



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

**ENGAGE • BUILD • ACHIEVE**  
***ENGAGER • BÂTIR • ACCOMPLIR***



# Jules Verne Elementary School

EDUCATIONAL PROJECT

2019-2022

AN ENGLISH EDUCATION, A BILINGUAL FUTURE  
*UNE ÉDUCATION EN ANGLAIS, UN AVENIR BILINGUE*  
[www.swlauriersb.qc.ca](http://www.swlauriersb.qc.ca)





*This educational project is a strategic tool through which SCHOOL 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 SCHOOL, as well as the community's expectations with regard to education.*

**MISSION STATEMENT:**

At Jules Verne, we strive to promote the acquisition of the English and French languages through a stimulating and challenging program. We seek to offer students and staff an environment that fosters respect and promotes readiness and responsibility. Our mission is to create a school where everyone is safe, happy and capable of achieving his/her highest level of ability.

**VISION STATEMENT:**

Jules Verne is a school where bilingualism and teamwork are important assets. Jules Verne prepares students for the academic and social challenges they will face in the future. Our school believes that by teaching students the guiding principles of readiness, respect and responsibility, we are preparing them to be successful 21<sup>st</sup> Century learners.





## SCHOOL PROFILE

### External Environment

Jules Verne Elementary School was created in 2001 and named after the famous and visionary author Jules Verne who is known for his books such as *20,000 Leagues Under the Sea* and *Around the World in 80 Days*. When recommending names for the new school, the provisional governing board felt inspired by 19th Century author who was French and whose innovative ideas and futuristic writings have been translated in many languages and are very well known.

The school building was appropriated from a French school board due to the growing number of families seeking English education in Laval. It is located in the Pont-Viau district of Laval and educates approximately 215 students living in Pont-Viau and Laval-des-Rapides. Due to the cosmopolitan nature of the city of Laval, the school is surrounded by several health and educational public services such as a CISSS, multiple private and public daycares, the Cité de la Santé Hospital, a myriad of tutoring centres and private and public schools.

Due to its dual track subject-time allocation, Jules Verne attracts students from surrounding districts. 33.7% of the student population is considered *out of zone*. Although 1/3 of the students have *out of zone* status, the school population is experiencing a decrease in enrolment and has been in the last few years. Having such a large proportion of out of zone students creates some challenges for the school. Many of the students are not familiar with one another since they are coming from several communities across the island of Laval. Although parents encourage their children to participate in extra-curricular activities outside the school setting (soccer, dance, hockey, skating, etc.), students do not necessarily interact with each other due to the fact that one-third of them are live *out of zone*, and as such are not registered in the same leagues or clubs. Consequently, fostering a sense of belonging for the students whose exposure to one another is principally at school becomes one of Jules Verne's key targets.

Jules Verne is surrounded by single dwelling and semi-detached homes. The school's zoned area has a socio-economic index of six and a low-income cut-off indicator of eight, which normally correlates to families with low-income status. In the case of Jules Verne, however, this data must be contextually analyzed. Given the influx of out-of-zone students, a proportion of Jules Verne's actual parental population ranges from low-income to affluent. Given the socio-economic background of several parents, the average level of education is high with 48.2% of parents having attended university and 28.9% having completed CEGEP studies. 6% of Jules Verne's parent population have only completed their secondary studies. This higher level of post-secondary academic studies coupled with the middle to upper-middle class status of many members of the school's parent population fosters a family community that provides support and guidance of their children's academic endeavors. 39.8% of Jules Verne's parents provide their children with support and guidance outside the school setting ranging from private tutoring to occupational therapy, consultations with psychologists to the use of social services.

Home life is relatively stable for the vast majority of Jules Verne students. 91.6% of students at Jules Verne come from a two-parent home. In addition, many students have siblings; however, 24% of said siblings are not yet registered at the school. 61.4% of students attending Jules Verne do not have siblings at the school. This demographic situation increases the school's challenge in developing a sense of belonging as families are not all integrated into the school environment at the same time.



