REDUCING THE DROPOUT RATE AT THE END OF SECONDARY SCHOOL
REDUCING THE DROPOUT RATE AT THE END OF SECONDARY SCHOOL

© Gouvernement du Québec
Ministère de l’Éducation, du Loisir et du Sport
ISBN : (PDF) 978-2-550-68351-3
Dépôt légal – Bibliothèque et Archives nationales du Québec, 2013

Ministère de l’Éducation, du Loisir et du Sport
Direction : Liette Picard (Direction des services éducatifs complémentaires et de l’intervention en milieu défavorisé)

Guy-Ann Albert       Direction de la formation professionnelle
Lucie Cormier       Direction de la formation générale des jeunes
Christiane Daigle       Direction des services éducatifs complémentaires et de l’intervention en milieu défavorisé
Marie Dupras       Direction des communautés culturelles
Jean-François Giguère       Direction des services éducatifs complémentaires et de l’intervention en milieu défavorisé
Geneviève Leblanc       Direction des services éducatifs complémentaires et de l’intervention en milieu défavorisé
Louise Marzinotto       Direction des services à la communauté anglophone
Gilbert Moisan       Direction de la recherche et de l’évaluation
Claire Piché       Direction générale des régions
Thomas Poirier (SAJ)       Secrétariat à la jeunesse du Québec
Giuliana Tessier       Direction de la formation professionnelle

Production : Direction des communications

Title of original document: Contrer le décrochage à la fin du secondaire
English translation: Direction des services à la communauté anglophone
Services langagiers
Ministère de l’Éducation, du Loisir et du Sport

© Gouvernement du Québec
Ministère de l’Éducation, du Loisir et du Sport
ISBN : (PDF) 978-2-550-68351-3
Dépôt légal – Bibliothèque et Archives nationales du Québec, 2013
WHAT IS THE OBJECTIVE OF THIS GUIDE?

While this guide is designed primarily to help prevent Secondary IV and V students from dropping out of school, it can also be applied, to a lesser degree, with students who have already dropped out. It describes actions that research has shown to be effective and gives an overview of what can be accomplished by various stakeholders concerned with students’ success: school administrators, parents, teachers, guidance counsellors, other professionals and the students themselves. These effective actions can also be used to enhance various aspects of student life, such as students’ feeling of belonging to their school, their academic learning, and their learning and work possibilities.

This guide enables schools to compile an inventory of the measures they have already instituted and other steps they could take to prevent more Secondary IV and V students from dropping out, or to get students who left school without obtaining a diploma to return to their studies.

The actions suggested are intended to provide better support for Secondary IV and V students, so that they can eventually obtain a Secondary School Diploma (SSD) or a Diploma of Vocational Studies (DVS). This way of thinking is in line with the Québec Education Program, which stresses the importance of academic success and stipulates, as part of a student-centred approach, that “success in school may be achieved in various ways, through a range of programs whose requirements are high yet realistic for the individual student.”

WHO IS THIS GUIDE FOR?

This guide is intended for school and school board administrators. It has been designed to facilitate the planning and other cooperative activities of school teams or educational services. It presents seven principles that sum up the measures that research has deemed to be effective.

WHAT ARE THE CHARACTERISTICS OF THE SECONDARY IV AND V STUDENTS WHO DROP OUT OF SCHOOL?

The characteristics of students at risk of dropping out and of students who have dropped out have been described in a number of studies. These students have been grouped according to typological classifications that inform the schools’ actions. The profile of Secondary IV and V dropouts given below draws, albeit not exhaustively, on data collected by the Ministère de l’Éducation, du Loisir et du Sport (MELS):

- statistics on dropouts in 2008-2009 (points 1 to 3)
- the study entitled Décrochage et retard scolaires – Caractéristiques des élèves à l’âge de 15 ans (points 4 to 6).
1. THE MOST EASILY IDENTIFIABLE STUDENTS

**Students with handicaps, social maladjustments or learning disabilities**
In 2008-2009, students with handicaps, social maladjustments or learning disabilities accounted for a little more than one third (35.6%) of Secondary IV and V dropouts. This figure was clearly lower than that observed in Secondary III. On the other hand, given the high dropout rate among these students before Secondary IV, they did not represent more than 10% of the students enrolled in Secondary IV and V. Consequently, students identified as having handicaps, social maladjustments or learning disabilities were overrepresented among the entire cohort of dropouts at the end of secondary school.

**Academic delay**
Secondary IV and V students who exhibited an academic delay in 2008-2009 made up two thirds (67.8%) of all dropouts, while accounting for about one out of every five students (20.7%).

**Intermediate socioeconomic backgrounds**
Students from intermediate socioeconomic backgrounds, that is, who were neither advantaged nor disadvantaged, dropped out in greater numbers than students from disadvantaged socioeconomic backgrounds (36.7% compared with 32.6%). This can be attributed to the fact that students from disadvantaged socioeconomic backgrounds drop out earlier.

**First-generation immigrants**
Immigrant students, particularly first-generation immigrant students, were overrepresented among dropouts in 2008-2009. Students born outside Canada (first generation) accounted for approximately 1 out of every 6 dropouts (16.8%), while their weighting among the total population of enrolled students was only 7.5%.

2. **“INVISIBLE” STUDENTS**

A high percentage of dropouts were “invisible” in 2008-2009; in other words, they exhibited none of the sociodemographic characteristics in the Ministère’s data that correlate with high dropout rates.

These students, who were not identified as having handicaps, social maladjustments or learning disabilities, did not exhibit academic delays, did not come from disadvantaged socioeconomic backgrounds, and were not first-generation immigrants, accounted for 7.8% of Secondary IV dropouts and 16.6% of Secondary V dropouts.

3. **STUDENTS WHO ARE MISSING ONLY A FEW REQUIREMENTS**

In 2008-2009, one third of Secondary IV and V dropouts needed only a few credits to graduate.

