



# Huntingdon Adult Education and Community Centre (HAECC)

24 York Huntingdon, Quebec

[www.haecc.nfsb.qc.ca](http://www.haecc.nfsb.qc.ca)

# Educational Project

## 2019-2022

Compiled by our Educational Project Committee:

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# New Frontiers School Board

214 McLeod, Chateauguay, Quebec J6J 2H4

[www.nfsb.qc.ca](http://www.nfsb.qc.ca)

## 1. INTRODUCTION TO THE EDUCATIONAL PROJECT

The Huntingdon Adult Education and Community Centre (HA ECC) is an adult education and vocational training centre in Huntingdon, QC. We offer the DVS in Horticulture and Landscaping. We also offer General Adult Education to obtain high school credits as well as programs for adult learners with special needs. We are proud to support the needs of the community as a community learning centre - especially our significant partnerships with Melissa's Sunshine Camp and Cardio Actif.

## 2. LEGAL REFERENCES AND REGULATIONS:

The Educational Project between NAME OF SCHOOL and the New Frontiers School Board is conceived and written within the framework of the Education Act and amendments to that Act by Bill 105-An Act to Amend the Education Act. It is important that the educational community is aware of the legal aspects and respects those obligations as they create the Educational Project.

### Bill 105 AN ACT TO AMEND THE EDUCATION ACT

THE PARLIAMENT OF QUÉBEC ENACTS AS FOLLOWS:

#### EDUCATION ACT

1. Section 36 of the Education Act (chapter I-13.3) is amended by striking out "implemented by means of a success plan" in the third paragraph.

2. Sections 36.1 to 37.1 of the Act are replaced by the following sections:

"37. The school's educational project, which may be updated if necessary, shall contain

(1) the context in which the school acts and the main challenges it faces, particularly with respect to academic success;

(2) the specific policies of the school and the objectives selected for improving student success;

- (3) the targets for the period covered by the educational project;
- (4) the measures selected to achieve the objectives and targets;
- (5) the indicators to be used to measure achievement of those objectives and targets; and
- (6) the intervals at which the educational project is to be evaluated, determined in collaboration with the school board.

The policies and objectives required under subparagraph 2 of the first paragraph shall be designed to ensure that the Québec education policy framework defined by law, the basic school regulation and the programs of studies established by the Minister is implemented, adapted and enriched. They must also be consistent with the school board's commitment-to-success plan. The educational project must respect students', parents' and school staff's freedom of conscience and of religion.

“37.1. The period covered by the educational project must be harmonized with the period covered by the school board's commitment-to-success plan in accordance with any terms prescribed under the first paragraph of section 459.3.”

### 3. Section 74 of the Act is amended

(1) by replacing “strategic plan” in the first paragraph by “commitment-to-success plan” and by replacing “adopt, oversee the implementation of and periodically evaluate the school's educational project” in that paragraph by “adopt the school's educational project, oversee the project's implementation and evaluate the project at the intervals specified in it”;

(2) by replacing the second and third paragraphs by the following paragraph: “Each of these stages shall be carried out through concerted action between the various participants having an interest in the school and in student success. To that end, the governing board shall encourage the collaboration of students, parents, teachers, other school staff members, and community and school board representatives.”

### 4. Section 75 of the Act is replaced by the following section:

“75. The governing board shall send the school's educational project to the school board and make it public on the expiry of at least 60 days after

sending it. It shall also make public the evaluation of the school's educational project. The educational project and any evaluation of it shall be communicated to the parents and the school staff. The educational project comes into force on the date of its publication.”

### 5. Section 77 of the Act is amended by replacing “The plans, rules and measures provided for in sections 75 to 76” in the first paragraph by “The plan, rules and measures provided for in sections 75.1 to 76”.

### 5. Section 209.1 and 209.2 of the Act is replaced by the following:

## Sections 209.1.

For the exercise of its functions and powers, every school board shall establish a commitment-to-success plan that is consistent with the strategic directions and objectives of the department's strategic plan. The commitment-to-success plan must also meet any expectations communicated under section 459.3.

In addition, the period covered by the plan must be harmonized with the period covered by the department's strategic plan in accordance with any terms prescribed under the first paragraph of section 459.3.

