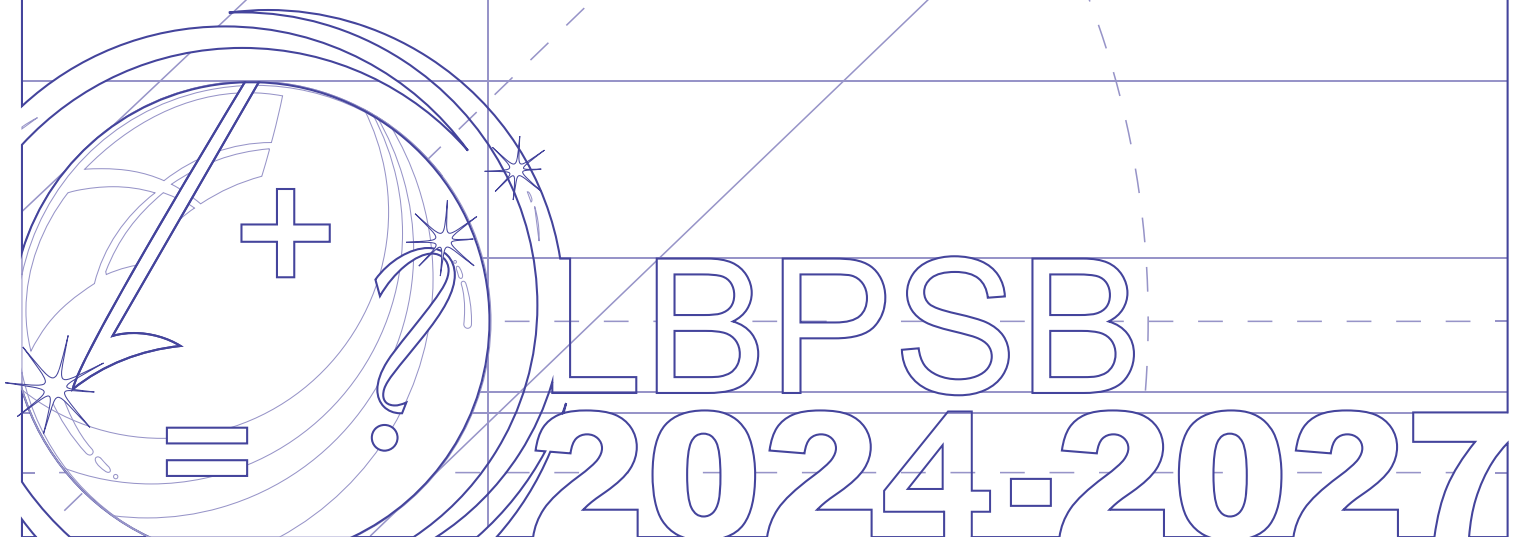




# Educational Project 2024-2027

**School Name:** Horizon High School

**Approved on:** January 12, 2025





# VISION

Achieving **excellence** by maximizing the potential of each individual.  
Atteindre l'**excellence** en maximisant le potentiel de chacun.



## VALUES / VALEURS

### **Community • Communauté**

We promote local and global citizenship through strong engagement.  
*Promouvoir la citoyenneté locale et mondiale grâce à un engagement solide.*

### **Inclusion • Inclusion**

We reflect and celebrate diversity.  
*Refléter et souligner la diversité.*

### **Innovation • Innovation**

We support creativity and a spirit of inquiry.  
*Appuyer la créativité et l'esprit de recherche.*

### **Integrity • Intégrité**

We commit to honesty, equity and accountability.  
*Encourager l'honnêteté, l'équité et la responsabilité.*

### **Respect • Respect**

We foster a respectful, nurturing and safe environment.  
*Favoriser un environnement respectueux, stimulant et sécuritaire.*

# Provincial Alignment

The Ministry of Education developed a strategic plan comprised of 5 orientations and 9 objectives. Please note this table does not indicate orientations 4 and 5, or objectives 3, 6, 7, 8, 9, as they do not pertain to school boards. Language used in the MEQ Strategic Plan is not subject to modification by the LBPSB and is not necessarily reflective of our views on **equity, diversity, dignity, and inclusion**.

<b>Orientation 1: Make the success of our students a top priority for Quebec society</b>
Objective 1: Increase student success rates
<b>Orientation 2: Make Vocational training a truly attractive option</b>
Objective 2: Modernize and enhance vocational training
<b>Orientation 3: Making schools and centres welcoming spaces</b>
Objective 4: Develop new specific "Special School Project"
Objective 5: Maintain a climate of caring, well-being and safety in schools and centres

To attain the targets set by the Ministry of Education, the Lester B. Pearson School Board developed a Commitment-to-Success plan comprised of 3 orientations and 9 objectives that is aligned with the orientations set by the Ministry of Education, ensuring coherence and synergy in our efforts to enhance education in Quebec.

