



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 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
Jean-René St-Cyr	Principal
Elizabeth Ford	Vice-Principal
Lysanne Bourassa	Teacher
Marlène Demers	Teacher
Benoît Deshaies	Teacher
Anne-Marie Fortin	Teacher
Chelsea Lafortune	Teacher
Mariam Mikhail	Teacher
Cindy Patriarca	Teacher
Lisa Turcotte	Teacher

4. CONSULTATIONS HELD FOR THE PREPARATION OF THE EDUCATIONAL PROJECT

Date of consultation	Group consulted	Nature of consultation	Location
October 10, 2023	Steering Committee	SST work session	Riverside School Board
October 12, 2023	All Staff	Discussion staff meeting	School
October 26, 2023	Steering Committee	Discussion & Planning	School
November 14, 2023	Educational Services	Draft review	Sent by email
November 30, 2023	Governing Board	Focus group- draft review	School & Zoom
Mar 22–Apr 2, 2024	Parents	Feedback survey	Online
April 2023 ⁴	Steering Committee	Drafting/Revisioning	Online
April 26, 2023 ⁴	All Staff	Review & Feedback	School
May 23, 2023 ⁴	Governing Board	Final Draft Review & Approval	School

5. SCHOOL CONTEXT

EXTERNAL ENVIRONMENT

St. Lawrence is located in Candiac and serves the surrounding communities of Candiac, Laprairie, Sainte-Catherine, St-Mathieu, St-Philippe, and some areas within Saint-Constant and Delson.

Uniquely, the school is housed across two buildings that are adjacent to each other with a large, shared school yard. The St. Raymond pavilion houses the kindergarten cycle and cycle 1 students. The Champlain pavilion houses the cycle 2 and 3 students. Having two buildings provides

challenges for all students and staff to easily and naturally socialize and collaborate to realize projects.

We are a 4-yr-old kindergarten to grade 6 elementary school and provide the options of an English Program and a French Immersion Program. Our current student population (2023-2034) is 529. 379 students are registered in our French Immersion program, and 150 students are registered in our English program.

We offer daycare services which allows for opportunities to plan activities for students before and after school hours.

We have active parent community with strong participation in committees, that facilitate many initiatives, including the Sustainability Committee, and our Peace Garden Committee who work with students to be informed and proactive environmentally.

INTERNAL ENVIRONMENT

St. Lawrence's mission is to promote a lifetime love of learning in our children. We are committed to developing in our students, a sense of respect and responsibility towards self, others, the community and the environment. Our vision includes academic and social emotional learning. We strive to teach our students to engage positively and meaningfully in learning and to become competent readers, writers, and problem solvers, in both English and French. We also promote caring citizenship and support our students to be respectful, empathetic and helpful to others, and to participate in initiatives that benefit our school and the greater community.

We continue to prioritize Social and Emotional Learning.

In our previous Educational Project, of the two objectives towards ensuring a safe and caring school was to develop students' positive character traits and which was measured through students' responses on the OurSchool survey (completed by all grade 4, 5 and 6 students) indicating having positive relationships at school. This did increase steadily each year, over the five years. The other objective was to increase students' feeling of safety at school. This dipped significantly from 2019's results to what was gathered in 2021 after the onset of the Covid-19 pandemic. Though it increased slightly in the two following years, it did not return to the baseline level measured in 2019 and did not meet the target set. This is therefore an area still to be considered as we establish this Educational Project.

Teachers report that they see a lack of motivation in students and that students continue to have difficulty with peer relationship and resolving disputes. Motivation is difficult to precisely define and measure across different contexts. To try to better understand how to positively influence these factors, we have closely examined the data student provide through the OurSchool survey.

Students report that they do have positive relationships, which is defined by the survey as having friends they can trust and who encourage them to make positive choices, though the results for this fluctuate greatly from year to year. However, when we look at how they report for sense of belonging (defined as feeling accepted and valued by others at their school) we see that this has overall been declining through the last 12 years of survey data (Table 1). The overall rate reported in

May 2023 was 70% of students, which is 9% below the Canadian norm for children in the same grades (Table 2). There was no difference between the rates for boys and girls. Because the data gathered to indicate positive relationships in the survey doesn't necessarily extend to relationships outside of a close friend or two, the data for sense of belonging might give us a better idea of how students are relating to and feeling within the larger group of peers at school.

