



Harold Napper School

6375 Baffin, Brossard, Québec

www.haroldnapper.rsb.qc.ca

Educational Project

2019-2022

Riverside School Board

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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 (MEES, school boards and educational institutions), with due regard for their specific areas of autonomy and characteristics.

2. LEGAL FRAMEWORK

The educational project between **Harold Napper Elementary 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 measures selected to achieve the objectives and targets;*

- (5) the indicators to be used to measure achievement of those objectives and targets;
and
- (6) 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, the basic school regulation and 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 at least 60 days after sending it. 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."



97.1. 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 basic school regulation and the programs of studies established by the Minister are implemented, adapted and enriched. They must also be consistent with the school board’s commitment-to-success plan.

97.2. 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.

3. STEERING COMMITTEE FOR THE PREPARATION OF THE EDUCATIONAL PROJECT

Mervin Hunter	Principal
Wendy Maher	Vice-Principal
Richard Rousseau	Teacher
Valerie Léonard	Teacher
Galit Sandaev	Teacher
Caroline Bérubé	Teacher
Dimitra Christou	Teacher
Leigh Bulmer	Teacher

4. CONSULTATIONS HELD FOR THE PREPARATION OF THE EDUCATIONAL PROJECT

May 17, 2018	Teachers	Staff Meeting	Harold Napper Elementary
December 3, 2018	Teachers	Survey (O365)	Harold Napper Elementary
December 12, 2018	Teachers	Survey Results	Harold Napper Elementary
December 12, 2018	Governing Board	Meeting	Harold Napper Elementary
January 30, 2019	Governing Board	Meeting	Harold Napper Elementary
February 5, 2019	Teachers	Staff Meeting	Harold Napper Elementary

5. SCHOOL CONTEXT

Harold Napper Elementary School is located in the community of Brossard. The school opened its doors in 1973 and was designed as an open-concept school. The idea of an open classroom was that a large group of students of varying skill levels would be in a single, large classroom with several teachers overseeing them.

Over time, this concept became increasingly difficult to maintain with changes to the school administration and teachers with different philosophical and pedagogical beliefs. Eventually, walls

were built to create individual classrooms. Therefore, upon first appearance, Harold Napper’s interior design may appear unconventional in comparison to most Quebec schools. This uncommon design does pose challenges for some students to remain focused on their classwork. Nevertheless, this layout provides a strength to team teaching. Due to the size of some of the classrooms, we actually have two combined classes being taught by two teachers in a team atmosphere.

In recent years, Harold Napper Elementary School student capacity was above the established norms set by the Quebec Government. In 2015, the Riverside School Board, through a community consultation process, reduced Harold Napper Elementary School to four kindergarten classes. The school was zoned to serve part of the Brossard community, giving priority to students who live within the B, C, I, J and L sectors, and dual zoning for those living in the M, N and O sectors.

Harold Napper Elementary is a multicultural and inclusive school that has a population of 550 students. Twenty-two percent of the student population is identified as *at risk* requiring an individualized education plan.

In 2003, the school’s educational project established Harold Napper Elementary School’s mission which was « *to develop in all children the academic and social skills necessary to become successful, flourishing, autonomous, confident young adults.* » In order to accomplish the mission, the school and community agreed upon the following values:

- We believe that every child has a right to learn in a safe environment
- We respect ourselves, each other, and the world around us
- We recognize and adapt to various learning styles
- We encourage each child’s natural curiosity and interest for knowledge in order to become a life-long learner
- We promote leadership and cooperation through teamwork

Harold Napper Elementary School has active and collaborative parents, teachers and students that focus on building the foundation of the citizens of tomorrow.

In the process of creating the school’s educational project (2019 to 2022), we reviewed student success statistics to discover some of the challenges students face. The primary concern for Harold Napper School is the students’ reading proficiency and comprehension. In the Quebec Education Program, reading proficiency and comprehension are critical abilities across all subject areas. The statistics demonstrate the students are globally meeting the Ministry’s expected outcomes for 2022 in both, English and French, languages.

ELA Competency 2 End of year report card results	2017 Grade 4	2017 Grade 6	2018 Grade 4	2018 Grade 6
Harold Napper	74.1%	71.8%	76.2%	75.3%
Riverside School Board	74.3%	71.8%	76.3%	76.5%

FSL Competency 2 End of year report card results	2017 Grade 4	2017 Grade 6	2018 Grade 4	2018 Grade 6
Harold Napper	67.5%	75.1%	74.4%	74.3%
Riverside School Board	73.6%	73.9%	76.3%	74.7%

Upon analyzing our data results, we identified learning gaps and areas in need of improvement. We came to the conclusion that a stronger emphasis on reading and reading comprehension, at all levels, will result in an improvement in our students' achievements and as a result reduce the learning gaps.

Harold Napper ELA Final Global Results on grade six Report Card	2017	2018
Boys	73.3%	74.8%
Girls	78.2%	81.7%
Gap	4.9%	6.9%

Harold Napper FSL Global Results on grade six Report Card	2017	2018
Boys	70.5%	71.7%
Girls	78.6%	81.3%
Gap	8.1%	9.6%

Academic success will come from best teaching practices and holding high expectations for all students to succeed. We believe this notion is equally important to monitor, through the Our School Survey (grade four through six students complete anonymously each Spring) during the tenure of this educational project.

Knowing the importance of having a safe and caring environment, the steering committee looked at the results from the Our School Survey to improve the present situation. Over the past three years, the results show students' needs for a safe and caring environment.

