

Sherbrooke Academy Junior

French Immersion Program

maternelle à 2^e année



Engage Enlighten Empower

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Maternelle	
92% en français	8% in English
1320 minutes	90 minutes
Programme de premier cycle 1 ^{ère} et 2 ^e années	
82% en français	18% in English
1230 minutes	270 minutes



SHOW
YOUR

HAPPY BEAR PAWS



choose
Happy

<ul style="list-style-type: none"> • Français 570 min • Mathématiques 420 min • Science et technologie 90 min • Univers social 90 min • Arts plastiques 60 min 	<ul style="list-style-type: none"> • Physical Education 120 min • Ethics and Religious Cultures, with Introduction to English Literacy 60 min • Music 90 min
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Location and History

Sherbrooke Academy Junior is situated in the Sherwood neighbourhood of Beaconsfield. An area of the Montreal West Island that offers a tranquil, small-town feeling. It is nestled between Lac St-Louis on the south side and Angell Woods on the north side. The community is a natural green space gem and sought out by families seeking proximity to parks, primary schools, recreation centres, sports programs, library and many cultural and leisure activities offered by the city. Although there are pockets of newer homes through the Sherwood area, most were built in the 1960s and vary from starter to executive homes.

Sherbrooke Academy Junior serves the community of Beaconsfield and parts of Kirkland. The school offers a French Immersion Program. Sherbrooke Academy Senior offers a French Immersion Program – Français Plus Model catering to grades 3 to 6 and is a 10 minute walk away. Sherbrooke Academy Junior is located at 230 Sherbrooke Street and Sherbrooke Academy Senior is located at 313 Windermere Road. Each school has its own principal. The Junior School currently has a population of approximately 150 students. The Senior School currently has a population of approximately 290.

We Specialize in Kindergarten to Grade 2

Sherbrooke Academy Junior is one of the only junior schools in the area. We specifically cater to kindergarten, grades one and two students. We have a strong academic program that provides the foundation for our students to transition to the Senior School, which offers the *Français Plus Model*, allowing students to continue in the French Immersion Model up to Grade 4. Or, after grade 2, our students can opt to continue in various other programs.

In the junior years, parents and teachers get to know the child's full potential, strengths, and interests. It is during this period that the best approaches are uncovered to enable the child to flourish academically and socially. Thus, providing critical information on choosing the best program suited for the child when moving on to the senior years of elementary school.

Physical Education



The goal of the Physical Education Program is to encourage students to develop and improve their physical, mental, social, and emotional well-being through physical activities. Classes are held in our gymnasium or outdoors. Our gymnasium includes a stage, large screen and projector for assemblies and can easily accommodate approximately 354 people.

Music

Students are introduced to music through the exploration of various genres of music, instruments, rhythms, dance, singing, and more. During the year, students have the opportunity to showcase what they have learned in various school assemblies, concerts, and activities. Classes are held in our music room or gymnasium.

Facilities

Our school is surrounded by ample green space and a forest that borders a park, baseball and soccer fields, and an outdoor skating rink. The children have access to a large fenced-in playground with jungle gyms, artificial turf, grass, pavement, park benches, and an outdoor classroom. The school is housed in a two-storey building. There is a gymnasium with a stage, overhead projector, and screen. The daycare has its own wing, with separate entrance. Also on the first floor we have a gross motor room, the *Bouge Room*, and a Music Room. On the second floor there is a Commons Learning Centre, Art Room, and *Room to Breathe*. We also have a Teaching and Learning Centre (TLC).



Commons Learning Centre

Our Commons Learning Centre has evolved from a combination library and computer lab into a full-service learning, research, and project space. The modern commons is a meeting place which offers at least one area where students can rearrange furniture to accommodate impromptu planning sessions or a quiet place to work. In response to assignments, which have taken a creative and often collaborative turn in the past two decades, the learning commons provides areas for group meetings and tools to support creative efforts. The learning commons' strength lies in the relationships it supports, whether these are student-to-student, student-to-teacher, student-to-equipment, or student-to-information. It is a place alive with the voices of students working together; kinds of connections that promote active, engaged learning. The Centre also has a green wall for filming. The facilities are located on the second floor.

Art Room

The school also has a designated art room, with sink and tables to accommodate our students' creativity.

