



COMMISSION SCOLAIRE SIR-WILFRID-LAURIER
SIR WILFRID LAURIER SCHOOL BOARD

ENGAGE • BUILD • ACHIEVE
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Morin Heights Elementary School

EDUCATIONAL PROJECT

2019-2022

AN ENGLISH EDUCATION, **A BILINGUAL FUTURE**
UNE ÉDUCATION EN ANGLAIS, **UN AVENIR BILINGUE**
www.swlauriersb.qc.ca





This educational project is a strategic tool through which Morin Heights 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 Morin Heights Elementary School, as well as the community's expectations with regard to education.

MISSION STATEMENT: Morin Heights Elementary School is to create a diversified learning environment that aims to stimulate and challenge the intellectual, moral, cultural, creative and physical development of our students with links to experiential learning in the outdoors, so that each child reaches their full potential in a caring bilingual milieu.

VISION STATEMENT: Morin Heights Elementary School students should be situated at the center of their own learning. They should be encouraged to learn with passion and a belief in their ability to become environmentally literate and successful lifelong learners. In an ever changing, diverse world students need to be responsible, physically active, critical thinkers.

SCHOOL PROFILE

External Environment

Morin Heights Elementary School was established in 1950 in the Laurentian rural community of Morin Heights. Morin Heights is west of Saint – Sauveur and North of Lachute. We are in the regional municipality of Les Pays-en-d’en-Haut, a 45 minute drive from Montreal. Morin Heights is primarily a tourist town, with Les Sommets Morin Heights ski hill at its center. The community has 160 cross-country ski trails, and is the cross-country ski capital of Quebec. Morin Heights is an outdoor recreational area for many Montreal citizens, offering skiing, hiking, snowshoeing, mountain biking, kayaking and canoeing.

Morin Heights Elementary School offers classes to students from Pre-Kindergarten to Cycle 3. 56% of our students are Anglophone, and 44% are Francophone. Cycle 1, 2, and 3 students receive 27% of their instruction in French, and preschool (PreK and Kindergarten) receives 35% of their instruction in French. Our students come from 9 different communities; Morin Heights, St-Adolphe d’Howard, St-Sauveur, Prevost, Piedmont, Mille-Isles, Lac- des- Seize- Iles, Wentworth North, Sainte-Anne-des-Lacs, and St-Hippolyte.

Community

Morin Heights Elementary School has a strong connection with its community. The municipality supports education in the community by taking care of our school grounds, and endorsing our Wild School initiative. The municipality provides funding through rentals of our school building.

We are involved in Table de Jeunesse to provide a link with the school and the youth sector in order to voice our needs, and share available resources\initiatives. All community youth services are offered in French. A school representative is essential to advocate for English needs and services.


Community members volunteer their time and expertise to enrich our educational programs; reading volunteers, retired teachers, Parent Participation Organization, Friends of Morin Heights, grad committee, Winter Activity volunteers, school choir, Theater Morin Heights, Breakfast program, Trinity Anglican Church, etc.

A nurse and a dental hygienist visit the school two to four times a year. Students requiring external social or health services are directed to our local CiSSS where one English speaking social worker is assigned to all English speaking families in the MRC Pays-d’en-Haut. All medical services are limited in English. Families requiring any kind of therapy (SLP, psychology, psychiatry, OT) must wait for services for an extended period of time or travel to Laval or Montreal to receive support in English. Although parents in our community are willing to provide specific support for their child in need, we have repeatedly seen occasions where parents experience difficulty making arrangements to receive these services.

Although the general population of our territory has been increasing, our school population has been decreasing in the past few years due to community aging, eligibility for English education, lack of specialized programs, and the opening of Academie Lafontaine (a French private elementary school).

Public education in the Morin Heights Elementary School territory is also provided by the Francophone School Board Commission Scolaire des Laurentides and by CEGEP St. Jerome. Private education in the same region is offered by Academie Lafontaine.

Projected Enrolment



MORIN HEIGHTS ELEMENTARY	PROJECTED ENROLMENT				
YEAR	2019	2020	2021	2022	2023
TOTAL NUMBER OF STUDENTS	172	176	190	194	199

Despite the fact that our socio economic index of 4 (milieu favorisé) appears favorable, this figure does not accurately reflect the complex reality of the situation as our school's territory is vast and draws from a diverse socio-economic area. Our students come from 9 different municipalities.

