



Ecole **Harold-Napper**  
**Harold Napper** School

6375 Ave. Baffin  
Brossard, QC  
J4Z 2H9

# Harold Napper Elementary School Educational Project 2023-2027

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Commission scolaire **Riverside**  
**Riverside** School Board

**Riverside School Board**

7525, chemin de Chambly, Saint-Hubert, Québec

J3Y0N7

[www.rsb.qc.ca](http://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 (MEQ, 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 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 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 Québec education policy framework defined by law, by the basic school regulation and by 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 hi 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 60 to 90 days after sending it or of another period if the Governing Board or school board so agree. 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."

### 3. STEERING COMMITTEE FOR THE PREPARATION OF THE EDUCATIONAL PROJECT

Name	Role
Valerie Forde	Principal
Marie-Josée Broudehous	Vice-Principal
Catherine Greven	Parent
Stacey Pinho	Parent
Andrea Lagacé Desautels.	parent
Carolyn Calderisi	Teacher
Anne Isabelle Matte	Teacher
Richard Rousseau	Teacher
Kim Ferlatte	Teacher
Valerie Léonard	Teacher
Sana Diwan	Teacher
Francesca Ceramella	Teacher
Connie Fernandes	Daycare Technician
Verona Soliman	Special Education Technician

### 4. CONSULTATIONS HELD FOR THE PREPARATION OF THE EDUCATIONAL PROJECT

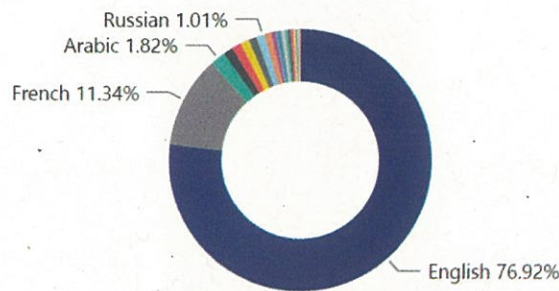
Date of consultation	Group consulted	Nature of consultation	Location
Oct. 3, 2023	Steering Committee Staff	Ed. Proj. work session	RSB
Oct. 16, 2023	GB/PPO Parents	Focus Discussion	HN
Oct. 25, 2023	Staff	Parent Focus group	HN
Oct. 26, 2023	Steering Committee	meet	HN
Oct. 27, 2023	Parents Students	Discussion Work session	Kim Ferlatte's house
Oct. 30, 2023	Governing Board Staff	Parent Focus	HN
Nov. 6, 2023	Governing Board	Staff Meeting	HN
Nov. 15, 2023		GB meeting	Virtual

## 5. SCHOOL CONTEXT

### EXTERNAL ENVIRONMENT

Harold Napper Elementary School is situated in the Montérégie region and serves a population of 486 students within specific sectors of Brossard. The school offers two delivery models: French Immersion (4-year-old kindergarten to cycle 3) and English (5-year-old kindergarten to cycle 3). The English delivery model represents 37.65% and 58.91% represents the Immersion model. 3.44% represents the preschool program. (source: RSB Programs and school zones for 2023-2024).

#### LANGUAGE SPOKEN AT HOME



Source: PBI student details: languages spoken @ home for all students/ all grades.

Research into acquiring additional languages demonstrates that most students can learn more than one language and benefit from a bilingual environment. (Caroline Erdos, PHD, SLP, I'm Bilingual- What's your superpower; 2023) The objective, therefore, represents a commitment to follow a balanced and research-based approach to develop language skills for all students at Harold Napper School in preparation for their transition to secondary schools within Riverside School Board.

### INTERNAL ENVIRONMENT

The language proficiency rate of our students has been a focus for the past 5 years. The student population consists of 486 students in an inclusive setting. There are 113 IEPs (22.87%); 44 (8.91%) students identified with EHDAA (handicapped codes). Source: PBI student details filtered by all models and all students.

Language proficiency is emphasized as an indicator to best prepare students for future success. The data below shows the language proficiency of our students for the reference year of 2022-2023 academic year. Riverside School Board defines Language Proficiency as the percentage of students

having obtained 70% and above in the languages of instruction (English & French). In grade 6, this is measured through the final global result on the report card.

