



COMMISSION SCOLAIRE SIR WILFRID-LAURIER
SIR WILFRID LAURIER SCHOOL BOARD

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COMMISSION SCOLAIRE SIR WILFRID-LAURIER
SIR WILFRID LAURIER SCHOOL BOARD

Laurentian Elementary School

EDUCATIONAL PROJECT

2019-2022

AN ENGLISH EDUCATION, A BILINGUAL FUTURE
UNE ÉDUCATION EN ANGLAIS, UN AVENIR BILINGUE
www.swlauriersb.qc.ca



MISSION STATEMENT: At Laurentian Elementary School we work to provide a safe, supportive, and successful environment where all students are given the opportunity to reach their potential both academically and socially.

VISION STATEMENT: Laurentian Elementary believes that all students can reach their potential both academically and socially, with the commitment of all stakeholders.

VALUES:

- We believe that students, parents and teachers are all responsible for a child's learning
- We believe in providing a safe and respectful environment in which to learn
- We believe all children need consistency and structure
- We believe that communication between the home and school is essential to student success
- We believe that all students need teachers to be role models and to create a positive learning environment
- We believe all students must be given the opportunity to read and write and communicate effectively to the best of their ability
- We believe in providing innovative and interactive material in a variety of ways
- We believe all students need to learn and practice appropriate social skills and be responsible
- We believe the basic needs of students should be nurtured
- We believe that all students possess a talent and the school should attempt to identify and nurture that talent
- We believe that assigning essential homework that follows the guidelines of the agenda has a place in a student's learning process.



SCHOOL PROFILE

Laurentian Elementary School (LES) is an English school under the jurisdiction of the Sir Wilfrid Laurier School Board located at 455 Court St, in Lachute, Quebec and serves the lower Laurentian community. Laurentian Elementary School is located in the city of Lachute and is part of the Sir Wilfrid Laurier School Board. LES was established in 1968 and is located approximately 50 km from Laval. Despite the fact that our school services such a wide territory, including many small villages and towns, it is an outstanding community school.

Laurentian Elementary School follows the guidelines of the Quebec Ministry of Education (Sports et Loisirs) and offers instruction to children between the ages of four (4) to twelve (12), elementary Pre- Kindergarten to cycle 3. It offers a MEES Day Care program. A bilingual program (50% English, 50% French) is taught at the Kindergarten and cycle 2 levels. Cycles 1 and 3 receive French language instruction 20% of the time. At Laurentian Elementary students are encouraged to actively participate in their education and to develop their social skills so as to prepare them for both in and outside of the classroom. At LES, we strive to build foundation skills in reading, writing in both languages, mathematics, science and technology, as well as developing social skills that will guide our students into high school and later years.

Our school zone consists of:

- Brownsburg-Chatham: Excluding Route du Canton (148) West of Montée Stonefield; Marelain Sector; Route des Outaouais (344) West of Montée Stonefei; Chemin de la 2e-Concession, West of Montée Stonefield;
- Gore;
- Grenville-sur-la-Rouge: ONLY Route 327;
- Harrington (North on Route 327 to Chemin Lost River, East on and including Chemin Lost River to Wentworth North);
- Lachute;
- Mirabel: Along Route 158E to Autoroute 15, includes St-Canut sector; Route 148 includes St-Hermas sector, Ste Scholastique sector (West of Chemin Verdon including west of Côte des Angés), section of Mirabel-en-Haut sector;
- St-André-d'Argenteuil;
- St Colomban;
- Wentworth;
- Wentworth-Nord (Excluding Montfort sector).

Laurentian Elementary School currently has an enrollment of 351 students serving the levels of Pre-Kindergarten through Grade 6. There are 19 full and part-time teachers, 9 full-time/part-time support staff, 1 principal and 6 lunch supervisors. Our predicted enrollment over the next few years is 299 students in 2020, 321 in 2021 and 317 in 2022.