Bouge Room

The *Bouge Room* is a gross motor room offering the unique opportunity for students to play and have fun, while developing confidence in multiple areas of gross motor development, including climbing, running, jumping, ball skills, and balance.

Room to Breathe

The *Room to Breathe* encourages students to practice mindfulness. Studies have shown that mindfulness in schools improve a range of cognitive, social and psychological benefits.

Conference/Multi-Purpose Room

By the school lobby there is a conference/multi-purpose room that is used as a meeting room for parents and staff and also serves as a classroom for various extra-curricular activities.

Teaching and Learning Centre (TLC)

Our TLC is an area that meets the needs of students identified as requiring movement breaks, quiet area to work, coaching or some academic support. It is staffed by teachers and support staff.

Outdoor Classroom

Sherbrooke Academy Junior has an outdoor classroom which allows our children to benefit from the forest and nature of our property. The outdoor classroom is equipped with a blackboard, stools, and storytelling area.

School Forest

The school's property includes a small forest, in which students explore nature.

Playground Equipment Sets and Synthetic Soccer Turf

Our school yard has two playground equipment sets located in each of the kindergarten and cycle one yards. In the cycle 1 yard we also have a synthetic soccer turf area and basketball area.

The school yards are located adjacent to a forest facing Heights Park which has baseball and soccer fields, and in the winter, a skating rink, along with a play area.

Daycare Services

Sherbrooke Academy Junior has a separate daycare wing, with easy front access and two large classrooms. This is a government daycare program for kindergarten to grade 2 at \$8.20 per day (with a minimum enrolment of 3 days per week as per the Ministère de l'Éducation et de l'Enseignement supérieur (MEES). Part-time daycare is available at a higher rate of \$12.50 per day for 1 or 2 days a week. Lunch supervision is included. For those not registered in daycare and opt for lunch supervision services only, the cost is \$2.25 a day. The Daycare is open from 7:00 to 8:00 and 14:30 to 18:00 during school days. On pedagogical days the daycare is open from 7:00 – 18:00. For daycare services, students must be registered. All inquiries for daycare and lunch services are to be addressed to the daycare technician, Tracey Brenie, at (514) 697-5699. All fees are subject to change on an annual basis.

School Bussing Services

In general, if any Kindergarten child lives more than one half mile (0.8 km) away from the school and is “zoned” to come to this school, bussing will be provided by Lester B. Pearson School Board*. Bussing is provided for students in Grades 1 to 2 who live within the school territory, but more than one mile (1.6 km) from the school*.

*** Exceptions: No bussing is provided for students who do not reside in the school territory or for those students who live within walking distance of another Lester B. Pearson school offering a similar program.**

Sustainable Happiness PAWS Program

We believe that learning is directly dependent on children’s attitude towards the task of learning. Children excited about learning and focused on getting along with others will do their best in school.

Sherbrooke Academy Junior implements Positive Behaviour Interventions Support through our Sustainable Happiness PAWS Program, which is based on encouraging students to **P**ause –Think-Respect; **A**cept Responsibility; **W**ork Together; **S**tay Safe. Our program guides students to ensure success by creating a positive, safe, and nurturing environment. At our school we encourage all our students to reflect before making choices by following the PAWS principles:

1. Are you being **respectful**?
2. Are you being **safe**?
3. Are you being **responsible**?



We also understand that we learn from our mistakes. It is important to acknowledge our mistakes, take responsibility for our mistakes and reflect on how to make better choices. Through reflection our children are encouraged to review how better choices can be made.

Our program is basically a systematic approach for achieving social and academic goals while preventing problem behaviours with ALL students.

Purpose of our PAWS Program

The purpose of implementing the PAWS Program is to establish and maintain a safe and effective school environment that maximizes the academic achievement and socio-emotional behavioural competence of all students.

Components of the PAWS Program

- Common approach to discipline
- Positively stated school-wide expectations of all students and staff

- Consistent use of an acknowledgement system and a consequence system
- Behaviour expectations are taught to students
- Procedures for monitoring and evaluating the effectiveness of the program on a regular basis

Guiding Principles

Academic achievement and expected behavioral skills are the results of school, staff, and families working together to provide a continuum of support for all students.

