



# ANNUAL REPORT JOLIETTE ELEMENTARY SCHOOL 2007-2008

## INTRODUCTION

### VISION

- To ensure that all our students are literate by the end of Cycle 1 and to provide opportunities to all our students to increase English proficiency in reading and writing;
- To create a safe and caring school environment;
- To actively involve students in their own learning experience.

### MISSION

- To prioritize reading and balanced literacy activities on a daily basis
- To adapt/modify academic programs
- To ensure a safe learning environment by adhering to our school-wide Behaviour Plan
- To foster student-centered learning experiences to promote student engagement

### SCHOOL PORTRAIT

Joliette Elementary School (JES) serves a widely-dispersed student population of 218 students from Kindergarten to Cycle 3; Year 2 (grade 6). The school consists of a main building, and 8 portables which contain 7 classrooms. There are ten operating classrooms, a library, a gym, a computer lab, a resource room, a staff room, a kitchen, a classroom reserved for specialist teachers and the daytime caretaker, a classroom used as a lunchroom, a classroom used as an art/lunch room, and an office reserved for the CLSC nurse, the Behaviour technician and school board professionals. The front of the main building houses the principal and the school secretaries' offices.

There are 25 staff members: 14 teachers, 8 support staff, 2 maintenance staff and 1 administrator. Of the 25 staff members, 12 are new staff members: 8 teachers, 2 support staff, 1 caretaker, and 1 administrator. Complementary Educational

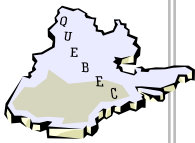


Services are offered through the school psychologist one day per week, and the speech pathologist 1 day per month.

There are 3 classes per cycle: Cycle 1; Year 1 (2 classes), Year 2 (1 class);  
Cycle 2; Year 1 (1 class; 1 split class), Year 2 (1 split class)  
Cycle 3; Year 1 (1 class), Year 2 (2 classes)

The Kindergarten and Cycle 1 classes are housed in the portables, and Cycles 2 and 3 are located in the main building.

The school is located in the municipality of St-Paul-de-Joliette, adjacent to Joliette. The students originate from 43 municipalities which explain why for most of our students, the social network established at school is central to their lives. JES is the only English elementary school in the Joliette area. The great majority of students are bused to school, and because the territory is so vast, some students spend over three hours traveling to and from school daily. There is a strict bus code and disrespectful behaviour is addressed immediately; the safety of the students and the driver is of the highest priority. Buses are provided by two school boards – the Sir-Wilfrid-Laurier School Board and our sister, francophone school board, *La commission scolaire des Samares*. There are 5 (five) transfer points where students transfer to other buses. Two bus supervisors have been assigned to two transfer points where student traffic is high so as to provide a safe and reassuring environment for our students. Out-of-zone students are accepted if class size permits and if parents accept to travel their child to and from school. JES's school attendance zone is delimited by the following municipalities:



- NORTH: Ste-Émilie-de-l'Énergie; St-Damien; St-Charles-de-Mandeville
- SOUTH: St-Sulpice; L'Assomption
- EAST: St-Barthélemy
- WEST: St-Calixte (excluding St-Calixte village)

In conclusion, with 48% new staff members in 2007-2008, revisiting our Vision, Mission and Behaviour Plan became an exercise that had real value for the entire staff. With the support of the SWLSB and the many government grants, we strove throughout the year to make Joliette Elementary School a thriving, happy and safe learning community.

## GOVERNMENT GRANTS

### WELLNESS GRANT



A certified gymnastics teacher was hired and offered eleven (11) gymnastics classes to the Cycle 3 students. Twenty-five (25) students registered and attended the lunch hour activity. The gymnastics lessons were given during the months of December and January. The activity was appreciated by all the participants and we are grateful to the MELS for this generous grant.

**HOMEWORK GRANT**

The generosity of the amount allotted to our school allowed us to hire two supervisors to offer the students lunch time support with their homework. One supervisor welcomed students in a classroom and supported them with their homework, assignments, projects, and unfinished classwork. Attendance was high as the chart below indicates. Parents, teachers and students could all recommend that students attend Homework Club. This service was greatly appreciated by our entire school community.

**HOMEWORK CLUB ATTENDANCES**

MONTH	ATTENDANCES	NUMBER OF DAYS
OCTOBER	399	20
NOVEMBER	494	20
DECEMBER	428	11
JANUARY	489	17
FEBRUARY	670	20
MARCH	351	11
APRIL	338	21
MAY	354	20
JUNE	85	8
	<b>3608</b>	<b>148</b>

June 17, 2008  
Nathalie Faquette



A second supervisor oversaw the computer lab. Students were invited to attend only twice weekly after we realized that many students were happy to visit the computer lab daily. Attendance was based on a first come; first served basis. Here also, students were able to complete work/assignments that required the computer. This service solidly supported students developing keyboarding and IT skills. The chart below indicates the enormous popularity of this service. The Homework Grant is a welcomed gift allowing the entire student population to benefit throughout the year.

