



Boucherville Elementary School

800, rue du Père-Le Jeune
Boucherville (Québec)
J4B 3K1

Educational Project 2019-2022



Riverside School Board

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The Educational Project

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1. PURPOSE AND DEFINITION OF THE EDUCATIONAL PROJECT

The educational project is a strategic tool through which an educational institution can define and communicate to the educational community the policy orientations, the action priorities, and the expected results to ensure the educational success for all students, in both the youth and adult sectors. It reflects the characteristics and needs of the students who attend the educational institution and the expectations expressed in the community in terms of education. Resulting from a consensus, the educational project is prepared and implemented through the collaborative efforts of various stakeholders concerned with the institution: students, parents, teachers and other staff members (daycare service, secretary, etc.), as well as the community and school board representatives.

The educational project therefore forms part of a process designed to promote coordinated action and synergy among the various levels of the education system (MEES, school boards and educational institutions), with due regard for their specific areas of autonomy and characteristics.

2. LEGAL FRAMEWORK

The educational project between Boucherville Elementary School and the Riverside School Board is conceived and written within the framework of 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.

EDUCATION ACT

Section 36

“A school is an educational institution whose object is to provide to the persons entitled thereto under section 1 the educational services provided for by this Act and prescribed by the basic school regulation established by the Government under section 447 and to contribute to the social and cultural development of the community. A school shall, in particular, facilitate the spiritual development of students so as to promote self-fulfillment.

In keeping with the principle of equality of opportunity, the mission of a school is to impart knowledge to students, foster their social development and give them qualifications, while enabling them to undertake and achieve success in a course of study.

A school shall pursue this mission within the framework of an educational project.”

Section 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."

Section 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."

Section 74

"The governing board shall analyze the situation prevailing at the school, principally the needs of the students, the challenges tied to student success and the characteristics and expectations of the community served by the school. Based on the analysis and taking into account the commitment-to-success plan of the school board, the governing board shall adopt the school's educational project, oversee the project's implementation and evaluate the project at the intervals specified in it.

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."

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."

Section 83

"Each year, the governing board shall inform the parents and the community served by the school of the services provided by the school and shall report on the level of quality of such services."

97.2. 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. STEERING COMMITTEE FOR THE PREPARATION OF THE EDUCATIONAL PROJECT

Jenny Brousseau	Principal
Ashley Beerworth	Special Education Technician
Laura Pescolla	Teacher
Vanessa Aboud	Teacher
Maria Giannuzzo	Teacher
Valerie Ducharme	Teacher
LouAnn Paul	Resource Teacher

4. CONSULTATIONS HELD FOR THE PREPARATION OF THE EDUCATIONAL PROJECT

October 10, 2018	School Success Team	Organized by RSB	Riverside School Board
November 20, 2018	School Success Team	After-school meeting	Boucherville Elementary
November 21, 2018	Governing Board	Regular meeting	Boucherville Elementary
November 29, 2018	PPO	Regular meeting	Boucherville Elementary
December 3, 2018	School Success Team	Organized by RSB	Riverside School Board
December 17, 2018	School Council	Regular meeting	Boucherville Elementary
March 11, 2019	School Success Team	After-school meeting	Boucherville Elementary
March 15, 2019	SET & SS team rep.	Daytime meeting	Boucherville Elementary
March 18, 2019	SS Team & RSB consultants	After-school meeting	Boucherville Elementary
March 20, 2019	SS Team rep & principal	Daytime meeting	Boucherville Elementary
March 26, 2019	School Success Team	Half-day meeting	Boucherville Elementary
April 1, 2019	School Council	Special Meeting	Boucherville Elementary

5. SCHOOL CONTEXT

Boucherville Elementary School (BES) is the only English language school in Boucherville, located on the South Shore of Montreal. We serve students with eligibility residing in Calixa-Lavallee, Verchères, Varennes and all of Boucherville territory. We also have a number of students coming from out-of-zone due to parent workplace but especially due to the quality of our services. A large portion of its population comes from middle to high socio-economic backgrounds, which in turn results school fees paid in totality by the end of the school year.

According to official data from our 2018-2019 statistics, BES counts 205 students, equally divided between girls and boys. 72.2% of our clientele are francophone families while 25.8% are Anglophones and 2% have a different mother tongue. Within this community, there are 55 students with an IEP and 10 students who have a special needs code recognized by MEES. All our students are integrated into regular classes. Best practices to enhance learning potential have been implemented by our structured resource model and through a team teaching approach. Almost all classes have a fairly small teacher/student ratio. Especially in the lower levels up to Grade 2, there are less than 18 students in each class, therefore helping support for early intervention.