They needed to pass:
- language of instruction (21% of them)
- second language (19% of them)
- one subject from among the following: Secondary IV History and Citizenship Education, Secondary IV Mathematics, Secondary IV Physical Science (12% of them)
- two subjects from among the following: Language of Instruction, Second Language, Secondary IV History and Citizenship Education, Secondary IV Mathematics, Secondary IV Science (15% of them)

4. **STUDENTS WITH ACADEMIC DIFFICULTIES**

Other characteristics of Québec students at risk of dropping out were noted in Décrochage et retard scolaires – Caractéristiques des élèves à l’âge de 15 ans. These characteristics included:
- poor reading competency
- limited participation in school activities
5. STUDENTS WITH A LIMITED SENSE OF ATTACHMENT TO THEIR SCHOOL

The same study noted the following characteristics among dropouts:

- limited participation in cultural activities
- lack of academic involvement (they have poor relationships with the teachers and consider school to be pointless)
- low level of social engagement (they don’t feel at home at school, they don’t have friends, etc.)
- they have been expelled from school
- they have missed classes without permission
- they have had problems which required that they speak with the school principal or vice-principal
- they have certain negative perceptions with regard to their future in society and the workplace

This study revealed, on the other hand, two perceptions of the school climate found among students who do not exhibit academic delay:

- there is a friendly atmosphere in the school
- students are disciplined in a fair manner in the school

6. STUDENTS WHO ARE INFLUENCED BY THEIR PARENTS' OUTLOOK

The same study noted, finally, the following characteristics among dropouts:

- their parents have little interest in intellectual life
- their parents do not think it is important for them to obtain an SSD

Others studies have shown that the likelihood of a student dropping out increases with the number of related risk factors.
SEVEN OPERATING PRINCIPLES

The foregoing list of characteristics of students who are at risk of dropping out, as well as studies on effective practices for preventing them from dropping out, led to the development of seven major operating principles.

1. IDENTIFICATION AND SUPPORT

Students who exhibit early signs of dropping out toward the end of secondary school are identified and supported.

2. STUDENT-TEACHER RELATIONSHIPS

Teachers establish good relationships with Secondary IV and V students.

3. AFFECTIVE AND COGNITIVE ENGAGEMENT

Teachers foster students’ affective and cognitive engagement.

4. PLANS FOR FUTURE

Students have educational plans or pursue occupational goals.

5. THE SCHOOL AS A COMMUNITY

Students have a strong feeling of belonging to their school.

6. THE PARENTS’ CONTRIBUTION

Parental support with respect to students’ perseverance in their studies and their academic and vocational guidance is recognized and encouraged by the entire school staff.

7. SCHOOL ORGANIZATION

The flexibility provided by The Education Act, the Basic school regulation and other framework legislation is used to adapt school organization to potential dropouts and students returning to their studies.

In the following pages, each of these principles is broken down into focuses of intervention that orient the actions required to obtain maximum effectiveness. Examples of effective practices illustrate ways in which it is possible to work with young people, organize resources and structure intervention. Recent reference material (included in the Notes at the end) bolster the examples of effective practices.
REDUCING THE DROPOUT RATE AT THE END OF SECONDARY SCHOOL
The systematic identification and monitoring of potential dropouts is one of the keys to success in preventing students from dropping out.

Systematic means organized: all those involved know what they have to do and have received any necessary training to carry out their tasks. Systematic work also means that there is no identification without monitoring and support. There must be follow-through.

Dropout risk indicators may be grouped as follows:

- **Behavioural**: poor school attendance, absenteeism, a history of dropping out and returning to school, numerous changes of school, limited participation in extracurricular activities, a high number of paid working hours
- **Academic**: failed courses, failures on ministerial examinations, low pass rates, unfinished class assignments and homework, academic delay including overlapping school years, problems with English (language of instruction)
- **Cognitive**: little interest in school, avoidance of learning, low opinion of their effectiveness and competence
- **Affective**: little hope of obtaining a diploma, social isolation, weak sense of belonging to the school, depression, talking about wanting to drop out of school, no life goals
- **Disciplinary**: suspension from school, visits to the principal’s office, detention, expulsion
- **Socioeconomic**: number of hours worked, family income

**Main focuses of intervention**

1. Creating a mechanism to ensure that students who are at risk of dropping out are identified and given all the help they need
   - For example:
     - having a dropout prevention coordinator who is well acquainted with the Secondary IV and V students
     - setting up a committee composed of teachers and complementary educational services personnel and coordinated by the school principal

2. Using validated tools to identify students who are at risk of dropping out

3. Training school staff to recognize the early signs of dropping out, even among students who, on the surface, do not appear to be potential dropouts (those referred to as “invisible” dropouts in the introduction to this document)

4. Proceeding to the diagnostic stage and offering pedagogical support to students who are experiencing difficulties

5. Making use of complementary educational services in recognized prevention or intervention programs to support at-risk students in both the school and community

6. Adopting an absenteeism management policy oriented toward the search for solutions designed to keep students in school
REDUCING THE DROPOUT RATE AT THE END OF SECONDARY SCHOOL

**First Principle**

**Identification and support**

To foster their engagement and perseverance, identify and support students who show early signs of dropping out toward the end of secondary school.

**What measures should be taken?**

**Examples of effective practices**

Using recognized diagnostic tools, such as Laurier Fortin’s Logiciel de dépistage du décrochage scolaire (dropout diagnosis software program) and the Trousse d’évaluation des décrocheurs potentiels (potential dropout evaluation kit) developed by Michel Janosz and others to identify students at risk of dropping out.

Facilitating contact between at-risk students and significant adults who can urge them to persevere with support from the school. A significant adult should have the following characteristics: the will to persist despite the student’s behaviour or decisions; mediation skills; the ability to negotiate, make compromises and deal with conflicts; the belief that all students, including those living in an environment that puts them at risk of dropping out, have skills, strengths, etc. (Source: Check and Connect program, University of Minnesota).

Offering individualized support or mentoring to students exhibiting a number of dropout risk factors. Mentors help students to solve personal or school-related problems, such as time management issues and couples-related or family conflicts. Effective mentors provide useful feedback, support students in the development of their competencies, recognize their positive accomplishments, and systematically monitor their academic results and setbacks, or any signs of lack of discipline. Mentors must commit to their students for at least a year, meet with them at least once a week, and keep in contact with them by phone, e-mail or social media. Mentorship is based on the idea that a relationship of trust, support and expertise makes students more resilient to stress and fosters the development of students’ personal competencies. Mentors must be trained and receive support.

Using recognized ways of increasing students’ motivation. See, for example, those presented in Roch Chouinard’s CLASSE model (accessible at http://zoom.animare.org/appui-motivation).

