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Joliette High School

EDUCATIONAL PROJECT

2024-2028





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PURPOSE AND DEFINITION OF THE EDUCATIONAL PROJECT

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

LEGAL FRAMEWORK

The Education Act (EA) states that an institution's educational project must consist of the following elements (EA, Sections 37 and 97.1):

1. A description of the context in which the educational institution acts and the main challenges it faces, particularly with respect to academic success and, in the case of a vocational training centre, the relevance of the training to regional or national labour market needs;
2. The specific policy orientations of the educational institution and the objectives selected for improving student success;
3. The targets to be achieved by the end of the period covered by the educational project;
4. The indicators to be used to measure achievement of these objectives and targets;
5. The intervals at which the educational project is to be evaluated, determined in collaboration with the school board;

The Educational Project must also:

1. Respect the students', parents' and school staff's freedom of conscience and of religion (EA, Section 37);
2. Cover a period that is harmonized with the period covered by the school board's commitment-to-success plan and the period covered by the MEQ strategic plan (EA, Sections 37.1, 97.2 and 209.1);
3. Where applicable, comply with the terms prescribed by the Minister to govern the coordination of the entire strategic planning process between the educational institutions, the school board and the MEQ (EA, Section 459.3);
4. Be consistent with the school board's commitment-to-success plan (EA, Sections 37 and 97.1).





GROUPS INVOLVED IN THE PREPARATION OF THE EDUCATIONAL PROJECT				
Committee Members		Roles		
Sébastien Neveu		Principal		
Meredith Lowry		Teacher		
Ruby Emond		CLC Coordinator		
Angelica Bedard		Teacher		
Emmanuelle Bourret		Teacher		
CONSULTATIONS HELD FOR THE PREPARATION OF THE EDUCATIONAL PROJECT				
Consultations	Date	Time	Location	Details (optional)
Teachers	May 19 th , 2023 November 17 th , 2023		Joliette High School	Deadline to respond to survey: April 19 th , 2023
Other Staff Members	May 19 th , 2023 November 17 th , 2023		Joliette High School	Deadline to respond to survey: April 19 th , 2023
Students	April 18 th , 2023		Joliette High School	Deadline to respond to survey: April 24 th , 2023
Parents	April 18 th , 2023		Joliette High School	Deadline to respond to survey: April 24 th , 2023
Governing Board	June 13 th , 2023 November 20 th , 2023 January 29 th , 2024			
Other Stakeholders				





MISSION

Joliette High School is dedicated to providing authentic and innovative learning opportunities within a safe, supportive environment that motivates students to achieve personal successes, in order to become bilingual, autonomous, respectful, responsible, and productive members of the community.

VISION

Joliette High School believes all students can achieve success with the full commitment of teachers and staff.

SCHOOL/CENTRE PROFILE

Joliette High School is a public English language school in Joliette, Quebec. The building opened in 1951 and an addition was built in 2004. Most students come from our feeder schools; Rawdon Elementary School and Joliette Elementary School. In 2022-2023, JHS welcomed 268 students from twenty-nine different municipalities in the Lanaudière region. Students live in environments varying from very rural to small cities. They are geographically dispersed over the vast Lanaudière region with the largest concentration of students coming from Rawdon (19%), Lavaltrie (9%), and Joliette (12%). Many students travel up to three hours per day, having to wait at transfer points and therefore taking a total of two or more buses to attend JHS. Some students are on the bus just after 7am, and don't arrive at home until after 6:30pm. Transportation poses many challenges for our population. We are reliant on the CS des Samares buses; therefore, some students arrive at school late (after 9:15am) and are also picked up late at the end of the day (up to 4:30pm). The shortage of bus drivers also has a direct impact on student attendance as some have no other means to get to school and end up missing invaluable instructional time. See **Appendix A** (pg. 13) at the back for a full map of the school zone and **Appendix F** (pg. 18) for the projected enrolment for the next three years. JHS is at 72% capacity this year and for the 2023-2024 school year there is a projected increase of 10%.