### Internal Environment

Jules Verne Elementary School educates approximately 215 students living in the Pont-Viau and Laval-des-Rapides areas. It is important to note that Jules Verne offers primarily enriched French in its curriculum (français langue seconde enrichi). Jules Verne is a French immersion school wherein all students receive instruction in French and English. In Pre-Kindergarten and Kindergarten, students are offered 94% of French instruction (français langue seconde enrichi) and 6% of English instruction, 90 minutes of ELA per week. In Cycle 1, 2 and 3 students are offered 54% of French instruction (français langue seconde enrichi) and 46% of English instruction. Due to its French immersion program the school attracts students from other surrounding districts.

The school consists of 12 regular classrooms from Grades 1 to 6, a Pre-K (as of September 2019), two Kindergarten classrooms, a music room, a library, a computer lab, a multi-purpose room/cafeteria with a closed off kitchen, a gym and daycare services. There are 160 students attending daycare; 121 regular users (3-5 days) and 39 occasional users.

The enrolment projections based on the enrolment forecast of the Ministère de l'Éducation et de l'Enseignement Supérieur (MEES) and actual registration trends is as follows: 209 students in 2019/2020; 195 students in students 2020/2021; and 192 students in 2021/2022. These projections are subject to fluctuation depending on the actual number of new student registrations from year to year and were made prior to Jules Verne becoming eligible for housing Pre-Kindergarten. With the addition of 2 Pre-K classes as of September 2019 we foresee an approximate increase of 10 students per year.

Each class at Jules Verne is equipped with a Smartboard and students have access to two mobile iPad carts. As of September 2019, the computer lab will be dismantled to make room for the new Pre-K class and desktops will be redistributed to homeroom classes to create learning centers. The students will also have access to mobile laptop carts.

Most students attending Jules Verne were born in Quebec (94%). The remaining 6% were born in other Canadian provinces, Mexico, New Zealand and Brazil. The majority of students speak English at home and English is considered their first spoken language (77.1%). 10.8% of students declare French as their first spoken language, 9% Italian and the remaining 3% have declared Greek, Portuguese, Russian and Bengali as the language spoken first at home.

Jules Verne Elementary School is an inclusive school where students with special needs are integrated into regular classes with assistance when necessary. Resource teachers, a special education technician, attendants, a school psychologist, a speech-language pathologist, an occupational therapist, a social worker, and a nurse provide support for these students. We aim to instill in our students an understanding of our school's motto: *Be Ready, Be Respectful, Be Responsible* and all members of our community share a collective responsibility to teach these principles to our students. Our School Level Special Needs Committee is committed to providing an equitable distribution of resources to our special needs and at-risk students. The following table provides a portrait of the needs of these students at our school:

Students with IEPS	33
Coded Students	12
"At-Risk" Students	21
Students Receiving Attendant Support	35
Students Receiving Resource Support	53



At Jules Verne, we are committed to creating a safe and secure environment for all of our students. We place a large emphasis on educating students about proper citizenship and the negative effects of bullying and violence. Teachers work as a school team to foster relationships with students and are very hands on in fostering positive classroom and school climate initiatives. The tenants of respect and responsibility are part of the school credo and have helped to reduce the reported incidents of violence and bullying at the school level. According to data retrieved from the ISM (Internet Student Monitoring) system, there were 22 incidents of bullying and/or violence reported in the 2017-2018 school year. Three of these incidents were classified as bullying and 19 were classified as violence. This number represents only 1% of such incidents over the course of a school year.

Another example that illustrates the positive school climate present at Jules Verne is our low rate of absenteeism. According to the data retrieved from GPI, the rate of student absenteeism at Jules Verne is very low. 9.3% of students have been absent more than 15 times since August 31, 2018; 4.6% of students have been absent more than 20 times; and only 3.2% of students have been absent more than 25 times.

At Jules Verne, we have a dedicated teaching staff who are committed to the well-being of all of our students. At Jules Verne, there are 18 teachers. We have twelve homeroom teachers (teaching the core subjects in either English or French), three specialists (gym teacher, music teacher and science teacher) and two resource teachers. 58.8% of teachers are tenured and have a full-time position, 6% of teachers are tenured and have a part-time position and 35.2% of teachers are non-tenured and therefore are not permanently placed at Jules Verne. This feeds into the challenge of fostering a sense of communal belonging due to the high turnover of staff.