MHES Population Profile -

Morin Heights Elementary School has 209 students from Pre-Kindergarten to grade 6. The genders are approximately equal 95 boys (45.4%) 114 girls (54.5%) and 18% of our population attend our daycare

Number of Students by Grade

<i>Pre-Kindergarten</i>	<i>Kindergarten</i>	<i>Gr. 1</i>	<i>Gr. 2</i>	<i>Gr. 3</i>	<i>Gr. 4</i>	<i>Gr. 5</i>	<i>Gr. 6</i>
5	37	32	26	30	30	29	19

Students at MHES are predominantly of European ancestry

Like most schools MHES has a population of students that have special educational needs; the total number of students that have a ministry code which indicates a handicap or learning challenge is 7 (4 boys, 3 girls). This represents 3.3% of the student population. 7 more students have been submitted for ministry validation this school year.

A number of our students (47) benefit from having an Individualized Educational Plan (IEP) Education Plan (23 boys, 24 girls). This represents 22% of our population.

Students At-Risk – 55 (25.9%) - 31 boys, 24 girls – at risk students are students who display characteristics likely to affect their learning or behavior that will place them in a vulnerable situation, particularly, with respect to academic failure or their socialization, without immediate intervention. Particular attention must be devoted to at-risk students.

The breakdown of our staff is as follows:

Teachers: Full-time: 12
Part-time: 4

Professional staff: Occupational Therapist, Speech & Language Pathologist,
Psychologist

Attendants: Full-time: 1
Part-time: 6

Special Educational Consultant: 1

Special Education Technician: 1

Librarian (part time): 1

Custodian: 2 (one daytime, one evening)

The teaching staff at MHES is stable, with some staff having left and returned to MHES. Being such a small school, all of teachers are involved in extra-curricular activities. The educators are predominantly middle aged with the average age of our staff being 43. Our staff have brief commutes to the school as some 85% of our staff live in the region.



All of our students with special needs are integrated into the classroom.



Resource support is provided to students from K-6 in English and Mathematics. Pull-out and co-teaching models are used. Our school is supported by one O.T., one SLP, and one psychologist. They are present weekly at the school, and always available for consultation. Referrals for at-risk students are prioritized by the School Level Special Needs Committee (SLSNC). We refer some families to private specialists. School board consultants are available to provide teachers and staff with assistance in the areas of pedagogy, differentiation, behavior management and assessment.



A special education technician is present on a daily basis to work with students, teachers, and support staff. She works directly with students in class and during unstructured times (recess and lunch).



Recommendations for the distribution of the allocated attendant time is made by the SLSNC based on the level of needs.



The principal practices a restorative leadership model, as well as a distributed leadership approach. Morin Heights Elementary teachers practice a mixture of collaborative, reflective, integrative, and inquiry-based pedagogy. The restorative practice model used increased student voice. Evaluation practices are developed in our Standards and Procedures process. Annually an evaluation guide is drawn from the document and distributed to parents. Educators employ a mixture of summative and formative evaluation procedures. Proportionally more of the evaluation process is summative in nature and consists of end of unit/term tests and end of year exams.

School Initiatives at Morin Heights

Wild School

Wild School Project is a framework used by our elementary school to guide students to learn about their personal impact on their environment. Students explore, engage and learn about their local environment: the home, the schoolyard, the local community walking trails, parks, etc. The Wild School program is specific, and built on year after year from Kindergarten to Cycle 3. Students work on projects which illicit deeper critical thinking when discovering and/or investigating their immediate environment or local issues. Whenever possible, learning the school curriculum takes place outside, such as, research on indigenous plants and animals, discovering geology, inspiration for writing, math patterning, etc. is learned in our outdoor space, community garden, as well as our new outdoor classroom. The Wild School Project encourages all of our students to become environmentally literate learners and global decision makers of the future.

Winter Activity Program – All students participate in a variety of outdoor activities, including, alpine skiing, cross-country skiing, skating, and winter survival. These activities take place one afternoon per week over six weeks in January and February. These activities are part of our Wild School Project.