At BES, we are committed to providing a safe learning environment where all our students are given the opportunity to become well-rounded, respectful and caring individuals ready to embark on a journey of academic excellence. The principal alongside over 30 employees, comprised of teachers, special education technician, daycare personnel, attendants, secretary and caretakers, all work hand in hand to create a positive atmosphere that encourages life-long learning and fosters good citizenship. We are fortunate to have a close-knit and dedicated staff who has high expectations for our youth and are always looking for ways to innovate and motivate.

Proud to be a part of Riverside School Board (RSB) whose graduation rate for the 2010-2017 cohort is ranked 3rd in the province, BES students continue to perform above the school board average. Although very satisfied with our academic success rate, we recognize that students can lack confidence in completing a task on their own or feel insecure once everything had been submitted. Our goal is to help them move from a fixed mindset to a growth mindset as they realize they have all the academic skills they need to succeed.

Furthermore, we have observed a significant gap between our boys and girls' success rates particularly in English language arts. This gap has also been noted in our fellow schools at RSB. Despite the fact that our male students also have a relatively high average, it is important to note that within the data of the C2 competency (Reading Comprehension) 26 out of 32 academic classes (81%) the boys have a lower

average than the girls. This is why we have decided to work towards reducing this gap by first focusing on reading comprehension results and developing strategies to improve report card marks.

Due to the fact that our groups are usually small, the statistical data provided for analysis is often difficult to interpret. Individual results can have drastic influences on the group success rate. We, therefore, remain very cautious when analyzing data from evaluation results. The size of our population is also a factor when calculating a general percentage rate with respect to behavior/discipline issues. This does not prevent us from working towards the best results possible.

Being an English school with a predominantly francophone population, BES' Governing Board accepted to become part of pilot project proposed by Educational Services. We now offer the French immersion course as well as two other subjects taught in French. This will increase language proficiency in both languages. Focusing more on the reading and writing competencies, this initiative has answered a long-time demand from our population.

At BES, we strongly value the collaboration that exists between the school and our parent volunteers, represented by our dynamic Parent Participation Organization (PPO). Together, we have been able to offer our students quality projects to enhance their learning experiences. We are particularly proud of our welcoming library, our warm Oasis room, our gymnasium and all its wonderful equipment, our iPad lab and robotic resources, our inspiring music room and beautiful outdoor classroom accessible to all. Soon, we will be able to offer our staff the means to provide back-to-the-basics opportunities for our students with our brand new cooking lab. The PPO is very attentive to the needs of our school and assists us to move forward and grow. We believe that the school and its families have a binding sense of community that definitely defines us at BES. To help our students reach their full potential in all areas of their life. We offer a variety of cross-curricular activities, which include our coding club, intramural sports through SSIAA, cup stacking, girls and boys' social groups as well as numerous academic workshops. The following events promote a sense of belonging and community at BES: Remembrance Day ceremony, Reading Week, Carnival Week, Science Fair, whole school thematic projects, Christmas/Spring Concert, Kindergarten and Grade 6 Graduations, Scholastic Book Fairs, Annual Spell-O-Thon and Spelling Bee, our Kindness month challenge, etc.

We are particularly proud to raise global citizens at BES and constantly give back to charitable organizations. Every year, we make sure to follow our civil responsibility while showing our students that it is more important to give than to receive. We have now become members of the WE organization which pushes all of us to consider the Greater Good when planning out our activities. We strongly believe that our students can become great advocates for the environment and other causes they choose to pursue. This is why we continuously encourage and celebrate their initiatives to make the world a better place. Our annual Christmas Market organized by Grade 6 students, our Food Basket Drive and Used Book Sale in which the whole school participates, our Slam poetry for Cycle 2 and 3 classes, as well as our Recycling initiative are great examples happening at BES.

BES is definitely a school where each individual's strengths are valued. It is a place that promotes respect for everyone, encourages academic excellence and fosters a good sense of belonging to all its community. Participating in the RSB's collective effort (low drop-out rate and high graduation rate), and withstanding all of the obstacles to academic and social fulfillment, the staff rises to the challenge daily to offer stimulation, encouragement and a good education.

