

DIRECT
SUCCESS

A NEW
DIRECTION
FOR
SUCCESS

Supporting
Montréal
Schools



1998-1999

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

Québec 

MESSAGE FROM THE MINISTER

A little over a year ago, I announced additional funding of \$15 million: specifically, \$5 million for full-time kindergarten for four-year-olds and \$10 million for 118 elementary and secondary schools in disadvantaged areas of Montréal, attended by more than 50 000 students. This support, which was strongly recommended by the Conseil supérieur de l'Éducation and the Commission for the Estates General on Education, was designed to meet the special needs of students in these schools.

I then invited the schools, the concerned school boards, parents and the community at large to help meet the challenge. I also created a sector-based implementation committee, whose members (associations, unions and other partners) have monitored the development of the various measures as I have.

I want to express my satisfaction with the progress made and the partnerships created. Despite the newness of the program, many school principals say that they have already seen an improvement in their students' performance. Others have observed changes in attitude and believe this will lead to fewer students having to repeat a year. These important achievements can be credited not only to the additional funds made available but also to the efforts of many partners. I had asked the entire community to pitch in, and today I can say, "Mission accomplished!"

School principals have praised the innovative nature of the program, its beneficial impact on the school's educational project, the possibility of combining it with other programs for schools in disadvantaged areas, the leeway given to the schools in the implementation of the measures, and the quality of support provided by the coordinators of the measures.

The program is therefore being continued in 1998-99. However, a number of changes have been made in light of the feedback and results. The objectives have been clarified, more details are given on each sub-measure, and certain measures are grouped together to make the program more cohesive. Schedules have been brought into line with the school calendar. And simpler forms of funding, such as a single budget per school, have been implemented.

Over the current year, we must maintain the vitality and enthusiasm that have characterized the initial stages of the program, expand on effective actions already taken, and step up the establishment of networks enabling administrators and staff from different schools to exchange ideas. We will also continue to focus on school-community cooperation, which is more difficult to bring about because it requires radical changes in habits and attitudes on the part of both schools and community organizations. Last, we must continue to provide positive reinforcement for young people as they take a new direction for success. I am confident that I can count on the commitment of the people and organizations concerned.

PAULINE MAROIS
Minister of Education and Minister of Child and Family Welfare

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INTRODUCTION

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

Its primary purpose is to describe each of the three major orientations and the related measures adopted for 1998-99. The first orientation is educational paths suited to students' characteristics and needs. The second is cooperation between schools and communities. And the third is autonomous, responsible schools.

The brochure also contains information on the support and tools available to school administrators and school teams, program financing, and funding offered to target schools.

Finally, the appendices list the target elementary and secondary schools for 1998-99, the members of the sector-based committee to implement the Supporting Montréal Schools program, the members of the coordination committee, and the names and telephone numbers of the coordinators of the measures.

TARGET SCHOOLS: OFFICIAL CLASSIFICATION OF THE CONSEIL SCOLAIRE DE L'ÎLE DE MONTRÉAL FOR 1998-99

The CSIM classification covers 94 elementary schools and 22 secondary schools, for a total of 116 target schools. It should be noted that 7 schools are in transition, i.e., they were target schools in 1997-98 but are no longer target schools in 1998-99. Together, these schools have a combined student population of 51 658.

NUMBER OF TARGET SCHOOLS

School Board	Elementary	Secondary	Total
CSDM	65	11	76
CSMB	11	8	19
CSPI	4	1	5
EMSB	14	2	16
Total	94	22	116

NUMBER OF SCHOOLS IN TRANSITION

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

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 are listed in Appendices 1 and 2.

DESCRIPTION OF ORIENTATIONS AND MEASURES

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

All students, especially those who come from disadvantaged backgrounds, should be put in situations that will enable them to progress constantly in their education along educational paths suited to their characteristics and needs.

To accomplish this, schools should develop and implement organizational models of teaching and services that are flexible and varied enough to prevent needless gaps and repetitions, promote continuity of learning and facilitate reorientation of the educational process according to student needs, from preschool to the end of secondary school. They should also continue their efforts to adapt and coordinate their work with students to ensure that they learn more and better, that they progress, that they are able to overcome obstacles, and, in the end, that they obtain their secondary school diploma or diploma of vocational studies. Such coordination and adaptation will also enable students to acquire skills and experience that will facilitate their entry into the job market and, above all, will make them see continuing education as a way of growing throughout their lives. At the same time, schools can help students acquire the tools, develop the attitudes and access the information they need to make educational and career choices.

Measure 1: Pedagogical practices directly focused on student learning and motivation

Description of the measure

The first measure related to this orientation has to do with the pedagogical practices used to promote educational success for students from disadvantaged backgrounds, especially those who experience difficulties at some time in the course of their schooling.

In Montréal, there is a consensus that the structures, rules and standards of the school system and of schools in particular are quite rigid and do not lend themselves to the adaptation needed to meet the special needs of students and communities.

This first measure is intended to encourage schools to develop, adopt and try out forms of organization of teaching and services and activities and interventions that promote learning and motivation that are more in line with the needs of the schools and their students.

This adaptation is of course desirable for students from disadvantaged backgrounds, but for those who experience difficulties or who arrive in Québec part way through their education, whether at the preschool, elementary or secondary level, it is crucial.