Thirty-two percent (86/268) of our students have an IEP and 64 of those 86 students are in an inclusive setting. There are 18 students (6.72%) who have an EHDA code (élèves handicapés ou en difficulté d'adaptation ou d'apprentissage). Due to these numbers, we have a Special Education Technician assigned to work with all 3 groups of Secondary 1, and another Special Education Technician to work with both groups of Secondary 2. The success gap between students on an IEP and without is currently being monitored. We have 12 periods of Resource with a qualified ELA teacher and 12 periods with a qualified Math teacher for a total of 24 periods. There is also a Special Education Technician in WOTP (Work-Oriented Training Path) and another one in DP (Diversified Path). This school year we started a Withdrawal Room for students who need to be removed from the classroom due to behavioral issues. A Special Education Technician supervises and works with those students, ensuring they keep up to date with their schoolwork.

Sixty-five percent (174/268) of JHS students speak mainly French at home, 34% (91/268) speak mainly English at home, 1 student speaks mainly Italian at home, and 2 students speak mainly Tagalog at home. Most students live in predominantly impoverished Francophone communities, which presents Joliette High School with the numerous challenges of operating as an English





language school in an area vastly dominated by the French language and culture. Consequently, students entering Joliette High School have often experienced significant delays regarding the acquisition and development of the English language, as confirmed by Fountas and Pinnell benchmark testing. The ELA Resource Teacher assesses between 30 to 40 students a year in the fall and again in the spring. For students struggling with French as a second or third language, the Resource teacher may use the GB+ kit to assess their level of French. The student population is predominantly French Canadian with 250 students born in Quebec, 7 in the USA, 3 in Ontario, 2 in BC, and 2 in the Philippines.

Considering that JHS has a small population, we do not offer any concentrations. As for the general path, the percentage of students who participate are as follows: Secondary 4 - 21%, and Secondary 5 - 23%. We have a Work Oriented Training Path group that is divided into two; one Semi-Skilled and one Pre-Work. We also have one group of Diversified Path (DP) for students who have not yet attained the Secondary One level of competency. Of our Secondary 5 students, 47% (14/30) work on average 20 hours a week.

The most recent information for the graduation rates since 2017 is as follows: 85.3% in 2020 for JHS, 88.1% for the SWLSB in 2020, and the provincial rate in 2020 was 81.8%. The success rate of JHS students on MEES and SWLSB common exams are historically above average. In addition, the rate of graduation after seven years in the Lanaudière region, according to 2019-20 statistics is 78.3%, compared to the provincial average in 2019-20, which was 79%.

Our data suggests one target area for school improvement would be the retention of students by the time they finish Secondary 3. Increasing the retention rate is paramount to maintaining JHS's Mission Statement and Vision. See **Appendix B** (pg. 14) for the 2022-2023 final report card success rates for the ELA Reading competency, and **Appendix C** (pg. 15) for Math.

Joliette High School currently has 25 teachers, 56% of whom have been teaching for more than ten years, and 48% have been employed at JHS for a decade or more. Of these 25 teachers, 3 are part-time and 18 are regular permanent staff members, which provides a low teacher turnover. There are 6 Special Education Technicians on staff, three of whom were hired through the help of Measures monies. The majority of the staff have more than 15 years' experience in the field of education. The principal believes in an inclusive leadership approach, where all stakeholders have an important role in the decision-making process. There are fifteen groups in all; 1 group of DP, 1 group of Semi-Skilled, 1 group of Pre-Work, 3 groups of Secondary 1, 2 groups of Secondary 2, 3 groups of Secondary 3, and 2 groups each of Secondary 4 and 5. Our support staff consists of 1 full-time School Secretary, one full-time School Organization Technician, and one part-time Office Agent. There is one student supervisor on staff and teachers supervise alongside that person before class, during recesses and lunch, and after school. A Guidance Counsellor works at the school 17.5 hours every week and one of the Special Ed Technicians works as a Student Advisor, particularly for Secondary 1 and 2 students, although he is available for students at all levels. One Library Technician works 15 hours a week, and one Laboratory Technician works 35 hours per week with the Science department. JHS has 1 Building Concierge, along with 1 Maintenance Class 2 Worker. Measures money is used to hire a Social Worker who is at JHS 2 days a week and at Joliette Elementary 3 days a week. This allows for continuity in communicating with families and the coordination of access to community services. A nurse from the local CISSS Lanaudière is at JHS one morning per week and provides services and information to students concerning sexuality, general health, anxiety, etc.