<b>LBPSB Orientation 1: Improve effectiveness at meeting the academic needs of diverse learners.</b>
LBPSB Objective 1: Increased enrollment in different pathways to success
LBPSB Objective 2: Ensure all schools and centres develop and implement a process to ensure they regularly assess students growth and plan to act on areas of challenge
LBPSB Objective 3: Increased systemic capacity to meet the needs of students
<b>LBPSB Orientation 2: Enhance the leadership of in-school/centre teams at the LBPSB.</b>
Objective 4: Established effective onboarding and mentoring program for all employee groups
LBPSB Objective 5: Improved principal/director and teacher collaboration towards implementation of research-based practices for instruction and support
LBPSB Objective 6: Improved work efficiency related to the flow of information, and communication structures at the school board
<b>LBPSB Orientation 3: Make social emotional health a priority at the LBPSB.</b>
Objective 7: Improved sense of well-being in the LBPSB community
Objective 8: Improved sense of belonging in the LBPSB community
Objective 9: Lead with empathy throughout the network

# Educational Project

## School Board alignment

Our schools and programs have chosen to align closely with the orientations outlined in the LBPSB's Commitment to Success document: "Improve Effectiveness at meeting the academic needs of diverse learners," "Enhance the leadership of in-school teams" and "Make social emotional health a priority."

Our Educational Project supports the LBPSB Commitment-to-Success Plan, incorporating shared orientations and objectives to enhance academic success and well-being for all students and staff.

In Orientation 1, we aim to improve the effectiveness of meeting the diverse needs of learners through regular assessment of student growth and by acting on areas of challenge

In Orientation 2, we aim to foster an environment where each member of our community has opportunities to contribute, and where they feel engaged, valued, respected and supported throughout their journey.

The emphasis on belonging aligns with LBPSB's Orientation 3 by prioritizing social-emotional health, improving the sense of well-being and inclusion within the community, as outlined in LBPSB's Objectives 7, 8, and 9.

## Summary of Educational project:

### School Orientation 1: Enhance programming to best meet the needs of our diverse learners in order to increase educational success for all

School Objective 1: Yearly identify student foundational need to be targeted.  
Implement measures to support identified need.  
Increase academic engagement

School Objective 2: Improve literacy throughout all levels to better support learning

School Objective 3: Increase school readiness by improving socio-emotional and executive functioning skills for our students

### School Orientation 2: Fostering positive educational experiences and maintaining a healthy, safe, engaging and caring environment for all

School Objective 4: Principal and staff collaborate to select 1 Cross Curricular Competency or Broad Area of Learning, to improve on.  
Yearly implementation of practices to improve on 1 Cross Curricular Competency or Broad Area of Learning.  
We aim to foster an environment where each member of our community has opportunities to contribute, and where they feel engaged, valued, respected and supported throughout their journey.

School Objective 5: Foster a sense of belonging (School & Community)

School Objective 6: Increase student involvement in school life

### School Orientation 3: Making all of our schools and programs a welcoming space

School Objective 7: Throughout their journey in our schools and programs, students and family members feel a strong community sense and a welcoming atmosphere

School Objective 8: To increase the amount of field trips, workshops & ECA opportunities for all our students

School Objective 9: To offer diverse parent workshops and family events to help foster a sense of community and support the development of healthy relationships and positive parenting skills

# School Profile

## School Context

*Horizon High School, LBPSB MEQ-MSSS Schools and specialized programs are composed of different educational settings, situated in a number of buildings. They are distinct entities serving specific at-risk and vulnerable youth clientele, as well as students with exceptionalities, but they all embrace a common Vision, Mission and educational philosophy.* These specialized schools and programs, at the elementary and high school levels, offer our students a safe, alternative, adapted, caring and understanding learning environment within a structured school setting.

These specialized programs provide every student with the opportunity to receive academic and socio-emotional support, clinical and professional services and a range of supports catered to their diverse needs in order to help them succeed and thrive. Most of our programs are transitional in nature and aim to provide referred students with an opportunity to receive, on a punctual basis, more intense, individualized and targeted services and interventions that will help them gain the skills and tools needed to return to their community-based school setting, take on new educational pathways or be adequately prepared for the world of work.

Beyond the individualized pedagogical approach and the various educational pathway options offered in our alternative network of programs and schools, our goal is also to foster a sense of belonging for all members of our community; therefore supporting students in building healthy relationships, developing resilience and the socio-emotional skills that will help each individual reach their fullest potential and be prepared for the next steps in their educational and personal journey.

