



ÉCOLE TERRY FOX
TERRY FOX SCHOOL

Terry Fox School

1648, rue Langevin
Saint-Hubert (Québec)
J4T 1X7

Educational Project 2019-2022



Commission scolaire **Riverside**
Riverside School Board

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 the school and 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

Mario Giulione	Principal
Kathy Aimola	Teacher / Staff Assistant
Deborah Paterson	Teacher / Governing Board Member
Jacqueline Hinds	Teacher / Governing Board Member
Joannie Lafontaine	Teacher
Sophie Archambault	Teacher
Arpy El-Bayeh	School Secretary
Katrina Boismier	Daycare Coordinator / Governing Board Member
Linda DiNardo	Daycare Educator / Attendant / Governing Board Member
Samantha Chiu	Parent / Governing Board Chair
Darren Pountney	Parent / Governing Board Vice-Chair
Nathalie Monchamp	Parent / Governing Board Secretary
Krishna Bishop	Parent / Governing Board Member / RSB Parent Representative
Kathleen Jacques	Parent / Governing Board Member

4. CONSULTATIONS HELD FOR THE PREPARATION OF THE EDUCATIONAL PROJECT

Friday October 12, 2018	School Success Team	Large Group Discussion	RSB
Thursday November 22, 2018	RSB Directors Support	Information Session	CRHS
Monday December 10, 2018	School Success Team	Staff Meeting	Terry Fox
Wednesday December 12, 2018	School Success Team	Large Group Discussion	RSB
Wednesday February 6, 2019	Teaching Staff	Staff Meeting	Terry Fox
Tuesday February 19, 2019	Governing Board	Meeting – Focus Group	Terry Fox
Tuesday February 26, 2019	Daycare Educators Group	Meeting – Focus Group	Terry Fox
Thursday March 14, 2019	Staff & RSB Support team	Meeting –Group Discussion	Terry Fox
Tuesday March 19, 2019	Parents/School Community	Online Survey	Online
Monday April 1, 2019	Teaching Staff	Staff Meeting	Terry Fox
Tuesday April 2, 2019	School Success Team	Large Group Discussion	RSB

5. SCHOOL CONTEXT

In 1984-85, the school population in the St. Hubert area had declined so much that a decision was made to amalgamate the two existing English schools giving birth to Terry Fox School. At the time, it offered an English program only. In 1989, the French Immersion program was introduced with 31 students registered at the Kindergarten level. The school maintained both streams until 1997-98. On July 1, 1998, Terry Fox School joined Riverside School Board (RSB). At this time, a reorganization of services occurred whereby the two streams were separated. Vincent Massey School received all of the students in the English stream and Terry Fox School continued to offer the Immersion Program. The percentage of French and English being taught in certain subjects has changed over the years depending on the needs of its population. We presently use a 50/50 model where students spend half of the day in French and the other half in English.

The Terry Fox Educational Project was created during the 2014-2015 school year. The vision of Terry Fox School is to foster a strong sense of respect, responsibility, perseverance, autonomy and interpersonal skills in its students so that they may become caring, critical thinking and confident citizens.

Our Mission Statement: Terry Fox is an inclusive community school with a warm, nurturing and safe environment. We support and guide all students through their own learning experiences in a supportive atmosphere. To become successful, life-long learners, we encourage honesty, empathy, healthy well-being, cooperation and effective communication in both English and French.

Our Motto: “Making a difference, one child at a time.”

Terry Fox School services a large area of St. Hubert students who qualify for English education. The population is 50.5% French and 42.5% English mother tongue. In the past 3 years, Terry Fox School has seen an increase in its school population. Our numbers have gone from 160 students in previous years, to a projected 208 students registered in 12 homeroom classes in 2019-2020. We have 18 teachers plus 8 support staff (secretary, daycare coordinator, behaviour technicians, attendants, and two caretakers).

The NEST program was moved to Terry Fox School in 2018-2019. There are seven full-time students and one part-time student registered in this Regional program aimed at servicing children who require a smaller classroom environment and some extra attention to maximize their chance for success. These students are also given strategies on how to control their impulses and emotions while being challenged academically at the same time. The ultimate goal is to have the students integrated progressively into our regular classrooms.

As a school with a socio-economic factor of 8 we are fortunate to receive the support of various community organizations that help us ensure that our students are given the resources they require to be successful. For example, the Laflèche Optimist Club provides 20% of our students with school supplies at the beginning of the year and Generations Foundation in supplies healthy snacks and breakfast foods as well as lunches whenever needed. The Panacea Foundation provides food and supplies to families in need upon request.

It is a school priority to work in partnership with our parents and our community. Parent involvement in school life has grown with increasing numbers attending Open House and our Parent-Teacher interviews, as well as participating in various outreach activities. Our goal is to include parents in a more meaningful way in decision-making by actively seeking their input through surveys (see attached). We are continuing to push forward for an even greater number of parents to get involved by increasing the number of times that we invite parents to events (Talent Show, Spring Concert, Remembrance Day Ceremony, to name a few).

We are proud of our language proficiency rating. The percentage of students achieving 70% or more in both English and French at Terry Fox (2018) was 84.2, ranking us in the top five of Riverside School Board's elementary schools. Despite this level of success, we are always seeking ways to increase and improve levels of literacy and we will continue to do so.