At Jules Verne we also have a dedicated support staff who are committed to providing a warm and caring environment for all students. There are 19 support staff members at Jules Verne. We have a full-time secretary, a part-time librarian/secretary, a custodian, a special education technician, attendants, lunch monitors, a daycare technician and daycare educators.

In addition to support staff members, Jules Verne has a team of non-teaching professionals who are available to service the needs of all students. We have an IT Technician (once every two weeks), a psychologist (once a week), an occupational therapist (once a week), a speech and language pathologist (once a week), a nurse and social worker who may not be physically at school on designated days but may be reached when a need arises.

Keeping in line with offering students a safe and secure environment, all staff members are responsible for the physical and social well-being of all students at Jules Verne. Jules Verne has an active supervision policy. Students are supervised throughout the school day respecting the guidelines of this policy. Students at Jules Verne are always in the presence of an adult regardless of the activity taking place during structured (class time) or unstructured periods (morning entrance, recess, lunch and dismissal) throughout the school day.

During unstructured time (recess and lunch), Jules Verne offers an array of extra-curricular activities which help to develop a positive sense of belonging and are in line with our commitment in ensuring the physical and social well-being of all students. There are sports oriented activities offered (soccer, basketball, cheerleading, etc.), artistic activities (drama, drawing, music, etc.), leadership activities (student council) and academically driven activities (newspaper club). 70.6% of teachers at Jules Verne offer students extra-curricular activities. The high percentage of teachers offering extra-curricular activities to the students illustrates the teachers' strong sense of commitment towards creating an environment that fosters a positive sense of belonging and stresses the importance placed on the physical and social well-being of all students.



In addition to the importance placed on students' social and physical well-being, Jules Verne is a school where bilingualism and teamwork are highly valued. To help support the needs of our at-risk students as well as our students with IEPs and coded students, Jules Verne has invested in the Levelled Literacy Intervention Program (LLI). LLI is an intensive intervention program aimed at supporting students reading below grade level. Jules Verne has also hired an additional resource teacher (part-time status) to help support this learning initiative.

Jules Verne also incorporates anti-bullying initiatives, health and wellness initiatives and leadership initiatives that complement our dual track subject time allocation to help create a better school climate. To support our anti-bullying initiatives, Jules Verne hired a full-time special education technician. She helps students deal with conflicts and her presence and interaction serves as a preventative measure. To support our health and wellness initiatives, Jules Verne has incorporated movement breaks and students have access to several "brain break" areas in the school during structured time. Leadership initiatives are prominent at Jules Verne. Our active student council members work collaboratively to address environmental issues and help mentor younger students.

Academically, students are evaluated using both formative and summative assessment. Assessments range from assignments, checklists, observation, rubrics, learning & evaluation situations, book talk, experiments and situational problems, just to name a few evaluative methodologies.

In March 2019, we conducted parent and staff surveys in light of completing our Educational Project. We were pleased to see that all of the stakeholders at Jules Verne have the same overall assessment of the school. Both parents and employees alike felt that the school provides a caring, friendly and welcoming environment that is warm, close and respectful. Parents particularly felt that Jules Verne provided their children with a small close-knit supportive community. This sense of belonging and acceptance, is what we will strive to maintain and more so improve within the next 5 years via our Educational Project and our commitment to our students' academic and social success.