Our Socio-Economic Index is rated as a 9 (2019-2020) Indice de milieu socio-économique). There are many families who have a difficult time especially with the recent economic situation with up to a third not even able to pay the basic school fees. In addition, the majority of our students come from single parent or shared custody homes (55%). In addition to the breakfast program we also provide needy families additional financial support such as Christmas Baskets and Gift Certificates. It is to be noted, that our school does not have a milk program. With this as a major reason, LES has a member on the Executive Board of Directors of Les Petits Dejeuners D'Argenteuil (the principal) and helps co-ordinate a three day a week breakfast program for at risk students in the Argenteuil area. At LES we have an average of 120 students per week that take advantage of the Breakfast Program which is helped by several parents and volunteers from the Lachute Community.

Below is a chart taken from the Census Profile, 2016 Census Argenteuil, Municipalité régionale Quebec, demonstrating the level of education in the Laurentian Elementary School area.

Highest certificate, diploma or degree

	Argenteuil/Argenteuil Quebec Quebec Quebec			
	Total	Male	Female	Total
Total - Highest certificate, diploma or degree for the population aged 15 years and over in private households	27,135	13,540	13,595	6,634,280
No certificate, diploma or degree	8,120	4,400	3,715	1,323,070
Secondary (high) school diploma or equivalency certificate	6,585	3,065	3,520	1,426,980
Postsecondary certificate, diploma or degree	12,440	6,075	6,365	3,884,235
Apprenticeship or trades certificate or diploma	5,600	3,240	2,360	1,120,730
Trades certificate or diploma other than Certificate of Apprenticeship or Certificate of Qualification	4,090	2,140	1,950	806,585
Certificate of Apprenticeship or Certificate of Qualification	1,515	1,100	415	314,145
College, CEGEP or other non-university certificate or diploma	3,655	1,510	2,145	1,165,515
University certificate or diploma below bachelor level	780	290	485	236,255
University certificate, diploma or degree at bachelor level or above	2,400	1,030	1,370	1,361,730
Bachelor's degree	1,700	665	1,040	872,060
University certificate or diploma above bachelor level	245	125	115	118,955
Degree in medicine, dentistry, veterinary medicine or optometry	95	55	45	39,045
Master's degree	310	165	140	281,215
Earned doctorate	50	20	30	50,455
Total - Highest certificate, diploma or degree for the population aged 25 to 64 years in private households -	17,240	8,590	8,650	4,371,935



	Argenteuil, MRC		QUEBEC			
Characteristic	Total	Male	Female	Total	Male	Female
Knowledge of official language						
Total	31,910	15,985	15,925	8,066,560	3,977,275	4,089,285
English only	1,785	905	880	372,445	187,595	184,860
French only	14,255	6,775	7,475	4,032,640	1,874,545	2,158,095
English and French	15,840	8,290	7,550	3,586,410	1,884,135	1,702,275
Neither English nor French	30	10	15	75,065	31,000	44,060
Income						
Total - Marital status for the population	27,795	13,785	14,010	6,831,105	3,334,220	3,496,885
Married or living common law	15,920	7,950	7,970	3,844,145	1,924,750	1,919,395
Married	9,425	4,695	4,725	2,342,980	1,172,720	1,170,260
Living common law	6,495	3,255	3,240	1,501,160	752,025	749,135
Not married and not living common law	11,875	5,840	6,035	2,986,960	1,409,475	1,577,490
Never married	7,190	4,025	3,165	2,010,580	1,084,300	926,280
Separated	435	210	230	103,625	46,390	57,240
Divorced	2,385	1,150	1,235	483,195	194,430	288,760
Widowed	1,865	455	1,410	389,555	84,345	305,210

There are 4,685 single parent families in area of Argenteuil:

14,190 Residents of Argenteuil live at or below the poverty line

15,840 Residents of Argenteuil are bilingual and 17,625 (total) speak english

This shows the particular socio-economic needs of the area but also a positive source of stability for future number at LES with regards to its' student population (even with a goal of 0.03% of the English speaking population to register their children at LES will equate to 53 new registrations at Pre-K and Kindergarten level).

Youth Protection in the area is overwhelmed by the children's needs and because of this places additional stress on the school requiring the administration to seek creative and sometimes other means so as to help students that are in crisis or a fragile situation. Along with Youth Protection, we call on many community partners in order to provide a safe, caring environment for our students.

STUDENT SUCCESS

Our grade 6 success rates demonstrate that although we do well in ELA and FSL, we still struggle with math success rates. Our three-year trend in math is not stable, so this will be a focus of the school's work over the next period of the Educational Project.

