



**Cedar Street Elementary
School**

250, rue Cedar
Beloeil (Québec)
J3G 3M1

Educational Project 2019-2022



Riverside School Board

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The Educational Project

Table of contents

- 1. Purpose and Definition of the Educational Project**
- 2. Legal Framework**
- 3. Steering Committee for the Preparation of the Educational Project**
- 4. Consultations Held for the Preparation of the Educational Project**
- 5. School Context**
- 6. Consistency with the Commitment-to-Success Plan**
- 7. Challenges, Orientations, Objectives, Indicators and Targets Specific to the School/Centre**
- 8. Reporting on the Educational Project**
- 9. Signatures**

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 Cedar Street 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

Rachelle Watson- Resource Teacher
Patti Buchanan - Principal
Marie Labrecque - French Teacher
Janet Rimonti - Cycle 2 and 3 Teacher
Nadine Picard - Cycle 2 and FSL
Marissa Chiarelli – Cycle 1

4. CONSULTATIONS HELD FOR THE PREPARATION OF THE EDUCATIONAL PROJECT

Date	Who?	What?	Where?
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October 12/18	Steering Committee	Collaboration	RSB
November 16/18	Steering Committee	Collaboration	School
December 4/18	Steering Committee	Collaboration	School
December 12/18	Steering Committee	Collaboration	RSB
January 15/19	Steering Committee	Collaboration	School
January 31/19	Governing Board	Presentation and feedback	School
February 1/19	Steering Committee And Commissioner	Collaboration, Presentation and feedback	School
February 4/19	All staff and CLC Coordinator	Collaboration, Presentation and feedback	School
February 22/19	Steering Committee	Collaboration	School
March 19/19	All Staff & Ed Services And Ed. Services	Collaboration, Presentation and feedback	School
March 27 th	Steering Committee	Project Revision	On-line
March 28/19	Governing Board	Presentation and approval	School
April 9/19	Steering Committee	Collaboration	RSB
June 2019	Steering Committee	Collaboration	RSB
August 29, 2019	Steering Committee	Collaboration	Sandman Hotel
September 25, 2019	Steering Committee	Collaboration	RSB
November 1, 2019	School Based Ped. Day	Staff Collaboration	Cedar Street

5. SCHOOL CONTEXT

Cedar Street Elementary School

- Serves a population of about 160 students, from Kindergarten to Cycle 3 inclusively. Our school population has been stable for the last 4 years.
- Being a relatively small school, we operate more like a large family, and the caring feeling is felt throughout the entire building. We cover a large territory, including the cities of St-Amable, Ste-Julie, St-Bruno, McMasterville, St-Basile and Beloeil.
- The majority of our population, 77% speak French at home, and choose our school to give their children the opportunity to learn English. 37% of our students experience learning difficulties and require support services. Riverside School Board has opened a Cycle 2 Resource class in our building, and many of the 14 students therein live in our territory.

Our Community

- The only Elementary Schools offering an English Program in our zone of the Riverside School Board serving the Anglophone population on the South Shore of Montreal

- As 77% of our community is francophone our French program offers 2 more hours per week of French to Cycle 2&3 than required by the ministry, to accommodate parent desire that students are fluent in their mother tongue
- In recognition of the high demand and special needs of our population, we offer to our community numerous services such as multi-disciplinary team support, , 1 full time resource teacher, Behaviour Technicians and attendants, Nurturing Support Centre, Sheltered Lunch, recess and Daycare, Professional Development from Centre for Excellence in Behaviour Management for all staff, assistive technology, pedagogical adaptations, CISSM Social Worker, Private Health Professionals
- Part of Extended Community Learning Centre Model allowing for development of Community partners and participation.

Our Vision

At Cedar Street School, great value and emphasis is placed on the idea of community spirit, and of making this idea a living reality each day: a community of diverse individuals coming together with common goals and values, helping and supporting one another, working together, respecting each other's individuality, and celebrating differences. Cedar Street is a school where children come to learn in a safe, caring, positive, harmonious atmosphere.

Our Mission

As outlined in the Quebec Education Program, every school's mission is threefold: to instruct, to socialize, and to provide qualifications. At Cedar Street, our aim is to promote a balanced set of priorities among cognitive and academic skills, social values and behaviour, and readiness for future success. Therefore, our mission is: To help students develop the necessary academic competencies in all their subject areas, and competencies within the broad areas of learning; to help students develop appropriate social skills; to promote self-confidence, self-awareness, and self-esteem; to help our students to be successful and to contribute positively to society.

Our Challenges

Language Proficiency: Our Grade 6 results from 2018-2019 indicate that our success rate was lower than that of Riverside School Board Grade 6 results (Cedar 76%, RSB 77%). Although this is a small margin and the fact that our Grade 6 ELA and FSL marks from the last three years have been quite good (ELA Cedar 100% vs RSB 98% 2017/18) we see a trend in Cycle 1 that needs to be addressed

- Looking at our cycle 1 students results from 2018-2019 we see more significant discrepancies.

ELA – Cedar 85% - RSB 94%

FSL – Cedar 90% - RSB 96%

This difference between board and school results is even more significant when we identify particular groups:

ELA Boys only – Cedar 67% - RSB 91%

FSL Boys only – Cedar 89% - RSB 93%

As well as students with IEP's

ELA with IEP – Cedar 60% - RSB 80%

FSL with IEP – 82% - RSB 93%

Looking further we see results of Boys only with an IEP to give further concern

ELA Cedar 50% - RSB 86%

We see from these results our main areas of concern and therefore the focus of our Objectives will be:

- the high percentage of identified special needs within our student population (37% learning disabilities, ASD, pathological disorders etc.). Unaddressed, these high needs and learning difficulties can lead to lower academic success and social difficulties.
- The fact that 77% of our students come from a francophone home environment creates another major challenge. We therefore need to put a strong emphasis on English speaking, reading and writing in cycle 1. This is evident from the greater gap in results between our ELA and FSL results.
- It is also evident from our statistics that our boys have poorer results academically and socially.

