

## LAUNCH AND INTEGRATION

of elementary schools and new secondary schools participating in the *New Approaches, New Solutions* intervention strategy in **2007-2008**

**NEW APPROACHES,  
NEW SOLUTIONS**

### ***New Approaches, New Solutions (NANS)***

The social, economic and cultural conditions that define disadvantaged areas increase the risk of academic failure and social or behavioural difficulties, which increase the risk of dropping out of school and problems with integration among students. Research and experience in schools clearly show that the factors that make students vulnerable are more numerous in disadvantaged areas than elsewhere and that their effects may be intensified when they occur in combination. The success of students in disadvantaged areas can be affected, for better or for worse, by different things, including the students' experience of school, personal and interpersonal issues, family, social factors and the school itself.

Since the Fall of 2002, 189 secondary schools with a socioeconomic milieu decile rank of 8, 9 and 10,<sup>1</sup> belonging to 55 school boards,<sup>2</sup> have taken part in the *New Approaches, New Solutions* intervention strategy (NANS). These schools, which serve concentrated numbers of students from disadvantaged areas, benefit from financial measures that allow them to implement or strengthen the measures, based on a portrait and analysis of the situation adapted to their context. More specifically, through its orientations and provincial objectives, NANS aims to adapt practices at both the school and classroom levels to ensure greater success for students from disadvantaged areas and to decrease the academic gap these students often experience.

The school has a certain power over some of the consequences of the diverse social, cultural and economic conditions that affect the success of students in disadvantaged areas. For example:

- **The students' experience of reading**
- **The attitude students have toward the school, school staff, subject areas and schoolwork**
- **Their academic, social and career aspirations**
- **The knowledge and strategies useful for meeting school requirements for learning and social behaviours**

1. The index takes into account the mother's schooling (weighted at 66%) and the proportion of parents who were not employed the previous year (weighted at 33%), without considering the family's income. This information, obtained from Statistics Canada, was compiled for the 2001 census from a sample number of households (families).

2. These include 26 English-language schools and eight school boards.

## NEW APPROACHES, NEW SOLUTIONS

The school can play an important role for students living in disadvantaged areas, given that it meets the following conditions:



- It reinforces or adopts practices adapted to the environment; following careful analysis of the situation, it uses procedures established according to school priorities regarding intervention and conditions for achievement.
- It provides support for local needs and for quality professional development in the form of ongoing, appropriate guidance.
- The initiatives in disadvantaged neighbourhoods are the result of collaborative, ongoing efforts over time by all those who work with students.

### Launch of the integration of elementary and new secondary schools into NANS in 2007-2008

Not all students begin school from the same starting point, and the academic gap tends to widen as they move through the school system. In fact, school success or failure is the end of a process, a journey. That is why, this year, NANS is being extended to include elementary schools in order to support intervention from the beginning of the process so as to prevent and decrease the effects of the unfavourable social, cultural and economic conditions that affect the school path of students from disadvantaged areas. Progressive integration of NANS into elementary schools will help consolidate the preventive and specific interventions before students reach secondary school.

In 2007-2008, the NANS intervention strategy has been extended for participating secondary schools. But 2007-2008 is also the year that 578 elementary schools with socioeconomic milieu decile ranks of 8, 9 and 10 will be integrated, along with 70 more secondary schools with the same decile ranks. These secondary schools have not yet participated in NANS.<sup>3</sup>

Funding of \$11.8 million has been allocated for elementary schools off the island of Montréal.

An amount of \$3.8 million has been added for secondary schools that had not until now participated in the NANS intervention strategy.

3. Schools with a particular regional or supraregional vocation are not eligible.



## NEW APPROACHES, NEW SOLUTIONS

### Roles of the different players in the NANS intervention strategy

- The **Provincial NANS Steering Committee**, which is composed of the main partners from the education sector, will follow up on the implementation of the strategy. The steering committee will identify the strengths, progress, obstacles and accomplishments of the strategy and, if necessary, it will carry out any required adjustments. Lastly, where necessary, it will submit its recommendations to the Minister.
- Through the regional offices and the Services à la communauté anglophone, the **Coordination des interventions en milieu défavorisé (CIMD)** provides schools and school boards with details about the different aspects of the strategy. It offers, in collaboration with the regional offices and the Services à la communauté anglophone, and according to an arrangement agreed upon at the regional level, support for professional development for NANS resource persons at the school boards in the areas of poverty and its impact on student success. The CIMD also provides help in understanding the framework for school improvement through the use of a success plan.
- The **regional offices or the Services à la communauté anglophone**, depending on the regional measures in force for school boards, follow up on the implementation of the strategy in their region and support the school boards in their situation analyses, as well as in drafting and evaluating planning for NANS schools. They first ensure that the school boards and schools understand the concept of poverty and its possible impact on student success.
- **School boards** support and guide their schools located in disadvantaged areas. When preparing NANS planning, school boards may support and guide their schools in gathering and interpreting data, choosing promising measures for student success in disadvantaged areas, choosing instruments or mechanisms used to assess the impact of the measures on student success or on reaching the objectives each school has selected for evaluation of their planning.
- Each **elementary or secondary NANS school** must draw up its portrait and situation analysis using the characteristics of disadvantaged areas. In future planning, NANS schools will use this analysis<sup>4</sup> to identify their priorities, which will include a limited number of orientations and objectives to improve student success and adapted, recognized measures. Schools will then implement these measures, evaluate whether they have reached their objectives and make any necessary adjustments.

4. Information to support the situation analysis and NANS planning processes for schools will be available soon on the MELS Web site.

# NEW APPROACHES, NEW SOLUTIONS

## Summary of expected outcomes for NANS in 2007-2008

### SECONDARY SCHOOLS ALREADY PARTICIPATING IN NANS

- Submission of their 2008-2009 NANS success plan in June 2008.

### ELEMENTARY SCHOOLS AND NEW SECONDARY NANS SCHOOLS

- In collaboration with school and local partners, begin to draw up a portrait and analysis of the situation covering some of the aspects that must be considered when teaching in a disadvantaged area.
- In June 2008, submit a NANS planning project for 2008-2009 or, depending on the status of the work, a report including a summary of the situation analysis thus far, the priorities or main objectives, and the measures and conditions for implementation in 2008-2009.
- Possible implementation during the year of certain measures based on the success plan currently in force.

### SCHOOL BOARDS

- Accountability for the use of NANS funding.
- Submit examples of measures implemented in new NANS schools in 2007-2008.

## For more information about NANS:

Many documents have been drafted since NANS was initiated in 2002-2003. Secondary schools now joining the project can take advantage of this experience in intervention in disadvantaged areas at the secondary level. In addition, more and more documents have been drafted in order to support intervention in elementary schools. For further details, please visit the section dedicated to NANS on the MELS Web site:

<[www.mels.gouv.qc.ca/agirautrement/index.htm](http://www.mels.gouv.qc.ca/agirautrement/index.htm)>.