This plan, which the school board may update if necessary, must contain

1. the context in which the school board acts, particularly the needs of its schools and centres, the main challenges it faces, and the characteristics and expectations of the community it serves;
2. the directions and objectives selected;
3. the targets for the period covered by the plan;
4. the indicators, particularly Québec-wide indicators, to be used to measure achievement of those objectives and targets;
5. a service statement setting out its objectives with regard to the level and quality of the services it provides; and
6. any other element determined by the Minister.

In preparing its commitment-to-success plan, the school board shall consult, in particular, the parents' committee, the advisory committee on services for handicapped students and students with social maladjustments or learning disabilities, the advisory committee on management, the governing boards, the teachers and other staff members, and the students. The parents' committee and advisory committee on management may, among other things, make recommendations on what should be included in the school board's commitment-to-success plan. The school board shall send its commitment-to-success plan to the Minister and make it public on the expiry of 60 to 90 days after sending it or of another period if the school board and the Minister so agree. The commitment-to-success plan takes effect on the date of its publication. The school board shall present the content of its commitment-to-success plan to the public at the meeting following the effective date of the plan. Public notice specifying the date, time and place of the meeting must be given not less than 10 days before it is held.

209.2 The school board shall ensure that the policies and objectives set out in the educational projects of its educational institutions are consistent with its commitment-to-success plan, and that any terms prescribed by the Minister under the first paragraph of section 459.3 are complied with. For those purposes, the school board may, after receiving an institution's educational project, require it, within the period prescribed by section 75 or 109.1, as applicable, to defer publication of the educational project or to amend it."

459.2 The Minister may determine, for all school boards or based on the situation of one or certain school boards, policy directions, objectives or targets they must take into account in preparing their commitment-to-success plans.

459.3 The Minister may, for any school board, prescribe terms governing the coordination of the entire strategic planning process between the educational institutions, the school board and the department.

The Minister may also, after receiving a school board's commitment-to-success plan, require the school board, within the period prescribed by section 209.1, to defer publication of the plan or to amend it to harmonize the period covered by the plan with that covered by the department's strategic plan in accordance with any terms prescribed under the first paragraph. The Minister may also impose such a requirement to ensure that the plan is consistent with the strategic directions and objectives of the department's strategic plan or that it meets the expectations communicated under Section 459.2.

459.4 The Minister shall evaluate the results obtained under each school board's commitment-to-success plan, at intervals determined by the Minister, and send the evaluation to the school board concerned.

The Minister and the school board shall agree on any corrective measures to be put in place to ensure that the policy directions, objectives or targets set out in the commitment-to-success plan are achieved.

If, despite the corrective measures, the Minister considers it unlikely that the school board will be able to achieve those policy directions, objectives or targets, the Minister may prescribe any additional measure to be put in place by the school board within a specified period.

The Commitment to Success Plan between the Minister of Education and the School Board and the Educational Project between the School Board and the School are conceived and written within the framework of the Education Act and amendments to that Act by Bill 105-An Act to Amend the Education Act.

### **3. EDUCATIONAL PROJECT COMMITTEE**

Daryl Ness	Centre Director
Michael Werenchuk	Options Teacher and Staff Assistant
Christine Dussault	Options Teacher
Victoria Hamilton	Special Education Technician
Marie-Claire Charlebois	FGA and Options Teacher
Denise Chavez	Horticulture Teacher and Department Head
Laurie Finlayson	Attendant
Eve-Laurence Miron	CDA - CLC

### **4. CONSULTATIONS UNDERTAKEN**

January 29, 2019	Staff	Staff Meeting	HA ECC
February 18, 2019	SIS/Options	Department meeting	HA ECC
March 12	Staff	Document Development	HA ECC
May 3, 2019	Staff	Feedback	NOVA
June 21, 2019	Consultation	Meeting	HA ECC
June 25, 2019	Approval	Staff	HA ECC

### **5. PORTRAIT OR CONTEXT IN WHICH THE SCHOOL OPERATES**

HA ECC was created in 2007 after the closure of St-Joseph's Elementary School. It was one of the first Community Learning Centres within the province as part of the Canada-Quebec entente. In 2009 the Horticulture and Garden Centre Operations started with the construction of a new greenhouse. Over the past decade some minor changes have occurred at HA ECC to modernize the former elementary school into a centre more suited for adult and vocational training. In 2010 we started a CEGEP program with Champlain College which lasted three years. In 2011 we started a Social Integration program for adult learners with special needs. HA ECC prides itself on having a very inclusive school community based on respect and caring for one another.

