

## FOR MORE INFORMATION

To obtain more information on the NEW APPROACHES, NEW SOLUTIONS intervention strategy to foster success for secondary school students in disadvantaged areas, you may contact the following:

*Regional offices of the Ministère de l'Éducation du Québec:*

- 01 Direction régionale du Bas-Saint-Laurent et de la Gaspésie–Îles-de-la-Madeleine**  
355, boul. Saint-Germain Ouest, 2<sup>e</sup> étage Telephone: (418) 727-3600  
Rimouski (Québec) G5L 3N2 Fax: (418) 727-3557  
E-mail: dr-01@meq.gouv.qc.ca
- 02 Direction régionale du Saguenay–Lac-Saint-Jean**  
Édifice Marguerite-Belley Telephone: (418) 695-7982  
3950, boulevard Harvey, 2<sup>e</sup> étage Fax: (418) 695-7990  
Jonquière (Québec) G7X 8L6  
E-mail: dr-02@meq.gouv.qc.ca
- 03 Direction régionale de la Capitale-Nationale et de la Chaudière-Appalaches**  
1020, route de l'Église, 3<sup>e</sup> étage Telephone: (418) 643-7934  
Sainte-Foy (Québec) G1V 3V9 Fax: (418) 643-0972  
E-mail: dr-03@meq.gouv.qc.ca
- 04 Direction régionale de la Mauricie et du Centre-du-Québec**  
100, rue Laviolette, bureau 213, 2<sup>e</sup> étage Telephone: (819) 371-6711  
Trois-Rivières (Québec) G9A 5S9 Fax: (819) 371-6075  
E-mail: dr-04@meq.gouv.qc.ca
- 05 Direction régionale de l'Estrie**  
200, rue Belvédère Nord, bureau 3.05 Telephone: (819) 820-3382  
Sherbrooke (Québec) J1H 4A9 Fax: (819) 820-3947  
E-mail: dr-05@meq.gouv.qc.ca
- 06.1 Direction régionale de Laval, des Laurentides et de Lanaudière**  
300, rue Sicard, 2<sup>e</sup> étage, bureau 200 Telephone: (450) 430-3611  
Sainte-Thérèse (Québec) J7E 3X5 Fax: (450) 430-4005  
E-mail: dr-061@meq.gouv.qc.ca
- 06.2 Direction régionale de la Montérégie**  
201, Place Charles-Le Moyne, 6<sup>e</sup> étage Telephone: (450) 928-7438  
Longueuil (Québec) J4K 2T5 Fax: (450) 928-7451  
E-mail: dr-062@meq.gouv.qc.ca
- 06.3 Direction régionale de Montréal**  
600, rue Fullum, 10<sup>e</sup> étage Telephone: (514) 873-4630  
Montréal (Québec) H2K 4L1 Fax: (514) 873-7281  
E-mail: dr-063@meq.gouv.qc.ca
- 07 Direction régionale de l'Outaouais**  
170, rue de l'Hôtel-de-Ville, 4<sup>e</sup> étage Telephone: (819) 772-3382  
Hull (Québec) J8X 4C2 Fax: (819) 772-3955  
E-mail: dr-07@meq.gouv.qc.ca
- 08 Direction régionale de l'Abitibi-Témiscamingue et du Nord-du-Québec**  
215, boulevard Rideau Telephone: (819) 763-3001  
Rouyn-Noranda (Québec) J9X 5Y6 Fax: (819) 763-3017  
E-mail: dr-08@meq.gouv.qc.ca
- 09 Direction régionale de la Côte-Nord**  
106, rue Napoléon, 2<sup>e</sup> étage Telephone: (418) 964-8420  
Sept-Îles (Québec) G4R 3L7 Fax: (418) 964-8504  
E-mail: dr-09-si@meq.gouv.qc.ca
- Bureau de Baie-Comeau**  
Édifice Paul-Provencher Telephone: (418) 295-4400  
625, boulevard Lafleche, RC 708 Fax: (418) 295-4467  
Baie-Comeau (Québec) G5C 1C5  
E-mail: dr-09-bc@meq.gouv.qc.ca

You may also telephone the office responsible for coordinating intervention in disadvantaged areas (Coordination des interventions en milieu défavorisé) at (418) 644-7344 or e-mail the office at [cimd@meq.gouv.qc.ca](mailto:cimd@meq.gouv.qc.ca)

## A SOLID, COMPREHENSIVE APPROACH

NEW APPROACHES, NEW SOLUTIONS is an intervention strategy that adopts a comprehensive approach, going well beyond the mere allocation of funds. In order for this approach to produce lasting solutions and results, all schools will need to build their strategy on a solid base, including a concerted effort from all partners and a rigorous evaluation process.