For this reason, this measure comprises three closely linked sub-measures:

Sub-measure 1: Adaptation of the organization of teaching and services

Sub-measure 2: Adaptation of teaching practices

Sub-measure 3: Prevention, support and follow-up – alternatives to having students repeat a year*

(Note: Measures and sub-measures preceded by an asterisk are compulsory.)

Sub-measure 1: Adaptation of the organization of teaching and services – Allow schools to innovate and adapt the organization of teaching and services to students' needs and characteristics.

Objectives:

- To encourage schools and teachers to assess the effectiveness of the forms of organization of teaching and services in light of the needs and characteristics of the school and the students.
- To encourage schools to try out innovative projects in order to create forms of organization that are flexible and truly adapted to the needs, since schools now have the leeway to do so.
- To encourage schools to take the necessary steps to develop, test, evaluate and adjust forms of organization of teaching and services so they will be better adapted to the school's situation and the students' needs.

Examples:

The following possibilities may be considered: forms of organization that are based on the cycles of studies and that eliminate gaps or repetition; having one teacher teach the same class for two years or more or forming teaching teams by cycle; varied forms of organization that are adapted to the needs of students arriving in Québec part way through their schooling; restructuring of classes according to the students' needs, preferences or specific projects at any time during the school year; formation of teaching teams in which tasks are divided according to the teachers' skills or fields of interest; organization of timetables to allow for tutoring and for the combining of several classes and their resources to meet needs observed throughout the year; allowing students to go from one class or group to another at any time during the year according to their needs, their progress and their difficulties; mechanisms (organization of timetables or of compatible free periods, freeing teachers of their duties on a regular basis, formation of committees, etc.) to ensure the participation, collaboration and coordination of all concerned (teachers, resource persons, education consultants and remedial teachers).

Sub-measure 2: Adaptation of teaching practices – Allow teachers to adapt their teaching to students' needs and characteristics in order to promote increased learning and motivation.

Objectives:

- To encourage schools and teachers to assess the effectiveness of their approaches and practices in various areas of learning (e.g., reading) or the types of difficulties observed in students (e.g., difficulties with spoken language) in terms of the students' needs and characteristics.
- To encourage schools to try out innovative projects.
- To encourage schools to take the necessary steps to develop, test, evaluate and adjust their practices so that they are better suited to the students' situations, needs and characteristics as well as to the area of learning involved.

Examples:

Schools may consider the following possibilities: developing and implementing ways of accurately assessing the progress, needs and difficulties of students in reading, writing and arithmetic and of reorienting their teaching practices accordingly; developing and implementing approaches and activities that are better adapted to students' observed needs; developing and implementing activities to promote learning of reading strategies for understanding and processing information, study strategies for spelling, and work-planning strategies; promoting attitudes and approaches that will create the necessary climate for learning and motivation in the classroom and in the school; developing and implementing ways of facilitating the transfer of knowledge acquired in other areas.

Sub-measure 3: Prevention, support and follow-up – alternatives to having students repeat a year* – Allow schools to adapt forms of organization and pedagogical practices (see Sub-measures 1 and 2) to prevent problems and failures and to ensure support and follow-up for students who are allowed to pass even though they are having difficulties.

Objectives:

- To encourage schools and teachers to identify common student characteristics and types of difficulty that seem to increase the risk of failure.
- To encourage schools and teachers to assess the effectiveness of their practices and forms of organization of teaching and services in terms of prevention, support and follow-up of students who show a high risk of failure or are experiencing temporary or chronic difficulties.
- To encourage schools and teachers to develop and implement actions (adapted forms of organization and practices: Sub-measures 1 and 2):
 - to ensure prevention of problems and early and intensive intervention (e.g., preschool, Elementary 1 and Secondary 1) with high-risk students according to the needs identified;
 - to allow students who have failed courses at the end of the school year to continue their studies without having to repeat the year;

- to ensure regular follow-up of students who risk failure or are experiencing difficulties.
- To encourage schools to take the necessary steps to develop, test, evaluate and adjust their practices so they will be better adapted to students' situations, needs and characteristics as well as to the area of learning involved.

Examples:

In terms of prevention, the following may be considered: preschool development and cognitive learning activities involving reading, writing, science and arithmetic; careful observation of students' progress and difficulties in the first year of elementary or secondary school, and organization of effective forms of support adapted to the difficulties or obstacles encountered throughout the year.

With regard to alternatives to having students repeat a year when they fail to learn the basic material of a given year or cycle, the examples provided for Sub-measures 1 and 2 should be considered, especially forms of organization that eliminate gaps or repetition and that primarily involve the teacher.

Guidelines for project submission – All three sub-measures

- Determine the objectives pursued and the student populations served on the basis of the needs of the school and the students.
- Make sure everyone affected by the project has a say in the approaches chosen and supports the project.
- Up to 5 percent of the funding may be used to purchase material for the projects. This includes books, software, etc. but not computers.
- Projects using information and communication technology must clearly show in what way they would contribute to the aims pursued by these measures and help students learn better.
- The forms of organization and practices chosen must involve participation by the teachers responsible for the students targeted by the project: homeroom teachers at the elementary level or, at the secondary level, subject specialists (e.g., French or mathematics).
- If the project involves resource persons (e.g., remedial teachers, speech therapists) working with the students either in 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 by the target students. Regular follow-up of these students is very important.
- 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.