### Computer Lab Attendance – Homework Club 2007-2008

<b>Month</b>	<b>total</b>
October	346
November	664
December	641
January	530
February	456
March	387
April	360
May	530
June	120
<b>Total of the year</b>	<b>4034</b>

### LIBRARY GRANT

We have been able to further support literacy with additional funds attributed to our school. The Library technician and the principal contacted other libraries last fall to enquire as to what books were being taken out regularly by their young clientele. The conclusions allowed us to make purchases that would meet our students' needs. The categories that have proven the most popular are non-fiction with an accent on sports, and animals. The books most taken out this year were drawn from the purchases made in the last 2 years. At JES, students visit the library weekly and take out books in both French and English with the proportion of French and English changing as they progress through the cycles.



## CULTURE IN THE SCHOOLS GRANT

In early December 2007, a local musician with experience in culturally diversified musical styles came to JES for nine (9) workshops over 3 days. He dressed in traditional clothes from Africa, brought instruments from around the world and delighted the students. Each class had a one-hour workshop and every student was thrilled by their experience. The workshop concluded with students working together to create a musical piece. This grant was very much appreciated. As a northern school, our students have fewer occasions to benefit from cultural activities. Our guest created a 'world music' environment in the locale provided and invited the students to actively participate.

## COMPUTER GRANT

This grant allowed JES to purchase IT equipment that would be very much appreciated. In fact, we selected a printer and a few days after its arrival at school, the original computer lab printer was no longer operational. We were able to replace it with little disturbance to the students and staff.

We have also purchased a laptop for teacher use – a request strongly supported by the teachers. The funds also allowed us to purchase a scanner, a very useful tool for the school. This equipment was not expected this year and we are extremely grateful for its addition to our school.

## SPECIAL NEEDS GRANT (MESURE 30201 & 30204)

The school-based Special Needs Committee selected three (3) submissions in the new year for JES.

All three were approved by the SWLSB.

They are:

- 1) A series of books and teacher guides to support the new course of Ethics and Religious Culture for Cycles 2 & 3 in 2008-2009. The committee felt that the teachers would appreciate a series of manuals to support this new subject and be better equipped to meet our many students' needs especially the growing number of students on an IEP.
- 2) A teacher-release day for the Kindergarten teacher to write reports for three (3) students with special needs.
- 3) The hiring of a music specialist to offer workshops to students. The huge success of the *Culture in the School Grant* guest in December 2007 enticed the committee to repeat the experience. This specialist had a particular penchant – appealing to students who experience academic difficulties. Through the workshop, she was able to seek out students with



learning problems and involve them in a more active way - a more therapeutic approach. Once again, this musical experience was a school-wide success.

A final suggestion by the Special Needs Committee was submitted on June 26 – the purchase of books to support literacy with a particular accent toward students with learning difficulties in Cycles 2 & 3. We are waiting for its approval.

## SCHOOL FIELD TRIPS

We organized several school outings this year. JES has an unusual situation – all the fundraising is done by the teachers. The funds were low at the beginning of the year so field trips could not take place until the teachers discussed how fundraising would be undertaken.

School-wide field trips included a trip to a local bowling alley in November to reward the students for their good bus behaviour. In February, we went to a local park for a Winter Fun Day of skating, tubing and sledding. In June, the rainy weather obliged us to change our plans of returning to our local park for our Olympics Day and have our fun day in our school yard. We may not have gone far, but we had a wonderful time!

Class trips for the graduating class included Arbraska, a centre in Rawdon for a forest climbing adventures, and a 3-day sleepover at Arundel.

Our grade 4/5 class arranged an exchange with a class in Rawdon – a day at each school. The Rawdon school has its own school bus so transportation was greatly simplified.

At the end of the year, Teacher Council voted to not undertake fundraising in 2008-2009. They have found the task overwhelming and will be asking parents to form a PPO.

## BEHAVIOUR PLAN

JES's elaborate Behavior Plan underpins our concerted efforts as a school community. Grants described above along with school-wide incentives create an atmosphere of respect and collegiality. Posting our Code of Conduct throughout the school serves as a daily reminder of our vision and mission. Our Discipline Code along with our collaborative efforts have yielded very positive results this year.