



## Heritage Regional High School

7445, chemin de Chambly  
Saint-Hubert (Québec)  
J3Y 3S3

# Educational Project 2019-2022

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## Riverside School Board

7525, chemin de Chambly, Saint-Hubert, Québec J3Y0N7  
[www.rsb.qc.ca](http://www.rsb.qc.ca)

# **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, parents, teachers and other staff members (daycare service, secretary, etc.), as well as the community and school board representatives.

The educational project therefore forms part of a process designed to promote coordinated action and synergy among the various levels of the education system (MEES, school boards and educational institutions), with due regard for their specific areas of autonomy and characteristics.

## 2. LEGAL FRAMEWORK

The educational project between Heritage Regional High School and the Riverside School Board is conceived and written within the framework of 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.

### EDUCATION ACT

#### Section 36

*“A school is an educational institution whose object is to provide to the persons entitled thereto under section 1 the educational services provided for by this Act and prescribed by the basic school regulation established by the Government under section 447 and to contribute to the social and cultural development of the community. A school shall, in particular, facilitate the spiritual development of students so as to promote self-fulfillment.*

*In keeping with the principle of equality of opportunity, the mission of a school is to impart knowledge to students, foster their social development and give them qualifications, while enabling them to undertake and achieve success in a course of study.*

*A school shall pursue this mission within the framework of an educational project.”*

#### Section 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."*

#### **Section 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."*

#### **Section 74**

*"The governing board shall analyze the situation prevailing at the school, principally the needs of the students, the challenges tied to student success and the characteristics and expectations of the community served by the school. Based on the analysis and taking into account the commitment-to-success plan of the school board, the governing board shall adopt the school'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 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."*

#### **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."*

#### **Section 83**

*"Each year, the governing board shall inform the parents and the community served by the school of the services provided by the school and shall report on the level of quality of such services."*

**97.1.** The school'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.

### 3. STEERING COMMITTEE FOR THE PREPARATION OF THE EDUCATIONAL PROJECT

Deborah Marleau Cavalheiro	Teacher
Cathy Martin	Teacher
Daniel Martin	Teacher
Caroline Mullin	Teacher
Sylvie Pérusse	Teacher
Terri Pine	Teacher
Denise Schellhase	Teacher
Britney Tangedal	Teacher
Veronique Frenette	Vice-Principal
Jeff Jordan	Vice-Principal
Nurin Somani	Vice-Principal
Sujata Saha	Principal

### 4. CONSULTATIONS HELD FOR THE PREPARATION OF THE EDUCATIONAL PROJECT

Dec 7 <sup>th</sup>	Staff	Ed camp	HRHS Learning Commons
Jan 7 <sup>th</sup>	Staff	Collaborative reflection	HRHS conference room
Jan 7 <sup>th</sup> -25 <sup>th</sup>	Staff	Graffiti consultation	Staffrooms
Feb 4 <sup>th</sup>	Staff	Gallery	Foyers
Feb 18 <sup>th</sup> – 21 <sup>st</sup>	Students	Questions (anonymous replies)	Classrooms
Feb 27 <sup>th</sup> -March 11 <sup>th</sup>	Parents	Forms	Online

### 5. SCHOOL CONTEXT

#### MISSION STATEMENT

The mission of Heritage Regional High School is to collaboratively ensure a learning environment for students to maximize their potential as life-long learners through academic success, participation in school life and preparation for global citizenship.

#### DEMOGRAPHICS

Heritage Regional High School is the 2<sup>nd</sup> largest English high school in Quebec with a 1600+ student population. Its geographical zone covers 77 different municipalities including both rural and suburban communities. In terms of student population, 48.4 % of our students identified French as their primary language used at home. Nearly a third, 30%, of our students are considered “special needs” or “at-risk”. We have a staff of 170 including all categories of personnel. The staff turnover rate amongst teachers is low. Our socio-economic ranking is 2, which is considered favourable. Our building is large and provides more space per student than the RSB average (17.4 m<sup>2</sup> versus 10.8 m<sup>2</sup>).

Our diverse programs are a source of pride which help us better meet students’ needs. In addition to our General Studies pathway, these programmes include the International Baccalaureate Middle Years, Sports Excellence, Fine Arts Focus, iCan, Modified, 15+, and CFER. We are also proud to offer three levels of French instruction, including français langue d’enseignement.

