



Huntingdon Adult Education & Community Centre's Educational Project 2023-2027

Huntingdon Adult Education & Community Centre

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www.nfsb.me

A career education centre of the New Frontiers School Board

www.nfsb.qc.ca

1. An introduction to our Educational Project

The Huntingdon Adult Education and Community Centre (HAECC) is more than just an educational institution in Huntingdon, Quebec. It is a place where we cultivate more than academic skills. At the heart of our center, you will discover horticulture and landscaping training programs that go beyond the mere acquisition of professional skills. It is an invitation to nurture a passion, to flourish within our warm community that, like a family, welcomes you with open arms.

For those looking to complete their high school education, our adult general education courses are designed to offer more than just a diploma. You will find a strong support system and an atmosphere that fosters learning and personal growth.

Our work-ready program is not just about English, mathematics, and French courses. It is an opportunity to develop essential life and professional skills while gaining hands-on experience through real-world internships.

Finally, our social integration program for adults with exceptionalities is imbued with the warmth and support of a true educational family. At HAECC, we are more than a school. We are a community that thrives on strong connections and a shared passion for learning and growth. Join us for an educational experience that goes beyond the classrooms, where each student is an integral part of this larger educational family.

This Educational Project between the Huntingdon Adult Education & Community Centre and the New Frontiers School Board is written within the framework of the Education Act.

2. Who we are at HAECC

At HAECC, we transcend traditional education, fostering a community that nurtures passions, supports personal growth, and provides more than just academic skills. We are dedicated to creating a warm and inclusive family-like environment where each student is an integral part of our shared journey. HAECC envisions an educational hub, where academic excellence is complemented by a strong sense of community. Be a place where all individuals grow in warm and supportive community fostering learning, growth, and a lifelong passion for education.

Since our current ones are outdated, we will be collaborating to create a new Vision, Mission, and Values as part of this Educational Project. We have included those of NFSB in the meantime.

VISION:

The New Frontiers School Board fosters success for each student.

MISSION:

We engage students, staff, parents, and the community as educational partners;

We expect and support all employees to continuously improve with a focus on enhancing student learning;

We provide experiences that challenge students and employees to develop respect for themselves, others, and the environment; and

We create hospitable learning environments where everyone belongs, is accepted, and is appreciated.

VALUES:

The New Frontiers School Board values **Community**, **Adaptability**, **Responsibility**, and **Equity/Inclusion**. **We CARE.**

The special history of the school

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 of Quebec as part of the Canada-Quebec entente. In 2009 the Horticulture and Garden Operations started the construction of the new greenhouse. Over the past decade some minor changes have occurred at HA ECC to modernize the former elementary school into centre more suited for adult and vocational training. In 2010 HA ECC offered CEGEP program through Champlain College, which lasted three years. In 2011 our Social Integration program for adult learners with special needs. HA ECC prides itself on having a very inclusive school based on mutual respect and caring for another.

Special geographical factors

HA ECC is one of the New Frontiers School Board's three Continuing Education Centres. Students attending HA ECC come from a large territory, some being local and others attending our unique programs, from Greater Montreal and beyond. Because Huntingdon is a small rural municipality, transportation and socio economics have an impact.

Our Students & Staff	Adult Education	Vocational Education
Number of students	Between 35-60	Between 20-35
Number of teachers	6	1 fulltime (7 hourly teachers)
Number of support staff	2 student attendants 1 special education technician	1 special education technician
Number of non-teaching professionals	1 social work tech (50%) 1 School Organization Technician (80%) 1 Centre Secretary 1 Career and Guidance Counselor (50%) 1 CLC Recreation Technician	
Our socio-economic index	NAANS	
Our budget statement @ June 30	TBA	

3. Educational Project Committee Members

- Kara-Lee Woods, Centre Director
- Diana Gervasi, Assistant Centre Director (as of February 2024)
- Megan Martin, Assistant Centre Director (until January 2024)
- Michael Werenchuk, Staff Assistant and Social Integration Teacher
- Marie-Claire Charlebois, Social Integration and French Teacher
- Samantha Goundrey, Special Education Technician
- Victoria Hamilton, Special Education Technician
- McKenzie Hooker, Community Learning Center
- Jake Morrissey, Caretaker

