



444, rue Mountainview
Otterburn Park (Québec)
J3H 2K2

Educational Project 2019-2022



Riverside School Board

7525, chemin de Chambly, Saint-Hubert, Québec J3Y0N7

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 Mountainview 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 Mountainview’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."

97.2. 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

Nadia Bahous	Teacher
Eric Carbonneau	Chair of Governing Board
Jennifer Howe	Teacher
Stephanie Lalonde	Teacher
Sophie Lapointe	Principal
Catherine Lavigne	Teacher
Nadine Levesque	Daycare technician
Brian Peddar	RVCLC coordinator

4. CONSULTATIONS HELD FOR THE PREPARATION OF THE EDUCATIONAL PROJECT

Dec. 4, 2018	School success team	meeting	School
Dec. 11, 2018	Staff members	Staff meeting	School
Jan. 16, 2019	Steering committee	meeting	School
Jan. 22, 2019	Governing Board	meeting and info session	School
Jan. 23, 2019	Parents	survey	online
Jan. 23, 2019	Students	survey	In class
Jan. 23, 2019	Staff	survey	online
Feb. 26, 2019	Steering committee	meeting	school
March 12, 2019	School success and Educational Services		meeting at school
March 19, 2019	School Council	approval	school
March 19, 2019	Governing Board	approval	school
April 5, 2019	Principal/Ed. Services	meeting	Board
April 30, 2019	Steering committee	meeting changes	school
May 14, 2019	School council and Gov. Board	approval	School

5. SCHOOL CONTEXT

Mountainview School is located in Otterburn Park. It is a community-based school that has 29 mid-size to very small communities within its registration zone. Its socio-economic indicator is 3. In 2018, 75,4 % of the students are French speaking at home. It offers two educational programs to its students; an English program and a French Immersion program. It presently has 270 students in 14 classrooms. There are 7 classes from Kindergarten to grade 6 in each program. Overall, student population has increased quite a bit in the last few years from 195 to 270. The school offers Daycare services with 125 students registered, as well as lunch supervision service.

Mountainview continues to develop its ability to embrace the wider community through its association with the Richelieu Valley Community Learning Center (RVCLC) initiative. A partner table made of representation from community groups is in existence now and concrete action plans are being implemented. Our school, along with the 5 other Valley Schools of the RSB are working together under the umbrella of the RVCLC. Although the main “raison d’être” of the CLC project is to support the growth of the English speaking community in the area, there are many other goals that can have a direct and indirect impact on the school. The major focus of the CLC is to function as a regional center, which develops links with neighboring English schools and the English community in the Richelieu Valley.

Some regional organizations, such as CISSS, Arc-en-ciel, Grain d'sel, Women participation group and Dynamix have been supporting and working with Mountainview for some community-based projects (community garden, social work for families, intergenerational discussions,...) Mountainview School has been supporting parents with the homework assistance program, sessions on anxiety (and other topics), CLC, Learn with tutoring and CISSS with social services.

MISSION

Mountainview is an inclusive, French and English community-based school. Its staff ensures a safe and welcoming climate with positive relationships among the different actors of the school community (staff, parents, students, community). We value respect, openness to diversity, love of learning and perseverance. We believe in open communication, trust and encourage students to achieve their full potential in order to be lifelong learners.

VISION

Mountainview is committed to offering a quality education through early, rapid and ongoing interventions according to individual needs. The school community will continue to promote a strong sense of belonging and self-confidence amongst all students. By applying best practices, our students will be fluent in both English and French in order to achieve academic success.

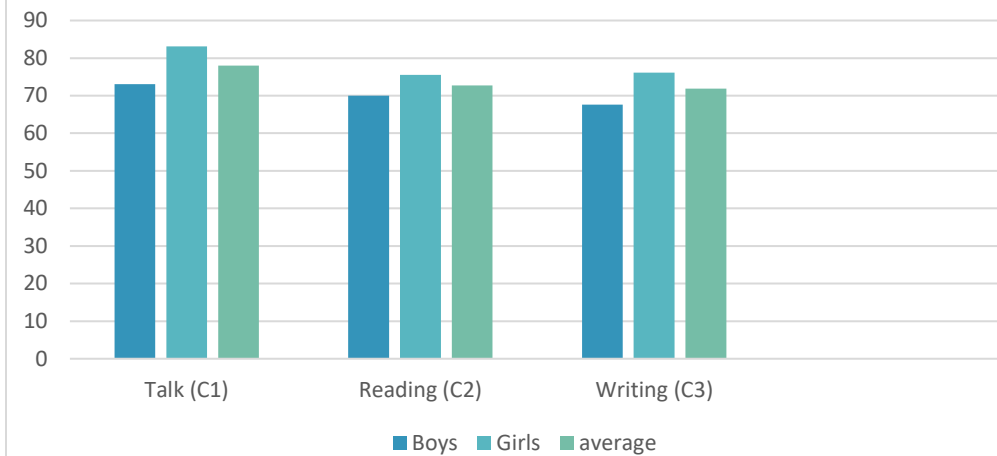
We also believe in intervening in preschool in order to make sure that students who are experiencing learning difficulties are addressed as early as possible. That way, we are able to offer services that these students need throughout their schooling at MTV.