Laurentian Elementary School – Grade 6 Exam Success Rates (%)

	June 2016	June 2017	June 2018
Math (C1)	60	79	64
Math (C2)	53	68	50
ELA reading	74	90	86
ELA writing	98	90	91
FSL Overall	74	77	83
FSL Interaction	79	74	83
FSL Reading	86	74	89
FSL Production	88	82	86

The majority of our students are English mother tongue (72%) but we have many students who are French mother tongue and each year we are seeing an increase. This requires priorities for the acquisition of both languages.

We currently have 48 at-risk students (25 with learning difficulties and 23 with behavior difficulties and 6 which have a MEES code. Being in a rural setting with a great distance from services, we have a long list of students awaiting professional evaluations – however, we apply internal resources to provide them with support in both their learning and their social growth. All of these students have individualized educational or behavioral program plans.

LES has 20 tenured teachers, with an average teaching experience of 16 years. Staffing especially for substitute or French teachers is also a challenge for the school, with the main reason being the area (too far for many teachers, professionals). For this, creative solutions have been used including: the principal/resource teachers helping out in the classroom settings to help fill the teaching needs. This demonstrates that the LES staff and community often come together in order to ensure that our students receive a strong academic experience while in our school.

The school has a behavior technician with eight hours allocated by the School Board, with the remaining hours derived from measures money. As a means for establishing a strong foundation of support ideally this position should have a base allocation of 20 hours per week. LES is pro-active in preventing incidents of bullying and violence, yet we still find this a challenge. On a weekly basis our special education technician and psychologist can be called to a number of situations which make it difficult to provide school-wide programs. We do, however, as a staff come together and ensure that all situations are dealt with in a timely fashion.

We have a part time psychologist and a speech language pathologist that is also part time as well and on call with her caseload being shared by several other schools. We do not have a designated social worker, but we do have an on call nurse from the CISSS. In early fall, LES aligned itself with the Centre Pédiatrie Lachute for referrals and support including family intervention, psychological evaluation, behavioral assessment and social support. In addition LES has strengthened its' ties with the Literacy Center (after hours academic and family support) as well as the Lachute Curling Center, Lachute Sports et Loisirs with a goal to help expose all of our students to a maximum number of support services and community activities especially for our high risk students and families.

LES has an excellent Daycare that services approximately 40 students and provides homework support services as well as varied activities. It is important that we focus on a caring Daycare environment as students attending are in school for up to 11 hours each day.

Extra-curricular activities are conducted mostly throughout the day as our population lives over a wide geographic area and transportation is often difficult. We do have after school program including basketball, ice hockey, track and field, cross-country skiing. We have an 80% student participation in extra-curricular activities which also include a recently implemented games rooms where students have a chance to participate in several fun and non-competitive activities including: Board Games, Foosball, Air Hockey, Arcade Basketball, Lego Building Centers. The school has special activities throughout the year for our students and they go on many field trips, although we are limited and restricted because of the recent class action lawsuit where parents cannot be charged for academic trips.



Laurentian Elementary promotes an active environment where children can engage in a variety of activities to challenge their abilities and interests. These activities include: Music Club, Boys and Girls Basketball Teams, Cross-country Running, Soccer, Gymnastics, Cross-Country Skiing, Downhill Skiing, Swimming and Remembrance Day to mention a few. A newly installed game center where students can participate in various supervised activities including: ping pong, table top hockey, foosball, hoops, Mississippi Tables, Lego Construction Sets and a noon hour robotics program.

LES has a swim program, as part of our physical education curriculum that has become a tradition spanning almost two decades which qualifies the students for their Red Cross Swimming Badges. In addition this swim program provides a sense of additional security for our students that grow up in the surrounding areas of Lachute that have numerous lakes and rivers.

LES also has a recently introduced leadership program in which students in grade 6 work with the other students on leadership, cooperative play and problem solving. Also many staff members take on students who need extra support (both recess and lunch time). Our school community also supports charities such as Terry Fox Foundation and Centraide.