To accomplish this, the educational community and its partners in the strategy must:

### UNDERSTAND THE PROBLEMS THOROUGHLY

The first important step will be the diagnosis, in order to become thoroughly familiar with the students, their strengths and their needs. Such an analysis could focus on identifying problems associated with learning certain subjects, student perseverance and attendance, young people's health, relations with families, or the school atmosphere.

### TAKE ADVANTAGE OF THE EXPERTISE OF THE COMMUNITY

Intervention in a disadvantaged area calls for particular strategies and specialized resources, some of which already exist in the schools and regions concerned. By making use of good ideas and of research done in Québec on educational success and perseverance, we can acquire expertise that could be used in schools throughout Québec.

### REFINE SUCCESS PLANS

Every secondary school already has a success plan. In targeted schools, these plans will be refined to include strategies adapted to their particular problems. School boards will support the implementation of these strategies.

### WORK IN PARTNERSHIP

In disadvantaged areas, problems rarely have a single cause, and solutions may sometimes be complex, especially since they may involve a variety of players. This is why teachers, parents, school administrators, professionals, researchers and community representatives must work together to find effective means of fostering the success of all young people.

### EVALUATE THE PROCESS RIGOROUSLY

Implementation of the NEW APPROACHES, NEW SOLUTIONS intervention strategy will be closely monitored by the Ministère de l'Éducation and the school boards, who will draw up an evaluation plan to answer the following questions:

- Is the intervention strategy producing the desired changes?
- What conditions of intervention and what particular actions account for these changes?

This plan, to which university researchers will also contribute, will provide for rigorous evaluation of the intervention strategy throughout its five-year implementation and upon its conclusion.

## EXPECTED CHANGES

The NEW APPROACHES, NEW SOLUTIONS intervention strategy will enable solutions to be implemented within five years. These solutions will be lasting ones, well suited to local needs, because the interventions will rally the support of all players concerned and because each community will acquire its own expertise on taking action in a disadvantaged area.

The interventions will make possible a number of changes in schools and in their surrounding communities. Here are some examples:

### FOR STUDENTS:

- Improvement of their learning (knowledge and competencies) and development of their ability to interact with people around them (social skills)
- Increased motivation, attendance and perseverance at school

### FOR TEACHERS:

- A better relationship with students (in some cases, the opportunity to see them more often) and more productive contact with parents
- Closer collaboration with fellow teachers due to better organization of time and enrichment of skills through professional development

### FOR THE SCHOOL:

- Better school organization, allowing for the participation of both homeroom teachers and tutors, and favouring more flexible class hours
- Better follow-up of students at risk, through personalized guidance or intensive pedagogical support from teachers or other professionals, such as psychoeducators or psychologists
- A better social and educational environment through additional extracurricular cultural or sports activities or the organization of school transportation to enable students to participate in such activities

### FOR THE COMMUNITY AND THE FAMILY:

- Increased collaboration between the school and parents, and better communication with families
- Real collaboration between the school, various socioeconomic players and all other partners concerned by the success of secondary school students at risk



*Intervention Strategy  
for Secondary Schools*



## **NEW APPROACHES, NEW SOLUTIONS: A COMMUNITY CHALLENGE**

Young people are an invaluable asset to Québec: they represent our future. Unfortunately, some of them live in socioeconomic conditions that make it more difficult for them to participate in society. Education can help them overcome the difficulties of their situation.

But there must be an educational community to support young people who need help. The issue of concerted community effort is crucial for Québec society as a whole: students living in the most difficult conditions must be provided with an environment that fosters their educational success.