We believe that we should focus on the languages. Many of our students are English language learners. When we take a look at the 2018 grade 6 report card results, we observe that 59.1% of our students are achieving 70% or above in both English and French. The gap between boys and girls is more significant in ELA (results below).

We have to take note that English Language arts is being taught in both programs and about 17% of our English program population is English speaking at home. Our population is mostly francophone (75%) and every year, more than a third of our graduates attend French high schools (private or public).

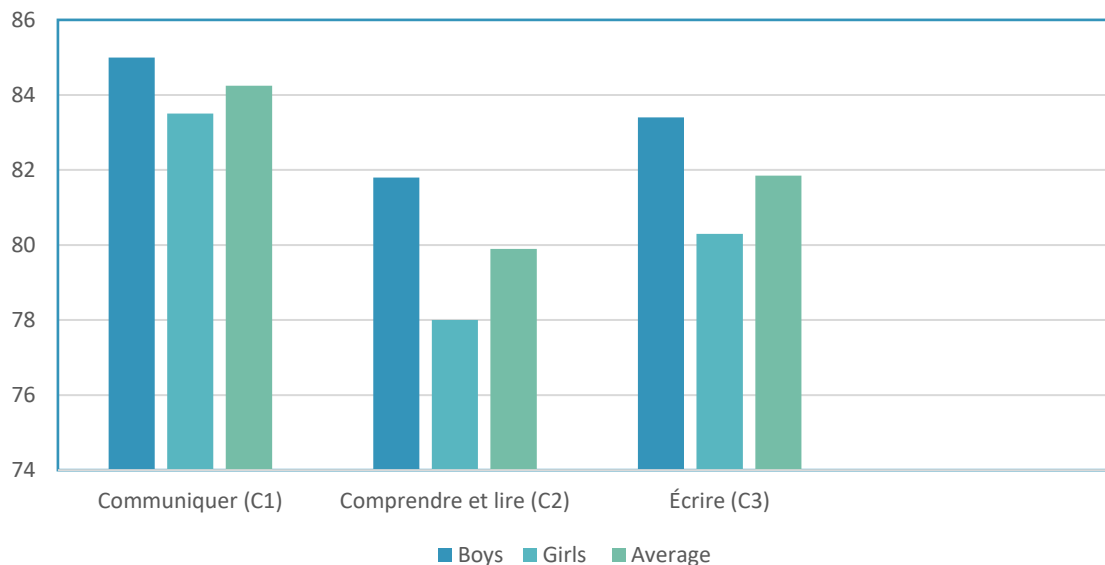
The results also show that in ELA, our students struggle more with the reading and writing competency at every grade level.