Our school has a great library filled with many interesting books. It is a comfortable and inviting place to curl up and read your favorite book. Each classroom has a Smart-Board along with I-Pads and a central mobile cart of laptops. Another Smart board is located in the mini auditorium downstairs.

In early September, we had a successful General Assembly/Meet the teacher and later in the month FOLES held a Community Corn Boil/Roast. Throughout the year we have school events, plays, presentations, fundraisers, this are part of our community building with parents and the local community.

As per meetings with our staff and areas of concern at Laurentian Elementary are directly related to language development in both French and English, social skills, student behavior and building responsibility with our students and parents. Our Educational Project addresses these areas and they will be our main areas of focus for the next several years. Despite the many challenging factors, we are a successful school in many ways. This includes an active and involved Governing Board, a dynamic non-profit organization called Friends of LES (FOLES) and dedicated volunteers (Breakfast Club) who help our school, a caring and dedicated group of staff that truly care of every student at LES.

Based on the 2018-19 Our School Survey results (the survey is a student perception), our goal will be to maintain our previous priority with regards to reducing the percentage of students who feel moderate to severely bullied by 5%. Our efforts will focus on gr 4 and gr 5 students in the short-term, and reevaluate the students' perceptions annually. Overall, 57% of students in Laurentian Elementary reported being a victim of bullying for at least one of the four types of bullying. In addition, Our SCHOOL classifies students as being moderate or severe victims. Figure 1 - shows the results for all students in Laurentian Elementary, and separately for boys and girls, compared with the national average. Figure 2 indicates the types of bullying most often experienced by the students at Laurentian Elementary. The results are based on students' reports of being victims of physical, social, verbal and cyber bullying in the previous 30 days.



CHALLENGES



1. Academic Success



2. Poverty



3. Sense of Security



4. Students at-risk

POLICY ORIENTATIONS



1. Provide high quality instruction

2. Focus on social skill development

3. Provide a safe environment

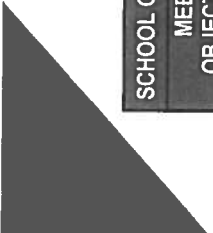
4. Foster inclusive practices

OBJECTIVES

1. By 2022 reduce the success gap between boys and girls from 8.7% to 6.2% in ELA
2. By 2022 reduce the success gap between students with an IEP and students without an IEP (Cycles 2,3 with emphasis on ELA, French and Math)

SCHOOL ORIENTATION:					
MEES OBJECTIVE 1	SWLSB OBJECTIVE 1	SCHOOL OBJECTIVES	TARGET	INDICATORS	MONITORING
By 2030, reduce to the gap in success rates between various groups of students by 50%	By 2022, reduce the success gap between boys and girls from 8.7% to 6.2%	By 2022 reduce the success gap between boys and girls from 8.7% to 6.2% in ELA	2019-2020 reduce from 8.7% to 8% 2020-2021 reduce from 8% to 7% 2021-2022 reduce from 7% to 6.2%	Pass rate for boys on the ministerial English Language Arts Examination in the sixth year of elementary school Pass rate for girls on the ministerial English Language Arts Examination in the sixth year of elementary school Reduction of IEP's top be reviewed	Principal will meet with ELA teachers once per term
	By 2022, reduce the success gap between students with an IEP and students without an IEP from 31.4% to 25.4%	By 2022, reduce the success gap between students with an IEP and students without an IEP (Cycles 2,3 with emphasis on ELA, French and Math)	from 31.4% to 25.4%	Reduction of requests for accommodations or modifications to student course content	Principal and Special Needs Committee will meet once a month to review strengths and challenges of students on IEP'S Resource Teachers will meet with teachers every month to review students on IEP'S





SCHOOL ORIENTATION:

MIEES OBJECTIVE 2	SWLSB OBJECTIVE 2	SCHOOL OBJECTIVES	TARGET	INDICATORS	MONITORING
By 2030, reduce to 10% the proportion of students starting public secondary school at age 13 or older	Maintain a target of below 5% of students who enter high school at 13 years or older.				

