



ÉCOLE INTERNATIONALE
Courtland Park
INTERNATIONAL SCHOOL



Educational Project 2023-2027



Commission scolaire **Riverside**
Riverside School Board

Riverside School Board

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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 (MEQ, school boards and educational institutions), with due regard for their specific areas of autonomy and characteristics.

2. LEGAL FRAMEWORK

The educational project between Sample 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 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 Québec education policy framework defined by law, by the basic school regulation and by 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 60 to 90 days after sending it or of another period if the Governing Board or school board so agree. 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

Name	Role
François Couture	Principal
Veronica Newnham	Daycare technician
Juliana Beaumont	Teacher
Isabelle Rollin	Teacher
Geoffrey Gaudette	Teacher
Marina Salhany	Teacher

4. CONSULTATIONS HELD FOR THE PREPARATION OF THE EDUCATIONAL PROJECT

Date of consultation	Group consulted	Nature of consultation	Location
Date: 10/18/23	Staff	Group Discussion	Classroom
Date: 10/03/23	Steering Committee	SST work session	Riverside School Board
Date: 10/18/23	Governing Board	Discussion	School Library
Date: 10/24/23	Steering Committee	SST work session	Community Center
Date: 10/30/23	Steering Committee	SST work session	Office
Date: 11/01/23	Staff	Presentation of draft	Classroom
Date: 05/01/24	Gov. Board	Approval	School library

5. SCHOOL CONTEXT

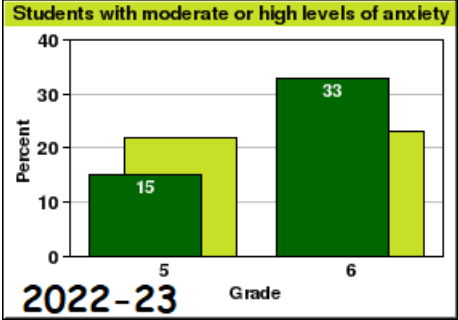
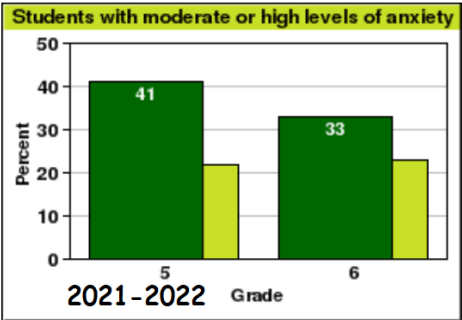
INTERNAL ENVIRONMENT

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

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.

Support measures are in place for all students in need. 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.

Based on excellent academic proficiency rates over the last 5 years, the school staff has decided to focus interventions on SEL to support the growing needs in social-emotional skills. For the last few years, since Covid, the Chill Zone has been used more as a conflict resolution and crisis management area rather than a preventative tool, as it was intended. More students are needing to be removed from the classroom due to various reasons (Chill Zone logbook to be develop). Furthermore, Our School Survey reveals that many students suffer from anxiety affecting their sense of well-being at school. Here are the results in relation to the level of anxiety over the last 3 years.



Even though, CPI already has various tools/strategies in place to support students’ social emotional challenges, such as: outdoor classrooms, calm corners, standing tables/flexible seating, active hallways, we would like to further develop our knowledge and skills in these areas.

EXTERNAL ENVIRONMENT

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.

Courtland Park Intl is part of the Richelieu Valley Community Learning Center that facilitates the liaison with local partners to support our students and to involve them in the community. Richelieu Valley Community Learning Center’s (RVCLC) goal is to collaborate with citizens, community partners and 5 Riverside School Board elementary schools in the Richelieu Valley. The RVCLC is committed to participating in projects dealing with student success, community engagement-development, lifelong learning & mental and physical well-being.

The school's socio-economic index is 1, as it is located in a privileged area of St-Bruno de Montarville. Academic expectations are very high, as our students apply to private schools and special programs in high school, requiring excellent academic results. Therefore we believe that this contributes to their anxiety level. A question in Our School Survey has been added to measure the impact of these elements on our students.

6. CONSISTENCY WITH THE COMMITMENT-TO-SUCCESS PLAN

Courtland Park International School has chosen orientations and objectives that directly support the 8th objective in the Commitment-to-Success plan from the Riverside School Board: Improve the climate of caring, well-being and student safety.

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

Challenge – Improve the climate of caring, well-being and safe school environment	
Orientation 1 - Provide a healthy, safe environment	
Objective 1	Improve self-regulation & social skills in all cycles
Indicator	Number of incidents requiring intervention
Target	Reduce the number of incidents requiring intervention by 20% over 5 years
Baseline	470 Chill Zone interventions (from March 15 to May 8 th)
Orientation 2 - To address the level of anxiety of students	
Objective 2	Reduce the level of anxiety of students at cycle 3
Indicator	Our School Survey results – Students reporting moderate to high levels of anxiety
Target	Reduce to 20% over 5 years
Baseline	24%

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 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 St-Bruno, Quebec, this 24th day of May, 2024

	
Principal CPI/François Couture	Director General, Riverside School Board

Steering Committee:

Teacher/Marina Salhany	Daycare technician / Veronica Newnham
Teacher/Geoffrey Gaudette	Teacher/Juliana Beaumont
Teacher/Isabelle Rollin	Teacher
Teacher	Teacher