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Pierre Elliott Trudeau Elementary School
EDUCATIONAL PROJECT
2024-2028



AN ENGLISH EDUCATION, A BILINGUAL FUTURE
UNE ÉDUCATION EN ANGLAIS, UN AVENIR BILINGUE



COMMISSION SCOLAIRE SIR-WILFRID-LAURIER
SIR WILFRID LAURIER SCHOOL BOARD

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PURPOSE AND DEFINITION OF THE EDUCATIONAL PROJECT

This educational project is a strategic tool through which Pierre Elliott Trudeau Elementary School (PETES) has defined its policy orientations, priority actions, and expected results to inform its community in this regard, with a view to ensuring educational success for all students regardless of age. This educational project reflects the characteristics and needs of the students who attend Pierre Elliott Trudeau Elementary School, as well as the community's expectations with regard to education.

LEGAL FRAMEWORK

The Education Act (EA) states that an institution's educational project must consist of the following elements (EA, Sections 37 and 97.1):

1. A description of the context in which the educational institution acts and the main challenges it faces, particularly with respect to academic success and, in the case of a vocational training centre, the relevance of the training to regional or national labour market needs;
2. The specific policy orientations of the educational institution and the objectives selected for improving student success;
3. The targets to be achieved by the end of the period covered by the educational project;
4. The indicators to be used to measure achievement of these objectives and targets;
5. The intervals at which the educational project is to be evaluated, determined in collaboration with the school board;

The Educational Project must also:

1. Respect the students', parents' and school staff's freedom of conscience and of religion (EA, Section 37);
2. Cover a period that is harmonized with the period covered by the school board's commitment-to-success plan and the period covered by the MEQ strategic plan (EA, Sections 37.1, 97.2 and 209.1);
3. Where applicable, comply with the terms prescribed by the Minister to govern the coordination of the entire strategic planning process between the educational institutions, the school board and the MEQ (EA, Section 459.3);
4. Be consistent with the school board's commitment-to-success plan (EA, Sections 37 and 97.1).





GROUPS INVOLVED IN THE PREPARATION OF THE EDUCATIONAL PROJECT	
Committee Members	Roles
Serge-Edouard Jeanniton	Principal year 2022-2023
Nathalie Rollin	Principal year 2023-2024
Chantal Roberge	Vice-Principal
Deborah Moram	Teacher
Christine Borisov	Teacher
Ashley Stone	Special Educational Technician

CONSULTATIONS HELD FOR THE PREPARATION OF THE EDUCATIONAL PROJECT			
Consultations	Date	Time	Location
Teachers	Spring & Fall 2023	Staff meetings & Ed. Project meetings	At school
Other Staff Members	Spring & Fall 2023	Staff meetings & Ed. Project meetings	At school
Students	May & October 2023	Classroom (daytime)	At school
Parents	June & October 2023		At school
Governing Board	November 29, 2023		At school
Other Stakeholders			





This educational project is a strategic tool through which PETES has defined its policy orientations, priority actions, and expected results to inform its community in this regard, with a view to ensuring educational success for all students regardless of age. This educational project reflects the characteristics and needs of the students who attend PETES, as well as the community's expectations with regard to education.

MISSION

Our mission, in partnership with our school community, is to meet the needs of individuals so that they develop the skills, knowledge, and attributes to reach their potential as lifelong learners and as open-minded citizens. We value and foster an environment that is nurturing and inclusive.

VISION

PETES is a school where we value respect, responsibility, perseverance, and empathy. All members work together to fulfill potential growth and student-centered learning. We value diversity and adapt to our individual student learning profiles. Our school vision emphasizes academics, as well as social-emotional well-being, which prepares all students for their future studies.





