



## Gault Institute

17 Gault, Salaberry-de-Valleyfield, QC J6S 3R4  
[www.gault.nfsb.qc.ca](http://www.gault.nfsb.qc.ca)

# Educational Project

## 2019-2022

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Compiled by our Educational Project Committee:

- Marc Brindle
- Sarah Tully
- Kent Erskine

**New Frontiers School Board**

214 McLeod, Chateauguay, Quebec J6J 2H4  
[www.nfsb.qc.ca](http://www.nfsb.qc.ca)



## 1. INTRODUCTION TO THE EDUCATIONAL PROJECT

Salaberry de Valleyfield was a city based mostly on the mills in the early years of the 20th century. Gault is actually the house of M.Gault and then a section was added in the 1990s. Gault institute is a school in the heart of a zone 10 in regards of "*indice de defavorisation*". Many families are single parent.

## 2. LEGAL REFERENCES AND REGULATIONS:

The Educational Project between Gault Institute 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

Marc Brindle, Principal  
Sarah Tully, Teacher  
Kent Erskine, Teacher

### 4. CONSULTATIONS UNDERTAKEN

November 12, 2018	Staff	Meeting	Gault
February 27, 2019	Students	TTFM	Gault

### 5. PORTRAIT OR CONTEXT IN WHICH THE SCHOOL OPERATES

Portrait de l'Institut Gault : Salaberry-de-Valleyfield compte 40 745 habitants (2016). Les jeunes de moins de 18 ans compte pour 16.2%. Le nombre de familles en 2016 compte pour 13527 dont 32-4% sont des familles monoparentales. Les quartiers de Robert-Cauchon et Champlain ont des taux supérieurs a 44%. Les familles vivent avec des salaires sous le seuil de pauvreté comptent pour 8.6%. La Ville de Salaberry-de-Valleyfield compte un des taux de négligence les plus élevés au Québec (22.9% dont 15-9% pour risques sérieux, 18% pour abus physiques, 15.9% pour mauvais traitement psychologiques. La proportion des élèves de maternelle vulnérable se porte à 24.1%. Le revenu moyen des familles est de 30654\$.

### 6. CHALLENGES

Gault Institute will focus on the following challenges:

Challenge ONE	
ORIENTATION 1	Reading at level
OBJECTIVES	By 2030, reduce to 10% the proportion of students starting public secondary school at age 13 or older
TARGETS	1. To reach the level prescribed for students reading at level by June 2022. Cycle 1: 65% (PM) Cycle 2: 70% (PM) Grade 5: 80% (PM) Grade 6: (Grade)
INDICATORS	PM benchmarks
MINISTRY INDICATOR	

Challenge TWO	
ORIENTATION 1	Intervene on child's anxiety
OBJECTIVES	Help students to self-regulate and manage stress better through a series of strategies.
TARGETS	Cycle 1 exposed Potentially other cycles
INDICATORS	Number of students exposed to plan. 52\55 students in TIFM say that it would help them.
MINISTRY INDICATOR	

## 7. IMPLEMENTATION AND FOLLOW-UP OF THE EDUCATIONAL PROJECT

All details can be found in Gault's 2019-2022 Educational Project "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.

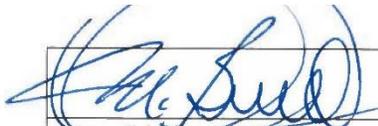
It is up to the school/centre to analyse its results and determine the degree of success in the attainment of its targets. With the view to continuous improvement, this evaluation is the occasion to examine high-impact teaching strategies and to put them into practice.

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.

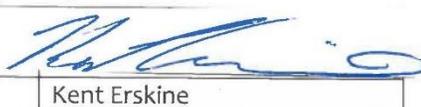
The Governing Board must ensure that information in the evaluation be communicated to the school/centre's community in an accurate, succinct, and transparent fashion.

Challenge	Timeline	Who is responsible for monitoring...
Reading	Throughout the year	Staff & Principal
Anxiety	Throughout the year	Staff & Principal

## 9. SIGNATURES

 Marc Brindle Principal, Gault Institute	 Bruce Patenaude Governing Board Chair
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### Educational Project Committee Members:

 Marc Brindle	 Sarah Tully	 Kent Erskine
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Validated by the Director General, Rob Buttars, 2019-10-30