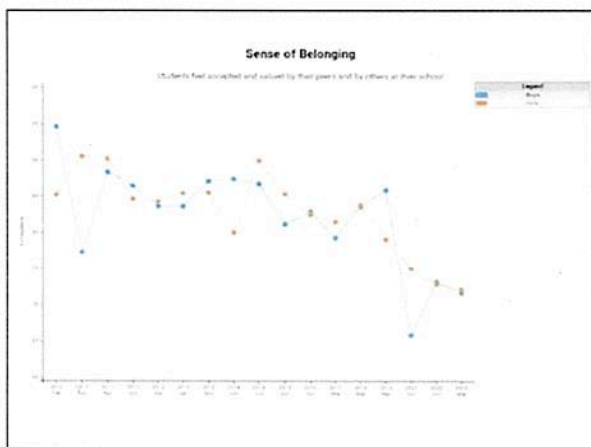


Table 1

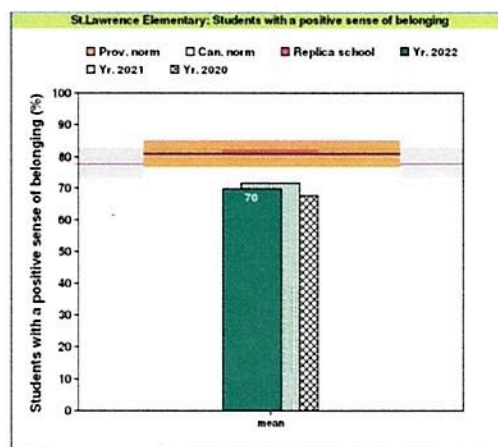


Table 2

The rate for students who are experiencing high levels of anxiety was the same as the Canadian norm for 2023, at 22%. This is still a significant number of students who have intense feelings of fear, anxiety or worry about specific events or social situations.

54% of our students reported feeling safe at school. This is below the Canadian and Provincial norms, as well as the similar English Quebec school (replica school), for these grades at the same point in time (Table 3).

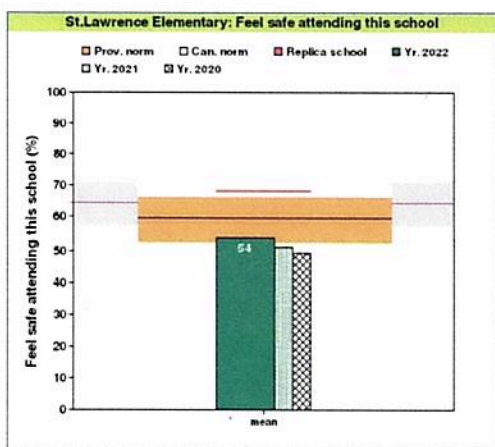


Table 3

Our School Success Team (Educational Project steering committee), with confirmation through consultation with our school community, have identified the social-emotional well-being of our students as a challenge. Given our data and the observations of our school community, we will prioritize students' interpersonal relationships and feeling accepted and safe at school. We will measure our progress with the data relating to having a positive sense of belonging by being

accepted and valued at school. At the same time, we will monitor trends in positive relationships and feeling safe at school.

Our academic results for the core subjects and competencies show high success rates. We also monitor proficiency rates (students scoring 70% and above) since students who have achieved only just above passing grades have not likely consolidated learning sufficiently and may be at risk of struggling in future years.

An examination of our Math results data reveals the success rates (60%+) for Solves a Situational Problem are high, but the proficiency rates (70%+) are markedly lower most years, through grades 3 - 6 (see Tables 4 & 5). At the end of cycle 2 (grade 4), we have noted differences between success and proficiency rates ranging between 13% - 20%. While maintaining high success rates, we want to decrease that range and stabilize it year to year. If we can increase proficiency at the end of cycle 2, we can also monitor to see if these students will continue to achieve at higher levels of proficiency in grades 5 and 6.

Teachers at all grade levels, report that students consistently are reluctant to tackle complex problems and need a great deal of support and encouragement to be successful. We want students to have the tools and strategies to more willingly, and autonomously work through situational problems. All teachers will facilitate this learning in all grade levels. We believe that being able to persevere through math situational problems with flexibility and optimism will encourage students to thrive on challenge, which will be of benefit beyond math contexts.

