



## **Nova Career Centre**

70 Maple, Chateauguay, Quebec, J6J 3P8  
[www.nfsb.me](http://www.nfsb.me)

# **Educational Project**

## **2019-2022**

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### **Compiled by our Educational Project Committee:**

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Centre Director  
Evening Manager  
Assistant Centre Director  
Team Leader – Welding programs Department Head  
Automobile Mechanics Department Head  
Social Integration Services Teacher  
Interior Decorating and Visual Display Teacher  
Residential and Commercial Drafting Department Head  
Hairdressing Teacher

**New Frontiers School Board**

214 McLeod, Chateauguay, Quebec J6J 2H4

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## 1. LEGAL REFERENCES AND REGULATIONS:

The Educational Project between Nova Career Centre 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 Nova Career Centre 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.

## 2. EDUCATIONAL PROJECT COMMITTEE

Bonnie Mitchell,	Centre Director
Christine Corbett,	Evening Manager
Nancy Richer,	Assistant Centre Director
Brian Burton,	Team Leader – Welding programs Department Head
Derek Stacey,	Automobile Mechanics Department Head
Katie Cashion,	Social Integration Services Teacher
Martine Beaulieu,	Interior Decorating and Visual Display Teacher
Allan Skazyk,	Residential and Commercial Drafting Department Head
Kathryn Burke,	Hairdressing Teacher

## 3. CONSULTATIONS UNDERTAKEN

Dec. 18 <sup>th</sup> , 2018	Students	Interviews	Nova
Feb. 28 <sup>th</sup> , 2019	Staff/Community/GB	Consultation	Nova
Mar. 18 <sup>th</sup> , 2019	Students	Consultation	Nova
Mar. 25 <sup>th</sup> , 2019	Committee	Consultation	Nova
Mar. 28 <sup>th</sup> , 2019	Staff	Rough Draft presentation	Nova
Apr. 2 <sup>nd</sup> , 2019	Governing Board	Draft presentation	Nova
Apr. 8 <sup>th</sup> , 2019	Committee	Draft Corrections	Nova
May 7 <sup>th</sup> , 2019	Governing Board	Approval	Nova

## 4. PORTRAIT OR CONTEXT IN WHICH THE SCHOOL OPERATES

### Our VISION

To provide adult learners with the opportunity to succeed.

### Our MISSION

Engage all students by supporting their learning needs,

- Ensure a healthy and safe learning environment that meets with educational and industry standards,
- Maintain and continue improving excellence in innovative teaching and learning,
- Contribute to the vitality of our learning community and expand our relationships with industry partners.

The Nova Career Centre is located on traditional Kanien'kehá:ka territory, where the “people of the place of flint” live. We acknowledge that we are cohabitants and share stewardship of this land. The pursuit of our reconciliation with our first peoples identifies and valorizes the traditional knowledge of this territory. Our goal at the Nova Career Centre is to work together with all our stakeholders to strengthen our partnership in learning. Situated in Chateauguay, we serve students from all regions of Quebec; predominantly the Montérégie, the greater Montreal area, as well as overseas. Our students are over 16 years of age who pursue trade programs and academic learning. We garner success through a wholistic approach toward students from diverse backgrounds and needs.

The trade programs offered include, Automobile Mechanics, Hairdressing, Welding and Fitting, High Pressure Welding, Interior Decorating and Visual Display, Residential and Commercial Drafting, Secretarial Studies, Accounting, Institutional and Home Care Assistance, Day Care Educator, and Starting a Business; all of which lead to a Diploma in Vocational Studies. The courses for students in our Academic program are to attain prerequisites for a trade program, completion of the diploma of secondary studies, adults with special needs, or specialized programming advancement for post-secondary pursuits.

The Nova Career Centre is committed to Professional Learning Communities. Our professional development for staff is focused on innovative teaching and learning strategies. With student success as our vision, community vitality, industry partnerships, and continuous reconciliation are the driving forces of staff and student development.