## 6. CHALLENGES

<b>Challenge ONE: Create a safe learning environment where students' learning needs are supported</b>	
ORIENTATION 1	
OBJECTIVE 1	Ensure that staff and students embrace diversity to foster a climate of warmth in the centre
OBJECTIVE 2	Ensure that building meets the cultural, physical and religious needs of all staff and students
TARGETS	We would like to have zero incidents of violence, intolerance or bullying The building meets the needs of 100% of staff and students
INDICATORS	# of incidents of violence/intolerance/bullying in a given year % of staff and students whose needs have been met

<b>Challenge TWO: Retention of students</b>	
ORIENTATION 1	
OBJECTIVE 1	Ensure that a large portion of remedial hours and assigned workload is dedicated to student success and retention of students
Objective 2	Ensure that guidance, native counsellors and CSSS resources are readily available for all students
TARGETS	100% retention and success in all programs
INDICATORS	% of students are who are successful and are staying in their given program

<b>Challenge THREE: Develop and validate booklets, exams and RAC documents for all programs</b>	
ORIENTATION 1	
OBJECTIVE 1	Ensure that the module booklets and exams in each vocational program have been validated by our PED consultant
OBJECTIVE 2	Ensure that RAC documents have been developed and validated in all relevant programs by our PED consultant
TARGETS	100% of booklets, exams and RAC documents will have been developed and validated by June 2021
INDICATORS	% of booklets, exams and RAC documents have been developed and validated

Challenge Four: Develop learning and evaluation situations (LES) to enhance the transfer of learning and development of autonomy in the Social Integration and Options Classes	
ORIENTATION	
OBJECTIVE 1	Develop 15 learning and evaluation situations each year
OBJECTIVE 2	Expand the transfer of learning activities and work placements
TARGETS	15 LES developed between the three classes 60% of students working on transfer of learning
INDICATORS	# of LES developed % of students working on transfer of learning

## 7. ACCOUNTABILITY AND THE EDUCATIONAL PROJECT

The Educational Project must be evaluated on a regular basis and the results must be presented to the school/centre's community.

It is up to the school/centre to analyse its results and determine the degree of success in the attainment of its targets. With the view to continuous improvement, this evaluation is the occasion to examine high-impact teaching strategies and to put them into practice.

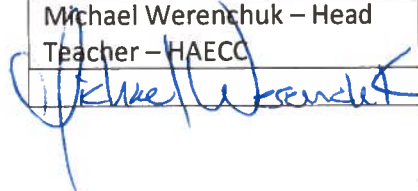
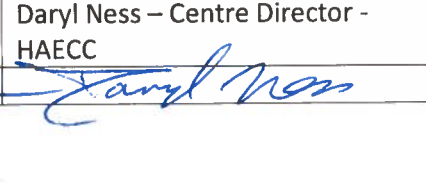
The School Board must determine with the Principal or Centre Director, the frequency of the Educational Project's evaluation. The School Board may decide upon certain requirements in the content of the Educational Project as well as the dates of transmission or the model to be used.

The Governing Board must ensure that information in the evaluation be communicated to the school/centre's community in an accurate, succinct, and transparent fashion.



Challenge	Timeline	Who is responsible for monitoring
Create a safe learning environment where students' learning needs are supported	September 1 December 1 March 1 June 1	Daryl Ness – Centre Director Health and Safety Committee
Retention of students	Monthly (first day of each month)	Department heads and centre director
Develop and validate booklets, exams and RAC documents for all programs	September 1 December 1 March 1 June 1	Department heads and centre director
Develop learning and evaluation situations (LES) to enhance the transfer of learning and development of autonomy in the Social Integration and Options Classes	December 20 June 1	SIS/Options teachers and centre director

8. Signed at Huntingdon, this 25 day of June, 2019

Michael Werenchuk – Head Teacher – HAECC	Daryl Ness – Centre Director - HAECC	Rob Buttars – Director General NFSB
		Validated by R. Buttars, 2019-09-20