



Franklin Elementary School

1410 Route 202, Franklin, QC J0S 1E0
www.franklin.nfsb.qc.ca/

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

Franklin Elementary School has a 4-year-old Kindergarten (Pre-K) to Cycle 3 Year 2 (Grade 6) elementary school located in Franklin, QC. We offer a bilingual (80% English and 20% French) program in our five-day per week 4-year-old Kindergarten and 5-year-old Kindergarten classes. From grade 1 to our grade 6 class we offer a 50% English and 50% French bilingual program. Students benefit from an integrated approach in which all students needing particular resources or support in the classroom have access to such accommodations. The main goal is to teach students throughout their elementary school years, to independently apply various learning strategies so that they can use them to overcome both social and academic challenges in secondary school.

2. LEGAL REFERENCES AND REGULATIONS:

The Educational Project between Franklin Elementary 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”.

6. 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

Name,	Role
Lina Zielinski,	Principal
Tamara Stevenson,	Staff-Assistant/Teacher
Megan Martin,	Teacher
Danielle Gribbin,	Teacher
Katie Cavers,	Governing Board Rep./Parent

4. CONSULTATIONS UNDERTAKEN

Date	Group	Format	Location
March 26, 2019	Ed Project Committee	Meeting	Franklin E.S.
April 9, 2019	Ed Project Committee	Meeting	Franklin E.S.
April 10, 2019	Governing Board	Meeting	Franklin E.S.
April 30, 2019	Staff Council	Meeting	Franklin E.S.
May 13, 2019	Governing Board	Meeting	Franklin E.S.

5. PORTRAIT OR CONTEXT IN WHICH THE SCHOOL OPERATES

Our VISION

Franklin Elementary School is an inclusive community school committed to success for all, by engaging students and fostering them to be lifelong learners.

Our MISSION

To fulfill our vision, Franklin Elementary School's Mission is to:

- offer a bilingual education program with an additional emphasis on French in pre-K and Kindergarten;
- focus on authentic and experiential learning experiences;
- have a community model to increase student engagement and promote their development into good citizens;
- create a welcoming learning environment where everyone feels they belong and are appreciated.

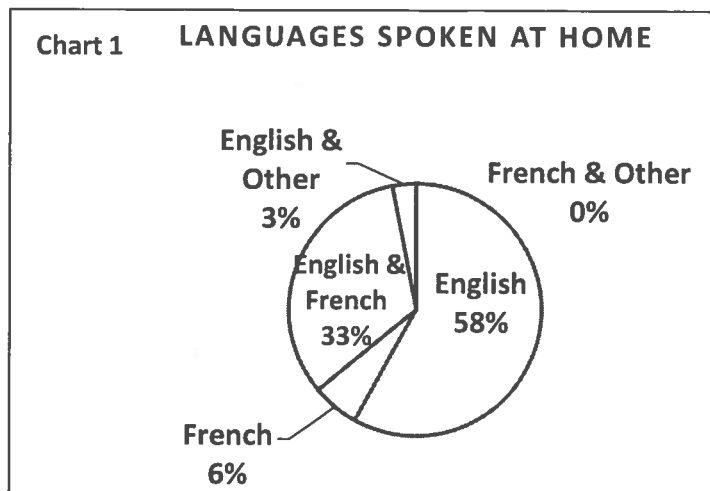
Franklin Elementary School's (FES) territory stretches from "Havelock Corners" in the municipality of Havelock to "Herdman Corners" in the municipality of Hinchinbrooke. To the North our territory borders Ormstown and St-Chrysostome and to the South it borders the United States.



The school is located in a rural community with agriculture and agro-tourism being the basis of economic activity. The closest centers are Ormstown and Huntingdon, each located approximately 25 kilometers from the school. Franklin is a small village with a post office, corner store, other small businesses in Saint-

Antoine Abbé and a major employer specializing in the agri-food industry with over 250 employees. Our school building is more of a schoolhouse with its hardwood floors and six classrooms, it is valued as a community centre by citizens of all ages and is used for a variety of local events. Franklin's Community Learning Centres (C.L.C.) coordinator supports us in building partnerships with the community and finds the goods and services available to help us realize our school initiatives. Franklin is a zone 8 N.A.N.S. school, with most of the financial allocation dedicated to literacy development initiatives.

Most students frequenting Franklin Elementary School speak English at home. Chart 1 (to the left) presents the percentage of students who speak English as well as other languages spoken at home. Within our inclusive education model, the 4-year-old Kindergarten and the 5-year-old Kindergarten students follow an 80% French/20% English program. Students from grade 1 through to grade 6 are taught according to the bilingual



model with 50% English and 50% French curriculum. This ensures that students, upon entering secondary school, have developed their oral communication, reading and writing competencies in both English and French.

