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Educational Project

2019-2022



Riverside School Board

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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, support staff 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.

...

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.

...

218. Every school board shall facilitate the implementation of the educational project of each school and each centre.

...

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

The following groups from ACCESS Cleghorn and Guimond have contributed to the development of the Educational Project for our Centre's:

THE DRAFTING COMMITTEE CONSISTING OF THE FOLLOWING PERSONS:

- Cathia Mavrikakis, Centre Director of Adult and Vocational Education ACCESS Cleghorn and Guimond
- David Reddick, Assistant Centre Director of Adult and Vocational Education ACCESS Cleghorn and Guimond
- Melissa Leggitt, Administrative Services Supervisor
- Camille François, Pedagogical Consultant for Vocational Education
- Nicole Lalonde-Barley, Pedagogical Consultant for Adult General Education
- Mireille Desgranges, School Organization Technician
- Robyn Martin, Teacher
- Susan Power, Teacher
- Pierre Beaucage, Teacher
- Serge Da Costa, Teacher
- Sabrina Langelier, Teacher
- Lyanne Choquette, Academic Advisor

THE EDUCATIONAL PROJECT COMMITTEE CONSISTING OF THE FOLLOWING PERSONS:

- Cathia Mavrikakis, Centre Director of Adult and Vocational Education ACCESS Cleghorn and Guimond
- David Reddick, Assistant Centre Director of Adult and Vocational Education ACCESS Cleghorn and Guimond
- Melissa Leggitt, Administrative Services Supervisor
- Camille François, Pedagogical Consultant for Vocational Education
- Nicole Lalonde-Barley, Pedagogical Consultant for Adult General Education
- Robyn Martin, Teacher
- Susan Power, Teacher
- Pierre Beaucage, Teacher
- Serge Da Costa, Teacher
- Sabrina Langelier, Teacher
- Helen Rodriguez, Teacher
- Suzanne Winchcomb, Teacher
- Colleen Souter, Teacher
- Annie Beauregard, CLC Coordinator
- Lyanne Choquette, Academic Advisor
- Angela Vipond, Social Work Technician

4. Consultations Held for the Preparation of the Educational Project

In order to produce the Educational Project, consultations happened with staff on an ongoing basis. Starting in the 2017 school year, different consultation work sessions were held at staff meetings, staff council meetings, governing board meetings, departmental meetings and school success team meetings. Students from the student council were also included in these discussions.

This year, the Centre continued with the school success team meetings and a drafting sub-committee was created to develop the educational project. Multiple meetings were held to receive feedback, including all aforementioned groups. A first draft was produced in the third week of March and following feedback from staff and all parties consulted, the final version of this document was produced.

5. School Context

ACCESS Cleghorn and ACCESS Guimond are two of the five ACCESS Centres that service clientele located throughout the Riverside School Board territory and surrounding areas.

ACCESS Cleghorn is located at 163 avenue Cleghorn with 21 classrooms. The programs offered at this location are Adult Education and Vocational Training programs (Pharmacy Technical Assistant, Institutional and Home Care Assistance, Health, Assistance and Nursing, Secretarial Studies, Accounting Clerk and Starting a Business. At the Cleghorn Centre, each of the classrooms are in use during the day, and as a result, the Centre administration is exploring the possibility of expanding our evening course offerings.

ACCESS Guimond is located at 638 rue Guimond in Longueuil and is a rented garage in the Industrial section of Longueuil. We offer the Vocational Training Program, Automobile Mechanics, and Maintenance of Electrical Vehicles as well as courses related to those programs.

Space is an issue in both buildings and multiple pedagogical options have been used to offer quality teaching considering this constraint. The *Alternance Travail Études* (A.T.E.) and Individualized models have been explored and used to help with this challenge.

The Centres' strive to create an environment that is respectful and where students feel welcome from those who seek to help them: Administration, Support Staff, Professionals and Teachers. With this goal in mind, we have enlisted support services from Social Work Technicians to guide students in their social and emotional needs. Also offered, our *Service d'Accueil, Référence, Conseil, Accompagnement* (S.A.R.C.A.) agent works in partnership with the *Carrefour Jeunesse Emploi* (C.J.E.) and our Community Learning Center (C.L.C.) agents as well as other community agencies to offer workshops, education and career counselling to our students and their families. The Centres also have partnerships with *Le Centre D'Intégration, Jeunesse Adult* (C.I.J.A.D.), who provide services in English to our students. At the Cleghorn

campus, we work in partnership with the Y.M.C.A. to provide a welcoming environment for social development (autonomy, leadership, etc.) for our youth (ages 16 to 24) at lunch time, and after school hours including some weekends.

The data available to support the decision-making processes of the school success team has to be retrieved from a number of locations (Lumix, Charlemagne, Tosca). Data that is provided by the Ministry of Education is too broad to use in our Centres circumstances as it represents a global view of the five ACCESS Centres and not each Centre individually. The total number of students in A.G.E. in cycles 1 and 2 was 847 for the 2017-18 school year. There were 153 students with adaptations registered in A.G.E. programs for that same year. This represents 18% of our total population in A.G.E. This high number of students requiring adaptive measures in order to experience success highlights the need for diverse support measures. The percentage of students 19 years and under in cycle one was on average 7% over the past 3 years. The percentage of students 19 years and under in cycle two has remained consistent with an average of 45% of the total 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 in cycle 1 was 54% and in cycle 2 was 76%. The absence rate in 2017-2018 for A.G.E. was an average of 21.67%.

