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Terry Fox Educational Project 2023-2027



Riverview School Board

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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 Terry Fox 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
Marie-Helen Goyetche	Principal
Kathy Aimola	Teacher / Staff Assistant
Jessica Chagnon	Teacher
Véronique Auger	Teacher
Andrea Baptista	Teacher
Chloee Degros	Teacher
Melissa Grégoire	Daycare Technician/Governing Board Member

4. CONSULTATIONS HELD FOR THE PREPARATION OF THE EDUCATIONAL PROJECT

Date of consultation	Group consulted	Nature of consultation	Location
October 4, 2023	Steering Committee	SST work session	Riverside School Board
November 3, 2023	All Staff at Terry Fox	SST work session	Riverside School Board
November 9, 2023	Governing Board	Presentation/discussion	Terry Fox School
November 15, 2023	Steering Committee	Presentation/discussion	Terry Fox School
	Teachers		
	Students		

5. SCHOOL CONTEXT

Terry Fox School services a large area of St-Hubert students who qualify for English education. Our school has 220 registered students and has a socio-economic factor of 7. We have a 50/50 bilingual program. The subjects taught in English are ELA, Math(taught in English), Art and Drama. The subject taught in French are French, Science, ERC/CCQ, Terry Fox also hosts the regional NEST program (a program designed to help students build positive relationships) and can contribute to the feelings of safety and wellbeing in the school. This program can also contribute to increase the feeling of safety and belonging.

It is a priority to work in partnership with our parents and our community. Our goal is to include parents in a more meaningful way. Our Community Learning Center (CLC) also works in collaboration with the school to provide engaging activities for both students and parents. We now have the collaboration of two members from the community of our Governing Board and we have small but growing PPO -the first in a long time. We believe is parents believe being part of the school and feel safe, this will be transmitted to their children.

Challenge 1 – Student Success in Mathematics	
Orientation 1 - Improve the proficiency rate of students in problem solving	
Objective 1	Increase proficiency rate in the elementary grade 6 compulsory MEQ mathematics examination for competency 1.
Indicator	Results from the Grade 6 Final Ministry Exam C1 (situational problem)
Target	Increase the proficiency rate in the elementary grade 6 compulsory MEQ mathematics examination for competency 1 to 70%.
Baseline	52%
Challenge 2 – Safety and Bullying at School	
Orientation 2 – Improve the climate of caring, well-being and student safety	
Objective 2	Decrease bullying/exclusion to increase feeling of safety at school
Indicator	Results from OurSchool Survey (feeling safe at school)
Target	Increase feeling of safety to 50%
Baseline	33% (2022-2023 school year)
Indicator	Results from OurSchool Survey (bullying and exclusion)
Target	Decrease bullying/exclusion to 30%
Baseline	54% (2022-2023 school year)

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

At Terry Fox, based on our review of the data and the school context, we have chosen to align with Riverside School Board's Commitment-to-Success Plan's Objective 5 (the proficiency rate in the elementary grade 6 compulsory MEQ mathematics examination for competency 1) and Objective 8 (improve the climate of caring, well-being and student safety).

6. CONSISTENCY WITH THE COMMITMENT-TO-SUCCESS PLAN

With regards to our objectives, we would like to put an emphasis on improving the proficiency rate (getting a result of 70% and above) in the elementary grade 6 compulsory MEQ mathematics examination for competency 1 (solving situational problems). In the 2022-2023 school year, our grade 6 students had a 52% proficiency rate in the MEQ mathematics examinations.

We would also like to improve the climate of caring, well-being and safety for students and staff. During the 2022-2023 school year, only 33% of students reported feeling of being safe attending school compared to the Canadian average of 65%. Additionally, 54% (27.7% high, 26.5% moderate) of our students feel like they are being bullied or excluded, compared to the Canadian average of 28%. Our goal is to narrow the gap between our school average and the Canadian average.

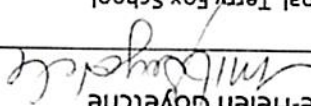
8. REPORTING ON THE EDUCATIONAL PROJECT

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.

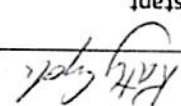
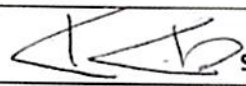
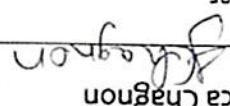
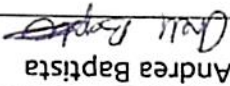
Reporting involves evaluating the educational project and presenting the evaluation results to the community. The school/centre must monitor and examine the extent to which the objectives have been achieved and the effectiveness of the measures it has applied to fulfill its commitments. From a continuous 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 Riverside School Board, this 3rd day of November, 2023.

Marie-Helen Goyetche 	Principal, Terry Fox School
Lucie Roy 	Director General, Riverside School Board

Steering Committee:

Kathy Almola 	Teacher - Staff Assistant
Véronique Auger 	Teacher
Chloée Degros 	Teacher
Jessica Chagnon 	Daycare Technician - Governing Board Member
Andrea Baptista 	Teacher
Melissa Grégoire 	Teacher