



**Chateauguay Valley Regional High
School**
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Educational Project

2019-2022

Compiled by:

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New Frontiers School Board

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1. INTRODUCTION TO THE EDUCATIONAL PROJECT

CVR is a regional high school in the MRC of Haut St-Laurent, it welcomes students from a vast 500km² area, including the municipalities of Dundee, Elgin, Franklin, Godmanchester, Havelock, Hinchingbrooke, Howick, Huntingdon, Ormstown, St-Anicet, St-Chrysostome, Ste-Barbe, Très-St-Sacrement, Salaberry-de-Valleyfield and Township of Hemmingford.

CVR opened its door in 1967, offering an extensive course selection, including français langue d'enseignement, advanced science, physics, chemistry and calculus. A Universal Program: promoting leadership, community involvement and academic enrichment, as well as a dynamic performing arts program along with a variety of competitive sports options.

CVR offers a full secondary school program from Secondary 1 to Secondary 5. Secondary 1 and 2 students are grouped together as the Middle School. The Senior School is composed of Secondary 3, 4 and 5. Our school also offers alternative programs such as the Learning and the Work Oriented Training Path, both pre-work and semi-skilled training. Each school day includes four 75-minute classes. Courses rotate through a 9-day cycle throughout the school year. There are three mark-reporting terms per year: term 1 (20%), term 2 (20%), and term 3 (60%).

Our school is situated on thirty acres of land along the Chateauguay River, our picturesque campus boasts extensive outdoor facilities including a cross-country trail, basketball courts (in-door and out-door), football, baseball, soccer and rugby fields, a full-size track and tennis courts, an outdoor rink in the winter, several outdoor classrooms which include mountain bikes, cross-country skiing, snowshoeing and a school vegetable garden in the spring.

2. LEGAL REFERENCES AND REGULATIONS:

The Educational Project between Chateauguay Valley Regional High School and the New Frontiers School Board is conceived and written within the framework of the Education Act and amendments to that Act by Bill 105-An Act to Amend 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.

Bill 105 AN ACT TO AMEND THE EDUCATION ACT

THE PARLIAMENT OF QUÉBEC ENACTS AS FOLLOWS:

EDUCATION ACT

1. Section 36 of the Education Act (chapter I-13.3) is amended by striking out “implemented by means of a success plan” in the third paragraph.

2. Sections 36.1 to 37.1 of the Act are replaced by the following sections:

“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.

“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.”

3. Section 74 of the Act is amended

- (1) by replacing “strategic plan” in the first paragraph by “commitment-to-success plan” and by replacing “adopt, oversee the implementation of and periodically evaluate the school’s educational project” in that paragraph by “adopt the school’s educational project, oversee the project’s implementation and evaluate the project at the intervals specified in it”;
- (2) by replacing the second and third paragraphs by the following paragraph: “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.”

4. Section 75 of the Act is replaced by the following 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.”

5. Section 77 of the Act is amended by replacing “The plans, rules and measures provided for in sections 75 to 76” in the first paragraph by “The plan, rules and measures provided for in sections 75.1 to 76”.

5. Section 209.1 and 209.2 of the Act is replaced by the following:

Sections 209.1.

For the exercise of its functions and powers, every school board shall establish a commitment-to-success plan that is consistent with the strategic directions and objectives of the department’s strategic plan. The commitment-to-success plan must also meet any expectations communicated under section 459.3.

In addition, the period covered by the plan must be harmonized with the period covered by the department’s strategic plan in accordance with any terms prescribed under the first paragraph of section 459.3.

This plan, which the school board may update if necessary, must contain

- (1) the context in which the school board acts, particularly the needs of its schools and centres, the main challenges it faces, and the characteristics and expectations of the community it serves;
- (2) the directions and objectives selected;
- (3) the targets for the period covered by the plan;
- (4) the indicators, particularly Québec-wide indicators, to be used to measure achievement of those objectives and targets;
- (5) a service statement setting out its objectives with regard to the level and quality of the services it provides; and
- (6) any other element determined by the Minister.

