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Chambly (Québec)
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William Latter School 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
Natalie Gruenefeld	Principal
Stephanie Kozub	Teacher
Daisy Galego Nogueira	Teacher
Marlene Pepin	Teacher
Josee Perron	Teacher

4. CONSULTATIONS HELD FOR THE PREPARATION OF THE EDUCATIONAL PROJECT

Date of consultation	Group consulted	Nature of consultation	Location
October 17, 2023	Steering Committee	SST work session	Riverside School Board
October 30, 2023	Steering Committee	Discussion	William Latter School
November 6, 2023	Teachers	Focus Groups	William Latter School
November 7, 2023	Steering Committee	Discussion	William Latter School
March 13, 2024	All staff	Feedback	Online
March 21, 2024	School Council	Approval	William Latter School
March 23, 2024	Governing Board	Approval	William Latter School

5. SCHOOL CONTEXT

EXTERNAL ENVIRONMENT

William Latter School is located in Chambly and serves a population of 360 students covering the towns of Chambly and Carignan. The school offers both the French Immersion and English programs from 5-year-old Kindergarten to Grade 6. The English program enrollment represents 44.41% of our student population, with the student enrolled in the Immersion program representing 55.59 % (Source: Power BI – student details 2023)

A majority of our students speak French at home (65.92%) compared to 32.4% who come from homes where they speak mostly English. Of the other languages spoken at home, Arabic represents 0.56% (Source: Power BI – student details).

With regard to support outside of school, 66% of students in Cycle 3 reported that there was parental advocacy outside of school (Our School Survey; March 2023). This result was reported using the Our School Survey, which is a student self-reported, anonymous questionnaire administered yearly. Questions ask such things as family asking about how they are doing on schoolwork, asking about how they are getting along with other children, and encouraging them to do well at school compile to produce this result.

INTERNAL ENVIRONMENT

Language acquisition in both French and English has been an ongoing focus at William Latter, with a particular focus on writing in the past 5 years through a focus on writers' workshop, the science of reading and many other strategies. While our students consistently surpass the Riverside average in success rate (60% or higher) with 93.44% of Grade 6 students demonstrating bilingual success in June 2023, there is a gap between the success rate (60% or higher) and proficiency rate (70% or higher). 78.28% of students demonstrated that they were proficient in both French and English. This is a gap of 15.16% of students in the gap between success and proficiency, with an additional 6.56% (4 students) of students who did not demonstrate results that were successful or proficient in both languages (Source: Power BI – student subjects - ELEM - 2023, Grade 6 results). As such, language proficiency in both French and English will be an area continued focus at William Latter.

The Our School Survey is a student self-reported, anonymous questionnaire administered yearly. In March 2023 these survey results continued to indicate that since the pandemic there is an important increase in moderate to high levels of anxiety in our Grade 5 and 6 students. The report noted the following levels of anxiety compared with the Canadian norm:

MODERATE TO HIGH LEVELS OF ANXIETY		
Date	William Latter School	Canadian Norm
Spring 2023	36%	22%
Spring 2022	33%	22%
Spring 2021	41%	22%
Spring 2020	Not completed - Covid Pandemic Year/School Closed	
Spring 2019	19%	22%

(Our school survey: One-click report, Report on Student Outcomes and School Climate – Anxiety 2018/19 to 2022/2023 results)

Anxiety can make learning in school harder for students. Sometimes anxiety can be hard to observe directly, as it may be masked by other maladaptive behaviours such as upset stomachs, defiance, inattention, absenteeism, and learning challenges (Source: Child Mind Institute - <https://childmind.org/article/classroom-anxiety-in-children/>). As such, for both social, emotional and academic reasons targeting improving student ability to develop resiliency to manage normal feelings of stress and anxiety is important.

At William Latter we acknowledge the significant impact of supporting a positive school climate, ensuring that students feel safe; both physically and emotionally. Students need to feel that they belong to the school and have supportive adult relationships at school. Students in a safe and caring school are more likely to be engaged and successful (Source: Crisis Prevention Institute - <https://www.crisisprevention.com/blog/education/the-importance-of-positive-school-climate-and-classroom-culture/>). At William Latter 70% of Grade 5 and 6 students in March 2023 reported on the Our School Survey that they felt a sense of belonging (Source: Our school survey: One-click report, Report on Student Outcomes and School Climate –2022/2023). Additionally, 74% of students reported that they had positive teacher-student relations (Source: Our school survey: One-click report, Report on Student Outcomes and School Climate –2022/2023). Yet, students that responded to the Our School Survey indicated that there were challenges that need ongoing intervention with regard to students respecting classroom expectations and that students had concerns about safety going to, from and while at school (63%) (Source: Our school survey: One-click report, Report on Student

Outcomes and School Climate –2022/2023). These two areas will be of particular focus at William Latter School to further improve the overall school climate.

6. CONSISTENCY WITH THE COMMITMENT-TO-SUCCESS PLAN

William Latter Schools educational project is aligned to the Commitment to Success Plan of Riverside School Board. More specifically, the areas of focus at William Latter School directly impact the following two objectives:

- 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 – Improve the climate of caring, well-being, and student safety.	
Orientation 1 – Promote a positive learning environment	
Objective 1	Increase the number of cycle 3 students who report learning in a positive climate
Indicator	Our school survey results, One click report: Positive learning climate, Positive teacher-student relations, Feel safe attending this school
Target	5% increase by 2027
Orientation 2 – Improve emotional recognition skills	
Objective 2	Decrease the number of cycle 3 students who report moderate to high levels of anxiety
Indicator	Our school survey results, Once click report: Students with moderate or high levels of anxiety,
Target	7% decrease by 2027
Challenge – Proficiency in the two languages of instruction (French, English).	
Orientation 3 – Student success in writing in both languages	
Objective 3	To increase writing proficiency rate in both languages
Indicator	End of cycle 3 results
Target	5% increase by 2027

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.

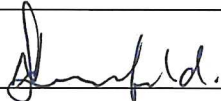
Reporting involves evaluating the educational project and presenting the evaluation results to the community. The school/centre must monitor and examine the extent to which the objectives have been achieved and the effectiveness of the measures it has applied to fulfill its commitments.

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

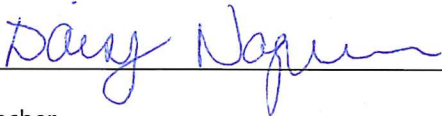

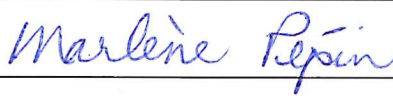
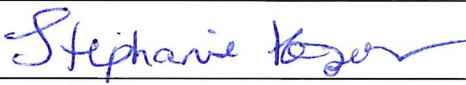
The Governing Board must provide the education community with information on the school team's choices and the results (Education Act, sections 75 and 109.1).

9. SIGNATURES

Signed at William Latter School, this 24th day of March, 2024

	
Principal, School	Director General, Riverside School Board

Steering Committee:

	
Teacher	Teacher
	
Teacher	Teacher