The school team has elected to set grade 4 end of year language proficiency results as a target. The average language proficiency of students in grade 4 is 71%. We understand the fact that there are two different French as a Second Language programs at Harold Napper. We are therefore considering proficiency of students in both English and French in their respective programs of study. We would like to increase the language proficiency for grade 4 students as it is lower than the average percentage of grade 6 which is 78%. In choosing a grade level that is in the middle of the elementary allows us to both implement early intervention strategies in cycle 1 to ensure success in both languages throughout the learning process. We are aware that early intervention is key to student success. The focus on grade 4 will give the school team an opportunity implement actions and interventions that are having an impact on the students' success before the students reach grade 6.

Source: (PowerBI –ELEM Language proficiency dashboard – filtered by all grades (with codes, IEPs) June 2023 report card).

Grade level	Overall		Immersion Model	English Model
1	85%		93,5%	57.1%
2	69,7%		73,5%	58,8%
3	75,8%		77,6%	70,6%
4	71%		82,3%	38,9%
5	79,2%		100%	33,3%
6	77.5%		97.6%	48.3%

**Source:** PowerBI- ELEM dashboard Language Proficiency Rate Filter year: 2022-2023 all students all grade levels (w/ IEPs) dashboard, filtered by Harold Napper School.

## 6. CONSISTENCY WITH THE COMMITMENT-TO-SUCCESS PLAN

Harold Napper's Educational Project is closely aligned and consistent with RSB's Commitment to Success plan. Riverside School Board identifies Objective 4 as follows: Proficiency in the two languages of instruction (French, English). By addressing this and implementing actions which will drive our students results, we will increase our students' language proficiency in grade 4 in order to attain an increase in language proficiency in both languages by the end of elementary school in grade 6.

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

<b>Challenge – Overall Language Proficiency</b>	
<b>Orientation 1 - To increase the language proficiency rate of all students</b>	
<b>Objective 1</b>	To increase the language proficiency of all grade 4 students to 75% by 2027.
<b>Indicator</b>	Grade 4 June report card overall mark in ELA and French.
<b>Target</b>	75% of all students in grade 4 (cycle 2, year 2) will demonstrate language proficiency (obtain an overall grade of 70% or higher) in the two languages of instruction (English and French).
<b>Baseline</b>	71%

## 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 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.

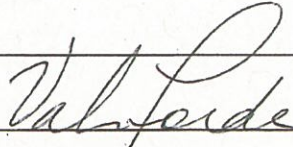
From a continuous improvement standpoint, evaluation also provides an opportunity to share innovative practices so that they can be incorporated into everyday pedagogical practices.

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).

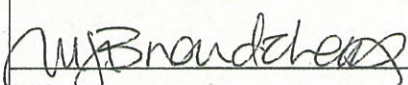
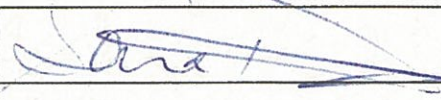

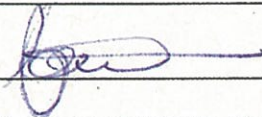
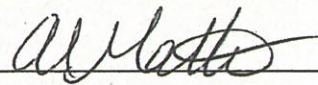
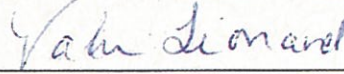
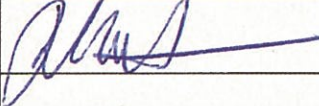

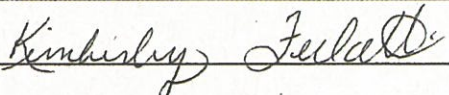
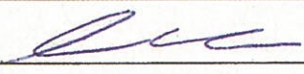
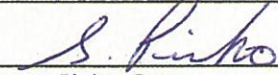
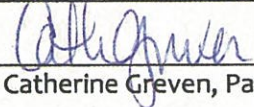
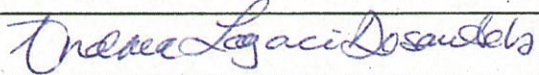



## 9. SIGNATURES

Signed at Brossard, Quebec, this 30 day of November,  
2023

	
Valerie Forde Principal, Harold Napper School	Lucie Roy Director General, Riverside School Board

### Steering Committee:

	
Marie-Josée Broudehoux, Vice-Principal Harold Napper School	Sana Diwan, Teacher
	
Carolyn Calderisi, Teacher	Francesca Ceramella, Teacher
	
Anne Isabelle Matte, Teacher	Valerie Léonard, Teacher
	
Richard Rousseau, Teacher	Verona Soliman, Special Education Technician
	
Kim Ferlatte, Teacher	Connie Fernandes, Daycare Technician
	
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