## CHALLENGES, POLICY ORIENTATIONS AND OBJECTIVES

**Challenge 1**  
**Policy Orientation 3** **Promoting learning and working environments that promote health, safety and well-being**  
*To have students' perceptions of a positive sense of belonging, positive relationships, their level of anxiety, bullying and exclusion meet the Canadian National Average*

**Objective 1.1** By 2022, increase students' sense of belonging as measured by the OurSchool survey to the Canadian norm.  
**Indicator** OurSchool Survey results  
**Target** Improve sense of belonging for girls from 79% to 86%  
 Improve sense of belonging for boys from 80% to 85%

**Challenge 2**  
**Policy Objective** **By 2030, increase to 90% the success rate on the composition component of the Elementary 6 (Cycle 3, Year 2) language of instruction ministerial examination in the public system.**  
*Improve and/or maintain the first and second language competencies of our students*

**Objective 1.1** Increase the success rate of the Grade 6 English Language Arts Reading Competency from 79% in 2018 to 92.5% minimum in 2018 by getting an additional 5 students to pass the exam.  
**Indicator** MEES Grade 6 end-of-year Assessment. Term 1,2,3 report cards.  
**Target** From 79% in 2018 to 92.5% by 2022. An additional 4 to 5 kids who pass the exam.

**Objective 1.2** Increase the Grade 6 English Language Arts Writing Competency from 88% in 2018 to 94% in 2022 by getting an additional 2 students to pass the exam.  
**Indicator** MEES Grade 6 end-of-year Assessment. Term 1,2,3 report cards.  
**Target** From 88% in 2018 to 94% by 2022. An additional 2 students who pass the exam.

**Challenge 3**  
**Policy Orientation 3** **Physical and psychological well-being of students**  
*Provide a healthy, safe environment*

**Objective 1.2** Offer all students 20-minute recesses during the morning, at lunch and in the afternoon for a total of 60 minutes of physical activity per day.  
**Indicator** Number of minutes of physical activity per week  
**Target** Minimum of 60 minutes of physical activity per week by 2020





**Challenge 4**      **By 2030, reduce the gap in success rates between various groups of students**  
**Policy Objective 1**      ***Improve boys overall success rates in the three core subjects of Math, French & English***

Objective 2.1      Improve boys overall success rates in the core subjects of Math, English and French by 2.5%  
Indicator      Statistics from Lumix in ELA, Math and French  
Target      90.48% (ELA), 91.82% (Math) and 95.5% (French)

**Challenge 5**      **By 2030, reduce the gap in success rates between various groups of students**  
**Policy Objective 1**      ***Reduce the gap in success rates between students with and without IEPs***

Objective 2.2      Improve overall success rates for students with IEPs by 6%  
Indicator      Statistics from Lumix in ELA, Math and French  
Target      71.45% (ELA), 71.38% (Math) and 93.5% (French)





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, improve boys overall success rates in the three core subjects of English, French and Math by 2.5%.	90.48% (ELA), 91.82% (Math) 95.5% (French)	Statistics from Lumix in ELA, Math and French	At the end of each term by reviewing student achievement on Term 1, 2 and 3 report cards
	By 2022, reduce the success gap between students with an IEP and students without an IEP from 31.4% to 25.4%	By 2022, improve overall success rates for students with IEPs in English, Math, and French by 6%.	71.45% (ELA), 71.38% (Math) 93.5% (French)	Statistics from Lumix in ELA, Math and French	At the end of each term by reviewing student achievement on Term 1, 2 and 3 report card



SCHOOL ORIENTATION:					
MEES OBJECTIVE 2	SWLSB OBJECTIVE 2	SCHOOL OBJECTIVES	TARGET	INDICATORS	MONITORING
<p>By 2030, reduce to 10% the proportion of students starting public secondary school at age 13 or older</p>	<p>Maintain a target of below 5% of students who enter high school at 13 years or older.</p>	<p>The SWLSB Head Office oversees this objective</p>			



**SCHOOL ORIENTATION:**

MEES OBJECTIVE 3	SWLSB OBJECTIVE 3	SCHOOL OBJECTIVES	TARGET	INDICATORS	MONITORING
<p><b>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.</b></p>	<p>By 2022, increase the success rate of students under 20 obtaining a first diploma or qualification from 85.9% to 88%</p>				





