

Howick elementary

5 rue Lambton, Howick, Qc, J0S1G0
www.howick.nfsb.qc.ca

Educational Project

2019-2022

Compiled by our Educational Project Committee:

X Mélanie Primeau, principal

X Natasha Chortyk, teacher

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New Frontiers School Board

214 McLeod, Chateauguay, Quebec J6J 2H4
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1. INTRODUCTION TO THE EDUCATIONAL PROJECT

Howick elementary 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 Howick elementary is to work together with all our stakeholders to strengthen our partnership in learning.

Howick was once a high school for our area. Fifty years ago, when Chateauguay Valley High School opened its doors, Howick transitioned to an elementary school. Even today, you can still walk the halls and know where the old library, staff room and home economics rooms were as the doors still remain with those indications. This rural school that welcomes students from Howick, Saint-Sacrement, Saint-Chrysostome, Ste-Martine, St-Urbain-Premier, Ste-Clotilde, St-Étienne-de-Beauharnois has seen as little as 58 students walk the halls and has had parents and community members fight to keep it open.

Today, we welcome 145 students with continued growth as the 2019-2020 year will welcome over 165 students. We have 12 teachers, which globally gives us a ratio of 1:14, with classes ranging from 12 to 23 students in 2019-2020. Our student body is half French and half English, which allows us to hear both languages spoken in the halls and through parent/staff as well as staff/staff conversations. Our francophone population is also growing thanks to the high quality of our French teachers and our 50-50 model of French and English instruction.

We are very proud of our holistic approach that our staff adheres to which helps us create relationships of trust so that students feel ready to learn. This approach has even spread to our community partners and our volunteers that come in and out regularly to contribute to our students' learning.

With all this change, one thing remains: a close community that helps each other, that volunteer with us for the students. As one of our community members said in our survey: "We must always remember our past to appreciate every accomplishment as we move forward to the future".

2. LEGAL REFERENCES AND REGULATIONS:

The Educational Project between Howick elementary 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

Mélanie Primeau	Principal
Natasha Chortyk	Teacher
Chris Wallace	Teacher
Geneviève Michaud	Teacher
Carmela Giampolo	Support staff

4. CONSULTATIONS UNDERTAKEN

April 1 st 2019	Staff	Meeting	Howick staffroom
April 1 st 2019	Governing Board	Meeting	Howick conference room
March 20 th 2019	Students	Our school survey	At school
May 15 th 2019	Parents	Online survey	Through email on portal
May 15 th 2019	Community	Online survey	Link through our FB page
June 12 th	Teacher council	Meeting	Howick staffroom
June 12 th	Governing board	Meeting	Ormstown
September 2019	Parents	Meeting	Annual general assembly

	Increase by 10% students reading at level.
INDICATORS	Results from grade 6 ministry exam: global math mark, English writing, English reading, French writing, French reading and French talk. Results from GB+ and PM Benchmarks
MINISTRY INDICATOR	1.1 Act early and rapidly 1.2 Act continuously and in a concerted manner 3.2 Provide accessible, quality educational services adapted to diverse needs

Challenge TWO	
ORIENTATION 1	Decreased number of students with moderate to high levels of anxiety.
OBJECTIVES	To decrease the number of students with moderate to high levels of anxiety.
TARGETS	Reduce by 8% the number of students with anxiety in grades 4-5-6 (from 23% to 15%)
INDICATORS	Results from grade 6 ministry exam & Results from report cards as of cycle 2 for Production competency as well as GB+ PM benchmarks to establish the number of kids at level, at risk and not at level.
MINISTRY INDICATOR	5.1 Offer a welcoming, safe and caring living environment that foster discussion, communication and enriching personal and social relationships.

5. PORTRAIT OR CONTEXT IN WHICH THE SCHOOL OPERATES

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Our VISION

The New Frontiers School Board is committed to success for all students.

Our MISSION

To realize our Vision, our Mission is to:

- Provide experiences that will challenge our students and employees to learn and develop respect for themselves, others, and the environment;
 - Engage students, parents, staff, and our communities as educational partners;
 - Expect and support all employees to continuously improve with a focus on enhancing student learning;
- Create a hospitable learning environment where everyone feels they belong and are appreciated.

6. CHALLENGES

Howick School will focus on the following challenges:

Challenge ONE	
ORIENTATION 1	Increased command in all three core subjects
OBJECTIVES	To increase command in all three core subjects
TARGETS	Increase averages by 10% of each competency in each subject.

7. IMPLEMENTATION AND FOLLOW-UP OF THE EDUCATIONAL PROJECT

Following is a snapshot of the template you will be provided with as a working document...