SCHOOL/CENTRE PROFILE

School Profile

Pierre Elliott Trudeau Elementary School opened during the 2001-2002 school year. It essentially started in the Rosemere High School (RHS) annex. It was officially inaugurated in January 2002, at 1455 Jean-Paul-Riopelle, Blainville, Quebec. An extension was built in 2022, due to the increase in student population. Our socio-economic index is ranked at level 5. We have noticed a decrease in parent involvement, but with the school's encouragement, we are noticing a gradual increase in interest and involvement in school life. Our Parent Participation Organization (PPO) is working towards raising money to improve and beautify the schoolyard. The services presently offered to support education in our territory are the CSSL, la Foundations Florès, Montreal Oral School for the Deaf (MOSD), MAB Mackay Rehabilitation Centre, the Jewish Hospital Day Program, le Bouclier, and 4Korners. Our school nurse focuses on health education, and is part of the Sexuality Education program facilitating and supporting our staff. The educational services surrounding our school, provided by the public sector, are Le Centre de Services Scolaire des Milles-Iles, Le Centre de Services Scolaire de La Rivière-du-Nord, and Sir Wilfrid Laurier School Board. There is a plethora of early childcare daycare services surrounding the area of our school. Since the 2021-2022 school year, our school has opened a K4 program to service the expanding population.

Demographics

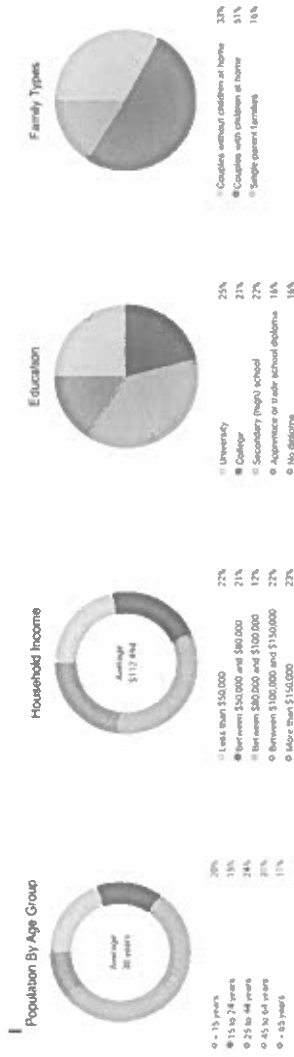
Pierre Elliott Trudeau Elementary School services a vast territory including certain sections of the cities of Blainville, Boisbriand, Ste-Thérèse, Sainte-Anne-des-Plaines, and Mirabel. As demonstrated in the data collected below, the demographic portrait of our school varies significantly throughout our territory.





Blainville

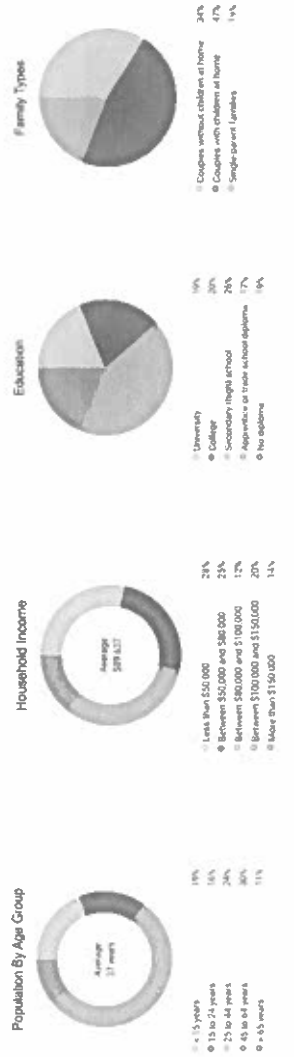
According to data sourced from Statistics Canada, Blainville has a population of 59,819 living in 22,859 private dwellings.



Data sourced from Statistics Canada with Graphs sourced from Centris

Boisbriand

According to data sourced from Statistics Canada, Boisbriand has a population of 28,308 living in 11,425 of its private dwellings.

