

Educational Project: William Latter School Annual Report – November 2022

Our Educational Project has emerged from the collective reflection of our school staff and through consultation with our school community. It stems from our specific context, reality and needs, this is in the best interest of our students and their on-going success. It outlines the challenges, orientations and objectives that we, as a school, have chosen to prioritize. It also provides the indicators that allow us to concretely observe our progress towards the attainment of our targets within the set objectives.

The 2019-2020 school year was the first year of implementation of this Educational Project. In March 2020, however, our efforts were suddenly halted due to a worldwide pandemic. This health crisis disrupted our actions and interventions as well as our data collection.

In **2021-2022**, teaching and learning continued to be impacted by COVID-19. However, with our students' well-being and success a central preoccupation, we continued to focus on those aspects that might move us forward. Through this **annual report** for the 2021-2022 school year, we provide reflection on the **actions** undertaken for each of the objectives identified by our school team, as well as present available **results**. We also outline the **means** we used to **track** both the efficiency of our actions and student progress in the targeted areas.

Educational Project Overview

CHALLENGES	ORIENTATIONS	OBJECTIVES
Physical and psychological well-being of students	➤ Students feeling safe at school	<ul style="list-style-type: none"> ➤ Increase the number of students feeling safe at school ➤ Promote a positive learning environment ➤ Decrease the number of students experiencing school related anxiety
	➤ Student success in writing both languages	➤ Reduce the gender gap in writing in French and English

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OBJECTIVE	Increase the number of students feeling safe at school			
INDICATOR	Our School Survey results (Cycle 3)/adapted school survey (cycles 1 & 2)			
TARGET	Increase by 10% by 2024			
ACTIONS UNDERTAKEN	<ul style="list-style-type: none"> ➤ The Zones of Regulation tools were in use in all classes as a common language and approach to developing strategies for emotional regulation in the 2021-2022 school year. All classes have initiated this approach this school year. Zones of Regulation materials are available in the school to use as reference where needed. ➤ Additional attendant and technician time was scheduled weekly to support students in need. ➤ The accountability agreement continued last school year until June and was re-introduced across all grade levels in the school to reinforce key school rules systematically this year. The introduction and reinforcement of the accountability agreement rules follows the Positive Behaviour Intervention and support structure to teach and model appropriate behaviour. ➤ Regularly scheduled spirit activities were scheduled until June last year, have started this year and are planned for the months ahead. ➤ General circulation literature to approach diversity has been ordered to added to the library collection. ➤ Students who needed support with supplemental food where provided the support where appropriate. 			
MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)	MEASURE # 15012, 15021, 15022, 15025, 15029, 15031, 15103, 15186			
TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)	<ul style="list-style-type: none"> ➤ The Our School Survey will be completed in spring 2023 to provide feedback to the school team. ➤ The accountability agreement will provide additional data that can be tracked over time. 			
RESULTS				
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
43%	N\A	43%	47%	
REFLECTION ON ACTIONS AND RESULTS				
<p>THE 2021-2022 SCHOOL YEAR CONTINUED TO HAVE CHALLENGES TO THE ONGOING RESTRICTIONS AND ADAPTATIONS NEEDED AS A RESULT OF CHANGING COVID-19 SITUATION THROUGHOUT THE YEAR. NOT ALL ASPECTS OF USUAL SCHOOL LIFE RETURNED (I.E. USUAL EXTRACURRICULAR ACTIVITIES, CROSS GRADE MENTORING, ETC.) FULLY. SOME ASPECTS RETURNED GRADUALLY OVER THE YEAR, SUCH AS OUTINGS AND IN PERSON GUEST VISITS. STUDENTS WERE NO LONGER RESTRICTED TO CLASS BUBBLES AT ALL TIMES, AS HAD BEEN IN PLACE FOR THE 2020-</p>				