At Franklin we focus largely on differentiated approach to instruction which promotes progress for all resulting in success for all our students as 100% of our grade 6 students are promoted to secondary school. Based on the Universal Design for Learning (UDL) framework, we design our instruction to best meet the needs of our diverse learners. Since we are a small school there are many opportunities for us to follow-up on students' academic and socio-emotional well-being. As well, true to the UDL framework, our intimate setting offers many occasions for staff to:

- provide students various ways of acquiring information and knowledge;
- provide students alternatives for demonstrating what they know; and
- to tap into their interests, challenge them appropriately, and motivate them to learn.

In addition, we value our natural surroundings and are continuously working to develop our Outdoor Classroom and looking for ways to incorporate nature into our everyday teaching. Being a relatively small teaching staff, we are fortunate to pursue Professional Development opportunities in which the whole staff participates. In recent years, our focus has been on Outdoor Education, the Responsive Classroom approach and social emotional approaches to learning such as the work of Dr. Gordon Neufeld. We

incorporate the six pillars of character education (citizenship, responsibility, caring, respect, trustworthiness and fairness) and we continue to honour our Outstanding Citizens. Our older students continue to work with WE Schools initiatives and other more local community initiatives.

6. CHALLENGES

Franklin Elementary School will focus on the following challenges:

Challenge ONE	
OBJECTIVE 1	English Literacy
OBJECTIVES	By 2030, to reduce the gap in English Language Arts, between those students reading at grade level and those students reading below grade level.
TARGETS	By June 2020, to increase the percentage of students reading at grade level to 55%.
INDICATORS	The percentage of grade 6 students reading at grade level according to the PM benchmark reading level assessment.
MINISTRY INDICATOR	The percentage of grade 6 students passing (with 60% or above) the ministerial examination response to literature final exam.

Challenge TWO	
OBJECTIVE 4	English Writing
OBJECTIVES	By 2030, increase to 90% the success rate on the narrative writing component of the Elementary 6 (Cycle Three, Year Two) English Language Arts ministerial examination
TARGETS	By June 2020, to increase Grade 6 student success rates to 75%.
INDICATORS	Student Success rates on the NFSB Common Formative Assessments (CFA)
MINISTRY INDICATOR	Percentage of grade 6 students who obtain 60% or above on the narrative writing component of the ministerial examination in June.

Challenge THREE	
ORIENTATION 2	Movement
OBJECTIVES	By 2030, to provide increased opportunities for students to move or participate in physical activities throughout the school day.
TARGETS	By June 2020, to increase the number of organized physical activities available to students throughout the day.
INDICATORS	The number of scheduled minutes for organized physical activities and energy breaks during the day.
MINISTRY INDICATOR	60 minutes per day

7. IMPLEMENTATION AND FOLLOW-UP OF THE EDUCATIONAL PROJECT



See attached document (*Educational Project 2019-2022 A Working Document*)

8. ACCOUNTABILITY AND THE EDUCATIONAL PROJECT

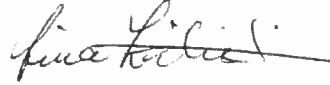
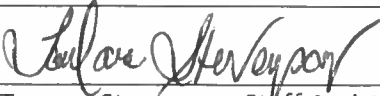
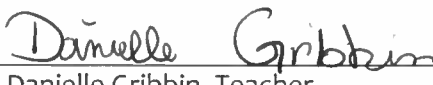
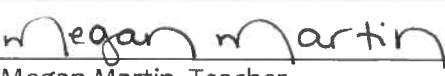

Challenge	Timeline	Who is responsible for monitoring...
To increase number of students reading at grade level in English	September 2019 to June 2020	Grade level English teacher
To increase the success rate of grade 6 students on MEES English, narrative writing component.	September 2019 to June 2020	Grade level English Teacher
To increase to provide increased opportunities for students to move or participate in physical activities throughout the school day.	September 2019 to June 2020	Physical Education Teacher, teachers, lunch supervisors, attendants and technicians responsible for giving energy breaks to students when needed.

9. SIGNATURES

Signed at Franklin Elementary School, this 4th day of November, 2019

	
Tamara Stevenson Interim Principal, Franklin Elementary School	Sandra Brassard Governing Board Chair

Educational Project Committee Members:

	
Lina Zielinski, Principal	
	
Tamara Stevenson, Staff Assistant/Teacher	Danielle Gribbin, Teacher
	
Megan Martin, Teacher	Katie Cavers, Parent

Governing Board Motion to approve accepted June 13, 2019
Validated by the Director General, Rob Buttars, September 19, 2019