We are below the Canadian norm for feeling safe attending school. It should be noted here that this specific question posed to students include their getting to school (walker; school bus) as well as their return home.

The Our School Survey defines students with a positive sense of belonging as “students who feel accepted and valued by their peers and by others at their school.”

Students with a Positive Sense of Belonging	2016	2017	2018
Harold Napper School	82%	83%	82%
Canadian Norm	86%	86%	84%

Feeling Safe Attending this School	2016	2017	2018
Harold Napper School	59%	59%	59%
Canadian Norm	68%	68%	66%

Moderate or high level of anxiety	2016	2017	2018
Harold Napper School	23%	17%	14%
Canadian Norm	16%	16%	16%

With the above information and statistics, the steering committee developed two challenges the staff and community will work on collaboratively (2019-2022): Challenge one: Student Reading Proficiency and Challenge two: Safe and Caring Environment.

6. CONSISTENCY WITH THE COMMITMENT-TO-SUCCESS PLAN

Harold Napper Elementary School used the Riverside School Board’s Commitment-To-Success Plan to aid us in focusing our challenges and orientations for our Educational Project.

The Riverside School Board community through a consultation process prioritized five challenges identified in the Government’s Policy on Educational Success. One of those

challenges states to increase the proportion of the adult population of Quebec who demonstrate high-level literacy skills. As one of our challenges in our educational project, we decided to include the literacy improvement for all students.

RIVERSIDE SCHOOL BOARD comparison to HAROLD NAPPER in grade six end of year global results in ELA and FSL	2017-2018 (reference year) Based on report cards	Target 2022	Target 2030
Grade 6: Percentage of students achieving at least 70% in both English Language Arts (ELA) and French as a Second Language (FSL) final global results	72.4%	77%	82%
HN Grade 6: Percentage of students achieving at least 70% in both English Language Arts (ELA) and French as a Second Language (FSL) final global results	78%	80%	82%

The Minister of Education established as its primary objective to reduce the gap in success between various groups of students. The Riverside School Board chose to address this objective with the creation of targets to reduce the success gap between boys and girls and students with handicaps, social maladjustments or learning difficulties with an IEP. The indicator for success for both the ministry and school board is the seven-year graduation and qualification rate.

Harold Napper Elementary School needs to assist our students and ultimately our feeder high schools to reduce the achievement gap between various groups of students and improve our school board's seven-year cohort success rate.

We are choosing to focus our attention on the achievement gap between students with handicaps, social maladjustments or learning difficulties with an IEP and regular students who are achieving at least 70% in both English Language Arts (ELA) and French as a Second Language (FSL) final global result. This decision was based on the fact nearly a quarter of our student population have individualized education plans.

Harold Napper School	2016 - 2017	2017 – 2018 (reference year)	Target 2022
HN Grade 6: Percentage of Non-IEP students achieving at least 70% in both English Language Arts (ELA) and French as a Second Language (FSL) final global results	88%	90%	90%
HN Grade 6: Percentage of IEP students achieving at least 70% in both English Language Arts (ELA) and French as a Second Language (FSL) final global results	51%	46%	55%
Academic Gap	37%	44%	35%

The Riverside School Board’s community identified five challenges as outlined in the Policy on Educational Success. In alliance with the school board’s plan, the community of Harold Napper School believe the challenge of being “An inclusive, healthy, safe, stimulating and creative environment” is extremely important given the population size and cultural diversity of the school. As such, this became the second challenge of our Educational Project

7. CHALLENGES, ORIENTATIONS, OBJECTIVES, INDICATORS AND TARGETS SPECIFIC TO THE SCHOOL/CENTER

Harold Napper Elementary School will focus on the following:

Challenge One: Student Reading Proficiency	
ORIENTATION 1	Reading Fluency and Accuracy
OBJECTIVES	Improve students’ reading fluency and accuracy in English and French
INDICATORS	Student results on running records
TARGETS	At least 75% of students reading at level at end of cycle
OBJECTIVES	
INDICATORS	
TARGETS	
ORIENTATION 2	High level of language proficiency
OBJECTIVES	Increase students with an IEP achieving at least 70% in both ELA and FSL
INDICATORS	Grade six report card final global results
TARGETS	65% of IEP students achieve at least 70% in both ELA and FSL by 2020
OBJECTIVES	
INDICATORS	
TARGETS	

Challenge Two: Safe and caring environment	
ORIENTATION 1	Students feel accepted and valued by their peers and others at their school
OBJECTIVES	Increase or maintain student positive sense of belonging to the Canadian norm
INDICATORS	Our School Survey
TARGETS	84% of students or higher state they have a positive sense of belonging
OBJECTIVES	Increase the number of students feeling safe at school
INDICATORS	Our School Survey (bullying and exclusion and feeling safe at school)
TARGETS	68% of students surveyed or above feel safe at school by 2022
ORIENTATION 2	
OBJECTIVES	
INDICATORS	
TARGETS	

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 and in May 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 _____, 2019

Mervin Hunter Principal, Harold Napper Elementary School	Sylvain Racette Director General, Riverside School Board

Steering Committee:

Wendy Maher Vice-Principal, Harold Napper Elementary School	Richard Rousseau Grade 4 French Immersion Teacher
Valérie Léonard Grade 5 French Immersion Teacher	Galit Sandaev Grade 5 Immersion Teacher
Caroline Bérubé Grade 3 French Immersion Teacher	Dimitra Christou Grade 1 English Teacher
Leigh Bulmer Resource Teacher	