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2021 SCHOOL YEAR. THIS WAS A POSITIVE CHANGE FOR SOME STUDENTS, BUT FOR OTHERS IT WAS MORE OF A CHALLENGE IN DEVELOPING POSITIVE SOCIAL DYNAMICS WITH OTHERS THAN THE CLASS GROUP. IN THE LATE SPRING OF 2022 THE GOVERNMENT REMOVED THE MASK MANDATE FOR ALL STUDENTS. FOR SOME STUDENTS THIS DECREASED STRESS RELATED TO MASK WEARING (I.E. SENSORY ISSUES), YET FOR OTHER THEY WERE MORE STRESSED WITH THE REMOVAL OF MASKS IN THE SCHOOL (I.E. CONCERN FOR ILLNESS). DESPITE THESE CHALLENGES, OUR DEDICATED SCHOOL STAFF CONTINUED TO BE A PROTECTIVE FACTOR TO STUDENTS WITHIN THIS CONTEXT. STAFF WORKED TO PROVIDE ALL SUPPORTS POSSIBLE, LIMITING THE DAY-TO-DAY IMPACT OF THE PANDEMIC ON THE STUDENTS. IN THE FALL 2022 STUDENTS HAVE ENGAGED IN A MORE TYPICAL SCHOOL LIFE EXPERIENCE WITH ALL ACTIVITIES RETURNING GRADUALLY TO PRE-PANDEMIC FORMATS.

ADDITIONAL ATTENDANT AND TECHNICIAN SUPPORT HAS BEEN HELPFUL OVER THE 2021-2022 SCHOOL YEAR AND STARTING THIS SCHOOL YEAR IN ADDRESSING EMERGING STUDENT NEEDS. ALL STAFF CONTINUE TO WEAR CONSTRUCTION VESTS OUTSIDE ON SUPERVISION TO IMPROVE VISIBILITY FOR STUDENTS. ACCESSING NEW OUTDOOR PLAY MATERIAL TO REPLENISH ITEMS HAS BEEN A CHALLENGE DUE TO SUPPLY CHAIN ISSUES, HOWEVER, MATERIALS FROM THE GYM AND DAYCARE WERE SHARED WITH STUDENTS FOR OUTSIDE PLAY WHERE POSSIBLE. MESURE FUNDS WERE USED TO SUPPORT ZONES OF REGULATION MATERIALS FOR USE WITH CHILDREN. THIS IS STARTING TO HAVE AN IMPACT ON STUDENT TALK AND INTERVENTIONS. WITH THE COUPLING OF EXPLICIT ZONES OF REGULATION STRATEGY DISCUSSIONS AND THE STUDENT ACCOUNTABILITY AGREEMENTS SYSTEMATICALLY SUPPORTING LEARNING OF THE BEHAVIOUR EXPECTATIONS, WE EXPECT TO SEE IMPROVEMENT OVER THE MONTHS AHEAD.

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OBJECTIVE	Promote a positive learning environment			
INDICATOR	Our School Survey results (cycle 3)/adapted School survey (cycle 1 & 2)			
TARGET	Increase by 10% by 2024			
ACTIONS UNDERTAKEN	<ul style="list-style-type: none"> ➤ The Zones of Regulation tools were in use in all classes as a common language and approach to developing strategies for emotional regulation in the 2021-2022 school year. All classes have initiated this approach this school year. Zones of Regulation materials are available in the school to use as reference where needed. ➤ Additional attendant, technician and resource times was scheduled weekly to support students in need. ➤ The accountability agreement continued last school year until June and was re-introduced across all grade levels in the school to reinforce key school rules systematically this year. The introduction and reinforcement of the accountability agreement rules follows the Positive Behaviour Intervention and Support structure to teach and model appropriate behaviour. ➤ Regularly scheduled spirit activities were scheduled until June last year, have started this year and are planned for the months ahead. ➤ General circulation literature to approach diversity has been ordered to added to the library collection. ➤ Students who needed support with supplemental food where provided the support where appropriate. ➤ A kindergarten outside learning and play area is under development. Three new picnic tables were installed outside in that area to allow for outside learning opportunities. ➤ Several guest presentations took place in the year both virtually and in person (i.e. cooking, Granby Zoo, police liaison, Montreal Steppers, etc.). This year several educational activities have already been in place, with a return to normal life in schools including a Remembrance Day Ceremony, SSIAA tournaments, and a full school Terry Fox Run. 			
MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)	MEASURE # 15012, 15021, 15022, 15025, 15029, 15031, 15103, 15186			
TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)	<ul style="list-style-type: none"> ➤ The Our School Survey will be completed in spring 2022 to provide feedback to the school team. ➤ The accountability agreement will provide additional data that can be tracked over time. 			
RESULTS				
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
5.7	N/A	5.5	5.5	

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REFLECTION ON ACTIONS AND RESULTS

