



MANDATES OF THE CENTRES OF EXCELLENCE AND THE SCHOOL CLIMATE SUPPORT OFFICER

The mandates of the six Centres of Excellence and the School Climate Support Officer fall under the Ministry of Education's (MEQ's) *Policy on Special Education* and the *Québec Education Program*. These provincial services serve the role of their French-sector regional counterparts (ressources régionales ASRSE/ASR CVI)—offering support to all Quebec English School Boards. The action plans and activities of the Centres of Excellence and School Climate Support Officer must respect ministerial policies, with a focus on particular needs/priorities of the English community.

The key role of the Centres of Excellence and School Climate Support Officer is to help Boards develop their expertise in the area of special needs/inclusive education, thus building their capacity to a) become agents of change within their own school communities, and b) develop effective services for students with disabilities, social maladjustments, and learning difficulties.

When School Boards request support, their non-teaching professionals (supported by their Coordinators/Directors) are the primary liaison with provincial resource persons. School Board professionals are key partners in building local capacity, collaborating with provincial resource persons to develop plans for ongoing exchange of knowledge and evidence-based, sustainable support to the school community.

As true of their French-sector counterparts, Centre of Excellence and School Climate resource persons must not in any way take on responsibilities conferred on School Boards or compensate for a lack of non-teaching or technical support staff, particularly a lack of education consultants. Moreover, these resources are not mandated to provide recommendations regarding individual cases (e.g., concerns about a particular student). They may, however, provide general guidelines regarding effective interventions for students facing a similar set of challenges.

Should a School Board lack the necessary consultant staff (e.g., unable to fill a post), the Centres of Excellence and School Climate Support Officer may, in collaboration with Board Coordinators/Directors, develop an equivalent, flexible plan to ensure access to provincial services, always keeping in mind the importance of developing local capacity and ensuring sustainability.