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Sorel-Tracy, Québec  
J3R 4K7

# Harold Sheppard 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

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# **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 Sample 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 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
Jeffrey Jordan	Principal
Marie-Eve Trudeau	Teacher
Marie-Eve Larochelle	Teacher
Silvia Malatesta	Teacher
Kelly Majore	Daycare Technician

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

Date of consultation	Group consulted	Nature of consultation	Location
August 30, 2023	Staff	Discussion	Staff Meeting
October 4, 2023	Steering Committee	SST Work Session	Riverside School Board
October 23, 2023	Steering Committee	SST Work Session	School
November 2, 2023	Staff	Discussion	Staff Meeting
December 5, 2023	Governing Board	Discussion	GB Meeting
March 26, 2024	Governing Board	Presentation	GB Meeting

### 5. SCHOOL CONTEXT

#### EXTERNAL ENVIRONMENT

Harold Sheppard School provides English instruction to families in Sorel-Tracy and 15 surrounding communities. Located approximately 55 km from the closest Riverside school and 70-80 km from the core of our school board, Harold Sheppard is the only option for an English education in its region.

With regards to demographics, 75% of the school families use French as the first language spoken at home. Additionally, with a recent influx of international families coming to the area for work, we have seen a growth in the number of families that speak Spanish (1%) or Filipino (7%) at home. This leaves us with 17% of our students who speak in English at home. We feel it is important to consider this reality when looking at language proficiency and success rate results.

In terms of socioeconomic factors, Harold Sheppard is considered to be a disadvantaged school. According to the Ministry of Education's index of socio-economic backgrounds, the school ranks as an 8 on the ISME index. We feel that this is a crucial detail to keep in mind, when focusing on student well-being and motivation at school.

Additionally, given the language base in the region of Sorel-Tracy, our English-speaking families with children in need of support find it tremendously difficult to obtain professional assistance in English. Harold Sheppard is not part of a Community Learning Center (CLC) and therefore, we often look for other ways to help ensure our families have access to English support services. This year, to help with this reality, we were able to develop a connection with the Monteregie-East Partnership for English Speaking Communities (MEPEC).

## **INTERNAL ENVIRONMENT**

Harold Sheppard has 135 students, with approximately 35 – 40 students using our daycare services on a regular basis. Over the last 3 to 5 years, the student population has grown rapidly. During the creation of our first Educational Project, the student population was approximately 90 students. Since then, we continue to experience a steady increase every year. With a total of 9 classrooms in the building, we house 1 group per grade level, which includes a 4-year-old kindergarten.

Harold Sheppard is an English school, offering English instruction for 80% of the 5 day-week in cycle 1 and 75% in cycles 2 and 3. Given the fact that most of our community speaks French at home, we offer the Immersion level of French language instruction to our students, instead of French as a Second Language.

At the start of the 2023-2024 school year, we had 25 students following an Individualized Education Plan (IEP). This represents approximately 19% of our school population. Of the 25 students, 17 of them have an assigned difficulty code. All our students with disabilities, social maladjustments or learning difficulties are integrated into regular classes.

The staff at Harold Sheppard consists of 12 teachers: 9 Homerooms, 1 French Specialist, 1 Physical Education Teacher, and 1 Resource Teacher. In terms of support staff, we also have 1 behavior technician and 3 attendants (1 for K4 and 2 for the needs in grades 1 to 6). In addition to our full-time staff, we also receive the following support from school board professionals: Speech and Language Pathologist, Occupational Therapist, Art Therapist, Psychologist, Psycho-Educator, Behavior Consultant, and a Special Education Consultant.

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

Our school's Educational Project is closely aligned with the Riverside School Board's "Commitment to Success Plan".

First and foremost, with objective 8, the Riverside School Board identifies the importance of improving the climate of caring, well-being, and student safety in schools. This important element is reflected in our first challenge, with an orientation that aims to reduce the level of student anxiety.

With objectives 3 and 4, the Riverside School Board highlights the success rate of students who are at-risk, with handicaps, social maladjustments or learning difficulties (3) and student proficiency in the two languages of instruction (4). Our school's second challenge touches on both objectives, with our aim to improve the competency 2 success rate in English and French, for students with an Individualized Education Plan.

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

<b>Challenge – Well-Being at School</b>	
<b>Orientation 1 – Reducing Student Anxiety</b>	
<b>Objective 1</b>	Reduce the number of students who experience moderate or high levels of anxiety.
<b>Indicator</b>	Our School Survey results (mid and end of year reporting).
<b>Target</b>	Reduce the number of students in grades 4, 5, and 6 who experience moderate to high levels of anxiety down to 25%.
<b>Baseline</b>	32% in 2022-2023
<b>Challenge – Reading Proficiency</b>	
<b>Orientation 2 – Reading for Meaning</b>	
<b>Objective 2</b>	Improve reading comprehension skills for students with an IEP.
<b>Indicator</b>	Overall competency 2 marks in ELA and FRI.
<b>Target</b>	70% of our students with an IEP, in grades 1 to 6, will achieve a final grade of 60% or higher on their end-of-year (overall), competency 2 marks in English and French.
<b>Baseline</b>	67% in 2022-2023

## 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.

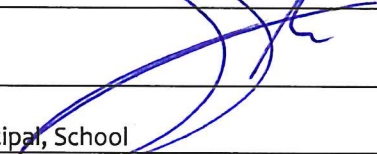
From a continuous improvement standpoint, evaluation also provides an opportunity to share innovative practices so that they can be incorporated into everyday pedagogical practices.

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).

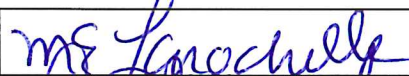
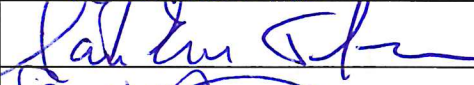



## 9. SIGNATURES

Signed at Harold Sheppard School, this 28<sup>th</sup> day of March, 2024

	
Principal, School	Director General, Riverside School Board

### Steering Committee:

Teacher: Marie- Eve Larochelle	
Teacher: Marie-Eve Trudeau	
Teacher: Silvia Malatesta	
Daycare Technician: Kelly Majore	