

*A fictional **example**
of an educational project
and success plan
of a healthy school*

***Educational success,
Health and well-being
École LAJOIE***

Healthy
Schools

This document was prepared by a working group mandated by the Healthy Schools provincial orientation committee, which comprises representatives of the Institut national de santé du Québec (INSPQ), the Ministère de l'Éducation, du Loisir et du Sport (MELS), the Ministère de la Santé et des Services sociaux (MSSS), the Association québécoise d'établissements de santé et de services sociaux and the Table de concertation nationale en promotion et prévention (TCNPP).

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CAVEAT

Please note that, in all references to “Healthy Schools,” the word “program” should be understood to mean what the French documents refer to as an *approche*, literally “approach.”



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Introduction

The school staff decided to review the school's educational project and success plan. The available data was used and special attention was paid to the key factors of success, well-being and health. A detailed situational analysis was carried out, but only the main components are presented in this document.

CONCERTED ACTION

The orientations, objectives and concrete actions to be carried out were determined following concerted action taken by the Healthy Schools committee, which was set up from an existing committee in the school. The governing board and the school staff were directly involved in every step of the process (validation, approval).

COMPOSITION OF THE HEALTHY SCHOOLS COMMITTEE

- the school principal
- three teachers, including the physical education teacher
- a daycare service representative
- a parent, who also sits on the governing board
- a social worker from the health and social services centre (CSSS)
- a representative from the neighbourhood *Maison de la famille*
- a special education teacher

The Healthy Schools committee reviewed the situational analysis previously conducted by the school as part of its educational project and success plan, and supplemented it with components focusing specifically on health, well-being, and existing promotion and prevention actions. It then chose the priorities and actions to be maintained or developed. The students were consulted as part of this review.

CHOICE OF PRIORITIES AND ACTIONS

The priorities were chosen according to the hierarchy suggested in section 6.3.1 of the guide:

- basic needs
- the need for physical and psychological safety
- diet and physical activity
- other situations of concern (e.g. intimidation, violence, drugs, teenage pregnancy), according to the criteria of relevance, significance and feasibility
- prevention services

The actions were chosen in accordance with the points of reference in section 6.3.2 of the Guide, i.e.

- a policy that favours young people
- the development of various competencies
- action on several key factors, at several levels and in partnership
- interdisciplinary actions
- appropriate actions

A THREE-YEAR PERIOD

Since the educational project and the success plan are the result of a process in which all partners took part, they are valuable tools for taking coherent and cohesive action. They were developed for application over a **three-year period**, but are designed to keep pace with the changes expected to occur over a longer time frame. The evaluation component provided for in the implementation phase of the success plan will make it possible to adjust action and make any necessary changes. Indicators were developed for this purpose.

BEYOND THE EDUCATIONAL PROJECT AND THE SUCCESS PLAN

The educational project and the success plan contain the orientations and the actions around which the school, young people, families, the CSSS and the other partners have chosen to **rally together** as a priority, regardless of the role or the functions they fulfill. Moreover, the school staff will pursue its work in accordance with the *Québec Education Program* and complementary educational services programs. Thus, various key factors which are not the focus of a specific orientation in the educational project will be addressed within the curriculum (broad areas of learning, subject areas, cross-curricular competencies) at the appropriate moment in the young person's development.

A WORD OF EXPLANATION...

Readers may find that this example of an educational project and success plan for a Healthy School contains too many actions. However, it should be recalled that this is a fictional example, and we have chosen a large range of actions in order to illustrate several possibilities.

* This document illustrates the Healthy Schools approach outlined in *Healthy Schools: Guide for the education community and its partners — For the educational success, health and well-being of young people*.

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Portrait of the school: An overview

To develop the school's educational project and the success plan, the school staff, working in conjunction with the governing board, collected information on:

- a. the characteristics of the school
- b. the academic success profile
- c. the characteristics of the environment
- d. the students' health and well-being
- e. existing resources and main activities

Various methods were used: consultation of local and regional data, consultation with key persons, administration of questionnaires. Here is an overview of the results.

The students were consulted about what they thought was most important for their success, health and well-being through a brainstorming session held in each class. They were involved as much as possible in preparing and carrying out the activities that are part of the success plan.

THE SCHOOL

The school has 325 students from preschool to Elementary 6.

- Fifty-two percent of the children attend the daycare service.
- The school staff has 1 principal, 17 teachers, 4 staff members in complementary educational services, daycare staff, one secretary and one janitor.
- The daycare staff and the rest of the school staff have recently begun working together.
- The school staff is energetic and constantly seeks innovative ways to facilitate the children's progress. They are genuinely committed to working together.
- Relations between teachers and students are generally harmonious.

- Collaboration with parents is quite limited, and it is usually the same parents who get involved.
- Some teachers feel the need to be coached in order to cope with the new practices brought about by the reform.
- Several projects were carried out in all cycles to allow students to develop the competencies specified in the *Québec Education Program*.
- Information and communications technologies (ICT) are seldom used in teaching.
- The schoolyard facilities are inadequate; children are limited in their activity during recreation breaks; the physical facilities are inadequate in terms of safety.
- A high proportion of the children have limited access to sports facilities and equipment and recreational activities.
- Fourteen students with behavioural disorders are integrated into regular classes.

THE SUCCESS RATE

The province-wide indicators provided by the Ministère de l'Éducation, du Loisir et du Sport show the following data concerning delay for each cycle:

- Proportion of students 6 years of age on entering Cycle One: 96%
- Proportion of students 8 years of age on entering Cycle Two: 90%
- Proportion of students 10 years of age on entering Cycle Three: 87%
- Eighty-five percent of students who go on to secondary school are 12 years of age or younger

THE SETTING

- The school is located in an urban setting.
- Forty percent of students are from low-income families.
- The poverty index for the school is 9, with 10 being the maximum according to the school population map of the Ministère de l'Éducation, du Loisir et du Sport.
- The proportion of single-parent families is 52%.
- About 30 students are absent or late each day.
- The social fabric of the neighbourhood is significant; in addition to the CSSS, which offers a number of services at the school, many organizations are active in the community (see existing resources and main activities).