The SWLSB Head Office oversees this objective

SCHOOL ORIENTATION:

SCHOOL ORIENTATION:		SCHOOL OBJECTIVES			MONITORING
MEES OBJECTIVE 3	SWLSB OBJECTIVE 3	TARGET	INDICATORS	MONITORING	
By 2030, have 85% of students under the age of 20 obtain a first diploma (SSD or DVS), and 90% obtain a first diploma or qualification.	By 2022, increase the success rate of students under 20 obtaining a first diploma or qualification from 85.9% to 88%	To increase the percentage of students attaining level 4 or more in the end of cycle 3 math exams for: Application problems: From 55% to 60%	Percentage of students attaining each level on the MEELS Competency Scales at the end of Elementary Cycle 3 in Mathematics (Ministry Standards)	Feedback from teachers Staff meetings; sharing of the learning in PD Attendance sheets -Teacher feedback -Special education committee review regularly use of support services	
To increase the success rate of Elementary Cycle 3 students in mathematics: Mathematics Competency 2 (To reason using mathematical concepts and processes)					



SCHOOL ORIENTATION:

SCHOOL ORIENTATION:		SCHOOL OBJECTIVES			MONITORING
MEES OBJECTIVE 4	SWLSB OBJECTIVE 4	TARGET	INDICATORS	MONITORING	
By 2030, increase to 90% the success rate on the composition of the Elementary 6 (Cycle 3, Year 2) instruction ministerial examination in the public system.	By 2022, increase the Grade 6 English Language Arts Reading Competency from 90.1% to 92.5%	DRA levels to be brought up for targeted students	MEES Grade 6 end-of-year Assessment	Resource Teachers, Classroom Teachers and Principal will review and analyze the results; suggest changes where needed	
	By 2022, increase the Grade 6 Français Langue Seconde, programme de base, Reading Competency from 94% to 95%	French DRA Evaluations or Lecture RAT Results by 1%.	SWLSB Grade 6 end-of-year Assessment	French Teachers, Principal French teachers will review results and be consulted on the new strategies if needed. Principal will consult with all of the staff.	





SCHOOL ORIENTATION:

MIEES OBJECTIVE 5	SWLSB OBJECTIVE 5	SCHOOL OBJECTIVES	TARGET	INDICATORS	MONITORING
<p>By 2030, ensure that all school buildings are in good condition</p>	<p>By 2022 ensure that 50% of our buildings are in good condition with learning environments that will promote the health, wellness and safety of our students and staff</p>	<p>The SWLSB Head Office oversees this objective</p>			



SCHOOL ORIENTATION:					
MEES ORIENTATION 1	SWLSB ORIENTATION 1	SCHOOL OBJECTIVES	TARGET	INDICATORS	MONITORING
Increase the level of literacy competencies among the adult population on the school board territory	Increase the level of literacy competencies among the adult population on the school board territory				

SCHOOL ORIENTATION:

SCHOOL ORIENTATION:		SCHOOL OBJECTIVES			MONITORING
MEES ORIENTATION 2	SWLSB ORIENTATION 2	SCHOOL OBJECTIVES	TARGET	INDICATORS	MONITORING
Elementary school students will engage in physical activity (60 minutes a day for elementary school students)	Elementary school students will engage in physical activity (60 minutes a day for elementary school students)	Increase Physical Activity for all LES Students to 60 minutes a day	Increase physical activity during morning, recess and lunch time by offering physical activities including free gym for basketball, soccer, gymnastics and hockey.	Physical Activities being organized during school day (recess and lunch hour intramural programs). Increased use of community facilities (Recreation Center, Curling Center, Hockey Arena, etc.).	All LES Staff and Principal All LES Staff and Principal



SCHOOL ORIENTATION:

SWLSB ORIENTATION 1

Retaining and supporting high quality and effective school and board teams to improve the learning experience and success of teachers

SCHOOL OBJECTIVES

Provide opportunities for teachers (Math, ELA and French) to participate in PLC's throughout the year

TARGET

1 per year

INDICATORS

Confirmation of PLC participation by teachers

MONITORING

The principal will monitor the requests and teachers participating



SCHOOL ORIENTATION:

**SWLSB
ORIENTATION 2**

Developing and implementing curriculum, programs and educational initiatives that provide authentic learning experiences and promote student engagement

SCHOOL OBJECTIVES

To have students define their own learning goals.