THE 2021-2022 SCHOOL YEAR CONTINUED TO HAVE CHALLENGES TO THE ONGOING RESTRICTIONS AND ADAPTATIONS NEEDED AS A RESULT OF CHANGING COVID-19 SITUATION THROUGHOUT THE YEAR. NOT ALL ASPECTS OF USUAL SCHOOL LIFE RETURNED (I.E. USUAL EXTRACURRICULAR ACTIVITIES, CROSS GRADE MENTORING, ETC.) FULLY. SOME ASPECTS RETURNED GRADUALLY OVER THE YEAR, SUCH AS OUTINGS AND IN PERSON GUEST VISITS. STUDENTS WERE NO LONGER RESTRICTED TO CLASS BUBBLES AT ALL TIMES, AS HAD BEEN IN PLACE FOR THE 2020-2021 SCHOOL YEAR. THIS WAS A POSITIVE CHANGE FOR SOME STUDENTS, BUT FOR OTHERS IT WAS MORE OF A CHALLENGE IN DEVELOPING POSITIVE SOCIAL DYNAMICS WITH OTHERS THAN THE CLASS GROUP. IN THE LATE SPRING OF 2022 THE GOVERNMENT REMOVED THE MASK MANDATE FOR ALL STUDENTS. FOR SOME STUDENTS THIS DECREASED STRESS RELATED TO MASK WEARING (I.E. SENSORY ISSUES), YET FOR OTHER THEY WERE MORE STRESSED WITH THE REMOVAL OF MASKS IN THE SCHOOL (I.E. CONCERN FOR ILLNESS). DESPITE THESE CHALLENGES, OUR DEDICATED SCHOOL STAFF CONTINUED TO BE A PROTECTIVE FACTOR TO STUDENTS WITHIN THIS CONTEXT. STAFF WORKED TO PROVIDE ALL SUPPORTS POSSIBLE, LIMITING THE DAY-TO-DAY IMPACT OF THE PANDEMIC ON THE STUDENTS. IN THE FALL 2022 STUDENTS HAVE ENGAGED IN A MORE TYPICAL SCHOOL LIFE EXPERIENCE WITH ALL ACTIVITIES RETURNING GRADUALLY TO PRE-PANDEMIC FORMATS.

ADDITIONAL ATTENDANT, TECHNICIAN AND RESOURCE TEACHER SUPPORT HAS BEEN HELPFUL OVER THE 2021-2022 SCHOOL YEAR AND STARTING THIS SCHOOL YEAR IN ADDRESSING EMERGING STUDENT NEEDS TO HELP STUDENTS BE MORE SUCCESSFUL. IN CLASSES LAST YEAR THERE WERE MORE POSSIBILITIES FOR DYNAMIC LEARNING OPPORTUNITIES THAN IN THE 2020-2021 SCHOOL YEAR, WITH GUESTS AND OUTINGS RETURNING IN SPRING 2022. THE START OF THE 2022-2023 SCHOOL YEAR HAS ALLOWED FOR OTHER POSSIBILITIES AS WELL, WITH THE RETURN OF ASSEMBLIES, TOURNAMENTS, THE HOME AND SCHOOL HALLOWEEN DANCE, SOCIAL GROUPS, CLUBS, DAYCARE OUTINGS, CLUB DE GENIE AND THE LIKE. IN SPRING OF 2022, AND IN THE FALL OF 2022 CODING CLUB WAS INTRODUCED TO THE STUDENTS. THIS WAS VERY WELL RECEIVED AND APPRECIATED BY THOSE INVOLVED. WE EXPECT TO SEE IMPROVEMENTS OVER THE MONTHS AHEAD BACK TO, AT LEAST, PRE-PANDEMIC LEVELS IN REGARD TO STUDENT ENGAGEMENT IN THEIR LEARNING ENVIRONMENT.