HEALTH AND WELL-BEING

- Nearly 40% of students do not have breakfast at home.
- Sixty percent of the students who miss breakfast at home receive breakfasts at school.
- Lunch is eaten in the classroom (70% of children eat lunch at school).
- A problem of violence and intimidation has been observed. There are tensions and a certain degree of violent behaviour between younger and older children in the schoolyard.
- A high proportion of students have low self-esteem (data obtained through an analysis of the environment based on a recognized rating scale).
- There is a problem with respect for the environment (e.g. poor sanitation on the premises).
- There is a high rate of infectious diseases (gastroenteritis, head lice).

EXISTING RESOURCES AND MAIN ACTIVITIES

- The school has a “golden broom” competition (keeping classrooms clean), a handball team, the Fluppy program at the preschool level and in Elementary 1 (a social skills development program including an in-class component, individual monitoring for children experiencing difficulties with social skills and a component for parents); the parent participation organization (PPO) is in place.
- In collaboration with the *Centre de bénévolat du quartier*, the school provides breakfasts to children whose parents request it. However, this service is under-used (used by 60% of children who do not eat breakfast at home).
- Several neighbourhood organizations provide activities and services to young people and families, for example: school guidance; family and peer support; sports and recreational clubs; assistance centres; community kitchens; community undertakings (computers, food services, homecare, tax clinics, etc.); a local association of social assistance recipients (*Front commun des assistés sociaux*); a housing committee. Families are not always aware that these services exist. Certain organizations engage in concerted action with the school, but this remains a challenge.
- The CSSS is involved with the *Maison de la famille* and the school in the facilitation of activities to support parenting skills. It cooperates with the school in the implementation of the Fluppy program.
- The CSSS provides various prevention services in the school, specifically immunization, control of infectious diseases, and preventive dental health services.
- Complementary educational services are offered to students in the school, specifically through a full-time special education teacher, a full-time special education technician, a psychologist available 1.5 days per week and a spiritual care and community involvement animator, who is available one day every two weeks.

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The educational project

The educational project of École Lajoie is designed to provide students with a stimulating educational environment and conditions conducive to the development of competencies that will ensure their educational success in terms of qualifications, socialization and instruction.

It was formulated in accordance with its underlying values: autonomy, enthusiasm for making an effort, self-respect, respect for others and for the environment, tolerance and justice. The educational project consists of three major orientations divided into several objectives.

It is based on one central principle: strengthening collaboration between school, family and community. This principle is reflected in each of the orientations and objectives, and comprises the following dimensions:

- Improve communication between parents and the school.
- Encourage and recognize parents' participation in school life and in monitoring the schoolwork of their child, and find ways of supporting this participation.
- Collaborate with the community to meet the needs of families and young people.
- Foster the participation of students in community life and sports, cultural and social activities through projects and partnerships with community organizations.

In the spirit of the Healthy Schools program, sustained collaboration is established with the CSSS. In addition to freeing up a social worker to take part in the Healthy Schools committee and assist the school in the process throughout the year, the CSSS specifically contributes to the implementation of several actions stemming from the educational project's various orientations.

Several of the actions implemented to meet the objectives of a specific orientation also meet other objectives at the same time. In the tables in the next section, when reference is made to other objectives met by an action, the links between the actions are indicated.

Educational project

Orientations	Objectives
1 Place the student at the heart of the learning process	1.1 Allow students to experience varied learning situations and meaningful projects that aim to develop the competencies specified in the <i>Québec Education Program</i> 1.2 Provide appropriate assistance to students who encounter difficulties in their educational path 1.3 Integrate information and communications technologies (ICT) into learning situations and projects
2 Live in harmony in a safe, healthy school	2.1 Implement participatory management in the school and in the classroom to promote harmonious relations 2.2 Teach students how to choose a healthy diet 2.3 Foster an active lifestyle 2.4 Create a safe schoolyard 2.5 Increase respect for the environment
3 Develop the student's self-esteem	3.1 Establish conditions for developing the students' feeling of security (rules) 3.2 Establish conditions for developing students' identities (strengths, weaknesses) 3.3 Establish conditions for developing students' feeling of belonging (solidarity with their group, with their school) 3.4 Establish conditions for developing students' sense of social and academic competence

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The success plan

The tables below show the main actions for the three-year period and the associated indicators for each orientation and objective. The key factors affected by the actions are indicated on the left, while the cross-curricular competencies are shown at the bottom of the tables.

Orientation 1: Place the student at the heart of the learning process

Objective 1.1: Allow students to experience varied learning situations and meaningful projects that aim to develop the competencies specified in the *Québec Education Program*

ACTIONS TARGETING YOUNG PEOPLE MUST HELP THEM:

- clearly express their desires and interests, using appropriate vocabulary
- contribute to collective endeavours by taking an active part in organizing and carrying out projects
- develop teamwork and cooperative skills
- participate in developing their portfolio

CONTRIBUTION OF THE HEALTH AND SOCIAL SERVICES NETWORK:

- support for teachers and school staff in projects, learning situations and educational activities
- support for school-family-community collaboration

Main actions over 3 years		Indicators		
Pedagogical environment	<p>Training for teachers on how to help students play an active role in the development of their own competencies:</p> <ul style="list-style-type: none"> • Project-based instruction • Cooperative learning • Implementation of the portfolio 	<ul style="list-style-type: none"> • Number of teachers who participate in training • Number of training sessions offered 		
	<p>Development of learning situations based on students' interests and learning styles, taking into account the various objectives of the success plan (e.g. living habits, self-esteem, environment): link with objectives 1.3, 2.2, 2.3, 2.5 and 3.2</p>	<ul style="list-style-type: none"> • Degree of participation of students in proposed learning situations 		
Social skills	<p>Implementation of a mentoring system for new teachers</p>	<ul style="list-style-type: none"> • Number of new teachers who participate in the mentoring system 		
	<p>Implementation of the portfolio</p>	<ul style="list-style-type: none"> • Number of classes at each level that work with the portfolio over the school year • Number of parents who attend students' portfolio presentations 		
Self-esteem	<p>Participation of parents in student projects and exhibitions and contribution of community organizations: link with objectives 1.3, 2.1, 2.3, 3.2 and 3.3</p>	<ul style="list-style-type: none"> • Number of parents who participate in projects and attend exhibitions • Number of times the governing board and the parent participation organization (PPO) request parents' participation 		
Structure one's identity		Use creativity	Use ICTs	Communicate appropriately

