

Educational Project

ACCESS - Brossard, Royal Oak,
Sainte-Julie

2019-2020

The Educational Project

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1. Purpose and Definition of the Educational Project

The Educational Project is a strategic tool through which an educational institution can define and communicate to the educational community the policy orientations, the action priorities, and the expected results to ensure the educational success for all students, in both the youth and adult sectors. It reflects the characteristics and needs of the students who attend the educational institution and the expectations expressed in the community in terms of education. Resulting from a consensus, the Educational Project is prepared and implemented through the collaborative efforts of various stakeholders concerned with the institution: students, teachers and other staff members, as well as the community and school board representatives.

2. Legal Framework

The *Education Act* includes sections related to the development of the Educational Project. They are listed below:

19. In accordance with the Educational Project of the school and subject to the provisions of this Act, the teacher has the right to govern the conduct of each group of students entrusted to his care. The teacher is entitled, in particular,

- (1) to select methods of instruction corresponding to the requirements and objectives fixed for each group or for each student entrusted to his care;
- (2) to select the means of evaluating the progress of students so as to examine and assess continually and periodically the needs and achievement of objectives of every student entrusted to his care.

22. A teacher shall

- (1) contribute to the intellectual and overall personal development of each student entrusted to his care;
- (2) take part in instilling into each student entrusted to his care a desire to learn;
- (3) take the appropriate means to foster respect for human rights in his students;
- (4) act in a just and impartial manner in his dealings with his students;
- (5) take the necessary measures to promote the quality of written and spoken language;
- (6) take appropriate measures to attain and maintain a high level of professionalism;
- (6.1) collaborate in the training of future teachers and in the mentoring of newly qualified teachers;
- (7) comply with the Educational Project of the school.

97. Vocational training centres are educational institutions whose mission is to provide the educational services prescribed by the basic vocational training regulation established by the Government under section 448.

Adult education centres are educational institutions whose mission is to provide to persons entitled thereto under section 2 the educational services prescribed by the basic adult education regulation established by the Government under section 448.

Centres shall pursue their mission within the framework of an Educational Project.

It is also the mission of centres to contribute to the social and cultural development of the community.

97.1. The centre's Educational Project, which may be updated if necessary, shall contain

- (1) the context in which the centre acts and the main challenges it faces, particularly with respect to academic success and, in the case of a vocational training centre, the relevance of the training to regional or provincial labour market needs;
- (2) the specific policies of the centre and the objectives selected for improving student success;
- (3) the targets for the period covered by the Educational Project;

(4) the indicators to be used to measure achievement of those objectives and targets; and
(5) 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 basic school regulation and the programs of studies established by the Minister are implemented, adapted and enriched. They must also be consistent with the school board's commitment-to-success plan.

97.2. 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.

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109. The governing board shall analyze the situation prevailing at the centre, particularly the challenges tied to student success and the characteristics and expectations of the community served by the centre. Based on the analysis and taking into account the school board's commitment-to-success plan, the governing board shall adopt the centre's Educational Project, oversee the project's implementation and evaluate the project at the intervals specified in it.

Each of these stages shall be carried out through concerted action between the various participants having an interest in the centre and in student success. To that end, the governing board shall encourage the collaboration of students, parents, teachers, other centre staff members, and community and school board representatives.

109.1. The governing board shall send the centre's Educational Project to the school board and make it public on the expiry of 60 to 90 days after sending it or of another period if the governing board and school board so agree. It shall also make public the evaluation of the centre's Educational Project. The Educational Project and any evaluation of it shall be communicated to the students and the centre staff members.

The Educational Project takes effect on the date of its publication.

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110.3.1. Each year, the governing board shall inform the community served by the centre of the services provided by the centre and report on the level of quality of such services.

110.9. The principal, under the authority of the director general of the school board, shall ensure that educational services provided at the centre meet the proper standards of quality.

The principal is the academic and administrative director of the centre and shall see to the implementation of the decisions of the governing board and of the other provisions governing the centre.

110.10. The principal shall assist the governing board in the exercise of its functions and powers and, for that purpose, the principal shall (1) coordinate the analysis of the situation prevailing at the centre and the development, implementation and periodical evaluation of the centre's Educational Project;

(1.1) (subparagraph repealed);

(2) ensure that the proposals required under this chapter are prepared and submitted to the governing board for approval;

(2.1) ensure that the governing board is provided all necessary information before approving the proposals made under this chapter.

If the principal fails or refuses to submit to the governing board a proposal concerning a matter within the purview of the governing board within 15 days of the date on which the governing board requests the proposal, the governing board may act without such a proposal.

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110.12. The principal is also responsible for approving, on the proposal of the teachers or, in the case of the matters referred to in subparagraph 4, of the staff members concerned,

(1) the criteria for the introduction of new instructional methods;

(2) in keeping with the budget of the centre, the textbooks and instructional material required for the teaching of programs of studies;

(3) the standards and procedures for the evaluation of student achievement in keeping with the prescriptions of the basic regulation and subject to the examinations that may be imposed by the Minister or the school board;

(4) the measures selected to achieve the objectives and targets set out in the Educational Project.

