



ÉCOLE
MOUNTAINVIEW
SCHOOL

444, rue Mountainview
Otterburn Park (Québec)
J3H 2K2

Educational Project 2023-2027



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 (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
Sandra Fréchette	Principal
Martial Mbadifeina	Chair of Governing Board
Nadine Lévesque	Daycare Technician
Nadia Bahous	Teacher
Stephanie Pollard	Teacher
Jennifer Howe	Teacher
David Rancourt	Teacher
Michael Sitruk	RVCLC Development Agent

4. CONSULTATIONS HELD FOR THE PREPARATION OF THE EDUCATIONAL PROJECT

Date of consultation	Group consulted	Nature of consultation	Location
Spring 2023	Steering Committee	School Success Session with Ed. Services	Off-site
Oct 3, 2023	Staff	Meeting and Work Session	School
Oct 10, 2023	Steering Committee	School Success Session with Ed. Services	Off-site
Oct 26, 2023	Steering Committee	Work Session	School
Oct 26, 2023	Governing Board	Meeting and Info Session	School
Oct 30, 2023	Staff, Parents and Community	Online Survey	-
Nov 7, 2023	Staff	Presentation of Survey Results	School
Nov 14, 2023	School Council	Approval of Ed. Project Draft	School
Nov 16, 2023	Governing Board	Survey Results and Draft Consultation	Online
February 1, 2024	Governing Board	Approval of Ed. Project Draft	Online
December 20, 2023	Ed. Services	Ed. Project Draft Feedback	Email

5. SCHOOL CONTEXT

External and Internal Environment

Mountainview School is located in Otterburn Park. It is a community-based school that has 29 mid-sized to very small communities within its registration zone. Its socio-economic indicator is 3. In

2022-2023, 67.5 % of the students were French speaking at home (from grade 1 to 6). It offers two educational models to its students: an English and a French Immersion program. It presently has 289 students in 15 classrooms from the 5-year-old Kindergarten to grade 6. Overall, the student population continues to grow. The school offers Daycareservices with 119 students registered, as well as lunch supervision service.

Mountainview continues to develop its ability to embrace the wider community through its association with the Richelieu Valley Community Learning Center (RVCLC) initiative. A partner table made of representation from community groups is in existence now and concrete action plans are being implemented. Our school, along with the 5 other Valley Schools of the RSB are working together under the umbrella of the RVCLC. Although the main “raison d’être” of the CLC project is to support the growth of the English-speaking community in the area, there are many other goals that can have an impact on the school. The major focus of the CLC is to function as a regional center, which develops links with neighboring community organizations, schools as well as with the English community in the area.

Some regional community partners, such as CISSSME, Arc-en-ciel, Grain d’sel and MEPEC have been supporting and working with Mountainview for some community-based projects (e.g., community garden, sessions on anxiety and intimidation prevention).

Mission, Vision and Values

Mountainview is a community-based school that embraces both French and English languages. We value **respect, autonomy and courage** to persevere in academic and non-academic endeavors. We prioritize wellness, belonging and academic rigor to allow our students to reach their full potential.

Our **mission** is to empower students to become competent and caring citizens who are proficient in both languages.

Our **vision** is to create a safe and inclusive environment as well as provide quality teaching practices and interventions.

Our Impetus

We believe we should focus on proficiency in the two languages of instruction. Results from students from grade 6 in 2022-2023, reveal a proficiency rate (% of students achieving 70% and above) of:

- 59% for students enrolled in the English model of delivery;
- 64% in the French Immersion model of delivery.

Although the success rates (% of students achieving 60% and above) in both models of delivery were quite high. This indicates a great number of students achieving in the 60-70% range. Further analysis revealed good proficiency rates for Competency 2, *Reads and Listens to spoken, written and media texts*, but lower proficiency for Competency 3, Produces written and media texts (ELA) or Produces oral and written texts (FSL and Immersion). There were no significant gaps between boys and girls.

We also believe we should focus on the well-being of our students. Results on a Canadian survey named the OurSchool Survey revealed that:

- 58% of students feel safe being at school;

- 68% of students had a high sense of belonging (felt accepted and valued by their peers and by others at school).

In comparison, the Canadian norm for the latter is 77%. Further analysis showed that girls have a lower sense of belonging in comparison to boys as well as higher levels of anxiety. We wish to address this challenge as well as improve all student’s feeling of safety at school.

6. CONSISTENCY WITH THE COMMITMENT-TO-SUCCESS PLAN

To ensure the consistency with the school board’s commitment-to-success plan, Mountainview will prioritize these two objectives:

Objective 4 – Proficiency in the two languages of instruction (French, English). We believe that focusing on writings in both English and French at everygrade level will ensure a higher level of language proficiency.

Objective 8 – Improve the climate of caring, well-being, and safety.

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

Challenge – Writing Proficiency	
Orientation 1- Writing competency in French and English subjects in both models of delivery	
Objective 1	Improve students’ proficiency to write in both languages by 5% in grade 6.
Indicator	Grade 6 results for the writing competency (3) in French and English subjects on the summary report card
Target	<p>Baseline results from the June 2023 summary report cards for Grade 6.</p> <p>Increase the proficiency rate in the writing competency in English and French of students by 5%:</p> <ul style="list-style-type: none"> • Target for ELA proficiency (baseline for both modes of delivery is 63.5%)- 68.5% (69%) • Target for FSL proficiency (baseline for both modes of delivery is 71.7%)- 76.9% (77%)
Challenge – Socio-Emotional Well-Being of Girls	
Orientation 2 – Anxiety and Sense of Belonging for Girls	
Objective 2	Improve girls’ sense of belonging and sense of safety at school to decrease feelings of anxiety.
Indicator	The scores from the OurSchool Survey for the questions on the two themes (sense of belonging and anxiety)
Target	<p>Baseline results from the Spring 2023 OurSchool Survey showed that 59% of girls had a high sense of belonging in comparison to the Canadian norm which is 75%. Additionally, 36% of girls expressed moderate to high levels of anxiety.</p> <p>To bring the scores of for those questions within 3% of the Canadian norm.</p>

Challenge – Feeling Safe at School	
Orientation 3 – Feeling safe outside of the classroom (bus, bathroom, school yard)	
Objective 3	Improve the students’ feeling of safety at school
Indicator	The scores for the questions on the theme
Target	Baseline results show from the Spring 2023 Our School Survey showed that 46% of students felt safe attending the school in comparison to the Canadian Which is 64%. To bring the score of the Our School Survey for the question regarding feeling safe attending the school to be within 5% of the Canadian norm.

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 _____, this ____ day of _____, 2024.

Principal, School	Director General, Riverside School Board

Steering Committee:

Teacher	Teacher

Teacher	Teacher
Teacher	Teacher
GB Chair	Daycare Technician