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Boucherville Elementary Educational Project 2023-2027



Commission scolaire **Riverside**
Riverside School Board

Riverside School Board

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

www.rsb.qc.ca

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 (MEQ, school boards and educational institutions), with due regard for their specific areas of autonomy and characteristics.

2. LEGAL FRAMEWORK

The educational project between Sample 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 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 Québec education policy framework defined by law, by the basic school regulation and by 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 60 to 90 days after sending it or of another period if the Governing Board or school board so agree. 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."

3. STEERING COMMITTEE FOR THE PREPARATION OF THE EDUCATIONAL PROJECT

Name	Role
Jenny Brousseau	Principal
Karen Drysdale	Daycare Technician
Ashley Beerworth	Special Education Technician
Laura Pescolla	Staff Assistant and Cycle 3 Teacher
Vanessa Aboud	Cycle 2 Teacher
Amanda Glancey	Kindergarten and Cycle 1Teacher
Virginie Lemyre-Sueur	French Immersion Specialist

4. CONSULTATIONS HELD FOR THE PREPARATION OF THE EDUCATIONAL PROJECT

Date of consultation	Group consulted	Nature of consultation	Location
September 2023	Staff	Group Discussion	Boucherville Elementary
October 17, 2023	Steering Committee	SST work session	Riverside School Board
Nov. 7, 2023	Staff	SST work session	Riverside School Board
Nov. 22, 2023	Steering Committee	Discussion	Boucherville Elementary
Dec. 4, 2023	Staff Council	Approval	Boucherville Elementary
Dec. 7, 2023	Governing Board	Adoption	Boucherville Elementary

5. SCHOOL CONTEXT

EXTERNAL ENVIRONMENT

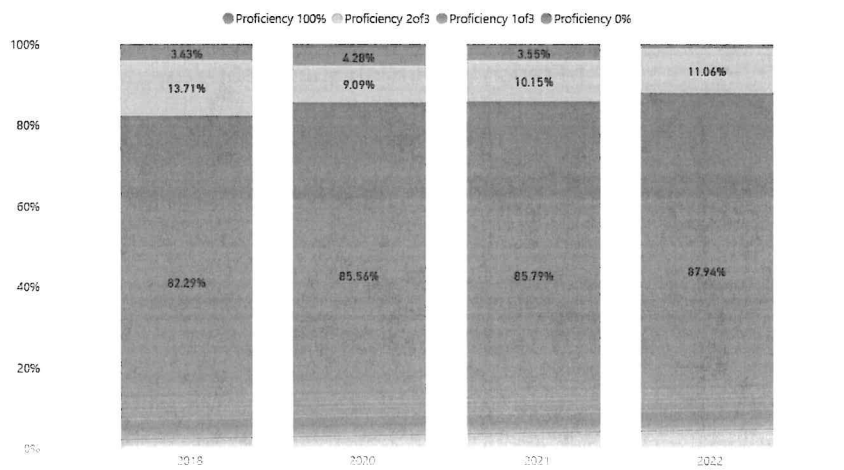
Boucherville Elementary School (BES) is the only English language school in Boucherville, located on the South Shore of Montreal. We serve students with eligibility residing in Calixa-Lavallee, Verchères, Varennes, and Boucherville territory. According to official data from our September 2023-2024 statistics, the language spoken at home is 59.57% for French, 39.13% for English and less than 1% is a different language. Because of the predominantly francophone population, BES is part of a pilot project which offers a French immersion program along with two other subjects taught in French while maintaining an English model of delivery. This initiative has answered a long-time demand from our population.

At BES, a large portion of its population come from middle to high socio-economic backgrounds, and the average level of parents' education is post-secondary studies which shows the extent to which parents value education and have high expectations for their children. The majority of the parents are highly involved in all aspects of their child's education.

INTERNAL ENVIRONMENT

BES students continue to perform above the school board average. The success rate of our students as well as the proficiency rate in all three core subjects have been consistently high for the past five years.

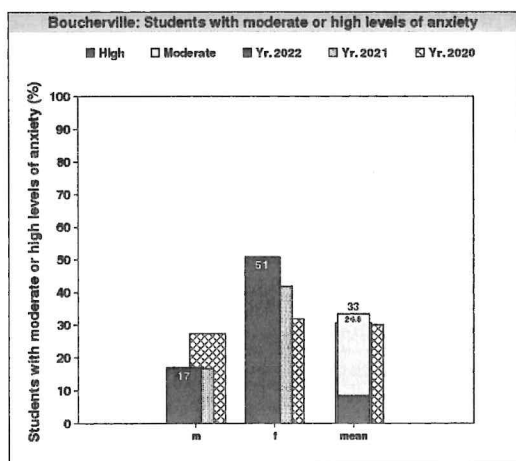
Core proficiency rate is 70% and above in MATH, ELA and FSL