Extra-curricular Activities - Morin Heights students benefit from a long list of lunch and after school extra-curricular activities:

- Choir
- Drama club
- Lego club
- Basketball
- Intramurals sports
- Recycling club
- Running club
- Board games
- Leadership
- Spirit Committee
- Makerspace
- Math Club
- Sign Language

Technology

The school is equipped with a computer lab (30 desktop computers), 25 laptop computers on a trolley, 14 Chromebooks and 25 iPads on a trolley. These are all available for student use. Each classroom is equipped with a desktop computer and a Smartboard. Each homeroom teacher has an iPad. 8 students have MEES allocated laptops/Chromebooks. Newly acquired robotics equipment is being integrated into the curriculum this year.

MHES Strengths

- Professional Development
- Professional Learning Communities in Math
- Low teacher to student ratio
- Wild School Project
- Connection with the community
- Winter Activity Program
- Outdoor Classroom
- High rate of volunteers from the retired community wishing to assist
- Breakfast Club
- Intramural sports program
- Interscholastic sports programs
- Noon hour activities
- Daycare services
- Mindfulness Activities
- Special Education Technician
- Consistent Staff - low turn-over
- Leadership Program
- ABAV Plan and support of Special Education Technician
- Social Skills Program



Vulnerabilities

- Being an English school located in a French community
- Lower Math results in our Cycle 3 Year 2 results.
- Access to professional services
- Access to English services in the areas
- Long wait time for assistance from professionals
- Lack of exposure to early literacy services
- Large area – long bus rides
- Technology – lack of equipment and training. Our technology devices are not being used to their full potential. They are primarily used for research, word processing, and playing educational games. Lack of training, comfort level and time are factors that hinder our effective integration of these devices into our teaching

Academic Strengths

- Early intervention in Pre-Kindergarten, Kindergarten and Grade 1
- Multi-level classes
- Professional Learning Communities in Math
- Strong English Language Arts Results
- Community of Lead Practitioners in Technology

SCHOOL SUCCESS RATE SUMMARY: 162 - Morin-Heights Elementary School



Subject	2015-16		2016-17		2017-18	
	Subject Success Rate	No. of Results	Subject Success Rate	No. of Results	Subject Success Rate	No. of Results
English Language Arts						
ENG210	100.0%	22	90.5%	21	88.0%	25
ENG410	91.7%	24	100.0%	23	100.0%	26
ENG610	96.0%	25	100.0%	30	100.0%	28
French as Second Language						
FRA210	90.9%	22	90.5%	21	88.0%	25
FRA410	91.7%	24	100.0%	23	92.9%	28
FRA610	100.0%	25	83.3%	30	92.9%	28
FRI210						
FRI410						
FRI610						
Mathematics						
MAT210	95.5%	22	85.7%	21	92.0%	25
MAT410	79.2%	24	95.8%	24	89.3%	28
MAT610	64.0%	25	75.0%	28	89.3%	28

In looking at success rates, the majority of our students have demonstrated success in the core subjects. Our school objective will focus on closing gaps between boys and girls, and students with and without individual Education Plans, in order to improve success rates.

Grade 6 ELA MEES Exam Success rate 2018

	Morin-Heights	SWLSB
Reading	100%	92%
Writing	100%	94%

Grade 6 Math MEES Exam Success rate

	Morin-Heights	SWLSB
Mathematical Reasoning (C2)	61%	66%

Morin Heights Elementary School – 2017-2018 Results

Grade 6

Subject Code	All students			Girls			Boys		
	Average	Success Rate	Number of results	Average	Success Rate	Number of results	Average	Success Rate	Number of results
ENG610	78.79	100.00%	28	82.67	100.00%	18	74.60	100.00%	10
MAT610	73.75	89.29%	28	75.44	94.44%	18	70.70	80.00%	10
FRA610	78.54	92.86%	28	81.67	94.44%	18	72.90	90.00%	10

Source: Lumix Report; Excel Kit GPI; Ed. Project, retrieved January 29, 2019

Due to the large gap seen in math success rate between boys and girls, we will focus on reducing the gender gap.