The School Success Team was created two years ago to focus on student success and professional learning. Our School Success Team has identified the main challenges we face in order to increase student success. Out of 1625 students at Heritage, we noted that 247 were at risk (between 50-65%) in at least two of their academic subjects (English, French, math, science and history). Upon further review, we found the majority of these students were in our General Studies program:

Grade level	At risk students in at least two subjects	Percentage of General studies students
Secondary 1	31/178	17%
Secondary 2	51/190	27%
Secondary 3	68/175	39%
Secondary 4	68/167	41%
Secondary 5	15/200	7.5%

We were also concerned with our ministry results in the following examinations: Secondary IV history (HCE) and in the Secondary V French reading competency. The pass rate on the 2017 MEES exam in history was 68.4% for Heritage and 68.3% for RSB. The provincial pass rate was 76.6%. In terms of the Secondary V French reading competency, the pass rate on the 2018 MEES exam was 65.9% for Heritage and 60.7% for RSB. The provincial pass rate was 80.7%.

As a result of this data, our School Success Team has identified student achievement in courses required for graduation as a challenge. We are committed to increasing the number of students who actively seek support, as well as fostering skills, that support success in history and improve reading proficiency.

Staff consultation on values revealed that Heritage strongly values responsibility, community and growth. As a school, we are committed to fostering a responsible community of learners. Our pedagogical days follow the structure of an Ed-Camp, where collaborative discussions take place in order to explore the areas of focus identified in our Educational Project.

## 6. CONSISTENCY WITH THE COMMITMENT-TO-SUCCESS PLAN

From our Educational Project, we strongly believe that our first orientation, to support students to actively seek support, as well as our second orientation, which is to foster skills that support success in history and reading proficiency/ literacy, have a strong link with our school board's Commitment to Success Plan.

More specifically, our aim to support our at-risk students as they seek concrete support from academic feedback would address objective 1 of RSB's Commitment to Success Plan. This would reduce the gap in the success rates between various groups of students, as well as support objective 3 of RSB's Commitment to Success Plan.

As a school, we are committed to identifying our at risk students who need extra support and to teach them how to use teacher feedback as a springboard to take action. We also believe that our third orientation, which centers on identifying the specific areas of reading strengths and weaknesses, will greatly impact our approach in literacy based classes in cycle two. Again this commitment will provide further support to objective 1 of RSB's Commitment to Success Plan, which is reducing the gap in success rate between various groups of students as well as support for objective 3, which is raising the 7-year cohort graduation and qualification rate. We are also hopeful that our focus on reading will support our school board's objective 4, which is to ensure a high level of language proficiency.

## 7. CHALLENGES, ORIENTATIONS, OBJECTIVES, INDICATORS AND TARGETS SPECIFIC TO THE SCHOOL/CENTER

Heritage Regional High School will focus on the following:

Student achievement in courses required for graduation:	
<b>ORIENTATION 1</b>	<b><i>ACTIVELY SEEKING SUPPORT</i></b>
<b>OBJECTIVES</b>	<b>Increase number of students who seek relevant and consistent support to improve their academic achievement</b>

INDICATORS	Number of at-risk students (50%-65% in two or more identified subjects) in general studies who seek relevant and consistent support to improve their academic achievement
TARGETS	20% increase in the number of at-risk students in general studies taking action upon feedback by 2022. (Look at our proportion now to see what the increase should be)
<b>ORIENTATION 2</b>	<b><i>FOSTER SKILLS THAT SUPPORT SUCCESS IN HISTORY</i></b>
OBJECTIVES	<b>To increase student achievement in history sec. 4</b>
INDICATORS	Sec. 4 student success rate on the MEES history exams
TARGETS	Increase by 5% the sec. 4 history MEES results by 2022
<b>ORIENTATION 3</b>	<b><i>PROFICIENCY IN READING</i></b>
OBJECTIVES	<b>Increase student achievement in reading competencies in FSL and ELA (C2 mark)</b>
INDICATORS	Number of students achieving 70% or more in the reading competencies in FSL and ELA at the end of the year
TARGETS	Increase by 5% (see C2 summary mark)

## 8. REPORTING ON THE EDUCATIONAL PROJECT

After defining the context and choosing the policy orientations and objectives, the school/centre must implement and monitor the commitments made in the educational project. The school/centre must report to their community in December and in May of every year.

Reporting involves evaluating the educational project and presenting the evaluation results to the community. The school/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 Governing Board must provide the education community with information on the school team's choices and the results (Education Act, sections 75 and 109.1).