

The Nature of the Service

- The service is intended **for all students**, regardless of their beliefs or personal convictions.
- It is a **complementary educational service** provided by the *Basic School Regulation*. It must be part of the four complementary services programs provided by school boards (*BSR*, ss. 4 and 5).
- The service is rooted in the **school's mission**, particularly to **socialize** and it contributes, along with the entire school, to "facilitate the spiritual development of students" (*Education Act*, s. 36).
- The service is coordinated with the *Québec Education Program* and supports the development of subject areas and cross-curricular competencies by being **especially anchored in the broad areas of learning** and by showing a concern for the development of the student's **world-view**.
- The service is part of the **school's educational project** and involves establishing **information links and dialogue** with all school personnel and its partners.
- The service is **non-confessional**, which essentially means two things:
 - it is not intended to carry out the specific mission of churches or religious groups, or to serve their interests
 - those who provide this service will not act on behalf of churches or religious groups

The non-confessional nature of the service doesn't preclude the acknowledgement of the value of students' religious questing and to propose, under certain circumstances, certain religious or inter-faith activities (see sheet No. 13: *Benchmarks for the Organization of Religious or Inter-Faith Activities*).

- The service provides an opportunity for the students to **develop certain dimensions of their lives that are different** from those explored in cultural, athletic or recreational activities offered by the school.
- The service is like a **laboratory for living**, a place to develop meaning and solidarity enabling students, through practical experience and reflection, to take steps in developing their spiritual lives and their community involvement.

In this *laboratory for living*, the roles of the people involved are as follows:

- Students are student researchers
- Animators provide guidance
- The school team members serve as collaborators and facilitators