Programs offered for V.T. at our two Centres are Secretarial Studies, Health, Assistance and Nursing, Care Assistance in a Private Seniors' Residence, Home Care Assistance, Assistance in Health Care Facilities, Pharmacy Technical Assistance, Accounting, Automobile Mechanic, and Starting a Business. During 2017-2018, there were 671 students enrolled in V.T. programs at both Cleghorn and Guimond Centre's. The student population in the V.T. programs was comprised mainly of females ($n=446$) 20 years and older as compared to males ($n=225$) of our total registrations. Of this total, new registrations were also represented by females ($n=256$) 20 years and older. Since 2015, we have seen a decline in the number of registrations from students 19 years and under in our Vocational Training programs. In 2017-2018 students in this age category represented 4% of the student population in our Vocational programs.

6. Consistency with the Commitment-to-Success Plan

Objective 1: Increase Attendance with Students Identified as Requiring Support Measures

Policy on Educational Success, objective 1 and orientation 3.2
2017-2018 Strategic Plan, objective 2.1.2

Students in our Centre come from varied backgrounds and have diverse needs. We have a multidisciplinary team to support students in their learning.

As per above, the absence rate in 2017-2018 for A.G.E. was an average of 21.67%. We believe, that by increasing attendance, students will be more successful.

In both A.G.E. and V.T. we have resource teachers that provide strategic pedagogical interventions to support students. This year we added the support of a Special Education Technician through the *Accroche-toi mesure*. Each student is met by an Academic Advisor at the time of registration in both V.T. and A.G.E. and students have regular support from the advisors as required throughout their studies. This year alone, we have identified 127 students in our fall semester and 117 students in our winter semester who required adaptations to ensure their success.

Objective 2: Improve Literacy and Numeracy Skills in the Adult Population

Policy on Educational Success, objective 5
2017-2018 Strategic Plan, objective 2.2.1

Students enroll at our Centre's to acquire secondary graduation credits, CEGEP prerequisites, to learn a vocational trade(s), or to receive acknowledgement for prior learning and competencies through the Recognition of Acquired Competencies (R.A.C.) process. Our student body is also made up of individuals who are lifelong learners, wanting to further develop their skills. The Cleghorn Centre offers value-added courses to the adult general community, broadening the scope of individuals to whom we provide educational services. These courses range from second-language learning to cooking classes, to technology training (I-Pad for seniors).

We have identified concerns regarding the level of literacy in the AGE population. This affects their success rate in the language courses but, more importantly in other core courses such as Math and sciences. We believe that by increasing the level of literacy in our students, we will affect their success rate overall.

In addition, in the Vocational sector, the level of French language both conversational and written is an important factor in the placement of our students in a successful career. We believe that by increasing their level of French, in the Quebec workforce reality, they will be more successful in their career search and continuity.

Objective 3: Maintain, Promote and Diversify Student Life Activities Reflective of Our Multicultural Clientele and Enriching Personal and Social Relationships

Policy on Educational Success, orientation 5.1
2017-2018 Strategic Plan, orientation 3

Lifelong learning, healthy living and safety are priorities at ACCESS. The focus is to ensure that members of the school community feel safe in their learning and work environment. There are several extracurricular events to encourage students to be more involved in school life. The student life activities that are currently offered are geared towards creating an inclusive atmosphere and a safe, warm and caring environment for our students. We believe that these activities and welcoming environment have a profound impact on learning and retention. It is the Centre's intention to diversify the student life activities to ensure a reflection of the multi-cultural population of the Centre's and to maintain a healthy school environment.

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

Through a collaborative process, the challenge identified by the School Success team was retention. This challenge was identified after careful consideration of student profiles and data collected. In 2017, as a baseline ACCESS Cleghorn had a total of 1416 students enter a Vocational program or Adult General Education program and had 254 students leave their studies resulting in a 82% retention rate globally. The intention of the objectives that were chosen and the strategies put into place to achieve these objectives is to assist a greater number of students in completing their educational projects.

Objective 1: Increase attendance with students identified as requiring support measures¹ Policy on Educational Success, objective 1 and orientation 3.2 2017-2018 Strategic Plan, objective 2.1.2		
Consistency with the CTSP ²	Indicator	Target
Objective 3: Raise the 7-year cohort graduation and qualification rate	Monthly attendance	Reduce absence rate by 5% by 2022 In the following subjects: Sciences IV, MTH III, Math IV CST, as well as in all Vocational programs
Objective 2: Improve literacy and numeracy skills in the adult population Policy on Educational Success, objective 5 2017-2018 Strategic Plan, objective 2.2.1 and Objective 4.2.2		
Consistency with the CTSP	Indicator	Target
Orientation 1: Increase the proportion of the adult population of Québec who demonstrate high-level literacy skills according to PIAAC 2022	Number of students who are succeeding (70% and more) Competency 3 in Secondary V English	AGE – Increase the number of students who are succeeding (70% and more) Competency 3 in English V by 5% by 2022.
Objective 3: Offer a welcoming, safe and caring living environment that fosters discussion, communication Policy on Educational Success, orientation 5.1 2017-2018 Strategic Plan, orientation 3		
Consistency with the CTSP	Indicator	Target
Link can be established to objective 3 in the RSB CTSP: Raise the 7 year cohort graduation and qualification rate.	Student involvement and overall satisfaction with school life.	To obtain the percentage of students who feel welcome and safe at school. (2019-2020 would become the baseline)

¹ Students with support measures: This may include students with adaptations, students coming from the youth sector with IEPs, students requiring financial support, students with social maladjustments (behavior, dependency), students with medical issues including mental health, students with attendance issues, second and third language learners . A preidentified sample group will consist of 100 students (25 VT students and 75 AGE)

² Commitment to Success Plan

8. Transmission and Distribution of the Educational Project

The governing board 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 governing board to defer its publication. The governing board 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 96.15)
- 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 governing board 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 governing board 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.

June 27, 2019