Grade 6 report card, June 2018



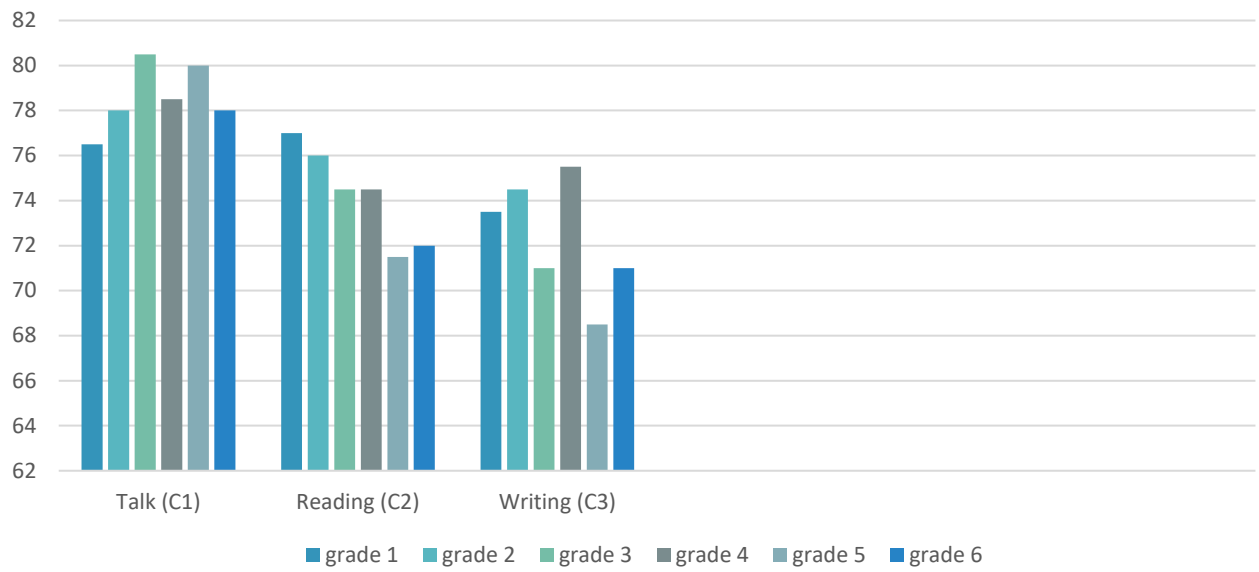
	Boys	Girls	average	gap
Talk (C1)	73.1	83.1	78	10
Reading (C2)	70	75.5	72.75	5.5
Writing (C3)	67.6	76.1	71.85	8.5

6e année, bulletin juin 2018



	Boys	Girls	Average	Gap
Communiquer (C1)	85	83.5	84.25	1.5
Comprendre et lire (C2)	81.8	78	79.9	3.8
Écrire (C3)	83.4	80.3	81.85	3.1

ELA each grade level, report card June 2018

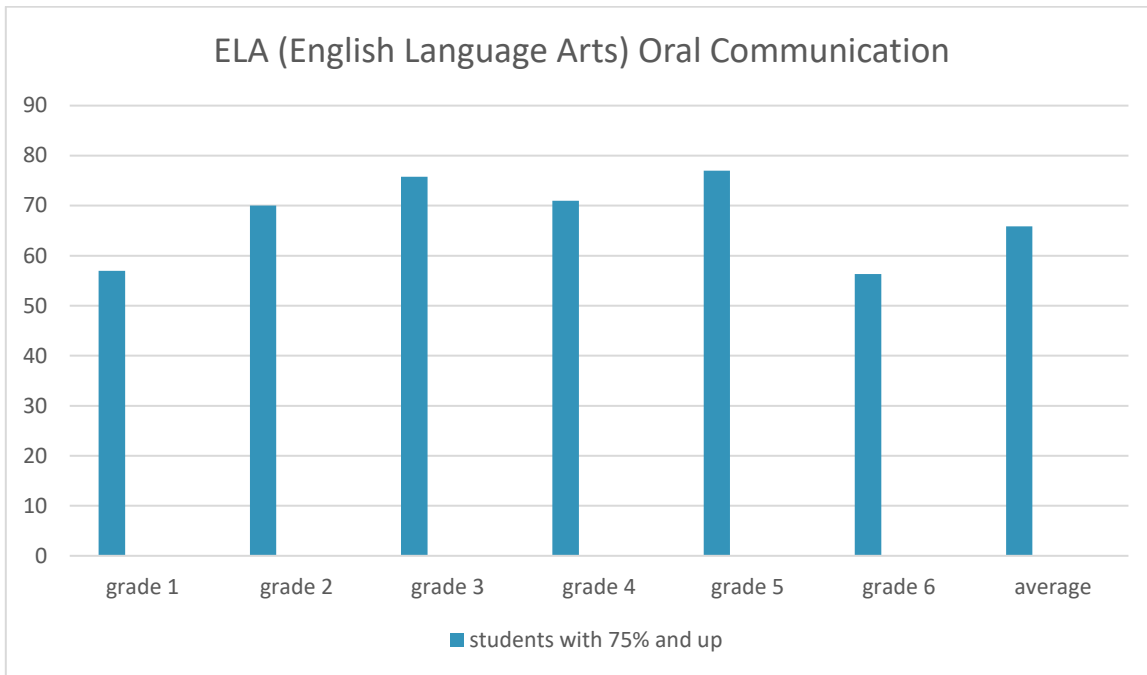


	grade 1	grade 2	grade 3	grade 4	grade 5	grade 6
Talk (C1)	76.5	78	80.5	78.5	80	78
Reading (C2)	77	76	74.5	74.5	71.5	72
Writing (C3)	73.5	74.5	71	75.5	68.5	71

