



St. Lawrence School

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Candiac (Québec)
J5R 3T2

Educational Project 2019-2022



Riverside School Board

7525, chemin de Chambly, Saint-Hubert, Québec J3Y0N7

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 St. Lawrence 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

Bob Matthey
Marie-Ninon Romulus
Sandra Fréchette
Sylvie Mainville

Principal
Vice Principal (until February 1)
Vice Principal (as of February 4)
Teacher

Marlene Demers	Resource Teacher
Julie Dufort	Teacher
Cindy Patriarca	Teacher
Lisa Turcotte	Teacher
Elisabeth Morris	Resource Teacher
Jaclyn Wong	Teacher

4. CONSULTATIONS HELD FOR THE PREPARATION OF THE EDUCATIONAL PROJECT

November 23	Technicians & Attendants	Brainstorming	School
December 4	Teachers	Cycle Groups	School
December 19	Governing Board Parents	Survey	School
January 17	School Parents	Presentation/Questions	School
January 25	Technicians & Attendants	Presentation/Questions	School
February 5	Teachers	Short presentation/Questions	School
February 6	PPO	Presentation/Questions	School
March 13	Teachers	Grade level teams	School
March 22	Lunch Team	Presentation/Feedback	School
March 27	Governing Board	Presentation/Approval	School
April	Educational Services	Review	RSB
May	RSB Director General	Review	RSB
May 22	Governing Board	Final Approval	School

5. SCHOOL CONTEXT

St. Lawrence School's mission is to promote a lifetime love of learning in our children. By offering two academic programs, we provide a healthy, safe, caring and stimulating environment in both English and French languages. We are committed to developing in our students a sense of respect, duty and responsibility towards self, peers, the community and the environment.

Our global vision encompasses both academic and social aspects. Our goals for our students are to become proficient readers, writers and problem-solvers in both languages and who demonstrate a positive attitude towards reading, writing and learning in general. Furthermore, we want our students to become good citizens by being respectful, showing empathy towards others, helping others and the school, as well as by giving back to our community.

St. Lawrence School has 544 students currently enrolled and serves the communities of Cadiac, La Prairie, Sainte-Catherine, St-Mathieu, St-Philippe and some areas of Saint-Constant and Delson. 49% of our student population has French as their first language and 51% has English. Additionally, 7.4 % of our student population has special needs and 18.5% of our students have an Individualized Educational Plan (IEP) for various reasons (academic or behaviour).

We have a large staff of attendants and technicians supporting our students with academic and social challenges. We provide 300-400 hours of extra services to our students with these

challenges. Our large staff is comprised of 45 teachers and 15 attendants and technicians. The population is split into two separate buildings side by side: Kindergarten and Cycle 1 (grades 1 & 2) are schooled in the St-Raymond pavilion (except for one grade 3 English homeroom) while Cycle 2 (grades 3 &4) and Cycle 3 (grades 5 & 6) are schooled in the Champlain pavilion. Each pavilion is equipped with a gymnasium, a library, a computer lab, an “oasis” and a music room to help stimulate learning. St. Lawrence School has a dedicated school team offering two rich education programs: French Immersion and English which include music, visual arts and physical education for Kindergarten, cycle 1, 2 and 3. Teachers, student support personnel and daycare educators meet regularly and take part in continuous professional development.

According to the ‘*Indices de défavorisation - 2017-2018*’, St Lawrence School is rated a 1 out of 10. 10 relates to a very low economic background while 1 is the highest.

St. Lawrence also offers a daycare service for their students on regular school days as well as on pedagogical days. During most pedagogical days, the daycare offers special theme days as well as outings. We have 260 students who attend on a regular basis.

Parents are an essential component of St. Lawrence school life. They help to provide a variety of activities through the PPO, which promotes community pride, service to others, awareness of a healthy lifestyle, and respect for the environment. Other volunteer parents are starting to provide specialized services, with the support of some of our staff and our Community Learning Center (CLC) Community Development Agent (CDA). Here, volunteers run activities such as our cycle 3 lunchtime robotics club, grade 4 coding club and Boks. Parents are an essential part of our school library program, and they support classes during school outings.