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OBJECTIVE	Decrease the number of students experiencing school related anxiety			
INDICATOR	Percentage of students showing signs of anxiety at school			
TARGET	Decrease by 5% by 2024			
ACTIONS UNDERTAKEN	<ul style="list-style-type: none"> ➤ The Zones of Regulation tools were in use in all classes as a common language and approach to developing strategies for emotional regulation in the 2021-2022 school year. All classes have initiated this approach this school year. Zones of Regulation materials are available in the school to use as reference where needed. ➤ Additional attendant, technician and resource times was scheduled weekly to support students in need. ➤ The accountability agreement continued last school year until June and was re-introduced across all grade levels in the school to reinforce key school rules systematically this year. The introduction and reinforcement of the accountability agreement rules follows the Positive Behaviour Intervention and Support structure to teach and model appropriate behaviour. ➤ Regularly scheduled spirit activities were scheduled until June last year, have started this year and are planned for the months ahead. ➤ General circulation literature to approach diversity has been ordered to added to the library collection. ➤ Students who needed support with supplemental food where provided the support where appropriate. ➤ Children’s books that touch on emotional regulation was purchased for use at all grade levels. ➤ Several guest presentations took place in the year both virtually and in person (i.e. cooking, Kids help phone, police liaison, authors, etc.). More are planned for the rest of the 2022-2023 school year. 			
MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)	MEASURE # 15012, 15021, 15022, 15025, 15029, 15031, 15103, 15186			
TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)	<ul style="list-style-type: none"> ➤ The Our School Survey will be completed in spring 2022 to provide feedback to the school team. ➤ The accountability agreement will provide additional data that can be tracked over time 			
RESULTS				
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
19%	N/A	41%	33%	
REFLECTION ON ACTIONS AND RESULTS				
THE 2021-2022 SCHOOL YEAR CONTINUED TO HAVE CHALLENGES TO THE ONGOING RESTRICTIONS AND ADAPTATIONS NEEDED AS A RESULT OF CHANGING COVID-19 SITUATION THROUGHOUT THE YEAR. NOT ALL ASPECTS				

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OF USUAL SCHOOL LIFE RETURNED (I.E. USUAL EXTRACURRICULAR ACTIVITIES, CROSS GRADE MENTORING, ETC.) FULLY. SOME ASPECTS RETURNED GRADUALLY OVER THE YEAR, SUCH AS OUTINGS AND IN PERSON GUEST VISITS. STUDENTS WERE NO LONGER RESTRICTED TO CLASS BUBBLES AT ALL TIMES, AS HAD BEEN IN PLACE FOR THE 2020-2021 SCHOOL YEAR. THIS WAS A POSITIVE CHANGE FOR SOME STUDENTS, BUT FOR OTHERS IT WAS MORE OF A CHALLENGE IN DEVELOPING POSITIVE SOCIAL DYNAMICS WITH OTHERS THAN THE CLASS GROUP. IN THE LATE SPRING OF 2022 THE GOVERNMENT REMOVED THE MASK MANDATE FOR ALL STUDENTS. FOR SOME STUDENTS THIS DECREASED STRESS RELATED TO MASK WEARING (I.E. SENSORY ISSUES), YET FOR OTHER THEY WERE MORE STRESSED WITH THE REMOVAL OF MASKS IN THE SCHOOL (I.E. CONCERN FOR ILLNESS). DESPITE THESE CHALLENGES, OUR DEDICATED SCHOOL STAFF CONTINUED TO BE A PROTECTIVE FACTOR TO STUDENTS WITHIN THIS CONTEXT. STAFF WORKED TO PROVIDE ALL SUPPORTS POSSIBLE, LIMITING THE DAY-TO-DAY IMPACT OF THE PANDEMIC ON THE STUDENTS. IN THE FALL 2022 STUDENTS HAVE ENGAGED IN A MORE TYPICAL SCHOOL LIFE EXPERIENCE WITH ALL ACTIVITIES RETURNING GRADUALLY TO PRE-PANDEMIC FORMATS.

ADDITIONAL ATTENDANT, TECHNICIAN AND RESOURCE SUPPORT HAS BEEN HELPFUL OVER THE 2021-2022 SCHOOL YEAR AND STARTING THIS SCHOOL YEAR IN ADDRESSING EMERGING STUDENT NEEDS. ALL STAFF CONTINUE TO WEAR CONSTRUCTION VESTS OUTSIDE ON SUPERVISION TO IMPROVE VISIBILITY FOR STUDENTS. ACCESSING NEW OUTDOOR PLAY MATERIAL TO REPLENISH ITEMS HAS BEEN A CHALLENGE DUE TO SUPPLY CHAIN ISSUES WORLD WIDE, HOWEVER, MATERIALS FROM THE GYM AND DAYCARE WERE SHARED WITH STUDENTS FOR OUTSIDE PLAY WHERE POSSIBLE. MESURE FUNDS WERE USED TO SUPPORT ZONES OF REGULATION MATERIALS FOR USE WITH CHILDREN. THIS IS STARTING TO HAVE AN IMPACT ON STUDENT TALK AND INTERVENTIONS. WITH THE COUPLING OF EXPLICIT ZONES OF REGULATION STRATEGY DISCUSSIONS AND THE STUDENT ACCOUNTABILITY AGREEMENTS SYSTEMATICALLY SUPPORTING LEARNING OF THE BEHAVIOUR EXPECTATIONS, WE EXPECT TO SEE IMPROVEMENT OVER THE MONTHS AHEAD.