Morin Heights Elementary School – 2017-2018 Results

Grade 6

Subject Code	All students			With IEP			Without IEP		
	Average	Success Rate	Number of results	Average	Success Rate	Number of results	Average	Success Rate	Number of results
ENG610	78.79	100.00%	28	75.20	100%	5	80.78	100%	23
MAT610	73.75	89.29%	28	69.40	80%	5	74.70	91.30	23
FRA610	78.54	92.86%	28	73.60	80%	5	79.61	95.65	23

Source: Lumix Report; Excel Kit GPI; Ed. Project, retrieved January 18, 2019

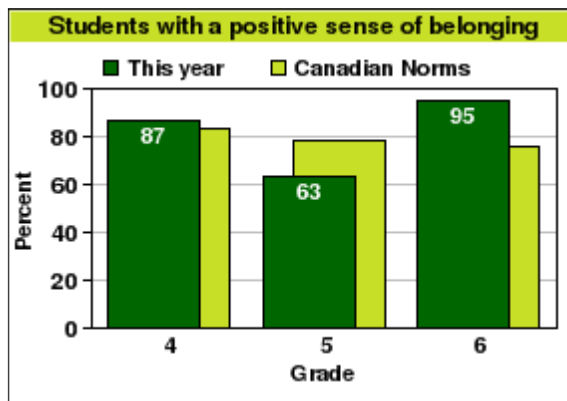
The table shows a difference in grade 6 success rates for students with and without an IEP in mathematics and FSL. We will continue to work towards closing this gap between these two groups however, we will place a greater emphasis on supporting students with an IEP in FSL.



Our School Survey Results

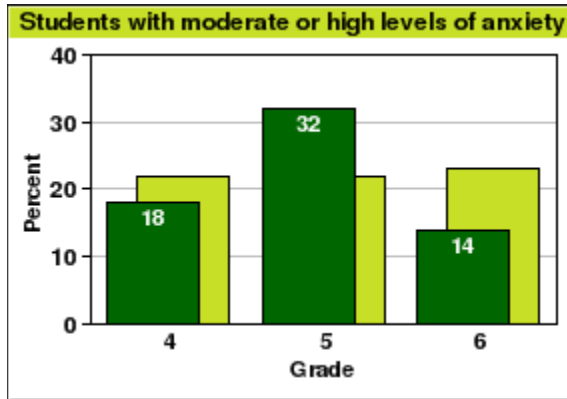
Students in grade 4, 5 & 6 at Morin Heights Elementary took part in the Our School Survey, which asks questions about their social and emotional well-being. Below you will find the results in the following areas; positive sense of belonging, moderate to high levels of anxiety, and feel safe attending school.

Students with a positive sense of belonging



Students who feel accepted and valued by their peers and by others at their school.
-80% of students in this school had a high sense of belonging; the Canadian norm for these grades is 79%.
-78% of the girls and 83% of the boys in this school had a high sense of belonging. The Canadian norm for girls is 78% and for boys is 80%.

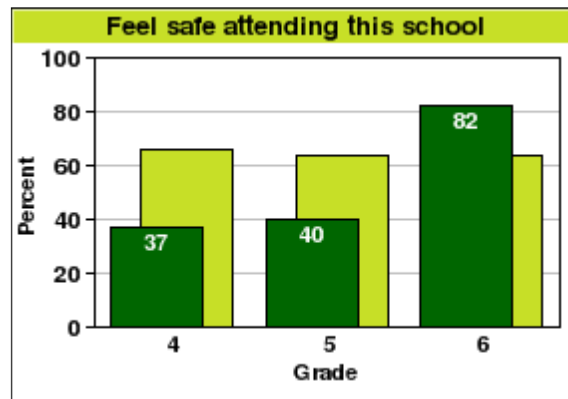
Students with moderate to high levels of anxiety



Students who have intense feelings of fear, intense anxiety, or worry about particular events or social situations.

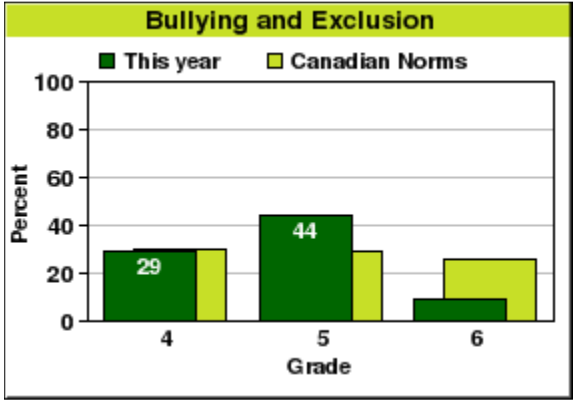
- 22% of students in this school had moderate to high levels of anxiety; the Canadian norm for these grades is 22%.
- 31% of the girls and 13% of the boys in this school had moderate to high levels of anxiety. The Canadian norm for girls is 26% and for boys is 18%

Feel safe attending this school



Students who feel safe at school as well as going to and from school.

