



COMMISSION SCOLAIRE SIR-WILFRID-LAURIER  
SIR WILFRID LAURIER SCHOOL BOARD

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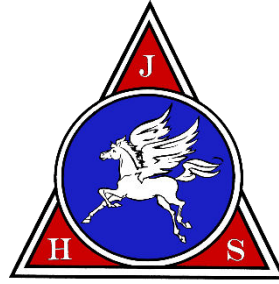
# JOLIETTE HIGH SCHOOL

EDUCATIONAL PROJECT

2019-2022

AN ENGLISH EDUCATION, **A BILINGUAL FUTURE**  
UNE ÉDUCATION EN ANGLAIS, **UN AVENIR BILINGUE**  
[www.swlauriersb.qc.ca](http://www.swlauriersb.qc.ca)





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

### **MISSION STATEMENT:**

In order for students to become respectful, autonomous, and productive members of society, Joliet High School strives to provide learning opportunities within a safe supportive environment. We endeavour to motivate students to achieve their personal successes, while nurturing a sense of belonging as responsible citizens within the community.

### **VISION STATEMENT:**

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

## SCHOOL PROFILE

Joliette High School is a public school located in Joliette, Quebec and in 2018-2019 welcomed 220 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 (26%), Lavaltrie (12%), and Joliette (12%). Many students travel up to three hours per day, taking a total of two or more buses to attend JHS. See Appendix A at the back for a full map of the school zone and Appendix E for the projected enrolment for the next five years.

Thirty-two percent of our students have an IEP and 9% have an EHDA code (*élèves handicapés ou en difficulté d'adaptation ou d'apprentissage*). It is due to these numbers that we have a Special Education Technician in all three groups of Secondary I. The success gap between students on an IEP and without is currently being monitored. We also have 30 periods of Resource with a qualified teacher, an Attendant in Secondary II, and a Special Education Technician in WOTP (Work-Oriented Training Path).

Sixty-three percent of JHS students speak mainly French 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 DRA (Diagnostic Reading Assessment) and Fountas and Pinnell testing. The Resource Teacher assess between 30 to 40 students a year in the fall and again in the spring. The student population is entirely Canadian, predominantly French Canadian.

Considering that JHS has a small population, we do not offer any concentrations. As for the general path, the percentages of students who participate are as follows: Secondary III - 100%, Secondary 4 - 22%, and Secondary V - 29%. We have a Work Oriented Training Path group that is divided in two, one semi-skilled and one pre-work. Of our Secondary V students, about 25% work on average 20 hours a week.

The most recent information for the graduation rates after seven years are as follows: 88.7% in 2016 for JHS, with 84.5% for the SWLSB in 2017, and the provincial rate in 2017 was 80.9%. 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 2015 statistics is 75.6%, compared to the provincial average in 2015, which was 76.9%. Despite being situated in an area with a dropout rate of 12.9% in 2013-2014, the dropout rate on average for JHS in the last five years is 11%. In the past three years, JHS has had two students per year that were 13 years of age when they started secondary one.

For the uniform examinations set by MEES in Secondary IV and Secondary V, the pass rate are in Appendix D.

Joliette High School currently has twenty-two teachers, 77% of whom have been teaching for more than ten years, and 68% have been employed at JHS for a decade or more. Of these twenty-two teachers, five are part-time; therefore, seventeen teachers are regular staff members who are permanent, which provides a low number of teacher turnover. There are five Special Education Technicians on staff, three of whom were hired through the help of *Mesures*, and one Attendant. The average age of the school staff is 45 years of age. The Principal believes in an inclusive leadership approach, where all stakeholders have an important part to contribute in the decision process. There are thirteen groups in all, two per level including WOTP, and three groups in Secondary I. There is one student supervisor on staff and teachers supervise alongside before class, during recesses and lunch, and after school.

