



Mary Gardner School

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Educational Project

2019-2022

Compiled by our Educational Project Committee:

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New Frontiers School Board

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1. INTRODUCTION TO THE EDUCATIONAL PROJECT

Mary Gardner School is a demographically diverse elementary school located in the heart of Chateauguay, Québec. It is one of the ten elementary schools supported by the New Frontiers School Board. Mary Gardner School was built in 1962, providing bilingual instruction to approximately four hundred students aged four to twelve years of age.

Our Educational Project outlines our challenges as a school, summarizing the objectives we will focus on this current year, and prioritize actions and anticipated results, as well as specific indicators and strategies that will help support us meeting our desired outcome and targets. Our Educational Project was prepared with the collaboration of our project team and our stakeholders, namely our students, faculty, parents and community.

2. LEGAL REFERENCES AND REGULATIONS:

The Educational Project between **Mary Gardner 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

Lynn Harkness
Kimberley Hindle
Tracy McNally
Nicolas Gagnon
Pascale Caouette
Therese Schmocker- Babcock

4. CONSULTATIONS UNDERTAKEN

March 19, 2019	MGS Governing Board	Information Session	Mary Gardner School
March 20, 2019	MGS Faculty	Information Session	Mary Gardner School
April 17, 2019	MGS Faculty	Feedback Session	Mary Gardner School
April 23, 2019	MGS Governing Board	Feedback Session	Mary Gardner School
May 10, 2019	MGS Parent Community	Online Survey	Online via Survey Monkey
May 12, 2019	MGS Governing Board	Approval of the final draft	Mary Gardner School

5. PORTRAIT OR CONTEXT IN WHICH THE SCHOOL OPERATES

Mary Gardner School is a demographically diverse, suburban elementary school located in the heart of Chateauguay, Québec. It is one of the ten elementary schools supported by the New Frontiers School Board since the change from denominational school boards in 1988. While the population has changed marginally due to rezoning efforts by the school board, Mary Gardner School welcomes students from Chateauguay and varying neighboring communities, including Beauharnois and Kahnawake. The school prides itself in living by the words of our motto, *Tous ensemble: Learn... Grow... Inspire!*

Mary Gardner School was founded in April 1962 by the Protestant School Board of the Municipality of Chateauguay. The school opened its doors for the 1962-1963 school year with the official opening ceremony being held on November 15th, 1962. The school was named in honour of Mrs. Mary Gardner, a teacher at Julius Richardson Elementary School in Chateauguay in the 1950's and because of her commitment to education in the community and her family's deep roots in the community. In attendance that very day were staff, students and school board officials. A time capsule was placed on that day behind the cornerstone of the school, containing class lists of the students attending the school in that first year, newspaper clippings and various

coins representing the era. The cornerstone was placed at the front of the school by the first principal of Mary Gardner, Mr. Winslow Shufelt, and Mrs. Mary Gardner for whom the school is named.

The school celebrated their 50th anniversary celebration in April 2012. Staff and students present and past joined in the various events around this milestone. The cornerstone was removed and time capsule opened. Items were added to represent the new millenium before re-sealing the time capsule and cornerstone. Over its more than 50 years in existence, the school buiding has remained the same, with the exception of necessary updates and small changes to its physical layout in order to meet the changes in school population and curriculum reforms. The school's computer lab, for example, was added in the 1990's to accommodate the need for technology instruction. Early in the new century, the music room also underwent soundproofing to alleviate some of the sound from the music program. Also noteworthy, additional playground equipment was installed in the backyard of the school in 2002 after a large fundraising effort by the school's P.P.O.

Today, Mary Gardner School provides bilingual instruction to approximately four hundred students aged four to twelve years of age from pre-kindergarten to grade 6 and currently has nineteen homerooms with twenty-four full time teachers, including our specialists in physical education, music, visual arts and technology. MGS is dedicated to quality bilingual and inclusive education in a safe and caring and supportive environment. Our dynamic, interactive partnership with students, parents and educators strives to build a community, fostering respect for self, others and lifelong learning. Our school mission is to challenge our students to achieve their potential through innovative learning and teaching practices that inspire confidence, competence and creative thinking. We strive to provide a nurturing, learning environment that empowers all.

6. CHALLENGES

Mary Gardner School will focus on the following challenge(s):


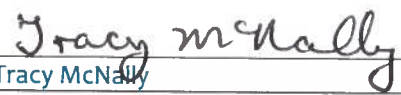
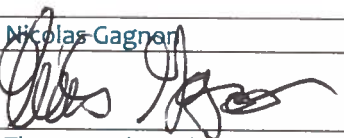
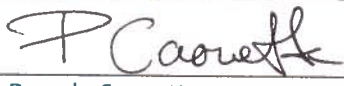


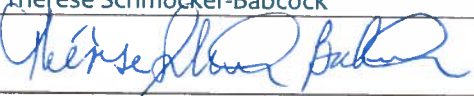
Challenge ONE- Students literacy development* being supported through concerted interventions.	
Literacy development is essential in developing a strong sense of well-being and becoming lifelong learners. Because strong reading skills form the basis for learning in all subjects, it is important to identify those who struggle with reading as early as possible. Early literacy skills will support vocabulary building, brain development, academic success, multi-sensory development, increased quantitative reasoning and emotional awareness.	
BROAD AREA of INTERVENTION	Everyone achieving their full potential.
ORIENTATION	Develop literacy skills in early childhood and continuing through life.
OBJECTIVE(S)	By 2022, increase by 10% the number of students reading at grade level, grades 1 through 6. By 2030, increase by 15% the number of students reading at grade level, grades 1 through 6.
TARGET(S)	To increase by 10% students at level by June 2022.
INDICATORS	Use the data from our PM Benchmark* and GB+ assessments to show the proportion of students reading at grade level. * PM Benchmark and GB+ assessments are designed to assess students' instructional and independent reading levels using unseen, meaningful texts to see an increase on a quarterly basis in reading levels.
MINISTRY INDICATOR	Reduce the gap in success rates between various groups of students.

3. SIGNATURES


Signed at CHATEAUGUAY, QC, this 28 day of JUNE, 2019

	
Lynn Harkness Principal, Mary Gardner School	Rob Buttars Director General, New Frontiers School Board

Educational Project Committee Members:

	
Kimberley Hindle	Tracy McNally
	
Nicolas Gagnon	Pascale Caouette
	
Therese Schmocker-Babcock	
	

Other collaborators in the development of our Educational Project:

	
Gary Fuller, MGS Governing Board Chairperson	

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