With regards to our results (see attached documents: grades for 2016, 2017, 2018), we would like to put an emphasis on improving outcomes in Mathematics, especially compared to other Riverside School Board Schools. We as a staff and community believe that it is important to develop the "critical thinking" and "problem solving" aspects of learning. We acknowledge that moving forward, a person's ability to adapt will be essential. We wish to put the emphasis on this part of education so that that may leave Terry Fox School with an increased chance for success at the high school level.

While we believe that we are building a culture of nurturing and caring, we were disappointed with our OurSchool Survey results in this area. Only 48% of students felt safe attending Terry Fox School in Grades 4, 5, and 6; the Canadian norm for these grades is 65%. In addition, 53% of the girls and 42% of the boys felt safe attending school. The Canadian norm for girls is 66% and for boys is 64%. Our goal is to close these gaps and in fact surpass the Canadian average by 2022.

6. CONSISTENCY WITH THE COMMITMENT-TO-SUCCESS PLAN

In looking at our Commitment to Success Plan, we will continue to pursue the targets that we set forth. It will be important for us as a community to improve the facilities as well as the level of engagement and motivation. We believe that a student who is comfortable and proud in his or her surroundings, he or she will be more likely to feel safe at school, attend on a consistent basis, and try to do their very best.

Riverside School Board Area of Focus

To implement and sustain systemic and structured collaboration around student success.

School Priorities

	Priority 1	Priority 2
What is the issue? (What does it look like and sound like now?)	The students at Terry Fox need to have their education take place in a modern and pertinent setting where they feel inspired and motivated to move forward to the next level.	Terry Fox is a building that will be going through several renovations in the coming years. This extensive overhaul will be necessary and beneficial in helping to bring our school up to modern standards. These changes will allow students to be proud of their school and feel safe and motivated in a clean and stimulating environment.
What is the desired outcome in terms of student success? (What would you want it to look like and sound like?)	We aspire to create an atmosphere in each of our classes where the students are motivated and want to learn. We believe that by investing in teacher training, continuing with best practices, and being on the cutting edge of new methods, our students will be eager to learn and get stronger every year. We want to see students engaged in their classroom and getting into less trouble. Results should naturally get better.	The focus of our renovations will be to renew our hallways and classrooms. The bathrooms will be re-done in the summer of 2019 and much of our fundraising efforts will be going towards improving our back yard. Once the students see that we are investing in improving their environment, their levels of confidence, self-worth, and motivation will all increase.
What are some steps to get there?	Allowing teachers to go to Professional Development workshops so that they can improve at their craft. It will be important for them to share their expertise and use Pedagogical days for this purpose. We will also schedule shared planning time (by cycle) so that there can be more collaboration between colleagues.	We have created an ongoing calendar of fundraising activities and wish to solicit our community, Riverside School Board, and the City of Longueuil for money so that we can improve our facilities both inside and out. The plan is to take small steps and collect enough money each year to do something significant so that the students will notice that things are changing/improving.

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

Terry Fox School will focus on the following:

Challenge One: Narrowing the Success Rate Between Boys and Girls in Mathematics	
ORIENTATION 1	To close the gap between boys and girls in Grade 6 at Terry Fox
OBJECTIVES	To increase the success rate of boys in C1 (Solving a Situational Problem)
INDICATORS	The Grade 6 Final Exam C1 (Situational Problem)
TARGETS	To narrow the gap in success rate from 15% (2017-2018) to 5% in 2022
ORIENTATION 2	Improve Results in Grade 6 - Math C2
OBJECTIVES	To increase the overall success rate in C2 (Using Mathematical Reasoning)
INDICATORS	The Grade 6 Final Exam C2
TARGETS	To increase the success rate in C2 from 61.5% in 2017-2018 to 75% in 2022

Challenge Two: Feeling Safe at School	
ORIENTATION 1	Increase Student Sense of Safety at School
OBJECTIVES	Increase the percentage of students who feel safe at school and decrease those who report being bullied or excluded (Grades 4 to 6).
INDICATORS	Results from OurSchool Survey – Feeling Safe at School / Bullying and Exclusion
TARGETS	Surpass the National average of students feeling safe in school in 3 years (Currently 22% below National Average)

8. REPORTING ON THE EDUCATIONAL PROJECT

After defining the context and choosing the policy orientations and objectives, the school/centre must implement and monitor the commitments made in the educational project. The school/centre 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 _____, this ____ day of _____, 2019

Mario Giulione Principal, Terry Fox	Sylvain Racette Director General, Riverside School Board

Steering Committee:

Kathy Aimola Teacher – Staff Assistant	Deborah Paterson Teacher – Governing Board Member
Jacqueline Hinds Teacher – Governing Board Member	Joannie Lafontaine Teacher
Sophie Archambault Teacher	

Other collaborators in the development of our educational project:

Arpy El-Bayeh School Secretary	Katrina Boismier Daycare Technician
Linda Di Nardo Daycare Educator – Governing Board Member	Samantha Chiu Governing Board Chair – Parent
Darren Pountney Governing Board Member – Parent	Nathalie Monchamp Governing Board Member – Parent
Kathleen Jacques Governing Board Member – Parent	Krishna Bishop Governing Board Member – Parent