



**Centennial Regional  
High School**

880, rue Hudson  
Greenfield Park (Québec)  
J4V 1H1

# Educational Project

## 2019-2022

---



**Riverside School Board**

7525, chemin de Chambly, Saint-Hubert, Québec J3Y0N7  
[www.rsb.qc.ca](http://www.rsb.qc.ca)

# **The Educational Project**

## **Table of contents**

- 1. Purpose and Definition of the Educational Project**
  - 2. Legal Framework**
  - 3. Steering Committee for the Preparation of the Educational Project**
  - 4. Consultations Held for the Preparation of the Educational Project**
  - 5. School Context**
  - 6. Consistency with the Commitment-to-Success Plan**
  - 7. Challenges, Orientations, Objectives, Indicators and Targets Specific to the School/Centre**
  - 8. Reporting on the Educational Project**
  - 9. Signatures**
-

## 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 the school and the centre 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."*

**97.2.** 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

Sherry Tite	Principal
Kristy Prokosh	Vice-Principal
François LeBlanc	Vice-Principal
Jessy Herron	Activity Officer
Jennifer Goodall	Teacher
Clifford Tam	Teacher
Kylie Joyce	Teacher
Marie-Jade Roy	Teacher
Lindsay Mandigo	Teacher
Robert Phillion	Teacher

### 4. CONSULTATIONS HELD FOR THE PREPARATION OF THE EDUCATIONAL PROJECT

January 7, 2019	CRHS Staff	Group Discussion	CRHS – Library
January 14, 2019	P.P.O.	Questionnaire	CRHS – Conference Room
January 21, 2019	Governing Board	Group Discussion	CRHS – Conference Room
January 28, 2019	RSB Ed Committee	Roundtable Discussion	RSB – Conference room
February 20, 2019	Grad Core	Discussion	CRHS – Conference Room
February 25, 2019	Middle School	Discussion	CRHS -- Auditorium
April 1, 2019	CRHS Staff	Questionnaire	CRHS -- Cafeteria

### 5. SCHOOL CONTEXT

#### **Overview of the education in the surrounding environment;**

As students, staff and parents, our differences in cultures, religions, learning styles, interests and aptitudes make us a unique, interesting and stronger community. These mirror the real world. We celebrate our diversity. We serve a broad ethnic mix among the student body and the staff. This mix encourages us to promote the mosaic of Canada and provide an atmosphere of integration and mutual respect. Personal potential is achieved when one's culture is respected and one's name promotes pride.

#### **Summary of promising actions in the community (the strengths);**

Centennial is committed to enabling all students in achieving their potential as responsible, vital and contributing members of society. We actively support their intellectual, personal and social development. We do this in a multitude of ways. Our Middle School Program allows young students to make important bonds with students and teachers, and it fosters a sense of family and safety in our community-based school. Centennial also promotes student involvement in our extensive extra-curricular activity program which includes an array of athletics, dramatic productions, talent shows, robotics, leadership camps and more.

Furthermore, in order to promote respect for self and encourage the development of lifelong positive habits, we provide information and guidance designed to help students make well-informed, healthy choices regarding nutrition, personal health and physical activity.

#### **Overall picture of the results and areas of vulnerability & main challenges related to the academic success of the community;**

While Centennial Regional High School strongly promotes bilingualism, the majority of our student body is anglophone, and thus immersing our students in the French language can be challenging. Our

commitment to our multi-level French program is strong, however, and it is further supported by the department's growth mindset: additional courses are being taught in French every year, and students participate in multiple field trips and activities completed in French, including our annual Genies-en-Herbes competition.

We have also identified literacy as an area that we want to further support in our students in order to promote strength and progress across the curriculum.

#### **Student needs in the schools and centres;**

In order to address the needs and interests of individual students, and to ensure that each student has a sense of belonging, feeling "at home" and being involved, we take a personalized approach to every aspect of school organization. (e.g. Hand-timetabling for all Middle School and Grade 9 SUPER students; assignment of Core Teachers in Middle School; provision of support services for students at all grade levels; placement in classes at appropriate level of challenge; follow-up and intervention by Administration, etc.)

We welcome all students as equal and contributing members of our school community and encourage them to take full advantage of all the opportunities available.

#### **Use of certain provincial indicators;**

Centennial is proud to be part of Riverside School Board which boasts an 88.3% graduation rate.

Currently, according to the 2018-2019 school year LUMIX statistics, 89 students have been identified as very high risk (8 students) or high risk (81 students). A large contributing factor to this identification is attendance in school and the rate at which these students are absent. With intervention from administration and teachers, we aim to reduce the amount of students labeled as 'high-risk' by 8% by 2021. A key component to this reduction in student identified as high-risk will be the reduction of absenteeism in these identified students.

According to the 2019 Our School survey, 48% of students at CRHS participate in sports, and 28% of students participate in clubs. With new initiatives and continued involvement from staff members, we aim to increase student participation in extra-curricular activities by 10% by 2021. The creation of a student profile sheet to allow students to list their desired involvement, as well as track the activities they do partake in, will enable staff members to both encourage participation and, as a desired result, monitor this increase. Each core teacher, SUPER group teacher and senior homeroom teacher, will be assigned the task of maintaining communication with their students regarding opportunities for participation, and support the tracking of involvement on the profile sheets.

Currently, according to the statistics for CRHS in June 2018, 68.4% (51 of 74) of French de base students successfully achieved a passing grade. With more focus being placed on the French program over the five years of high school, our goal is to increase the success rate, students achieving 60% or higher in French de base, by 10%.

Currently, according to the statistics for CRHS in June 2018, 96.3% (180 of 187) successfully completed English in Secondary 5, achieving 60% or higher. With additional literacy tools implemented in Secondary 1 and 2, we aim to increase this success by 10% by 2021. With this focus on literacy, there will be an added value of supporting the Secondary 4 History program. According to the 2017 results for CRHS, 69.7% (154 of 221) students passed the Secondary 4 MEES evaluation.

#### **Characteristics and expectations of the community, etc.**

Through demonstrating the relevance between "school learning" and "real world" requirements, and by teaching valuable life skills, we help prepare students for life beyond high school. We emphasize the

development of essential 'literacy' skills including reading skills, reading appreciation, media literacy, consumer literacy, etc. In order to provide the best possible learning opportunities to our students, and in keeping on the cutting edge of educational practices, our faculty is dedicated to exploring and refining new pedagogical approaches. Our programming is rigorous, challenging, and addresses the needs and interests of our community. Students are encouraged to take advantage of the wide variety of opportunities in the academic courses, Creative and Performing Arts, and Athletics.

The successful education of our students depends upon the partnership of home, school and the students themselves, with all members working in a collaborative manner and fulfilling their respective responsibilities. Our community has high expectations of our school's ability to instill academic & personal integrity and success within our students.

**Other information as necessary (ex. Mission, vision, etc).**

The mission of Centennial Regional High School is to educate students to achieve their full potential through academic diversity, structured discipline and ethnic harmony. We provide a rich variety of programs and courses that appeal to the individual needs and talents of our student body. Student potential is actualized when one has the ability to select subjects that appeal to unique interests and when programs respond to unique needs. We provide an environment within which to promote the dignity of each student through fair and socially sensitive disciplinary principles. Human potential is developed when one knows that justice and understanding are present to serve unique personalities. A Centennial Regional High School graduate is an ethical and responsible citizen who is prepared to enter post-secondary education and the world of work and adapt to a changing global society. Our vision is trifold and includes diversity, harmony and moral dignity.

## **6. CONSISTENCY WITH THE COMMITMENT-TO-SUCCESS PLAN**

Centennial Regional High School aims to reduce the gap in success between various groups of students by putting into place objectives directed at increasing attendance, establishing a sense of belonging and improving student literacy. By identifying students with a high-risk of chronic absenteeism and tracking the attendance habits of our students throughout the year, we aim to curb this trend and find alternative methods to ensure student success. Furthermore, this success will be achieved by implementing teaching methods put into place to support the development of language proficiency for all students.

Each of the CRHS objectives outlined in the Educational Plan are in line with Riverside's objective of raising the 7-year cohort graduation and qualification rate. Through building student engagement and supporting language proficiency, we aim to equip our students with the necessary tools to succeed.

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

(Centennial Regional High School) will focus on the following:

<b>Challenge One: Student Engagement</b>	
<b>ORIENTATION 1</b>	To reduce absenteeism
<b>OBJECTIVES</b>	To reduce the absenteeism of students who have been identified as high risk
<b>INDICATORS</b>	Number of students identified as high-risk for chronic absenteeism
<b>TARGETS</b>	To reduce this number by 8% by 2022.
<b>ORIENTATION 2</b>	Increase student sense of belonging
<b>OBJECTIVES</b>	To increase student participation in ECAs
<b>INDICATORS</b>	Number of students who are participating in ECAs
<b>TARGETS</b>	To increase the number of students participating in ECAs, by 10%, by 2022.

<b>Challenge Two: Language proficiency for all students across the curriculum</b>	
<b>ORIENTATION 1</b>	Improve subject-specific literacy for at-risk students in core subjects
<b>OBJECTIVES</b>	Increase language proficiency in French and English at the end of Secondary 5 MEES evaluations
<b>INDICATORS</b>	Number of students successfully completing French and English MEES evaluations at the end of Secondary 5 (60% or higher)
<b>TARGETS</b>	To increase the number of students successfully completing French and English MEES evaluations at the end of Secondary 5 by 10% by 2022.



## **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.

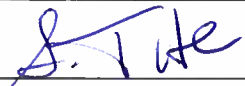
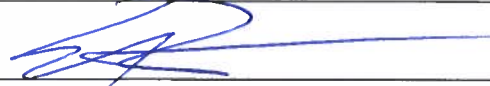
From a continuous improvement standpoint, evaluation also provides an opportunity to share innovative practices so that they can be incorporated into everyday pedagogical practices.

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).


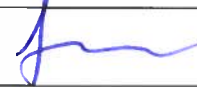






## 9. SIGNATURES

Please see attached document for signatures.

Signed at Centennial Regional HS, this 17 day of May, 2019

	
Sherry Tite Principal, Centennial Regional High School	Sylvain Racette Director General, Riverside School Board

### Steering Committee:

	
Kristy Prokosh Vice-Principal	François Le Blanc Vice Principal
	
Jessy Herron Activities Officer	Jennifer Goodall Teacher
	
Clifford Tam Teacher	Kylie Joyce Teacher
<i>K. Prokosh (on behalf of M-J Roy, on mat leave)</i>	
Marie-Jade Roy Teacher	Lindsay Mandigo Teacher
	
Robert Phillion Teacher	

### Other collaborators in the development of our educational project:

Sherri Rattray Chair, Governing Board	Holly Simmonds Chair, P.P.O.
Darion Jacobs President, Grad Core	