



**Saint-Lambert
International
High School**

675, rue Green
Saint-Lambert (Québec)
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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 Saint-Lambert International 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 Saint-Lambert International’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."



97.1. The Saint-Lambert International's educational project, which may be updated if necessary, shall contain:

- (1) the context in which the centre acts and the main challenges it faces, particularly with respect to academic success and, in the case of a vocational training centre, the relevance of the training to regional or provincial labour market needs;
- (2) the specific policies of the centre and the objectives selected for improving student success;
- (3) the targets for the period covered by the educational project;
- (4) the indicators to be used to measure achievement of those objectives and targets; and
- (5) 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 basic school regulation and the programs of studies established by the Minister are

implemented, adapted and enriched. They must also be consistent with the school board’s commitment-to-success plan.

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

Jean-René St-Cyr	Principal
Theresa Aguiar	Governing Board Chair
Andy Nardoza	Member of Governing Board
Dianne Bellingham	Resource Teacher
Rita Molchan	Teacher
Kelly Rea	Teacher
Annie Maisonneuve	Teacher

4. CONSULTATIONS HELD FOR THE PREPARATION OF THE EDUCATIONAL PROJECT

October 26 th , 2018	SST-Consultants	Sharing Session	School Board
December 13 th , 2018	SST-Consultants	Sharing Session	School Board
January 8 th 2019	Teachers	Group	School
January 17 th 2019	Governing Board	Questioning	School
February 4 th 2019	SST	Debriefing	School
February 19 th 2019	SST-Consultants	Sharing Session	School
February 20 th 2019	Governing Board	Sharing Session	School
March 12 th 2019	Staff Meeting	Review	School
April 10 th , 2019	SST-Consultants	Sharing Session	School Board
April 25 th , 2019	SST	Review	School
May 2 nd , 2019	Governing Board	Draft version	School

5. SCHOOL CONTEXT

Saint-Lambert International is a school of approximately 360 students situated in Saint-Lambert. It offers a fully inclusive International Baccalaureate Middle Years Program that focuses on the development of the whole student – physically, intellectually, emotionally, and ethically. Our school prepares students for successful lives in a changing world by stressing the values of leadership, cooperation, and civic and global responsibility. As per the commitment to success plan from Riverside School Board, we are dedicated to the inclusion of students with special needs whenever possible as well as having the expertise to support the development of proficiency in both English and French for all students. Our small school setting and mandatory dress code foster a shared identity. Our student population is diverse and includes many international exchange students.

Language	spoken at home
	% of students
English	54%
French	30%
Other*	16%
* 22 different languages	

Our multicultural student population, combined with the enrollment of international students creates a beautiful diversity, however it is also creating challenges in regards of communication, comprehension of academic instructions and academics results in the Language subject areas.

Number of students who did not achieve at least 70% in Language subjects		
	ELA	French
# of students	110 (30%)	114
# of International students	22	26

Because our success rate is under the Riverside School Board average in both English and French, our students must be exposed to more English and French literacy resources so they can improve their overall language skills. Given these results, we will focus our efforts on reducing the gap by 30%. By offering reading and writing strategies, we want to get to a 53.9% success rate by 2022. Our Interdisciplinary team has created engaging cross –curricular learning opportunities and these will help students in their personal and academic growth.

Percentage of Sec.5 students achieving at least 70% in both English and French	
SLI	Riverside School Board
23.9%	65.8%

Percentage of students with a positive sense of belonging

	SLI results	Canadian Norms
Grade 7-8-9-10-11	62%	72%

Percentage of students with moderate or high levels of anxiety

	SLI results	Canadian Norms
Grade 7-8-9-10-11	22%	18%

Percentage of students that feel safe attending SLI

	SLI results	Canadian Norms
Grade 7-8-9-10-11	54%	58%

SLI provides quality education and rigorous programs as well as a variety of athletic and cultural opportunities that nurture a sense of belonging and student engagement. After reviewing the results obtained by the **OurSCHOOL Secondary School Survey** conducted in 2018, we highlighted sections that guided us to focus also on providing a safe and healthy environment to all students and to improve at-risks' student engagement in our different activities organized at SLI. Understanding that we are in a disadvantaged area, we additionally need to consider this factor to be able to adapt our practices and offer students a positive and welcoming environment on a daily reality.

