



Opening All the Doors to Success

THE REFORM AND AT-RISK STUDENTS IN SECONDARY CYCLE ONE

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HISTORY AND TYPES OF IPLs IN SECONDARY SCHOOL

- In 1986, the Ministère de l'Éducation made the establishment of IPLs compulsory
- Two types of IPLs: temporary IPL and continuous IPL

TEMPORARY IPL

- Mild learning difficulties
- Delay of over a year
- Goal of reintegration into the regular path
- Smaller class size
- First year of secondary school spread over two years
or
- First two years of secondary school spread over three
years

CONTINUOUS IPL

- Serious learning difficulties
- Delay of two years or more
- Focus on basic learning
- Leads, at age 16, to an IPL focusing on life skills and work skills education (LSWSE)

DISTRIBUTION OF STUDENTS IN IPLs

DISTRIBUTION OF STUDENTS IN IPLs

	SEC I	SEC II	SEC III	SEC IV	SEC V	SEC VII	SEC VIII	TOTAL
1999-2000	6 702	4 865	3 573	2 538	1 137	0	78	18 893
2000-2001	6 875	5 188	3 842	2 704	1 362	0	8	19 979
2001-2002	6 636	5 374	3 997	2 819	1 342	0	40	20 208

DISTRIBUTION OF STUDENTS IN CONTINUOUS IPLs

	SEC I	SEC II	SEC III	SEC IV	SEC V	SEC VII	SEC VIII	TOTAL
1999-2000	4 334	3 810	3 498	1 712	1 408	8	125	14 895
2000-2001	4 309	4 114	3 698	1 687	1 597	11	95	15 511
2001-2002	4 695	4 360	3 565	2 002	1 563	78	74	16 337

DISTRIBUTION OF STUDENTS IN LSWSE ON 30 SEPTEMBER

	16 YEARS	17 YEARS	18 YEARS	OTHER	TOTAL
1999-2000	2 039	1 170	165	480	3 854
2000-2001	2 276	1 140	201	507	4 124
2001-2002	2 340	1 309	154	541	4 344

A CRITICAL LOOK AT THE CURRENT USE OF IPLs

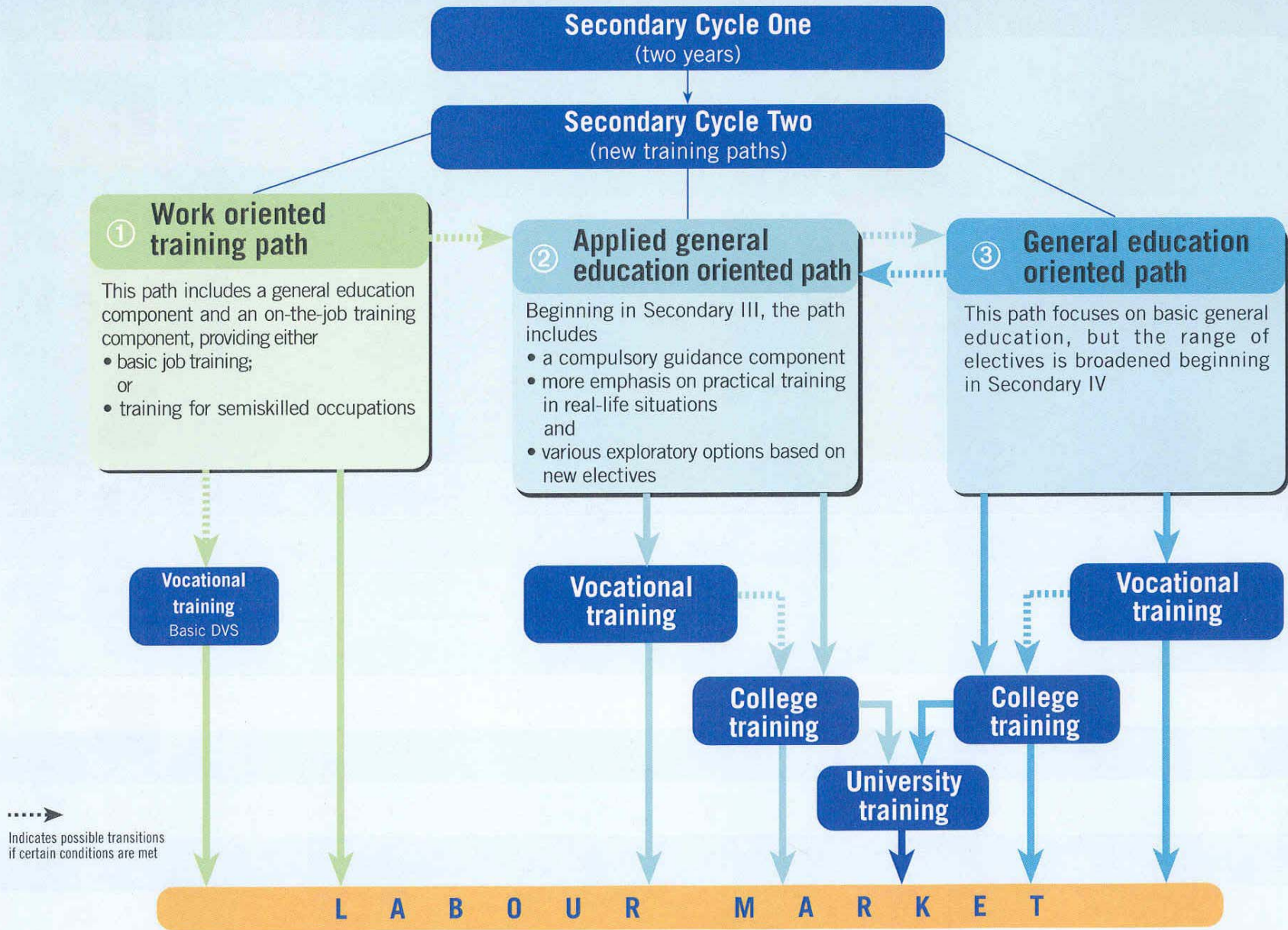
- Negative perception of these paths
- Organization using a category-based approach
- Organization parallel to the regular sector
- Organization enabling the differentiation of structures, but less focused on pedagogical differentiation
- Organization that does not favour preventive action
- Much time spent on basic subjects, at the expense of other subjects
- Low success rate (graduation rate)
- Difficulty of officially recognizing learning