## 5. CHALLENGES

Nova Career Centre will focus on the following challenges:

### Challenge ONE: Engage all students by supporting their learning needs

NEW FRONTIERS  
SCHOOL BOARD  
OBJECTIVE 1

By 2030, reduce by 50% the gap in success rates between students with learning difficulties and special needs and students without

OBJECTIVES	1. Remedial time in each program is scheduled for all students. 2. Education Action plans (EAP) created for students at risk.
TARGETS	1. To increase the amount of time for remedial for students in all trade programs and academics to 5 hours per week by 2022. 2. Create Education Action Plans for students at risk to match the needs.
INDICATORS	1. Number of hours scheduled in each year for remedial in both academic and vocational programs. 2. Number of monitored EAPs
MINISTRY INDICATOR	Ministry of Education: By 2030, reduce by 50% the gap in success rates between various groups of students

### Challenge TWO: Ensure a healthy and safe learning environment that meets with educational and industry standards

NEW FRONTIERS SCHOOL BOARD OBJECTIVE 5	By 2030, ensure that all school buildings are in satisfactory condition
OBJECTIVES	1. Have adequate equipment for student learning. 2. Annual air quality tests. 3. Increase student activities, sports clubs, and events that promote Nova to the community. 4. Replace seating with ergonomically appropriate seating for all students.
TARGETS	1. 5-year replacement plan for equipment realized- each year and renewed. 2. Air quality adequate each year and repaired in a timely manner if not satisfactory. 3. Increase the number of activities, sports clubs, and marketing events by 10% yearly. 4. All chairs replaced in classrooms.
INDICATORS	1. Tracking sheet of equipment per program shows 5-year plan for equipment replacement. 2. Air tests indicating CO <sub>2</sub> , air flow, and safe levels of gases from the trade programs. 3. Number of activities, sports clubs, and marketing events on a yearly tracking sheet. 4. Plastic chair replacement plan for 5 years.
MINISTRY INDICATOR	By 2030, ensure that all school buildings are in satisfactory condition

### Challenge THREE: Maintain and continue improving excellence in innovative teaching and learning

NEW FRONTIERS SCHOOL BOARD ORIENTATION 1	Increase the proportion of the adult population who demonstrate high level literacy skills according to *PIACC 2022
OBJECTIVES	1. Continuous improvement in our PLC approach to learning. 2. Professional development promoted and focused both individual and centre based – literacy and numeracy.
TARGETS	1. Bi weekly PLC meetings happening in all departments; Curriculum is standardized across departments; Response To Intervention is discussed and practiced by all programs. 2. To offer four literacy/numeracy trainings per year; To have all teachers use their PIC in a given year.
INDICATORS	1. Number of PLC meetings across the Centre. 2. Number of PIC events teachers attend and centre based training on literacy/numeracy given.
MINISTRY INDICATOR	By 2030, bring to 85%, the proportion of students under the age of 20 who obtain a first diploma, and to 90% the proportion of students who obtain a first diploma or qualification.

### Challenge FOUR: Contribute to the vitality of our learning community and expand our relationships with industry partners

NEW FRONTIERS SCHOOL BOARD OBJECTIVE 3	By 2030, bring to 85%, the proportion of students under the age of 20 who obtain a first diploma, and to 90% the proportion of students who obtain a first diploma or qualification.
OBJECTIVES	1. Track alumni and jobs attained by our graduates. 2. Connect industry with students and teachers in each program. 3. Improve work experience for students 4. Improve the sense of belonging and support for students and our community partners.

TARGETS	<ol style="list-style-type: none"> <li>1. System in place for alumni and job placement.</li> <li>2. Increase our organized industry visits to two per semester per program cohort; Increase our teacher's participation in industry experiences by 25%.</li> <li>3. To improve the work experience organization, tracking and support to a standard that all programs follow.</li> <li>4. Increase our meaningful partnerships to support our needs.</li> </ol>
INDICATORS	<ol style="list-style-type: none"> <li>1. Number of Alumni who are registered with our tracking system.</li> <li>2. Number of industry visits or guest speakers for students and industry experiences for teachers.</li> <li>3. Number of successful work experiences or our students.</li> <li>4. Number of students who consult support team regularly. Number of community partners engaged in life at Nova. Special Ed process.</li> </ol>
MINISTRY INDICATOR	By 2030, reduce by 50% the gap in success rates between various groups of students.