As was mentioned in the 2018-2022 Educational Project, the Indice de milieu défavorisé scale (IMSE) classified Joliette High School as a 9 out of 10 (10 being the most impoverished), which continues to be the case today. As a result, JHS is identified as a NANS school (New Approaches, New Solutions) due to a relatively high number of mothers who have not received high school certification, and family occupations that produce low income. For the 2022-2023 school year, 68% of the student population lives in a 2-parent household and 18% live in a single-parent

household. It is important to note that considering the high dropout rate and the absence of a first diploma in the Lanaudière region, especially among boys, there is a correlation between lack of education, low income, and health risks. This is why JHS annually receives an amount from the NANS Measure.





A certain part of our population is prone to go straight to work for family enterprises within their community as an alternative to obtaining a high school diploma.

Joliette High School strives to provide and maintain effective communication with its community and parents through the Mosaik Portal, email, Facebook, Instagram, and the school website. Parents are represented on the Governing Board. There is a low level of attendance at Curriculum Night and an increased presence at the first Parent Teacher Night versus the second.

There are several programs at JHS to help improve students' sense of belonging and academic success. JHS has the Together Project and Passport Project in partnership with Carrefour Jeunesse-Emploi d'Autray-Joliette. A coordinator hired by CJE works at JHS four days/week with 20 students from Cycle One. These students are academically at-risk. The coordinator meets with them individually and in groups to help them succeed academically and socially. The coordinator also works with their families, providing them with information sessions and workshops. With the Passport project, participant may obtain a bursary upon the completion of their studies. Peer Advising – the JHS “Transitions to High School” program involves a group of Cycle Two students who are involved with our Secondary Ones and Grade 6s from both our feeder schools, RES and JES. The Peer Advisors meet regularly to plan activities with the Secondary Ones for the first half of the year. During the second half of the year, they then animate the Grade 6s from RES and JES to help prepare them socially for high school. Students make connections with JHS students and help to demystify the experience of transitioning from elementary to high school. This helps reduce students' anxiety and engages them to actively partake in their high school experience. Data suggests that an area of concern for students is their sense of safety at school. Increasing this is paramount to maintaining JHS's Mission Statement and Vision. See **Appendices D (pg. 16)** and **E (pg. 17)** for the Our School Survey results from October 2023.

Following its Standards and Procedures, JHS follows the educational practices of the Quebec Education Plan (QEP) and the Educational Act (EA). Evaluation practices are based on school board and/or Ministère de l'Éducation du Québec (MEQ) requirements depending on the grade level. Teachers use a variety of tools to communicate with parents, such as phone, email, Google Classroom and Mozaik. Some teachers post homework and assignments on Google Classroom, but not all collect the students' work using this tool. Students are provided with a global remediation schedule at the beginning of each school year, listing every teacher's availability. These are also posted on their classroom doors and available through the school website, as well as the school's social media pages. Some teachers offer extra remediation throughout the year.

JHS is allocated several different Measures from the MEQ every year; Milieu Défavorisé, Soutien à la persévérance, Reading in School, School Initiatives, ECAs, Social Solidarity, School Outings, and many more. All of these Measures support our different projects and initiatives. There are 2 laptop carts for a total of approximately 30 computers, one computer lab of 25 desktops, and 2 iPad carts of approximately 30 tablets. All of these are refurbished and often lag heavily upon booting up and sign-in. Although the number of devices seems adequate, they are obsolete and can no longer be updated and supported by the IT department. It is crucial that new devices be acquired as soon as possible.





Regional Community Learning Center (CLC)

Joliette High School, Rawdon Elementary, and Joliette Elementary form the Regional Lanaudière-Nord Community Learning Center. We are an extended model CLC; multiple schools within a region serving the same English-language community.

One full-time Community Development Technician (CDA) manages the creation and development of relationships with local partners and community-based organizations in collaboration with school principals and staff members. The CDA works to strengthen the offer of services and strategies that contribute to the academic, social, emotional, and physical development of students, families, and the community at large. Greater community involvement in schools also leads to an increase in financial and material contributions, and more volunteers supporting the school team. The CDA also writes grants and researches other financial resources for school projects, as well as sitting on various community tables, advocating for the needs of the English community. The CLC Community School Network is supported by LEARN's Provincial Resource Team (PRT), a network-wide resource that provides support and expertise to the CDAs.