Final Report Card 2017-2018

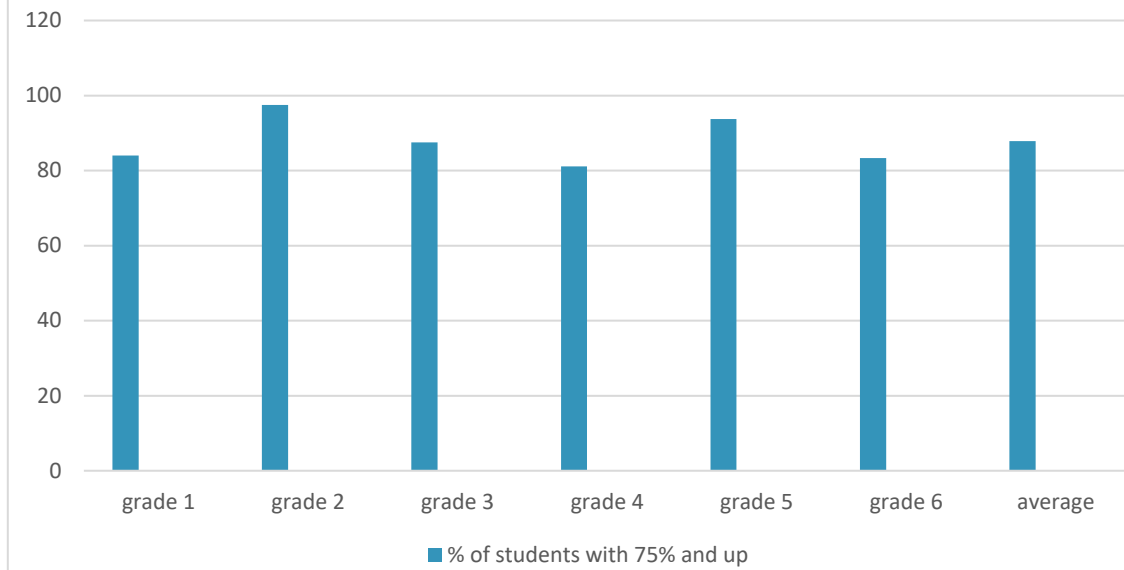
Competency 1: Uses Language to communicate and learn, communicates in French

Percentage of students who have 75% and up per grade level



	% of students with 75% and up
grade 1	57
grade 2	70
grade 3	75.75
grade 4	71
grade 5	77
grade 6	56.3
average	65.85

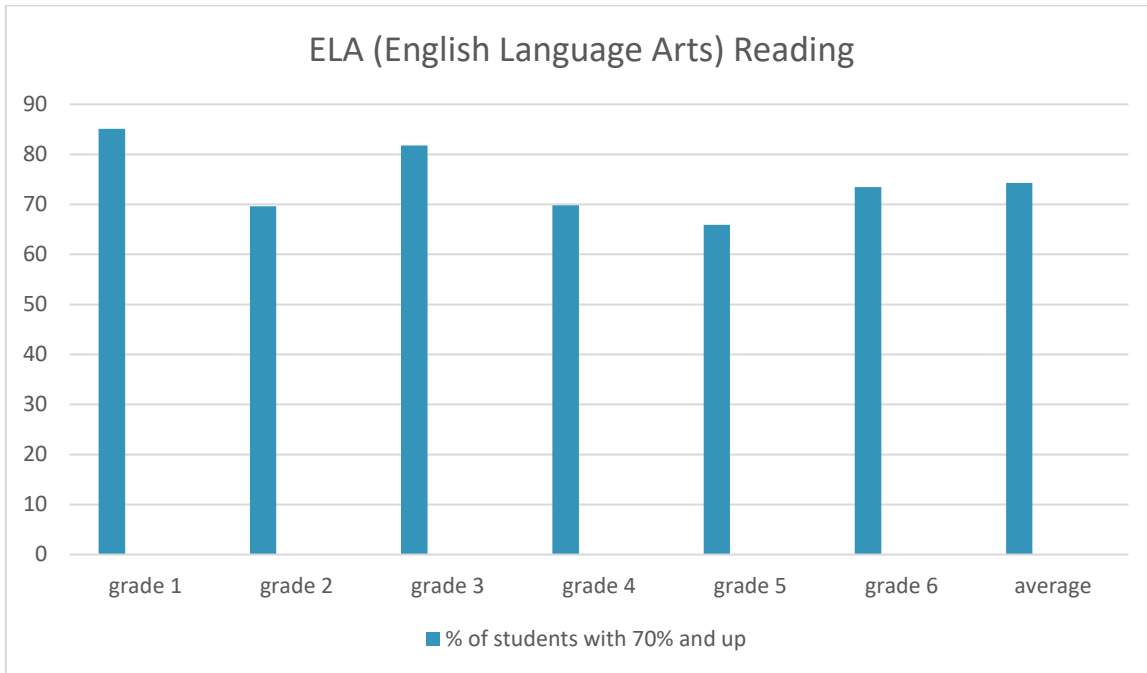
FSL (de base et immersion) Communication Orale



