



120, Montée des Bouleaux
Delson, QC
J5B 1L7

John Adam Memorial

Educational Project 2023-2027



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 John Adam Memorial 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
Steven Carroll	Principal
Lysianne Dupont	Resource Teacher
Jennifer Nieradka-Piperni	Resource Teacher
Jennifer Burton	Teacher
Stephanie Cumming	Teacher
Cassandra Savard	Teacher
Sherry-Lyn Keddy	Teacher
Yandy Macabuag	Special Ed Technician
Katrina Boismier	Daycare Technician

4. CONSULTATIONS HELD FOR THE PREPARATION OF THE EDUCATIONAL PROJECT

Date of consultation	Group consulted	Nature of consultation	Location
10 October 2023	Steering Committee	Group Discussion	Riverside School Board
23 October 2023	Staff	Discussion	John Adam Memorial
13 November 2023	Steering Committee	SST work session	Delson
28 November 2023	Governing Board	Discussion	John Adam Memorial
Date	Steering Committee	Focus Groups	Location
Date	Teachers	Focus Groups	Location
	Students		

5. SCHOOL CONTEXT

John Adam Memorial is located in the city of Delson. The school is situated in a largely urbanized area with students coming from outlying rural areas. 20% of our school's current population comes Delson and the remainder from the multiple different surrounding cities: St. Constant, St. Édouard, St. Remi, St. Michel and St. Isidore. We have 302 students enrolled from K5 to grade 6. We have had a 6% student population increase over the last two years. The student population on our school zone is also in constant growth. The socio-economic status of our population is level 4, as is the low-income cut off (4).

For this Educational Project, we have created numerous collaborations with external sources so to support our students and families towards our goals.

Whether it be for our goal of student wellness or our goal for higher language proficiency, the city of Delson and the MRC Roussillon have been incredible assets towards our goals set herein this Educational Project. Here are certain municipal services that we benefit from:

- Delson Library: Increasing opportunities for reading and the love of books;
- Delson Travaux publics : helping us beautify our school grounds;
- Maison des Jeunes Symphonie: offering our senior students a place to connect with other 11–12-year-olds so to unwind & play games;
- Copains de Delson : supporting our students through their food bank and generous financial support to families in need;
- MRC Roussillon: supporting us with our many sustainability measures such as composting, food literacy and supplying us local produce so to help feed our students.

In order to promote our language-proficiency objective, we have been directing our families towards Learn Quebec which offers free tutoring services to the students. It is also regularly promoted by the staff.

When we look at the internal context, John Adam Memorial School offers two language stream programming: English stream (comprised of 44% of our student population) and French Immersion (comprised of 56% of our student population). Our school population is expected to grow in the next 5 years. There is even a possibility of an extension being built to support this growth as our current building cannot accommodate more sections. Of our 302 students, 61% speak English at home, 37% speak French and 2% speak another language.

As a school, we have also implemented many Outdoor Education initiatives. This has supported both language proficiency as well as well-being. In addition to this, we offer a multitude of extracurricular activities. Here is a list of ECAs that we offer:

- Drama Club, Student Voice, Kitchen Krew, Knitting Club, Boardgames Club, CSR (soccer), Talent Show, Playground Leaders, This 360, Moozoom, Calm Kids

One initiative that has generated a tremendous amount of enjoyment for the students is our Hour of Interest commonly known as iHour. On a monthly basis, per cycle, students select an interest, and we create separate clubs combining all the students from numerous classes in the same cycle. We have carpentry, technology & coding, upcycling, gymnastics and many more. Our Daycare program has even followed suit and have established their groupings not by age groups, rather by interests.

Our school community has been a major asset in the past few years. As a school, we have implemented many more outreach programs and initiatives that have created a bridge with the *JAM FAM*. We boast incredible participation rates for our events that are not solely based on fund-raising, but rather on sense

of community and the belief that *it takes a village to raise a child*. For example, we have over a 75% participation rate for our Annual General Assembly, our K4 Family Stories project has been at maximum capacity, our weekend events are always well attended. This makes for an incredible dynamic.

