



# Hemmingford Elementary School

548 Champlain, Hemmingford, Québec, J0L 1H0  
[www.hemmingford.nfsb.qc.ca/](http://www.hemmingford.nfsb.qc.ca/)

# Educational Project

## 2019-2022

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Compiled by our Educational Project Committee:

Lina Zielinski

Bart Jeuris

Stacey McClintock

Vanessa McKellar

Christina Chan

## New Frontiers School Board

214 McLeod, Chateauguay, Quebec J6J 2H4

[www.nfsb.qc.ca](http://www.nfsb.qc.ca)



## 1. INTRODUCTION TO THE EDUCATIONAL PROJECT

## 2. LEGAL REFERENCES AND REGULATIONS:

The Educational Project between Hemmingford 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

Name	Role
Lina Zielinski	Principal
Bart Jeuris	Parent
Stacey McClintock	Staff Assistant/ English Homeroom Teacher
Vanessa McKellar	English Homeroom Teacher
Christina Chan	Resource Teacher

### 4. CONSULTATIONS UNDERTAKEN

Date	Group	Format	Location
March 26, 2019	Ed Project Committee	Meeting	Hemmingford E.S.
April 6, 2019	Ed Project Committee	Meeting	Hemmingford E.S.
April 10, 2019	Governing Board	Meeting	Hemmingford E.S.

### 5. PORTRAIT OR CONTEXT IN WHICH THE SCHOOL OPERATES

#### Our Vision

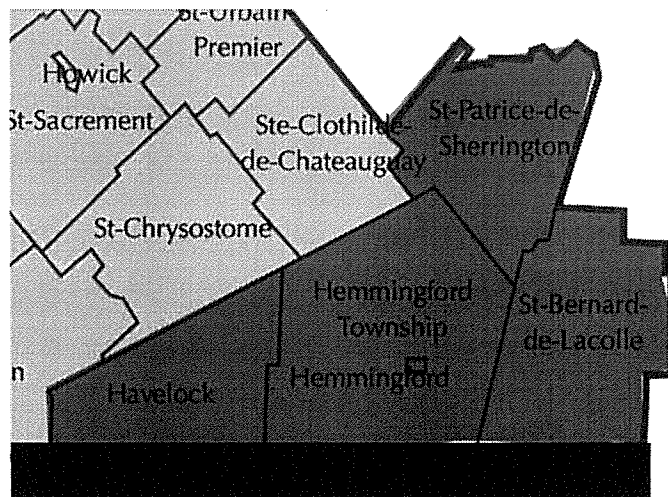
Hemmingford Elementary School is an inclusive community school that is committed to fostering educational growth in all its students. Progress is success!

#### Our Mission

To realize our vision, Hemmingford Elementary School is committed to:

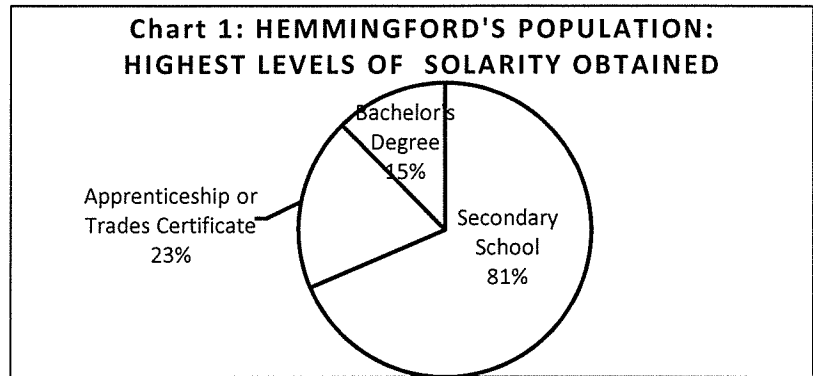
- Bilingual Education
- Character Education
- Authentic Learning Experiences
- Community Integration

Founded in 1814, Hemmingford Elementary School is one of ten elementary schools in the New Frontier School Board. Our community is an agricultural and forestry community with most parents working in small to medium sized businesses. Situated in rural Hemmingford, Quebec, the population in Hemmingford is 1900 (as of the 2016 census). The school services the Hemmingford and its township, St-Bernard de Lacolle, St. Patrice de Sherrington, and Havelock. We are located at south end of Canada, bordering the State of New York, USA.



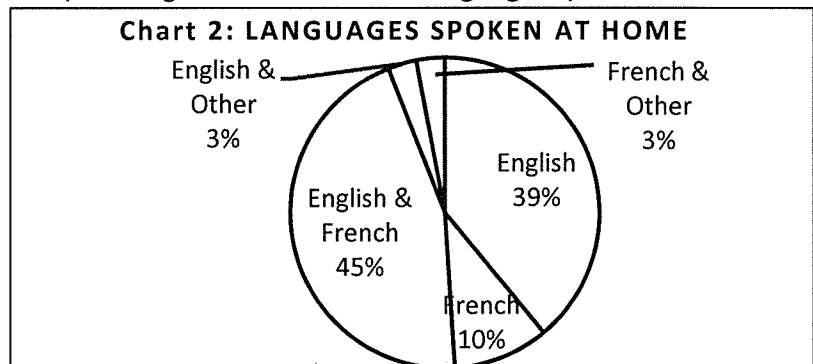
The 2018-2019 school year started on August 29th 2018 and will end on June 21rd 2019. It is a smaller school with 99 student, seven teachers and seven classrooms. As a result, teachers use a highly differentiated pedagogical approach t accommodate for students at different grade levels in combined classroom setting. As well, in the 2018-2019 school year, 19 children have an Individualized Educational Plan to accommodate and support all those needing adaptations. This ensures that all students are receiving what they need to be challenged at their own level and can show their understanding in a variety of ways. No matter where they start on the academic or socio-emotional scale, students show progress in identified areas of strengths and challenges. This defines success for all our students and 100% of grade 6 students are promoted to secondary school.

