



Courtland Park International School

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Educational Project 2019-2022



Riverside School Board

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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 Courtland Park International 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."

3. STEERING COMMITTEE FOR THE PREPARATION OF THE EDUCATIONAL PROJECT

Nancy Parisé	Enseignante
Julie Janukavicius	Teacher
Geoffrey Gaudette	Enseignant
Laura Sollecito	Teacher
Grace Palmieri	IB coordinator and music teacher
Julie Ruel	Principal

4. CONSULTATIONS HELD FOR THE PREPARATION OF THE EDUCATIONAL PROJECT

January 9, 2019	Teachers	small group discussions	school
January 16, 2019	Governing Board	presentation on the process	school
January 24, 2019	Parents	survey	sent by email
	Teachers	survey	sent by email
	Support Staff	survey	sent by email
March 26, 2019	Board consultants	discussion with SST	school

5. SCHOOL CONTEXT

Our mission is to develop lifelong bilingual learners who are internationally minded, sensitive and active citizens of the world.

Courtland Park International is an inclusive elementary school located in Saint-Bruno-de-Montarville. We serve the areas of St-Basile-le-Grand, Saint-Bruno-de-Montarville, Sainte-Julie, and Carignan-sur-le-Golf.

Language spoken at home				
	2015-16	2016-17	2017-18	2018-19
English	36%	36.58%	38.11%	38%
French	61%	60.97%	59%	59%
Other	3%	2.45%	3.15%	3%

For 2018-19, the bilingual-speaking staff at CPIS is comprised of:

- 1 principal
- 1 secretary
- 15 homeroom teachers
- 5 resource teachers
- 2 physical education specialists
- 1 music specialist
- 1 art specialist
- 2 special education technicians
- 5 attendants
- 1 daycare technician
- 6 daycare educators
- 8 lunch monitors
- 2 caretakers

Parents, grandparents, community members, retired teachers, and former students are among the many volunteers that make up our school community. They are active in many ways: library, Governing Board, Parent Participation Organization (PPO), classroom helpers, Adopt-a-Learner, and so much more. Community involvement is essential to the success of our students' learning.

At Courtland Park International, we advocate learner agency, where students have voice, choice and ownership for their own learning and the relationship between the teacher and students becomes a partnership. The Courtland Park International team shares a commitment to the International Baccalaureate Program (IB) and the Quebec Education Program, both of which are presented in a bilingual format. Students are immersed in both languages in a 5 month/5 month model while receiving the alternate language (English or French depending) one hour a day. Teamwork and collaboration are key to our bilingual enriched school culture.

Our students are engaged in discovering the world through different units of inquiry while developing strong literacy, numeracy and social skills across the disciplines. We foster in-depth questioning, skills mastery, knowledge acquisition, reflection, and self-initiated action, all of which are essential elements for lifelong learning. Ongoing assessments and reflections also play an integral part in both the teaching and the learning process. We are committed to a constructivist, inquiry-based approach to teaching and learning that promotes inquiry and the development of critical-thinking skills.

Number of students				
	2015-16	2016-17	2017-18	2018-19
Boys	157	156	152	151
Girls	125	131	137	135
Total	282	287	289	286
Coded students (MEES)	12	19	19	14
IEPs	51	56	53	43

Support measures in place aid students with special needs. A team of resource teachers, attendants and technicians work in close collaboration with the teachers to support individual classroom learning, academically, emotionally and socially. A special room, the Chill Zone, is readily available to help our students understand and address their feelings and sense of self. The Chill Zone is used for group get-togethers to discuss social skills, regulation strategies, and for students to complete tasks in a quiet setting, or take a sensory-motor break. The objective of the visit is for the student to regulate his/her emotions by learning the skills and strategies necessary to regain their optimal learning performance in order to return to class.

The integration of information and communication technologies (ICT) is essential to the development and acquisition of learning, a variety of tools are available for all students. Here are some of them:

- 1 interactive whiteboard per class
- 1 rolling computer lab containing 22 laptops
- 22 electronic tablets (IPad), also 1 per teacher and daycare monitor
- Each cycle 2 & 3 classroom is equipped with computers/laptops
- LEARN / RECIT
- Biblionet
- Tap Touche
- Word Q on all computers

Over the past few years, the school team has focused on developing strong reading skills in both languages. Reading helps students to clarify ideas, feelings, thoughts and opinions. It also provides opportunities for learners to imagine themselves in another’s situation, reflecting on feelings and actions, and developing empathy.