A continuum of academic and behavioral support includes:

- School-wide instruction for all students (Core Instruction)
- Instructional interventions for students who are at risk for academic or social and behavioral needs (Supplemental Instruction)
- Individualized instruction for students with intense or chronic academic or behavioral needs (Intensive Instruction)

Data Driven

Data is collected to determine the implemented program effectiveness. The data is also used to determine the required changes to make the program more effective for all students. The team uses the data to identify students who may need more instructional or individualized support in order to be successful.

Engaged Teachers and Staff

We are very fortunate to have teachers and staff who care, work collaboratively and support each other, all benefitting the children. This facilitates a smooth progression of learning. The majority of our lunch and after school activities are facilitated by our very own teachers: *Drama Rama, Art, All Sports, Social Action, Choir, and Dance Fun Fridays*, are a few of the activities offered. We showcase our students' talents through two concerts a year: Winter and Spring. This talent is also showcased during our grade 1 *guignolée* (caroling) in December, within our school neighbourhood, and celebration of learning in March.

Community Partners

Through our community partners, such as Collective Community Services, Missing Children's Network and local universities, our students benefit from social skills groups, music and art therapy, social skills workshops, safety workshops, guest speakers and various after school clubs.

Government Grants

Through government grants we offer language heritage classes after school in Spanish and Italian; and we are looking to expand. We have been able to invite authors, organized interactive-presentations, attend theatre presentations, experience outdoor activities, and more.

Mission, Vision and Values

We offer students the opportunity to develop through a diverse and challenging curriculum and a wide range of activities. Students are given ownership of the learning process and are encouraged to actively participate in their own education by setting personal goals and practicing on-going self-evaluation. Our inquiry based programs and activities encourage students to discover their interests and strengths. All this takes place in a safe, caring, and supportive school environment that fosters a happy, positive attitude and allows students to challenge themselves and be risk-takers, without the fear of being judged.

Our Mission

Engage Enlighten Empower

These words represent the cornerstone of our educational philosophy. They also define our commitment to education and represent the aspirations we have for all student learning experiences, in the classroom and beyond.

In partnership with parents, we strive to equip our students with 21st century skills – creativity and innovation, critical thinking and problem solving, communication and collaboration.

Our Vision

Sherbrooke Academy Junior provides exceptional learning opportunities for the globally connected student. A nurturing environment, a recognized curriculum by the Quebec Ministry of Education, and our highly involved community facilitates exceptional achievements. Together we take action to make the world a happier place.

Our Core Values

We understand that values go beyond words. Our values are a behavioural blueprint that shape who we are as individuals and as a school community. In all that we do, we ask ourselves – *does this promote our values?*

Respect

- We respect ourselves and respect others for their talents, diversity, skills and contributions.
- We will cooperate with each other, learn and have fun together to achieve the best we can be.

Safe

- We create an inviting, respectful, and nurturing learning environment by practising kindness and acceptance of one another.

Responsible

- We take pride in all that we do and are accountable for our actions.
- We believe that integrity is the heart of all lasting relationships and endeavours, and we will work with each other in good faith.

<p>Learners need to feel safe, valued, and supported in order to learn. We create an inviting, respectful, and nurturing learning environment.</p>	<p>Learners construct knowledge through social interaction. Learners expand their knowledge of the world, building understanding, and create new ideas through individual and collaborative questioning, evaluating, and revising.</p>
<p>Learners progress along a developmental continuum. Learners move through similar stages of development at their own rate and in their own way. We measure learning in a variety of ways, and gauge achievement on a continuum in tandem with program learning expectations.</p>	<p>Learning is optimized within stimulating and thoughtfully created environments. Our learning spaces are welcoming for each stage of development. Opportunities for learning use a wide range of resources, including educational technology, and evidence of student thinking is displayed in a variety of ways. Learning engagements are inspiring, thought provoking, and relevant.</p>
<p>Learners are competent, creative and full of potential. We respect learners' capabilities and build on their varied experiences, prior knowledge, and perspectives. We provide learners with opportunities to express themselves, discover new interests, and challenge themselves to maximize and become actively responsible for their own learning.</p>	<p>Learners develop and express their understanding in a variety of ways. Learning looks different at each stage and reflects learners' individual strengths, needs, and learning styles. Teaching is differentiated to meet these individual traits, and learners are provided various options for processing and demonstrating their learning.</p>
<p>Learners make the best progress toward their academic potential when they are challenged with high standards. We expect the best of our students and hold them accountable to challenging standards of performance. They know what excellence looks like and what it takes to achieve it.</p>	