Our school-wide discipline plan has created cohesion among all members of its community. Our aim, however, is to decrease the number of incidents in order to foster a safe and caring school for all. At BES, we are committed to sustaining a safe and respectful school for all. We accentuate positive actions and follow-up on incidents where our expectations have not been met. Recently, we have implemented new activities and programs in order to focus on prevention with our Chill Zone, Skills Training Recess, Self-Regulation classes and our mindfulness activities. We plan to pursue and develop more of these initiatives to better equip our students and help all of them become readily available for learning.

Mission Statement of Boucherville Elementary

Boucherville Elementary is committed to provide an inclusive and stimulating learning environment where students feel safe and confident in order to become respectful, proficient and engaged citizens dedicated to reach their highest potential.

Our Vision

BES will *be a model of positive mindset*
BES will *embrace mistakes as a part of learning*
BES will *be a hub of creative exploration, the power of play, and project leadership*
BES will *guide students to be active and engaged, global-minded citizens*
BES will *inspire its community to make a difference*

Our Values

- B** — e curious, creative & confident!
uild autonomy and a growth mindset
- E** — ngage, learn & grow!
mpower critical and reflective thinkers
- S** — how empathy!
upport social and academic development of future world citizens

STATISTICAL PORTRAIT OF OUR SCHOOL COMMUNITY

Evolution of BES student population	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	Projection 2019-2020
Number of students	174	184	186	196	205	215

Number of students per Cycle						
	Kindergarten	Cycle 1	Cycle 2	Cycle 3	Special Ed.	Total
2018-2019	30	64	59	52	0	205

Number of students per Gender		
	Boys	Girls
2017-2018	93	93
2018-2019	103	102

Daycare Service		2017-2018	2018-2019
	Regular students	96	117
	Sporadic registrations	23	21
	Proportion of students attending daycare	60.7%	67.3%

STUDENT PROFILES

Socio-linguistic profile of students		
Birth place	Out of 205 students	% in 2018-2019
Born in Canada	195	95%
Born outside of Canada	10	5%
Mother tongue	Out of 205 students	% in 2018-2019
French	148	72.2%
English	53	25.8%
Other language than French or English	4	2.0%

Socio-economic context				
School Year	Low Income Cut- Off Index defined as the level of income by which families are estimated to spend 20% more than the overall average on food, shelter and income	Decile Rank (LICO)	The Socio-Economic Environment Index made up of the proportion of families with children whose mother does not have a diploma and the proportion of households whose parents were not employed during the Canadian Census reference week	Decile Rank (IMSE)
2016-2017	4.87	1	4.35	2
2017-2018	4.04	2	2.79	1