The CLC supports, among others:

- Educational activities, links and exposure to local cultural opportunities and healthy living activities,
- Basic needs through the Breakfast Club of Canada,
- Articulation / transition activities between our elementary and high schools (Peer Advisors),
- Projects with Grandparent / Senior centers in Joliette and Rawdon,
- Work-oriented Training Program (WOTP) opportunities for high school students at the elementary school (Kindergarten helper, janitorial worker, snack program),
- Communication with parents through our Facebook page and parent workshops,
- ECO-Club with recycling, composting, gardening and conservation efforts,
- Links to the regional CSSS to encourage teacher understanding of economic and social challenges for families in Lanaudière,
- School yard / park project linking community partners with school boards to facilitate preservation and improvement of our school yard forest.

Partnerships and Community Organizations Working with the Lanaudière-Nord CLC

- Comité régional pour les programmes d'accès à des services de santé et des services sociaux en langue anglaise
- Comité régional pour la valorisation de l'éducation (CREVALE)
- English Community of Lanaudière (ECOL)
- Table des partenaires du développement sociale de Lanaudière (TPDSL) – Nourrir Lanaudière
- Breakfast Club of Canada





- Carrefour Jeunesse Emploi D'Autray-Joliette
- Grand Défi Pierre Lavoie
- M. Jardin - Jardinons Coopérative de Solidarité
- Association pour les jeunes de la rue Joliette
- La Maison des Jeunes du Grand Joliette
- La Maison des Jeunes de Rawdon
- CILC - Center for Interactive Learning
- Centre Culturel Desjardins
- Musée d'art de Joliette
- Association Forestière de Lanaudière
- Culture a l'École
- English Language Arts Network (ELAN) – Artists Inspire projects
- *Secretariat for Relations with English Speaking Quebecers* – I Belong!
- Le Neo - Regional LGBTQ+ organization
- Aire Ouverte Lanaudière - Regional health and social services organization
- CALACS - Coups de Cœur - Sexuality Education workshops
- La Sûreté du Québec
- Le Réseau - Prévention des toxicomanies
- CNESST

CHALLENGES

1.0 Supporting students to successfully complete Secondary 3 in order for them to obtain a high school leaving diploma.

2.0 Increasing students' sense of safety and belonging at school.





POLICY ORIENTATIONS

- 1 – Promoting student retention through rigorous learning situations supported by high leverage and innovative teaching practices.
- 2 – Promoting a safe and caring learning environment for students that supports positive mental health and sense of belonging.

OBJECTIVES

Objectives	Description
Objective 1	Increase the success rate in the Secondary 3 Mathematics Final Disciplinary result as measured by the end-of-year report card
Objective 2	Increase the success rate in the English Language Arts Secondary 3 Reading competency final result as measured by the end-of-year report card
Objective 3	Increase students' sense of safety at school as measured by the Our School Survey





SCHOOL/ CENTRE ORIENTATION 1

Promoting student retention through rigorous learning situations supported by high leverage and innovative teaching practices.

MEQ OBJECTIVE / ORIENTATON	SWLSB OBJECTIVE / ORIENTATION	SCHOOL/CENTRE OBJECTIVE 1	INDICATOR(S)	TARGET(S)	MONITORING
MEQ Objective 1	SWLSB Objective 1	Increase the success rate in Mathematics Secondary 3 Final Disciplinary result as measured by the end-of-year report card.	Success rates in Secondary 1, 2, and 3.	Increase the success rate of Secondary 3 students from 54% in 2023, to at least 76% by 2028.	Admin meeting with cycle teams and/or departments to review school-based data.

MEQ OBJECTIVE / ORIENTATON	SWLSB OBJECTIVE / ORIENTATION	SCHOOL/CENTRE OBJECTIVE 2	INDICATOR(S)	TARGET(S)	MONITORING
MEQ Objective 2	SWLSB Objective 3	Increase the success rate in the English Language Arts Secondary 3 Reading competency final result as measured by the end-of-year report card.	Success rates in Secondary 1, 2 and 3.	Increase the success rate of Secondary 3 students from 52% 2023, to at least 77% by 2028.	Admin meeting with cycle teams and/or departments to review school-based data.