XYZ School / Centre Street, Town, Quebec PC www.xxx.nfsb.qc.ca	
Educational Project - 2019-2022 A Working Document	
Principal:	Challenges being focused on: Taken from Section 6 of your Educational Project Official Document 1 2 3 Etc...
Educational Project Committee: Taken from Section 3 of your Educational Project Official Document Name Role Name Role Name Role Etc..	Consultations Undertaken: Taken from Section 4 of your Educational Project Official Document Date Group Format Location Date Group Format Location Etc.

Portrait of the School (Example – New Frontiers School Board) Taken from Section 5 of your Educational Project Official Document	
Our VISION The New Frontiers School Board is committed to success for all students.	
Our MISSION To realize our Vision, our Mission is to: <ul style="list-style-type: none"> • Provide experiences that will challenge our students and employees to learn and develop respect for themselves, others, and the environment; • Engage students, parents, staff, and our communities as educational partners; • Expect and support all employees to continuously improve with a focus on enhancing student learning; Create a hospitable learning environment where everyone feels they belong and are appreciated.	
Our territory stretches from the St. Lawrence River to the North, Autoroute 15 to the East, the American border to the South and the Ontario border to the West, and is geographically divided into the suburban area of Chateauguay and the more rural area of the Chateauguay Valley, hence our local referents, "Chateauguay" schools and "Valley" schools. The Valley schools, with the exception of one, have socioeconomic indexes ranging from 6 to 10. The high incidence of students at risk due to socio-economic disadvantage is a critical factor in the portrait of our Board.	
Programming at the elementary level entails a bilingual model of 50% English/50% French with Language Arts being taught in English in kindergarten through grade 6. While an inclusive model of integration of students with special needs is the norm, a small number of students with particular challenges are regrouped into mixed special education classes. These classes are located both in the Chateauguay area and in the Chateauguay Valley. At the secondary level, while based on an English mother tongue model, enriched programming is provided in French Second Language. Each of the high schools provides special needs education through both integration and special education classes. In addition, each high school has developed alternative programs to meet the needs of their respective clientele in both the general education and work-oriented training paths.	
At the adult level, the Board offers adult general education programming, vocational training that includes sixteen (-6) different vocational training options, social and community programming and services to industry and commerce. The NFSB engages in vocational program ententes that offer services in partnership with other school boards.	
The New Frontiers School Board is committed to Professional Development for all employees who support the learning in our school and centre communities. This includes the development of our partners in governance: Council, Governing Boards, Parents' Committee, etc. Our schools and centres are strongly committed to the Community Learning Centre concept. We are looking forward to continued collaboration and vitality within our regions and with our partners. Good Citizenship & Character Education is evident across our school system. Our elementary students celebrate the six pillars of character, while the entire school board is involved in our partnership with Free The Children; we will also continue to honour our Outstanding Citizens. These initiatives will continue, and we know others will be developed.	
New Frontiers... Success for all students:	

Challenge 1 "xxx" Taken from Section 6 of your Educational Project Official Document						
Ministry of Education Objective 1: Starting secondary school with a delay of one or more years may have a negative impact on a student's educational path, and ultimately on their educational success.						
Ministry of Education: By 2022, reduce to 11.4% the proportion of students starting public secondary school at age 13 or older. By 2030, reduce to 10% the proportion of students starting public secondary school at age 13 or older.						
New Frontiers School Board: By 2022, reduce to 6% the proportion of students starting public secondary school at age 13 or older. By 2030, reduce to 5% the proportion of students starting public secondary school at age 13 or older.						
Objective	Indicator	Target(s)	Strategy	Timeline	Monitoring	
By 2030, reduce to 10% the proportion of students starting public secondary school at age 13 or older	Use the data from <u>Indicateurs Nationaux-Agir</u> to show the proportion of students entering Secondary School at age 12 or less	1. To reduce to X% the proportion of students starting public secondary school at age 13 or older by June 2022. 2. To reduce to X% the proportion of students starting public secondary school at age 13 or older by June 2030.				

8. 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...
Core subjects	Year one: Adapt and implement strategies. Year two: Track success rates as they increase. Year three: Modify approach. Year four: Track success as they increase.	Administration Teachers Support Staff
Anxiety	Year one: Adapt and implement strategies. Year two: Track success rates as they increase. Year three: Modify approach. Year four: Track success as they increase.	Administration Teachers Support Staff

9. SIGNATURES




Signed at Howick, this 12th day of June, 2019

	Validated by R. Buttars, 2019-09-20
Melanie Primeau Principal, Howick elementary	Rob Buttars Director General, New Frontiers School Board

Educational Project Committee Members:

	
Natasha Chortyk, teacher	Chris Wallace, Teacher
	
Geneviève Michaud, teacher	Carmella Giampolo, special ed technician

Other collaborators in the development of our Educational Project:

	
Heather Ednie, GB chair	Melissa Duheme, school council
	
Monica Holzgang, school council	