Calling upon the resources of external organizations such as the Carrefours jeunesse-emploi, which offers Measure IDEO 16 17, to obtain support services for students with special needs. The Carrefours jeunesse emploi collaborate with 750 educational institutions.

Using tools that make it possible to monitor students’ marks to identify sudden drops or risks of failure. The Commissions scolaire de Saint-Hyacinthe and the Commission scolaire des Samares have created scorecards for this purpose specifically for school administrators.

Setting aside time to talk individually with students who have talked openly about quitting school, or who are at risk for dropping out, in order to analyze their situation and find and apply solutions.

Pairing students experiencing problems in school with other students (helpful peers).

Establishing measures to support students who are often absent or late, or whose marks are dropping.
FIRST PRINCIPLE
Identification and support

To foster their engagement and perseverance, identify and support students who show early signs of dropping out toward the end of secondary school.

Making school staff aware that some potential dropouts go unnoticed by the adults in the school.
Informing the school staff, parents and students about competent resources to whom they can refer students grappling with problems that make it more difficult for them to stay in school (drug addiction, dependency, depression).

What the research says

“The establishment of a targeted prevention program requires identifying individuals with whom it can be used.”7

“Studies on the effectiveness of actions suggest avoiding scattered measures and adopting an overall strategy affecting the entire school community and a range of audiences.”8

The Check and Connect program advocates monitoring the student’s progress in order to intervene quickly and prevent problems from getting worse. “[This intervention] consists of four main actions: systematically compiling information on late arrivals, absences, instances of bad behaviour, suspensions and failures.” Since this practice of monitoring absences has proved useful in the transition from elementary school to secondary school,9 it would be advisable to extend it to the end of secondary school.

“The current trend in support for students with difficulties is strongly influenced by the Response to Intervention (RTI) approach. This approach . . . is intended to offset the phenomenon of late intervention with students experiencing learning difficulties. . . . The RTI approach constitutes a framework that allows for the planning of empirically validated prevention interventions that are gradually intensified . . . to foster the success of all students.”10

“The most effective preventive actions are those that combine general actions with more targeted ones.”11

Individualized support apparently has positive effects on many facets of special education, including “attachment to the school, the feeling of academic competence, the perception of relationships with the teachers, class attendance and persistence in school.”12

“Support offered under Measure IDEO 16-17 is considered to be relevant, of good quality, and productive.”13

It is important to help students to meet their extracurricular needs by giving them access to personal or family support services.14

Frequent absences or late arrivals may be signs of a lack of involvement in school.15
REDUCING THE DROPOUT RATE AT THE END OF SECONDARY SCHOOL
SECOND PRINCIPLE
Student-teacher relationships
To foster the students’ engagement and perseverance and to prevent them from dropping out, teachers establish good relationships with Secondary IV and V students.

Research in the area of pedagogical intervention shows more and more clearly the importance of positive relationships between students and teachers. This factor helps students to feel more involved in their studies and fosters their success in school. The benefits are apparently even greater for students with problems.

Teachers who show that they respect their students, encourage them to express their ideas and treat them in a fair and equitable manner find it easier to obtain their cooperation. Students also consider leadership to be a factor likely to foster a trusting relationship.

A good relationship means that the teacher is sensitive to the students’ needs, as demonstrated by active listening and empathy. A good relationship also depends on the quality of the support given to students’ autonomy, the ability to provide useful feedback, support for the students’ competency development, and respect for students’ points of view and areas of interest. By establishing good relationships with their students, teachers give them a sense of control, and provide them with relevant information and positive reinforcement for their competencies whenever a difficult situation arises.16

Main focuses of intervention

1. Encouraging teachers to establish meaningful connections with students by adopting positive and well-intentioned attitudes17 that take into account the needs for autonomy and competence of 15- to 17-year-olds

2. Effectively applying the school’s code of conduct (rules) and managing the class in ways that take into account the realities of Secondary IV and V students

What measures should be taken?

Examples of effective practices

Taking an interest in students as individuals in order to create a relational dynamic: showing interest in the things they like, their personal and occupational plans.

Recognizing the student’s achievements, working as a member of a team and supporting the team’s efforts to increase the students’ feelings of personal effectiveness.18

Showing the students that they are committed to helping them to succeed and to overcome the obstacles they encounter in Secondary IV and V: evaluating their progress and needs and teaching them any needed strategies they may lack.
SECOND PRINCIPLE

Student-teacher relationships

To foster the students’ engagement and perseverance and to prevent them from dropping out, teachers establish good relationships with Secondary IV and V students.

Giving students more responsibilities: problem solving, case studies, projects, peer instruction, teamwork on their own while respecting the subject-related objectives, practicums, interviewing experts.

With regard to the code of conduct, establishing with Secondary IV and V students a small number of clear rules and applying them assiduously: rules regarding a commitment to learning, respectful relationships, effective teamwork, and care in using materials.

What the research says

“The presence of at least one supportive and caring adult can make a world of difference for a child.”

By establishing quality support and supervision mechanisms and a positive relational climate, it is possible to create the feeling of a small community within the school and to ensure that all involved have the same expectations with regard to student behaviour. Various studies on dropping out have made interesting connections between school climate and student retention. Moreover, it appears that the quality of the school environment is more decisive for at-risk students from backgrounds that provide little stimulation or do not support them in their efforts to learn.

“Certain attitudes facilitate communication and help to create good relationships. Thus, a teacher who is open to students and who is warm and calm will tend to adopt an empathetic attitude that encourages and motivates students.”

“The prevailing atmosphere in the classroom has an influence on the students’ behaviour, in addition to constituting a major factor contributing to the smooth functioning of the class and student satisfaction.”

“Our research has enabled us to bring out the importance of respect initiated by the teacher... the principle “I expect the same of myself as I do of them”... Therefore, respect initiated by the teacher... leads to true recognition by the students of the teacher’s authority because it opens the door to mutual respect and reciprocity.”
THIRD PRINCIPLE
Affective and cognitive engagement
To foster perseverance and to prevent students from dropping out, teachers foster students’ affective and cognitive engagement.

Students’ engagement in school has three dimensions: behavioural, affective and cognitive.

The behavioural dimension is manifested, for example, by students’ behaviour (compliance or non-compliance with rules) and by their participation in social and extracurricular activities. The affective dimension is associated with their interest in school, their perception of the usefulness of academic subjects, and their sense of belonging to the school. The cognitive dimension covers the extent to which they are engaged in learning and the strategies they use to learn.