All staff members, including teachers and support staff, are involved in at least one extra-curricular activity or another. The following is a list of many of the extra-curricular activities:

- RSEQ Soccer
- Intramural Sports at lunch
- After-school Hockey
- Talent Show
- Photography Club
- Art Club
- Knitting Club
- Board Games at lunch
- Yearbook
- Grad Committee
- Student Council
- CSLC
- Peer Advising
- Open Gym
- Music Room
- Computer Lab

The *Indice de milieu défavorisé scale* (IMSE) classified Joliette High School as a 9 out of 10 in 2018-2019, 10 being the most impoverished. 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. It is important to note that considering the high dropout rate and 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 *Mesure*.

Joliette High School strives to provide and maintain effective communication with its community and parents. Parents are represented on the Governing Board. There is a reasonable 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. There is the Check & Connect program where a mentor (a staff member) is matched with a student. Students see their mentor on a regular basis to help with their homework, organizational skills, social skills, and home life, if need be. JHS also has the *Together Projet* in partnership with *Carrefour Jeunesse-emploi* in Joliette. There is a coordinator who works at JHS four days a week with 20 students from Cycle One. These Cycle One students are at-risk academically. The coordinator meets with them individually and in groups to help them succeed academically and socially. She also works with the parents and meets with them through information sessions and workshops. The Peer Advising Program is a group of Cycle Two students who are involved with our Secondary Ones and Grade 6s from our feeder schools. The Peer Advisors meet regularly to plan activities with both the Secondary Ones for the first half of the year, and then the Grade 6s the second half. Students make connections with the older students and the transition from elementary to high school is demystified.

Following its Standards and Procedures, JHS follows 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 et de l'Enseignement supérieur (MEES) depending on the grade level. Teachers use a variety of tools to communicate with parents, such as phone, email, and Google Classroom. For some teachers, they post homework and assignments on Google Classroom, but not all collect the students' work using this tool. Students are provided a remediation schedule at the beginning of the year of every teacher. The teachers also post their availabilities on their classroom door. The schedule is also available through the school website. Some teachers also do extra remediation throughout the year. There is an after-school homework club available as well on Tuesdays and Thursdays during different times of the year, for example, from November to December, and then from February to the end of May.

JHS is allocated several different *Mesures* from MEES every year. There are a variety of *Mesures* for *Milieu Défavorisé*, *Soutien à la persévérance*, Prevention, Reading in School, School Initiatives, and school outings. All of these *Mesures* are there in support of different projects and initiatives in our school. There are two laptop carts of 15 computers each, one computer lab of 30 desktops, and 2 iPad carts, one of 30 and the other of 25. There are no specialized facilities. JHS is at 60% capacity this year and for the year 2019-2020 there will be an increase of 3%. Therefore, there is definitely room to grow and our resource and special education technicians, when they work with students out of class, there is always a room available somewhere.

JHS is part of a Community Learning Centre (CLC), along with Rawdon Elementary and Joliette Elementary. The Regional CLC seeks to provide connections to the community through a number of initiatives and partnerships. The overall aim of the project is to increase parent, volunteer, and stakeholder involvement in our schools, and provide students with a vision for their future in our larger community. This project is funded by LEARN Quebec through a combination of provincial and federal sources, along with grants received through foundations and private enterprises. A full-time coordinator manages CLC activities and liaisons with our schools and the larger community, in harmony with Joliette High's team. The CLC supports the following initiatives (for a full list please see Appendix B):

- Educational activities, links and exposure to local cultural opportunities and healthy living activities
- Articulation/transition activities between the feeder elementary schools and JHS
- Communication with parents and the community through our Facebook page
- Links to the regional CISSS to encourage teacher understanding of economic and social challenges for families in Lanaudière
- Making connections with the following:
  - Carrefour Jeunesse-emploi
  - Culture à l'école
  - Video Conferences
  - ECOL (English Community of Lanaudière): speakers
  - CRÉVALE
  - Kindness, Compassion & Community Breakfast
  - Hooked on School Week Activities

Joliette High School has also been home to the Sea Cadets of Joliette, CCMRC 206, for the past two years. They use our facilities during the week for their band practices, drills, workshops, and more.



## CHALLENGES

- 1.0 Student Success
- 2.0 Professional Learning and growth of teaching staff and childcare workers.
- 3.0 Physical and psychological well-being of students.

