



Educational Project

Greenfield Park International

2019-2022

Riverside School Board

7525, Chemin de Chambly, Saint-Hubert, Quebec 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 Greenfield 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.”

97.1. The centre’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

Clémence Trotéchaud, Principal (RSB)
Nathalie Pomerleau, Vice-Principal (CSMV)
Marie-France Givern, Teacher (RSB)
Eloïse Simonceli-Bourque, Teacher (RSB)
Elizabeth Ramsahoye, Teacher (RSB)
Monica Neyra, Teacher (RSB)
Nancy Smith, Teacher (CSMV)
Melanie Pagé, Teacher (CSMV)
Émilie Bolduc, Teacher (CSMV)

4. CONSULTATIONS HELD FOR THE PREPARATION OF THE EDUCATIONAL PROJECT

Date	Participants	Type of meeting	Place
Nov 1 2017	Staff	Planning and consult.	GPI
Oct 12 2018	SteeringSchool	Success team	RSB
Dec 12 2018	SteeringSchool	success team	RSB
Dec 18 2018	Staff	Planning and consult.	GPI
Jan 30 2018	SteeringSchool	Success team	RSB*
Jan 6 2018	Staff	Planning and consult.	GPI*
Jan 8 2019	Staff	Planning and consult.	GPI
Jan	GB	Planning and consult.	GPI
Jan 28 2019	Staff	Planning and consult.	GPI*
Feb 14 2019	SteeringSchool	Planning	GPI
Feb 19 2019	Staff	Planning and consult.	GPI
Feb 19 2019	GB	Planning and consult.	GPI
Feb 25 2019	PPO, Daycare	Planning and consult.	GPI
March 14 2019	Ped Consultants	Consulting	GPI
March 18 2019	Staff and GB	Draft presentation	GPI
April 9 2019	SteeringSchool	Success team	RSB

5. SCHOOL CONTEXT

Context

Founded in 1993, Greenfield Park Elementary International School is a public school where students from an anglophone school board, Riverside School Board, and a francophone school board, Marie-Victorin School Board coexist within the same building, under one school.

Located in a residential area in the city of Longueuil, in the heart of Greenfield Park, Greenfield Park International School hosts 555 students (300 students from the Marie-Victorin School Board and 255 from the Riverside School Board). This public elementary school has 24 classes (four classes per grade – two classes for each school board, ranging from grades 1 to 6), two Music/Dance rooms, an Art room, a library, and a gymnasium with a removable partition.

The students attending this school come from Greenfield Park and the surrounding municipalities in the areas which are served by either the Riverside or the Marie-Victorin school boards.

Special Project

Greenfield Park International School offers an International Program. Since its opening, the school has been a member of the Society of Schools for International Education (SEEI) which later became the Society of Schools of the International Baccalaureate of Quebec and Francophonie (SEBIQ). As of the summer of 2002, we have been part of the IB World Schools network. The International Baccalaureate (IB) is a Swiss-based, non-profit organization that offers a program for elementary, secondary, and post-secondary students. IB aims to develop the intellectual curiosity and sensitivity required in order to help build a world which is more just, more healthy and more united.

The IB accreditation is based on the implementation of the Primary Program (PP). This application has been adapted to suit the *climate* of our school. The PP is a program common to all international schools that are part of the IB. The transdisciplinary research program includes six research modules per year.

Since April 2009, the school has also been a part of the Bruntland Green Schools Network, which promotes awareness, values and ecological actions.

Human Resources

The staff is composed of:

1- Principal (RSB) and 1-Vice Principal(CSMV)

3 IB program teacher-coordinators

2 secretaries

3 janitors

12 daycare educators

1 daycare technician

1 senior daycare educator

12 lunch monitors

24 homeroom teachers· 2 Physical Education teachers

Riverside School Board (only):

- 3 part-time specialists for Physical Education, Art and, Music
- 2 part-time resource teachers
- 1 Specialist Education Technician
- 2 attendants.

Marie-Victorin School Board (only):

- 1 full-time specialist for Music and Dance
- 3 part-time specialists (English, Physical Education, and Dance)
- 1 part-time Resource teacher
- 1 part-time Specialist Education Technician

Student Success

The students of this school are successful passing. In fact, 99% of our students obtained the pass mark in English and 100% of our students in French Immersion in both Writing and Reading in the Provincial Ministry end of Cycle 3 exams. Taking this data into account, our educational project will be mainly based on the development of a healthy, safe, and community-oriented environment. We also believe that promoting reading is a great way to maintain motivation which will also allow the students to continue to flourish and grow into developing a true appreciation for reading. We also aim to bridge the gap between the Riverside students who have an Individual Educational Plan (IEP) and those who do not have one. Therefore, our emphasis will be on *the joy of reading*.

<u>Results (June 2018)</u>					
Subjects	Number of students	All students	Students without IEP's	Student with IEP's	Gap between students with and without IEP's
ELA success rate (60%)	39	90%	100%	95%	5%
FLS success rate (74%)	39	95%	100%	78%	22%

ELA: 90% of students have an average of 60% and over (Gap between students with IEP and without IEP: 5%)

FSL: 100% of students have an average of 74% and more (Difference between students with IEP and without IEP: 22%)

Consultations

According to consultations and surveys given to the school community, the following observations were made:

- Physical activities are particularly popular with students.
- The students feel safe at school.
- The students love their school and the caregivers.
- Many students and parents mentioned that learning more than one language is a very positive aspect of the school.
- Many have indicated that they want to do more physical activity.
- Less homework.
- Wish to upgrade the schoolyard.
- Stress experienced at school is also a concern for many parents and school staff.