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OBJECTIVE	Reduce the gender gap in writing in French and English				
INDICATOR	End of cycle results				
TARGET	Decrease by 5% by 2024				
ACTIONS UNDERTAKEN	<ul style="list-style-type: none"> ➤ All classes continue to work in the approach of Writer’s Workshop. ➤ All cycles regularly met in the 2021-2022 school year with a focus on Writer’s Workshop cycle project to be implemented with the students. This model will continue in the 2022-2023 school year. ➤ All cycles developed and implemented a “How To” common writing piece last school year. Another common writing piece is being developed. ➤ All classes have the teacher materials needed to support Writer’s Workshop in class. ➤ All classes had at least one author presentation online about the writing process over the 2021-2022 school year. All presentations were male authors to provide role models. ➤ The 2021-2022 school based Ped Day looked focused on writers workshop unit development. ➤ The 2022-2023 School Based Ped Day will include support for writing development in children presenting learning challenges. ➤ Soutien linguistique and tutoring in French was provided to selected students in the spring of 2022. ➤ Additional attendant and resource times was scheduled weekly to support students in need. 				
MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)	MEASURE # 15021, 15186, 15230				
TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)	<ul style="list-style-type: none"> ➤ The end of cycle 3 exams is planned for May and June 2023. The results on these exams will be key aspects in tracking the impact of these interventions. 				
RESULTS					
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	
2.3%	N/A	3.38%	4.31%		
REFLECTION ON ACTIONS AND RESULTS					
<p>THE 2021-2022 SCHOOL YEAR CONTINUED TO HAVE CHALLENGES TO THE ONGOING RESTRICTIONS AND ADAPTATIONS NEEDED AS A RESULT OF CHANGING COVID-19 SITUATION THROUGHOUT THE YEAR. NOT ALL ASPECTS OF USUAL SCHOOL LIFE RETURNED (I.E. USUAL EXTRACURRICULAR ACTIVITIES, CROSS GRADE MENTORING, ETC.) FULLY. SOME ASPECTS RETURNED GRADUALLY OVER THE YEAR, SUCH AS OUTINGS AND GUESTS IN THE SPRING. STUDENTS WERE NO LONGER RESTRICTED TO PLAYING IN CLASS BUBBLES, AS HAD BEEN IN PLACE FOR THE 2020-2021 SCHOOL YEAR. THIS WAS A POSITIVE CHANGE FOR SOME STUDENTS, BUT FOR OTHERS IT WAS MORE OF A CHALLENGE IN DEVELOPING POSITIVE SOCIAL DYNAMICS WITH OTHERS THAT THE CLASS GROUP. IN THE LATE SPRING OF 2022 GOVERNMENT REMOVED THE MASK MANDATE FOR ALL STUDENTS. FOR SOME STUDENTS THIS DECREASED STRESS RELATED TO MASK WEARING (I.E. SENSORY</p>					

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WHILE THE GAP BETWEEN THE BOYS AND THE GIRLS IS LARGER THAN IN THE PREVIOUS SCHOOL YEAR, THE INCREASE REPRESENTS A MAINTENANCE OF THE RESULTS FROM THE 2021 EXAM RESULTS FOR THE BOYS IN THE AREA OF WRITING IN BOTH LANGUAGES. HOWEVER, THE RESULTS FROM THE GIRLS IN FRENCH AND ENGLISH WRITING BETWEEN THE 2021 AND 2022 EXAM RESULTS IMPROVED; THEREBY CREATING A LARGER GAP THAN THE PREVIOUS SCHOOL YEAR. WE WILL CONTINUE TO WORK WITH THE WRITERS WORKSHOP APPROACH IN THE YEAR AHEAD TO CONTINUE TEACHER SUPPORT AND IMPACT LEARNING CULTURE IN THE AREA OF WRITING. THIS HANDS-ON APPROACH IS SHOWING BENEFITS DUE TO THE CONTINUITY OF COMMON LANGUAGE AND APPROACHES. MORE TIME IS NEEDED TO DEVELOP THIS APPROACH; BOTH PEDAGOGICALLY AND IN THE SCHOOL CULTURE.