



Howard S. Billings High School

210 McLeod, Chateauguy, Quebec
www.hsb.nfsb.qc.ca

Educational Project

2019-2022

Compiled by our Educational Project Committee:

Lynn L'Esperance Claude

Felicia LeBlanc

Roland Kiddie

Jill Smeall

Sophie Caisse

Melissa Glover

Cheryl Ann Gundry-White

Tina Truffa

New Frontiers School Board

214 McLeod, Chateauguy, Quebec J6J 2H4
www.nfsb.qc.ca



1. INTRODUCTION TO THE EDUCATIONAL PROJECT

Howard S. Billings High School is located in Chateaugay, QC. Our mission is to ignite the drive to learn in every student and provide them with the means to succeed.

2. LEGAL REFERENCES AND REGULATIONS:

The Educational Project between Howard S. Billings High 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”.

6. 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

Roland Kiddie	Teacher
Jill Smeall	Teacher
Sophie Caisse	Teacher
Melissa Glover	Teacher
Cheryl Ann G-White	Teacher
Tina Truffa	GB Chair
Felicia LeBlanc	Vice-Principal
Lynn L'Esperance	Interim Principal
Collin Thomas	Principal

4. CONSULTATIONS UNDERTAKEN

Date	Group	Format	Location
March 29	Students	Survey	HSB
April 5	Parents	Survey	HSB
April 10	Staff	Survey	HSB
June 11	GB	Focus Group	HSB

5. PORTRAIT OR CONTEXT IN WHICH THE SCHOOL OPERATES

Our Vision

Howard S. Billings High School (HSB) is committed to ignite the drive to learn in every student and provide them with the means to succeed.

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.

Howard S. Billings High School is located on traditional Kanien'keha: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.

Situated in Chateauguay, Howard S. Billings serves students and their families in the towns of Chateauguay, Mercier, Lery, Beauharnois and Kahnawake. Opening in 1968, the school welcomed students from the absorbed Maplewood High School under the Chateauguay Protestant School Board. In 1998, the school experienced a change in management under the newly formed New Frontiers School Board, created under the act establishing linguistic school boards.

Howard S. Billings has a school staff of approximately 100 comprised of roughly 60 teachers, 21 student support personnel, 9 custodians, 7 administrative support staff, and 3 school administrators. Approximately 26 % of our student population receive special accommodations including supplemental academic, behavioral, physical or emotional support. We have an average annual graduation rate of 89 % over the past five years.

Howard S. Billings is also a Community Learning Center school. Established in 2008-2009, the New Frontiers School Board, through the Quebec-Canada Entente, started the CLC project. Currently the project is being supervised by LEARN Quebec. HSB has been a community hub over the past decade, participating in events and activities that would implicate the school, its students, and families, in projects and activities that are meant to positively impact student learning and the community at large. Literacy and reading projects with neighboring elementary schools, community food drives and participation in events that bring the community into the school.

Howard S. Billings High School is an inclusive school focusing on the integration of students with special needs into our mainstream classes. We are a multi-ethnic school with students and staff from diverse backgrounds, which add to the multi-cultural atmosphere. While 61% of our student body identifies as Caucasian, our student population is also made up of approximately 25% who identify as Indigenous, approximately 12% who identify as Black and approximately another 2% that identify as other.

Servicing a population of approximately 875 students, Howard S. Billings provides a variety of academic programs apart from those mandated by the Ministry of Education. The Work Oriented Training Path (WOTP) is a program which focuses on work training and various soft skills enabling students to transition into the work force or pursue studies in Adult and Vocational Education. Our Learning Centres provide academic and social support for students with significant special needs which makes integration into mainstream programming challenging. The Directions Alternative Program provides an academic and social setting for senior school students who are identified as being academically at-risk. The goal of this program is to help students achieve academic success in a more structured social environment.

Our specialized programs include The International Baccalaureate Middle Years Programme (IBO MYP), and Option-Etudes. IBO is an internationally recognized programme focusing on academic excellence and global and social awareness. The Option-Etudes Program allows for a language immersion environment for students in grade 7 and 8. Both anglophone and francophone students (from their French board) have the opportunity for an immersion experience for half the school year, to encourage a better understanding of the other's language and culture.

Our goal at Howard S. Billings is to work with all our stakeholders to strengthen our commitment to academic engagement and positive relationships. We are committed to professional learning communities and collaborative professional development of staff. Our

driving focus is student engagement and positive relationships. Working together, we can and will achieve success for each and every student.

We will ignite the drive for students to learn and provide the means for students to succeed.

6. CHALLENGES

Challenge ONE: Literacy rates among boys are considerably lower than that of girls of the same age, therefore their success rates regarding graduation are significantly impacted. The challenge is to collect and analyze data in order to strategically identify students who require additional support. Working collaboratively, educators will use research-based approaches, tactics and strategies in order to provide support to those students.	
ORIENTATION 1	Increase graduation rates
OBJECTIVES	By 2030, reduce by 50% the gap in success rates between various groups of students.
TARGETS	1. To reduce the gap in graduation/qualification rates between boys and girls to 9.9% by June 2022. 2. To reduce the gap in graduation/qualification rates between boys and girls to 5% by June 2030.
INDICATORS	GRADE results analyzed throughout the course of the school year will demonstrate a reduction in the gap between the reading levels of boys and girls.
MINISTRY INDICATOR	Use the graduation & qualification rate from the 5-, 6-, and 7-year cohorts starting with the grade 7 cohort of 2008-2009.

Challenge TWO: Student engagement in their own learning is often lacking, especially for our marginalized students. The challenge is for school teams to meet and analyze data in order to inform our educational practice and to increase our influence over student engagement.	
ORIENTATION 1	Increase graduation rates
OBJECTIVES	By 2030, bring the proportion of students under the age of 20 who obtain a first diploma to 85%, and those who obtain a first diploma or qualification to 90%
TARGETS	1. By June 2022, bring the proportion of students under the age of 20 who obtain a first diploma to 80%, and those who obtain a first diploma or qualification to 84% 2. By June 2030, bring the proportion of students under the age of 20 who obtain a first diploma to 85%, and those who obtain a first diploma or qualification to 90%
INDICATORS	At least 3 Xello activities will be conducted for all grade 7 and 8 students, to guide teacher practice through sharing during departmental collaborative time. <i>Our School</i> survey will survey students on the impact of their positive relationships at school. Reporting procedure for each department to be filled in to identify goals and their success.
MINISTRY INDICATOR	Use the graduation & qualification rate from the 5-, 6-, and 7-year cohorts starting with the grade 7 cohort of 2008-2009.

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...
1	September 2019 – June 2020	Resource team and administrators
2	September 2019 – June 2020	Teachers, Department Heads, administrators