In preparing its commitment-to-success plan, the school board shall consult, in particular, the parents’ committee, the advisory committee on services for handicapped students and students with social maladjustments or learning disabilities, the advisory committee on management, the governing boards, the teachers and other staff members, and the students. The parents’ committee and advisory

committee on management may, among other things, make recommendations on what should be included in the school board's commitment-to-success plan. The school board shall send its commitment-to-success plan to the Minister and make it public on the expiry of 60 to 90 days after sending it or of another period if the school board and the Minister so agree. The commitment-to-success plan takes effect on the date of its publication. The school board shall present the content of its commitment-to-success plan to the public at the meeting following the effective date of the plan. Public notice specifying the date, time and place of the meeting must be given not less than 10 days before it is held.

209.2 The school board shall ensure that the policies and objectives set out in the educational projects of its educational institutions are consistent with its commitment-to-success plan, and that any terms prescribed by the Minister under the first paragraph of section 459.3 are complied with. For those purposes, the school board may, after receiving an institution's educational project, require it, within the period prescribed by section 75 or 109.1, as applicable, to defer publication of the educational project or to amend it."

459.2 The Minister may determine, for all school boards or based on the situation of one or certain school boards, policy directions, objectives or targets they must take into account in preparing their commitment-to-success plans.

459.3 The Minister may, for any school board, prescribe terms governing the coordination of the entire strategic planning process between the educational institutions, the school board and the department.

The Minister may also, after receiving a school board's commitment-to-success plan, require the school board, within the period prescribed by section 209.1, to defer publication of the plan or to amend it to harmonize the period covered by the plan with that covered by the department's strategic plan in accordance with any terms prescribed under the first paragraph. The Minister may also impose such a requirement to ensure that the plan is consistent with the strategic directions and objectives of the department's strategic plan or that it meets the expectations communicated under Section 459.2.

459.4 The Minister shall evaluate the results obtained under each school board's commitment-to-success plan, at intervals determined by the Minister, and send the evaluation to the school board concerned.

The Minister and the school board shall agree on any corrective measures to be put in place to ensure that the policy directions, objectives or targets set out in the commitment-to-success plan are achieved.

If, despite the corrective measures, the Minister considers it unlikely that the school board will be able to achieve those policy directions, objectives or targets, the Minister may prescribe any additional measure to be put in place by the school board within a specified period.

The Commitment to Success Plan between the Minister of Education and the School Board and the Educational Project between the School Board and the School are conceived and written within the framework of the Education Act and amendments to that Act by Bill 105-An Act to Amend the Education Act.

3. EDUCATIONAL PROJECT COMMITTEE

Anick Leclerc, Vice-Principal Senior School
Lisa Evans, Social Studies teacher, Social Studies Dept. Head
Roberta Filiatrault, ELA teacher, Special Needs Coordinator, School Council Member
Lynn Harper, Music teacher, Arts Consultant, Arts Dept. Head, Governing Board Member
Mary Lum, Science teacher, Science Dept. Head
Terri Marino, teacher & Phys. Ed. Dept. Head
Cynthia Morrison, ELA & Math teacher, Middle School liaison
Melyssa Neilson, French teacher, French Dept. Head, School Council Member, Governing Board
Mary Sauvé, ELA teacher, ELA Dept. Head, School Council Chair, Governing Board Member
Christine Schuster, Math teacher, Math Dept. Head

4. CONSULTATIONS UNDERTAKEN

March 18th, 2019 All Staff, Intro & revision of Mission & Vision Statement, Staff Meeting
April 15th, 2019 All Staff, Selection & feedback on Objectives & Challenges, Staff Meeting
April 17th, 2019 Department Head Senior School, presentation of Lumix Database
May 8th, 2019 Governing Board, presentation of Educational Project Proposal- approval of draft
May 10th, 2019 Educational Project Working Committee, Review of PD
May 27th, 2019 Parent Action Group, presentation of Educational Project Proposal- approval of draft
June 20th, 2019 Governing Board, approval of Educational Project for 2019-2022
June 25th, 2019 Deposit of Educational Project to Rob Buttars, DG
November 15, 2019, Ped. Day, Middle School Staff, Brainstorming of new ideas through questioning process & discussion

5. PORTRAIT OR CONTEXT IN WHICH THE SCHOOL OPERATES

Our vision is to provide a safe and caring environment, enriching programs, and engaging instruction. Every student is encouraged to achieve his or her academic potential and to develop the knowledge, skills, and values that lead to personal fulfillment and good citizenship.