Dropping out of school follows a gradual process of disengagement on the part of students. But the process can be reversed since the school can act in ways that foster students’ engagement. It can influence their feeling of belonging to the school and encourage them to take part in social and extracurricular activities (see the fifth principle). The school can also increase students’ interest in academic subjects (affective engagement) and have them become more involved in their studies and acquire more effective learning strategies (cognitive engagement). This is the meaning of the third principle.

The usefulness of acquiring mastery-level reading and writing skills in the language of instruction must be demonstrated and validated since many potential dropouts fail language courses. Mastery of the language is their stumbling block, whereas it is one of the basic competencies required for success in the majority of academic subjects.

Studies also show that, under certain conditions, the use of information and communication technology can have an effect on students’ motivation and the development of their intellectual skills.

Main focuses of intervention

<table>
<thead>
<tr>
<th>Main focuses of intervention</th>
<th>Already in place</th>
<th>To be established</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Adopting practices that foster students’ interest in academic subjects, their involvement in the learning process and the acquisition of learning strategies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Using information and communication technology to increase students’ motivation and marks and to foster the development of their intellectual skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Paying particular attention to the development of reading and writing competencies in all subjects</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Providing teachers with professional development opportunities to enable them to diversify their teaching practices</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What measures should be taken?
THIRD PRINCIPLE
Affective and cognitive engagement
To foster perseverance and to prevent students from dropping out, teachers foster students’ affective and cognitive engagement.

Examples of effective practices

Adopting diversified teaching methods that are best suited to students’ characteristics: lectures, demonstrations, problem solving, case studies, projects, peer instruction, teamwork, practicums, exercise, guided research, presentations by experts, interviews with experts, individual work.

Presenting students with “activities that are authentic, play-oriented (using language games) and strategic (targeting the development of strategies via activities that prepare students for writing) . . . also with more subtlety, [using] explicit instruction (where the teacher models a strategy so that the students can assimilate it in an increasingly autonomous manner), metalinguistic situations (that draw upon analysis, the use of language and reference works) and traditional practices (in which the teacher uses a lecture format to acquaint students with specific content).”

Having high expectations of all students.

Relying on such pedagogical practices as explicit instruction, differentiated instruction and varied evaluation methods.

Highlighting achievements on a regular and recurrent basis (making it a habit).

Inviting all students to participate actively in class. This involves varying teaching and learning methods, and asking students to engage in reflection and debate, to write, to read and to analyze.

Increasing the number of concrete examples that create links between learning and the world of work.

Meeting students’ needs for guidance by integrating a concern with teaching and learning activities (the concept of the guidance-oriented approach).

Alternating between explicit teaching activities and active learning activities to enable students to have a model and a point of departure as well as times during which they are expected to be more active and construct their knowledge.

Setting aside time for teacher training.

Varying teacher training formats:

- brief training sessions by education consultants (30 minutes and less)
- training by peers, education consultants or university experts
- observation in the classroom (for example, a teacher or education consultant observes a teacher in the classroom, focusing on an aspect of his/her teaching in order to verify or improve it)
- training at the school, via teleconferences

Following up teacher training:

- an opportunity to put training into practice, to be supported while doing so, and to analyze the results
THIRD PRINCIPLE
Affective and cognitive engagement
To foster perseverance and to prevent students from dropping out, teachers foster students’ affective and cognitive engagement.

What the research says
Some authors say that independently of the students’ initial skills, when teachers have confidence in them and maintain high expectations with regard to their learning, the students show a greater degree of engagement and academic success.35

“Differential treatment by the teacher can also have an impact on the students’ self-concept and motivation which are likely to affect the students’ performance.”36

Student-centred teaching practices involve problems related to real situations: students’ participation in planning and evaluation, teamwork and recourse to helpful peers. The teacher recognizes the students’ particularities and provides them with opportunities to develop their critical sense and their personal values.37

Students who receive insufficient support from those around them “would benefit the most from school mentoring. They would develop their pro-social behaviour, put more effort into classroom activities, see themselves as more confident in their studies, and perform better than students in a control group.”38

“One of the main challenges for policymakers facing the demands of a knowledge society is how to sustain teacher quality and ensure that all teachers continue to engage in effective on-going professional learning. Research on the characteristics of effective professional development indicates that teachers need to be active agents in analysing their own practice in the light of professional standards, and their own students’ progress in the light of standards for student learning.”39

In science and history, “when students actually read or write, they spend less time writing new texts than they do recopying passages to be memorized. Overall, history and science teachers devote little time to verifying students’ ability to recast what they have learned in their own words. They also have a tendency, notes the researcher [Suzanne-G. Chartrand], “to emphasize low-level cognitive operations (spelling and syntactical corrections) to the detriment of high-level operations like textual organization and coherence.”40

Using information and communication technologies
“The use of computers for educational purposes sparked attention, strengthened motivation, facilitated the development of students’ autonomy . . . , allowed for more individualized learning and, naturally, ... ensured that students acquired computer competencies.”41

The use of information and communication technologies increases students’ marks, motivation and interest under certain conditions, especially if technology directly supports the program objectives, can be adjusted to the students’ abilities in addition to providing feedback, is integrated into teaching activities and allows for the development of higher-level cognitive operations, and if the computer applications offer problems of varying degrees of difficulty.42

“There is ongoing consensus that one of the strongest impacts stemming from laptop use in the schools of the Eastern Townships School Board seems to be greater motivation on the part of students.”43
REDUCING THE DROPOUT RATE AT THE END OF SECONDARY SCHOOL
**FOURTH PRINCIPLE**

**Plans for the future**

To foster their engagement and prevent them from dropping out, ensure that the students have educational projects or pursue occupational goals.

Students who have occupational goals are more motivated to pursue their studies, especially when the learning content creates connections with trades and occupations. Students must acquire enough self-confidence to know what their values are, in addition to knowing their competencies and personality, so that they can select an occupation or area of interest to them. Teachers or guidance counselors can help them to understand themselves better, to become familiar with the labour market, and to explore it. Guidance counselors can also help students who are risk of dropping out to select paths suited to their profiles: general education, a combination of general education and vocational education (also see the seventh principle).

