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Saint-Jean-sur-Richelieu (Québec)
J3B 1T4

St. Johns School Educational Project 2023-2027



Riverside School Board
7525, chemin de Chambly, Saint-Hubert, Québec
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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 St. Johns 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-Simon Poirier	Principal
Lindsay Brooks	Vice-Principal
Darla Butler	Vice-Principal
Amanda Neville	Teacher
Karine Poidvin	Teacher
Celia Biagetti	Teacher
Deborah Devine	Teacher
Vanessa Mustillo	Teacher
Janet Ritchie	Teacher
Nicole Lalonde-Barley	Teacher

4. CONSULTATIONS HELD FOR THE PREPARATION OF THE EDUCATIONAL PROJECT

Date of consultation	Group consulted	Nature of consultation	Location
October 18, 2023	Steering Committee	Group Discussion	CRHS
November 1, 2023	Teachers	SST work session	Riverside School Board
January 15, 2024	Governing Board	Focus Group	St. Johns School
January 15, 2024	Teachers	Discussion	Zoom
February 5, 2024	Governing Board	Vision and values	St. Johns School
April 15 th , 2024		Presentation	Zoom

5. SCHOOL CONTEXT

EXTERNAL ENVIRONMENT

St. Johns School offers K4 to Secondary 5 instruction in Saint-Jean-sur-Richelieu in the Montérégie region. It is the sole Anglophone school serving the region. With a student population of 523 at the Elementary level and 302 at the Secondary level, the school is large enough to provide a wide variety of services, yet small enough to give the more individual personal touch. Our students come from a fair-sized industrial city, Saint-Jean-sur-Richelieu, some rural communities such as Saint-Blaise, Lacolle, Mont Saint-Gregoire and Sabrevois, and represent a mixed social-economic background. St. Johns School has a socio-economic indicator of 6 at the elementary level and 5 at the secondary level. The low-income cut off indicator is 5 at the elementary level and 3 at the secondary level. Our Daycare offers services to students from K to 6 and has enrollment of almost 200 students full and part time students.

St. Johns is also a Community Learning Centre. As such we benefit from the support of a Community Development Agent (CDA) and LEARN Quebec to increase links with the community. Our most significant community partnerships are with the Table Jeunesse du Haut-Richelieu and with the Military Family Resource Centre (MFRC). Saint-Jean-sur-Richelieu is home to the Canadian Armed Forces Basic Training Centre. Approximately 15% of our students come from military families. The average stay for a military family is 3 to 4 years.

INTERNAL ENVIRONMENT

St. Johns School offers English instruction for Kindergarten and cycle 1. As of grade 3, all students are in a Bilingual program at the elementary level. At the secondary level, a regular English program is offered for Secondary I through V with a curriculum emphasizing languages, math, science, art and drama. We offer 3 levels of French (second language, enriched and mother tongue) at the Secondary level. French is the language spoken at home for 75% of our student population and with English following at 25%.

At the elementary level, 24% of our students have Individualized Education Plans and 31% of our secondary students have Individualized Education Plans. In line with Riverside School Board's commitment to inclusive education for students with special needs, our students with recognized special needs are integrated into regular classrooms. To address the needs of our IEP students we offer support through our Student Services departments. This support includes Resource teachers, Special Education Technicians and Attendant support.

St. Johns has two vice-principals and around 110 staff members. We offer extra-curricular activities that benefit both elementary and secondary students. We also offer an athletic program outside of our regular Physical Education classes. Our sports teams include basketball, flag football, volleyball and a track and field program. In elementary, we are very proud of our Drama and Arts club that performs yearly.

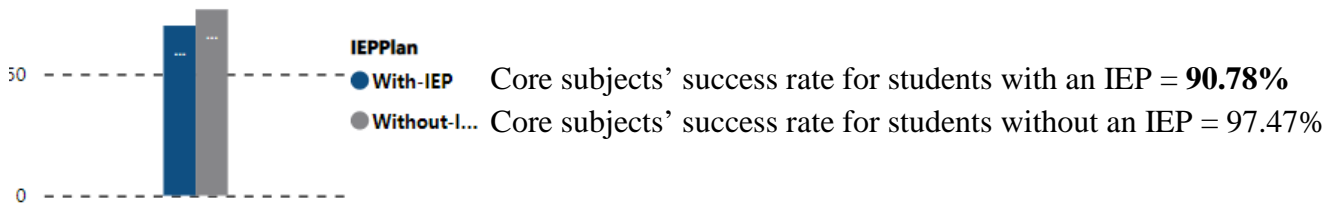
As a school team, we have a strong sense of collaboration and a desire to develop plans of action that support our goals. Teams of teachers and administrators work together daily on various initiatives all directed toward improving student success. At the Secondary level, individualised support, remediation, and strong student attachments are the cornerstone of best practices. The W.I.N (What I Need) period has been a great success as it has shown a positive impact in the result of students.

Recognizing our uniqueness and overall strengths, we also must examine our areas of vulnerability. At St. Johns, our last Educational Project did not bring the change that we were hoping for in our data, and can be explained with various reasons, the pandemic being one of them. Even though the literacy is still one of our biggest focus and that wonderful initiatives were put in place to improve this aspect, we have decided to go deeper in the data analysis with the help of Power BI. The success

rate of students with an IEP was keeping our results stable. We think that putting the emphasis in our action plan towards these students will not only help students with an IEP but will automatically help all students at the same time in all core subjects' competencies. The pandemic also brought us many challenges. The annual "Our School Survey" has been showing us consistent results that we feel we needed to address this issue as and it is important for us to act on the sense of belongings, the safety and the social-emotional aspect of our students' lives.