Our mission is to provide opportunities which focus on the development of each student's academic, physical, social and emotional wellbeing, incorporating values such as social justice, environmental responsibility, technological competency and community citizenship. We strive to empower each student to be able to participate in a global democratic society with courage, conviction and integrity.

CVR provides students with many learning experiences in order to provide them with a world-view and well-rounded education.

Our priority is to have strong communication with families, community leaders and other educational partners in order to prepare each student for their future.

6. CHALLENGES

CVR HS will focus on the following three challenges:

Challenge ONE	
ORIENTATION 1	Reduce the gender gap in success rates in English, French, Math and Science in grade 10
OBJECTIVE 1	By 2030, reduce by 50% the gap in success rates between various groups of students.
TARGETS	Reduce the gap by 10% the gap between boys and girls in each of these subject areas
INDICATORS	Subject results at the end of each term, Benchmark tests and intervention scores at the end of a 6-8-week intervention period, Lumix at-risk charts
MINISTRY INDICATOR	Orientation 1.2 Act continuously and in a concerted manner

Challenge TWO	
ORIENTATION 1	Reduce gaps in success rates in English, French, Math, Science, & History for students with IEPs vs students without IEPs
OBJECTIVE 1	By 2030, reduce the gap by 50% between these groups
TARGETS	Reduce by 15% the gap in success rates between these groups in English, Math, Science and History in grade 10
INDICATOR	Subject results at the end of each term, Benchmark tests and intervention scores at the end of a 6-8-week intervention period, IEP goal attainment
MINISTRY INDICATOR	Orientation 4.2 Ensure the development and adoption of the best educational and pedagogical practice

Challenge THREE	
ORIENTATION 1	Increase graduation rates by 2% every year
OBJECTIVE 3	By 2030, increase to 85% the percentage of students with a first diploma, under the age of 20
TARGETS	Increase the number of students enrolled in a trade or on-line courses with a plan to complete their sec. 5 diploma under 7 years
INDICATORS	Results from Continuing Ed. Dept., Ministry tracking of these cohorts
MINISTRY INDICATOR	Orientation 8.2 Strengthen ties between educational settings and community stakeholders

7. IMPLEMENTATION AND FOLLOW-UP OF THE EDUCATIONAL PROJECT

Following is a snapshot of the template you will be provided with as a working document...

XYZ School / Centre Street, Town, Quebec PC www.xxx.nfsb.qc.ca	Educational Project - 2019-2022 A Working Document																																								
Principal:	Challenges being focused on: <i>Taken from Section 6 of your Educational Project Official Document</i> <ul style="list-style-type: none"> 1 2 3 Etc... 																																								
Educational Project Committee: <i>Taken from Section 3 of your Educational Project Official Document</i> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Name</th> <th>Role</th> <th>Date</th> <th>Group</th> <th>Format</th> <th>Location</th> </tr> </thead> <tbody> <tr> <td>Name</td> <td>Role</td> <td>Date</td> <td>Group</td> <td>Format</td> <td>Location</td> </tr> <tr> <td>Name</td> <td>Role</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Etc..</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Name	Role	Date	Group	Format	Location	Name	Role	Date	Group	Format	Location	Name	Role					Etc..						Consultations Undertaken: <i>Taken from Section 4 of your Educational Project Official Document</i> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Date</th> <th>Group</th> <th>Format</th> <th>Location</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Date	Group	Format	Location												
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Portrait of the School (Example – New Frontiers School Board)