Orientation 1: Place the student at the heart of the learning process

Objective 1.2: Provide appropriate assistance to students who encounter difficulties in their educational path

ACTIONS TARGETING YOUNG PEOPLE MUST HELP THEM:

- recognize the difficulties they encounter and ask for help when they need it
- use the suggested problem-solving strategies and learn to be effectively organized
- actively participate in seeking solutions that will help them progress
- take an active part in the meeting to prepare their individualized education plan

CONTRIBUTION OF THE HEALTH AND SOCIAL SERVICES NETWORK

- collaboration to develop individualized service programs for students who also have psychosocial or physical problems
- assistance in organizing and carrying out parenting skills workshops given by the *Maison de la famille*: special support for parents of children experiencing difficulties

	Main actions over 3 years	Indicators		
Pedagogical environment	Identification of solutions by students who encounter difficulties, in collaboration with the teachers of the school team, complementary educational services staff, the school principal and parents	<ul style="list-style-type: none"> • Number of students experiencing difficulties for whom solutions are identified 		
	Coaching for parents whose children have individualized education plans, in order to facilitate their participation in its development	<ul style="list-style-type: none"> • Number of parents who participate in the development of their child's individualized education plan • Dissemination methods used 		
	Dissemination of information on coaching services offered to parents of children experiencing difficulties	<ul style="list-style-type: none"> • How often information is disseminated 		
Social skills	Organization of "cafés pédagogiques" (discussion forums for the teaching staff) where participants can discuss ways of meeting students' differentiated needs and early intervention for students experiencing difficulties; ministerial documents can be presented; experts from the school board, the regional office of the MELS or a university can attend by invitation); plan for substitutes to replace teachers who prepare these discussion forums	<ul style="list-style-type: none"> • Number of discussion forums and topics • Number of teachers and complementary educational services professionals participating in the discussion forums 		
Self-esteem	Parenting skills workshops: link with objectives 2.1 and 3.4	<ul style="list-style-type: none"> • Number of participating parents • Number of community organizations offering workshops 		
	Conferences of the PANDA association for parents of children with attention-deficit disorders	<ul style="list-style-type: none"> • Dates and number of participating parents 		
	Meeting with the school and organizations concerned about students who have individualized service programs	<ul style="list-style-type: none"> • Date of the meeting 		
	Structure one's identity	Use creativity	Solve problems	Communicate appropriately

Orientation 1: Place the student at the heart of the learning process

Objective 1.3: Integrate information and communications technologies (ICTs) into learning situations and projects

ACTIONS TARGETING YOUNG PEOPLE MUST HELP THEM:

- gradually take responsibility for their learning
- understand the purposes, concepts, vocabulary, procedures and techniques specific to ICTs
- explore the contribution of ICTs to a given task (learning situation)
- recognize their successes and difficulties in using ICTs and find potential ways of improving the way they do things

CONTRIBUTION OF THE HEALTH AND SOCIAL SERVICES NETWORK

- resource expertise to develop learning situations integrating key factors linked to health and well-being

	Main actions over 3 years	Indicators		
Community environment	ICT training for teachers	<ul style="list-style-type: none"> • Number of teachers participating and date of the meeting 		
Family environment	Development of learning situations and projects concerning living habits and the environment that integrate ICTs, and experimentation with parental collaboration when possible: link with objectives 1.1, 2.2, 2.3 and 2.5	<ul style="list-style-type: none"> • Number of teachers who use ICTs in learning situations 		
Pedagogical environment	Presentation of students' work at meetings with parents and at exhibitions: link with objectives 1.1, 2.1, 3.2 and 3.3	<ul style="list-style-type: none"> • Number of presentations and number of participating parents 		
Living habits	Survey on access to computers in the family environment, their use and parents' needs for training, prepared by the <i>Maison de la famille</i> in collaboration with the school	<ul style="list-style-type: none"> • Rate of participation in the survey 		
Social skills	Improve access to computers (e.g. loan of computer labs, schedules that facilitate the use of the labs), provision of training to parents by the <i>Maison de la famille</i>	<ul style="list-style-type: none"> • Number of parents with access to a computer, before and after the survey 		
Self-esteem		<ul style="list-style-type: none"> • Number of parents participating in training 		
	Structure one's identity	Use creativity	Use ICTs	Communicate appropriately

Orientation 2: Live in harmony in a safe, healthy school

Objective 2.1: Implement participatory management in the school and in the classroom to promote harmonious relations

ACTIONS TARGETING YOUNG PEOPLE MUST HELP THEM:

- develop their sense of responsibility
- recognize the importance of abiding by the rules of conduct and safety if they are to live in a healthy and harmonious environment
- become familiar with negotiation and the problem-solving process
- take action, participate in decision making, become familiar with the democratic process
- act in a spirit of cooperation and solidarity

CONTRIBUTION OF THE HEALTH AND SOCIAL SERVICES NETWORK

- Assistance in organizing and carrying out parenting skills workshops given by the *Maison de la famille*. These workshops will focus on making connections with the educational project, the success plan and all actions implemented at the school (e.g. healthy living habits, safety, respect for the environment, peaceful conflict management, etc.). Parents will be encouraged to support their children and participate in their progress in different ways (involvement at school, monitoring schoolwork, school coaching, participation in projects, use of services, reinforcement of action at home, etc.), and they in turn will be supported in their efforts
- support provided by the CSSS stakeholder for action in the area of social skills: resource expertise, involvement in the implementation of peer mediation project