Guidelines for project submission – “Prevention, support and follow-up – alternatives to having students repeat a year”*

- A large portion of the funding must necessarily be used to provide the appropriate support to this target population, students who are experiencing difficulties or who may experience difficulties if no action is taken.
- Nevertheless, it is up to the school to **set its own short-term and medium-term objectives** with respect to this sub-measure.
- Indicate whether the actions chosen are aimed at prevention, support for students who are having difficulties but are allowed to pass despite failing grades, or follow-up of students for whom action was taken in 1997-98 under this sub-measure.
- Attach a list of the permanent codes of students who are allowed to pass despite failing grades. Indicate the year (e.g., Elementary 2) or program (e.g., Secondary II, English, language of instruction) in which each student is enrolled.
- Attach a list of the permanent codes of students for whom action was taken in 1997-98 and who will receive follow-up in 1998-99.

Measure 2 - Immediate preparation for employment

Description of the measure

Despite the efforts of all concerned, a substantial number of students in the target schools fail to obtain a secondary school diploma or diploma of vocational studies. The Life Skills and Work Skills Education (ISPJ) program may help these students acquire the skills and experience needed to get their first job, and also give them the desire to continue their education on an ongoing basis. Measure 2 provides financial support to target secondary schools which, in 1998-99, continue to work toward the goals set in 1997-98.

Objectives:

- To implement measures to encourage students to enroll in the Life Skills and Work Skills Education (ISPJ) program and complete the full two-year program.
- To enhance the services provided to these students.
- To develop and enrich practicums in the workplace.
- To recognize the program with a certificate awarded by the Ministère and the school board.

Guidelines for project submission

- Allow schools that received funding in 1997-98 to continue working toward their objectives through financial support calculated according to the needs determined for 1998-99.
- Describe the steps taken since September 1997 to achieve the objectives of this measure, and indicate the additions or modifications made for 1998-99.
- Provide data on student retention and the image of the program in relation to the announcement of certification.

Measure 3 - The guidance-oriented school and the Personal Education Plan

Description of the measure

The “guidance-oriented school” is an integrating 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 their career choices by offering activities designed to facilitate access to information. Teachers contribute by occasionally including learning activities that lead to better awareness about the job market.

Schools include parents in this process and help them guide their children. Certain socio-economic groups also participate in the initiative.

The Personal Education Plan (PEP) focuses on career aspirations and is offered to students as of Secondary I. In addition to making students think about trades and professions, it lets them acquire cross-curricular skills involving decision making and autonomy. In concrete terms, 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. The purpose, in a nutshell, is to allow the students to get to know themselves, to think about trades or professions that might interest them, to obtain useful information on the subject, and to draw up a realistic action plan.

Objectives:

For the guidance-oriented school:

- To adopt the concept of the guidance-oriented school as part of the school’s educational project.
- To determine specific orientations and draw up an action plan reflecting them.
- To encourage the entire staff to embrace the concept.
- To find 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.

For the Personal Education Plan:

- To encourage students to think about their career aspirations as of Secondary I.
- To encourage the acquisition of decision-making skills: interaction between the students and their environment.
- To encourage students to think for themselves and help them with their research and their action plans.

Examples:

A school may have the entire staff discuss how to apply the concept of the guidance-oriented school.

A secondary 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 invited to embark on a process concerning their career aspirations, a process in which they think about themselves, their dreams and how to make those dreams a reality, using portfolios in which they collect the information they have gathered. They may also be asked to contact someone who exercises the trade or profession of their aspirations and to find out what skills are required and what qualities it takes to succeed. The next year, the students update their portfolios, either confirming their choice or making changes and adding information.

The school may organize activities to provide opportunities for the students to learn about trades and professions: 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: the school holds a meeting to tell them about the project and about the school system in general, answer their questions and invite them to visit a class and talk about their jobs.

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

In the classroom, teachers may explore occupations that are directly or indirectly related to subjects on the curriculum such as ecology, geography or the arts.

Guidelines for project submission

- This measure is for secondary schools. Harmonization with elementary schools would be an asset.
- The school must show how it plans to make the concept of the guidance-oriented school part of its educational project.

- The Personal Education Plan (PEP) must be suitable for Secondary I students.
- The submission must respect the sections set out in the application form (project description, participation of all partners, etc.).
- Funding is paid out over a two-year period.
- A selection committee will study the submissions and select 15 of them.

Second orientation: Cooperation between schools and communities

Schools cannot ensure their students' success in education by themselves. They share this responsibility with parents and with the organizations, institutions and businesses around them that are concerned about the development and well-being of youth. Schools must therefore be open to the community and work to promote the sharing of resources, expertise and know-how that will make it possible for them to respond directly to students' needs, help parents participate in the supervision of their children's academic progress, and contribute to pedagogical enrichment through integration of the arts.

Although it is up to schools to be more open to the community in accordance with their objectives, it is nevertheless important to facilitate their efforts. Financial and service-based partnerships have therefore been formed with various ministries and organizations. For Measure 4, "Cooperation between schools, families and communities," partnerships have been formed with the ministère de l'Emploi et de la Solidarité, the ministère des Relations avec les citoyens et de l'Immigration (MRCI), the Fonds Ville-Marie, groups of community organizations and other groups. For Measure 5, "Access to cultural resources," partnerships have been formed with the ministère de la Culture et des Communications (MCC), the city of Montréal, universities and artistic or scientific institutions, the National Capital Commission, neighbourhood libraries and other organizations.