Consultations with both our staff and parents reveal that the following values reflect our school: Caring, well-being, open-mindedness, commitment and a sense of belonging. These communal ideas and comments have been an influential factor in the creation of our school's vision. Therefore, challenges and orientations of the educational project are based on these findings.

Our MISSION

Greenfield Park International School offers a bilingual, stimulating and caring environment that nurtures a sense of belonging within our community. Our rich and authentic learning program allows the harmonious balance between the mind and the body while fostering curiosity and the pleasure of learning. Making choices, expressing opinions, and taking initiative instills ownership in our learning. We become lifelong learners and citizens open and committed to developing a better world.

5.2 VALUES

Kindness

- o Respect others in gestures and words
- o Welcome people, take care of them
- o Establish a climate of affection and attentiveness
- o Demonstrate good citizenship
- o Listening to others

Well-being

- o Promote a peaceful and positive atmosphere in the school
- o Promote equity and inclusion
- o Practice sports activities
- o Practice activities to reduce anxiety
- o Learn to manage emotions

Open mind

- o Respect diversity
- o Accept that you make mistakes and learn from them
- o Be receptive to new ideas and different points of view
- o Take risks
- o Learn from others

Commitment

- o Keep our promises, be punctual, and diligent
- o Get involved in the various activities.
- o Provide the necessary effort to achieve success
- o Be an active learner in order to reach your full potential
- o Demonstrate interest in your learning

Sense of Belonging

- o Feel pride in our school
- o Feeling useful in the community
- o Assume responsibilities
- o Adopt the values conveyed by the school
- o Get involved in various community activities

6. CONSISTENCY WITH THE COMMITMENT-TO-SUCCESS PLAN

The Well-Being of All

Our surveys indicate that the parents and staff are concerned about the well-being of the students at school. In fact, many students have voiced that they have experienced stressed within the school context. Our observations indicate that academic evaluations and peer relations are the main causes. We want our students to be happy at school, to feel welcome and to live in a peaceful, and positive atmosphere where they can also thrive and be physically active. This is part of the Riverside Challenge 5: 'inclusive, healthy, safe, stimulating and creative environment'.

Curiosity and The Joy of Learning

Although our students are academically successful, we still want to maintain and support their motivation, thus providing an environment where they want to learn for pleasure. We also want our students to engage, voluntarily, in authentic learning situations which will inspire them to be actively involved, and ultimately will result in an action. These experiences will help retain and further develop their literacy skills. We believe that this aspect could reduce the gap between the results of students with an intervention plan (IEP) and those who do not have one. We believe that by promoting literacy, we will help both students with difficulties and students who are gifted to stay motivated. We intend to continue implementing innovative quality practices. This issue coincides with Riverside's challenge 4: 'quality educational and pedagogical practices'

In the following table, we present the orientations, objectives, indicators and targets specific to our institution, including those related to the Riverside School Board's PEVR.

Here is the legend to interpret this table.

Legend for the table in point 7

Challenges

Ch4: Quality educational and pedagogical practices

Ch5: An inclusive, healthy, safe, stimulating and creative environment

Objectives

Obj1: Reduce the gap in success between various groups of students

Obj4: Ensure a high level of language proficiency

Orientations

Or1: Increase the proportion of the adult population of Québec who demonstrate high-level literacy skills.

Or2: Have elementary students physically active at least 60 minutes per day.

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

Educational Project 2019-2022

Educational Project						
Orientations	Objectives	Indicators	A.Challenge B.Objective C.Orientation	Target	Beginning	Target Value
Provide a scholastic environment which is healthy, caring and supportive.	Increase the percentage of students who have the possibility to do physical activity 60 minutes per day.	The percentage of students who have physical activity 60 minutes per day.(The starting value will be determined in May)	Ch5, Or2	Increase to 100%, by June 2022, the percentage of students who will do 60 minutes per day of physical activities.	Undetermined	60 minutes a day of organized physical activity
	Decrease the percentage of students who suffer from stress related to their educational environment	The percentage of students who indicate experiencing stress in the school environment. (The starting value will be determined in May) Survey conducted with the students.	Ch5	Decrease in the percentage of stressed students by 10% by June 2022.	32% of students have moderate to high levels of anxiety (RSB).	22% (RSB)
	Increase a sense of caring among the students.	Number of reports of disciplinary incidents (Reflections,detentions,or suspensions)	Ch5	Decrease 30% of disturbing behavior for June 2022	Detentions: 309 Suspensions : 11	
Promote Literacy	Increase the students' interest in reading	Determining the students appreciation of reading (The starting value will be determined in May) Surveys conducted throughout the year at different time.	Ch4, Obj4, Or1	Increased rate of reading appreciation by 10% for June 2022		

	Reduce the gap in the results for ELA and FSL between the students who have an IEP and does without one.	The results of the Ministry exams(RSB)		Reduction of 3% for the year 2022 (RSB)	(RSB)ELA a gap of 5% (RSB)FSL a gap of 22%	(RSB)ELA 0% (RSB)FSL 15%
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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).