

ENGAGE • BUILD • ACHIEVE
ENGAGER • BÂTIR • ACCOMPLIR



Arundel

EDUCATIONAL PROJECT

2024-2028





PURPOSE AND DEFINITION OF THE EDUCATIONAL PROJECT	2
LEGAL FRAMEWORK	3
GROUPS INVOLVED IN THE PREPARATION OF THE EDUCATIONAL PROJECT	3
CONSULTATIONS HELD FOR THE PREPARATION OF THE EDUCATIONAL PROJECT	4
MISSION	4
VISION	4
SCHOOL/CENTRE PROFILE	5
CHALLENGES	8
POLICY ORIENTATIONS	8
OBJECTIVES	8

PURPOSE AND DEFINITION OF THE EDUCATIONAL PROJECT

This educational project is a strategic tool through which Arundel Elementary School has defined its policy orientations, priority actions, and expected results to inform its community in this regard, with a view to ensuring educational success for all students regardless of age. This educational project reflects the characteristics and needs of the students who attend Arundel Elementary School, as well as the community's expectations with regard to education.





LEGAL FRAMEWORK

The Education Act (EA) states that an institution's educational project must consist of the following elements (EA, Sections 37 and 97.1):

1. A description of the context in which the educational institution acts and the main challenges it faces, particularly with respect to academic success and, in the case of a vocational training centre, the relevance of the training to regional or national labour market needs;
2. The specific policy orientations of the educational institution and the objectives selected for improving student success;
3. The targets to be achieved by the end of the period covered by the educational project;
4. The indicators to be used to measure achievement of these objectives and targets;
5. The intervals at which the educational project is to be evaluated, determined in collaboration with the school board;

The Educational Project must also:

1. Respect the students', parents' and school staff's freedom of conscience and of religion (EA, Section 37);
2. Cover a period that is harmonized with the period covered by the school board's commitment-to-success plan and the period covered by the MEQ strategic plan (EA, Sections 37.1, 97.2 and 209.1);
3. Where applicable, comply with the terms prescribed by the Minister to govern the coordination of the entire strategic planning process between the educational institutions, the school board and the MEQ (EA, Section 459.3);
4. Be consistent with the school board's commitment-to-success plan (EA, Sections 37 and 97.1).

GROUPS INVOLVED IN THE PREPARATION OF THE EDUCATIONAL PROJECT

Committee Members	Roles
Jill Earle	Secretary
Amanda Riddell (2022-2023)	Teacher
Cody Nowostawsky (2022-2023)	Teacher
Jessica Savard	Principal
Crystal Campbell (2023-2024)	Teacher





CONSULTATIONS HELD FOR THE PREPARATION OF THE EDUCATIONAL PROJECT

Consultations	Date	Time	Location	Details (optional)
Teachers	March 6	3:15 PM	Classroom	
Other Staff Members	April		Online survey	Google Form
Students	November		Classroom	Our school survey
Parents	May		Online survey	Google Form
Governing Board	April 27/June 1	6:30 PM	Zoom	
Other Stakeholders	Not applicable			

MISSION

Our mission at Arundel Elementary School is to ensure the academic success of all of our students, to guide their social growth, to foster their social emotional well-being and to encourage active, healthy lifestyles.

VISION

Creating lifelong learners with respect for themselves, others, and the environment they live in through rigorous and engaging learning opportunities.





SCHOOL/CENTRE PROFILE

External Environment

Arundel Elementary School is a small 3-story building located in the Upper Laurentian village of Arundel, Quebec. Our school caters to students from Amherst, Arundel, Barkmere, Boileau, Brébeuf, Harrington, Huberdeau, Montcalm, and as far north as Mont-Tremblant. The school provides a safe learning environment that encourages respect and cooperation. A great deal of value is placed on nature and the environment, with many learning activities taking place outdoors. Our students have an average 25-minute bus ride to and from school; however, some students are on the bus for more than an hour with bus transfers.

Of the 90 students enrolled at AES for the 2022/2023 academic year, 13 are children of parents or grandparents who attended the school themselves.

Classes are divided into groupings of Pre-Kindergarten / Kindergarten, Grade 1, Grade 2, Grade 3, Grade 4 and a split 5/6 group. While allocations for materials do support the split groupings, these groupings present challenges to teachers – particularly when it's a cross-cycle split.

Grade Level	Students Numbers
Pre-Kindergarten	4
Kindergarten	10
Grade 1	9
Grade 2	15
Grade 3	13
Grade 4	13
Grade 5	17
Grade 6	9

Many of our parents rely on the local tourism industry for employment or are small business owners. Many are seasonal workers, and in most cases work is a considerable commute from the school. With a socioeconomic decile rank of 7 out of 10, Arundel Elementary School is considered a low-income school and faces the specific challenges of disadvantaged areas. While Arundel Elementary had a great level of volunteer support from select members of its parent community, we are currently seeing a lower level of participation and/or availability. The level of academic support received at home is generally lacking. In most cases, intact families see both parents working, and 14 of the 65 families with children enrolled at our school are single-parent families, or have shared custody. The available time among the parent community can often impact academic support at home.