In addition, the CDA creates and maintains special activities as well as develops community ties. This not only benefits the community but it also contributes to student success. Initiatives like direct reading support through volunteers (COSTCO, Lire Faire Lire, etc.) and Premier Pas (3-5 years old). The CDA also supports the implementation of the character development program as well as adding lunchtime activities for our students. These are some of the many ways the CLC impacts positively on student success. Furthermore, the CLC allows the different community groups and services to access the students (e.g., the police with safety programs, entrepreneurship projects, etc.).

Our first student issue is to develop and maintain a safe and caring school environment. Student perceptions on bullying and of their feeling safe in our school can have an important impact on their ability to learn. By reviewing the OurSchool Survey from the three last years, we see that student perception of bullying and exclusion are the following. We are showing the % of students who perceive that in the previous 4 weeks of the survey have been subjected to either physical, social, verbal, or cyber bullying.

Bullying & Exclusion	2016-2017		2017-2018		2018-2019	
	School	National Average	School	National Average	School	National Average
Grade 4	30	30	34	30	24	30
Grade 5	10	10	26	26	18	30
Grade 6	23	23	15	21	29	25
Yearly Average	63/3=21	63/3=21	75/3=25	77/3=25.6	63/3=21	85/3=28.3

Upon more careful review of the *St Lawrence Elementary Bullying and Safe School Safety Report*, a secondary report using the information from the OurSchool survey, the bullying seems to be more of a social/verbal type of bullying than of the physical kind. Results show that 25%-30% of students expressed the perception of this type of bullying steadily across three years of study, with the greatest frequency of events occurring on the playground and school bus.

Other moments of frequent bullying were found to be recess (average of 56% across three years of study) and lunch. Although, the frequency of bullying at lunch has decreased by 10% since 2016-2017).

Observing the actual survey result, we can see the students' perception of safety.

Feeling safe attending school	2016-2017		2017-2018		2018-2019	
	School	National Average	School	National Average	School	National Average
Grade 4	66	70	57	70	63	65
Grade 5	58	68	57	68	59	63
Grade 6	62	64	64	65	56	63
Yearly Average	186/3 =62	202/3 =67.3	178/3 =59.3	203/3 =67.6	178/3 =59.3	=191/3 =63.6

Even though our results show similar or slightly lower results than the national averages, we believe that our students' perception of safety is an area of improvement.

Although making the school safer for the students is a worthy goal, we also want to develop the concept of caring. In the *Students in St Lawrence Elementary Bullying and Safe School Safety* report, an important element of how our students are responding to being bullied is by telling a friend, and how they react to others being bullied is by comforting victims and by making efforts to include victims of bullying in positive activities. We feel these actions speak to the

‘friendliness’ of our students. We have decided to ‘add’ these scores together to get a yearly friendliness average rating. This data will create the baseline data for some of our action plan.

How students respond when they are bullied / How students respond when other children are bullied	2016-2017	2017-2018	2018-2019
Average Friendliness Rate per Year	215/3=71.6	218/3=72.6	222=74

Furthermore, in the actual survey, the student perception of friendship is also shown. The survey defines this as students who have friends at school they can trust and who encourage them to make positive choices.

Student’s with positive relationships	2016-2017		2017-2018		2018-2019	
	School	National Average	School	National Average	School	National Average
Grade 4	89	80	86	80	91	83
Grade 5	88	80	89	80	90	83
Grade 6	96	80	79	81	91	83
Average Yearly Rate	=273/3 =91	80	=254/3 =84.6	=241/3 =80.3	=271/3 =90.3	83

Even if the average yearly rates appear to be higher than the national average, we would like to see them even stronger.

The second challenge we wish to address in this Educational Project, is to increase reading proficiency. It is our belief that reading proficiency leads to increased success in all content areas. Although our overall results appear to be strong (see the language results, ELA and FSL, for the end of cycle 3 assessment across three years), we feel that there is important work to be done in this area.