## POLICY ORIENTATIONS

- 1.0 To improve levels of numeracy and increase student mathematical reasoning.
  - 1.1 To ensure that all students can adequately decode text through increased language comprehension.
- 2.0 To promote a culture in which the professional growth and learning of teaching staff and childcare workers is valued and to provide various opportunities for this to occur.
- 3.0 Foster a culture within the school in which students and staff connect beyond the classroom and in doing so, increase the degree to which students' feel their academic or personal concerns are addressed.



# OBJECTIVES

## Objective 1.0

Increase the success rate in Math Secondary IV CST.

## Objective 1.1

Increase reading comprehension level by one grade level for special needs students in Cycle One.

## Objective 2.0

All teaching staff and childcare workers will participate in both departmental and Cycle team meetings.

## Objective 3.0

Decrease bullying and violence incidents.



**SCHOOL ORIENTATION:**

MEES OBJECTIVE 1	SWLSB OBJECTIVE 1	SCHOOL OBJECTIVES	TARGET	INDICATORS	MONITORING
<p><b>By 2030, reduce to the gap in success rates between various groups of students by 50%</b></p>	<p>By 2022, reduce the success gap between boys and girls from 8.7% to 6.2%</p>				
	<p>By 2022, reduce the success gap between students with an IEP and students without an IEP from 31.4% to 25.4%</p>				
	<p>By 2022, reduce the success gap between students who start secondary school in a <i>milieu défavorisé</i> and those that don't from 12.6% to 10.2%</p>				





**SCHOOL ORIENTATION: Student Success**

MEES OBJECTIVE 3	SWLSB OBJECTIVE 3	SCHOOL OBJECTIVES	TARGET	INDICATORS	MONITORING
<p><b>By 2030, have 85% of students under the age of 20 obtain a first diploma (SSD or DVS), and 90% obtain a first diploma or qualification.</b></p>	<p>By 2022, increase the success rate of students under 20 obtaining a first diploma or qualification from 85.9% to 88%</p>	<p>Increase the success rate in Math Secondary IV CST.</p> <p>Increase reading comprehension level by one grade level for special needs students in Cycle One.</p>	<p>By 2022, increase the success rate from 67.9% to 73%.</p> <p>By 2022, increase the reading comprehension level by one grade each year in Cycle One.</p>	<p>MEES exam results in June.</p> <p>DRA results from the Grade 6 level and spring results at the end of Cycle One.</p>	<p>Principal will monitor Math results after each term in Secondary III and IV.</p> <p>School Level Special Needs Committee will monitor results at the end of every year in Cycle One.</p>



**SCHOOL ORIENTATION: To promote a culture in which the professional growth and learning of teaching staff is valued and to provide various opportunities of this to occur.**

SWLSB ORIENTATION 1	SCHOOL OBJECTIVES	TARGET	INDICATORS	MONITORING
<p>Retaining and supporting high-quality and effective school and board teams to improve the learning experience and success of learners</p>	<p>All teaching staff and childcare workers will participate in both departmental and cycle team meetings.</p>	<p>All teachers and childcare workers will attend one department and one cycle team meeting per term.</p>	<p>Attendance of departmental and Cycle team meetings.</p>	<p>Principal will monitor attendance and participation.</p>



**SCHOOL ORIENTATION:**

SWLSB ORIENTATION 2	SCHOOL OBJECTIVES	TARGET	INDICATORS	MONITORING
<p>Developing and implementing curriculum, programs and educational initiatives that provide authentic learning experiences and promote student engagement</p>				