There are daycare services offered at Kinder, in Mont-Tremblant, and Arc-en-Ciel, in Huberdeau – we have 9 of our current students attending these centres. There is a CLSC in Mont-Tremblant and a hospital in Ste. Agathe des Monts. The CLSC does offer social and psychological services to the community, but only in French. A key concern expressed by parents is the lack of available services outside of school, particularly in English. Given our geographic location, families are often forced to travel as far south as Montreal to access medical, social, and psychological services.





Internal Environment

Only 10% of our students are enrolled in daycares. Our student population has shifted a little bit and we now have an almost equal percentage of families only speaking English at home then French. This creates significant challenges with language delays entering school. English Language Arts is an area of concern, and it impacts other subject areas - Mathematics in particular. The opening of a Pre-Kindergarten class, providing much needed early intervention – students will benefit from increased socialization and language immersion, while the staff will benefit from increased time to assess and implement plans to support students in need. Following the opening of the Pre-Kindergarten in the 2019/2020 school year, Arundel Elementary has an average of 90 students. Given the population of the current Kindergarten through grade 5 cohorts, the forecasted student body can be estimated in the vicinity of 90 for the coming 5 years. We currently have 12 students following Individualized Education Plans (14% of our student body). We have a 100% Resource teacher position in English, and extra support for French and Mathematics have been hired through government Measures. We have 2 students at Arundel with MEES codes, and multiple students experiencing significant difficulties who are waiting for validation. This challenge is compounded by the limited and irregular presence of professionals at the school. All students are integrated into their appropriate age groupings, with consideration given to individual performance levels in the split groups.

Technology is an integral part of our educational approach at Arundel. Programs such as Robotics, Coding, and Maker Space have offered an enrich and engaging learning experience to students of all levels. We have also enrolled students from grades 1 through 6 on an interactive online Math program. This program was tested and approved by all teachers delivering Math, ELA and Science content, and the students have responded very positively to it. Apart from a bank of laptops, we have 1 iPad per student, and each class is equipped with a SmartBoard. We have a computer technician who visits every second week.

Arundel Elementary currently has 8 full-time teaching positions (some funded through MEES Measures), as well as two part-time teachers, two full-time attendants, a full-time secretary, a part-time custodian, and a principal with a split administration/teaching load of 80% and 20% respectively. Measures have been taken to release the principal of the teaching load as more demands have been placed on her. There is an allocation for 8 hours of behaviour technician that is not being filled. A major challenge facing the quality and consistency of the education offered at Arundel Elementary School is staff stability and the availability of qualified supply staffing. Professional development is encouraged, and Measure funds are devoted to providing opportunities to the staff, but logistics often discourage participation. The staff is highly active in extracurricular activities.

Evaluation of learning at Arundel Elementary is based on formative and summative assessment. Periodic quizzing and testing is used to assess the impact of learning activities and make adjustments were needed to enhance practice. A variety of projects offer experience-based learning opportunities, and a variety of materials (electronic and otherwise) are used to support them. Formal evaluations from both the board and the government are also an integral part of the academic evaluation of our students.

The results of the OurSchool survey shows that students at Arundel Elementary place a slightly lower level of importance on education that is on par with the Canadian average, and feel they invest a level of effort that is the same as the national average.

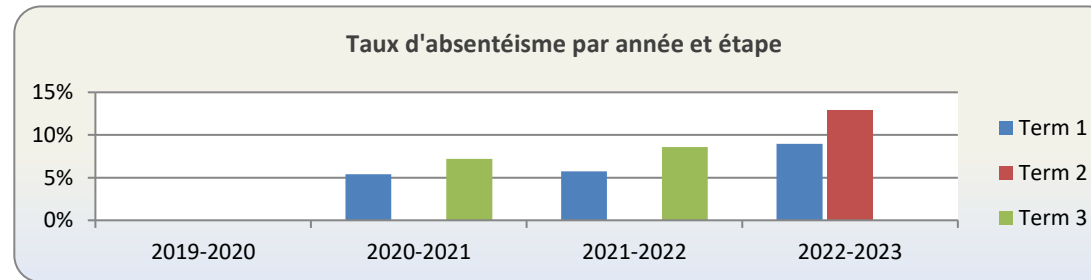
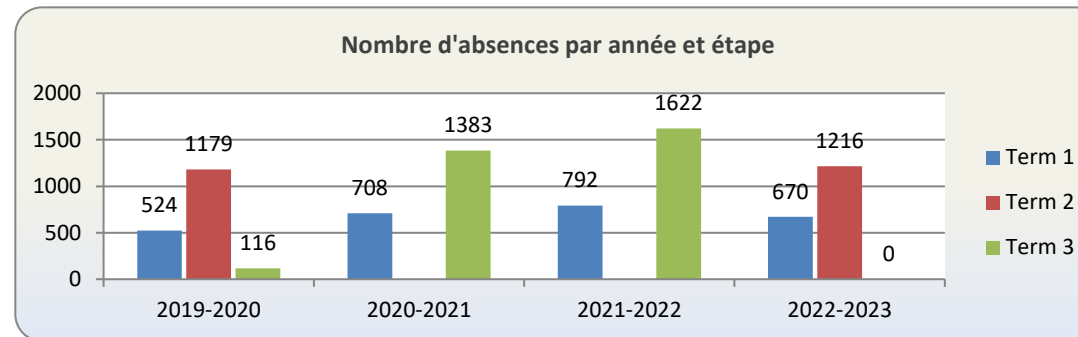
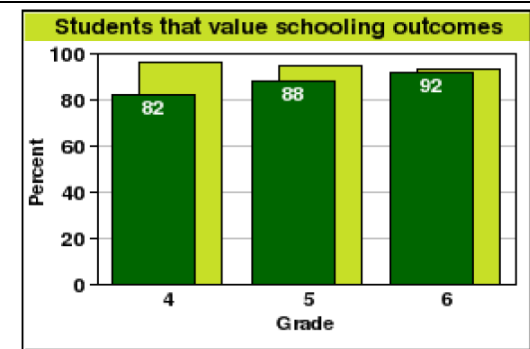