<table>
<thead>
<tr>
<th>Main focuses of intervention</th>
<th>Already in place</th>
<th>To be established</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Implementing a plan comprising all slated interventions regarding learning and work options by arranging for teachers and complementary educational services staff to contribute</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Helping teachers in each subject to create opportunities to explore the labour market with the students (paying special attention to jobs related to the subject and the usefulness of the subject for the jobs)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Increasing the number of guidance interventions with students who are at risk of dropping out to help them define realistic educational and occupational objectives (goals or plans)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Ensuring that at-risk students can select the type of education or training that corresponds to their needs, interests and abilities</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**What measures should be taken?**

**Examples of effective practices**

Creating learning situations that teachers can use to have students explore the labour market while at the same time covering the learning content in their subject.

Organizing, through career exploration and guidance services, information and self-awareness activities through the development of a life plan for Secondary IV and V students.

Ensuring that at-risk students fully understand the wide range of training paths and study programs they have to choose from, according to their aspirations and abilities, and situating them in relation to labour market needs (taking general education courses concurrently with vocational training programs, vocational and technical training programs, preuniversity programs, transitional paths between levels of education).
FOURTH PRINCIPLE

Plans for the future
To foster their engagement and prevent them from dropping out, ensure that the students have educational projects or pursue occupational goals.

Promoting vocational and technical training as an academic success and student retention technique through hands-on experience in a trade or occupation (see the seventh principle)

Offering students career development programs (Personal Orientation Project, Exploration of Vocational Training or Entrepreneurship)

Familiarizing teachers with the vocational and technical training programs offered in the region

Informing the school staff of the existence of a reception and integration program in the CEGEPs

What the research says

*Aspirations are wishes, desires, expectations, plans for the future—expressions of a need—that enable individuals to set goals for themselves. In the context of the schools, aspirations are what motivate students to pursue secondary and postsecondary studies.*

"Aspirations give meaning to future plans and this meaning serves as a motive for action."

"Offer teaching that enables students to see the usefulness of what they are being asked to learn."

Host career days and offer opportunities for work-related experiences and visits to postsecondary campuses.

Ensure that guidance services operate in a more flexible and innovative manner so that they are suited to the wide range of needs and situations.

"Offer young people a broad range of options and help them to change their path when it is advantageous for them to do so."

Offering an integrated schedule of concurrent studies in general education and vocational training significantly contributes to student retention and academic success among those under the age of 20, particularly with regard to earning a Diploma of Vocational Studies, a Secondary School Diploma or pursuing college studies. (MELS, Direction de la recherche, des statistiques et de l’information, La concomitance de la formation professionnelle et de la formation générale à horaire intégré).
FIFTH PRINCIPLE
The school as a community
To foster students’ engagement and perseverance and to prevent them from dropping out, help the students cultivate a strong sense of belonging to their school.

When students feel a sense of belonging to their school, it means that they feel at home, that they can develop there, and receive recognition on personal and social levels. They feel safe and believe that the school they attend can meet their needs. It’s “their” school. For Secondary IV and V students, belonging can also mean they see where the school can take them. The establishment of measures to increase this feeling of belonging increases the chances that students will stay in school.

Main focuses of intervention

<table>
<thead>
<tr>
<th></th>
<th>Already In place</th>
<th>To be established</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Organizing communication activities and events to foster a sense of belonging</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Having the students take an active role in school activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Offering a variety of extracurricular activities and projects suited to the needs and tastes of students at risk of dropping out</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Fostering the creation of links between students at risk of dropping out and students who can help them</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Creating small communities in the school</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What measures should be taken?

Examples of effective practices

Using the Web and social media to:

- publicize the school’s interesting activities
- publicize achievements by groups and individual students
- announce activities designed to bring people together
- learn about how students feel with regard to their occupational path

Suggesting, for the students, activities that create a feeling of pride:

- leaving a legacy or making some other contribution to the school
FIFTH PRINCIPLE
The school as a community
To foster students’ engagement and perseverance and to prevent them from dropping out, help the students cultivate a strong sense of belonging to their school

- making and keeping a record of their time spent in school (taking photographs during extracurricular activities, painting a mural)

Having the students participate in:
- developing and applying a code of conduct

Giving students a say in decisions about what happens in the classroom and in the school as a whole

Asking students which extracurricular activities are most likely to interest them

Suggesting extracurricular activities that take into account Secondary IV and V students’ tastes and occupational interests

Setting aside a day for introducing students to extracurricular activities

Organizing school monitoring by pairing students who may share certain academic skills with others who could benefit from them. Students who share their skills take advantage of this task because they can thereby review both learning content and work methods by explaining their own ways of working and learning to other students. Students receiving support of this kind obtain good and credible advice. They spend quality time doing their school-work.

Organizing peer support or a homework assistance service outside of class hours

Grouping the students into small mixed learning communities in schools with a large student population. In other words, creating “schools” inside the school

What the research says

"Many studies show that students’ feeling of belonging to their schools is associated with better social, psychological and behavioural adjustment, as well as with higher motivation and marks." The more students participate, the better the atmosphere . . . and the marks."

To help students to consciously choose their behavior, have them take part in developing rules of discipline for their class: code of conduct (rules), pleasant and unpleasant consequences.

"By far the main reason given to explain why some students do not take part in activities they would enjoy is simply that these activities are not offered at their school."

"Participation in extracurricular activities is connected to a higher level of schooling... and to a reduced risk of dropping out in secondary school."

Students who tutor other students increase their understanding of the subjects with which they are helping.

"The homeroom system is a suitable way of increasing one’s sense of belonging to a school, in addition to fostering academic success and student retention."
SIXTH PRINCIPLE
The parents’ contribution
To foster the engagement and perseverance of Secondary IV and V students and to prevent them from dropping out, the entire school staff recognizes and encourages parental support with regard to perseverance in studies and academic and career guidance.

Many research studies have shown the importance of parental support in educational success. Regardless of parents’ level of schooling, the importance they attribute to education and to the pursuit of studies undeniably influences young people’s motivation. Parents can also contribute to their children’s academic and career guidance.

Main focuses of intervention

1. Acknowledging and mobilizing the parents
2. Informing and training parents so that they support their children’s efforts to obtain a diploma
3. Promoting parents’ participation in school activities as a way of showing the importance they attribute to education
4. Fostering collaboration between parents and the complementary educational services of the school to promote student retention

What measures should be taken?