	% of students with 75% and up
grade 1	84
grade 2	97.5
grade 3	87.5
grade 4	81.15
grade 5	93.75
grade 6	83.3
average	87.85

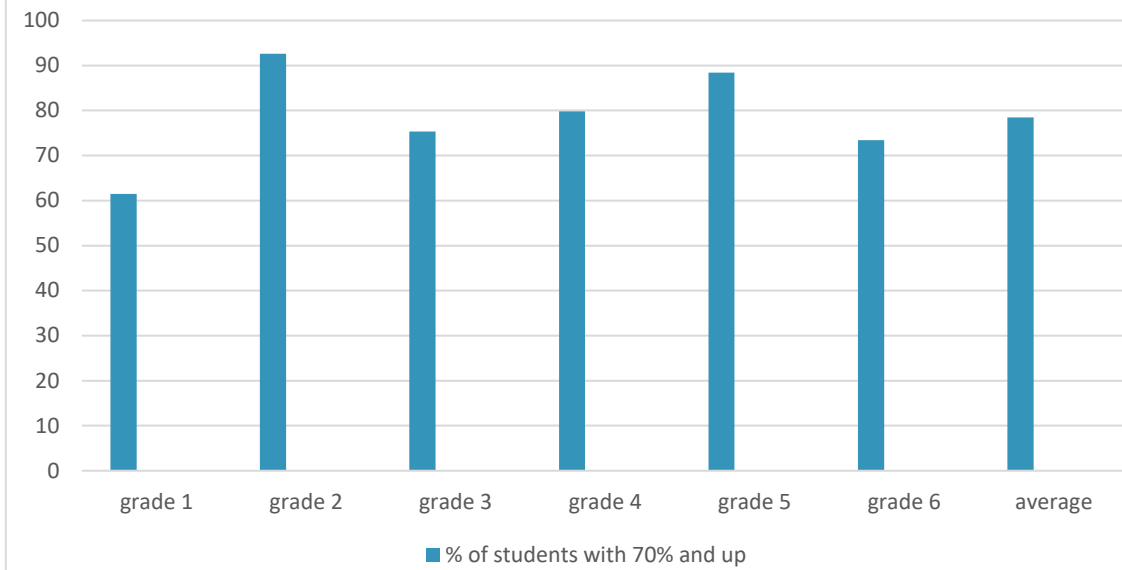
Competency 2: Reads/listens to spoken, written and media texts, Understands oral and written texts in French

Percentage of students who have 70% and up



	% of students with 70% and up
grade 1	85.1
grade 2	69.65
grade 3	81.75
grade 4	69.8
grade 5	65.9
grade 6	73.45
average	74.3