	Main actions over 3 years	Indicators		
Family environment	Identification by the teacher and his or her students of clear and realistic rules for the classroom: link with objective 3.1	<ul style="list-style-type: none"> • Number of teachers who identify rules in conjunction with students 		
	Appropriation and application of rules of conduct and safety in the classroom and the school, with special emphasis on consistency between the classroom, the school, lunchtime and daycare services: link with objective 3.1	<ul style="list-style-type: none"> • Dissemination methods used to facilitate the appropriation of rules • Pedagogical methods used in the classroom to facilitate the appropriation of rules of conduct and safety • Means of control planned to check the application of rules 		
Social and pedagogical environment	Transmission of messages to parents and to community organizations to familiarize them with the rules and to ask for their cooperation in the consistent application thereof; presentation by children at a meeting with parents held in September	<ul style="list-style-type: none"> • Dates of mailings 		
	Implementation of the cooperative council in classrooms	<ul style="list-style-type: none"> • Percentage of classrooms that set up a cooperative council 		
Social skills	Implementation of the student council for Cycle Three	<ul style="list-style-type: none"> • Composition of the student council and meeting dates 		
	Implementation of the peer mediation project with students in Cycle Three, in collaboration with the <i>Maison de la famille</i> and the CSSS stakeholder: link with objectives 2.5 and 3.4	<ul style="list-style-type: none"> • Start-up date • Names of those in charge • List of objectives and activities 		
	Parenting skills workshops offered by the <i>Maison de la famille</i> , in collaboration with the CSSS stakeholder: link with objectives 1.2 and 3.4	<ul style="list-style-type: none"> • Calendar • Number of participating parents 		
Self-esteem	Continuation of Fluppy program	<ul style="list-style-type: none"> • Number of classrooms having completed the in-class component • Number of children having completed the individual component • Number of parents having completed the parental component 		
	Exercise critical judgment	Solve problems	Cooperate with others	Communicate appropriately

Orientation 2: Live in harmony in a safe, healthy school

Objective 2.2: Teach students how to choose a healthy diet

ACTIONS TARGETING YOUNG PEOPLE MUST HELP THEM:

- establish a link between healthy living habits and success, health and well-being
- eat healthy food, in sufficient quantities
- learn how to prepare healthy meals and snacks

To support these actions, parents are kept informed and encouraged to become involved in nutritional activities at the school and in the community.

CONTRIBUTION OF THE HEALTH AND SOCIAL SERVICES NETWORK:

- resource-expertise on healthy living habits provided by the CSSS (nurse or nutritionist), in collaboration with the school's physical education instructor
- support to help teachers and complementary educational services staff develop and carry out learning situations and activities that relate to healthy living habits
- assistance with food preparation workshops
- support for rallying the school and the community to healthy living habits

	Main actions over 3 years	Indicators		
Community environment	Carrying out of learning situations related to diet and other living habits throughout the school year: link with objectives 1.1, 1.3 and 2.3	<ul style="list-style-type: none"> • Number of learning situations targeting diet, other topics 		
	Provide parents with accessible and relevant information about healthy living habits by making connections with what children learn in the classroom: link with objective 2.3 Presentation of information in the form of a newsletter produced by students, as part of the teaching objectives for English and information and communications technologies (ICTs): link with objective 1.3	<ul style="list-style-type: none"> • Publication date for the newsletter 		
Family environment	Breakfasts, tasting sessions and food preparation workshops provided by the <i>Maison de la famille</i> , in collaboration with volunteer parents and the CSSS	<ul style="list-style-type: none"> • Number of students registered for breakfasts • Number of volunteer parents • Number of breakfasts, tasting sessions and food preparation workshops offered 		
	Application of the school board's nutritional policy	<ul style="list-style-type: none"> • Means of controlling application • Number of measures implemented 		
Living habits	Operation of community kitchens for parents of the school who require this activity: link with objective 2.5	<ul style="list-style-type: none"> • Names of those in charge • Number of registered parents • Frequency of activities 		
	Use information	Structure one's identity	Exercise critical judgment	Cooperate with others

Orientation 2: Live in harmony in a safe, healthy school

Objective 2.3: Foster an active lifestyle

ACTIONS TARGETING YOUNG PEOPLE MUST HELP THEM:

- adopt an active lifestyle
- maintain a proper balance between time spent in front of a screen (television, video games, computer) and time spent on physical activity
- establish a link between physical activity and other living habits and success, health and well-being

CONTRIBUTION OF THE HEALTH AND SOCIAL SERVICES NETWORK:

- resource-expertise for healthy living habits, organization and fitting out of the schoolyard, as well as the safe practice of sports and recreation
- collaboration with the physical education teacher

	Main actions over 3 years	Indicators		
Family environment	Carrying out of learning situations that relate to physical activity and other living habits throughout the year: link with objectives 1.1, 1.3. and 2.2	<ul style="list-style-type: none"> • Number of learning situations related to physical activity and selected themes 		
	Provide parents with accessible and relevant information about healthy living habits by making connections with what children learn in the classroom: link with objective 2.2 Presentation of information in the form of a newsletter produced by students, as part of the teaching objectives for English and information and communications technologies (ICTs): link with objectives 1.3 and 2.2	<ul style="list-style-type: none"> • Publication date for the newsletter 		
Physical environment	Invitation extended to parents to attend the physical education class and parent/child sports activities, in collaboration with community organizations	<ul style="list-style-type: none"> • Number of participating parents 		
Living habits	Organization of seasonally adapted active recreation periods for Cycle Three students, supervised by the physical education teacher	<ul style="list-style-type: none"> • Number of planned and organized active recreation periods • Number of Cycle Three students involved 		
	Support for the school's handball team (accessibility of gym, game attendance, training)	<ul style="list-style-type: none"> • Type of support offered by the school, parents and the community 		
Safe and healthy behaviour	Loan of rooms to community organizations for organization of sports activities outside classroom time (evenings and weekends)	<ul style="list-style-type: none"> • List of rooms and activities • List of organizations responsible 		
	Active assignments each month for students (e.g. walking, dance, jogging)	<ul style="list-style-type: none"> • Number of active assignments requested per month 		
	Encourage children to go to school on foot or by bicycle if this is possible and safe (e.g. provide bicycle racks at the school)	<ul style="list-style-type: none"> • Number of children who walk or ride a bicycle to school during a given week in fall, winter or spring 		
	Use information	Structure one's identity	Exercise critical judgment	Cooperate with others

Orientation 2: Live in harmony in a safe, healthy school

Objective 2.4: Create a safe schoolyard

ACTIONS TARGETING YOUNG PEOPLE MUST HELP THEM:

- adopt safe behaviour in the schoolyard at all times (in the morning, during recreation periods, at lunchtime, during outings and extracurricular activities)
- recognize the importance of abiding by the rules of conduct and safety if they are to live in a healthy and harmonious environment

CONTRIBUTION OF THE HEALTH AND SOCIAL SERVICES NETWORK:

- resource expertise for fitting out the schoolyard. The document "Harmony in the Schoolyard" will be used to plan and develop actions
- support for rallying a number of community organizations

