



William Latta School

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Educational Project 2019-2024



Riverside School Board

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Educational Project

2019-2024

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 William Latter 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."

97.1. The school’s educational project, which may be updated if necessary, shall contain

- (1) the context in which the centre acts and the main challenges it faces, particularly with respect to academic success and, in the case of a vocational training centre, the relevance of the training to regional or provincial labour market needs;
- (2) The specific policies of the centre and the objectives selected for improving student success;
- (3) The targets for the period covered by the educational project;
- (4) The indicators to be used to measure achievement of those objectives and targets; and
- (5) 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 basic school regulation and the programs of studies established by the Minister are implemented, adapted and enriched. They must also be consistent with the school board’s commitment-to-success plan.

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

Nicole Coles	Teacher Resource representative
Stephanie Kozub	Teacher Pre-school representative
Josée Perron	Teacher cycle 1 representative
Marlène Pepin	Teacher cycle 2 representative
Kimberley Bird	Teacher cycle 3 representative
François Couture	Principal

4. CONSULTATIONS HELD FOR THE PREPARATION OF THE EDUCATIONAL PROJECT

Date	Group	Format	Location
June 2018	Teaching staff	Ed. camp	Classroom
October 2018	Teaching staff	Staff Meeting	Classroom
October 2018	Teaching Staff	Staff Meeting	Classroom
November 2018	Student Spirit	Lunch Meeting	Daycare Room
January 2019	Governing Board	Meeting	Library
February 2019	Governing Board	Meeting	Library
February 2019	Teaching Staff	Meeting	Classroom
March 2019	Community Members	Meeting	Office
March 2019	Teaching Staff	Staff Meeting	Classroom
March 2019	Governing Board	Meeting	Library

5. SCHOOL CONTEXT

William Latter School is located in historic Chambly. Our students are within walking distance of Fort Chambly and are from the communities of Chambly, Carignan, St. Mathias and Richelieu. Our population is mostly francophone (varies between 60 and 70%) with eligibility for English education.

At William Latter School, we place great value and emphasis on the idea of community spirit: a community of diverse individuals working together with common goals and values, while respecting each other's individuality. This year we emphasized school spirit and developed a colour house system and monthly spirit days.

Being conscious of the 21st century learners, we are promoting technology and robotics in the classroom as a teaching tool for cross-curricular competencies. We also value the importance of learning outdoors in a natural setting. Therefore, outdoor classrooms, a bird feeder area, and an interactive forest garden are part of the upcoming projects representing these values.

90% of our student population is achieving a proficiency of 70% or more in all competencies of both English and French.

Student participation in school sports with an instructor at school, other than in a gym class:

- 70% of students in cycle 3 had a high rate of participation in sports; the Canadian norm for these grades is 69%.
- 65% of the girls and 75% of the boys in cycle 3 had a high rate of participation in sports. The Canadian norm for girls is 67% and for boys is 71%.

Our Vision

At William Latter School, we offer a caring bilingual learning environment that promotes respect, excellence and love of learning while supporting students in reaching their full potential. We believe that the arts are a great means to learning, such as music and visual arts. We place great value and emphasis on the idea of community spirit: a community of diverse individuals working together with common goals and values, while respecting each other's individuality.

Our Values

Our main focus is to support students within a safe environment and promote healthy living. We wish to develop bilingualism within the school community. We strongly emphasize our four school community pillars:

- Respect
- Responsibility
- Ready to work
- Role model

Our **Mission Statement** at William Latter is:

William Latter School provides an environment where every child has the opportunity and takes the responsibility to climb the ladder to success through bilingualism, community, outdoor learning, collaboration, technology/robotics, and music-art performance.

William Latter takes great pride in every aspect of each child's education.

Student challenges (school context)

Over the years, the student population grew so fast that the students lost their sense of belonging and ownership, affecting school spirit. We also noticed an increased number of students demonstrating symptoms of anxiety making it difficult for them to function for a sustained amount of time within the classroom.