Measure 4 - Cooperation between schools, families and communities*

Description of the measure

Schools must be able to count on the cooperation of parents as well as the community as a whole. Schools are therefore encouraged to take steps to ensure that parents take an active part in overseeing their children's education. To do this, they should provide staff with the resources needed to adapt their ways of dealing with parents.

Schools may also choose to team up with local partners in joint initiatives or pilot projects designed to improve the supervision of students, increase parent participation, or improve families' living conditions.

In addition, schools may enlist external services to facilitate communication with allophone parents and meet the special needs of students who arrive part way through their education.

This measure comprises four sub-measures:

Sub-measure 1: School-community projects

Sub-measure 2: Pilot projects with community organizations

Sub-measure 3: Support for efforts to increase parents' involvement

Sub-measure 4: Use of services suited to the needs of immigrant families

Objectives:

- To encourage schools to discover the resources available in the community: social and community organizations and businesses capable of taking action complementary to those of the school.
- To promote the participation of community partners in the development, implementation and evaluation of joint projects.
- To determine and create the conditions needed to support the school's inclusion in cooperative efforts in the neighbourhood.
- To promote the development of innovative projects with community organizations in the neighbourhood.
- To support schools in their efforts to have parents participate in the supervision of their children's education.
- To inform schools and associated organizations about services they could take advantage of, such as the Banque interrégionale d'interprètes of the Régie régionale de la santé et des services sociaux de Montréal-Centre and the francization measure of the ministère des Relations avec les citoyens et de l'Immigration (MRCI).
- To support schools interested in implementing the MRCI's francization measure "Comprendre et communiquer avec l'école de nos enfants."
- To offer professional support to school staff with regard to community relations and support for immigrant families.

Sub-measure 1: School-community projects

The purpose of this sub-measure is to encourage joint projects with the community, i.e., a partnership with a local organization, institution or business, whose contribution in the form of financial or human resources would multiply the impact of the school's investment and thus provide concrete expression of its commitment.

Examples:

A school may team up with a scientific organization to raise students' awareness about plant life. The project could involve having the class write a gardening manual for students in other schools.

A school and a neighbourhood non-profit organization may organize after-school homework assistance and activities related to science and technology for girls 9 to 12 years old from disadvantaged backgrounds.

Sub-measure 2: Pilot projects with community organizations

This sub-measure is designed to encourage schools to join forces with local community organizations to develop innovative projects.

It also covers support for the experimental project involving liaison officers in 16 selected schools.

Example:

Several schools in the same territory may get together and work with the local association of community organizations in order to hire a resource person to help the target schools become more familiar with the community groups in the neighbourhood and develop a partnership that is effective, respectful and satisfying for all concerned.

Sub-measure 3: Support for efforts to increase parents' involvement

This sub-measure is designed to foster projects that will get parents involved in their children's education. The idea is to allow school staff to find ways of making parents a part of their children's educational success and of creating conditions favourable to parents' participation.

Example:

A school may organize meetings bringing together the parents and teachers of Elementary 1 students and the school's specialists so that the parents can find out how to help their children learn to read.

Sub-measure 4: Use of services suited to the needs of immigrant families

This sub-measure is designed to provide professional support for school staff in terms of community relations and support for immigrant families. It is also intended to make schools more aware of the services available.

Example:

The MRCI measure "Comprendre et communiquer avec l'école de nos enfants" provides an opportunity for schools to work with an organization dedicated to francization.

Guidelines for project submission

- All or most of the funding must go to the partner organization or business.
- Both the school and its partners must contribute human and material resources to the project.
- Set aside a period for information on activities carried out with the school team.
- The project must be related to the school's educational project and the needs identified by the school team.

Measure 5 - Access to cultural resources

Description of the measure

The target schools should integrate cultural activities into their instruction. 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.

Based on the experience of the 1997-98 school year, two forms of funding for the "Access to cultural resources" measure will be available in 1998-99: basic funding (universally applicable) and more specific, innovative funding in the form of additional payments that will make it possible to develop partnerships of all kinds.

This measure comprises four sub-measures:

Sub-measure 1: Jeune Public*

Sub-measure 2: Guides

Sub-measure 3: Artists

Sub-measure 4: Miscellaneous

Objectives:

- To promote visits to artistic and scientific institutions and libraries outside the school.
- To include cultural learning as part of instruction.
- 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 provide opportunities for discussion or accompanying documentation.

- To promote cooperation between schools, museums, scientific institutions, Maisons de la culture, universities, the National Capital Commission, city of Montréal libraries, etc.
- To promote contact between artists and students.
- To promote contact between scientists and students.
- To promote culture and the teaching of the arts.
- To promote the integration of students and parents from ethnic communities, especially new immigrants, through culture.
- To instil a taste for the arts and the desire to visit artistic or scientific institutions and libraries.

Sub-measure 1: Jeune Public (basic funding)*

The purpose of this sub-measure 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 attend a cultural activity that provides opportunities for discussion or a show with commentary. The teacher then includes this activity in the course material.