A CRITICAL LOOK AT THE CURRENT USE OF IPLs (*cont.*)

Elements to be maintained

- Assistance measures organized in many schools
- Required number of teachers and professional staff serving at-risk students
- Possibility of smaller classes and individual support
- Tutors or homeroom teachers, favouring meaningful relationships with students
- Innovative aspects of certain projects
- Involvement of teachers in special education

OVERVIEW OF TRAINING PATHS AND OUTCOMES IN SECONDARY CYCLE TWO



CYCLES AND PATHS FOR SECONDARY SCHOOL STUDENTS

- Cycle One (2 years)
 - Transition that better meets students' needs
 - Basic core education for all students
 - Emphasis on assistance measures

CYCLES AND PATHS FOR SECONDARY SCHOOL STUDENTS (*cont.*)

- Cycle Two (3 years)
 - Continuation of basic core education
 - Varied and linked educational paths
 - Diversified education
 - Cycle that facilitates guidance
 - Greater latitude for schools (governing board)

CONTEXT OF THE QUÉBEC EDUCATION PROGRAM

The program: support for the renewal of practices

Orientations

- Success for all
- Education that focuses on the development of competencies
- Evaluation that promotes learning
- Integrated learning

Practices

- Differentiation
- Support and guidance
- Regulation (or adjustment)
- Teamwork

CONTEXT OF THE QUÉBEC EDUCATION PROGRAM *(cont.)*

Success for all students:

- Take into account students' talents, aptitudes, interests and individual differences
- Use a guidance-oriented approach
- Ensure progress in learning (high but realistic requirements)
- Use differentiated strategies

CONTEXT OF THE QUÉBEC EDUCATION PROGRAM *(cont.)*

Development of competencies:

- Subject-specific and cross-curricular competencies
- Broad areas of learning, suitable contexts for meaningful activities
- Students as active learners
- Student support

CONTEXT OF THE QUÉBEC EDUCATION PROGRAM *(cont.)*

Evaluation as an integral part of learning:

- Support for learning
- Recognition of prior learning and competencies
- Certification

POLICY ON SPECIAL EDUCATION

Basic orientation: 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.

POLICY ON SPECIAL EDUCATION (*cont.*)

Make high demands so as to ensure the optimal development of competencies:

- Same expectations while using differentiated methods
- Same expectations while adapting methods
- Adaptation of the level of expectations

The types of adaptations must be justified in the student's individualized education plan.

POLICY ON SPECIAL EDUCATION (*cont.*)

Place the organization of educational services at the service of students with special needs by basing it on the individual evaluation of their abilities and needs, by ensuring that these services are provided in the most natural environment for the students, as close as possible to their place of residence, and by favouring the students' integration into regular classes.

ORIENTATIONS FOR THE ORGANIZATION OF SERVICES FOR AT-RISK STUDENTS IN SECONDARY SCHOOL

- Organize services in accordance with the aims, orientations and structure of the education program
- Evaluate the needs so as to meet them through pedagogical differentiation or, where appropriate, the establishment of an individualized education plan
- Organize services on the basis of the student's needs and abilities and the cycle team's resources
- Aim for the development of the competencies in the education program
- Aim for progress in learning
- Act from the perspective of lifelong learning
- Recognize the acquisition of competencies

ORIENTATIONS FOR THE ORGANIZATION OF SERVICES FOR AT-RISK STUDENTS IN SECONDARY SCHOOL (*cont.*)

- Favour services that keep the student in regular classes
- Provide varied assistance measures and groupings to meet specific needs:
 - Measures for prevention, consolidation and remediation
 - Integration into regular classes with support for the student or the teacher in certain subjects, as needed
 - Integration into regular classes and grouping in resource classes for some subjects
 - Grouping on the basis of stimulating educational projects rather than category of students

ORIENTATIONS FOR THE ORGANIZATION OF SERVICES FOR AT-RISK STUDENTS IN SECONDARY SCHOOL *(cont.)*

- Provide students who have the most severe difficulties with learning situations that correspond to their interests and learning styles while serving to develop the competencies of the education program
- Offer the same subjects or options as those offered to other students in the school, where ability warrants and where it would help the student to progress

SUGGESTIONS FOR ORGANIZING SERVICES

- Use the education program
- Provide mechanisms for evaluating needs and services
- Be receptive to working in a cycle team
- Use various types of services
- Implement management practices that are consistent with the orientations of the reform
- Familiarize yourself with the use of the individualized education plan