	Main actions over 3 years	Indicators
Physical environment	Planning, with the governing board and in collaboration with the community (e.g. municipality, merchants), of the layout of the schoolyard to address identified deficiencies; involvement of students throughout the process (e.g. brainstorming, drawing contest)	<ul style="list-style-type: none"> • New layout plan • List of collaborators
	Implementation of the plan	<ul style="list-style-type: none"> • Work schedule
	Welcome parents and improvement of the schoolyard	<ul style="list-style-type: none"> • Number of parents participating in the improvement of the school • List of improvement activities
Safe and healthy behaviour	Pairing of young students with older ones who are assigned to watch over them during and outside school hours	<ul style="list-style-type: none"> • Number of pairs formed during a year
Self-esteem		
Social skills		
	Structure one's identity	Cooperate with others

Orientation 2: Live in harmony in a safe, healthy school

Objective 2.5: Increase respect for the environment

ACTIONS TARGETING YOUNG PEOPLE MUST HELP THEM:

- take responsibility for respecting the social and physical environment in the classroom, the school and the community
- recognize the contribution they make to protecting the resources of the environment
- take concrete action in the school, at home and in the community

CONTRIBUTION OF THE HEALTH AND SOCIAL SERVICES NETWORK:

- collaboration in carrying out certain activities
- support for teachers and school staff: provide tools and resource-expertise
- support for school-family-community collaboration: foster links with parents to reinforce actions

	Main actions over 3 years	Indicators		
Social environment	Continuation of the golden broom competition for the cleanest classroom each week, with the janitor's cooperation	<ul style="list-style-type: none"> • List of classes having received the golden broom over one year 		
Physical environment	Participation in the Brundtland Green Schools network through various projects: <ul style="list-style-type: none"> • resource consumption reduction (e.g. printing on both sides of paper) • reuse of materials (e.g. works made of recycled materials) • product recycling (e.g. composting) • resource redistribution (e.g. community kitchens for families who require them): link with objective 2.2 	<ul style="list-style-type: none"> • Brief description of the chosen project • Amount of subsidy obtained 		
Social skills	<ul style="list-style-type: none"> • restructuring of economic systems (e.g. raising awareness of fair trade) 			
Community environment	<ul style="list-style-type: none"> • reevaluation of value systems (e.g. peaceful conflict management activities, peer mediation): link with objectives 2.1 and 3.4 			
	Solve problems	Exercise critical judgment	Use creativity	Cooperate with others

Orientation 3: Develop the student's self-esteem

NOTES

- Self-esteem and social skills form the backdrop for all promotion and prevention actions. The attitude that meaningful people display in the presence of young people is decisive with respect to these factors.
- Various actions that contribute to the development of self-esteem are common to other orientations of the educational project. In fact, the development of self-esteem is built through all day-to-day interventions and interaction.
- It is important to show concern for the self-esteem of parents and of the staff members who work with young people.
- The various activities and projects implemented in the success plan must be used to allow students to develop all aspects of their self-esteem (sense of security, sense of identity, sense of belonging, sense of social and academic competence). Several of these aspects are incorporated into the competencies specified in the *Québec Education Program*. Connections must be made with existing projects.

Objective 3.1: Establish conditions for developing students' sense of security

ACTIONS TARGETING YOUNG PEOPLE MUST HELP THEM:

- develop their self-confidence
- feel comfortable asking questions and confident about experimenting with new things and taking up challenges
- develop their sense of responsibility
- recognize the importance of abiding by the rules of conduct and safety if they are to live in a safe and healthy environment
- understand that respecting the rules of the classroom helps create a pleasant atmosphere that is conducive to enjoyable, respectful learning

	Main actions over 3 years	Indicators	
Social and pedagogical environment	Identification, with the students, of clear and realistic classroom rules that are consistent with the school's rules of conduct and safety: link with objective 2.1	<ul style="list-style-type: none"> • List of classroom rules 	
	Parents' signature on the school code, including the rules of conduct and safety	<ul style="list-style-type: none"> • Number of parents who sign 	
	Support from the PPO for the application of rules and measures	<ul style="list-style-type: none"> • List of methods used by the PPO to raise the awareness of parents 	
Social skills			
Self-esteem			
	Structure one's identity	Exercise critical judgment	Use creativity

Orientation 3: Develop the student's self-esteem

Objective 3.2: Establish conditions for developing students' identities

ACTIONS TARGETING YOUNG PEOPLE MUST HELP THEM:

- recognize their strengths and use them
- recognize their limits and overcome them
- develop a realistic image of themselves and a sense of personal worth
- understand that each person plays his or her own role, which is unique and important

	Main actions over 3 years	Indicators
Living habits	Use of a self-evaluation checklist completed by the student concerning his or her strengths and weaknesses, adapted to each cycle and applied in cooperation with parents	• Number of teachers who use the student self-evaluation checklist
	In the classroom, use of scenarios, role-playing, oral and written productions that "talk about me," in relation to learning situations concerning living habits or the environment: link with objectives 1.1, 1.3, 2.2, 2.3 and 2.5	• Number of activities "that talk about me" and list of themes addressed
Environment	Display, in a corner of the classroom, of the homework, drawings, exams, work or other achievements that students are proud of: link with objectives 2.2, 2.3 and 2.5	• Percentage of classrooms that set up a display corner
	Activities to recognize staff and parents	• Dates of these activities
Social skills	Invitation to parents to come and talk about their interests, passions, the paths they have taken, life and work experiences, or recreational activities	• Number of talks heard by each class
	Exhibitions of children's creations in public places, performances, commemorative events: link with objectives 1.1 and 1.3	• Dates of community events highlighting the children's work and talents
Self-esteem		
	Structure one's identity	Exercise critical judgment
		Use creativity

Orientation 3: Develop the student's self-esteem

Objective 3.3: Establish conditions for developing students' sense of belonging

ACTIONS TARGETING YOUNG PEOPLE MUST HELP THEM:

- recognize their belonging to a community
- show openness to cultural diversity
- develop awareness that their attitudes and behaviour elicit reactions from others and that the attitudes and behaviour of others may influence them
- be proud of their group, their class and their school
- be motivated to go to school