The proposals of the teachers or of the staff members concerned under this section shall be made according to the procedure determined by the teachers at a meeting called for that purpose by the principal or, failing that, according to the procedure determined by the principal.

A proposal of the teachers or of the staff members concerned concerning a subject referred to in this section must be made within 30 days after the proposal is requested by the principal, failing which the principal may act without such proposal.

If the principal does not approve a proposal of the teachers or of the staff members concerned, the principal shall give reasons for the decision.

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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.

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218. Every school board shall facilitate the implementation of the Educational Project of each school and each centre.

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245.1. The school board shall ensure, without encroaching upon the functions and powers conferred on centres, that each centre has adopted an Educational Project.

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275.1. The school board shall determine the allocation of the revenues referred to in section 275 for every school year taking into account the recommendations of the resource allocation committee under the fourth paragraph of section 193.3. The allocation must be carried out in an equitable manner and reflect the needs expressed by the educational institutions, the social and economic disparities they must deal with, the school board's commitment-to-success plan and the Educational Projects of its schools and centres. The allocation must include amounts for the operation of the governing boards and amounts to meet the needs of the school board, its educational institutions and its committees.

3. Groups Involved in the Preparation of the Educational Project

Our Educational Project was developed mainly through the contributions of our Leadership Team. It is composed of representatives from the teachers, support staff professionals and administrators. We familiarized ourselves with support documents prepared by the *Ministère de l'Éducation et de l'Enseignement supérieur* (MEES) in order to ensure that our process and product would conform to the legal requirements in addition to recognized winning conditions of elaboration. We met over the course of one year to study the documentation and to elaborate the drafts and final document. Our Governing Board (GB) meeting was the final step in the preparation of the Educational Project as they approved it before it was sent to Riverside School Board (RSB).

4. Consultations Held for the Preparation of the Educational Project

The Leadership Team developed the challenges, orientations, objectives, indicators and targets specific to our centres and we consulted many stakeholders by email. All the staff in our three centres were invited to send us feedback. In addition, we consulted both internal and external partners such as the professionals in the Adult Education and Vocational Training sector as well as the *Réseau éducation collaboration innovation technologie* (RÉCIT) consultants and our community partners in both the employability and support sectors. All feedback received was shared with the entire Leadership Team and considered as part of the drafting process. A formal consultation of the Staff Council was also held where the Educational Project was discussed and the representatives on School Council were invited to speak with their colleagues for any further feedback. As we had received little formal feedback, all the Leadership Team members were mandated to approach their colleagues verbally again in the final weeks of the process for any additional feedback. Additional feedback was received and considered.

5. School Context (internal and external environments)

There are five ACCESS Centres that service the clientele located throughout the Riverside School Board (RSB) territory and surrounding areas. ACCESS Brossard, ACCESS Royal Oak and ACCESS Sainte-Julie are three of the five ACCESS centres within the RSB territory.

ACCESS Brossard is a rental property located at 7900 blvd. Taschereau, Brossard, which is a 2-story building in very good condition with a total of 12 classrooms as of Fall 2019. Due to our continued growth in our Brossard location, we have acquired additional rental space on the second floor. Some classrooms currently have integrated flexible learning spaces. By Fall 2019 others will be added. We continue to support and implement innovative teaching practices in all of our centres.

ACCESS Royal Oak is located at 3555 Rocheleau in Saint-Hubert. This building is in a 2-story building in a residential neighborhood. There are 9 classrooms in addition to a large bricklaying workshop. The school is close to full capacity with the exception of the availability of some afternoon classes.

ACCESS Sainte-Julie is located at 2121 Sainte-Julie in Sainte-Julie and operates out of a shared space within the *Centre de formation professionnelle des Patriotes* with *Commission Scolaire des Patriotes* (CSP). The two school boards share several workshops and classrooms for the Stationary Engine Mechanics program. Our partnership with CSP requires that we work in harmony within their existing framework.

The centres receive allocations for each program of study from the Adult and Vocational Service at the school board, as well as allocations for administration and building maintenance of our centres. We are well equipped technologically. All classrooms have a Smartboard. Students have access to mobile iPad and/or laptop carts. Students at RO and Brossard centres have access to student computers in each classroom. In the Brossard location, fiber optic cable will be installed during the summer of 2019 to support the use of wifi. Teachers are encouraged to communicate their technological needs to Administration. This is in order to enhance student learning and support industry practices.

Our evaluation practices are governed by the centres' Standards and Procedures. They are created in collaboration with administrators, professionals, and teachers. They are developed in

accordance to MEES guidelines to ensure that evaluations are administered fairly and are not compromised. A document with these Standards and Procedures is provided to staff and is reviewed frequently. This document is revised and/or amended yearly by an established committee.