School	June 2018			June 2017			June 2016		
	Gr 6 ELA (70%+)	Gr 6 FSL (70%+)	Gr 6 ELA & FSL Combined (70%+)	Gr 6 ELA (70%+)	Gr 6 FSL (70%+)	Gr 6 ELA & FSL Combined (70%+)	Gr 6 ELA (70%+)	Gr 6 FSL (70%+)	Gr 6 ELA & FSL Combined (70%+)
884-025	71/75 94.7%	65/75 86.7%	62/75 82.7%	72/77 93.5%	66/77 85.7%	61/77 79.2%	61/65 93.8%	59/65 90.8%	56/65 86.2%

For instance, in looking at our data from the 2018 end of cycle exams in ELA, we noticed that a large number of our grade 6 students (roughly 55%) were in the 3 (on a scale of 1 to 5+) range when they completed the Reading Response part of the evaluation. Too many students are ‘borderline passing’. We need to decrease this number and increase the number of students in the 4 and 5 range.

When we further review the data for Reading Response, we notice a large gap between our Non-IEP students and our IEP students in the pass/fail result.

Students	Pass	Fail
No IEP	96%	4%
IEP	70%	30%

Increasing the proficiency of the IEP students will increase our success rate. Lastly when we looked at the differences between boys and girls in reading response, we saw the following:

Gender	Pass	Fail
Males	79	21
Females	92	8

Increasing the success of our boys will also make a positive impact on our success rate.

6. CONSISTENCY WITH THE COMMITMENT-TO-SUCCESS PLAN

Our second identified challenge, regarding reading proficiency, connects to objective 1 of RSB's *Commitment to Success Plan* related to reducing the gap between groups of students. In our case, we aim to reduce the gap between boys and girls as well as Non-IEP students versus IEP students. This gap reduction will lead to an overall increase in reading proficiency and greater success in all subjects for all students.

We can also connect our goal to increase reading proficiency directly to objective 4 of RSB's *Commitment to Success Plan* which is to ensure a high level of language proficiency. We will be focusing on increasing the students' skills in reading in both languages by measuring success in ELA and FSL.

Our first identified challenge, related to ensuring a safe and caring school environment has an indirect impact on graduation rates. Increasing the 7 year cohort graduation and qualification rate is an important goal in RSB's *Commitment to Success Plan*. We know that many bullied and/or excluded students underperform in school. Konishi et al (2010) state that '... for educators, practitioners, parents, and communities to recognize that establishing caring relationships within school community is critical for children's academic success' (p. 35). Furthermore, the authors believe that interpersonal relationships with peers and adults at school have a great impact on academic achievement. They found that 'higher levels of school bullying were associated with lower math and reading achievement scores' (p. 25).

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

St Lawrence School will focus on the following:

Challenge One: A Safe and Caring School for Everyone	
ORIENTATION 1	To develop/maintain a safe and caring school environment
OBJECTIVE 1.1	To increase student safety at school
INDICATOR	Student's Feeling Safe Indicator on OurSchool Survey
TARGET	65 points for student perception regarding safe school
OBJECTIVE 1.2	To develop Student's Positive Character traits
INDICATOR	The Student's Positive Relationships Indicator in OurSchool Survey
TARGET	Rate of 95 points on 100 related to student positive relationships

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Challenge Two: Increasing Reading Proficiency in All Students	
ORIENTATION 2	To implement reading strategies to interact with text in both languages
OBJECTIVE 2.1	To know and use reading strategies.
INDICATOR	Student's reading competency result on a common assessment
TARGET	70% of students scoring a level 4 or more (80-84%)

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. BIBLIOGRAPHY







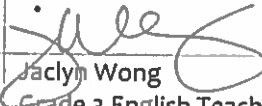
Konishi, C., Hymel, S., Zumbo, B., & Zhen, L. (2010). Do school bullying and student--teacher relationships matter for academic achievement? a multilevel analysis. *Canadian Journal of School Psychology, 25*(1), 19-39.

10. SIGNATURES

Signed at St-Hubert, this 2 day of August, 2019

	
Bob Matthey Principal, St Lawrence School	Sylvain Racette Director General, Riverside School Board

Steering Committee:

	
Sandra Fréchette Vice Principal	Sylvie Mainville Grade 6 Immersion Teacher
	
Marlene Demers Immersion Resource Teacher	Elisabeth Morris English Resource teacher
	
Julie Dufort Grade 2 Immersion Teacher	Cindy Patriarca Grade 4 Immersion Teacher
	
Lisa Turcotte Grade 5 English Teacher	Jaclyn Wong Grade 3 English Teacher

Other collaborators in the development of our educational project:

PPO	Invited parents
GB	Lunch Team
Teachers	