In 2015, the median income of Hemmingford Township was \$62,251 and the median income of Hemmingford village was \$47,360; 12.3% of Hemmingford population are low income families. Of the Hemmingford population, 81.3% graduated from high school, 15% have a bachelor`s degree and 23.1% have an apprenticeship, or trades certificate as their highest education (as presented in Chart 1).



Most students frequenting Hemmingford Elementary School speak English at home. Chart 2 (below) presents the percentage of students who speak English as well as other languages spoken at home.

Within our inclusive education model, the 4 year of Kindergarten (PreK) follows a 60% English and 40% French bilingual program. Students from the 5 year old Kindergarten through to grade 6 are taught according to the 50% English and 50% French Bilingual program. This ensures that students, upon entering secondary school, have developed their oral



communication, reading and writing competencies in both English and French.

The strengths of Hemmingford Elementary School are many. Within our inclusive bilingual education model, all our students are taught in both English and French. This ensures that students, upon entering secondary school, have developed their oral communication, reading and writing competencies in both languages. Being a small school, students benefit from smaller class sizes resulting in a closer follow-up carefully crafted to their own particular needs. Some initiatives involve a student leadership team, student coalition and grade 6 stages in local businesses (including Park Safari). Hemmingford`s C.L.C. coordinator supports us in building partnerships with the community and finds the goods and services available to help us realize our school initiatives.

Not without its challenges, Hemmingford Elementary School values the emotional well-being of its students as well as the academic curriculum. We believe that students can only learn when their most basic emotional needs are acknowledges and developed. As part of our Wellness Initiative, new to this year`s resource program, students have access to our Reset Room where they can receive academic as well as socio-emotional support. This room also serves as the hub for character

education which promotes six pillars; citizenship, responsibility, caring, respect, trustworthiness and fairness, and enables us to continue honouring our Outstanding Citizens.

## 6. CHALLENGES

Hemmingford Elementary School will focus on the following challenges:

Challenge ONE	
ORIENTATION 1	English Literacy
OBJECTIVES	To increase number of students reading at grade level in English
TARGETS	To increase number of students reading at grade level according to the PM Benchmark from 41.3% to 63% by June 2020
INDICATORS	PM Benchmark annually (June) and monitoring for at risk students (February)
MINISTRY INDICATOR	PM Benchmark grade levels according to NFSB

Challenge TWO	
ORIENTATION 1	French Literacy
OBJECTIVES	To increase number of students reading at grade level in French
TARGETS	To increase number of students reading at grade level according to the GB+ from 66.7% to 83% by June 2020
INDICATORS	GB+ annually (June) and monitoring for at risk students (February)
MINISTRY INDICATOR	GB+ grade levels according to NFSB

Challenge THREE	
ORIENTATION 1	Numeracy
OBJECTIVES	To increase student success rate in number sense
TARGETS	To increase student success rate in number sense from 51% to 74% by September 2021
INDICATORS	Number sense questions on grade level CFAs annually (September) and monitoring (February)
MINISTRY INDICATOR	Number sense questions on grade level CFAs

## 7. IMPLEMENTATION AND FOLLOW-UP OF THE EDUCATIONAL PROJECT

See attached document

## 8. ACCOUNTABILITY AND THE EDUCATIONAL PROJECT

Challenge	Timeline	Who is responsible for monitoring...
To increase number of students reading at grade level in English	September 2019 to June 2019	Grade level English teacher
To increase number of students reading at grade level in French	September 2019 to June 2019	Grade level French Teacher
To increase student success rate in number sense	September 2019 to June 2019	Grade level Mathematics Teacher

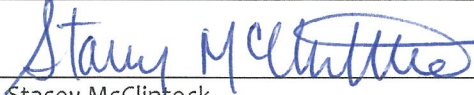
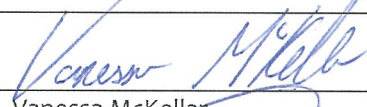
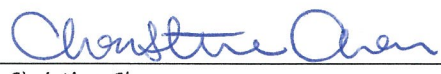
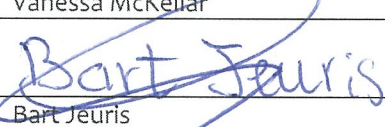


**9. SIGNATURES**

Signed at Hemmingford Elementary, this 13<sup>th</sup> day of June, 2019

	Validated by R. Buttars, 2019-09-20
Lina Zielinski Principal, Hemmingford Elementary School	Rob Buttars Director General, New Frontiers School Board

**Educational Project Committee Members:**

	
Stacey McClintock	Vanessa McKellar
	
Christina Chan	Bart Jeuris