



1863, rue Brébeuf  
Longueuil, Québec  
J4J 3P3

# St. Mary's 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](http://www.rsb.qc.ca)

## **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
Vicki Roach	Principal
Sara Chahal	Vice-Principal
Cindy Paluzzi	Teacher
Carolyn Ko	Teacher
Jamee Parial	Teacher
Annabelle Lafrechoux	Teacher
Tim Yaworski	Teacher
Catherine Legault	Teacher
Victoria Amato	Teacher

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

Date of consultation	Group consulted	Nature of consultation	Location
Date	Staff	Group Discussion	Location
October 4, 2024	Steering Committee	SST work session	Riverside School Board
October 17	Staff Council	Group Discussion	St. Mary's
October 19	Governing Board	Public consult.	Via Zoom
October 27	Steering Committee	SST work session	Riverside School Board
October 30	Staff	Consultation	St. Mary's
November 2	Steering Committee	Draft to submit	St. Mary's
November 6	Staff	Group Discussion	St. Mary's
November 14	Staff Council	Adoption of plan	St. Mary's
November 16	Governing Board	Adoption of plan	St. Mary's

### 5. SCHOOL CONTEXT

#### EXTERNAL ENVIRONMENT

St. Mary's Elementary School is located in Longueuil, Quebec. It is the only English-language elementary school in the *Vieux-Longueuil* borough. The decile rank of the low-income cut off is 10 and our decile rank of socio-economic background is currently 9. We have families who experience certain difficulties in assisting in their children's education. These include families who are recent refugees or who are here on temporary stay visas, and who often have limited knowledge of both languages of instruction. This can also be seen in the

multiple requests from families seeking free tutoring/homework help services every year. Last year alone, 47 students were seen through our homework help initiative. As it stands, we presently have over 30 students enrolled with LEARN Quebec's online tutoring service for term one, which also prioritizes students who are at risk of academic failure.

Our team works in close collaboration with various partners such as CISSS Montérégie-Est (The Integrated Health and Social Service Center for the Eastern Montérégie region) including CLSC's (Local Community Service Centers), rehabilitation centers, the DYP (Department Youth Protection), etc. These services further help many of our students who are having academic difficulties. For example, DYP helps us in addressing truancy issues for students who are at risk of academic failure. Another important partner is The Breakfast Club of Canada, who has been offering breakfast to the whole school population, ensuring that all students have the necessary nutrition to start their day.

### **INTERNAL ENVIRONMENT**

For the 2022-23 school year, approximately 375 students attended St. Mary's School (from 4-year-old Kindergarten to Grade 6). The school offers three regional program classes which service the whole school board. These include the SAIL program (5-year-old Kindergarten and Grade 1 students with global developmental delays) and the LINKS program (Cycle 2 and Cycle 3 students with disruptive behavioural disorders).

The community of St. Mary's School is multicultural. As previously mentioned, 14% of our student population are on temporary stay visas. Many of these students, including those who have a refugee status, have the bare minimum of the English language and arrived at St. Mary's unable to speak English or French which are the languages of instruction. The majority (57%) of our students speak English at home, while 35% speak French and 8% speak another language.

Over the course of the last 5 years, we have seen an important discrepancy between the success rate of students in the three core subjects of English, French, and Mathematics between the Immersion and the English models of delivery. Between 2018 and 2022, 32 students (21.62%) in grade one were not successful in at least one core subject, compared to 18 students (17.14%) in Immersion. This discrepancy continues in grade 2 where 35 students (26.32%) in English were not successful compared to 18 students (14.63%) in Immersion. In grade 3, 57 students (38.52%) were not successful in at least one of the core subjects, whereas only 11 students (9.48%) of Immersion students were not successful in that same grade. In grade 4, 40 students (25.48%) were unsuccessful compared to the Immersion cohort which only saw 12 students (11.01%) not being successful in at least one of the three



subjects. Finally in grades 5 and 6, the numbers further increase to 48 students (33.1%) and 54 students (39.42) respectively, compared to the Immersion groups that saw 22 students (19.93%) in grade 5 and 9 students (8.04%) in grade 6 not achieving a grade of 60% or more in one of the core subjects.

Of the above mentioned data, a total of 45.76% (81 students) of students with IEPs across grades 1-6 in the English model were not successful in one of the 3 core subjects between 2018-2022. In contrast, the French Immersion cohorts with IEPs saw 23.53% (24 students) not achieve a level of success in the same three subjects.

Although students at risk are not limited to only students with IEPs, with more than 113 Individualized Education Plans (IEP) in the 2023-24 school year, 72 of which are students with handicaps, social maladjustments, or other learning difficulties. The school team collaborates closely with the Resource teachers, special education technicians, attendants, as well as different professionals from the Riverside School Board in order to intervene adequately amongst our clientele with special needs in order to ensure that they can also reach the level of success that is expected of all our students.

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

St. Mary's School is committed to supporting Riverside School Board achieve its goals and objectives outlined in the Commitment to Success Plan.

St. Mary's main focus will be to support *Objective #3 – The success rate of at-risk students and students with handicaps, social maladjustments, or learning difficulties.*

St. Mary's School defines that at-risk students include those who are not successful in the three (3) core subjects of English, French, and Mathematics. According to the 2022-23 school data, 61 out of 160 (38%) students in the English model of delivery are considered at-risk, as they are not achieving a mark of 60% or better in all three core subjects.

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

<b>Challenge</b> – The success rate of at-risk* students	
<b>Orientation 1</b> – The success rate of at-risk* students in the core subjects of English, French, and Mathematics.	
<b>Objective 1</b>	Increase the success rate for at-risk* students in the English model of delivery in 3 core subjects across all three cycles.
<b>Indicator</b>	End of year summary results
<b>Target</b>	70 % of at-risk* students in the English model of delivery will be successful in all 3 core subjects by June 2027.
* At risk students includes all students with or without IEPs that are not successful (60%) in at least one of the three core subjects (English, French, and Mathematics).	

## 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.

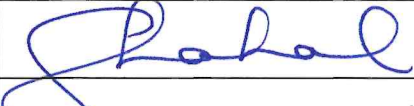

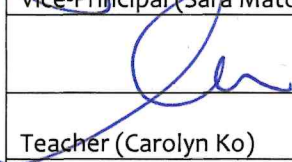
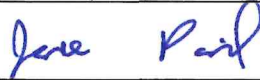



The Governing Board must provide the education community with information on the school team's choices and the results (Education Act, sections 75 and 109.1).

## 9. SIGNATURES

Signed at St. Mary's School, situated in Longueuil, Quebec, this 31<sup>st</sup> day of May, 2024.

	
Principal (Vicki Roach)	Director General, Riverside School Board

### Steering Committee:

	
Vice-Principal (Sara Matos-Chahal)	Teacher (Cindy Paluzzi)
	
Teacher (Carolyn Ko)	Teacher (Jamee Parial)
	
Teacher (Tim Yaworski)	Teacher (Catherine Legault) → on mat. leave
	
Teacher (Annabelle Lafréchoux)	Teacher (Victoria Amato)