Each of our schools and programs caters to a specific clientele, aged from 5 to 21 years old. Class sizes are reduced to offer the opportunity for more individualized support, academic programming and socio-emotional learning. Use of trauma-informed and attachment based pedagogical practices as we recognize the challenges our diverse learners experience.

Our dedicated teachers and educators play a vital role in shaping the alternative environment and exceptional experience offered through our network. They meet learners where they are at, and provide each student with the opportunity to grow, develop and succeed in a setting that encourages academic achievement, personal growth and social responsibility.

Students attending our specialized programs are also supported and guided by different multi-disciplinary teams of professionals, resource teachers and staff who work collaboratively to offer students and families, complementary and educational services that respond to the diverse needs of our community members. This comprehensive and collaborative approach enhances our commitment to offer a well-rounded, engaging and meaningful educational experience, working also in partnership with a wide array of health, social, educational and community organizations.

The Horizon High School, LBPSB MEQ-MSSS Schools and specialized programs aim to use practices, resources and support measures to provide learners and staff with a positive school experience; promoting values of equity, diversity, dignity, inclusivity and respect where each member of our community feels valued and supported throughout their journey.

## Programs of Study and Approaches to Learning

### ***Horizon High School:***

Capacity: 120 high school aged students

\*Jr program (gr. 7-9)

\*Pre-Vocational programs (cores gr.9-10) 15 years old as of June 30th

\*Senior programs & grad track programs (gr.10-11)

Staff: 10.2 teachers / 4 spec ed techs / 1 FSSTT tech

Horizon students are referred through their community high school and the requests are processed through the Educational Placement Consultative Committee (EPCC)

The students in this program come from diverse socio economic backgrounds and live across the LBPSB territory.

Students present with a wide array of learning and behavioural needs and have demonstrated challenges in being successful in a regular high school setting.

The small high school class ratio, the multi-disciplinary team approach, the adapted pedagogical and SEL programming, the experiential learning opportunities as well as the individualized plans developed for each of the HHS students are strengths to highlight in the Horizon school.

### ***Transitions Program:***

Capacity: 24 students (2 classes) aged 12- 21 years old

Staff: 2 teachers / 1 spec ed tech / 2 Integration Aides

Transition Jr and Sr students are referred through their community high school and the requests are processed through the Administration with the support of Student Services. The students in this program come from diverse socio economic backgrounds and live across the LBPSB territory.

Transitions is a specialized program designed to support neurodiverse students presenting with behavioural challenges, the need for intense support in order to successfully navigate the school day and a modified curriculum supporting the development of academic, social, behavioral, life, safety, health and work skills.

Located in the Horizon building - separate wing

### ***EdVenture Program:***

Capacity: 15 students aged 17-21 years old.

Staff: 1 teacher / 2 techs on site / 1 tech at the Light-a-Dream store location/ 1 Integration Aide

Students are referred through their community high school and the requests are processed through the Administration with the support of Student Services. The students in this program come from diverse socio economic backgrounds and live across the LBPSB territory.

The main goals of the Edventure program are 1) to help students with moderate intellectual impairments develop the knowledge, skills and attitudes necessary to be as independent as possible 2) To support students throughout their progressive transition from the Youth educational sector to the community and adult life.

Our program involves partnerships between education and industry in an effort to better prepare the neurodiverse students in our care for a successful vocational future. Through a mix of classroom experiences and hands-on training in a variety of job placements, we are able to develop their work and social skills and expand the students' career choice opportunities.

In Horizon building- separate wing + Light-A-Dream store ( [lightadream.com](http://lightadream.com))

### **Dawson Alternative High School & Elementary**

- Batshaw residential care facilities (in Dorval and in Beaconsfield new campus)
- Baillie, Crossroads, Oasis and Tobin House residential units
- LBPSB offers 3 High School classrooms - 12 students per unit & 1 elementary class - 9 students \ beds
- 4 Teachers & 1 spec ed tech + Batshaw CCW to support
- Batshaw supports with an 2 Educators & 1 intervention officer
- All students are currently under Batshaw residential care in one of the campus residential units or in a group home or foster home on the LBPSB territory
- Incoming and outgoing placement of students is done through the EPCC in collaboration with LBPSB and Batshaw partners
- Students with varied needs and learning profiles. Grades 1-11, modified, adapted and regular. Severe behavioural dysregulation and at-risk behaviours that require students to remain on a campus-based school to successfully navigate their educational journey.
- Students need to be under Batshaw Youth and Family Services care (young offenders or Youth Protection) to access Dawson Alternative school.
- Students remain at Dawson Alternative School for a determined period of time dependant on different life, family, legal and academic factors.
- Following their stay at Dawson Alternative School, students may be referred back to their home school, to a different school, to Horizon high school or to an alternative setting that will best meet their academic and socio-emotional needs.