In recent years, educational success rates have stagnated and the struggle to encourage students to stay in school now calls for intensive, coordinated intervention, especially in disadvantaged areas. If we are to make progress in this direction, we must find NEW APPROACHES, NEW SOLUTIONS.

The expertise required to meet the challenge exists, and several Québec schools have achieved remarkable success in this area. The contribution of university researchers and the experience of teachers, committed parents, school administrators and other partners will enrich this expertise.

The educational community thus created around the school will be in a position to make an informed diagnosis and to implement lasting solutions. Nearly 200 secondary schools, in which young people from the most disadvantaged areas are enrolled, will be involved. An investment of \$125 million over the next five years will permit NEW APPROACHES to be implemented, and NEW SOLUTIONS to be found, in all the regions of Québec.

To succeed in school is to acquire the means for getting ahead. And most important of all, it means succeeding in life.

This is why we must continue to seek **NEW APPROACHES, NEW SOLUTIONS.**

**SYLVAIN SIMARD**  
Minister of State for Education and Employment

## **TAKING ACTION IN DISADVANTAGED AREAS**

Success at school is essential for young Quebecers. Acquiring competencies and obtaining qualifications allow them to enter the job market and participate in the development of a modern Québec.

Québec schools foster success: the expertise of our teachers, the excellence of our programs of study and the dynamic quality of the education system in general greatly contribute to the success of the young at both the elementary and the secondary levels.

Yet in spite of this, too many young people still drop out of school because of difficulties related to:

- their school life
- their personal life
- their family
- their health or material needs

### **COMPLEX PROBLEMS**

In socioeconomically disadvantaged areas, these factors have a greater negative impact, especially since several of them may be present at the same time, compounding their effects. For many young people, all aspects of their lives are complicated, and this situation is not conducive to studying or to the “job of being a student.” As a result, intervention to support educational success becomes a more complex challenge and the risk of students dropping out is higher.

In the 2000-2001 school year, 27.2 per cent of secondary school students in Québec left school without a diploma. In the most disadvantaged areas, the average dropout rate reached 36.6 per cent.

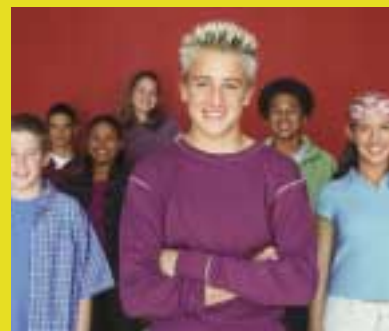
It is for this reason that the government of Québec has decided to intervene in certain secondary schools that have a high proportion of students from the most disadvantaged areas—schools in the 8th, 9th and 10th decile ranks, according to the school population map prepared by the Ministère de l'Éducation.

### **SCHOOLS CAN EFFECT CHANGE**

While the school plays a vital role in helping young people in all sectors of society towards success, in disadvantaged areas its role is even more crucial, provided that:

- it uses an adapted teaching approach
- it integrates young people into their social and educational environment
- it encourages effort and perseverance
- it supports young people outside regular class hours

By playing such a role, the school can facilitate young people's success and help them to derive more from both their school life and their personal life.



## **A STRATEGY IN TOUCH WITH THE COMMUNITY**

All players concerned must make a concerted effort to provide support for students living in difficult socioeconomic conditions, and this is the objective of NEW APPROACHES, NEW SOLUTIONS, the intervention strategy for supporting secondary school students in disadvantaged areas.

NEW APPROACHES, NEW SOLUTIONS means that the Ministère de l'Éducation, school boards, schools and the communities around them will take action. Their procedure will be geared to the realities of the community and solidly based on the following strategies:

- The school situation will first be analyzed (diagnosis); university researchers and experts from the area will contribute to this analysis and to the search for effective and lasting solutions.
- The school will prepare a success plan, to be refined in collaboration with all its partners.
- The school boards will allocate the available resources and support the success plans.
- The community (community organizations, socioeconomic players) will support the success plan.
- The schools and school boards may pool their experience and expertise.
- Rigorous evaluation will be carried out throughout the process.

This means that the community as a whole must rally around the school to establish a new social contract, and create a truly educational community. As a result, students will discover a new environment gradually taking shape around them—one that supports their educational success.