We do face many challenges as well. In the most recent student survey entitled *OurSchool Survey*, grades 4-5-6 were asked to provide information about their level of Wellness score (includes sense of belonging, positive relationships at school and anxiety levels). As much as students are feeling a higher sense of belonging at school, they are also reporting that they have fewer positive relationships with classmates and anxiety levels are on the rise for both boys and girls.

These reports are tangible as we do see more acts of aggressive behaviour and disrespect. We have tried to address these issues by hiring more Support Staff however the current shortage of personnel has impacted us.

In regards to language proficiency (students obtaining a grade of 70% or more in ELA & FSL), we have not been able to attain our objectives in the past years. We are in a very bilingual community and our school highly values bilingualism. We truly believe that language comprehension and expression are at the base of learning and critical thinking. This also aligns with the RSB Commitment to Success Plan (objective 4).

Through our former Educational Project, we have noticed that our results have been stagnating in regard to Oral Communication in both languages. We are presently working hard to create a synergy between the language stream groups of a same grade level so to offset this lack of progress. Many efforts will be deployed in this upcoming Educational Project process that will encompass a more holistic approach for both language streams and all stakeholders withing our building.

6. CONSISTENCY WITH THE COMMITMENT-TO-SUCCESS PLAN

Objective 4 Proficiency in the two languages of instruction (French, English)

Objective 8 Improve the climate of caring, well-being, and student safety

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

Challenge – Wellness	
Orientation 1 - □Sense of Belonging, □Positive Relationships and □ Anxiety levels	
Objective 1	To maintain a minimum of a 5% positive difference to the Canadian norms for all the components of our *Wellness Score.
Indicator	OurSchool Survey (Anxiety, Sense of Belonging & Positive Relationships)
Target	Baseline OurSchool Survey 2022-2023 & reviewed annually (Grades 4-5-6)
Challenge – Language Proficiency	
Orientation 2 – Language Proficiency for students with IEPs	
Objective 1	To raise the proficiency rate for all students with an IEP in all grade levels to 50% in both languages.
Indicator	Power BI Dashboard (Language Proficiency Rate) with filter for Students with IEP and Difficulty Code
Target	Baseline of 37.29% Summary Result in 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 of every year.

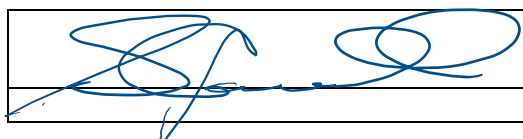
Reporting involves evaluating the educational project and presenting the evaluation results to the community. The school/centre must monitor and examine the extent to which the objectives have been achieved and the effectiveness of the measures it has applied to fulfill its commitments.

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).


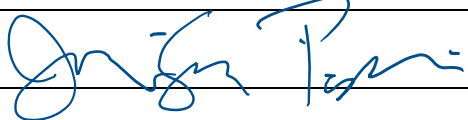

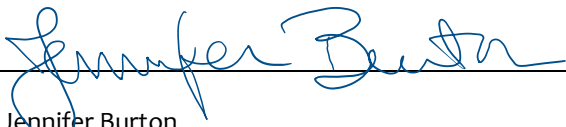

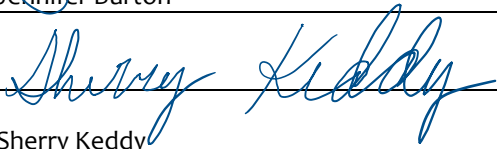

9. SIGNATURES

Signed at _____ Delson, Qc _____ this 13th day of _____ November _____, 2023

Principal, School	Director General, Riverside School Board
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Steering Committee:

	
Lysianne Dupont	Jennifer Nieradka-Piperni
	
Stephanie Cumming	Jennifer Burton
	
Cassandra Savard	Sherry Keddy
	
Katrina Boismier	Yandy Macabuag