



Lester B. Pearson School Board
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Forest Hill Junior Educational Project Annual Report

*The Educational Project is a strategic tool through which an educational institution can define its policy orientations, priority actions and expected results and inform its community in this regard, with a view to ensuring educational success for all students regardless of age. The educational project reflects the characteristics and needs of the students who attend the educational institution, as well as the community's expectations with regard to education.**

The Lester B. Pearson School Board developed its current Commitment to Success Plan for the five year period from 2015-20. That initial plan was revised in the spring of 2018 so as to align with the Ministère de l'Éducation et de l'Enseignement supérieur's new strategic plan. At the same time, the implementation period for the plan was extended to 2022. The LBPSB's revised plan was approved by the Ministère de l'Éducation et de l'Enseignement supérieur in the fall of 2018. To be aligned with this plan, **Forest Hill Junior** revised our Educational Project which was adopted by the **Forest Hill Junior** Governing Board in 2018-2019. This revised plan has been in effect since that time.

Due to the COVID-19 pandemic **our school was closed effective March 13, 2020/our center's operations were greatly impacted through the spring of 2020**. This situation required the Ministère de l'Éducation et de l'Enseignement supérieur to take extraordinary actions regarding examinations and reporting that render us unable to formally report on our achievement of our objectives as well as the effectiveness of our strategies to achieve our objectives. Similarly, the closure prevented us from **launching the annual OurSchool survey of students which provides us statistical information/proceeding with many activities and initiatives** related to school climate and other areas.

Below is an abbreviated list of Directions and Objectives of the School/Centre Educational project. Where applicable, data points and/or anecdotal evidence have been provided to report on our progress.

Direction 1: Improving Achievement	Data or Anecdotal result
Objective 1: To reduce the gap in success rates between boys and girls reading	Due to the pandemic, we were not able to administer the phonological screeners in Kindergarten or the GB+ for reading levels in Grade 1 and 2. Therefore we do not have indicators available to evaluate this objective.

Direction 2: Wellness	Data or Anecdotal result
<p>Objective 1: To strengthen healthy lifestyles and positive mental health</p> <ul style="list-style-type: none"> - Offer all students 60 minutes of physical activity per day - To maintain access to Club Energie for all students 	<p>When students were in school, they were provided with at least 60 minutes of physical activity per day. (Phys. ed classes, classroom movement breaks, recesses, etc)</p> <p>When students were in school, they had access to Club Energie.</p>
<p>Objective 2 Student Engagement</p> <ul style="list-style-type: none"> - To continue implementing UDL - To continue implementing Deep Learning 	<p>We continued to adhere to the Universal Design for Learning approach and provide flexibility in the physical layout of the class and the ways students were able to demonstrate their learning.</p> <p>We continued to learn about Deep Learning as a staff and provide opportunities for our students to demonstrate the 6 C's throughout the school year. (Communication, Citizenship, Collaboration, Character, Critical Thinking, Creativity)</p>

Direction 3: Parental Engagement & Community Support	Data or Anecdotal result
<p>Objective 1: To strengthen parental engagement</p> <ul style="list-style-type: none"> - To provide various means of communication between home and school 	<p>Parental engagement is strong. All parents are signed up for the SeeSaw platform which provides them a window into what their child is doing in class and a way to communicate with their child's teacher.</p> <p>There are also other various means of communication between Home & School: newsletters, ERMS messages, School Facebook page, Home & School Facebook page, email and phone calls.</p>

Report on Activities During Shutdown

As indicated above, the COVID-19 crisis forced the closure of our **school/center** from March 13th. Reacting to the pandemic during the spring of 2019, we provided support for our students and their families in the following ways:

- Teachers were trained to use Video conferencing and online classroom platforms
- Students were engaged by their teachers to consolidate learning that took place up to the shut down
- Teachers met students online up to 3 times per week to provide academic support and to check in
- Teachers provided on-going feedback to students on their weekly work & activities
- Students were provided with independent work to complete. The duration was dependent on the grade level of the student.

With the welcoming of students for the 2020-2021 school year, we will continue to focus on the implementation of our Educational Project as a guide to monitor student success and ensure the continual improvement of the actions of our school.

* Results-based management: Governance of the education system Educational Project, Guide 4 of 5