SCHOOL ORIENTATION:					
MEES OBJECTIVE 4	SWLSB OBJECTIVE 4	SCHOOL OBJECTIVES	TARGET	INDICATORS	MONITORING
<b>By 2030, increase to 90% the success rate on the composition component of the Elementary 6 (Cycle 3, Year 2) language of instruction ministerial examination in the public system.</b>	By 2022, increase the Grade 6 English Language Arts Reading Competency from 90.1% to 92.5%	Increase the success rate of the Grade 6 English Language Arts Reading Competency from 79% in 2018 to 92.5% minimum in 2018 by getting an additional 5 students to pass the exam.	From 79% in 2018 to 92.5% by 2022 + 4 to 5 kids who pass the exam	MEES Grade 6 end-of-year Assessment  Term 1,2,3 report cards	At the end of each term by reviewing student achievement on Term 1, 2 and 3 report card
	By 2022, maintain the Grade 6 English Language Arts Writing Competency at 94%	Increase the Grade 6 English Language Arts Writing Competency from 88% in 2018 to 94% in 2022 by getting an additional 2 students to pass the exam.	From 88% in 2018 to 94% by 2022 + 2 kids who pass the exam	MEES Grade 6 end-of-year Assessment  Term 1,2,3 report cards	At the end of each term by reviewing student achievement on Term 1, 2 and 3 report card



SCHOOL ORIENTATION:					
MEES OBJECTIVE 5	SWLSB OBJECTIVE 5	SCHOOL OBJECTIVES	TARGET	INDICATORS	MONITORING
<p><b>By 2030, ensure that all school buildings are in good condition</b></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
<p>Increase the level of literacy competencies among the adult population on the school board territory</p>	<p>Increase the level of literacy competencies among the adult population on the school board territory</p>	<p>AEVT</p>			





SCHOOL ORIENTATION:					
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)	Offer all students 20-minute recesses during the morning, at lunch and in the afternoon for a total of 60 minutes of physical activity per day.	60 minutes by 2020	20 mins = morning recess  20 mins = lunch recess  20 mins = afternoon recess  Recesses built in to timetable	Recesses built in to timetable  Contingency plans, i.e. movement breaks in place for days where outside recess is not possible  Verification by principal that teachers are completing recess/movement breaks via announcements and walking the school





SCHOOL ORIENTATION:				
SWLSB ORIENTATION 1	SCHOOL OBJECTIVES	TARGET	INDICATORS	MONITORING
Retaining and supporting high-quality and effective school and board teams to improve the learning experience and success of learners				





SCHOOL ORIENTATION:				
SWLSB ORIENTATION 2	SCHOOL OBJECTIVES	TARGET	INDICATORS	MONITORING
Developing and implementing curriculum, programs and educational initiatives that provide authentic learning experiences and promote student engagement				





SCHOOL ORIENTATION:				
SWLSB ORIENTATION 3	SCHOOL OBJECTIVES	TARGET	INDICATORS	MONITORING
Promoting learning and working environments that promote health, safety and well-being	By 2022, increase students' sense of belonging as measured by the OurSchool survey to the Canadian norm.	<p>Improve girls' sense of belonging from 79% to 86%</p> <p>Improve boys' sense of belonging from 80% to 85%</p>	OurSchool Survey results	<p>Review the results of the OurSchool Survey completed each Spring and work on them with the ABAV Committee throughout the year.</p> <p>Measure student participation in school life: ECA's, Sports, contests, etc.</p>





## CONSULTATIONS

- ✓ Teachers: Teacher Survey (March 2019); Staff Meeting (April 8, 2019); Teacher Council (March 20, 2019 & April 12, 2019)
- Other staff members:
- ✓ Students: OurSchool Survey (February/March 2019)
- ✓ Parents: Parent Survey (March 2019)
- ✓ Governing Board: (March 20, 2019 & April 16, 2019 & May 15, 2019)
- Community Partners:
- ✓ Steering Committee: a member of GB, a staff member, a consultant from the Board and the Principal met on April 12, 2019

## Governing Board ADOPTION

### G.B. RESOLUTION NUMBER: #178-2019-05-15-101

Motioned by Gianni Scalzo and Seconded by Steve Samanez to adopt the 2019-2022 Educational Project as presented.

\_\_\_\_\_  
Nicholas Parente

CHAIR

\_\_\_\_\_  
Tina Miscio

PRINCIPAL