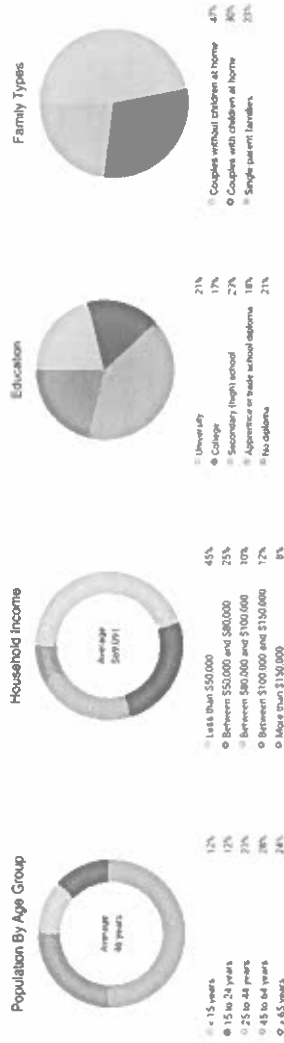


Data sourced from Statistics Canada with Graphs sourced from Centris



Sainte-Thérèse

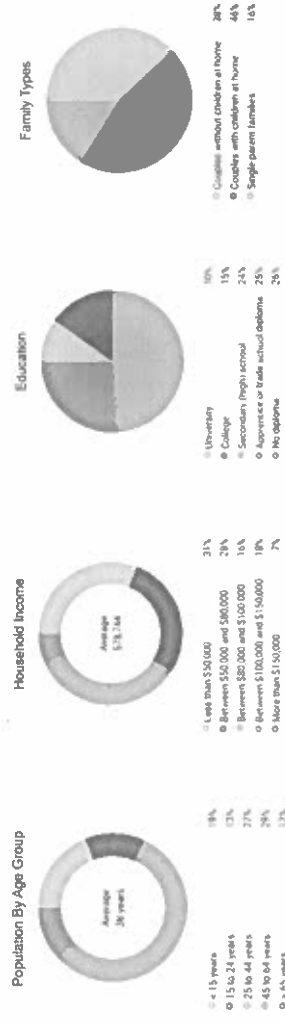
According to data sourced from Statistics Canada, Sainte-Thérèse has a population of 26,533 living in 12,686 of its private dwellings.



Data sourced from Statistics Canada with Graphs sourced from Centris

Sainte-Anne-des-Plaines

According to data sourced from Statistics Canada, Sainte-Anne-des-Plaines has a population of 15,221 living in 4,113 of its private dwellings.



Data sourced from Statistics Canada with Graphs sourced from Centris



Mirabel

According to data sourced from Statistics Canada, Mirabel has a population of 61,108 living in 24,795 private dwellings.

Population By Age Group



- 10% - 15 years
- 17% - 15 to 24 years
- 30% - 25 to 44 years
- 26% - 45 to 64 years
- 19% - 65 years

Household Income



- 27% - Less than \$50,000
- 17% - Between \$50,000 and \$80,000
- 30% - Between \$80,000 and \$100,000
- 26% - Between \$100,000 and \$150,000
- 19% - More than \$150,000

Education



- 16% - University
- 18% - College
- 22% - Secondary (high) school
- 24% - Apprentices or trade school diploma
- 19% - No diploma

Family Types



- 36% - Couples without children at home
- 48% - Couples with children at home
- 16% - Single-parent families

Data sourced from Statistics Canada with Graphs sourced from Centriss





Success Rate

At PETES, our students' learning outcomes are regularly evaluated. As of the 2021-2022 school year, the success rates of the English, French, and math mandated grade 6 exams have slightly decreased. This is probably due to COVID-19, school closure, teacher shortage, instability of daily routines, lack of technological resources, and online teaching. We also have noticed an increase of students requiring extra support. As of the 2022-2023 school year, we have seen a difference on the English, French, and math mandated exams success rates. Success rates can be found below.