### **Ulluriaq Unit**

- Supports the girls Indigenous youth protection residential unit currently located in Dorval
- 1 teacher
- This closed program offers academic and socio-emotional support to 9 students
- Students' learning profiles are varied. Most students require an adapted or modified educational plan and curriculum.
- Students are referred from the Ulluriaq unit and remain in the campus-based school for the duration of their stay in Dorval.
- The program is sensitive to the cultural needs of the students and aims to provide each resident student with a learning experience that respects their identity and values the rich nature of their heritage.



## **Angrignon School:**

### **Lyll Elementary**

- Regional mandate MEQ-MSSS school
- 2 English Groups & 2 French Langue Maternelle Groups located on the Douglas Hospital Campus
- 24 Students : average class size 6
- Intensive pedo-psychiatric day program for students (grades 1-6) presenting with severe behavioural challenges,
- Clinical program in collaboration with MSSS services and professionals
- Referrals from school boards across broad Montreal region processed through the Guichet d'Acces Santé Mentale
- Educational mandate given to LBPSB- partnership with MSSS for therapeutic and clinical interventions

The Lyall Day Hospital is a specialized clinical program that helps children aged 6 to 12 years old with behavioural challenges and their families. The child psychiatry program has been offered at the Douglas Mental Health University Institute (DMHUI) for over 35 years in both French and English, depending on the child's language of education.

The program's therapeutic educational activities aim to teach children:

- to regulate their disruptive behaviours and their emotions;
- to improve their relationships with peers and adults;
- to develop skills that will help them to better function at home, at school, and in the community.

### **Stearns & Burland Adolescent programs**

- Services and needs have fluctuated depending on the Douglas mandate for the 2 mental health teenager units (15 beds).
- LBPSB offers educational services to accompany students in their academic journey during their hospital stay.

### ***Bourbonniere Program (Mountainview School):***

- 9 clients in a mental health residential care facility. Students at all high school levels
- Batshaw and Douglas collaboration
- Intensive psychiatric therapeutic program for youth presenting co-morbid diagnosis and mental health challenges
- 2 teachers
- Collaboration with the Batshaw manager and psychiatric team

### ***REACH:***

- Three satellite elementary programs: West (Christmas Park), North (Terry Fox) & East (Verdun elementary school)
- All programs have 1 teacher, 1 Spec ed tech & 1 Integration aid
- Maximum of 8 kids per program
- Students come from LBPSB elementary schools and range from kindergarten-Grade2
- This is a clinical program based on attachment and nurture theories, supported by SSD professionals and Administration who process the referrals and intakes. Students referred to the REACH program through their school's multi-disciplinary resource team. They have faced many diverse challenges in their educational and personal journey to date.
- REACH is a specialized program providing children aged 5-7 with a safe, nurturing, highly structured classroom environment where they can develop the foundational academic, social-emotional, and behavioral skills necessary for success in school.

# Orientation 1: Enhance programming to best meet the needs of our diverse learners in order to increase educational success for all

We have identified the needs of the diverse learners in our programs and will work collaboratively to enhance the efficiency of our current programs, practices and approaches to increase academic engagement, educational success and personal growth through regular assesment of student progress and by acting effectively on areas of challenge.

<p><b>School Objective 1:</b> Yearly identify student foundational need to be targeted. Implement measures to support identified need. Increase academic engagement</p>	<p><b>Indicator Baseline Data</b></p>	<p><b>2026-2027 Target</b></p>
<p><b>School Indicator 1:</b> Yearly evaluate the efficacy of implemented measure. Increase the Success rate (graduation, certification, qualification, completion of program or achievement of Individualized Objectives) for each of our schools and programs.</p>	<p>Determined per school and program</p>	<p>Increase rate annually by 2%</p>
<p><b>School Indicator 2:</b> Increase student attendance at Horizon High School and punctuality</p>	<p>N/A</p>	<p>Student attendance and punctuality at 85%</p>
<p><b>School Objective 2:</b> Improve literacy throughout all levels to better support learning</p>	<p><b>Indicator Baseline Data</b></p>	<p><b>2026-2027 Target</b></p>
<p><b>School Indicator 3:</b> Establish reading levels for students that enter our programs</p>	<p>N/A</p>	<p>All identified students screened twice per year</p>
<p><b>School Indicator 4:</b> Increase literacy levels of students who are below grade level</p>	<p>N/A</p>	<p>Using a literacy tool to identify their level and improvement over time.</p>
<p><b>School Objective 3:</b> Increase school readiness by improving socio-emotional and executive functioning skills for our students</p>	<p><b>Indicator Baseline Data</b></p>	<p><b>2026-2027 Target</b></p>
<p><b>School Indicator 5:</b> Teacher survey measuring areas of improvement in terms of organizational and time mangement skills</p>	<p>N/A</p>	<p>To be determined after year one. Targets will vary based on selected skills</p>
<p><b>School Indicator 6:</b> Students will use appropriate coping and regulatory skills</p>	<p>Number of Incident Reports linked to student behaviours TBD</p>	<p>Reduce incidents by 5% annually</p>