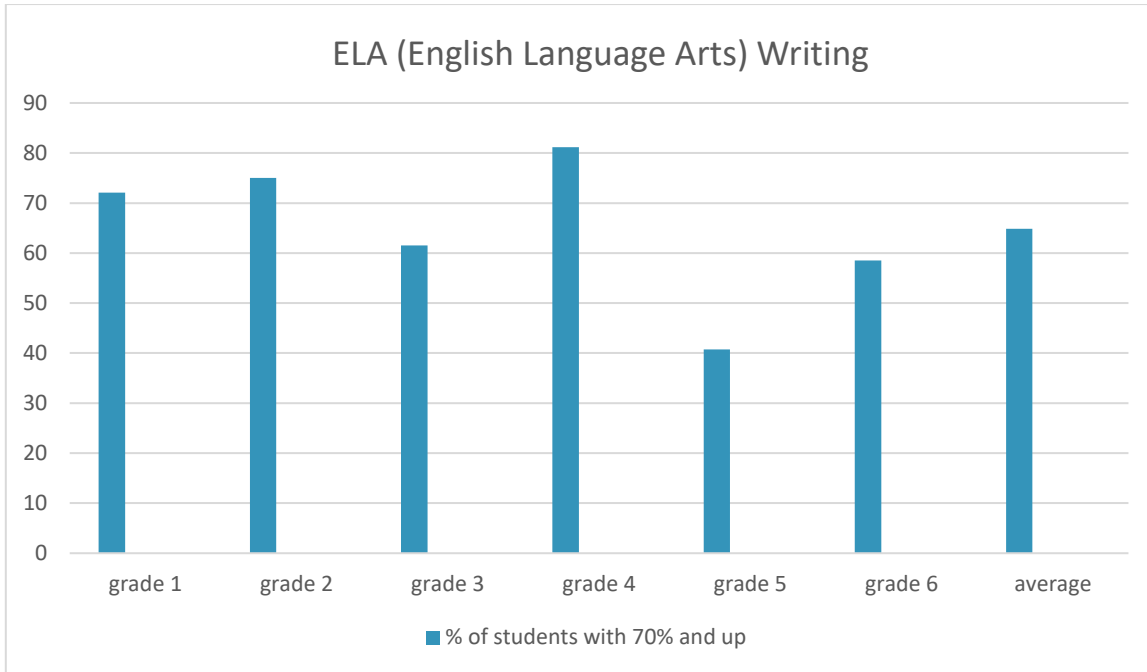
FSL (de base et immersion) Lecture



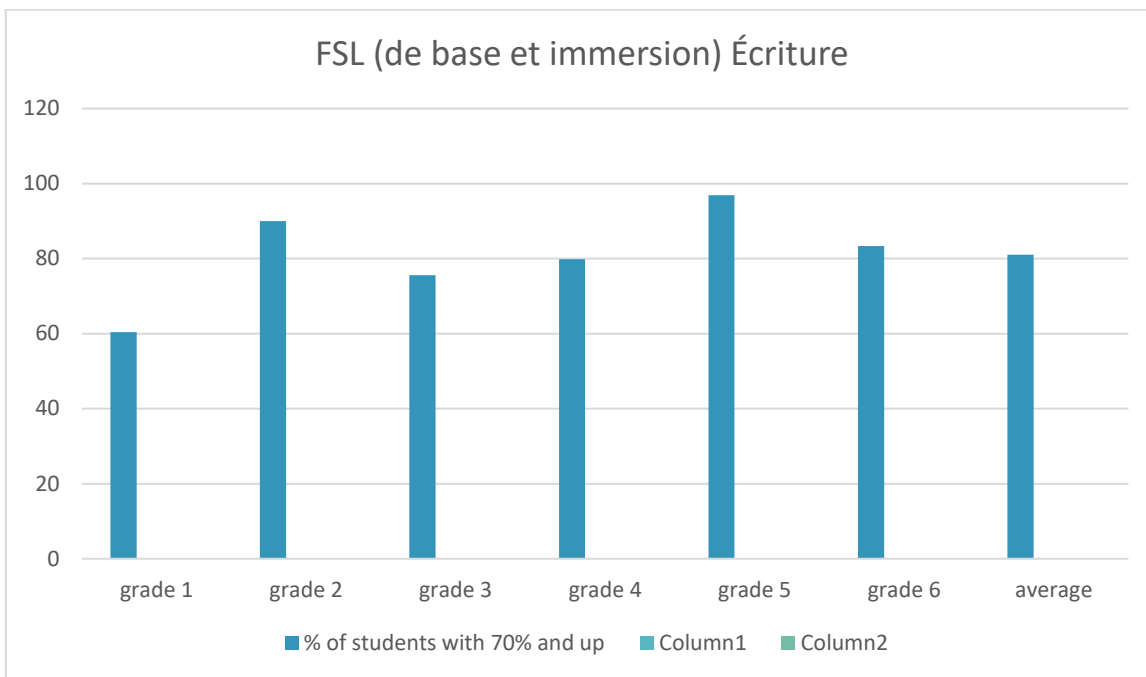
	% of students with 70% and up
grade 1	61.45
grade 2	92.6
grade 3	75.35
grade 4	79.8
grade 5	88.45
grade 6	73.45
average	78.5

Competency 3: Produces written and media texts, Produces oral and written texts in French