Examples of effective practices

Reminding parents in a variety of ways and through different people at the school (including via the Web and social media) that they can play an important role, and that they can have a huge impact on their children’s success in school:

- by encouraging them and supporting them in their choice of a trade or occupation
- by viewing their competence and success in a positive light and by believing that they can fulfill their career aspirations.

Having the school staff become more aware of the importance of parental support

Organizing at the school, specifically for parents, information sessions led by resource persons who know how to equip parents to support their adolescent. For example, workshop presentations can deal with topics such as communication between parents and teens, career options and the social lives of young people.

Having parents become more aware, through meetings or by means of written communication, of the wide range of educational paths and vocational and technical training programs available, and showing parents that these paths are flexible and can serve as good bridges between different levels of education. More specifically:

- students may enrol in a vocational training program even if they have not yet obtained the requisite Secondary IV or V credits; such students are required to earn the missing credits while taking their vocational training
SIXTH PRINCIPLE
The parents’ contribution

To foster the engagement and perseverance of Secondary IV and V students and to prevent them from dropping out, the entire school staff recognizes and encourages parental support with regard to perseverance in studies and academic and career guidance.

program so that they can meet the latter’s admission requirements and thereby obtain the Diploma of Vocational Studies.

- students enrolled in a vocational training program may concurrently earn the general education credits required to obtain a Secondary School Diploma, in addition to their Diploma of Vocational Studies, so that they can eventually go on to college.

- the bridges between vocational training at the secondary level and technical training at the college level (close to 30 paths are in the process of being implemented)

- the great diversity of vocational training programs and technical training programs (nearly 300)

Deconstructing the negative perception that some parents have of vocational and technical training by emphasizing:

- their high job occupancy rates, given the sizable niche formed by jobs requiring intermediate competency levels (vocational and technical training)

- the fact that related job prospects are expected to increase in the coming years

- salaries

Informing parents of early signs indicating that a student may drop out or lose interest in his or her studies

Encouraging parents to make young people more aware of the fact that some subjects (language of instruction, second language and mathematics) are required for admission to various study programs (vocational and technical training); this applies to students who have decided what they want to do, and to those who are undecided

Inviting the parents to learn about the procedures the school has students follow in order to determine or further specify their career training plans

Regularly informing parents of how their teenage children are doing in school, using various means of communication; encouraging parents to inform themselves

Varying the means of communication in order to have as many parents as possible participate

What the research says

“When parents place a high value on their less-skilled children’s education, we find that parents’ own education level does not affect dropping out.”

“Regardless of which social environment children find themselves in (family, school or community), research shows that three protective factors are essential [to the development of resilience in students]: caring relationships, high expectations and opportunities for meaningful contribution.”

“Parents become more involved when they see that the teaching staff want them to participate.”

“Many [parents] hesitate to become involved if they are not invited to do so, [but] it is not enough to organize participative situations so that parents feel concerned or decide to become involved. The information must be communicated to them in an effective manner...”

A third of the jobs that will be created between now and 2020, namely 108 000 out of 316 000, will require vocational training (secondary level) or technical training (college level).
SIXTH PRINCIPLE
The parents’ contribution
To foster the engagement and perseverance of Secondary IV and V students and to prevent them from dropping out, the entire school staff recognizes and encourages parental support with regard to perseverance in studies and academic and career guidance.

About nine months after they obtained their diplomas, nearly three quarters of vocational training and technical training graduates had already found jobs. In 85% of these cases, it was a full-time job. In 2010, the average gross weekly salary of DVS holders with full-time paying jobs was $664 (MELS, Direction de la recherche, des statistiques et de l’information, “Relance Survey of Vocational Training at the Secondary Level – Highlights,” 2010).

“It is important to consult the parents, to inform them about the school’s aims, to set aside time for positive meetings... that foster and consolidate a sense of belonging, to draw on [stakeholders’] respective competencies and to ensure that the school is perceived as a pleasant environment and not only a place where knowledge is handed down.”73
REDUCING THE DROPOUT RATE AT THE END OF SECONDARY SCHOOL
SEVENTH PRINCIPLE
School organization
To foster students’ engagement and perseverance, the school adapts to potential dropouts and students who may return to school by using the leeway provided by the Education Act, the Basic school regulation and other framework legislation.

Québec’s elementary and secondary schools are very creative when it comes to organizing in ways that motivate students and help them to fully develop their linguistic, scientific, computer, artistic and sports skills to the highest levels. For many years, in fact, hundreds of special school projects, also known as “concentrations,” have been offered to Québec elementary and secondary school students: enrichment programs in sports, languages, sciences, arts, international studies, sports-study, arts-study, etc. In order to offer these projects, the schools have been using the leeway afforded by the subject-time allocations of the Basic school regulation and the Education Act, specifically sections:

• 86 : approval, by the governing board, of the time allocated for each subject
• 222 : application of the provisions of the Basic school regulation (possibilities of exemptions and departures from the BSR, special school projects)
• 222.1 : exemption from the requirement to take a specific subject for a student in need of support measures

In addition, some forms of school organization also target students who are at risk of dropping out or have already done so. This is the case with projects that prepare students aged 15 and up to enroll in vocational training programs and with schools for students returning to their studies.

School organization can also be used to foster student retention.

Main focuses of intervention

1. Taking stock, with all the stakeholders concerned, of the leeway the school has to organize its services in ways adapted to the needs of potential dropouts and students returning to their studies (Education Act, Basic school regulation, budget rules, collective agreements, etc.)

2. Drawing up a profile of the students and their needs (representation in the labour market, financial needs, reasons for dropping out of secondary school, etc.)

3. Optimizing school organization in order to meet students’ needs while taking the six preceding principles into consideration

4. Evaluating the effects of school organization on students at risk of dropping out or students returning to their studies (on their perseverance, their obtaining of a diploma, their admission to CEGEP or to vocational and technical training, their sense of belonging, student-teacher relationships, etc.)

What measures should be taken?
SEVENTH PRINCIPLE
School organization

To foster students’ engagement and perseverance, the school adapts to potential dropouts and students who may return to school by using the leeway provided by the Education Act, the Basic school regulation and other framework legislation.

