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Brossard (Québec)  
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# Good Shepherd Educational Project 2023-2027



**Riverside School Board**

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

[www.rsb.qc.ca](http://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
Remi Collins	Principal
Mélanie Jean	Vice-Principal
Debbie Taylor	Teacher
Amanda Langlois	Teacher
Christine Higginbottom	Teacher
Lisa Nagy	Teacher
Kim Rae	S.E.T.

### 4. CONSULTATIONS HELD FOR THE PREPARATION OF THE EDUCATIONAL PROJECT

Date of consultation	Group consulted	Nature of consultation	Location
October 10, 2023	Staff	Group Discussion	Staff Room
October 17, 2023	Steering Committee	SST work session	Riverside School Board
November 7, 2023	Staff	Group Discussion	Staff Room
November 27, 2023	Steering Committee	Discussion	Riverside School Board
January 8, 2024	Staff	Discussion	Staff Room
January 8, 2024	Steering Committee	Discussion	Staff Room
February 6, 2024	School Council	Discussion	Online meeting
February 21, 2024	Governing Board	Focus Groups	Location
Date	Steering Committee	Focus Groups	Location
Date	Teachers		
	Students		

### 5. SCHOOL CONTEXT

Good Shepherd is part of the Riverside School Board, located on the South Shore of Montreal in Brossard Québec. We offer an English program to nearly 330 students from K4 to grade 6 with 16 in zone classes and 3 regional classes. We do not have French Immersion nor a Bilingual program at our school. Good Shepherd has 19 classroom teachers, 2 PE specialists, 3 French specialists and 2 resource teachers. We have 1 secretary, 3 Special Education Technicians, 10 attendants and 2 caretakers along with 2 administrators.

We have 2 different regional programs at our school. Boost is a 2 year program for students in grades 3 and 4 with an identified, or suspected, learning difficulty in language and often math. Tech Tools is a 1 year program for students in grade 5 designed for students with an identified language based learning disability. For our regional programs students will come from all over the Riverside School Board.

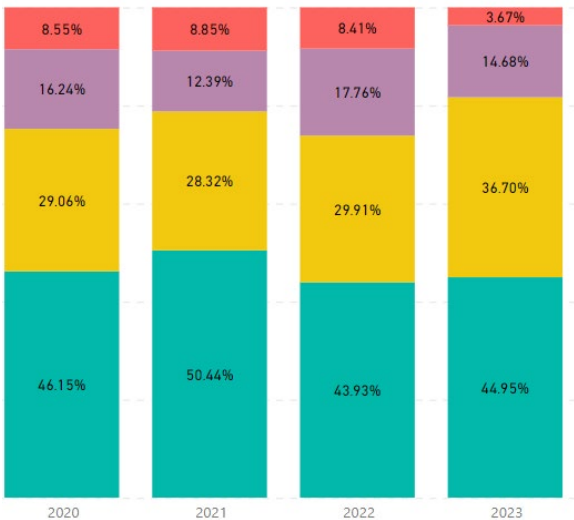
Good Shepherd student population is very diverse. Approximately 50% of our students only speak English at home and about 25% of our students speak another language in addition to or other than French or English at home. Approximately 1/5 of our students have an IEP and about 1/6 have ministerial codes. In examining the success rate (60% and above in Math, English and French) we see the following results.

● Success 100% ● Success 2of3 ● Success 1of3 ● Success 0%

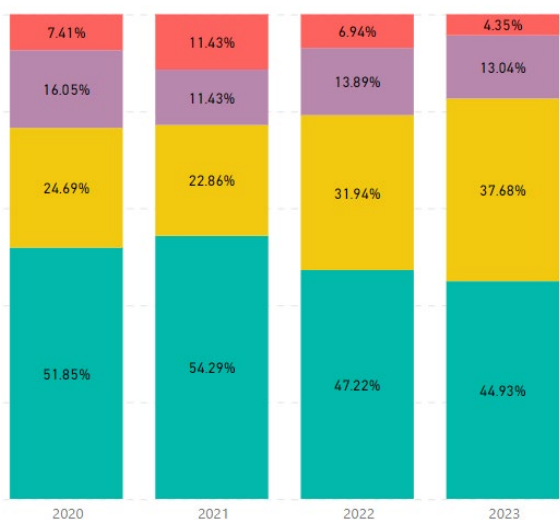
Students without an IEP



Students with IEPs



Students with a Difficulty Code



We are also growing in size having grown by close to 50 from 5 years ago. As a result of the student movement, regional programs and growth we only have approximately 50% of our grade 6 students who have been with us since kindergarten. With a lot of change over in students we are seeing students indicate a lack of connection to the school.

## 6. CONSISTENCY WITH THE COMMITMENT-TO-SUCCESS PLAN

As a part of the process of determining what path we would follow for our educational project we presented our staff with the 8 Board objectives and discussed the needs of our students. As a part of this process it was determined that Objective 3, the success rate of students with handicaps, social maladjustments or learning difficulties, as well as Objective 8, improving the climate of caring, well-being and student safety were the ones that would best meet the needs of our students.

At Good Shepherd we have centered our two goals around the emotional well-being of our students and supporting our students with identified learning challenges and with Individualized Education Plans (IEPs). Students who have connections and feel good about coming to school tend to have more success and recognizing the unique learning needs of our students and finding ways to better support them will also lead to greater academic success. Many of the benefits gained through a Universal Design for Learning benefit all of our students and would also lead to greater academic achievements for those without IEPs.

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

<b>Challenge – The success rate of at-risk students and students with handicaps</b>	
<b>Objective 1</b>	Moving towards more alignment with reading instruction with staff incorporating science of reading into their practice along with lively letters/ sound prints/ UFLI
<b>Indicator</b>	The average for English is currently
<b>Target</b>	We would like to see the average increase by 15%
<b>Orientation 2 – Community Supports</b>	
<b>Objective 2</b>	Connecting families with workshops and community events around supporting their children at home with Literacy and numeracy activities as well as healthy habits. We would look to bring in community groups
<b>Indicator</b>	The global average of Math, English and French is
<b>Target</b>	We would like to see the average increase by 10%
<b>Challenge – Improve the climate of caring, well-being and student safety</b>	
<b>Orientation 3 – Creating outreach opportunities through school events, special days/activities, clubs, volunteers and community events</b>	
<b>Objective 3</b>	To increase the percentage of students who have a positive sense of belonging at school as well as increasing the percentage of students who have positive relationships at school
<b>Indicator</b>	66% of students indicated that they had a positive sense of belonging 67% of our students indicated that they positive relationships at school Students rated the advocacy at school at 5.6
<b>Target</b>	We would like to like increase it by 10%

## **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 \_\_\_\_\_, this \_\_\_\_ day of \_\_\_\_\_,  
2023

Principal, School	Director General, Riverside School Board

**Steering Committee:**

Vice-Principal	Teacher
Teacher	Teacher
Teacher	Teacher
Teacher	Teacher