Percentage of students who have 70% and up



	% of students with 70% and up
grade 1	72.1
grade 2	75
grade 3	61.5
grade 4	81.15
grade 5	40.75
grade 6	58.5
average	64.83

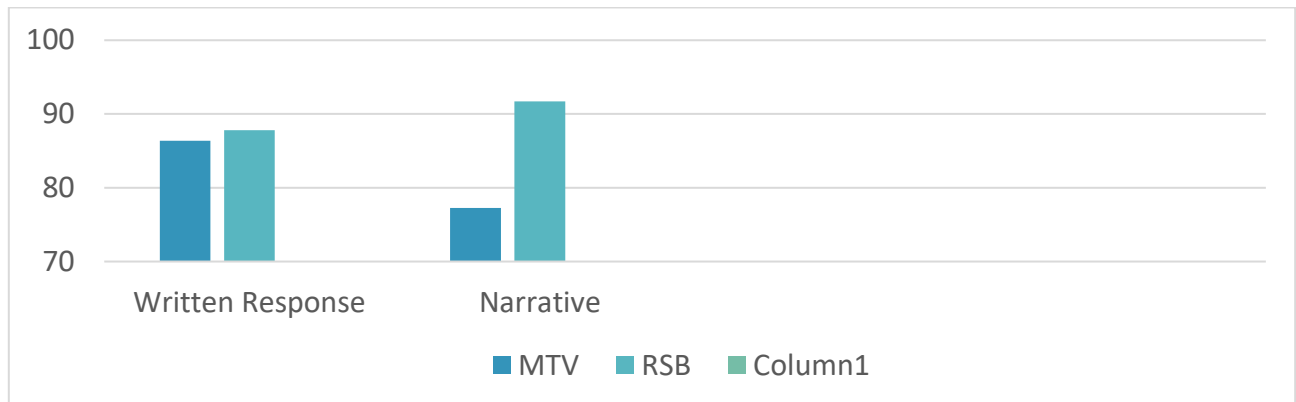


	% of students with 70% and up
grade 1	60.35
grade 2	90
grade 3	75.6
grade 4	79.8
grade 5	96.87
grade 6	83.3
average	80.99

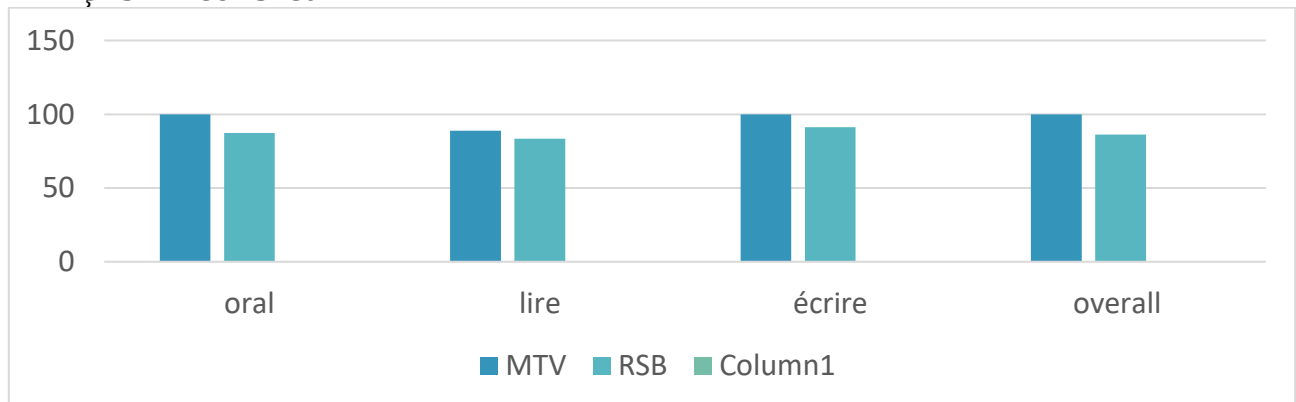
RESULTS JUNE 2018 (grade 6)

*The columns represent the number of students that have passed (level 3 or 60%) the MEES exams.

