



CENTENNIAL PARK SCHOOL

85 Jeffries, Châteauguay, QC

Educational Project

2019-2022

Compiled by our Educational Project Committee:

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1. INTRODUCTION TO THE EDUCATIONAL PROJECT

Centennial Park School is one of four elementary schools in Châteauguay. It offers a stimulating bilingual program within a diversified curriculum that meets the individual needs of students. Aside from the exceptional academic program, CPS offers energizing physical education classes that carry out through extensive extra-curricular activities. The music program annually produces concerts, plays and recitals, the use of technology and development of responsible online behaviour and digital citizenship are integrated in all areas of the curriculum.

CPS is also proud to offer a comprehensive resource support program that encourages integration of students with special needs in the regular classroom. The resource team is constantly reviewing student progress, adapting or modifying curriculum to ensure that everyone meets with success.

CPS is committed to offering high-quality education and ensuring success for all.

2. LEGAL REFERENCES AND REGULATIONS:

The Educational Project between Centennial Park 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

Jo-Anne Daviau	Principal
Chantal Daoust	Teacher (FSL)
Diane Bureau	Teacher (Resource)
Cher Farnham	Teacher (Learning Centre)

4. CONSULTATIONS UNDERTAKEN

January 31, 2019	Committee	Meeting	CPS
February 14, 2019	Teaching Staff	Ped Day Meeting	CPS
February 18, 2019	Committee	Board Meeting	Board Office
March 14, 2019	Committee	Meeting	CPS
June 25, 2019	Committee	Meeting	CPS

5. PORTRAIT OR CONTEXT IN WHICH THE SCHOOL OPERATES

Centennial Park School, built in 1967, is one of many Québec schools that were built after the education reforms which followed the Mgr. A.-M. Parent Commission in 1964. CPS is one of three schools the New Frontiers School Board built in 1967 and it derives its name from Canada's Centenary.

Initially, Centennial Park was primarily a school of students who lived in close proximity and walked to and from school morning and afternoon. As well, many went home for lunch. However, several years into its existence, Centennial Park's clientele changed considerably with the addition of students transported by bus because of the closure of Beauharnois Elementary, Julius Richardson and Robert A. Jobber schools, due to declining enrolment in Chateauguay and its environs. As a direct result of the changing mosaic of our school population, cafeteria services were introduced and have evolved so positively that today we boast an extension which houses excellent kitchen facilities, a multi-purpose room and features a lovely adjoining library.

Many CPS parents commute to work in Montreal, with some employed in the light industries of our region. We offer an outstanding daycare program that our families can avail themselves of with the knowledge that their youngsters are safe and participating in meaningful experiences even on pedagogical days.

Centennial Park is located in a safe, tranquil, residential area, which is comprised primarily of single family homes, as well as duplexes, triplexes and low rise apartments. It operates on a six day cycle and offers a bilingual program. Students are taught one full day in French and one full day in English from Preschool Education Program for 4-Year-Olds to grade six. In keeping with the Quebec Education Program our teachers work closely in cycle teams.

As of September 2018

Enrollment: 297

Teaching Staff: 19

Support Staff: 21

Professional Staff: part-time Psychologist and Speech and Language Pathologist

6. CHALLENGES

Centennial Park School will focus on the following challenges:

Challenge ONE - Languages	
ORIENTATION 1	To improve the level of competency in reading comprehension
OBJECTIVES	To increase reading levels by the end of 2022
TARGETS	Percentage of students reading at level End of Cycle 1 : English 70% - French 70% End of Cycle 2: English 80% - French 80% End of Cycle 3: English 85% - French 85%
INDICATORS	G.R.A.D.E. assessment tool; PM Benchmark reading assessment tool; GB+ reading assessment tool
MINISTRY INDICATOR	By 2030, bring to 85% the proportion of students under the age of 20 who obtain a first diploma, and to 90% the proportion of students who obtain a first diploma or qualification.

Challenge TWO - Mathematics	
ORIENTATION 1	To improve the level of competency in mathematics
OBJECTIVES	To increase the success rate of the end-of-cycle 3 evaluation by the end of 2022 while reducing the gap between Cycle 3 - Term 3 results and end-of-cycle exams
TARGETS	Percentage of students successfully completing situational problems and application questions (math reasoning) at level End of Cycle 1 Success Rate: <ul style="list-style-type: none"> ○ Situational problems – 96.8% ○ Application questions – 100% End of Cycle 2 Success Rate: <ul style="list-style-type: none"> ○ Situational problems – 74.5% ○ Application questions – 93.6% End of Cycle 3 Success Rate: <ul style="list-style-type: none"> ○ Situational problems – 86% ○ Application questions – 96% Cycle 3 Ministry Exams Success Rate: <ul style="list-style-type: none"> ○ Situation problems – 61% ○ Application questions – 43%
INDICATORS	Success rates End-of-cycle 3 results Cycle 3 – Term 3 results
MINISTRY INDICATOR	By 2030, bring to 85% the proportion of students under the age of 20 who obtain a first diploma, and to 90% the proportion of students who obtain a first diploma or qualification.

Challenge THREE – Health and Wellness of Students	
ORIENTATION 1	To address the social and emotional wellbeing of students
OBJECTIVES	Strengthen the emotional intelligence social competency of students
TARGETS	Develop the ability to understand one’s emotions and identify zones of regulations Decrease school related stress and social anxiety
INDICATORS	Number of incidents recorded in GPI as EQ
MINISTRY INDICATOR	By 2030, reduce by 50% the gap in success rates between various groups

7. IMPLEMENTATION AND FOLLOW-UP OF THE EDUCATIONAL PROJECT

As detailed in the Educational Project’s working document.

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...
To improve the level of competency in reading comprehension	September 2019 to June 2022 – Analyse PM Benchmark and GB+ results twice annually at all levels	ELA and FSL Teaching and Resource staff Educational Project Committee
To increase the success rate of the end-of-cycle 3 evaluation by the end of 2022 while reducing the gap between Cycle 3 - Term 3 results and end-of-cycle exams	September 2019 to June 2022 – Reading comprehension and application results will be analyzed at each term	ELA/Math Teachers and Resource staff Educational Project Committee
Strengthen the emotional intelligence social competency of students	September 2019 to June 2022 – Assessed annually through GPI statistics and Our School results	Social Competency Committee Educational Project Committee

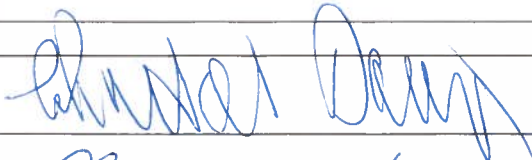

9. SIGNATURES

Signed at Châteauguay, this 7 day of October, 2019

	Validated by the Director General, Sept. 19, 2019
Jo-Anne Daviau Principal, Centennial Park School	Rob Buttars Director General, New Frontiers School Board

Educational Project Committee Members:

Other collaborators:

Jo-Anne Daviau, Principal	
Chantal Daoust, FSL Teacher	
Cher Farnham, Teacher, Staff Assistant	
Diane Bureau, Resource Teacher	