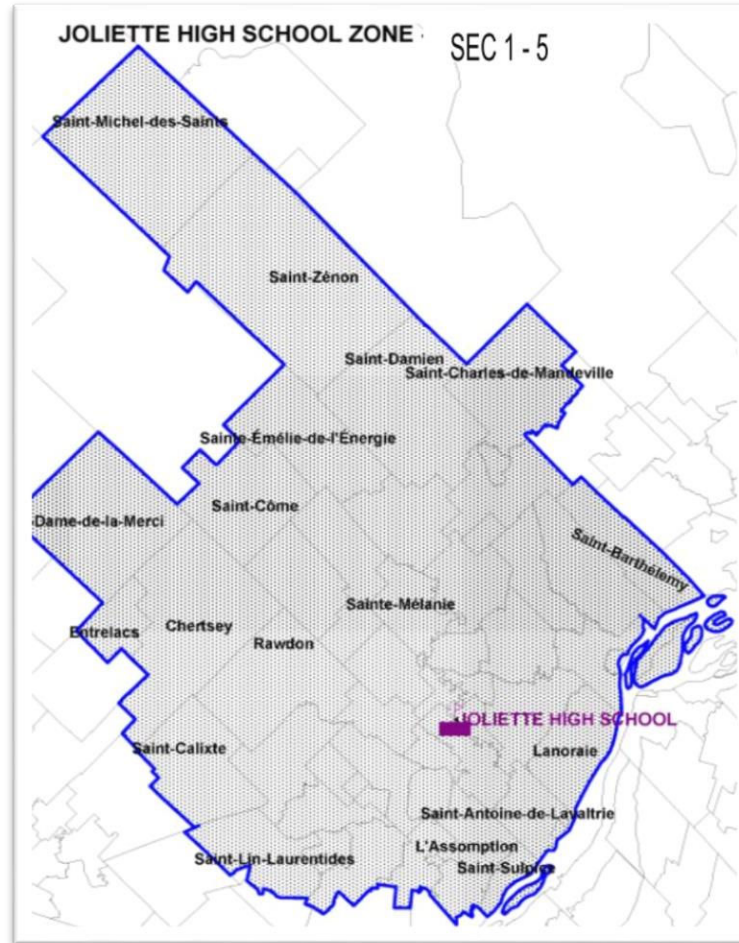


**SCHOOL ORIENTATION: Foster a culture within the school in which students and staff connect beyond the classroom and in doing so, increase the degree to which students' feel their academic or personal concerns are addressed.**

SWLSB ORIENTATION 3	SCHOOL OBJECTIVES	TARGET	INDICATORS	MONITORING
Promoting learning and working environments that promote health, safety and well-being	Decrease bullying and violence incidents.	A 20% decrease in the number of bullying and violence incidents reported.	Number of incidents reported in ISM – ABAV.	Principal and ABAV team review figures and strategies on a termly basis.



# APPENDIX A



## APPENDIX B – CLC ACTIVITIES FOR 2018-2019

- Carrefour Jeunesse Emploi – Together Project (Joannie Roux)
- Carrefour Jeunesse Emploi – Jeconcilie.com, Gabryelle Provost, Jacinthe Mailhot @WOTP
- Facebook Joliette High School Community
- Videoconference – Pursuit of Liberty
- Videoconference – Forensic Autopsy
- Videoconference – Mummy Makers
- Videoconference – Daily Life in Ancient Rome
- Videoconference – Meet the Patients
- Crayola ColorCycle – Marker & highlighter recycling program
- Culture à l'École – Monique Polak
- Culture à l'École – Eric Michaud, story teller
- Culture à l'École – Eric Michaud (we did apply 2 separate times, Oct. & Dec.)
- CPR – Sec. 3
- First Books Canada Pop-up – Free books giveaway
- Les métiers forestiers – L'association forestière de Lanaudière, Sec.2
- Peer Advisors – Transitions program with both Gr.6 (4 visits)
- Art Club – Silent Art Auction, Parent / Teacher Conference
- Adulting 101 – Carole Gravel, ECOL, videoclips/discussion Transitions to Cegep Life
- Career Speakers for Explo Sec. 4 - Mario Menale, Paramedic / ambulance tech.
  - Norman Beaufil, Banker
  - David Chao, Canadian Armed Forces
  - Romeo Ronci, Correctional Services Canada
  - Rochelle Drapeau-Menard, Veterinary Tech.
  - Audrey Bastien-Gingras, SQ officer
  - Carolane Poirier, Assoc. Forestiere Lanaudiere
  - Merle Parkinson, Accountant
- Kairos – Blanket Exercise Sec. 3 & 4
- Memory Project : Veterans, M. Auger & M. Lajeunesse
- Car Wash fundraiser advertising
- Breakfast Club
- Kindness, Compassion & Community Breakfast
- Le Roi Lion – Académie Antoine Manseau
- Semaine de la Perseverance – Welcome Brigade
  - Breakfast Club motivational messages juice cups
  - Sporting event, staff vs. Students - hockey
  - Sporting event, staff vs. Students – soccer
  - Building the Wall



