention – 19-7051A (MEQ, 2003)</i></p> <p>To truly favour integration, schools and school boards should ensure that special education teachers have access to the professional development given to other teachers and that they are part of the cycle team.</p>	<p>While teachers in the "regular" sector have begun to develop competencies to better differentiate their teaching for at-risk students, special attention needs to be given to having them familiarize themselves, together with the special education teachers, with the Québec Education Program, which applies to all students and focuses on carrying out the threefold mission of the school with whatever adaptations or differentiations are required. Similarly, personnel in complementary educational services, in order to fulfill their new role in providing learning support services, will have to be familiar with the basic elements of the Québec Education Program.</p>			

In the context of both the reform and the large-scale renewal of personnel, are schools and boards making employee integration and support real priorities?

References	Reflections of the Working Group	Challenges - Concerns	Possible Solutions	Expertise to Be Developed Support for Managers
<p>Policy on Special Education</p> <p>School principals should also help their personnel to adapt their intervention with these students. They should take into account their personnel's professional development needs and establish conditions that encourage sharing of expertise.</p> <p><i>Learning Difficulties in School: Reference Framework for Intervention – 19-7051A (MEQ, 2003)</i></p> <p>School personnel may find the many changes urged on them onerous unless they are given continuous professional development. Professional support is one of the best ways of providing this.</p>	<p>In the current context of both the implementation of the reform and the large-scale renewal of personnel, not only teachers but also principals, schools and school boards have to make the integration and professional support of personnel a real priority.</p> <p>School principals should contribute to creating a culture of continuous professional development among their personnel. They should make optimal use of the resources available to encourage professionalization—for example, management by peers—and should make use of the 20 professional development days and staff time at work. In addition, the emphasis placed on collaboration within the school team or multidisciplinary teams makes it particularly appropriate that professional development for teachers, professionals and support staff working with students be provided to them together. This type of training should be a priority in the school's educational project and success plan.</p>			

References	Reflections of the Working Group	Challenges - Concerns	Possible Solutions	Expertise to Be Developed Support for Managers
	<p>The same should be true for school principals receiving professional development on practices such as think tanks, peer support models or coaching. Personnel renewal plans and reform networks should be set up in every school board.</p>			

Are the services organized and the resources distributed using a non-category-based approach?

References	Reflections of the Working Group	Challenges - Concerns	Possible Solutions	Expertise to Be Developed Support for Managers
<p>Education Act</p> <p>School boards are responsible for distributing equitably among their schools the financial resources provided by the MEQ for at-risk students (sections 187 and 277).</p> <p>Policy on Special Education</p> <p>The rules for the funding of services for students with handicaps, social maladjustments or learning disabilities speak of categories of students. Although these rules are not intended to guide the organization of services, but rather to ensure the equitable distribution of resources, the direct link made between funding and organization gives rise to confusion and discontent.</p> <p>The MEQ has reduced administrative constraints related to the funding of services for students. Services for at-risk students are funded without the need for any declaration concerning these students.</p>	<p>The management of financial resources at both school board and school levels should be carried out not only with respect for the participatory structures, but also with the utmost transparency and openness. Precise, simple and complete information should be made accessible to decision makers and people who request it, so that decision making takes place in a context of truly participatory management of the resources that are available or are generated and the methods of their allocation, particularly with respect to at-risk students.</p> <p>This is very difficult to do, because data on funding are presented on a "macro" scale while distribution based on students' needs involves considerations of a different nature and on a different scale. Furthermore, the time allotted between each school board's presentation of its initial parameters and the adoption of the budget is not very realistic in light of the desire to favour participatory management, and hence there is a temptation to fall back on historical models of distribution, such as the category-based approach, to try to take into account the needs of at-risk students.</p>			

References	Reflections of the Working Group	Challenges - Concerns	Possible Solutions	Expertise to Be Developed Support for Managers
<p>The concept of equity demands that the allocation of financial resources be carried out according to the needs and characteristics of the students and the school. Transparency requires that school boards provide schools with information on the use of funds received.</p>	<p>Communities, school boards and schools should strive for the utmost consistency between the model of resource distribution and the objective of success for all as articulated by each institution in its strategic plan or its success plan.</p> <p>Management practices concerning the declaration of enrollments should also be more consistent. While the categorization of at-risk students has officially been dropped from the budgetary rules and the DCS system for declaring enrollments, it has survived <i>de facto</i> in various institutions, being subject to declaration, often being used in the distribution of resources, and still being referred to in the teachers' collective agreement in relation to support measures, the weighting of the number of students and the funding of numbers that exceed a set limit.</p>			

It is up to the school boards shall establish rules governing promotion from elementary to secondary school (LIP, art. 233). Is this responsibility still exercised in a narrow, prescriptive way or is it exercised cooperatively, with flexibility in the organization of services and a focus on the students' needs?