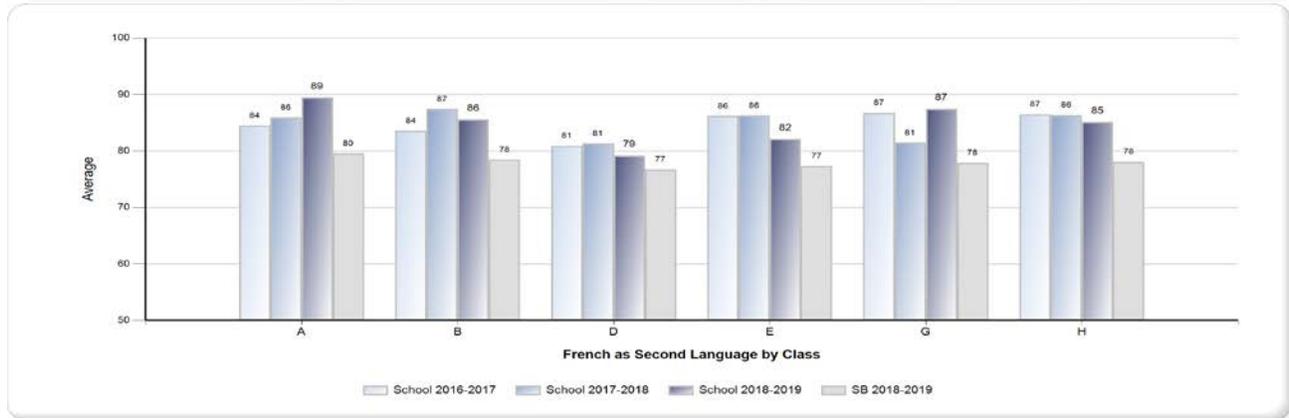
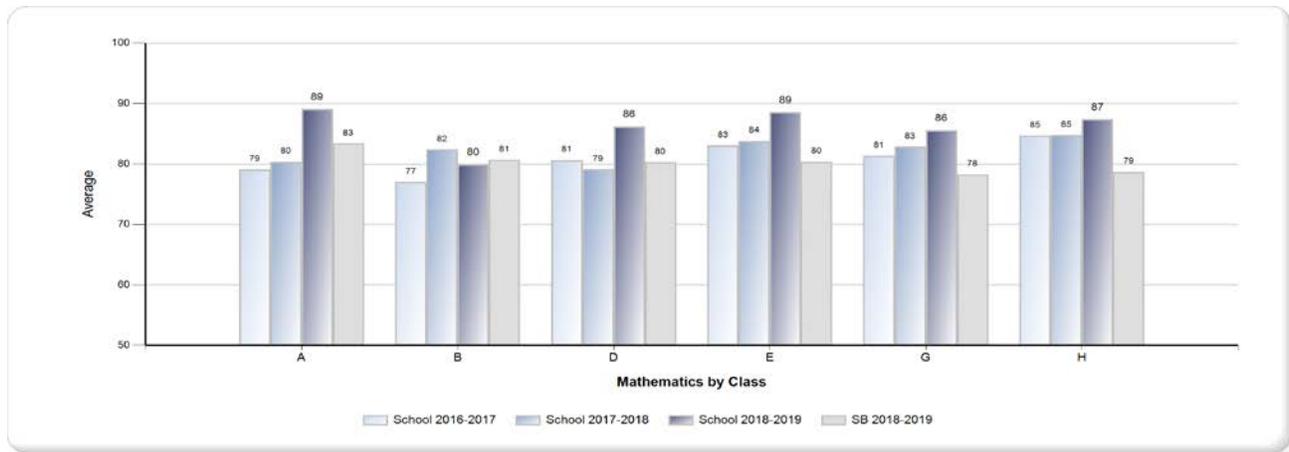
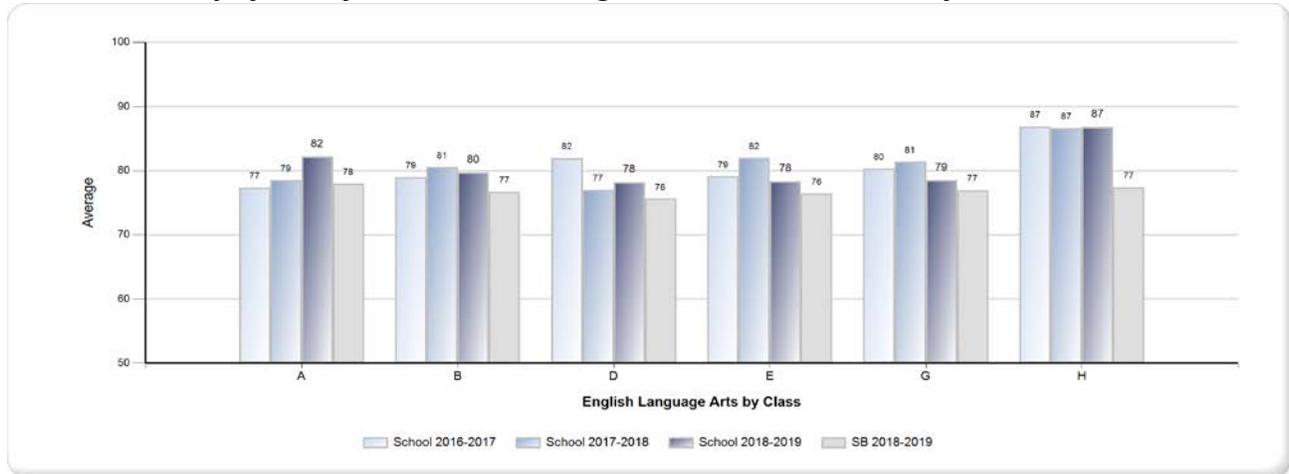
CARACTERISTICS RELATED TO SCHOOL SUCCESS

	Percentage of students having a MEES code for difficulty	Percentage of students having an Individualized Education Plan	Percentage of students benefiting from French linguistic support
2017-2018	4%	20%	6%
2018-2019	5%	27%	5%