Examples of effective practices

Creating a school for students who have returned to their studies (or a special school project in a part of the school)

- Some characteristics of a school for students who have returned to their studies:
  - a year divided into two terms
  - systematic support from teachers
  - concern for the students’ emotional security
  - guidance services available year round
  - a social worker available to support students struggling with problems

- Some characteristics of another school for Québec students who have returned to their studies:
  - individualized instruction
  - a part-time schedule so that students can reconcile work and study
  - evening courses
  - a mutual assistance network for parents and students
  - instruction in work and learning strategies
  - the promotion of vocational training
  - a degree of tolerance for absences (maximum of 20%) ;
  - a student café
  - a social worker available to help students deal with problems in school or at home, and with personal concerns or worries
  - a nurse available for health-related questions
  - a specialized educator available to help students deal with adjustment, drug or alcohol problems
  - a guidance counsellor available to help students select a program of study or an occupation, and for evaluation of the student’s potential, personality assessments and job search strategies

Offering vocational training and general education concurrently within an integrated schedule

- Concurrent study programs enable students who have earned the requisite Secondary III credits in language of instruction, second language and mathematics to also earn, at the same time as they pursue their vocational training, the Secondary IV and V credits in general education that are prerequisites for their vocational training program.

Offering a special school project that prepares students for vocational training

- If a school project is intended to ease the transition of students aged 16 and up to vocational training, the school board can authorize the student to be exempt from all Secondary Cycle Two subjects other than those required by the Basic Vocational Training Regulation for admission to a program of study leading to a Diploma of Vocational Studies  (Regulation respecting departures from the list of subjects of the Basic school regulation for preschool, elementary and secondary education, section 1).

REDUCING THE DROPOUT RATE AT THE END OF SECONDARY SCHOOL
SEVENTH PRINCIPLE

School organization

To foster students’ engagement and perseverance, the school adapts to potential dropouts and students who may return to school by using the leeway provided by the Education Act, the Basic school regulation and other framework legislation.

- A school project of this kind may make it possible to:
  - offer visits to, or practicums with, businesses to help students to determine their fields of interest
  - offer more individual and group academic and career guidance
  - teach subjects in a more applied and concrete manner
  - offer local programs likely to motivate students

Organizing teaching duties as a global task

- “The global task approach, which consists in entrusting a group of students to a team of teachers who then become responsible for all aspects of each student’s program of study, has been applied in two classes with individualized paths in the Beauce region. Research has shown that, within the global task framework, the students’ stress, worries and rates of absenteeism drop significantly, while their behaviour and attitudes improve. Moreover, this situation creates a sense of belonging in students, acceptance of their peers and a better understanding of the subject. The teachers, for their part, noted that this approach gave them more freedom and flexibility, which made their teaching less routine and more effective.”

Offering students a schedule that enables them to concentrate on certain courses, and even to explore the workplace, and making all students aware of these arrangements

Drawing on the provisions of section 222 of the Education Act in order to:

- create customized special school project for a small group of students
- offer workplace entry programs to young people who feel drawn to the job market and who are ready to leave school in order to earn a living. In this way, students can earn qualifications while doing a part-time job

Using the provisions of the Education Act and the Basic school regulation to extend secondary school: the right to attend secondary school until the age of 18 (section 1 of the Act) and the option to earn an SSD in secondary school up to the age of 19 (section 14 of the Basic school regulation)

Using the leeway provided by the Basic school regulation and the provisions of the Education Act to arrange schedules: teaching by terms, allocating additional time to a subject, creating interdisciplinary projects, using team teaching, etc.

Providing more flexible arrangements to enable immigrant students who are late arrivals in the Québec school system, have academic delays and cannot obtain their diploma on time to pursue their studies. For example, offering reinforced and better targeted linguistic support, using bridges to vocational training, or facilitating the transition to general adult education.

What the research says

The following are among the main recognized characteristics of dropout prevention and student retention programs:

- flexible school organization with low student-teacher ratios to promote student engagement
- administrative practices that encourage collaboration among teachers as well as innovation and accountability

A study carried out by the Ministère de l’Éducation, du Loisir et du Sport on programs offering vocational training concurrently with general education within an integrated schedule shows that many students who embarked on this path in Secondary IV and V obtained their Diploma of Vocational Studies. Many of them went on to complete
SEVENTH PRINCIPLE
School organization

To foster students’ engagement and perseverance, the school adapts to potential dropouts and students who may return to school by using the leeway provided by the Education Act, the Basic school regulation and other framework legislation.

Courses in the subjects required to obtain their Secondary School Diploma, and some even went on to pursue college-level studies.

The following are among the main recommendations made by the researchers funded within the framework of the Programme de recherche sur la persévérance et la réussite scolaires of the Ministère de l’Éducation, du Loisir et du Sport:

- create special school projects in secondary schools
- arrange for more flexible instruction management procedures (global task)
CONDITIONS FOR ENSURING THAT THE ACTIONS OF MEASURE IDEO 16-17 COMPLEMENT THOSE OF SCHOOL AND OTHER PARTNERS

To take action involving potential dropouts and young people who may return to school, the school boards can opt to establish a partnership that incorporates measure IDEO 16-17.

What is Measure IDEO 16-17?
Measure IDEO 16-17 offers ongoing support to vulnerable young people in the 16- to 17-year-old age bracket. This support is intended to help young people who are at risk of dropping out to stay in school, and to prompt young people who have already dropped out to return to their studies.

IDEO 16-17 is offered by the 110 Carrefours jeunesse-emploi (youth employment services) throughout Québec.

IDEO 16-17 officers support young people individually or in groups, helping them to achieve their personal objectives.

IDEO 16-17 officers usually have training in social work, psychology, correctional intervention, and in the other helping professions.

The addition of IDEO 16-17 to services that already exist in the schools is advantageous to young people, who can thereby benefit from sustained support in all areas of their lives and develop many competencies that will prove useful in the development and implementation of their life plans.

Many Carrefours jeunesse-emploi and school communities have built solid partnerships among themselves. Such partnerships ensure a greater complementarity of services for vulnerable young people. For example, in 2010-2011:

1. The Carrefour jeunesse-emploi des Moulins set up a service delivery program operating on an individual and group basis to motivate students in each school under the jurisdiction of the Commission scolaire des Affluents. An IDEO officer was present in each school one day per week to act in concert with the school team.

2. The Commission scolaire du Lac-Abitibi has included a provision in its partnership agreement stipulating that it will draw on the resources of the local Carrefour jeunesse-emploi to help students who have dropped out of school to return to their studies.