## 6. ACCOUNTABILITY AND THE EDUCATIONAL PROJECT

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

It is up to the Nova Career 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 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.

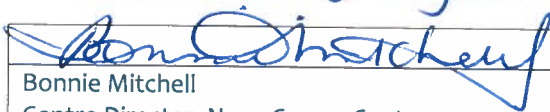

The Governing Board must ensure that information in the evaluation be communicated to the centre's community in an accurate, succinct, and transparent fashion.

Challenge	Timeline	Who is responsible for monitoring...
1. Engage all students by supporting their learning needs	1 – 4 years	Department Heads, Administration, Support team
2. Ensure a healthy and safe learning environment that meets with educational and industry standards	<p>Year one: Baseline of equipment replacement needed over five years;  Year two: Implement replacement procedure.  Year one: Baseline test for entire Centre;  Year two: Repeat tests and track is repairs are needed.  Year one: Plan open house, car show, holiday celebrations, and new marketing campaign that highlights student life.  Year one: Inventory chairs and price for the acquisition of new chairs;  Begin replacement plan.  Year two-four: Complete replacement plan.</p>	Administration , Department Heads , Vocational Technician, Caretakers , Board office personnel, Marketing Committee and Coordinator of Community and Business
3. Maintain and continue improving excellence in innovative teaching and learning	<p>Year one: Schedule PLC meetings, training, and support topic ideas- document progress, define by department.  Year two: Document progress and assess the PLC status per department.  Year three: Encourage and support staff to attend PLC conference.  Year four: Tabulate the curriculum changes by department.  Year one: Create baseline of teacher's PIC use.  Year two: Assess literacy intervention strategies by department.</p>	Department Heads, Administration, Education Consultant and Centre Secretary to track PIC







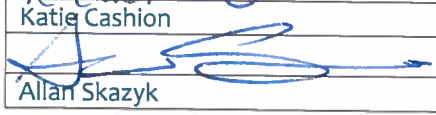
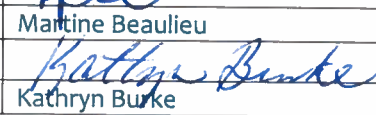
<p>4. Contribute to the vitality of our learning community and expand our relationships with industry partners</p>	<p>Year one: Create registry program and promote it to students past and present;  Year two: Put incentives in place for alumni to join;  Year three and four: Validate the promotion of our students in their future careers.  Year one: Plan industry visits per semester per program;  Create tracking mechanism;  Create questionnaire for teachers to respond to how they brought students to the industry;  Year two-four: improve approach and programming of industry connections.  Year one: Package is standard / teachers track;  Year two- four: improvements are made to work experience.  Year one: Monitor Special Ed process;  Year two-four: Monitor progress and increase supports as needed;  Bring in community partners for events and workshops for seniors.</p>	<p>Administration, Coordinator of Business and Community, Department heads, Marketing Committee, Teachers, Supervisors, Support team, Education consultant, Community partners and Community Development agent</p>
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## 7. SIGNATURES

Signed at Chateauguay, this 29 day of October, 2019

 Bonnie Mitchell Centre Director, Nova Career Centre	 Claude Hamelin Governing Board Chair
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### Educational Project Committee Members:

 Nancy Richer	 Christine Corbett
 Brian Burton	 Derek Stacey
 Katie Cashion	 Martine Beaulieu
 Allan Skazyk	 Kathryn Burke

### Other collaborators in the development of our Educational Project:

 Gayle Holdaway	
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Validated by R. Buttars, Director General, 2019-10-29