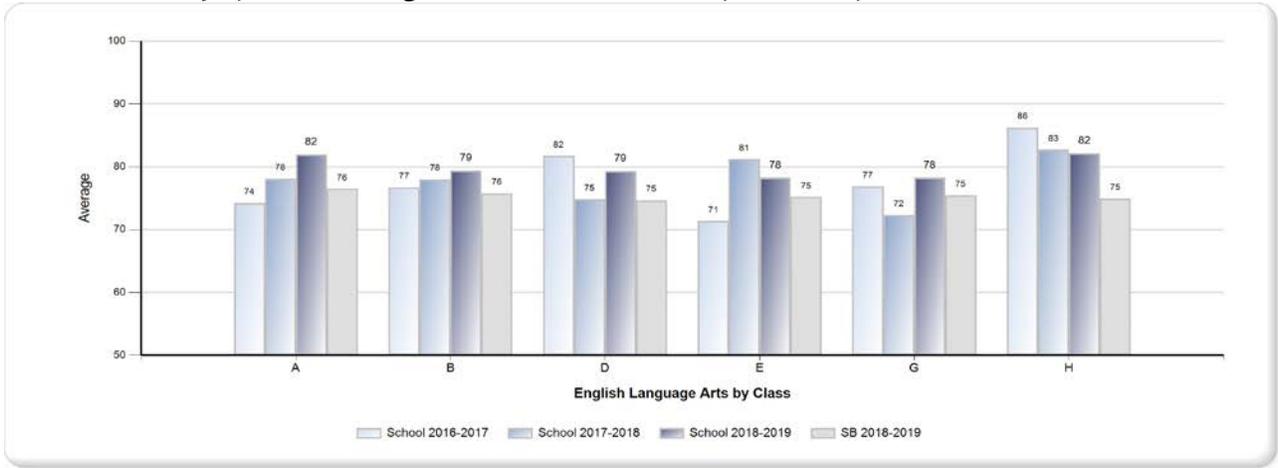
School Board Services offered	<ul style="list-style-type: none"> - Speech and Language Pathologist - Psychoeducator - Psychologist - Special Education Consultants - Educational Consultants - Behaviour Consultants - Spriritual Animator
Community Services offered	<ul style="list-style-type: none"> - Police of Longueuil - CISSS : nurse, dental hygienist, social worker - City of Boucherville

ACADEMIC RESULTS RELATED TO STUDENT SUCCESS

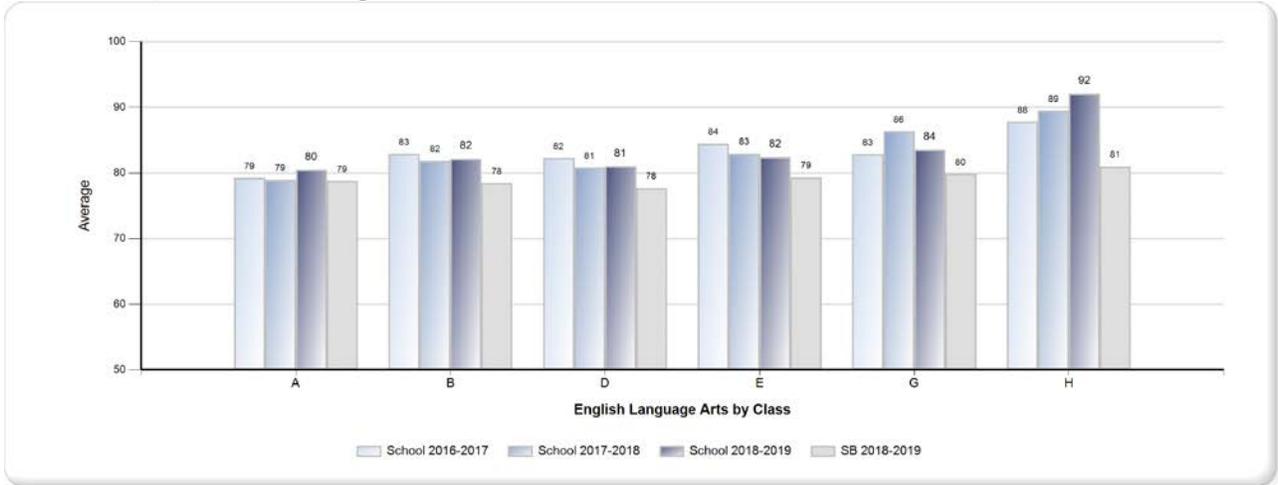
Summary of End-of-Year Results - Progression Over Three Years for all students



Summary of Results - Progression Over Three Years for MALES for ENGLISH LANGUAGE ARTS



Summary of Results - Progression Over Three Years for FEMALES for ENGLISH LANGUAGE ARTS



C2 ELA				
	BES	RSB	BES Boys	BES Girls
2017-2018	86.1	76.5	81.1	89.7
2016-2017	84.3	73.9	83.5	85.4
2015-2016	87.1	74.3	83.3	88.9

