



Heritage Elementary School

21 King Street, Huntingdon (Québec), J0S 1H0
www.heritage.nfsb.qc.ca

Educational Project

2019-2022

Compiled by our Educational Project Committee:

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NEW FRONTIERS

www.nfsb.qc.ca

1. INTRODUCTION TO THE EDUCATIONAL PROJECT

Heritage Elementary has a rich history. The school emerged from the amalgamation of Huntingdon Academy and St-Joseph elementary schools in the 2007-2008 school year. Today we are located in the building formally known as Huntingdon Academy, which has a history dating back to 1852.

Our school has a very strong history with the Second Step Program, aimed to meet the social and emotional well-being of our students. Prior to amalgamation, both schools were very involved in implementing this program with the Huntingdon Academy being nominated and written up in "Parents" magazine as a "Second Step School" in 2004. Our staff has again fully embraced the Second Step Program, from 4-year-old Kindergarten to grade 6, as part of our RTI (Response To Intervention) in order to help students develop behaviors for learning. Heritage Elementary is part of a vibrant school community filled with engaging academic projects, a dynamic music program, a rich Art program, challenging sports activities and much more!

2. LEGAL REFERENCES AND REGULATIONS:

The Educational Project between Heritage 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

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|-----------------|-----------------------------|
| Carole DeMone | Resource Teacher |
| Julie Latreille | Teacher |
| Diane Lazure | Teacher |
| Genette Moore | Parent/PPO member/GB member |
| Éric Colbert | Principal |

4. CONSULTATIONS UNDERTAKEN

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|------------------------------|-----------------------|--|----------|
| February 14, 2019 | Heritage Staff | Group sessions on challenges | Heritage |
| March 2019 | Students (gr 4, 5, 6) | “Tell Them From Me” survey | Heritage |
| April 4, 2019 | Governing Board | Group sessions on challenges | Heritage |
| May 9, 2019 | Governing Board | Group sessions on challenge A, Ministry objectives | Heritage |
| May 14, 2019 | Heritage staff | Group sessions on challenge A, Ministry objectives | Heritage |
| June 12 th , 2019 | Governing Board | Group session on Ed. Project | Heritage |

5. PORTRAIT OR CONTEXT IN WHICH THE SCHOOL OPERATES

École Heritage Elementary School is situated in the Chateauguay River Valley with the Chateauguay River flowing through the town of Huntingdon. It serves students from the town of Huntingdon and the surrounding municipalities of Elgin, Godmanchester, Hinchinbrooke, St-Anicet, St-Agnès-de-Dundee and Ste-Barbe. Our school is in the administrative region of Montérégie South-West, bordered by the United States to the South and the St-Lawrence River to the West.

Our school has a rich history. The school emerged from the amalgamation of Huntingdon Academy and St-Joseph elementary schools in the 2007-2008 school year. Today we are located in the building formally known as Huntingdon Academy, which has a history dating back to 1852. In the early years, the Academy welcomed students at the elementary and high school levels. While St-Joseph School was serving the English catholic population, the Academy was serving a protestant population up until the time when school boards became linguistic.

Heritage School serves a population of approximately 215 students and has a socio-economic index of 10, which makes us a NANS (New Approaches New Solutions) school. As a result, there are specific resources provided such as smaller class sizes and some decentralized funding for additional support.

Heritage Elementary also has a very strong history with the Second Step Program, aimed to meet the social and emotional well-being of our students. Prior to amalgamation, both schools were very involved in implementing this program with the Huntingdon Academy being nominated and written up in “Parents” magazine as a “Second Step School” in 2004. Our staff has again fully embraced the Second Step Program, from 4-year-old Kindergarten to grade 6, as part of our RTI (Response To Intervention) in order to help students develop behaviors for learning.

6. CHALLENGES

École Heritage Elementary School will focus on the following challenges:

| Challenge ONE - To increase the proficiency of English and French literacy and numeracy. | |
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| ORIENTATION 1 | Increase the proportion of the adult population of Québec who demonstrate high-level literacy skills according to PIAAC 2022 (Programme for the International Assessment of Adult Competencies). |
| OBJECTIVES | <ul style="list-style-type: none"> • By 2030, bring to 90% the success rate on the elementary cycle 3, year 2 English mother tongue ministry exam, written component (production). • 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. |
| TARGETS | <ul style="list-style-type: none"> • Increase by 5% the number of students reading at level for each cycle by June 2020 • Increase by 5% the number of students who obtained a passing grade by June 2020. • Increase by 2% the number of EHDAA students reaching the indicated levels in English and French by June 2020. |
| INDICATORS | <ul style="list-style-type: none"> • The percentage of students reading at level at the end of the cycles 1, 2 and 3 in both French and English, using PM Benchmark, GB+ and G.R.A.D.E. assessment tools. • The results of ministry and/or NFSB End of cycle 3 ELA and FLA evaluations (reads and listens to text). • The percentage of cycle 3 EHDAA students who reach a grade 4 reading level or higher in English using PM benchmark assessment tool. • The percentage of cycle 3 EHDAA students who reach a grade 3 reading level or higher in French using the GB+ assessment tool. • The results of Ministry and NFSB end of cycle 3 ELA and FLA evaluations (production). • The results of Ministry end of cycle 3 evaluations. |
| MINISTRY INDICATOR | <ul style="list-style-type: none"> • By 2030, bring to 90% the success rate on the elementary cycle 3, year 2 English mother tongue ministry exam, written component (production). • 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 TWO - To continue to maintain and to implement teaching strategies and programs which support our students' success during the early years of their schooling | |
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| ORIENTATION 1 | Increase the proportion of the adult population of Québec who demonstrate high-level literacy skills according to PIAAC 2022 (Programme for the International Assessment of Adult Competencies). |
| OBJECTIVES | <ul style="list-style-type: none"> • By 2030, reduce by 50% the gap in success rates between various groups of students. |

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| | <ul style="list-style-type: none"> • By 2030, reduce to 10% the proportion of students starting public secondary school at age 13 or older. |
| TARGETS | <ul style="list-style-type: none"> • Identify students through the indicators as soon as difficulties become apparent and Ad hoc them to document the interventions. • Increase by 5% the number of students in cycle 1, year 2 reading at level in English and French by June 2020. |
| INDICATORS | <ul style="list-style-type: none"> • Teacher's observations, assessments and professional judgement. • End-of-year evaluation grids • START assessments • The percentage of students reading at level in English and French at the end of cycle 1, year 2 using PM Benchmark and GB+ assessments. |
| MINISTRY INDICATOR | <ul style="list-style-type: none"> • By 2030, reduce by 50% the gap in success rates between various groups of students. • By 2030, reduce to 10% the proportion of students starting public secondary school at age 13 or older. |

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| Challenge THREE - To promote the growth of a healthy and safe environment for students. | |
| ORIENTATION 1 | Have elementary students physically active at least 60 minutes per day. |
| OBJECTIVES | By 2030, ensure that all school buildings are in satisfactory condition. |
| TARGETS | <ul style="list-style-type: none"> • To decrease the number of reported bullying incidents in the Tell Them From Me survey. • Decrease the number of Parent Notifications recorded in GPI by 5% by June 2020. • Increase daily physical activity by 25% by June of 2020. • Decrease consumption of sweets and fatty food by 5% by June 2020. • Increase the total amount of energy cubes earned in the school by 5% by June 2020. • Reduce the incidents of vandalism. • Reduce the need to replenish material in the Chillin' Cheetah stations. |
| INDICATORS | <ul style="list-style-type: none"> • Tell Them From Me survey • Number of Parent Notifications (incidents, suspensions) as recorded in GPI. • School wide survey using an app, such as Kahoot, to determine the student's use of second step strategies. • Tell Them From Me survey • Number of cubes earned during the GDPL (Grand Défi Pierre Lavoie) • Reported incidents of vandalism in the bathrooms/locker room. • Reported incidents of misuse of Chillin' Cheetah stations. |
| MINISTRY INDICATOR | By 2030, ensure that all school buildings are in satisfactory condition. |

7. IMPLEMENTATION AND FOLLOW-UP OF THE EDUCATIONAL PROJECT

Please refer to the working document

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... |
|---|---|---|
| To increase the proficiency of English and French literacy and numeracy. | Starting September 2019 to the end of June 2022 | The Educational committee |
| To continue to maintain and to implement teaching strategies and programs which support our students' success during the early years of their schooling | Starting September 2019 to the end of June 2022 | The Educational committee |
| To continue to maintain and to implement teaching strategies and programs which support our students' success during the early years of their schooling | Starting September 2019 to the end of June 2022 | The Educational committee |

9. SIGNATURES

Signed at Huntingdon, this 25th day of October, 2019

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|  | Validated by R. Buttars, 2019-10-25 |
| Éric Colbert Principal, Heritage Elementary School | Rob Buttars Director General, New Frontiers School Board |

Educational Project Committee Members:

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| Carole Demone Resource Teacher  | Julie Latreille Teacher  |
| | |
| Diane Lazure Teacher  | Genette Moore Parent, GB Member  |

Other collaborators in the development of our Educational Project: Natalie Léger, School Secretary