Because our results are under the Canadian norms regarding students' sense of belonging, anxiety and feeling safe at school, we feel that we need to implement additional strategies so students can learn in a safe and caring environment. Promoting extracurricular activities that are related to a modern teenager's life is essential. These activities need to be sustainable, meaningful and inspirational for the students. Reducing this gap will have beneficial impact on student's self-esteem and overall perception of school and support our at risk students in their success.

The Saint-Lambert International School Team, composed of over 50 employees, teachers, administrators, student supervisors, attendants, technicians, caretakers, a principal, two school secretaries, one school organization technician and a IB program coordinator strongly believes in providing the best support and guidance to all the students.

Our Mission Statement

To provide a safe, caring, healthy learning environment, which enables all students to become respectful, internationally minded life-long learners who strive to achieve their personal potential.

Academic Commitment

We believe that quality education encompasses a diverse curriculum that is responsive to the needs, strengths and talents of individual students. All courses offered at Saint-Lambert International focus on cross-curricular learning objectives wherein assessment reflects real life situations. Our commitment to enriched programming emphasizes technology, literacy across the curriculum, and research skills. Our approach is designed to provide students with practical experiences that complement classroom instruction.

Saint-Lambert International is an authorized International Baccalaureate World School offering the Middle Years Program. The fundamental concepts of the International Baccalaureate Middle Years Program are holistic learning, intercultural awareness and communication. An IB student is expected to be a critical and compassionate thinker, an informed participant in local and world affairs who values the shared humanity that binds all people together, while respecting the variety of cultures. All students benefit from the philosophy and teaching of the program, which allows them to qualify for an IB certificate. Students receiving the IB certificate must have prepared an academically and creatively challenging Personal Project, have successfully met graduation requirements, and have performed community service.

The ten attributes of the IB learner profile define the type of learner Saint-Lambert International hopes to develop. IB learners strive to be: inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective.

6. CONSISTENCY WITH THE COMMITMENT-TO-SUCCESS PLAN

By taking actions to improving our students' proficiency in French and English, the Saint-Lambert International School ensures consistency with the RSB's commitment-to-success plan objective #1, and #4

- **Reduce the gap in success between various groups of students**
- **Ensure a high-level of language proficiency**

Our prioritized challenge is to improve the success rate of all students and especially our at-risk students. We hope to engage diverse student groups, regardless of academic achievement and/or socioeconomic background, in student life so all may have a better sense of belonging and self-esteem. We intend on providing our students with different learning opportunities, support groups and extra curricular activities so they feel that they can experience success at school. If students feel good at school, it will have a direct impact on their learning.

We also want to focus on improving our students' literacy skills with regards to language proficiency by implementing new and research-based strategies. We will support all our students in attaining higher levels of proficiency in both English and French. By addressing this challenge, we hope to reduce the gap in success between our SLI students and RSB results.

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

Saint-Lambert International School will focus on the following:

Challenge One: Student Success	
ORIENTATION 1	Proficiency in French and English
OBJECTIVES	Increase student proficiency in French and English
INDICATORS	Students results in French and English on Sec 5 transcripts
TARGETS	Increase the number of students achieving at least 70% in both ELA and FSL by 30%

Challenge Two: Student Engagement	
ORIENTATION 1	Provide a safe and healthy environment to all SLI students
OBJECTIVES	Reduce the percentage of students experiencing anxiety
INDICATORS	Student results on our school survey
TARGETS	Less than 15% of our students experiencing anxiety as per Our School Survey by 2022
ORIENTATION 2	Improve students' sense of belonging
OBJECTIVES	Increase students' engagement in extracurricular activities
INDICATORS	Number of students participating in extracurricular activities
TARGETS	Increase students participating in extracurricular activities by 2022 by 15%

8. REPORTING ON THE EDUCATIONAL PROJECT

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

Jean-René St-Cyr Principal, Saint-Lambert International	Sylvain Racette Director General, Riverside School Board

Steering Committee:

Jean-René St-Cyr, Principal	Theresa Aguiar, Governing Board Chair
Andy Nardoza, Member of Governing Board	Dianne Bellingham, Resource Teacher
Rita Molchan, Teacher	Kelly Rea, Teacher
Annie Maisonneuve, Teacher	

Other collaborators in the development of our educational project:

Annie Beauregard Seaway CLC Coordinator	Juan Carlos Quintana International Student Coordinator
Heidi Caron CSSS, Social Worker	Nathalie Marcil CSSS, School Nurse
NAME and SURNAME TITLE	NAME and SURNAME TITLE