SCHOOL/ CENTRE ORIENTATION 2

Promoting a safe and caring learning environment for students that supports positive mental health and sense of belonging

MEQ OBJECTIVE / ORIENTATON	SWLSB OBJECTIVE / ORIENTATION	SCHOOL/CENTRE OBJECTIVE	INDICATOR(S)	TARGET(S)	MONITORING
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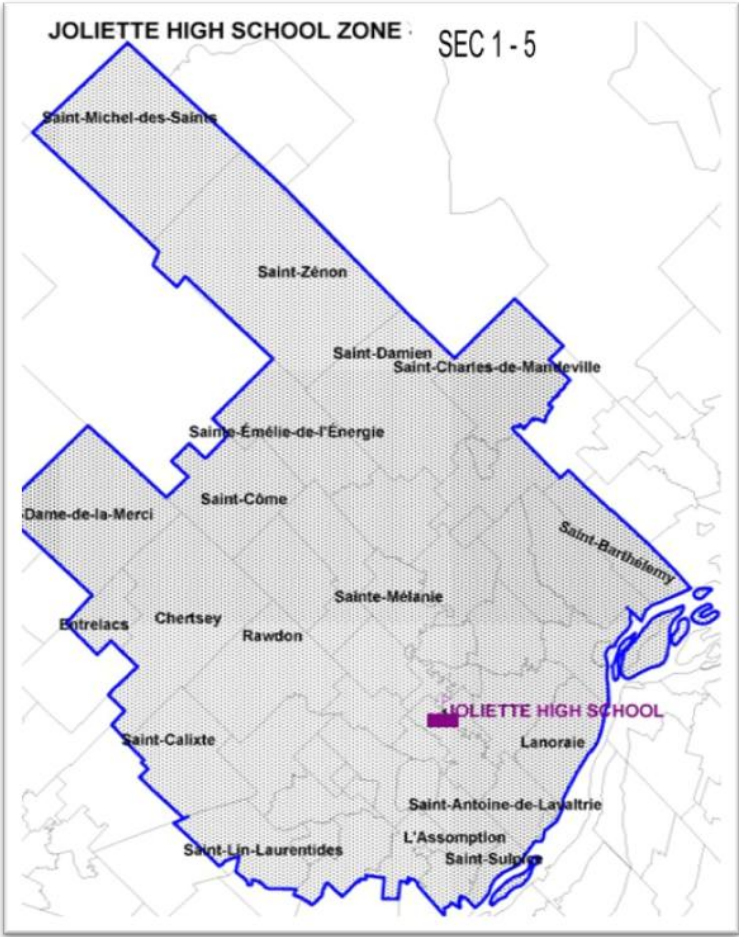


MEQ Objective 3	SWLSB Objective 3	Increase students' sense of safety at school as measured by the Our School Survey	Our School Survey, consulting students from Sec. 1-5, DP, & WOTP	Increase the percentage of students who feel safe at school from 33% in October 2023, to at least 50% by 2028.	Admin meeting with ABAV team to review Our School Survey and school-based data.
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APPENDIX A – SCHOOL ZONE





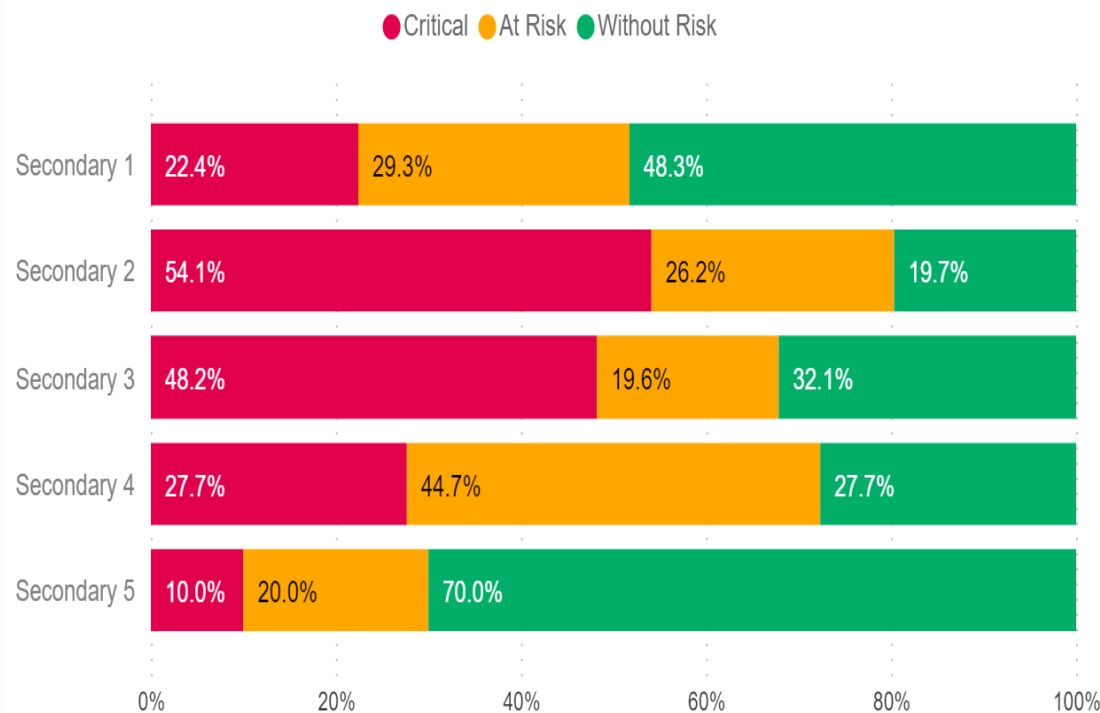
APPENDIX B – Success Rates for ELA Reading Competency 2022-2023