This sub-measure includes the following models:

- Students visit one of the artistic or scientific institutions listed in the “Access to cultural resources” directory, which will be available at the beginning of September.
- Elementary and secondary school students discover the capital city (partnership with the National Capital Commission).
- Cultural committees (partnerships with the Maisons de la culture and the ministère de la Culture et des Communications).

Sub-measure 2: Guides (additional funding)

This sub-measure has two stages: training in an artistic or scientific institution and transfer of knowledge. The “Artist guides” component is an addition to the “Artistes à l’école” program of the ministère de la Culture et des Communications.

This sub-measure includes the following components:

- Student guides (partnership with the institutions involved and the MCC)
- Teacher guides (partnership with the institutions involved and the MCC)
- Artist guides (partnership between the MEQ Supporting Montréal Schools program and the MCC “Les artistes à l’école” program)

Sub-measure 3: Artists (additional funding)

In this sub-measure, the following activities are proposed:

A visit to an artistic or scientific institution, a meeting with a known artist or a classroom activity followed by a public presentation outside the school.

In some cases, secondary school auditoriums are recognized as cultural venues for the presentation of shows by student artists.

This sub-measure includes the following models:

- Student artists (visual arts)
- Student artists (drama)
- Student artists (dance)
- Student artists (music)
- Teacher artists
- Student critics

Sub-measure 4: Miscellaneous (additional funding)

This sub-measure covers all innovative projects not included in the sub-measures described above:

- Support for school libraries associated with city of Montréal neighbourhood libraries
- Support for teaching of the arts and joint projects with universities
- Visits by the school team to raise its awareness about artists and cultural institutions
- Daycare services
- Attendance by preschoolers and first cycle elementary students on cultural outings
- Other innovative projects that may be added during the year

Guidelines for project submission

Basic funding

The basic funding is universal, accessible to all, and compulsory.

This funding is allocated to all schools. Each school, on submission of its annual plan, receives basic funding of \$10 per student. The “Jeune Public” sub-measure is compulsory and must meet the following criteria:

- At the elementary level, all students must participate in at least one cultural outing during the year. However, the school must 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 must ensure a balance between artistic and scientific activities.
- The cultural activities must take place outside the school, in cultural institutions recognized by the ministère de la Culture et des Communications.
- In most cases, the cultural institutions must be located on the island of Montréal.
- Activities must be listed in the “Access to cultural resources” directory.

Additional funding

Additional funding is not universal and cannot be given to all schools. It is granted in the case of programs that meet both the need of cultural circles for contact with schools and the need expressed by some schools and teachers to innovate through the inclusion of culture in their instruction. In many cases, limits are set by the partner. For example, in the program to support school libraries, neighbourhood libraries have a limited ability to meet the demand; in the program to support art education, there are not enough trainees available; and in the last-minute-ticket project for the matinée series of the Montréal Symphony Orchestra, only 850 tickets were available for all schools. The same applies to projects covered by the “Guides,” “Artists” and “Miscellaneous” sub-measures.

Additional funding must be requested for each program. The application must include a description of the program, its objectives, the type of participation and the sources of financing. Funding granted for these programs will be in addition to the basic funding.

Third orientation: Autonomous, responsible schools

Schools are recognized as the primary players working to ensure students’ success: they know the students’ needs and are capable of responding appropriately. They are the source of initiatives for lasting change. Such initiatives, which make use of the pedagogical expertise of the teaching staff and the school team, aim to develop the students’ involvement and sense of responsibility and are made possible by the assertive leadership of school administrators.

Measure 6 - Professional development for school administrators and school teams

This measure comprises three sub-measures:

Sub-measure 1: External professional support*

Sub-measure 2: Cooperation and resourcing of the school team

Sub-measure 3: Joint school-university research

Sub-measure 1: External professional support*

School administrators and their school teams, especially in disadvantaged neighbourhoods, must often innovate to deal with increasingly complex situations. They need constant resourcing in order to keep adapting the school's organization to the students' needs. To support school administrators and their school teams, an external support program is proposed in management, teaching and community relations. The participation of universities, research organizations and consulting firms will be solicited.

Objectives:

- To support the completion of a project already under way.
- To develop a specific project.
- To participate in a specific program to support a school administration.

Examples:

This type of support may take various forms depending on the expectations and wishes of the school administrators and the school team: development, support and evaluation of projects related to teaching and learning; strategies for developing relationships with the family and the community; acquisition and consolidation of skills in personnel management, pedagogical leadership, counselling, school organization, development and evaluation of the educational project, etc.

Guidelines for project submission

- The project must be related to the school's educational project.
- It must make use of external resources.
- It must essentially be a support project rather than a training project.
- It must involve the school as a whole even if not all staff will be participating.

- It must develop teaching and organizational skills that can be transferred to other categories of staff.
- It must develop tools that can be used by other categories of staff.

A list of specialists in pedagogy, management and community partnership will be provided for the schools.

Sub-measure 2: Cooperation and resourcing of the school team

Today more than ever, school administrators and school teams must work together to find solutions to students' academic and educational problems. In addition to calling on external experts, it is very important to find ways of providing school staff with professional development and ongoing training in pedagogy, management and community relations.