	Main actions over 3 years	Indicators		
Social environment	Creation of an environment conducive to tolerance: regularly highlight the interests, abilities and differences of individuals and foster connections (e.g. discussions of similarities and differences); create a "portrait" featuring a different student each week; use achievements with respect to the learning situations and actions linked to the other orientations of the educational project: link with objectives 2.2, 2.3, 2.5 and 3.2	<ul style="list-style-type: none"> • Number of activities that foster tolerance 		
Social skills	Development of students' sense of pride in their class and their school: activities throughout the year adapted to the cycles, for example, participate in the golden broom competition; find a name, an emblem or a slogan; organize a surprise evening event; decorate the classroom; have lunch together in the classroom; organize games and play activities in the school outside class time, cheer on the school's handball team: link with objectives 2.5, 2.3 and 2.2	<ul style="list-style-type: none"> • Number of activities that foster pride 		
Self-esteem	Have parents accompany children during classroom activities and various social and cultural outings: links with objectives 1.1, 1.3 and 2.3	<ul style="list-style-type: none"> • List of activities where parents have accompanied their children • Number of accompanying parents 		
	Structure one's identity	Exercise critical judgment	Use creativity	Cooperate with others

Orientation 3: Develop the student's self-esteem

Objective 3.4: Establish conditions for developing students' sense of social and academic competence

Other actions implemented to fulfill certain orientations of the educational project contribute to the development of social skills. This holds true for the cooperative council, the student council, peer mediation, the consistent application of the rules of conduct and safety, teamwork, cooperative teaching and project-based instruction.

ACTIONS TARGETING YOUNG PEOPLE MUST HELP THEM:

Social skills:

- make choices and decisions
- take responsibility for their actions
- attain the goals they have set for themselves

Academic skills:

- set realistic goals and reach them
- recognize their progress and learn to value themselves
- show increasing autonomy and motivation and learn to surpass themselves

CONTRIBUTION OF THE HEALTH AND SOCIAL SERVICES NETWORK:

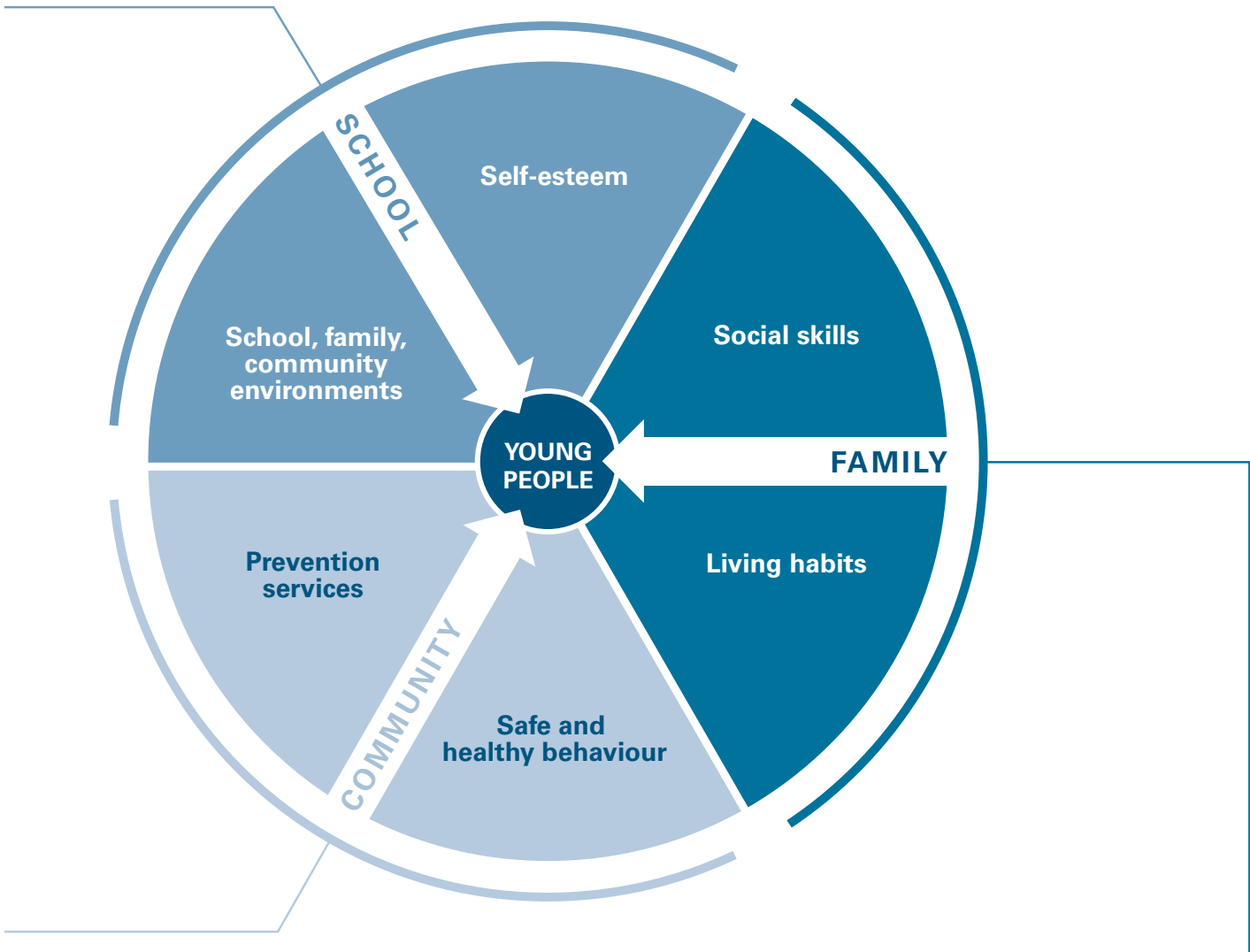
- resource-expertise for actions to promote social skills
- coaching of parents through parenting skills workshops
- collaboration with peer mediation project

	Main actions over 3 years	Indicators		
Pedagogical environment	Development of problem-solving strategies with students and use of these strategies in day-to-day life, in class and at home with their parents: link with objectives 2.5, 2.3 and 2.5	<ul style="list-style-type: none"> • Percentage of students who use problem-solving strategies 		
	Promotion among parents of the problem-solving strategies taught at school and facilitation of their use in day-to-day life at home	<ul style="list-style-type: none"> • Number of parents who attend meetings at school where students perform scenarios illustrating the strategies 		
Family environment	Parenting skills workshops offered by the <i>Maison de la famille</i> in collaboration with the CSSS: link with objectives 1.2 and 2.1	<ul style="list-style-type: none"> • Number of participating parents • Names of those in charge 		
Social skills	Implementation of a peer mediation project: link with objectives 2.1 and 2.5	<ul style="list-style-type: none"> • Percentage of students who participate in the project 		
Self-esteem		<ul style="list-style-type: none"> • Number and type of people responsible for the project 		
	Structure one's identity	Solve problems	Cooperate with others	Communicate appropriately