Taken from Section 5 of your Educational Project Official Document

Challenge 1 : "xxx"	<i>Taken from Section 6 of your Educational Project Official Document</i>				
Ministry of Education Objective 2: Starting secondary school with a delay of one or more years may have a negative impact on a student's educational path, and ultimately on their educational success.					
Ministry of Education: By 2022, reduce to 11.4% the proportion of students starting public secondary school at age 13 or older. By 2030, reduce to 10% the proportion of students starting public secondary school at age 13 or older.					
New Frontiers School Board: By 2022, reduce to 6% the proportion of students starting public secondary school at age 13 or older. By 2030, reduce to 5% the proportion of students starting public secondary school at age 13 or older.					
Objective	Indicator	Target(s)	Strategy	Timeline	Monitoring
By 2030, reduce to 10% the proportion of students starting public secondary school at age 13 or older	Use the data from <u>Indicateurs Nationaux-Agir</u> to show the proportion of students entering Secondary School at age 12 or less	<ul style="list-style-type: none"> 1. To reduce to X% the proportion of students starting public secondary school at age 13 or older by June 2022. 2. To reduce to X% the proportion of students starting public secondary school at age 13 or older by June 2030. 			

8. ACCOUNTABILITY AND THE EDUCATIONAL PROJECT

The Educational Project must be evaluated on a regular basis and the results must be presented to the school/centre's community.

It is up to the school/centre to analyse its results and determine the degree of success in the attainment of its targets. With the view to continuous improvement, this evaluation is the occasion to examine high-impact teaching strategies and to put them into practice.

The School Board must determine with the Principal or Centre Director, the frequency of the Educational Project's evaluation. The School Board may decide upon certain requirements in the content of the Educational Project as well as the dates of transmission or the model to be used.

The Governing Board must ensure that information in the evaluation be communicated to the school/centre's community in an accurate, succinct, and transparent fashion.

Challenge	Timeline	Who is responsible for monitoring?
Challenge 1 & 2	<p>Year 1 will serve as <u>an investigation phase</u>, where small steps will be taken, by each targeted subject department, to improve student results and reduce gaps as per our targeted percentage results;</p> <p>Year 2 will consist at <u>implementing new practices</u> learned, in small work groups or PD sessions or by working with consultants and allow staff to adapt, reshape or adopt new practices in order to achieve targeted percentage results.</p> <p>Year 3 will consist at <u>analyzing our results</u> and strengthening best practices to continue to reach targeted results or higher.</p>	An intervention counsellor along with the school's guidance counsellor and IEP coordinator to establish benchmarks and screening of students. As well, all staff will work collaboratively during Dept. meetings, small group sessions, staff meetings and common Ped. Days in hopes of aligning pedagogical practices with our students' success rates. (I.e. targeted Springboard groups for academic intervention) Parents will also be invited to take part in conferences with an administrator and their child.
Challenge 3	<p>Year 1 will serve as the establishment of best practices to ensure good communication between the Youth and the Adult Centres for students who do not have a High School leaving and have expressed a desire to withdraw from CVRHS</p> <p>Year 2 will consist at <u>following up on the success of the students referred to in a previous year or following up with those who stopped attending the Adult Centre while continuing to improve our practices in referring students who no longer wish to attend CVR</u></p> <p>Year 3 will consist at <u>analyzing our results</u>.</p>	An intervention counsellor along with the school's guidance counsellor. Teachers interested in mentoring the students reflecting this profile. Adult Centre coordinator or transition officers. YACC Board level committee where a Secondary Admin VP is an active member.

9. SIGNATURES

Signed at CVRHS in Ormstown, Qc., this 20th day of June, 2019
Committee name revision November 20, 2019

Brigitte Barrette Principal, Chateauguay Valley Regional HS	David Bryson Governing Board Chair

Educational Project Committee Members:

Lisa Evans, teacher & S.S. Dept. Head	Roberta Filiatrault, teacher & IEP coordinator
Lynn Harper, teacher & Arts Dept. Head	Mary Lum, teacher & Science & Tech. Dept. Head
Cynthia Gallinger, teacher & Middle School liaison	Melyssa Neilson, teacher & French Dept. Head
Terri Marino, teacher & Phys. Ed. Dept. Head	Mary Sauvé, teacher, ELA Dept. Head
Christine Schuster, teacher, Math Dept. Head	Anick Leclerc, Vice Principal Senior School

Other collaborators in the development of our Educational Project:

Spiro Angelopoulos, guidance counsellor	Ken Brooks, parent, PAG Chair
	Eveline Taylor, Vice Principal Middle School

Validated by the Director General, Rob Buttars, September 20, 2019