2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Solves a Situational Problem – Competency 1 on the grade 6 mathematics MEES exam: 79%			Solves a Situational Problem – Competency 1 on the grade 6 mathematics MEES exam: 70% success rate	Solves a Situational Problem – Competency 1 on the grade 6 mathematics MEES exam: 87% success rate
Uses Mathematical Reasoning – Competency 2 on the grade 6 mathematics MEES exam: 66%			Uses Mathematical Reasoning – Competency 2 on the grade 6 mathematics MEES exam: 72% success rate	Uses Mathematical Reasoning – Competency 2 on the grade 6 mathematics MEES exam: 61% success rate
Reads and listens to spoken, written, and media texts – Competency 2 on the grade 6 ELA MEES exam: 92.1% success rate			Reads and listens to spoken, written, and media texts – Competency 2 on the grade 6 ELA MEES exam: 90.2% success rate	Reads and listens to spoken, written, and media texts – Competency 2 on the grade 6 ELA MEES exam: 88% success rate
Produces written and media texts – Competency 3 on the grade 6 ELA MEES exam: 92.1% success rate			Produces written and media texts – Competency 3 on the grade 6 ELA MEES exam: 96% success rate	Produces written and media texts – Competency 3 on the grade 6 ELA MEES exam: 88% success rate
Communicates in French – Competency 1 on the grade 6 FSL SWLSB exam: 98% success rate			Communicates in French – Competency 1 on the grade 6 FSL SWLSB exam: 92% success rate	Communicates in French – Competency 1 on the grade 6 FSL SWLSB exam: 84% success rate
Understands oral and written texts in French – Competency 2 on the grade 6 FSL SWLSB exam: 97% success rate			Understands oral and written texts in French – Competency 2 on the grade 6 FSL SWLSB exam: 85% success rate	Understands oral and written texts in French – Competency 2 on the grade 6 FSL SWLSB exam: 55% success rate
Produces oral and written texts in French – Competency 3 on the grade 6 FSL SWLSB exam: 95% success rate			Produces oral and written texts in French – Competency 3 on the grade 6 FSL SWLSB exam: 92% success rate	Produces oral and written texts in French – Competency 3 on the grade 6 FSL SWLSB exam: 81% success rate



Enrollment

The current 2023-2024 enrollment at PETES is as follows:

	Preschool	Cycle 1	Cycle 2	Cycle 3
Total Per Grade	Pre-K = 29	Gr. 1 = 68	Gr. 3 = 77	Gr. 5 = 60
	K = 48	Gr. 2 = 51	Gr. 4 = 77	Gr. 6 = 72
Total	77	119	154	132
				482

Daycare	Regular	Occasional
Total	116	57
		173





Based upon the extrapolation of pre-existing enrollment trends, the estimated size of the student body for the next three years is projected as follows:

CAPACITÉ / CAPACITY			
	2024-2025	2025-2026	2026-2027
Capacité MEQ / MEQ Capacity	437	437	437
Effectif prévu / Projected Enrolment	492	523	545

Enrollment statistics

According to registration records, the first language (mother tongue) of the students (482) are:

English	French	Other
(274) 57%	(198) 41%	(10) 2%





According to registration records, the place of birth of the students (482) are:

Quebec	Other
(445) 92%	(37) 8%

According to registration records, the parents who have legal responsibility of students (482) are:

Mother & Father	Mother	Father	Guardian
(456) 95%	(18) 4%	(3) 1%	(3) 1%

Indoor facilities

At PETES, our indoor facilities include a cafeteria, with catering services. Due to the high number of students, the cafeteria is being used as a small gymnasium. The menu of food items offered reflects the MEESR Nutrition Policy, and every year, the menu is revisited during governing board meetings to make sure that it follows the Nutrition Policy. In addition, we have one gymnasium, and an enclosed library. We have 2 sensory rooms and a resource room. A MEESR Daycare service is offered before and after school. Four portables are leased and placed on the school property since August 2022. The School Board is planning to add four more portables for the 2024 school year. This will be a total of eight portables for the next 4 to 5 years.



Characteristics related to student success

PETES prides itself on being a learning community in which academic success, and social values are the basis for becoming lifelong learners.

All students are integrated into the regular classroom setting. We strive to keep up with implementation of new educational programs and the continuity of these programs from year to year.