Objectives:

- To foster cooperation among school team members in terms of pedagogy.
- To encourage ongoing discussion about teaching and learning.
- To encourage ongoing discussion about relations with the family and the community.

Examples:

This type of support may take various forms depending on the expectations and wishes of the school administrators and the school team: peer training, sharing of expertise, transfer of skills, resourcing, discussion groups, ongoing training, multidisciplinary teams, etc.

Guidelines for project submission

- The project must be related to the school's educational project.
- It must make use of external resources.
- It must promote the development of teaching or organizational skills or tools that can be transferred to other administrators and teachers or other professionals.

Sub-measure 3: Joint school-university research

The school administrators and the school team may join forces with a university or research group to conduct action research to solve problems related to the school's real needs. This sub-measure would be a good complement to "External professional support" and "Cooperation and resourcing of the school team."

Objectives:

- To work to solve pedagogical, educational or organizational problems in order to increase educational success.
- To develop school team members' skills.
- To develop tools that can be transferred to other schools.

Examples:

Research may involve the organization of teaching time, the use of peer mediation to counter violence, multidisciplinary, etc.

Guidelines for project submission

- The project must be related to the school's educational project.
- It must be associated with a university.
- It must promote the development of teaching or organizational skills and tools that can be transferred to other administrators and teachers or other professionals.

SUPPORT AND TOOLS AVAILABLE TO SCHOOL ADMINISTRATORS AND SCHOOL TEAMS

The coordinators of the measures in 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
 - Web site for the Supporting Montréal Schools program
 - video showing the schools' achievements
 - forum day to promote exchange of ideas and resourcing
 - information about promising initiatives
 - cooperative development groups
 - teachers' networks
 - networks of partner schools
- Meetings with school teams as needed
 - assistance in defining projects
 - assistance in project implementation
 - assistance in evaluation of project results
 - information on the Supporting Montréal Schools program by groups of schools
- Special support for innovative projects
- Promotional tools for vocational education
- Support in evaluation of results and evaluation of the Supporting Montréal School program
- Follow-up to professional development for educators and teachers working with four-year-olds
- Preparation of a directory of effective partnerships with community organizations

PROGRAM FINANCING AND FUNDING FOR TARGET SCHOOLS AND PROJECTS RELATED TO THE MEASURES
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In 1998-99, the ministère de l'Éducation will budget \$10 million for the Supporting Montréal Schools program. The money will enable target schools to implement the various measures and services described in this document.

Overall funding and integrated projects

Each target school will be offered overall funding calculated on the basis of its student population as of September 30, 1997, enabling it to carry out the projects for most of the measures and sub-measures associated with the three orientations of the Supporting Montréal Schools program. Schools in transition, i.e., those that were target schools in 1997-98 but are no longer target schools in 1998-99, may receive half the amount they would have been allocated as target schools.

Each school must submit an integrated project (a project addressing several measures) including the specific projects or actions it intends to carry out with regard to each orientation, measure or sub-measure in which it wishes to participate, indicating the financial resources needed to carry them out. The total amount requested must not exceed the overall funding calculated for that school.

Since the orientations of the Supporting Montréal Schools program form a cohesive whole of which each partner—students, family, community and school team—is an integral part, schools should carry out actions involving each of the three orientations and each compulsory measure or sub-measure (indicated in the text by an asterisk). The specific projects and actions described in the integrated project must also comply with the guidelines set out for each measure.

The school has complete leeway to decide how much money to allocate to each orientation, measure or sub-measure, depending on the needs of the school and its students and on community resources.

Additional funding

In addition to the overall funding, schools can obtain additional funding for certain specific measures or sub-measures that affect only a few schools (Measure 2: Immediate preparation for employment; Measure 3: The guidance-oriented school), or that involve pilot projects (e.g., the "liaison officer" project in 16 elementary schools), or whose budgets cannot be transferred to other measures (Measure 5: "Jeune Public" sub-measure).

Type of funding	Measures and sub-measures	Schools
Overall funding, divided among the various measures by the school according to the needs	<ul style="list-style-type: none"> • Measure 1: Pedagogical practices directly focused on student learning and motivation 	<ul style="list-style-type: none"> • All target schools and schools in transition

Type of funding	Measures and sub-measures	Schools
	<ul style="list-style-type: none"> • Measure 4: Cooperation between schools, families and communities • Measure 6: Professional development for school administrators and school teams 	
Additional funding	<ul style="list-style-type: none"> • Measure 2: Immediate preparation for employment • Measure 3: The guidance-oriented school and the Personal Education Plan • Measure 5: “Jeune Public” sub-measure (\$10/student) • Measure 5: “Guides,” “Artists” and “Miscellaneous” sub-measures 	<ul style="list-style-type: none"> • Specific target secondary schools • Specific target secondary schools • All target schools and schools in transition • Interested schools, on request

A SECTOR-BASED COMMITTEE TO IMPLEMENT THE SUPPORTING MONTRÉAL SCHOOLS PROGRAM

The sector-based committee to implement the Supporting Montréal Schools program, created by Pauline Marois, the Minister of Education, is an extension of the provincial committee for follow-up of the educational reform. Through these two committees, the institutional partners participate in the implementation of the reform.

The sector-based committee 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 committee members are listed in Appendix 3.