3. The École secondaire de Rivière-du-Loup informed the Carrefour jeunesse-emploi in its area whenever a student dropped out of school, after first clearing this with the student in question. The Carrefour also offers workshops on student motivation and decision making.

4. The Carrefour jeunesse-emploi Montmorency, using Measure IDEO 16-17, developed a project called La table est mise (the table is set). This initiative enabled many students to discover occupations in the food industry and to participate in workplace practicums. Guided by a chef and supervised by an IDEO 16-17 officer, students in special education at the Samuel-De Champlain, Courvilloise and Seigneurie secondary schools learned to cook healthy meals, thereby developing their potential and autonomy. The meals were served to some 20 students at the École primaire de la Pléiade. Reading and craft activities led by young people involved with IDEO 16-17 were then offered to elementary school students, which provided an opportunity to highlight the fine work done by the secondary school students.

The following table outlines the conditions that foster partnerships with IDEO 16-17 officers. These conditions are also valid for other collaborations that the school system would like to establish with outside partners.
The establishment of a productive partnership requires the "harmonious convergence of human and organizational factors." The scientific literature proposes the following five steps as ways to achieve this objective:

<table>
<thead>
<tr>
<th>Step</th>
<th>Researchers’ Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. EXPLORE</td>
<td>The following are some of the conditions that facilitate exploration and start-up:</td>
</tr>
<tr>
<td></td>
<td>1. A common understanding of the problems to be solved and the possible solutions</td>
</tr>
<tr>
<td></td>
<td>2. A shared sense that urgent action is required</td>
</tr>
<tr>
<td></td>
<td>3. Clarification of each partner’s responsibilities</td>
</tr>
<tr>
<td></td>
<td>4. A desire to avoid overlapping mandates</td>
</tr>
<tr>
<td>2. INITIATE</td>
<td>Complementarity of actions must be a common goal. Also, both sides must try to determine the additional help that IDEO can provide for vulnerable students.</td>
</tr>
<tr>
<td></td>
<td>It is essential to respect the mandate of each organization.</td>
</tr>
<tr>
<td></td>
<td>In this phase, it is particularly important to be sensitive to the realities of the partners and to clarify what is at stake for each.</td>
</tr>
<tr>
<td>3. PLAN</td>
<td>Partnerships rely heavily on the resources that each side brings to the table. These resources are:</td>
</tr>
<tr>
<td></td>
<td>1. time</td>
</tr>
<tr>
<td></td>
<td>2. knowledge</td>
</tr>
<tr>
<td></td>
<td>3. energy</td>
</tr>
<tr>
<td></td>
<td>4. contacts</td>
</tr>
<tr>
<td></td>
<td>5. credibility</td>
</tr>
<tr>
<td>4. IMPLEMENT</td>
<td>At this point, one must foresee that certain difficulties could arise. One might, for example, run into resistance to change or fragmented organization due to the many priorities put forward.</td>
</tr>
</tbody>
</table>
Étape | Observations des chercheurs
--- | ---
- holding well-timed meetings  
- promoting partnership on an ongoing basis  
- informing parents and collaborators in the community of the realities in the school and the education system  
- keeping records of its actions

5. EVALUATE

There are different types of evaluation: social, environmental, economic and academic.

Evaluation must be:
- related to the objectives pursued  
- simple yet rigorous  
- transparent  
- reliable  
- objective  
- practical

A productive partnership is possible if the organizations and mandating agencies carry out assessments. It is essential to determine what contributed to the attainment of the common goal, what was learned (as individuals or as a group), the advantages that ensued, the relevance of embarking on a new phase of development, etc. Some adjustments may have to be made.

IN SHORT, THE PARTNERS MUST:

1. arrive at a common vision through a common understanding of the issues involved  
2. both want to act in a complementary manner  
3. adopt a flexible structure adapted to the various actors and their missions  
4. set clear expectations and realistic objectives  
5. establish, in writing, a precise distribution of roles, responsibilities and tasks  
6. provide for follow-up by the partner agencies
NOTES

7. Janosz and Lévesque, La trousse d’évaluation des décrocheurs potentiels.
16. Larose, Les pratiques éducatives, 11-12.
17. Pascale Lefrançois et al., Évaluation de l’effet de différentes approches évaluatives sur l’engagement et la persévérance scolaires dans le contexte du passage du primaire au secondaire (Montréal: Université de Montréal, 2005); quoted in Québec, Ministère de l’Éducation, du Loisir et du Sport, Coup de pouce pour la réussite! Des pistes d’action pour la persévérance et la réussite scolaires au secondaire (Québec: Gouvernement du Québec, 2009), 11.
18. Potvin.
27. Roch Chouinard et al., L’effet de différentes approches évaluatives sur l’engagement et la persévérance scolaires dans le contexte du passage du primaire au secondaire (Montréal: Université de Montréal, 2005); Roch Chouinard et al., Motivation et adaptation psychosociale des élèves du secondaire en fonction de leur milieu sociéconomique, de leur sexe et des pratiques pédagogiques de leurs enseignants: Rapport de recherche (Montréal: Université du Québec à Montréal, Cégep régional de Lanaudière, 2007); quoted in Coup de pouce pour la réussite!, 13.
32. Archambault, *Continuité et discontinuité.*
44. Janozs, Untitled.
45. Maxime Marcoux-Moisan et al., Note 5: *L’évolution des aspirations scolaires* (Montréal: Centre interuniversitaire de recherche sur la science et la technologie, 2010).
46. Ibid.
47. *High Schools That Work.*
56. Marcoux-Moisan, *Note 5, 7.*
57. Pageau, *Et si la participation faisait la différence,* 2.
68. K. V. Hoover-Dempsey, and Joan M. T. Walker, Family-School Communication (Nashville: Vanderbilt University, 2002). [Article written for the Research Committee of the Metropolitan Nashville/Davidson County Board of Public Education, thanks to the support of the Frist Foundation].
71. Larrivée, Soutenir la réussite scolaire.
72. Ibid.
73. Ibid.
75. Princiotta and Reyna, Achieving Graduation for All.
76. Coup de pouce pour la réussite!, 11.
77. Ibid.
78. Rollande Dellandes, Les conditions essentielles à la réussite des partenariats écoles-famille-communauté (Québec: Centre de transfert pour la réussite éducative du Québec, 2010), 3.