Students currently with an Individualized Education Plan: 84/482 - 17.43%

- Female: 36.9% (31 IEPS/84) = 12.6% (31/246 total females)
- Male: 63.1% (53 IEPS/84) = 22.5% (53 IEPS/236 total males)





SCHOOL PORTRAIT:

177 - Pierre Elliott Trudeau Elementary



COMMISSION SCOLAIRE SIR WILFRID-LAURIER
SIR WILFRID LAURIER SCHOOL BOARD

Year 2022

Description	Gender		Overall
	Female	Male	
Number of Students	247	230	477
Number of Students with an IEP	42	61	103
Percent of Students with an IEP	17.0%	26.5%	21.6%
Number of Students with a Code (EHDA)*	9	23	32
Percent of Students with a Code (EHDA)*	3.6%	10.0%	6.7%

*Difficulty Codes 01,02 &12 were excluded

Students currently with an EHDA MEQ Code:

- Percentage of students with handicaps, social maladjustments or learning difficulties: 35/482 ---7%
 - Code 53 = 6% (2/35)
 - Code 50 = 63% (22/35)
 - Code 44 = 6% (2/35)
 - Code 34 = 11% (4/35)
 - Code 33 = 9% (3/35)
 - Code 14 = 6% (2/35)



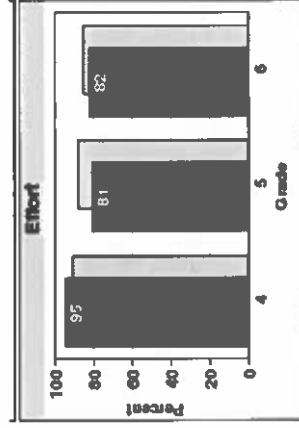
OurSCHOOL Survey

We use *OurSCHOOL* survey to measure and monitor students' responses regarding school climate, that is affecting their success and well-being. These social-emotional outcomes are then compared to the Canadian norms.

Further insights can be obtained from the October 2023 *OurSCHOOL* Survey, which provides information on students' effort, perception of schooling, sense of safety, and bullying and exclusion.

Effort

- Students who try hard to succeed in their learning.
- 86% of students in this school tried hard to succeed; the Canadian norm for these grades is 88%.
 - 89% of the girls and 86% of the boys in this school tried hard to succeed. The Canadian norm for girls is 89% and for boys is 86%.

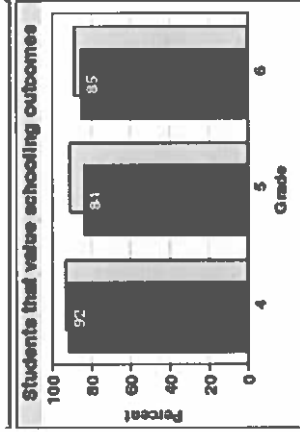




Students that value schooling outcomes

Students who believe that education will benefit them personally and economically, and will have a strong bearing on their future.

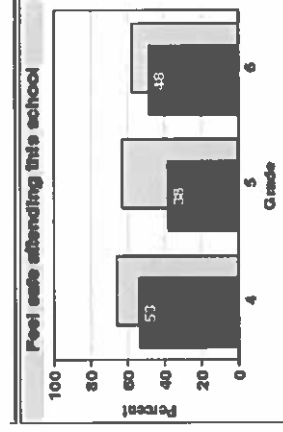
- 87% of students in this school valued school outcomes; the Canadian norm for these grades is 91%.
- 88% of the girls and 87% of the boys in this school valued school outcomes. The Canadian norm for girls is 93% and for boys is 88%.



Feel safe attending this school

Students who feel safe at school as well as going to and from school.

- 47% of students felt safe attending the school, the Canadian norm for these grades is 62%.
- 47% of the girls and 49% of the boys felt safe attending the school. The Canadian norm for girls is 63% and for boys is 62%.