Results show that students whose end-of-year mark was between 0-59% are critical, 60-73% are at risk, and 74-100% are without risk.

JHS

SWLSB

Distribution of Intervals by School Level



Distribution of Intervals by School Level



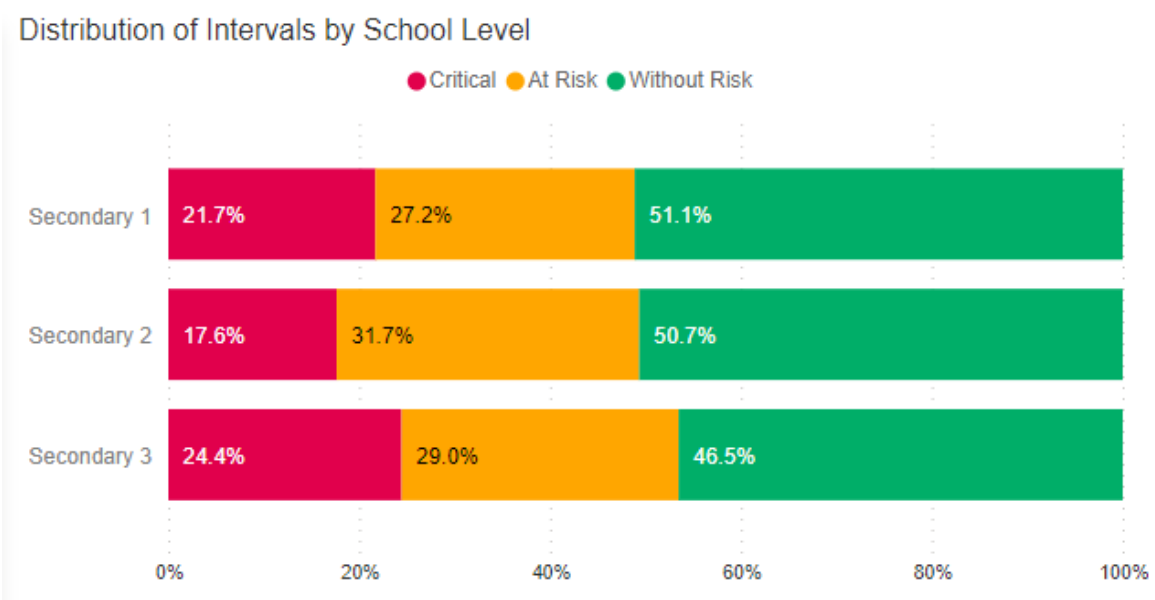
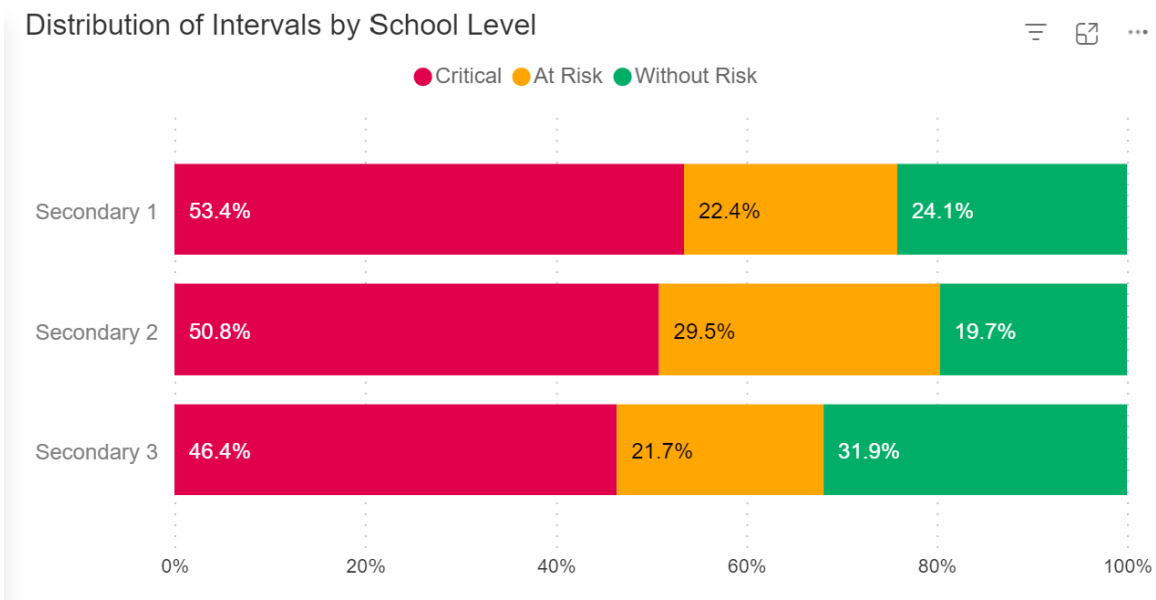