ELA and FSL Grade 6 results – Three year progression as of June for BES								
June 2018			June 2017			June 2016		
ELA (70%+)	FSL (70%+)	ELA & FSL Combined (70%+)	ELA (70%+)	FSL (70%+)	ELA & FSL Combined (70%+)	ELA (70%+)	FSL (70%+)	ELA & FSL Combined (70%+)
29/33 87.9%	31/33 93.9%	28/33 84.8%	22/22 100%	21/22 95.5%	21/22 95.5%	22/22 100%	22/22 100%	22/22 100%
Results compared to Grade 6 across Riverside School Board								
654/766 85.4%	656/766 85.6%	594/766 77.5%	612/765 80%	636/765 83.1%	554/765 72.4%	549/686 80%	584/686 85.1%	501/686 73%

6. CONSISTENCY WITH THE COMMITMENT-TO-SUCCESS PLAN

In an effort to reach MEES' broad area of intervention, Boucherville Elementary School's Educational Project aligns its orientations with Riverside School Board's Commitment-to-Success Plan to ensure that all its students achieve their full potential. First, it relates to the Riverside's priority of providing an inclusive, healthy, safe, stimulating and creative environment for all its students. By offering our students self-regulation strategies and helping them develop a growth mindset, we will in turn, empower more confident learners, able to take risks and persevere. Secondly, it addresses the need to reduce the gap in success between various groups of students, in particular the difference between boys and girls, more specifically with regards to comprehension, as well as our at-risk students with regards to dealing with emotions. Finally, it aligns well with Riverside School Board's objective of ensuring a high level of language proficiency because we will develop strong literacy skills through the use of media in both languages of instruction, with emphasis on reading comprehension of non-fiction texts. (EA, Sections 37 et 97.1)

7. CHALLENGES, ORIENTATIONS, OBJECTIVES, INDICATORS AND TARGETS SPECIFIC TO THE SCHOOL

Boucherville Elementary School will focus on the following:

Challenge One: Social and Emotional Well-being for all students	
ORIENTATION 1	To improve self-regulation skills for our at-risk students
OBJECTIVE 1	To raise awareness of the range of emotions and how to deal with them
INDICATOR	Percentage of at-risk students using self-regulation vocabulary, by cohort
TARGET	60% of at-risk students by 2022
ORIENTATION 2	To improve growth mindset in academic experiences
OBJECTIVE 1	To raise awareness that we learn from our mistakes
INDICATOR	Percentage of students linking growth mindset to personal school success, in the BES Growth Mindset Survey
TARGET	80% of student population by 2022
Challenge Two: Reading Comprehension for all students	
ORIENTATION 1	To improve reading comprehension skills of all media in both English and French
OBJECTIVE 1	To reduce the gap between boys and girls in the C2 competency (comprehension)
INDICATOR	The C2 mark on the report card
TARGET	Decrease the gap by 6% by 2022

8. REPORTING ON THE EDUCATIONAL PROJECT

After defining the context and choosing the policy orientations and objectives, the school must implement and monitor the commitments made in the educational project. The school must report to their community in December and in May of every year.

Reporting involves evaluating the educational project and presenting the evaluation results to the community. The school/centre must monitor and examine the extent to which the objectives have been achieved and the effectiveness of the measures it has applied to fulfill its commitments.

From a continuous improvement standpoint, evaluation also provides an opportunity to share innovative practices so that they can be incorporated into everyday pedagogical practices. The Governing Board must provide the education community with information on the school team's choices and the results (Education Act, sections 75 and 109.1).

9. SIGNATURES

Signed at Boucherville Elementary School, Boucherville, this 18th day of June, 2019

Jenny Brousseau Principal, Boucherville Elementary	Sylvain Racette Director General, Riverside School Board

Steering Committee:

Laura Pescolla Teacher	Vanessa Aboud Teacher
Maria Giannuzzo Teacher	Valerie Ducharme Teacher
LouAnn Paul Resource Teacher	

Other collaborators in the development of our educational project:

Evans Henry on behalf of GB Parent and BES Governing Board Chair	Amanda Glancey on behalf of School Council Teacher and School Council Chair
Marianne Petit on behalf of PPO Parent and BES PPO Chair	Ashley Beerworth Special Education Technician
Barry Dobbs RSB Education Consultant	Giuseppina Salvatore RSB Education Consultant
Michael Pellegrin RSB Education Consultant	