Our staff is comprised of 3 administrators, 12 support staff, 23 teachers in Adult General Education (AGE) and 13 teachers in Vocational Training (VT). There are 6 regular teachers of whom 3 are tenured. The remaining teachers are on contract and there are no hourly paid teachers. Developing teacher capacity and enriching teacher practices is a priority at ACCESS Brossard, Royal Oak and Sainte-Julie. We have two (2) pedagogical consultants who provide professional development opportunities and support teachers in their day to day teaching in both AGE and VT respectively. The pedagogical consultants are an integral part of the team at the centres as they offer support to undertake initiatives that not only impact the instructional practices of our teachers, but respectively student learning outcomes. Such initiatives include the development and support of a Professional Learning Community, along with teacher teams, the implementation of targeted interventions for learning, and the development of learning environments that are adaptive to the needs of the students.

Our three RÉCIT consultants are available to both AGE and VT personnel to support the development of teacher competency in the use of technology integration in their teaching practices. There is also the initiative adopted by the centre of designating a Technology Lead Teacher to support peers with the implementation of technology in the classroom.

At our centres, we strive to create an atmosphere that is respectful and where students feel that they can trust those who seek to help them: administration, support staff, professionals and teachers. With this goal in mind, we have enlisted support services from a Social Work Technician to guide students in their social and emotional needs, as well academic advisors. Our *Service d'accueil, référence, conseil, accompagnement* (SARCA) agent works in partnership with the *Carrefour jeunesse-emploi* (CJE) and other community agencies to offer workshops and education and career counselling to our students and their families. Student life activities that are currently offered are geared towards creating an inclusive atmosphere, and a safe, warm and caring environment for our students. It is our intention to further develop student life to ensure that we maintain a healthy school environment.

The total number of students in AGE (including Ventures and Ventures Plus) was 787 for the 2017-18 school year. The percentage of students 19 years and under was 2% of the student population. For the 2017-18 school year, the percentage of students that were successful or persevered, according to *Les indicateurs de la persévérance, de la réussite et de l'interruption à la formation générale des adultes* in their studies of Language Courses was 55%.

Programs offered in Vocational Training at two our centres include bricklaying, school daycare educator, professional sales and stationary engine mechanics. During 2017-2018, there were 189 students enrolled in Vocational Training programs at both Royal Oak and Sainte-Julie centres. This represents an increase of 98 students from the 2015-2016 school year. In 2017-2018 students in this age category represented 10% of the student population in our Vocational programs.

6. Consistency with the Commitment-to-Success Plan

7. Challenges, Orientations, Objectives, Indicators and Targets Specific to the Institution

8. Transmission and Distribution of the Educational Project

The GB will take the following steps:

- Send the Educational Project to the school board, which then has 60 to 90 days to request amendments or require the GB to defer its publication. The GB and the school board may also agree on another time limit in this regard (EA, section 209.2).
- Distribute the Educational Project to students and staff members when the above-mentioned time limit period has expired.

The Educational Project will take effect on the date of its publication.

The Educational Project will be posted in PDF format on the centre's website so that it is readily available to anyone who wishes to consult it.

9. Implementation and Monitoring of the Educational Project

After defining the context and choosing the policy orientations and objectives, the centre must implement and monitor the commitments made in the Educational Project. The following steps will be taken to implement the Educational Project:

Agree with the school team on the measures that will be applied to achieve the objectives and targets. To explain the rationale behind its choice of measures, the school team may refer to educational practices in the community, the school board's educational practices, research findings and the results of experiments, and documents produced by the school board and by MEES (policies, strategies, strategic plans, action plans, etc.).

- Obtain the centre director's approval for the measures (EA, section 110.12)
- Develop management monitoring tools (follow-up table, dashboard, action plan, etc.) and periodically observe the progress made. These tools are a valuable source of information on the effectiveness of the measures used.
- Where necessary, adjust the measures according to the available financial and human resources as well as the results.
- Continue to work with members of the GB and the other people involved in preparing the Educational Project. Keep them up to date, and arrange meetings to inform them about the measures and results. They are not required to approve the measures.

- Update the Educational Project if new strategic orientations are identified by the Minister, or if there is a significant change in the educational institution's situation (e.g. a change in its deed of establishment or in its catchment area). The people involved in preparing the Educational Project should be consulted beforehand.
- Begin the task of preparing the new Educational Project before the one currently in force has expired.

10. Reporting on the Educational Project

Reporting is the last stage in the results-based management process. It involves evaluating the Educational Project and presenting the evaluation results to the community.

The centre must monitor and examine the extent to which the objectives have been achieved and the effectiveness of the measures it has applied to fulfill its commitments. From a continuous improvement standpoint, evaluation also provides an opportunity to share innovative practices so that they can be incorporated into everyday pedagogical practices.

The school board must agree with the centre director as to the intervals at which the Educational Project should be evaluated. The school board may set requirements concerning the content of the Educational Project, the transmission date, the model to be used, and so on.

The GB must provide the education community with information on the school team's choices and the results (EA, section 109.1). The information should be precise and succinct, clearly worded and accurately reported to achieve the transparency required for accountability