APPENDIX C – Success Rates for Math Final Disciplinary Results 2022-2023

Results show that students whose end-of-year mark was between 0-59% are critical, 60-73% are at risk, and 74-100% are without risk.

JHS

SWLSB





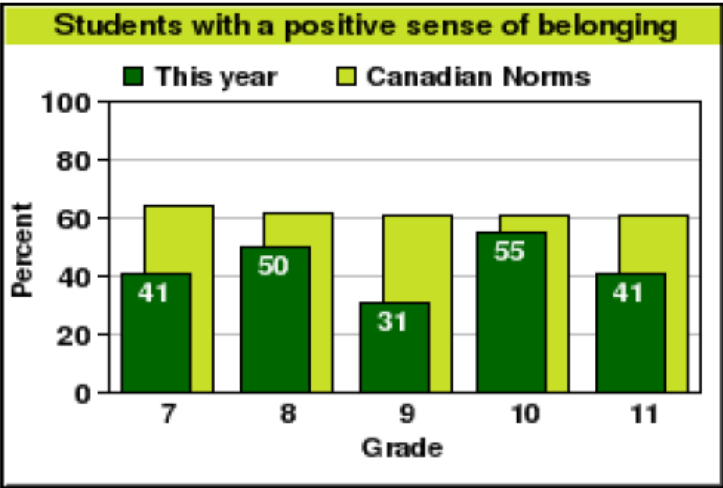
APPENDIX D – Positive Sense of Belonging

86% of students completed an Our School Survey. Below are the results from October 2023.

Students with a positive sense of belonging

Students who feel accepted and valued by their peers and by others at their school.

- 44% of students in this school had a high sense of belonging; the Canadian norm for these grades is 62%.
- 30% of the girls and 58% of the boys in this school had a high sense of belonging. The Canadian norm for girls is 56% and for boys is 67%.





APPENDIX E – Areas Where Bullying Occurs at JHS

86% of students completed an Our School Survey. Below are the results from October 2023.