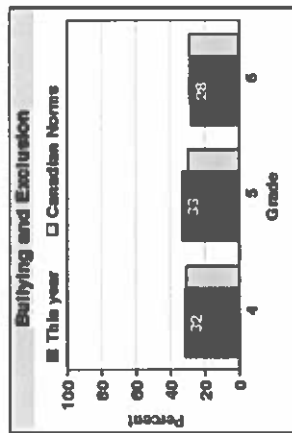




Bullying and Exclusion

Students who are subjected to physical, social, or verbal bullying, or are bullied over the internet.

- 31% of students in this school were victims of moderate to severe bullying in the previous month; the Canadian norm for these grades is 30%.
- 32% of the girls and 29% of the boys in this school were victims of moderate to severe bullying in the previous month. The Canadian norm for girls is 27% and for boys is 33%.



Number of instances of Bullying and violence reported 2022-2023

Type declared / Nature of the Act / School	No. of Events	No. of Interventions	Interaction			Complaint to Ombudsmen
			Student-Student	Student-Authorized Personnel	Student-Other	
Non défini	61	215	39	7	0	0
Intimidation	9	43	9	0	0	0
☒ 177 - Pierre Elliott Trudeau Elementary	9	43	9	0	0	0
Sexual violence	1	23	1	0	0	0
☒ 177 - Pierre Elliott Trudeau Elementary	1	23	1	0	0	0
Violence	51	149	29	7	0	0
☒ 177 - Pierre Elliott Trudeau Elementary	51	149	29	7	0	0



Staff Characteristics

Subject areas are taught in English, and as of the 2023-2024 school year, French is taught in French Second Language Immersion. The subject-time allocation being preschool – 2% of French / 98% of English, and cycle 1, 2, & 3 – 20% of French / 80% of English.

We presently have 35 teachers employed at our school, where 74 percent of the teaching staff has 10 or more years of teaching experience. The professionals encompass 1 psychologist, 1 speech and language therapist, 1 occupational therapist, 1 spiritual animator who are shared personnel with other schools from SWLSB. The non-teaching professionals supporting our students are a full-time school secretary and a part-time school secretary, an Office Agent (librarian), 2 Special Education Technicians, and 10 attendants. Our daycare employs 5 educators and a technician. We also have a day-time maintenance worker and a night-time maintenance worker. During the lunch hour, the daycare technician, daycare educators, several attendants, and 3 other staff members supervise the students inside and outside.

The school staff is largely bilingual. They are very much involved through extra-curricular activities and projects. Our school provides varied programs, organized by staff and external companies, during lunch and after-school. The focus of these programs supports health/physical fitness, social/emotional wellness and environmental awareness.

Every classroom is provided with an interactive board. Some teachers have received training in the area of integrated technology, and more training will be provided. Laptops, Chromebooks, and iPads are accessible for students.

Local Programs / Specialized Settings / School Orientations

Subject areas are taught in English, and as of the 2023-2024 school year, French is taught in French Second Language Immersion. The subject-time allocation being 80% English / 20% French in cycles 1, 2, and 3, and 98% English / 2% French in preschool.





MEANS*:

- Daily 5
- Cross Cycle Buddies
- Literacy Place
- Guided Reading
- UFLI Foundations
- Digit, Numbers, Decimal – Math program
- Waypoints – GHC program
- Dibels
- Jolly Phonics
- IXL
- Raz Kids, Reading A-Z
- Starfall
- Generation Genius
- Prodigy
- Splash
- Study Skills – Homework Assistance Program (When available)
- Wellness – Oriented School Programs - SEL (Social Emotional Learning), Pet Therapy, 4Korners, etc.
- Co-operation and Play
- Smash Program





- Mesure D'Accueil
- Positive Behaviour Program - Caught Being Kind & Monthly Character Trait Assemblies
- Mindfulness
- Restorative Practices
- Flexible seating
- Brain Breaks
- Coding
- STEAM (Science/Technology/Engineering/Arts/Mathematics)
- RSEQ sports participation
- Force 4 (Le Grand Défi)

*** These means can change on a yearly basis.**

CHALLENGES

Literacy in all subject areas is a major focus throughout the curriculum. Promoting physical health and social and emotional well-being is recognized as a precursor to personal success.