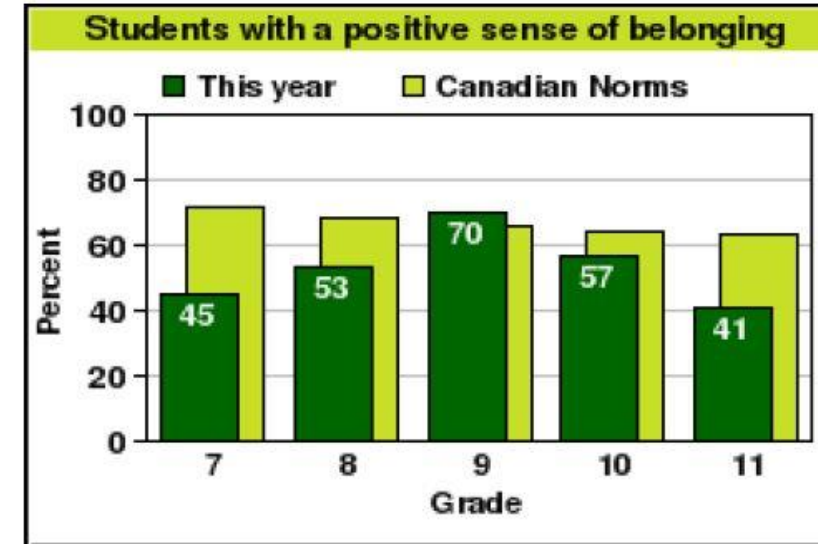
## APPENDIX C – Sense of Belonging

All students complete an Our School Survey, below is the result for Social –Emotional Outcomes in the spring of 2019.

### Students with a positive sense of belonging

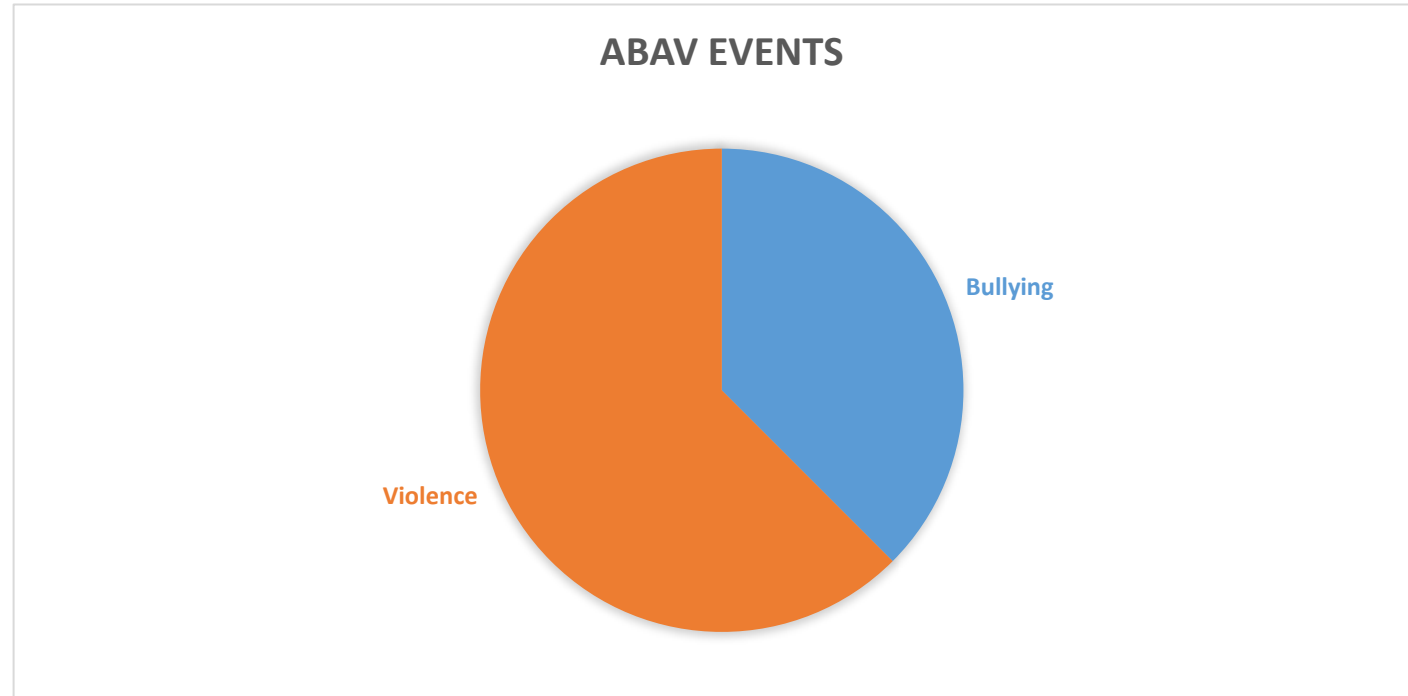
Students who feel accepted and valued by their peers and by others at their school.