The ability to read and comprehend is essential for the process of inquiry, the base of our teaching and learning. As inquirers, learners need to be able to identify, synthesize and apply useful and relevant information from texts. As learners engage with interesting and appealing texts, relevant to their experiences and appropriate to their developmental stage, they acquire the skills, strategies and conceptual understanding necessary to become competent, motivated, independent readers, and successful students.

After analysis of our students’ reading skills over the years, we have come to realize that even though our students are successful, many of them read at an acceptable level (60-72%). When looking at the final marks on the report cards in 2017-18, we notice that there are 30.4% of students reading at an acceptable level in English and 16.7% in French. That trend has been noticeable as well in 2015-16. The school team has chosen to orient our Educational Plan towards supporting the students reading at an acceptable level in order for them to achieve a thorough level of competency (73% - 84%).

Reading Competency						
Report Cards						
	2015-16		2016-17		2017-18	
	Success	Acceptable	Success	Acceptable	Success	Acceptable
Grade 4						
English	95.5%	36.4%	94.6%	21.6%	98.2%	32.1%
French	93.2%	22.7%	91.9%	16.2%	96.4%	14.3%
Grade 6						
English	100%	25%	100%	16.2%	97.6%	28.6%
French	87.5%	25%	100%	27%	88%	19%

End-of-Cycle Evaluations						
	2015-16		2016-17		2017-18	
	Success	Acceptable	Success	Acceptable	Success	Acceptable
Grade 4						
English	81.82%	31.82%	80.5%	36.6%	N/A	N/A
French	95.24%	14.28%	92.7%	0%	N/A	N/A
Grade 6						
English	79.17%	37.5%	100%	29.7%	100%	35.7%
French	N/A	N/A	N/A	N/A	95.2%	11.9%

In order to develop lifelong reading habits, learners need to have extended periods to read for pleasure, interest, and information. Reading is a developmental process that involves constructing meaning from texts. Enthusiasm and curiosity are essential ingredients in promoting the desire to read. Children of all ages need to experience and enjoy a wide variety of interesting, informative, intriguing and creative reading materials as well as related reading activities.

Orientation 1 is one way of achieving our challenge, which is to transform the way we use the library. We would like to create Learning Commons. At this time, however, the library is being used mainly for book loans.

Orientation 2 is another way of achieving our challenge, by monitoring all students' reading skills using a common tool (with the exception of kindergarten). In the past, the benchmarks were used sporadically, mostly with students who presented reading difficulties.

6. CONSISTENCY WITH THE COMMITMENT-TO-SUCCESS PLAN

Courtland Park International School has chosen orientations and objectives that directly support the 4th objective in the Commitment-to-Success plan from the Riverside School Board. Offering a bilingual program from kindergarten to grade 6, using the 5 month/5 month model, the school team is dedicated to developing a high level of language proficiency in both English and French. To do so, Our Educational Plan focuses on developing proficient readers in English and in French.

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

Courtland Park International School will focus on the following:

Challenge One: Reading Proficiency for all students in English and in French Imm.	
ORIENTATION 1	To Appreciate Reading - The Love of Reading
OBJECTIVES	To increase the use of the library outside library period
INDICATORS	Amount of students using the library outside the library period
TARGETS	20% of our clientele by 2022
ORIENTATION 2	To Improve Reading Skills
OBJECTIVES	To improve reading fluency and accuracy
INDICATORS	Students results on benchmark texts
TARGETS	85% of our students will read at level by 2022
ORIENTATION 3	To Read for Meaning
OBJECTIVES	To increase reading comprehension of students through common reading strategies in English and in French Imm.
INDICATORS	Students' results in C2 in English and in French Imm.
TARGETS	80% of students obtain 75% (4-) or more in C2 in both English and French Imm. by 2022

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 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

Julie Ruel Principal, Courtland Park International School	Sylvain Racette Director General, Riverside School Board

Steering Committee:

Nancy Parisé Enseignante	Julie Janukavicius Teacher
Geoffrey Gaudette Enseignant	Laura Sollecito Teacher
Grace Palmieri IB Coordinator and Music Teacher	Julie Ruel Principal

Other collaborators in the development of our educational project:

Paul Dionne Governing Board Chair	Veronica Newnham Daycare Technician