Figure 1 Actions of the success plan at École Lajoie and the Healthy Schools program

<ul style="list-style-type: none">• Training for teachers• Learning situations and projects• Mentoring for new teachers• Portfolio• Interventions/students experiencing difficulties• Individualized education plan and individualized service program• Cooperative council• Student council• Golden broom contest• Brundtland Green Schools• Rules of conduct and safety	<ul style="list-style-type: none">• Peer mediation• Newsletter for parents produced by students• Nutritional policy• Active recreation periods• Support for the handball team• Physical activity assignments• Safe schoolyard• Student self-evaluation checklist• Display of achievements in classrooms and in the school• Commemorative events• Fluppy program
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<ul style="list-style-type: none">• Individualized education plan and individualized service program• Parenting skills workshops• Participation in the ICT survey• Participation in training on computer use• Increased use of computers	<ul style="list-style-type: none">• Participation in the school, e.g. volunteering for breakfasts, assistance with the new layout for the schoolyard, giving a talk on one's experience• Accompanying children• Community kitchens• Sports and cultural activities with children
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- Individualized service program
- Parenting skills workshops
- Peer mediation
- ICT survey
- Training for parents on computer use
- Conditions for access to computers

- Brundtland Green Schools project
- Exhibitions of children's creations
- Serving of breakfasts
- Tasting sessions, cooking workshops
- Community kitchens

4

Annual calendar for a three-year period

In the following table, the actions to be accomplished each year are listed under the heading "Years 1-2-3" for each month. When the actions are added during the second or third year of the success plan, they are listed under the heading "Years 2-3." The actions scheduled only for the third year appear under the heading "Year 3."

	Orientation 1: Place the student at the heart of the learning process	Orientation 2: Live in harmony in a safe, healthy school	Orientation 3: Develop the student's self-esteem
August	YEARS 1-2-3 Training update: <ul style="list-style-type: none"> • project-based instruction • cooperative learning Meeting of school teams: <ul style="list-style-type: none"> • establish the calendar of meetings for the year • plan learning situations and projects by cycle in relation to the orientations of the educational project, for example, the rules of conduct, healthy living habits or the environment Adaptation of instruction to the differentiated needs of students	YEARS 1-2-3 General meeting of staff: <ul style="list-style-type: none"> • assimilation of the rules of conduct and safety • presentation of school projects (breakfasts, golden broom contest, Fluppy program, organized recreational periods, handball team) Consistent application of the rules of conduct and safety	YEARS 1-2-3 Development of self-esteem and social skills through learning situations (see Orientation 1)
	YEARS 2-3 Planning of learning situations and projects by cycle, integrating ICTs	YEARS 2-3 Supplement the presentation of the school projects with the Brundtland Green Schools project	YEARS 2-3 Planning of learning situations and projects by cycle, integrating ICTs
	YEAR 3 Training update on the portfolio	YEAR 3 Supplement the presentation of school project with the peer mediation project	

	Orientation 1: Place the student at the heart of the learning process	Orientation 2: Live in harmony in a safe, healthy school	Orientation 3: Develop the student's self-esteem
September	<p>YEARS 1-2-3</p> <p>Identification by the teacher of his or her students' areas of interest and learning styles (using the socio-gram, checklists, surveys)</p> <p>Meeting between the principal, complementary services staff, teachers and parents to discuss the needs of students experiencing difficulties</p> <p>Preparation of individualized education plans and individualized service programs, where required</p>	<p>YEARS 1-2-3</p> <p>Implementation of:</p> <ul style="list-style-type: none"> • the rules of conduct and safety (consistency between the classroom, the school, lunchtime and daycare services) • classroom management rules, in conjunction with the students • breakfasts, the golden broom contest, the Fluppy program • organization of recreational periods, the handball team <p>Transmission of a message to organizations concerning the rules of conduct and safety</p> <p>Evening information session for parents: presentation by students of the rules of conduct</p>	<p>YEARS 1-2-3</p> <p>Dissemination and harmonization of the classroom rules, consistent with the school's rules of conduct and safety (school code); have parents sign the school code to indicate their commitment</p>
		<p>YEAR 3</p> <p>Implementation of: the peer mediation project</p>	
October	<p>YEARS 1-2-3</p> <p>Work in cycle teams: search for solutions to help students experiencing difficulties</p>	<p>YEARS 1-2-3</p> <p>Implementation of:</p> <ul style="list-style-type: none"> • the cooperative council in every class • the student council in Cycle Three • the governing board • the parent participation organization (PPO) • the school board's nutritional policy 	<p>YEARS 1-2-3</p> <p>Organization of a "display corner" in each classroom</p> <p>Identification of a name and a slogan for each classroom or for the school, with the help of the student council</p> <p>Review of the rules for cooperative learning with students</p> <p>Organization of exhibitions, performances and commemorative events highlighting young people's achievements</p> <p>Information for parents about parenting skills workshops</p>

	Orientation 1: Place the student at the heart of the learning process	Orientation 2: Live in harmony in a safe, healthy school	Orientation 3: Develop the student's self-esteem
October	<p>YEARS 2-3</p> <p>Implementation of a mentoring system for new teachers</p> <ul style="list-style-type: none"> • organize pairs (on a voluntary basis) • plan and hold meetings <p>Organization of a teachers' discussion forum to introduce the portfolio implementation process to the school team</p>	<p>YEARS 2-3</p> <p>Active assignments given to students each month, with the cooperation of parents</p> <p>Registration in the Brundtland Green Schools network in order to identify, introduce and reinforce actions within the classroom and the school in relation to the community and the world</p>	