The sector-based committee meets twice a year:

- once at the start of the school year to discuss the orientations adopted for the current year;
- once at the end of the school year to review the actions carried out under the program in 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 school administrators and representatives of community organizations, and committees composed of the regional directors of the various ministerial bodies.

Appendix 1 - Target Schools - Elementary Schools

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

(As of September 30, 1997)

NAME	SB	RANKING
Adélarde-Desrosiers	CSPI	28
Algonquin	CSMB	18
Alice-Parizeau	CSDM	69
Aquarelle	CSMB	61
Bancroft	EMSB	85
Barclay	CSDM	9
Baril	CSDM	10
Barthélemy-Vimont	CSDM	3
Barthélemy-Vimont, annexe 1	CSDM	5
Barthélemy-Vimont, annexe 2	CSDM	4
Bedford	CSDM	23
Bienville	CSDM	15
Carlyle	EMSB	48
Champlain	CSDM	6
Chanoine-Joseph-Théorêt	CSMB	71
Charles-Lemoyne	CSDM	20
Coronation School	EMSB	25

NAME	SB	RANKING
De la Fraternité	CSPI	60
De la Petite Bourgogne	CSDM	2
École des Nations	CSDM	13
Édouard VII	CSDM	45
Élan	CSDM	79
Emily Carr	EMSB	76
Enfant-Soleil	CSMB	1
FACE I and II (French)	CSDM	84
FACE I and II (English)	EMSB	86
Félix-Leclerc	CSDM	35
Garneau	CSDM	19
Guy-Drummond	CSMB	37
Henri-Beaulieu	CSMB	82
Hochelaga	CSDM	8
Iona	CSDM	46
Jean-Baptiste-Meilleur	CSDM	12
Jean-Jacques-Olier	CSDM	81
Jeanne-Leber	CSDM	36
John XXIII	EMSB	94
Jules-Verne	CSPI	34
La Mennais	CSDM	38
Lambert-Closse	CSDM	40
Le Plateau	CSDM	89
Lévis-Sauvé	CSMB	31
Louisbourg	CSDM	49
Ludger-Duvernay	CSDM	56

NAME	SB	RANKING
Maisonneuve	CSDM	44
Marguerite-Bourgeoys	CSDM	11
Marie-Favery	CSDM	65
Marie-Rivier	CSDM	77
Marie-Rivier, annex	CSDM	66
Montcalm	CSDM	73
Nazareth	EMSB	75
Notre-Dame-del'Assomption	CSDM	26
Notre-Dame-de-la-Défense	CSDM	29
Notre-Dame-de-la-Paix	CSMB	67
Notre-Dame-de-Lourdes	CSMB	39
Notre-Dame-des-Neiges	CSDM	55
Notre-Dame-des-Sept-Douleurs	CSMB	43
Ogilvie	CSDM	58
Parkdale	EMSB	70
Saint-Albert-le-Grand	CSDM	80
Saint-Anselme	CSDM	21
Saint-Arsène	CSDM	92
Saint-Clément	CSDM	47
Saint-Émile	CSDM	72
Saint-Enfant-Jésus	CSDM	64
Saint-François-Xavier	CSDM	59
Saint-Gabriel-Lalemant	CSDM	62
Saint-Grégoire-le-Grand	CSDM	54
Saint-Jean-Baptiste-de-la-Salle	CSDM	30
Saint-Jean-Baptiste	CSDM	63

NAME	SB	RANKING
Saint-Jean-de-Brébeuf	CSDM	83
Saint-Jean-de-la-Croix	CSDM	22
Saint-Jean-de-la-Lande	CSDM	87
Saint-Louis-de-Gonzague	CSDM	51
Saint-Noël-Chabanel	CSDM	33
Saint-Nom-de-Jésus	CSDM	27
Saint-Pascal-Baylon	CSDM	14
Saint-Pierre-Claver	CSDM	68
Saint-Rémi	CSPI	53
Saint-Zotique	CSDM	41
Sainte-Bernadette-Soubirous	CSDM	93
Sainte-Catherine-Labouré	CSMB	91
Sainte-Cécile	CSDM	50
Sainte-Gemma-Galgani	CSDM	74
Sainte-Jeanne-d'Arc	CSDM	52
Sainte-Lucie	CSDM	57
Sainte-Odile	CSDM	88
Simone-Monet	CSDM	16
Sinclair Laird	EMSB	7
St. Dorothy's	EMSB	90
St. Gabriel's	EMSB	32
St. Kevin's	EMSB	24
St. Patrick	EMSB	78
Victor-Rousselot	CSDM	17
Westmount Park	EMSB	42

ELEMENTARY SCHOOLS IN TRANSITION*

NAME	SB	RANKING
Saint-Brendan	CSDM	96
Somerled	EMSB	102
Woodland	LBPSB	98

*Schools "in transition" were target schools in 1997-98 but are not in 1998-99.