Figure 3: Where bullying occurs at Joliette High School

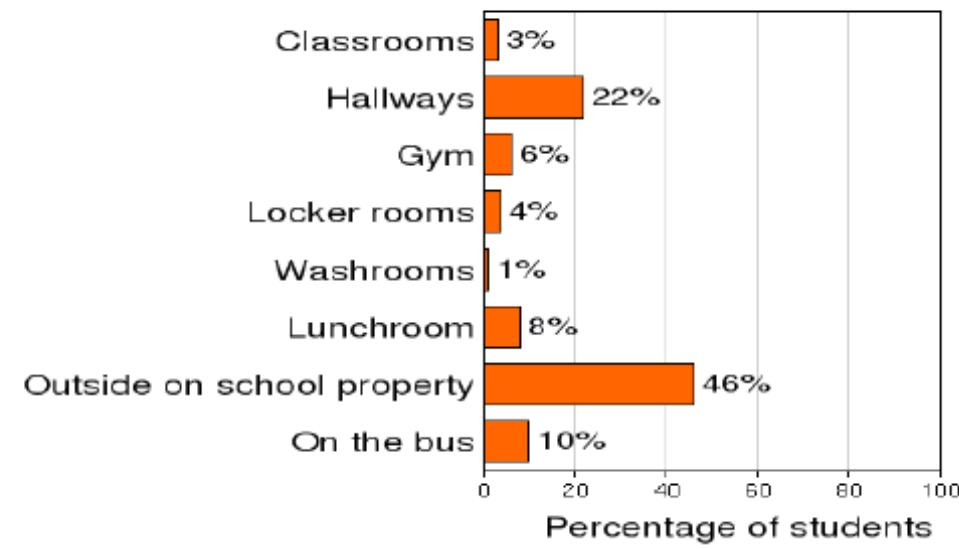
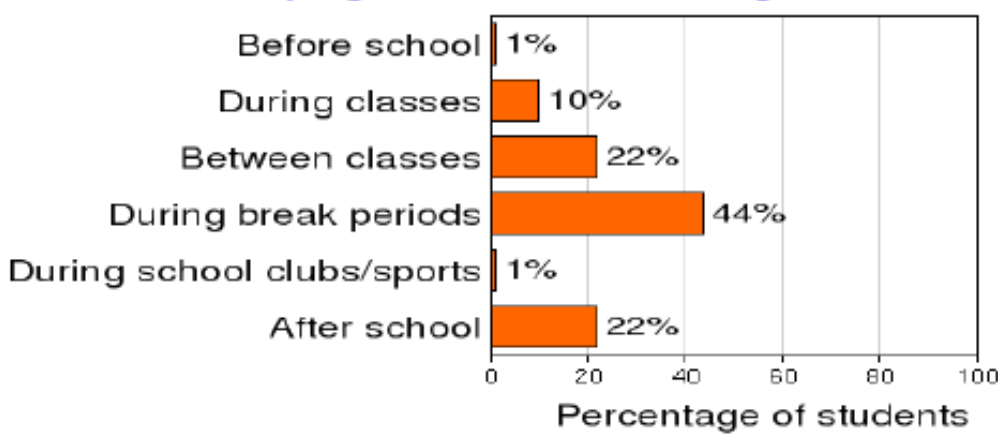


Figure 4: When bullying occurs at Joliette High School





APPENDIX F – Projected Enrolment for the Next 3 Years

ÉCOLE SECONDAIRE DE JOLIETTE JOLIETTE HIGH SCHOOL		ORDRE D'ENSEIGNEMENT / LEVEL OF INSTRUCTION		
107, rue de Lorimier Joliette (Québec) J6E 6E8 Numéro de l'école / School Number: 885 181 Numéro du bâtiment / Building Number: 885 033		Secondaire – 1 ^{er} et 2 ^e cycle / Secondary – Cycles 1 and 2		
CAPACITÉ / CAPACITY				
		2024-2025	2025-2026	2026-2027
Capacité MEQ / MEQ Capacity		375	375	375
Effectif prévu / Projected Enrolment		282	286	302
UTILISATION DES LOCAUX / USE OF PREMISES				
• Le gymnase est loué à la communauté. / The gymnasium is rented to the community. • Le centre scolaire et communautaire (CSC) occupe le local 238. / The Community Learning Centre (CLC) occupies room 238.				





GOVERNING BOARD ADOPTION	
Resolution	G.B. RESOLUTION NUMBER GB01292024-14 MOVED THAT the 2024-2028 Educational Project be adopted as presented on January 29th 2024. (date) Motioned by Lisa Leporee, seconded by Jean-Francois Gilbert.
Signatures	 CHAIRPERSON  PRINCIPAL