Our school follows an established ABAV (Anti-Bullying / Anti-Violence) plan that is linked to our school's Code of Conduct. In addition, Arundel Elementary has been implementing the Restorative Practice program, a school-wide positive behaviour plan and the zones of regulation. There is also an internal behaviour tracking system in place which is used to document breaches in the code of conduct and relay information to parents. There has been a decline in the acts of violence reported to the office since the implementation of these measures.

A variety of extracurricular activities are offered at Arundel Elementary, including various sports, music, dancing, reading, gardening, outdoor club, and student council. These run throughout the school year, and are offered to students in grades 1 to 6. Each activity has an average of 12 student participants. Arundel Elementary also has school-wide activity days at the Arundel Nature Center (mandatory for all grade levels), as well as a winter activity program that is built into the school schedule. Arundel Elementary has been part of the OseEntreprendre program with a gardening club. This year a hydroponic garden was added to the project. We have a daily snack program that is run by parent volunteers.

Absenteeism is a significant concern at Arundel Elementary School, particularly during the winter ski season.



Absences are recorded in 2 periods of AM and PM attendance





CHALLENGES

- Difficulty getting services, lack of proximity to the school board and anglophone services
- Students coming with more needs like Social Emotional Learning and dysregulation and anxiety
- English Language proficiency, high percentage of students with dyslexia

POLICY ORIENTATIONS

Supporting students needs socially and emotionally
Achieving academic success in all subjects by improving the proficiency in the English Language.

OBJECTIVES

Objectives	Description
Objective 1	By 2028, to reduce the number of incidents in social settings and emotional dysregulation by 5%
Objective 2	By 2028, increase the number of the end of cycle students (grade 2, 4 & 6) having a DIBELS score at the recommended grade level or above from 39% to 50%.





SCHOOL/ CENTRE ORIENTATION 1

MEQ OBJECTIVE / ORIENTATON	SWLSB OBJECTIVE / ORIENTATION	SCHOOL/CENTRE OBJECTIVE	INDICATOR(S)	TARGET(S)	MONITORING
MEQ Objective 3	SWLSB Objective 1	By 2028, to reduce the number of incidents in social settings and emotional dysregulation by 5%	Tracking incident form at the office	Reducing the number of incidents by 5%	Tracking binders at the office by Special educator technician, Staff assistant, Principal <u>Strategies:</u> -Implementation of behaviour matrix and flow chart -Use of SEL programs like Zones of Regulation -Use of Restorative Practices

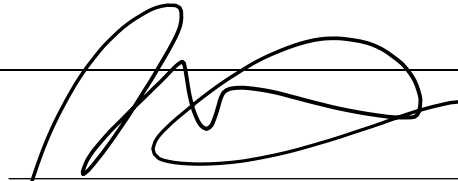
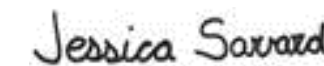
SCHOOL/ CENTRE ORIENTATION 2

MEQ OBJECTIVE / ORIENTATON	SWLSB OBJECTIVE / ORIENTATION	SCHOOL/CENTRE OBJECTIVE	INDICATOR(S)	TARGET(S)	MONITORING
MEQ Objective 1	SWLSB Objective 2	By 2028, increase the number of the end of cycle students (grade 2, 4 & 6) having a DIBELS score at the recommended grade level or above from 39% to 50%	Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	50% rate of students obtaining a grade level or above DIBLES score.	DIBELS assessments three times a year by Resource Team. Principal, ELA teachers, Resource Team <u>Strategies:</u> -Placement of students on the Literacy Continuum for the English Reading competency. -Introducing Drop Everything and Read (DEAR) and additional Buddy Reading. -Home Reading programs (Raz-Kids) -Levelled, in class reading groups. Reading strategy suggestions from DIBELS assessments.





GOVERNING BOARD ADOPTION

Resolution	G.B. RESOLUTION NUMBER 20231120227 Crystal Campbell MOVED THAT the 2024-2028 Educational Project be adopted as presented on Novembre 20, 2023. Seconded by Stacy Bolos.
Signatures	 CHAIRPERSON  PRINCIPAL