- 54% of students felt safe attending the school; the Canadian norm for these grades is 65%.
- 53% of the girls and 55% of the boys felt safe attending the school. The Canadian norm for girls is 66% and for boys is 64%.



Bullying and Exclusion
Students who are subjected to physical, social, or verbal bullying, or are bullied over the internet.

28% of students in this school were victims of moderate to severe bullying in the previous month; the Canadian norm for these grades is 28%.

21% of the girls and 35% of the boys in this school were victims of moderate to severe bullying in the previous month. The Canadian norm for girls is 26% and for boys is 31%.

CHALLENGES, POLICY ORIENTATIONS & OBJECTIVES



Challenge

Success for all students

Policy Orientation

To ensure that there is an equity-based emphasis on student's academic performance

Objectives

- By 2022, we will reduce the success gap between boys and girls in math from 14.4% to 10% by identifying 'at risk' students (as indicated from cycle 2 year 2 end of year results) and responding with targeted interventions.
- To maintain a success rate above 92.5% in ELA, and increase the success rate to 95% in Francais Langue Seconde by 2022.



Challenge

Physical and psychological well-being of students

Policy Orientation

To provide a school climate which values the health of our student's minds and bodies

Objectives

- Elementary school students will engage in physical activity (60 minutes a day).
- To increase the percentage of students who felt safe at school, as well as going to and from school from 54% to 65%

Challenge

Professional growth and learning of school's educators

Policy Orientation

To promote teachers professional growth through reflection and experimentation in a PLC process

Objectives

- By 2022 teachers at MHES will implement best practices in math by taking part in regular Math PLC's.

Challenge

Student Engagement

Policy Orientation

To increase the frequency of activities and practices that foster enhanced student engagement

Objectives

- By 2022 all teachers will fully implement the SAMR model in their teaching.
- By 2022, MHES will Incorporate Robotics and coding into the core school subjects to give children different skill sets.
- Wild School and Outdoor learning will take place a minimum of once per week.

OBJECTIVES

Objective 1 - By 2022, we will reduce the success gap between boys and girls in math from 14.4% to 10% by identifying 'at risk' students (as indicated from cycle 2 year 2 end of year results) and responding with targeted interventions.

Objective 3 - By 2022, MHES will Incorporate Robotics and coding into the core school subjects to give children different skill sets.

Objective 4 - To maintain a success rate above 92.5% in ELA, and increase the success rate to 95% in Francais Langue Seconde by 2022.

ORIENTATIONS

Orientation 2 - Elementary school students will engage in physical activity (60 minutes a day).

Orientation 3 - By 2022 teachers at MHES will implement best practices in math by taking part in regular Math PLC's.

Orientation 4 - By 2022 all teachers will fully implement the SAMR model in their teaching.

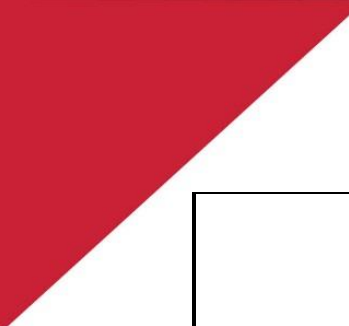
- Wild School and Outdoor learning will take place a minimum of once per week.