## Orientation 2: Fostering positive educational experiences and maintaining a healthy, safe, engaging and caring environment for all

Making the social emotional health of all members of our community a top priority, therefore improving our collective sense of well-being, belonging, care and safety.

<p><b>School Objective 4:</b> Principal and staff collaborate to select 1 Cross Curricular Competency or Broad Area of Learning, to improve on. Yearly implementation of practices to improve on 1 Cross Curricular Competency or Broad Area of Learning. We aim to foster an environment where each member of our community has opportunities to contribute, and where they feel engaged, valued, respected and supported throughout their journey.</p>	<p><b>Indicator Baseline Data</b></p>	<p><b>2026-2027 Target</b></p>
<p><b>School Indicator 7:</b> Yearly evaluate the efficacy of implemented practices. Our School Survey results for :Positive Peer Relationships"</p>	<p>2023 results for " Positive Peer Relationships" : 52%</p>	<p>Increase by 5%</p>
<p><b>School Indicator 8:</b> Our School Survey results for "level of anxiety"</p>	<p>2023 results " Level of Anxiety" : 18%</p>	<p>Reduce by 3%</p>
<p><b>School Indicator 9:</b> Our School Survey results for bullying and exclusion</p>	<p>2023 results: 30%</p>	<p>Reduce by 5%</p>
<p><b>School Objective 5:</b> Foster a sense of belonging (School &amp; Community)</p>	<p><b>Indicator Baseline Data</b></p>	<p><b>2026-2027 Target</b></p>
<p><b>School Indicator 10:</b> Results from Our School Survey " Sense of belonging"</p>	<p>2023 results for "sense of belonging" 56%</p>	<p>Increase by 5%</p>
<p><b>School Indicator 11:</b> Percentage of students and families involved in school community activities and events</p>	<p>N/A</p>	<p>To be determined by program</p>
<p><b>School Indicator 12:</b> Organized professional development and collaborative opportunities provided to the alternative network staff members</p>	<p>3 in 2024</p>	<p>Increase by 1 annually</p>
<p><b>School Objective 6:</b> Increase student involvement in school life</p>	<p><b>Indicator Baseline Data</b></p>	<p><b>2026-2027 Target</b></p>
<p><b>School Indicator 13:</b> Students participating in community-based and leadership activities</p>	<p>N/A</p>	<p>Increase by 2 activities/year per student</p>

## Orientation 3: Making all of our schools and programs a welcoming space

Students referred to our schools and specialized programs come from diverse backgrounds, they have different needs as well as life and academic experiences. It is therefore essential for us to provide every student with a welcoming, safe, empathetic, flexible and caring environment to foster a sense of belonging.

School Objective 7: Throughout their journey in our schools and programs, students and family members feel a strong community sense and a welcoming atmosphere	Indicator Baseline Data	2026-2027 Target
School Indicator 14: Communications with families (email, phone & in person)	N/A	Increase communication by 2 times/ year (outside of the 10 IEP requirements)
School Indicator 15: Every student has an individualized plan of service (IEP, TEVA or other local plan to establish goals and strategies and permit everyone to follow progress)	N/A	100%
School Objective 8: To increase the amount of field trips, workshops & ECA opportunities for all our students	Indicator Baseline Data	2026-2027 Target
School Indicator 16: The amount of field trips and student workshops offered	N/A - per program and school	Increase by 1 annually per program or school
School Indicator 17: Student participation in ECA (where available)	N/A	Each student participates in at least 1 ECA (in programs and schools where they can be made available)
School Objective 9: To offer diverse parent workshops and family events to help foster a sense of community and support the development of healthy relationships and positive parenting skills	Indicator Baseline Data	2026-2027 Target
School Indicator 18: The amount of parent workshops offered and family events hosted	N/A	Increase of 1 annually in each program or school