POLICY ORIENTATIONS

- The staff at PETES is committed to pursuing academic success for all students within a healthy, safe, and nurturing environment.
- The staff at PETES is committed to ensuring the social-emotional well-being and mental health for all, within a healthy, safe, and nurturing environment.
- Professional Development opportunities are provided for all staff to implement.
- Discipline issues are addressed primarily through the Expectation Matrix, in a non-punitive approach, but in alignment with the ABAV plan.
- Bus behaviour policies are aligned with the SWLSB Transportation Department.
- Teams meet regularly throughout the year to establish themes and curriculum, as consistency is key.
- At-Risk students are identified by staff. Assessments and review are followed up by the School Level Special Needs Committee.
- PETES has a diverse community that is open and welcoming.

OBJECTIVES

Objectives	Description
Objective 1	To increase the level of feeling safe at school, as measured by the <i>OurSCHOOL</i> survey.
Objective 2	To increase the success rate on the Grade 6 C2 ELA competency MEQ exam.
Objective 3	To increase the success rate on the Grade 6 C2 French Competency SWLSB exam.





SCHOOL/ CENTRE ORIENTATION 1

Promoting Social-Emotional Learning

MIEQ OBJECTIVE / ORIENTATON	SWLSB OBJECTIVE / ORIENTATION	SCHOOL/CENTRE OBJECTIVE	INDICATOR(S)	TARGET(S)	MONITORING
<p>Improve the climate of caring, well-being, and safety for students.</p>	<p>To support and increase the success of diverse learners and at-risk students socially and emotionally.</p>	<p>To increase the level of feeling safe at school, as measured by the <i>OurSCHOOL</i> survey.</p>	<p><i>OurSCHOOL</i> Survey data at the end of each school year.</p>	<p>To improve the students who feel safe at school from 39% in June 2023 to 65% in June 2028.</p>	<p>Administration along with cycle teams will review the progress, using the <i>OurSCHOOL</i> survey, 2 times per year.</p>





SCHOOL/ CENTRE ORIENTATION 2

Promoting academic rigour through effective, equitable, and innovative teaching

MEQ OBJECTIVE / ORIENTATION	SWLSB OBJECTIVE / ORIENTATION	SCHOOL/CENTRE OBJECTIVE	INDICATOR(S)	TARGET(S)	MONITORING
<p>Increase student achievement.</p>	<p>To support and increase the success of diverse learners and at-risk students academically.</p>	<p>To increase the success rate on the Grade 6 C2 ELA competency MEQ exam.</p>	<p>MEQ end of cycle English Language Arts Reading Response Assessment.</p>	<p>To improve by 2% the success rate of the students by June 2028.</p>	<p>Administration and Cycle teams of teachers will review the progress, every 8 weeks, through English Language Arts PLC. - IEP meeting to monitor progress of at-risk students.</p>





SCHOOL/ CENTRE ORIENTATION 3

Promoting the understanding of the French language

MEQ OBJECTIVE / ORIENTATON	SWLSB OBJECTIVE / ORIENTATION	SCHOOL/CENTRE OBJECTIVE	INDICATOR(S)	TARGET(S)	MONITORING
Increase student achievement.	To increase the level and competency of French.	To increase the success rate on the Grade 6 C2 French Competency SWLSB exam.	SWLSB Grade 6 end-of-year French results.	From 55% success rate on the reading competency in June 2023 to a 70% success rate by June 2028 on the Grade 6 French Immersion reading competency success rate.	Administration and Cycle teams of teachers will review the progress, every 8 weeks, through French Second Language Immersion PLC.





GOVERNING BOARD ADOPTION

G.B. RESOLUTION NUMBER G.B. 11-29-2023-25 Amy Beauchamp MOVED THAT the 2024-2028 Educational Project be adopted as presented on November 29, 2023.
(date)

Seconded by Franco Pellicciotti.

Resolution

CHAIRPERSON

PRINCIPAL

Signatures