4. Consultation Process

In the development of our Educational Project, the following consultations were undertaken:

Date	Format	Notes
September 2023	Continuing Education Ped Day CTSP 4 Corners Activity	All Staff (3 Centres)
November 2023	Meet to plan objectives	Educational Project Committee
December 2023	Meet to plan Objectives	Educational Project Committee
January 2024	Our School Survey	Students
December-March	Planning of NFSB objectives	CTSP Subcommittees
Dec-March	Pulse Surveys	Staff and Community
February 2024	Review of new objectives from CTSP Subcommittees	With Rob Buttars
March 2024	Review of new objectives from CTSP Subcommittees	With Rob Buttars
March 2024	Review of new objectives from subcommittees	Committees
March 2024	Share and approved by Governing Board	Governing Board

5. Some of our Challenges

Our Centre faces challenges that impact the overall learning environment and student experience. One prominent issue is absenteeism, where a notable number of students are consistently absent from classes. This not only hinders individual academic progress but also poses a challenge in maintaining a cohesive and engaging classroom dynamic. Addressing the root causes of absenteeism, such as personal or socio-economic factors, is crucial to fostering a more consistent and supportive learning atmosphere.

Another significant challenge revolves around accessibility, encompassing both the physical location of the school and the accommodations for handicapped students. The absence of elevators poses a barrier to mobility, affecting not only students with physical disabilities but also creating challenges for faculty and staff. Improving accessibility within the school premises is essential to ensure that all students, regardless of their physical abilities, can navigate the campus seamlessly. Transportation is yet another hurdle that impacts the school community. Many students face difficulties in commuting to and from the school, which can result in tardiness or, in some cases, even contribute to absenteeism. Exploring solutions such as diversification of the delivery of our offering.

Effective communication and collaboration among departments are vital for creating a cohesive educational experience. Breaking down silos and fostering a sense of unity can lead to a more integrated approach to education, benefiting both students and faculty. Implementing strategies such as regular inter-departmental meetings, shared resources, and collaborative projects can contribute to a more holistic and interconnected educational environment, enhancing the overall quality of education provided by the school.

Addressing these challenges requires a concerted effort from all stakeholders to create a more inclusive, accessible, and collaborative learning environment.

6. Our Plan

Orientations	Objectives	Targets	Indicators	Results
Strengthen employee engagement	80% of our employees feel supported and satisfied in their jobs	<ul style="list-style-type: none"> Improve onboarding for all employee groups. Cultivate a safe and caring environment (REDI, civility, customer service model) Improve communication between all stake holders 	<p>Create a School Council by end of 2023-24 school year</p> <p>Create a start-up manual for each group of employees at HAECC by end of 2024-25, then update annually</p> <p>Find each new employee a buddy or mentor admin tracks</p> <p>At least 1 staff driven PD topic every HAECC Ped Day staff council tracks</p> <p>Zero incidents of violence, intolerance, bullying . Track via incident reports</p> <p>Create a Code of Civility at HAECC in place by June 2025</p> <p>Pulse Survey results</p>	*
Leverage power of data	Raise the 7 year cohort graduation and qualification rate	<ul style="list-style-type: none"> Hold high attendance expectations Increase opportunities for student feedback Foster a culture of Our School Survey and other surveys as our pulse. Implement orientations (in all programs) Develop a hybrid model in FGA 	<p>Review expectations at each orientation and supported by all staff.</p> <p>FP: 90% of students less than 20% absence by end of 2025 school year</p> <p>90% of students less than 10% absence by end of this Educational Project</p> <p>FG: Reduce the number of academic student absences for a period of 5 or more days</p>	