Appendix 2 - Target Schools - Secondary Schools
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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

(As of September 30, 1997)

NAME	SB	RANKING
Accès Ouest	CSDM	6
Cardinal	CSMB	8
Chomedey-de-Maisonneuve	CSDM	2
De Roberval	CSDM	12
Henri-Bourassa	CSPI	20
James Lyng	EMSB	14
Jeanne-Mance	CSDM	16
John Grant, annexe	CSMB	17
La Dauversière	CSDM	22
La Voie	CSDM	4
Le Relais	CSMB	10
Lucien-Pagé	CSDM	7
Mgr-Richard	CSMB	21
Mont-Royal	CSMB	9
Notre-Dame-du-Sourire	CSMB	15
Outremont	CSMB	11
Pierre-Dupuy	CSDM	1
Mile End Program	EMSB	19

NAME	SB	RANKING
Saint-Germain de Saint-Laurent	CSMB	18
Saint-Henri	CSDM	3
Saint-Louis	CSDM	5
Saint-Luc	CSDM	13

SECONDARY SCHOOLS IN TRANSITION*

NAME	SB	RANKING
Accès Est	CSDM	26
Connections (English)	LBPSB	24
Eureka	CSDM	32
John Grant annex	LBPSB	25

*Schools "in transition" were target schools in 1997-98 but are not in 1998-99.

**Appendix 3 - Members of the sector-based committee to implement the
Supporting Montréal Schools program**

Chairperson: Marie-France Benes, director
Montréal regional office
Ministère de l'Éducation

MEMBERS

- **Association des administrateurs des écoles catholiques du Québec (QACSA):**
Maria Di Perna, director

- **Association des administrateurs scolaires du Québec (AASQ):**
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

- **Centrale de l’enseignement du Québec (CEQ):**
 Micheline Bouchard, president
 Syndicat des enseignants Le Royer
 Luc Brunet, advisor
 Centrale de l’enseignement du Québec
 Jean Falardeau, president
 Syndicat des professionnels et des professionnelles
 du milieu de l’éducation de Montréal

- **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
 Collège Bois-de-Boulogne

- **Fédération des comités de parents de la province de Québec (FCPPQ):**
 Danielle Lia, parent
 Suzanne Tétreault, parent

- **Fédération des commissions scolaires du Québec (FCSQ):**
 Berthier Dolbec, pedagogical development consultant

- **Fédération québécoise des directeurs et directrices d’établissement
 d’enseignement (FQDE):**
 Hélène Cadieux, principal
 École secondaire Rose-Virginie-Pelletier

- **Mouvement d’éducation populaire et d’action communautaire du Québec (MEPACQ):**
 Jean-Yves Joannette, coordinator

- **Provincial Association of Catholic Teachers (PACT):**
 Pat Pingitore, teacher

- **Regroupement des organismes communautaires d’intervention auprès des jeunes décrocheurs
 scolaires potentiels ou réels de l’île de Montréal (ROCIDEC):**
 Louise Steiger, chairperson

- **Table de concertation des organismes de Montréal au service des réfugiés:**
 Stéphane Reichold, coordinator

ASSOCIATE MEMBERS

- **Chambre de commerce du Montréal métropolitain**
Martine Plaziac, project officer
- **Conseil scolaire de l'île de Montréal (CSIM):**
Nicole Ranger, director general
- **Ministère de la Culture et des Communications (MCC):**
Monique Barriault, regional director, Montréal
- **Ministère de la Famille et de l'Enfance:**
Nicole Boily, management consultant
- **Ministère de la Métropole:**
Jean-Guy Lavigne, special advisor
- **Ministère de l'Éducation:**
Elaine Freeland
Assistant Deputy Minister for the English-speaking community
- **Ministère des Relations avec les citoyens et de l'Immigration (MRCI):**
Mimi Pontbriand, regional director
- **Ministère de la Santé et des Services sociaux (MSSS):**
Suzie Lapointe, researcher
Direction de la promotion de la santé et du bien-être
Dr. Richard Lessard, 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
- **Société québécoise de développement de la main-d'oeuvre (SQDM):**
Claude Desmarais, regional director, Montréal
- **Télé-Québec:**
Jacques Lagacé, director of training
- **City of Montréal:**
Diane Deschamps
Service des sports, des loisirs et du développement social

Secretary: Denise Petel
Ministère de l'Éducation

Appendix 4 - Members of the Coordination Committee

The Coordination Committee is made up of the directors general of the five school boards involved in the Supporting Montréal Schools program, the ministry representative in charge of the program, and an assistant deputy minister. This committee coordinates all program activities.

The committee members are as follows:

- Yves Archambault, director general
Commission scolaire de Montréal

- Marie-France Benes, director
Direction régionale de Montréal
Ministère de l'Éducation

- Robert Bisaillon, assistant deputy minister
Éducation préscolaire, enseignement primaire et secondaire
Ministère de l'Éducation

- 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

Appendix 5 - Coordinators of the measures
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Measure 1: Pedagogical practices directly focused on student learning and motivation

French schools:	Lyne Martin:	596-7973
	Maryse Tremblay:	596-6165

English schools:	Françoise Binamé:	596-7981
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Measure 2: Immediate preparation for employment

Maryse Tremblay:	596-6165
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Measure 3: The guidance-oriented school and the Personal Education Plan

Mado Desforges:	655-7304
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Measure 4: Cooperation between schools, families and communities

Kathleen Larkin:	596-7975
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Measure 5: Access to cultural resources

Réal Dupont:	596-7976
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Measure 6: Professional development for school administrators and school teams

Marcel Lamarre:	596-7974
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Fax:	596-6356
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Secretaries:

Odette Dulong-Girard:	596-7977
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Lyna-Rosa Spina:	596-7990
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Fax:	596-6356
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