References	Reflections of the Working Group	Challenges - Concerns	Possible Solutions	Expertise to Be Developed Support for Managers
<p><i>Education Act</i></p> <p>See section 233.</p> <p>Policy on Special Education</p> <p>There are certain periods in school life when students are more vulnerable, and it is important to prepare them appropriately for these periods. These times include the beginning of school, the transition from elementary to secondary school and the transition from school to the job market.</p> <p><i>Learning Difficulties in School: Reference Framework for Intervention — 19-7051A (MEQ, 2003)</i></p> <p>The transition to secondary school takes place at a time when students are dealing with numerous changes. Schools should, first of all, keep these changes to a minimum by providing an environment similar to the one the students are familiar with. They should also try to make it easier for students to adapt by helping them as much as possible to maintain their circle of friends.</p>	<p>There is a great deal of apprehension in secondary schools on the eve of the reform and the arrival of the first cohort of students who have gone through elementary school under the new Québec Education Program. It is up to the school boards to define the standards for promotion from elementary to secondary school. This responsibility should not be carried out in a narrow, prescriptive way, but rather, when necessary, existing practices should be revised in favour of the individual assessment of students' needs, with personnel at both levels encouraged to exercise greater rigour, work more collaboratively, focus on students' needs and organize the services more flexibly.</p> <p>The schools and school boards have placed a great deal of hope in the work under way on the differentiation of paths to qualifications. The success of this process will contribute not only to bringing the personnel involved together, but also to creating structures for collaboration and places for discussion in the school boards, and to developing evaluation policies that stress the recognition of prior learning and continuous progress.</p>			

Are the complementary educational services programs in every school board designed with a view to student success or are they merely plans for distributing human, material and financial resources?

References	Reflections of the Working Group	Challenges - Concerns	Possible Solutions	Expertise to Be Developed Support for Managers
<p>Education Act See sections 1, 88, 208, 226 and 275.</p> <p>Basic School Regulation See sections 4 and 5.</p> <p>Québec Education Program The Québec Education Program is intended as an opportunity to approach learning from the perspective of cooperation, which is a concern that should be shared by all members of the school team, students and teachers, managers and professionnels.</p>	<p>Although the <i>Education Act</i> made this an obligation for school boards and school principals several years ago, it appears that some schools adopted complementary educational services programs based on the personnel providing professional services and on plans for sharing these services among institutions instead of developing action plans based on students' needs and the shared responsibilities of the practitioners. This area should be included in the process of developing the school board's strategic plan and the school's success plan.</p> <p>Furthermore, the development of the complementary educational services programs will lead to a redefinition of roles and responsibilities and possibly to partnerships within and outside the school.</p>			

References	Reflections of the Working Group	Challenges - Concerns	Possible Solutions	Expertise to Be Developed Support for Managers
<p>Policy on Special Education</p> <p>Several aspects of these programs have a direct impact on students with handicaps, social maladjustments or learning disabilities. The Policy on Special Education encourages schools to readjust certain practices in order to make the services more effective and to better meet students' needs. Professional practices need to change through the adoption of approaches consistent with collaborative action.</p> <p><i>Complementary Educational Services: Essential to Success — 19-7029A (MEQ, 2002)</i></p> <p><i>Making Dreams Come True: Achieving Success Through the Guidance-Oriented Approach — 19-7030A (MEQ, 2002)</i></p>				

**OPENING ALL THE DOORS TO SUCCESS
SHEET FOR REPORTING EXPERIENCES OR MANAGEMENT TOOLS**

Regional office: _____

Person in charge of the dossier: _____

CONTACT INFORMATION FOR DEVELOPERS OF TOOLS OR SOLUTIONS

Title of project: _____

Nature of project and target population: _____

School board: _____

School: _____

Person to contact: _____ Telephone: _____

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