	<p>Achieve a 80% reduction by 2027 (decrease number of “request of change of status forms”) Generate monthly absence reports by group.</p> <p>Creation of at least 1 student feedback in each competency/course Tracker</p> <p>Administer Our School Survey 2x year 2024-25 Administer Our School Survey to FP 2x per cohort 2025-2027 Our School Survey results</p>		
	<p>Make Student Service Space more visible to support and welcome more interactions between our students and our Student Service Team / supportive community partners by summer of 2024.</p> <p>Educate all stakeholders and promote our support services more frequently and more intentionally. Track on Calendar</p> <p>With Ped Consultant support and approval, creation of updated and relevant exams in all FP programs, especially new Horticulture program</p> <p>Each FGA student to visit another Vocational Centre</p> <p>Create a Lunch and Learn Calendar for anyone wanting to</p>	<ul style="list-style-type: none"> • Increase opportunities for more male role models • Reevaluate methods of teaching and assessing some competencies, to be more relevant • Reduce bullying (35% of male students felt bullied in last month) • Promote trades (student for a day for all FGA) 	<p>Raise success rates amongst boys</p>

			<p>improve certain technical and life skills (ie: math in horticulture/landscaping, customer service training, FSL) Track on Calendar</p> <p>Committing to on-going anti-bullying initiatives (at least 1 per semester)</p> <p>Our School Survey results</p>	
Foster relationships and global development	Increasing our student sense of belonging to align with the provincial average	<ul style="list-style-type: none"> Increase number of Centre-wide events and community partnerships Create a Student Advisory committee with representation from every program 	<p>Track number of Centre-wide activities, number of students participating, number of CLC and other partnerships (existing and new)</p> <p>Tracked on an activity calendar, student advisory to organize one event per month.</p> <p>Host an annual community event, which will serve as an open house, as well as, promotion of the Centre, and celebration of student's success.</p> <p>Our School Survey results</p>	
	10% more students say "I have a great relationship with staff at my centre"	<ul style="list-style-type: none"> Continue to foster opportunities for more student-staff interactions (committees, events, contests) 	<p>Create and track on an event calendar – minimum 1 per month (ex: committees, events, contest, birthdays)</p> <p>UN Initiatives: Laptop Refurbishing Program To.Us Green Committee Partnership with Genie in the Bottle</p> <p>Our School Survey results</p>	

	<p>At least 80% of adult learners say "My school has made an effort to build a relationship with us"</p>	<ul style="list-style-type: none"> • Create PD opportunities to better support our adult learners 	<p>Staff committing to a calendar of relevant training based on their needs</p>	
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7. Sustainable Development

At our school, we are deeply committed to green initiatives in line with the priorities set by the United Nations. Our dedication to sustainability is evident through various programs and partnerships aimed at reducing our environmental impact. One such initiative is our computer recycling program, which ensures responsible disposal of electronic waste. Additionally, our partnership with "Genie in a Bottle" allows us to recycle a wide range of household materials, further minimizing our footprint. We take pride in our conscious approach to environmental stewardship, constantly seeking ways to improve and innovate. Through these efforts, we are not only fulfilling our responsibility to the planet but also instilling in our community a profound appreciation for sustainability and the preservation of our natural resources.

8. Alignment & Accountability

Our Educational Project is in alignment with the Commitment to Success Plan of the New Frontiers School Board, and the priorities of the Quebec Ministry of Education.

This Educational Project will be evaluated by the Educational Project Committee on a regular basis and the results will be presented to our community. We will analyse our results and determine the degree of success in the attainment of our targets. In addition, our administrators will meet regularly with the CTSP Subcommittees to help keep us moving forward to achieve our goals.

We look forward to developing our Action Plan. Our aim is to keep this project streamlined so all stakeholders understand our game plan for the next 5 years.

9. Signatures

Signed at Huntingdon, Quebec this June 5, 2024

<i>Kara-Lee Woods</i>	<i>Marlene Harvey</i>
Kara-Lee Woods, Centre Director Huntingdon Adult Education & Community Centre	Marlene Harvey, Chair Huntingdon Adult Education & Community Centre Governing Board

I, Mike Helm, Director General, confirm that this plan is in line with the Commitment to Success Plan of the New Frontiers School Board, and is in conformity with our timeline: