



Mount Bruno School

20, rue des Peupliers
Saint-Bruno (Québec)
J3V 2L8

Educational Project 2019-2022



Riverside School Board

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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 Mount Bruno 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

Stephanie Anna Domes, Staff Assistant & Teacher - Cycle 3
Francine Tessier, Teacher - Cycle 2
Jennifer Miller, ELA Specialist, Cycle 1
Anais St-Arnaud Hivon, Orthopédagogue
Giuseppina Ciccarelli, Daycare Technician
Valérie Bergeron, Principal

4. CONSULTATIONS HELD FOR THE PREPARATION OF THE EDUCATIONAL PROJECT

October 1st, 2018: Meeting with teaching staff - Mount Bruno School
December 11, 2018: Informational meeting with PPO members - Mount Bruno School
December 17, 2018: Informational meeting with Governing Board members- Mount Bruno School
January 2019: Meetings with teaching staff by cycle teams - Mount Bruno School
January 28, 2019: Open discussion with Governing Board members regarding the first draft - Mount Bruno School
March 1st, 2019: Meeting with School Success Team and RSB consultants regarding objectives and targets-Mount Bruno School
March 2019: Parent community on-line survey
March 25, 2019: First draft of the Educational Project was adopted during the Governing Board meeting.

5. SCHOOL CONTEXT

Mount Bruno School is situated in the picturesque city of Saint-Bruno-de-Montarville. Our quiet, residential neighbourhood provides students with a peaceful and welcoming learning environment. We offer a French Immersion program and serve the population of Saint-Bruno-de-Montarville, Sainte-Julie, Saint-Basile-le-Grand, Beloeil, McMasterville, Saint-Amable, Saint-Marc-sur-Richelieu, Saint-Mathieu-de-Beloeil and a small portion of Carignan. Mount Bruno School's curriculum is offered in French and in English beginning in Kindergarten and following this model: 50% French and 50% English in Kindergarten, 70% French and 30% English in Cycle 1, 60% French and 40% English in Cycle 2 and finally, 50% French and 50% English in Cycle 3.

Parents in our school community truly value education. They provide support to their children and are involved in school life which is an important protective factor directly contributing to our students' success. Over the past 3 years, our report card results indicate that 100% of our grade 6 students graduated with an Acceptable level of competency (60-73%) in French Second Language, English Language Arts, and Mathematics. Given these results, we have targeted our focus on student success at an increased level of competency, monitoring more closely English Language Arts as our results in this subject tend to be lower than the RSB average. Mount Bruno students have achieved an average of 77% (2017-2018) compared to 78% for the Riverside School Board, with 59% of our student body achieving Thorough competency level (76-83%). By promoting literacy skills, we aim to enable our students to not only be more proficient in languages, but also better succeed across the curriculum.

As 21st century learners, students are required to develop critical thinking skills such as analyzing, communicating and problem solving. More and more, we are noticing that a large proportion of our students lack in these skills when responding to different tasks or situations. In the absence of comparative data, classroom observations and results from teacher assessment tools indicate that the lack of critical thinking is impeding student's progress beyond a 60-73% in Competency 2 in ELA.

Every child has the right to learn in a safe, caring and respectful environment. At Mount Bruno School, learning takes place in an environment that fosters motivation, perseverance and team work. Our goal is to incite personal growth and to encourage students to become lifelong learners. Efforts to prevent conflict and promote peaceful resolution are put into effect. We strive to instill positive values in our students. Respect, responsibility, trustworthiness, caring, citizenship and fairness are character traits that are nurtured by our teachers and educators. Students are recognized for being positive role models in their classes.

In addition to offering an excellent education to our students, Mount Bruno School offers an array of extra-curricular activities throughout the year. Students are encouraged to participate in S.S.I.A.A. tournaments for a variety of sports and have access to lunch time activities such as cooking, Sheltoons, chess, etc. The proximity of the large soccer fields, nearby lake and mountain allow students to engage in a variety of physical activities all year round. A large-scale backyard project is planned for the summer of 2019. The new school yard will enable students to take part in a wider range of activities on site, including a variety of sports, gardening, an outdoor classroom and a natural playing area.

Finally, Mount Bruno School also offers a rich daycare environment consisting of an organized daily routine enriched with varied recreational activities for students. Our daycare plans multiple outings and in-school activities during pedagogical days, often based on student input.

MISSION:

Mount Bruno school's staff is dedicated to working collaboratively with parents and members of the community to develop the academic, social and emotional growth of all our students by providing a rich French immersion program within a safe and caring bilingual school environment.

VISION:

We are preparing our students to become part of a rapidly changing society by instilling critical thinking skills and the core values of respect, trustworthiness, responsibility, fairness, caring and citizenship.

6. CONSISTENCY WITH THE COMMITMENT-TO-SUCCESS PLAN

Mount Bruno's Educational Project aligns with the following RSB Commitment-To-Success objectives:

Objective 1: Reduce the gap in success between various groups of students.

Research has shown that student success in literacy relies mostly on early intervention and direct teaching strategies. By harmonizing the teaching of reading strategies across all cycles, we will ensure continuity, from year to year, using a common language and reinforcing the use of these strategies for further comprehension. Literacy is the basis of learning in all subject areas. Students' proficiency in literacy will have a direct impact on their results. Furthermore, the Mount Bruno team will continue to provide differentiation practices and adaptations to students with special needs thereby continuing to develop their knowledge and expertise. Team work, well organized services and the development of pertinent individual educational plans and action plans will help reduce the gap in success with students who do not have any learning difficulties. The use of best practices always guides our intervention whether it is related to students with special needs or simply adjusting to students' profiles, gender specific or otherwise.

Objective 4: Ensure a high level of language proficiency.

The second orientation of our Educational Project is also directly linked to language proficiency. In recent years, we have noticed that the success rate on the end of Cycle 3 English Language Arts MEES evaluations were slightly lower than the results of the Riverside School Board. These results could partially be explained by a higher percentage of French speaking students who, by the end of Cycle 3, did not achieve a Thorough competency level (76-83%), by the end of their elementary schooling.

Finally, we need to acknowledge the direct correlation between student success and the physical and psychological well-being of student. There are a wide variety of initiatives, strategies, tools and resources to provide students with a safe and caring school. Although it is recognized as being essential, it does not present as a challenge at Mount Bruno School. However, improvement is always possible and necessary, and we feel that it is important to keep an objective in our Educational Project related to this essential component.

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

Mount Bruno School will focus on the following challenges:

Challenge One: Physical and Psychological Well-Being	
ORIENTATION 1	To support the development of students' social-emotional well-being
OBJECTIVES	To increase students' sense of well-being at school
INDICATORS	Elementary (grades 4, 5, 6) student responses obtained from the OurSCHOOL™ Survey using the "Sense of Belonging", "Feeling Safe at School" and "Advocacy" measures
TARGETS	At least 90% in all three measures

Challenge Two: Achievement in Literacy	
ORIENTATION 1	Improve students' critical thinking skills in response to texts and different forms of media
OBJECTIVE 1	Develop the students' reading strategies across all cycles, subject areas and languages
INDICATORS	Results in Competency 2 (Reading) and 3 (Writing) in the report card at the end of each cycle in French Second Language (FSL) and English Language Arts (ELA)
TARGETS	75% of our students will achieve a Thorough level of competency (76-83%) at the end of each cycle.
OBJECTIVE 2	Increase student engagement in literacy
INDICATORS	Number of minutes of reading per day at home (OurSchool Survey) Number of students' positive responses when asked if students enjoy reading (OurSchool Survey)
TARGETS	20 minutes or more per day for 90% of the students (grades 4,5 and 6) 70% of positive student responses (grades 4, 5 and 6)
OBJECTIVE 3	Increase students' oral communication skills

INDICATORS	Results in Competency 1 (Communication) in ELA and FSL in the report card.
TARGETS	85% of our students will achieve a Thorough level of competency at the end of each cycle (76-83%)

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

NAME and SURNAME Principal, School	Sylvain Racette Director General, Riverside School Board

Steering Committee:

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
NAME and SURNAME TITLE	NAME and SURNAME TITLE

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
NAME and SURNAME TITLE	NAME and SURNAME TITLE