Table 4

GRADE 6 End of Year Results: Solves a Situational Problem					
	2018-19	2019-20	2020-21	2021-22	2022-23
MEQ EXAM RESULTS					
Success Rates	89%	No exams		75%	95%
Proficiency Rates	83%			65%	83%
FINAL REPORT CARD COMPETENCY RESULTS					
Success Rates	88%	97%	87%	88%	97%
Proficiency Rates	79%	95%	70%	70%	85%

Table 5

Final Report Card Competency Results: Solves a Situational Problem					
	2018-19	2019-20	2020-21	2021-22	2022-23
GRADE 5					
Success Rates	95%	94%	86%	93%	91%
Proficiency Rates	76%	77%	69%	84%	75%
GRADE 4					
Success Rates	90%	91%	90%	87%	89%
Proficiency Rates	77%	71%	72%	69%	75%
GRADE 3					
Success Rates	81%	89%	91%	92%	94%
Proficiency Rates	58%	58%	77%	72%	71%

For the purposes of tracking, we will be using the end of year marks in grade 4 for this competency. We will specifically be working to increase the proficiency rates so that more students are reaching levels of learning that will be a solid foundation for ongoing learning in cycle 3, high school and beyond. We will also

6. CONSISTENCY WITH THE COMMITMENT-TO-SUCCESS PLAN

Our identified challenges align with Riverside School Board's *Commitment to Success Plan*.

Our first challenge, Social Emotional Well-Being of Students, aligns with Commitment to Success Objective 8: *Improve the climate of caring, well-being, and student safety*. By improving our students' social interactions and sense of belonging, we will contribute to improving students' wellbeing, safety and caring.

Our second challenge, Problem Solving, aligns with two Commitment to Success objectives. By increasing proficiency of our students, we will contribute towards Objective 5: *The proficiency rate in the elementary grade 6 compulsory MEQ mathematics examination for competency 1*. We are tracking students who are scoring 69% or lower for the Solves a Situational Problem math competency. These students not meeting success (60%) or are at risk of not succeeding due to having not fully consolidated their learning. Many of these students are students with learning and/or social emotional challenges and have an IEP. By improving results for these students, we will support also Objective 3: *The success rate of students with handicaps, social maladjustments or learning difficulties*.

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

Challenge – Social-Emotional Well-Being of Students	
Orientation 1 - Improve students' social interactions and relationships	
Objective 1	To increase students' feeling of safety, acceptance and harmony with peers
Indicator	Increased rates of sense of belonging as indicated in OurSchool Survey
Target	Increase overall sense of belonging (grades 4, 5 & 6) by 10%
Baseline	70%
Challenge – Problem Solving	
Orientation 2 – Expand & consolidate problem solving skills	
Objective 2	To solve a math situational problem
Indicator	Increase the proficiency rates for math competency 2 at the end of grade 4
Target	Decrease difference between success rates (students achieving 60% and above) and proficiency rates (students achieving 70% and above), for math competency 2, to 10% in the final marks.
Baseline	14%

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.

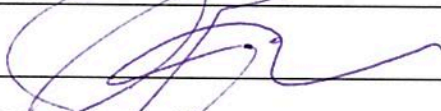
Reporting involves evaluating the educational project and presenting the evaluation results to the community. The school/centre must monitor and examine the extent to which the objectives have been achieved and the effectiveness of the measures it has applied to fulfill its commitments.

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



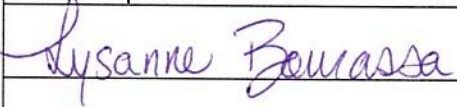



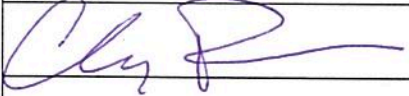

The Governing Board must provide the education community with information on the school team's choices and the results (Education Act, sections 75 and 109.1).

9. SIGNATURES

Signed at St. Lawrence School this 24 day of May, 2024.

	
Principal, School	Director General, Riverside School Board

Steering Committee:

	
Vice-Principal	Teacher
	
Teacher	Teacher
	
Teacher	Teacher
	
Teacher	Teacher