Create learning that is active and collaborative

TARGET

Apply 25% of classroom teaching time

Apply 25% of classroom teaching time

INDICATORS

Providing more student centered methods of learning

Increased choices of learning in the classroom

Teachers creating varied learning settings for the different types of learners

MONITORING

Principal
Special Needs Allocation Committee, Teachers, Resource Teachers

Principal, Teachers, Resource Teachers



SCHOOL ORIENTATION:

SWLSB ORIENTATION 3

Promoting learning and working environments that promote health, safety and well-being

SCHOOL OBJECTIVES

To Reduce the incidents of bullying and the perception of bullying at LES for all Students both in school and on the bus by 30%

To increase student school field trips and extra-curricular activities by 30%

TARGET

2019-2020:
10% reduction

2020-2021
10% reduction

2021-2022
10% reduction

2019-2020
10% increase

2020-2021
10% increase

2021-2022
10% increase

INDICATORS

Tell Them From Me Survey, Incident Reports, Suspensions

Tell Them From Me Survey, Incident Reports, Suspensions

Tell Them From Me Survey, Incident Reports Suspensions

Use of School and Community Facilities, Trip/Event Requests

Use of School and Community Facilities, Trip/Event Requests

Use of School and Community Facilities, Trip/Event Requests

MONITORING

LES Staff, Behavior Technician, Principal, Teachers, Transportation Department, Lunch hour supervisors, Prefects

LES Staff, Behavior Technician, Principal Teachers, Transportation Department, Lunch hour supervisors, Prefects

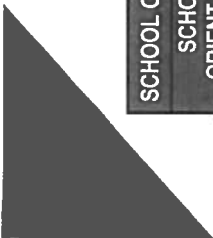
LES Staff, Behavior Technician, Principal Teachers, Transportation Department, Lunch hour supervisors, Prefects

LES Staff, Principal,

LES Staff, Principal

LES Staff, Principal





SCHOOL ORIENTATION:			
SCHOOL ORIENTATION	SCHOOL OBJECTIVES	TARGET	INDICATORS
To Support the Reduction of Child Poverty (Hunger)	Increase the number of students participating in the Breakfast Program (Club des Petits Dejeuners) by 15% Benchmark 2019 (5,200 breakfast meals were served to LES Students)	2019-2020 increase by 5%	Number of weekly students participating in the Breakfast Club
		2020-2021 increase by 5%	
2021-2022 Increase by 5%			
To Support the Reduction of Students at Risk (physical, emotional well-being)	Increase the number of referrals to Centre Pediatrie Lachute by 30% Benchmark 2019 (20 files were referred to Centre Pediatrie Lachute)	2019-2020 increase by 10%	Number of monthly referrals
		2020-2021 increase by 10%	
		2021-2022 increase by 10%	
To Support the Reduction of Students at Risk (physical, emotional well-being)	Increase the retention of Youth Protection 'Signalements' by 30% Benchmark 2019 (38 students were signaled, 3 retained)	2019-2020 increase by 10%	Number of student files retained
		2020-2021 increase by 10%	
		2021-2022 increase by 10%	

MONITORING

Principal, Club des Petits Dejeuners

Centre Pediatrie Lachute, Principal

Youth Protection (Laurentides), Principal

CONSULTATIONS

- || Teachers: DATE(s) SAMPLE: November 4th, 2018; January 4th, 2019 February 12th, 2019 MARCH 8th, 2019 May 8th, 2019, Sept. 24, 2019
- || Other staff members DATE(s) February 22nd, 2019, April 29th, 2019, May 24th, 2019
- || Students: DATE(s) MARCH 1st, 2019, April 29th 2019
- || Parents: DATE(s) April 2nd, 2019, May 7th 2019, June 10th 2019
- || Governing Board: DATE(s) April 2nd, 2019, May 7th, 2019, June 10th, 2019
- || Community Partners: DATE(s) Centre Pédiatrie lachute (march 22nd, 2019, April 29th, 2019)

Governing Board ADOPTION 2019-0905-08

G.B. RESOLUTION NUMBER Motioned by CRISTINA CUNNINGHAM and Seconded by DIANE HOLLENBACH to adopt the 2019-2022 Educational Project as presented.

Stephanie Smith

CHAIR

Nice Adams

PRINCIPAL