- 53% of students in this school had a high sense of belonging; the Canadian norm for these grades is 67%.
- 51% of the girls and 59% of the boys in this school had a high sense of belonging. The Canadian norm for girls is 62% and for boys is 71%.



## APPENDIX D – Events Related to Violence and Bullying

There were 56 events in total, 21 for bullying and 35 for violence as of May 15, 2019.



## APPENDIX D – Pass Rate for the Uniform Examinations set by MEES in Secondary IV and Secondary V

	June 2016		June 2017		June 2018	
	JHS	SWLSB	JHS	SWLSB	JHS	SWLSB
Science & Tech. 555444	100.0%	73.1%	100.0%	82.3%	100.0%	81.9%
Applied Sci. & Tech. 557416	59.3%	68.3%	92.0%	86.3%	80.0%	85.7%
Math (CST) 563414	76.2%	65.7%	65.1%	69.3%	67.9%	72.4%
Math (SN) 565426	90.9%	92.2%	43.8%	74.0%	75.0%	89.1%
HQC 585404					69.4%	84.6%
HCE 587404	84.0%	79.5%	94.6%	71.7%		
ELA 612536	100.0%	96.7%	100.0%	97.7%	100.0%	97.4%
FSL Base 634504	95.9%	94.8%	97.5%	92.4%	97.1%	93.1%



## APPENDIX E – Projected Enrolment for the Next Five Years

	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024
<b>Grade 6 RES</b>	Included S1	21	24	20	16
<b>Grade 6 JHS</b>	Included S1	37	29	51	35
<b>Secondary 1</b>	64	58	53	71	51
<b>Secondary 2</b>	51	64	58	53	71
<b>Secondary 3</b>	33	51	64	58	53
<b>Secondary 4</b>	41	33	51	64	58
<b>Secondary 5</b>	35	41	33	51	64
<b>WOTP</b>	13	0	0	0	0
<b>TOTALS</b>	237	247	259	297	297



## CONSULTATIONS

- Committee: *January 18, 29, 31, February 19, 22, March 12, and April 1, and May 15, 2019*
- Other staff members: *January 29 and April 1, 2019*
- Students: *April 2, 2019*
- Parents: *March 22 to 29, and April 2, 2019*
- Governing Board: *April 2 and May 28, 2019*
- Community Partners: *April 2, 2019*

## Governing Board ADOPTION

**G.B. RESOLUTION #GB05282019-03** Motioned by Richard Alary and Seconded by Ruby Emond to adopt the 2019-2022 Educational Project as presented.

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Sonia Massicotte  
CHAIR

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Vicky Perreault  
PRINCIPAL