November	<p>YEARS 1-2-3</p> <p>Training sessions:</p> <ul style="list-style-type: none"> • use of ICTs • differentiated instruction <p>Meetings with parents:</p> <ul style="list-style-type: none"> • meeting in the presence of the student • follow-up of the individualized education plan (where necessary) <p>Information booths about coaching services for parents and offer of parenting skills workshops</p>	<p>YEARS 1-2-3</p> <p>Parenting skills workshops</p> <p>YEAR 1</p> <p>Planning, on the governing board, for improving the layout of the schoolyard, in collaboration with the community</p>	<p>YEARS 1-2-3</p> <p>Organization of a "display corner" in each classroom</p> <p>Identification of a name and a slogan for each classroom or for the school, with the help of the student council</p> <p>Review of the rules for cooperative learning with students</p> <p>Organization of exhibitions, performances and commemorative events highlighting young people's achievements</p>
	<p>YEARS 2-3</p> <p>Meetings with parents</p> <ul style="list-style-type: none"> • meeting in the presence of the student and presentation of his or her portfolio 	<p>YEAR 2</p> <p>Implementation of the plan to improve the layout of the schoolyard, in collaboration with the community</p> <p>Increase the number of volunteer parents to help out with breakfasts</p> <p>Step up activities at breakfasts</p>	<p>Information for parents about parenting skills workshops</p> <p>Organization of a meeting with parents: exhibitions and presentations of students'</p>

	Orientation 1: Place the student at the heart of the learning process	Orientation 2: Live in harmony in a safe, healthy school	Orientation 3: Develop the student's self-esteem
November	<p>YEAR 3</p> <p>Conference of the PANDA association (for students with attention-deficit disorders)</p>	<p>YEAR 3</p> <p>Follow-up on the improvement of the schoolyard layout so that it continues to be safe, in collaboration with the community</p> <p>Organization of cooking workshops for children and parents, in collaboration with the daycare service</p> <p>Continue activities at breakfast time</p> <p>Participation in a community kitchen project</p>	
December	<p>YEAR 1</p> <p>Development and carrying out of the ICT survey:</p> <ul style="list-style-type: none"> • Access to computers at home (students) • Needs of parents with respect to computer use and training 	<p>YEARS 1-2-3</p> <p>Organization of a fruit and vegetable tasting session for parents</p> <p>Preparation by students and dissemination to parents of a newsletter about living habits</p> <p>Review of the organization of recreational periods (in terms of the winter season)</p>	
January	<p>YEAR 1</p> <p>Analysis of the ICT survey results, with student participation</p>	<p>YEARS 1-2-3</p> <p>General meeting of staff:</p> <ul style="list-style-type: none"> • reminder of the rules of conduct and safety <p>Evaluation of school projects in progress</p>	<p>YEARS 1-2-3</p> <p>Meeting of school teams: preparation of self-evaluation checklists in relation to students' goals and challenges</p> <p>In the classroom, scenarios, role-playing, oral and written productions that "talk about me," in relation to learning situations (see Orientation 1)</p>

	Orientation 1: Place the student at the heart of the learning process	Orientation 2: Live in harmony in a safe, healthy school	Orientation 3: Develop the student's self-esteem
January	<p>YEARS 1-2-3</p> <p>Meeting of cycle teams</p> <ul style="list-style-type: none"> • evaluation of the first half of the year • planning of learning situations and projects integrating ICTs in relation to: <ul style="list-style-type: none"> • diet • physical activity • the environment <p>Training sessions for parents on computer use given by community organizations and increased access to computers</p>	<p>YEARS 1-2-3</p> <p>Carrying out and monitoring of school projects, e.g. breakfasts, golden broom competition, Fluppy program, organized recreational periods, cooperative councils and student councils, layout of the schoolyard</p>	
	<p>YEARS 1-2-3</p> <p>Follow-up of training sessions:</p> <ul style="list-style-type: none"> • use of ICTs • differentiated instruction <p>Individual meetings with parents:</p> <ul style="list-style-type: none"> • meeting in the presence of the student • follow-up of the individualized education plan (where necessary) 		<p>YEARS 1-2-3</p> <p>Exhibitions and presentations of students' works to parents</p>
February	<p>YEARS 2-3</p> <p>Individual parent meetings</p> <ul style="list-style-type: none"> • meeting in the presence of the student and presentation of his or her portfolio 		
March	<p>YEARS 1-2-3</p> <p>Organization of a teachers' discussion forum: sharing of how to take students' differentiated needs into account or how to help students experiencing difficulties in their learning progression</p>	<p>YEARS 1-2-3</p> <p>Review of the rules of conduct and safety to be adopted at the governing board meeting in May</p> <p>Nutrition project:</p> <ul style="list-style-type: none"> • organization of a tasting session for parents • conferences, workshops, brochures, prepared and presented by students 	<p>YEARS 1-2-3</p> <p>Presentations given by parents in the classroom</p>

	Orientation 1: Place the student at the heart of the learning process	Orientation 2: Live in harmony in a safe, healthy school	Orientation 3: Develop the student's self-esteem
April-May	<p>YEARS 2-3</p> <p>Organization of a teachers' discussion forum: sharing of prevention methods (early intervention)</p> <p>Meeting with parents on projects accomplished by children</p>	<p>YEARS 1-2-3</p> <p>Review of the organization of recreational periods</p> <p>Physical activity project:</p> <ul style="list-style-type: none"> • invite parents to attend physical education classes • conferences and workshops prepared by students for parents <p>YEARS 2-3</p> <p>Project to improve the schoolyard carried out by children, parents and the community</p>	<p>YEARS 1-2-3</p> <p>Presentation given by parents in the classroom</p>
	June	<p>YEARS 1-2-3</p> <p>General meeting of staff:</p> <ul style="list-style-type: none"> • evaluation of the success plan and the action plan • planning of the following year 	<p>Organization of a year-end celebration in collaboration with the governing board for staff, the parent participation organization and members of the community</p>

5

Evaluation of the success plan

École Lajoie has adopted a procedure to evaluate its success plan.

First, a verification will be carried out each year to ensure that the planned actions have been implemented.

Second, those involved will determine whether the objectives have been attained based on the chosen indicators, and this will provide an overview of the results of the actions over the three-year period.

Third, adjustments to the implementation and to the means chosen to achieve the objectives will be made where necessary, in order to continually improve the school's success plan.

Orientations	Objectives	Actions	Indicators	Implementation of actions				Attainment of objectives based on indicators		
				year 1	year 2	year 3	Comments Adjustments	Evaluation methods	Results	Comments Adjustments

Healthy Schools