Social Emotional Literacy:

We see results from Our School Survey from 2017-2018 that lead us to focus one of our orientations on Social – Emotional literacy skills

Students who are subjected to physical, social or verbal bullying reports at 28% at Cedar compared to Canadian norms of 25%.

Also, Students who feel safe at school reported at 60% compared to the Canadian norm of 66%

On a positive note, students feel that they are advocated for in the school 6.4/10 versus the norm of 4.9

Physical Literacy:

Although our in-school participation in sports for students is quite high 79% compared to Canadian norm of 69% we find that outside of school the trend does not follow. 38% versus norm of 49%. There is a need to support students in development of interests and aptitudes to sustain their physical activity outside of the school.

With these challenges in mind, we have identified one over-arching student issue being Literacy Proficiency for all. We have identified 3 orientations to address the above mentioned areas of need.

- To improve Reading and Writing in both ELA and FSL
- To improve Social and Emotional Literacy skills
- To improve Physical Literacy Skills

6. CONSISTENCY WITH THE COMMITMENT-TO-SUCCESS PLAN

Cedar Street School's Educational project is closely aligned and consistent with the school board's commitment-to-success plan. The School Boards Plan identifies the following challenges from the Policy on Educational Success that correspond with those identified as our school priorities.

- Early rapid and ongoing intervention
- Foundations and paths for lifelong learning
- Adapting to diversity and different needs and educational paths
- Quality educational and pedagogical practices
- An inclusive, healthy, safe, stimulating and creative environment

Riverside school Board identifies

Objective 1 as follows:

REDUCE THE GAP IN SUCCESS BETWEEN VARIOUS GROUPS OF STUDENTS

The situation of Riverside is reflected in our school as seen in the data in our school Context. The Gap between boys and girls as well as the Gap between students following and IEP and those not have a significant impact on our overall success rate. Addressing these discrepancies and implementing actions which will drive our student results.

“Riverside School Board remains committed to reducing any achievement gaps in graduation and qualification rate after 7 years amongst various groups of students. As an inclusive

board, on-going attention is given to differences in success among students. Differentiation and pedagogical flexibility have been central to discussions on classroom practice and student success. Through support by Educational Services and Complementary Services, both in the youth and adult sectors, through research-based reflection, teachers continue to consider the needs of every student” (RSB Commitment to Success Plan, P.10)

Further, RSB identifies Objective 4 as:

**ENSURE A HIGH LEVEL
OF LANGUAGE PROFICIENCY**

Policy on Educational Success, objective 4

2017-2022 Strategic Plan, objective 2.2.1

The RSB Commitment to Success Plan states, “In reflection on the objective as originally stated by the Ministry, Riverside School Board considers it important to include an objective on language development.” Similarly at Cedar Street School, based on data expressed in our school Context, we have identified Literacy or language Proficiency in both English and French for all of our students. “We are considering the language proficiency of students in both English and French in their respective program of study.” (RSB Commitment to Success Plan P. 17)

Our objective, in line with the RSB Commitment to Success Plan “...is therefore also a commitment to furthering, within our schools and the Riverside community at large, sound, evidence-based reflection on language proficiency for all of our students.” (P. 17)

OTHER MINISTERIAL ORIENTATIONS

One of the two Orientations identified in The RSB Commitment to Success Plan, however without objectives, is in line with Cedar Street Schools Educational Project.

“In its 2018-2022 strategic plan, the MEES also identified two orientations. They were not retained as objectives with specific targets, but they need to be taken into consideration in our Commitment to-Success Plan.”(P.19)

At Cedar Street we have identified as one of our orientations to Improve Physical Literacy Skills. An objective within this orientation is To increase student participation in physical activity outside of school. To this end, one of our actions will be to offer all students 60 minutes of physical activity daily. The School Board also identifies this need.

"ORIENTATION 2: HAVE ELEMENTARY STUDENTS PHYSICALLY ACTIVE AT LEAST 60 MINUTES PER DAY" (P. 19)

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

Cedar Street School will focus on the following:

Challenge One: Literacy Proficiency for all Students	
ORIENTATION 1	Reading Skills
OBJECTIVES	To improve Reading skills
INDICATORS	Result at the end on Cycle 1 and 2
TARGETS	87% of students with a level 4 (at level) at the end of Cycle 1 by end of 2020-2021
ORIENTATION 2	Writing Skills
OBJECTIVES	To improve Writing Results at end of Cycle 3
INDICATORS	Number of cycle 3 students who achieve level 4 (at level)
TARGETS	85% by 2022

ORIENTATION 3	Social Emotional Literacy Skills
OBJECTIVES	To ensure the well-being of all students and their sense of safety at school
INDICATORS	Survey results of students regarding their sense of well-being and safety at school
TARGETS	75% of students will have a sense of well-being and a feeling of safety at school in all cycles by the end of 2022

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

Patti Buchanan Principal, School	Sylvain Racette Director General, Riverside School Board

Steering Committee:

Melanie Brethour Resource Teacher	Marie Labrecque FSL Teacher
Nadine Picard Cycle 2 Teacher	Janet Rimonti Cycle 2&3 Teacher

Other collaborators in the development of our educational project:

Pamela Booth-Morrison Commissioner	Brian Peddar CLC Coordinator
All Cedar Street Teachers & Support Staff	Educational Services Consultants
Cedar Street Governing Board	