Our School Survey results about anxiety:

- 21% of students in this school had moderate to high levels of anxiety; the Canadian norm for these grades is 16%.
- 27% of the girls and 16% of the boys in this school had moderate to high levels of anxiety. The Canadian norm for girls is 19% and for boys is 12%.

Our School Survey results about feeling safe at school:

- 45% of students felt safe attending the school whereas the Canadian norm for these grades is 56%.

Our School Survey results about classroom climate:

- Students rated disciplinary climate of the classroom at 53% and the Canadian norms for these grades is 73%.

Our end of cycle results revealed that there is a gap between boys and girls achievement in writing in both French and English.

- For the Grade 6 writing competency in ELA , boys performed with an average of 74% and girls at an average of 81%; a gap of 7%.
- For the Grade 6 writing competency in FSL, boys performed with an average of 77.5% and girls at an average of 83.3%; a gap of approximately 7%.

External school context

Our school is a CLC (Community Learning Center) school trying to connect with community partners. They support us with such initiatives as Coding Club and the babysitting course. We are planning a Mother Goose program for the fall of 2019 to introduce preschoolers to literacy.

Our school benefits from many community partnerships:

- *Table de concertation jeunesse* offers the program “J’monte de niveau” for students lacking social skills. This program is in partnership with *La maison de la famille de Chambly*.
- *The Children’s Network* provides our students with a strong program about feeling safe at school and at home.
- *Maison Jean-Lapointe* supports our cycle 3 students with a drug and alcohol awareness.
- The *community police* officer is also providing the school population with a variety of programs: cyber safety, bus safety, how I stay safe, etc...
- *Community Elders* are also involved in the daily breakfast program at school before classes.

Internally, the school also offers different activities to engage the students. Many extra-curricular activities are offered at lunchtime and after school; club des genres, Nawatobi, band, guitar and choir, SSIAA sports, and a spirit committee. Our school also provides a daycare service. 174 students attend on a regular basis, while 35 students attend sporadically. We have a *Home & School* organization, which supports the students with various events and activities. All these partners contribute to the development of the physical and psychological well-being of students

6. CONSISTENCY WITH THE COMMITMENT-TO-SUCCESS PLAN

The William Latter School Educational Project aligns its orientations with Riverside School Board's Commitment to Success Plan: first, it addresses the need to bridge the gap in success between various groups of students, in particular between boys and girls. In our case, we are targeting this discrepancy in the writing competency in both French and English.

Secondly, our school objective, physical and psychological well-being of students, is aligned with the School Board's mission statement, which is to have an inclusive, healthy, safe, stimulating and creative environment.

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

William Latter School will focus on the following:

Challenge One: Physical and psychological well-being of students	
ORIENTATION 1	Students feeling safe at school
OBJECTIVES	Increase the number of students feeling safe at school
INDICATORS	Our School Survey results(Cycle 3)/adapted school survey(cycles 1 & 2)
TARGETS	Increase by 10% by 2024
OBJECTIVES	Promote a positive learning climate
INDICATORS	Our School Survey results(cycle 3)/adapted School survey(cycle 1 & 2)
TARGETS	Increase by 10% by 2024
OBJECTIVES	Decrease the number of students experiencing school related anxiety
INDICATORS	Percentage of students showing signs of anxiety at school
TARGETS	Decrease by 5% by 2024

Challenge Two:	
ORIENTATION 1	Student success in writing in both languages
OBJECTIVES	To reduce the gender gap in writing in French and English
INDICATORS	End of cycle results
TARGETS	Decrease by 5% by 2024

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

François Couture Principal, William Latter School	Sylvain Racette Director General, Riverside School Board

Steering Committee:

Kimberley Bird Teacher/Staff Assistant	
Nicole Coles Resource teacher	
Stephanie Kozub Teacher	
Josée Perron Teacher	
Marlène Pepin Teacher/Staff Assistant	

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