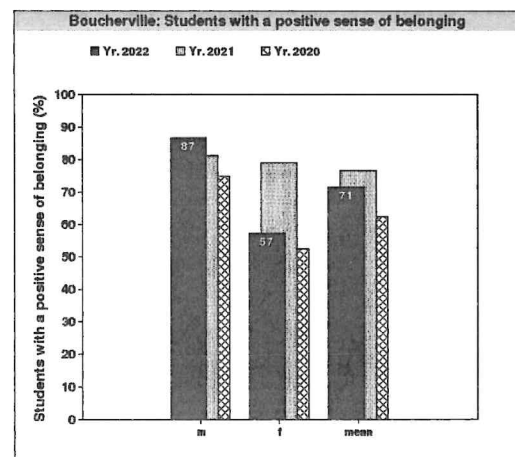
Source PowerBI: Subject Results Dashboard, Core Proficiency

Despite our overall high levels of success academically, the results from Our School Survey and our locally created survey (Me and My School Survey) show that a large portion of our grade 4 to 6 student population report feeling anxiety and a decreased sense of belonging.

Anxiety



Sense of Belonging



Source: Our School Survey, Interactive Chart

The staff is consistent, which allows for stability of the workforce. The level of staff involvement and extracurricular activities offered, and our House System improves school life and promotes a sense of belonging.

All our students are integrated into regular classes. There are 49 students with an IEP and 17 students who have a special needs code recognized by the MEQ, including some related to mental health. Almost all classes have a small teacher/student ratio. In Kindergarten and Cycle 1, increased support has been put in place in each class through the hiring of additional staff members.

At BES, a strong collaboration exists between the school, the parent volunteers, and the Parent Participation Organization (PPO). As seen at our recent Volunteer Appreciation Day, more than one third of the parent population is actively involved in school life. This collaboration allows us to improve our school environment by offering such things as an inviting library, a mobile tech station including iPads, laptops and robotic resources, a variety of musical instruments, an outdoor classroom and a fully equipment cooking lab.

To promote a community environment in which all students can participate in a variety of extracurricular activities the following events take place on a yearly basis; intramural sports (SSIAA), co-curricular activity programs, whole school thematic projects and ceremonies, reading week, Christmas/Spring Concert, Scholastic book fairs, graduation ceremonies, social group workshops, etc. The activities are led by staff members and are strategically placed throughout the year. Some activities are on a voluntary basis and others are based on a school wide participation.

At BES, we are committed to fostering a safe and respectful school for all. Recently, we have implemented new activities and programs to reduce high levels of stress in our students. These include initiatives around mindfulness and self-regulation.

6. CONSISTENCY WITH THE COMMITMENT-TO-SUCCESS PLAN

In alignment with Riverside School Board's Commitment-to-Success Plan, Boucherville Elementary School is prioritizing Objective 8: Improve the climate of caring, well-being, and student safety for our elementary students.

We will be using the results of "Our School Survey" used by RSB to improve our students' sense of belonging and to reduce their feeling of anxiety.

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

Challenge – Climate of Caring, Well-Being and Safety	
Orientation 1	Sense of Belonging
Objective 1	Increase the percentage of girls in Grades 4-6 who report feeling accepted and valued by their peers at school.
Indicator	Our School Survey, one-click report, girls with a positive sense of belonging
Target	Increase percentage of girls feeling a positive sense of belonging to 78% by 2027
Baseline	57%
Orientation 2 – Feelings of Anxiety	
Objective 2	Decrease the percentage of Grade 4-6 students who report having feelings of fear, anxiety or worry at school.
Indicator	Our School Survey, one-click report, students with moderate or high levels of anxiety
Target	Decrease percentage of students in Grades 4-6 with moderate to high levels of anxiety to 23% by 2027
Baseline	33%

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 of every year.

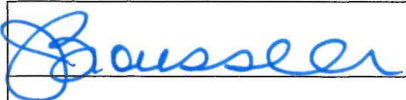
Reporting involves evaluating the educational project and presenting the evaluation results to the community. The school/centre must monitor and examine the extent to which the objectives have been achieved and the effectiveness of the measures it has applied to fulfill its commitments.

From a continuous improvement standpoint, evaluation also provides an opportunity to share innovative practices so that they can be incorporated into everyday pedagogical practices.






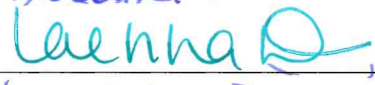
The Governing Board must provide the education community with information on the school team's choices and the results (Education Act, sections 75 and 109.1).

9. SIGNATURES

Signed at Boucherville Elementary, this 7 day of December, 2023

	
Principal, School	Director General, Riverside School Board

Steering Committee:

	
Daycare Technician	Special Education Technician
	
Teacher Amanda Glancey	Teacher Laura Pescolla
	
Teacher Vanessa Aboud	Teacher Laetitia Duong