Orientation 5 - To increase the percentage of students who fell safe at school, as well as going to and from school from 54% to 65%

SCHOOL ORIENTATION: To ensure that there is an equity- based emphasis on student’s academic performance

MEES OBJECTIVE 1	SWLSB OBJECTIVE 1	SCHOOL OBJECTIVES	TARGET	INDICATORS	MONITORING
<p>By 2030, reduce to the gap in success rates between various groups of students by 50%</p>	<p>By 2022, reduce the success gap between boys and girls from 8.7% to 6.2%</p>	<p>By 2022, we will reduce the success gap between boys and girls in math from 14.4% to 10% by identifying ‘at risk’ students (as indicated from cycle 2 year 2 end of year results) and responding with targeted interventions.</p>	<p>Cycle 3</p>	<ul style="list-style-type: none"> - End of year MEES Compulsory Exam in grade 6. Math Diagnostic tests - End of term results - Math PLC monthly - Common assessments 	<ul style="list-style-type: none"> - Beginning of school year - End of term one - End of term 2 - April
	<p>By 2022, reduce the success gap between students with an IEP and students without an IEP from 31.4% to 25.4%</p>	<p>By 2022, increase the success rate of students with an IEP by 5% in math by identifying and addressing student needs stemming from cycle 2 year 2 end of year results.</p>	<p>Cycle 3</p>	<ul style="list-style-type: none"> - End of year MEES Compulsory Exam in grade 6. Math Diagnostic tests - End of term results - Math PLC monthly 	<ul style="list-style-type: none"> - monthly cycle meetings to discuss the needs of IEP students





				Common assessments	
	By 2022, reduce the success gap between students who start secondary school in a <i>milieu défavorisé</i> and those that don't from 12.6% to 10.2%				



SCHOOL ORIENTATION:

MEES OBJECTIVE 2	SWLSB OBJECTIVE 2	SCHOOL OBJECTIVES	TARGET	INDICATORS	MONITORING
<p>By 2030, reduce to 10% the proportion of students starting public secondary school at age 13 or older</p>	<p>Maintain a target of below 5% of students who enter high school at 13 years or older.</p>	<p>The SWLSB Head Office oversees this objective</p>			



SCHOOL ORIENTATION:

MEES OBJECTIVE 3	SWLSB OBJECTIVE 3	SCHOOL OBJECTIVES	TARGET	INDICATORS	MONITORING
<p>By 2030, have 85% of students under the age of 20 obtain a first diploma (SSD or DVS), and 90% obtain a first diploma or qualification.</p>	<p>By 2022, increase the success rate of students under 20 obtaining a first diploma or qualification from 85.9% to 88%</p>	<ul style="list-style-type: none"> - By 2022, MHES will Incorporate Robotics and coding into the core school subjects to give children different skill sets 	<p>K-6</p>	<p>End of year fair/projects showcasing skills</p>	<p>Creating term evaluations with help from PSD</p> <ul style="list-style-type: none"> - Continued teacher training



SCHOOL ORIENTATION:

MEES OBJECTIVE 4	SWLSB OBJECTIVE 4	SCHOOL OBJECTIVES	TARGET	INDICATORS	MONITORING
By 2030, increase to 90% the success rate on the composition component of the Elementary 6 (Cycle 3, Year 2) language of instruction ministerial examination in the public system.	By 2022, increase the Grade 6 English Language Arts Reading Competency from 90.1% to 92.5%	- To maintain a success rate above 92.5% in ELA Reading Competency	Cycle 3 year 2	MEES Grade 6 end-of-year Assessment	- DRA assessments starting in Kg until they attain grade level proficiency
	By 2022, maintain the Grade 6 English Language Arts Writing Competency at 94%	- To maintain a success rate above 94% in ELA Writing	Cycle 3 year 2	MEES Grade 6 end-of-year Assessment	- Common Assessment ex. LES – one per term - Monthly Monitoring of at-risk students and providing support
	By 2022, increase the Grade 6 Français Langue Seconde, programme de base, Reading Competency from 94% to 95%	- To increase the success rate in Français Langue Seconde programme de base, Reading Competency from 92% to 94% by 2022.	Cycle 3 year 2	SWLSB Grade 6 end-of-year Assessment	- GB Plus assessments twice per year. - Monthly monitoring
	By 2022, increase the Grade 6 Français Langue Seconde, programme de base, Interaction Competency from 94% to 95%	- To increase the success rate in Français Langue Seconde, programme de base, Interaction Competency from 92% to 95% by 2022.	Cycle 3 year 2	SWLSB Grade 6 end-of-year Assessment	



SCHOOL ORIENTATION:

MEES OBJECTIVE 5	SWLSB OBJECTIVE 5	SCHOOL OBJECTIVES	TARGET	INDICATORS	MONITORING
<p>By 2030, ensure that all school buildings are in good condition</p>	<p>By 2022 ensure that 50% of our buildings are in good condition with learning environments that will promote the health, wellness and safety of our students and staff</p>	<p>The SWLSB Head Office oversees this objective</p>			



SCHOOL ORIENTATION:

MEES ORIENTATION 1	SWLSB ORIENTATION 1	SCHOOL OBJECTIVES	TARGET	INDICATORS	MONITORING
<p>Increase the level of literacy competencies among the adult population on the school board territory</p>	<p>Increase the level of literacy competencies among the adult population on the school board territory</p>	<p>AEVT</p>			



SCHOOL ORIENTATION: To provide a school climate which values the health of our student's minds and bodies

MEES ORIENTATION 2	SWLSB ORIENTATION 2	SCHOOL OBJECTIVES	TARGET	INDICATORS	MONITORING
Elementary school students will engage in physical activity (60 minutes a day for elementary school students)	Elementary school students will engage in physical activity (60 minutes a day for elementary school students)	Elementary school students will engage in physical activity (60 minutes a day for elementary school students)	K-6	<ul style="list-style-type: none"> - 15 minutes of outdoor activity before school - 20 minutes outdoor recess in morning - 30 minutes of lunch recess with leadership games - 150 minutes/week of physical education - Intramural options at lunch recess - 6 weeks with 120 minutes of outdoor winter activities ex. Skiing, skating, Etc. 	<ul style="list-style-type: none"> - The principal will build a minimum of 60 mins. into daily schedule



SCHOOL ORIENTATION:

SWLSB ORIENTATION 3	SCHOOL OBJECTIVES	TARGET	INDICATORS	MONITORING
<p>Retaining and supporting high-quality and effective school and board teams to improve the learning experience and success of learners</p>	<p>By 2022 teachers at MHES will implement best practices in math by taking part in regular Math PLC's</p>	<p>K-6</p>	<ul style="list-style-type: none"> - 8 PLC meetings/year - All teachers who teach math will attend PLC meetings 	<ul style="list-style-type: none"> - Monthly Math PLC meetings. - Administrator will verify that PLC meetings take place, and also verify attendance.



SCHOOL ORIENTATION: To increase the frequency of activities and practices that foster enhanced student engagement

SWLSB ORIENTATION 4	SCHOOL OBJECTIVES	TARGET	INDICATORS	MONITORING
<p>Developing and implementing curriculum, programs and educational initiatives that provide authentic learning experiences and promote student engagement</p>	<p>By 2022 all teachers will fully implement the SAMR model in their teaching.</p> <p>To increase the proportion of learning that takes place outdoors.</p>	<p>k-6</p>	<ul style="list-style-type: none"> - Ongoing integrated robotics projects in the classroom - Wild Wednesday, Wild School project Wild Fair 	<ul style="list-style-type: none"> - Use predetermined rating scales to assess the teachers' current level of comfort as per the SMAR model. . Common assessment for wild school project - Sign-up outdoor classroom use- once per week - Final culminating project which will be presented to the community



SCHOOL ORIENTATION: To provide a school climate which values the health of our student's minds and bodies

SWLSB ORIENTATION 5	SCHOOL OBJECTIVES	TARGET	INDICATORS	MONITORING
Promoting learning and working environments that promote health, safety and well-being	- To increase the percentage of students who feel safe at school, as well as going to and from school from 54% to 65%	k-6	-restorative justice -circles -Mindful moment each day at 1:25 p.m. for 5 minutes -Regular daily presence on site by our Special Education Tech. - implementation of Stop, Walk, Talk Program - Defenders - implementation of Hope and Healing activities	-Monthly Restorative Practice circles - our school survey results



CONSULTATIONS

- Teachers: March 14, 2019
- Other staff members: March 14, 2019
- Students: March 14, 2019
- Parents: March 14, 2019
- Governing Board: *DATE(s)*
- Community Partners: *DATE(s) – CLC – CSSS – Police -*

Governing Board ADOPTION

G.B. RESOLUTION NUMBER Motioned by _____ and Seconded by _____ to adopt the 2019-2022 Educational Project as presented.

CHAIR

PRINCIPAL

