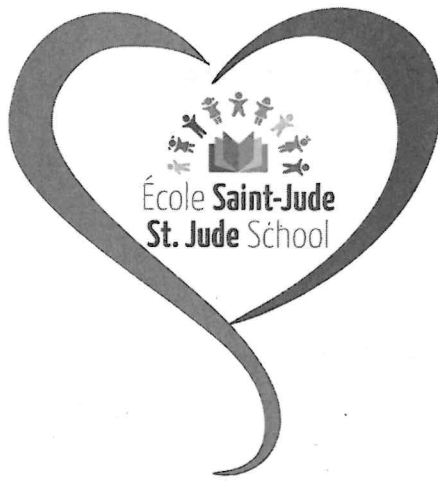




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St. Jude Educational Project 2023-2027



Commission scolaire **Riverside**
Riverside School Board

Riverside 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 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
Michael Brown	Principal
Valerie Caya	Vice-Principal
Natasha Matni	Teacher
Nikola Mullins	Teacher
Anita Samuel-George	Teacher
Sarah Chay Pak Ting	Teacher
Ashley Martineau	Attendant

4. CONSULTATIONS HELD FOR THE PREPARATION OF THE EDUCATIONAL PROJECT

Date of consultation	Group consulted	Nature of consultation	Location
Oct. 3, 2023	Steering Committee	Work Session	Riverside School Board
Oct. 13, 2023	Staff	Work Session	Riverside School Board
Oct. 22- 27, 2023	Staff	Data Wall Feedback	St Jude School
Oct. 26, 2023	Governing Board	Consultation of draft	Virtual Meeting
Nov. 27, 2023	Steering Committee	Report review	St Jude School
Dec. 1, 2023	Governing Board	Consultation of final copy	Virtual Meeting

5. SCHOOL CONTEXT

EXTERNAL ENVIRONMENT

Currently we have 393 students attending St. Jude School. St Jude offers an English and French Immersion language model of delivery from kindergarten 4-year-old to Grade 6 level in an inclusive school setting.

INTERNAL ENVIRONMENT

The 393-student population is weighted at 460 students. Our at-risk students are defined as students on IEPs with or without a difficulty code. Presently, there are 69 students on IEPs (18%). There are 43 (11%) students identified with a difficulty code. There are 26 (7%) students on an IEP without a difficulty code.

Difficulty Description for students with an IEP From Kindergarten to Grade 6	Number of students
Without difficulty code	26
50-PDD = Pervasive developmental disorder	19
01-MLD = Mild learning difficulties	5
99-ATD =Atypical deficiency	5
33-MOD=Mild motor or organic deficiency	4
53-PP=Psycho-pathological disorders	4
34-SD=Speech Disorder	3
44-HI=Hearing impairment	2
12-BP=Behavioral problems	1
Total	69

Source: Power BI- ELEM Student Details dashboard filter 2023

The success rate in core subjects is determined by achieving 60% in three core subjects, English, French and Mathematics. Over the last 3 years, the success rate of students with IEPs has been decreasing even though the number of students on IEPs has remained constant. In 2020, the success rate in 3 core subjects for students with an IEP was 63%. In 2022 the success rate had decreased to 42%.

Year	Student population	Number of Students on IEPs	Success rate in 3 core subjects for students with an IEP
2020	380	64	63%
2021	374	63	48%
2022	365	65	42%

Source: Power BI, ELEM students information dashboard and subject results filtered for St. Jude.

Our goal is to increase the percentage of students on IEPs experiencing overall success in core subjects from 42% to 50% over the 5-year span of our educational project. The targeted result is a percentage of success between the highest and lowest level of success rate over the last three years.

6. CONSISTENCY WITH THE COMMITMENT-TO-SUCCESS PLAN

St Jude's Educational Project is aligned and consistent with the school board's commitment-to-success plan.

Riverside's school board identifies Objective 3 as follows: The success rate of at-risk students and students with handicaps, social maladjustments or learning difficulties. The success rate of our at-risk students is declining in core subjects. By focusing on the success rate of students with IEPs and implementing actions which will address the diverse needs of our learners, we aim to increase the proportion of students with an IEP who are passing all three core subjects.

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

Challenge: At risk student success	
Orientation 1 - At risk students passing core subjects.	
Objective 1	Increase the success rate in core subjects
Indicator	Success rate of students with IEPs in core subjects
Target	Increase to 50% the success rate of students with IEPs in core subjects
Baseline	2022 results – 42% of students on IEPs succeeded in three core subjects

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.

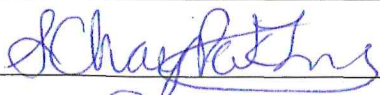
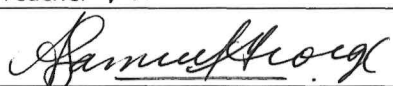
The Governing Board must provide the education community with information on the team's choices and the results (Education Act, sections 75 and 109.1).

9. SIGNATURES

Signed at St. Jude School, this 1 day of December, 2023

	
Principal, School <u>Michael Brown</u>	Director General, Riverside School Board

Steering Committee:

<u>V. Caya</u>	
Vice-Principal <u>Valerie Caya</u>	Teacher <u>Nikola Mullins</u>
	
Teacher <u>Sarah Chay Pak Ting</u>	Teacher <u>ANITA SAMUEL-GEORGE</u>
<u>Ashley Martineau</u>	
Teacher <u>Ashley Martineau</u>	Teacher
<u>Natasha Martni</u>	
Teacher <u>Natasha Martni</u>	Teacher