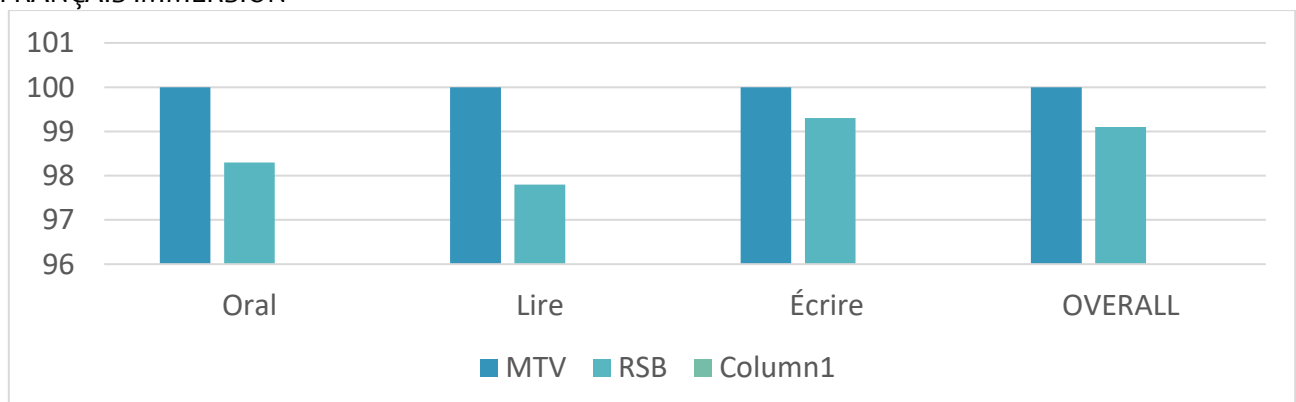
ENGLISH LANGUAGE ARTS



FRANÇAIS LANGUE SECONDE



FRANÇAIS IMMERSION



“Working together for the benefit of every child!”

6. CONSISTENCY WITH THE COMMITMENT-TO-SUCCESS PLAN

In order to ensure the consistency with the school board’s commitment-to-success plan, Mountainview will prioritize this objective: **Objective 4 - Ensure a high level of language proficiency.** We believe that focussing on and developing the oral, reading and writing competencies in both English and French at every grade level will ensure a higher level of language proficiency.

We also believe that if the results of our students increase in oral communication, reading and writing, it will have a positive effect on the **objective 1 – Reduce the gap in success between various groups of students** and **objective 3 – Raise the 7 year cohort graduation and qualification rate.**

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

Mountainview School will focus on the following:

Challenge: Proficiency in English and French	
ORIENTATION 1	Oral competency development
OBJECTIVES	To improve the oral competency development
INDICATORS	The results in Competency 1 (Uses Language to communicate and learn, communicates in French) in ELA and FSL -de base et immersion- on final report card from gr. 1 to gr. 6
TARGETS	70% of our students will have 75% and up in ELA and 90% of our students will have 75% and up in FSL (de base et immersion) for Comp. 1 in Final report card for all grade levels.
ORIENTATION 2	Reading competency development
OBJECTIVES	To improve the reading competency development
INDICATORS	The results in Competency 2 (Reads/listens to spoken, written and media texts, Understands oral and written texts in French) in ELA and FSL – de base et immersion- on final report card from gr. 1 to gr. 6.
TARGETS	77% of our student will have 70% and up in ELA and 80% of our students will have 70% and up in FSL (de base et immersion) for Comp. 2 in Final report card for all grade levels.
ORIENTATION 3	Writing competency development
OBJECTIVES	To improve the writing competency development
INDICATORS	The results in Competency 3 (Produces written and media texts, Produces oral and written texts in French) in ELA and FSL – de base et immersion- on final report card from gr. 1 to gr. 6.
TARGETS	68% of our students will have 70% and up in ELA and 84% of our students will have 70% and up in FSL (de base et immersion) for Comp. 3 in Final report card for all grade levels.

8. REPORTING ON THE EDUCATIONAL PROJECT

After defining the context and choosing the policy orientations and objectives, the school must implement and monitor the commitments made in the educational project. The school 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).

9. SIGNATURES

Signed at _____, this ____ day of _____, 2019

Sophie Lapointe Principal, Mountainview	Sylvain Racette Director General, Riverside School Board

Steering Committee:

Nadia Bahous Teacher	Eric Carbonneau Chair of Governing Board
Jennifer Howe Teacher	Stephanie Lalonde Teacher
Catherine Lavigne Teacher	Nadine Levesque Daycare Technician
Brian Peddar RVCLC coordinator	

Other collaborators in the development of our educational project:

NAME and SURNAME TITLE	NAME and SURNAME TITLE
NAME and SURNAME TITLE	NAME and SURNAME TITLE
NAME and SURNAME TITLE	NAME and SURNAME TITLE
NAME and SURNAME TITLE	NAME and SURNAME TITLE
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