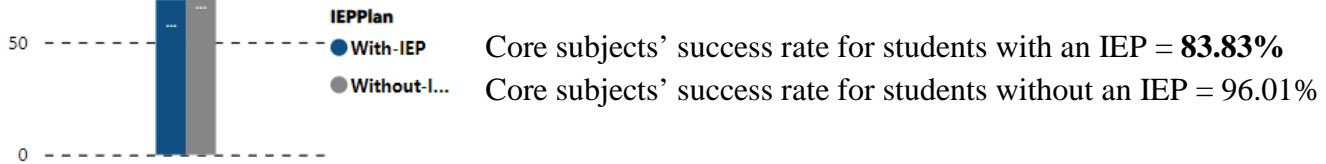
Elementary results in grade 6

Summary-AVG by IEP



Summary-AVG by IEP

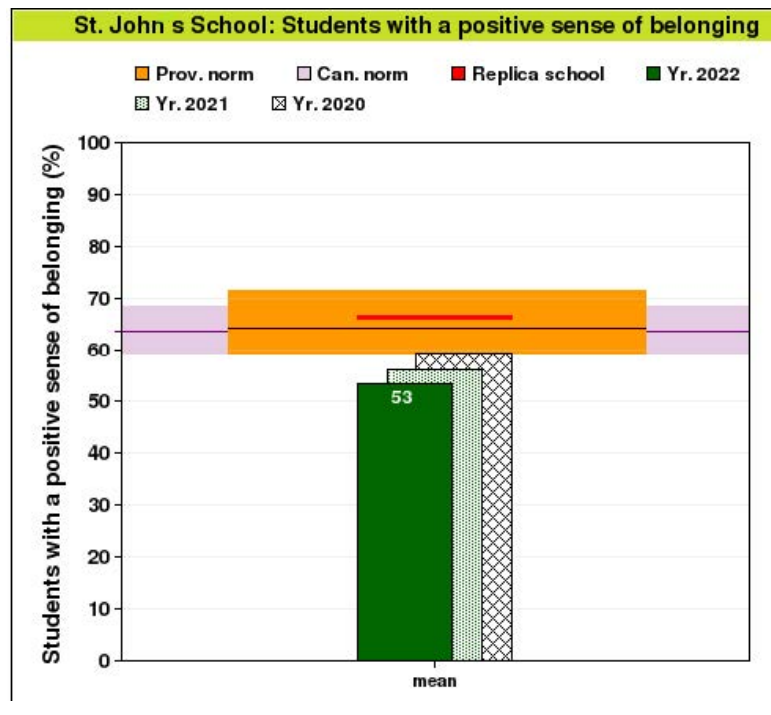
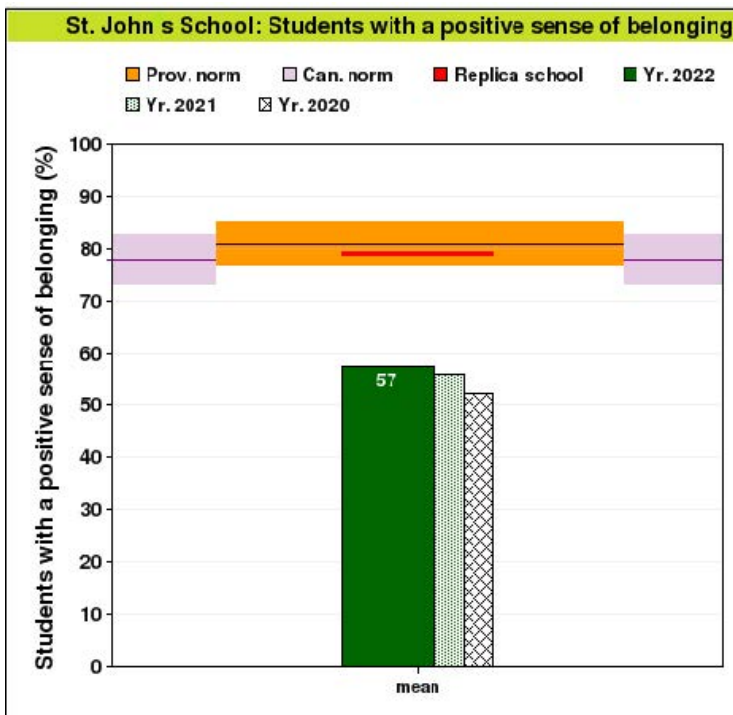
High School results in secondary 3



Sense of belonging

Elementary

High School



6. CONSISTENCY WITH THE COMMITMENT-TO-SUCCESS PLAN

The St. Johns School Educational Project is consistent with RSB's Commitment-to-Success Plan, more specifically with the objective 3, *The success rate of students with handicaps, social maladjustments or learning difficulties* and the 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 – Success Rate for our Students with IEPs	
Orientation 1 Core success rate	
Objective 1	Increase the success rate for students with IEPs
Indicator	Elementary – End of year report card
Target	Increase core success rate by 5% in grade 6
Orientation 2 – Core success rate	
Objective 2	Increase the success rate for students with IEPs
Indicator	High School – End of year report card
Target	Increase core success rate by 5% in Secondary 3
Challenge – Social Emotional Outcomes	
Orientation 3 – Sense of belonging and well-being	
Objective 3	Increase student sense of belonging and emotional well-being at school
Indicator	Our School Survey Report on sense of belonging (elementary Grades 4, 5, 6 and high school)
Target	Increase students' sense of belonging at school by 10%

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 _____, this ____ day of _____,
2024

Principal, School	Director General, Riverside School Board

Steering Committee:

Vice-Principal	Vice-Principal
Teacher	Teacher
Teacher	Teacher
Teacher	Teacher
Teacher	