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Laurentian Regional High School

EDUCATIONAL PROJECT

2024-2027

AN ENGLISH EDUCATION, **A BILINGUAL FUTURE**
UNE ÉDUCATION EN ANGLAIS, **UN AVENIR BILINGUE**

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

PURPOSE AND DEFINITION OF THE EDUCATIONAL PROJECT 3
LEGAL FRAMEWORK 3
GROUPS INVOLVED IN THE PREPARATION OF THE EDUCATIONAL PROJECT 4
CONSULTATIONS HELD FOR THE PREPARATION OF THE EDUCATIONAL PROJECT 4
MISSION 5
VISION 5
SCHOOL/CENTRE PROFILE 5
CHALLENGES 10
POLICY ORIENTATIONS 11
OBJECTIVES 11

PURPOSE AND DEFINITION OF THE EDUCATIONAL PROJECT

This educational project is a strategic tool through which Laurentian Regional 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 Laurentian Regional 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;

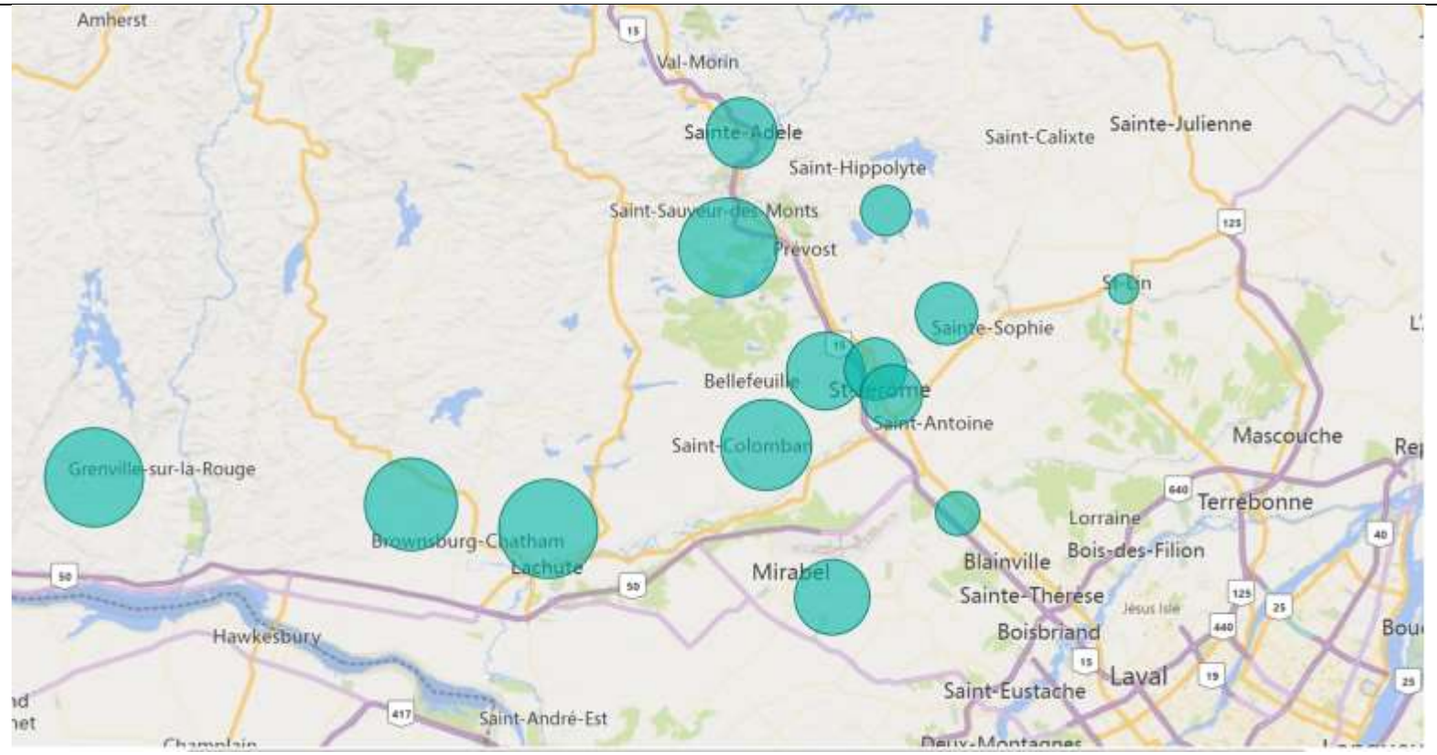
The Educational Project must also:

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**
Erin Black	Teacher
Laurie Matthews	Teacher
Elaine Jetté	Teacher
Marie-Ann Dumas	Teacher
Robert Stagg	Teacher
Tammy Noble/Melanie Demers	Vice Principal
Nadia Anwar	Principal

CONSULTATIONS HELD FOR THE PREPARATION OF THE EDUCATIONAL PROJECT					
Consultations	**Date**	**Time**	**Location**	**Group**	**Details (optional)**
Teachers	Starting in April 2023	For a period of two weeks	Form	Teachers and Staff Members	
Other Staff Members	Starting in April 2023	For a period of two weeks	Form	Teachers and Staff Members	
Students	Starting in April 2023	For a period of two weeks	Form	Students	Each member of the subcommittee agreed to have to their students take the survey with them to ensure participation.
Parents	Starting in April 2023	For a period of two weeks	Form	Community Stakeholder	
Governing Board	Starting in April 2023	For a period of two weeks	Form	Community Stakeholder	Steps and updates were given to Governing Board members through the whole process

MISSION
At Laurentian Regional High School, our mission is to cultivate a love for literacy and empower our students to become confident, lifelong readers and effective communicators. We are committed to providing a supportive and inclusive learning environment where every student can develop strong literacy skills and critical thinking abilities. Through innovative teaching practices and collaborative partnerships, we strive to foster a community of enthusiastic readers who are equipped to succeed in an ever-changing world.
VISION
At Laurentian Regional High School, our vision is to create a vibrant and inclusive environment where diversity, inclusion, and equity are not only embraced but celebrated. We envision a school where every student feels valued, respected, and empowered to share their unique perspectives and experiences. We aim to equip our students with the skills and knowledge to navigate a diverse and interconnected world with empathy and understanding. We believe in fostering a supportive and caring community commited to providing equal opportunity.
SCHOOL/CENTRE PROFILE
Laurentian Regional High School serves a vast territory as the hub of the Anglophone community in the Laurentians. The school serves students from 4 MRCs: Mirabel, La Rivière-du-Nord, Argenteuil and Les Pays-d'en-Haut. The large size of the territory poses a particular challenge since many students travel an average of 45 to 60 minutes each way daily, in some cases taking three different vehicles to arrive at school. It is important to note that almost all students using the bus as their main means of transportation to and from school. As it covers such a large territory, the school also has a variety of types of milieu. Predominantly rural, most municipalities focus on agriculture and tourism, with pockets of industry in areas such as Lachute, Mirabel and St-Jérôme. There are also significant pockets of poverty in the region. This map is a good representation of where our students are coming from. It shows how vast our territory is:



The government rates LRHS as a school with a socio economic index of a 8. The statistical compilation by Quebec's Institut de la Statistique indicates that the Laurentians on average have a lower level of education than the rest of the province. 16.8 % of the population does not have any diploma or certification. 6.2 % of the population, furthermore, lives below the low-income cutoff rate. These rates are exacerbated depending on the MRC. The extreme disparity between the MRCs, furthermore, suggests that the ISME 8 rating of the school is not a strong indicator of the socio-economic challenges Laurentian Regional High School faces. Four different CSSSs serve the school. Laurentian Regional High School also works with the Hôpital d'Argenteuil as well with Batshaw Youth Services. Since it's creation in 1968, LRHS shares it's building with Polyvalente Lavigne, providing educational services to the francophone population from the immediate area of Lachute. Unlike LRHS, Polyvalente Lavigne is rated with an ISME of 9, granting substantial additional financial support from the Government to meet the increasing needs of the student population. LRHS's challenge is to provide a similar level of services with far more limited resources. We have a growing population which allows for bigger cohort in the younger grades. 79% of our school population is usally age 13 years old or older when they start high school.

According to our three year plan the growth our population should like as follows:

	2023-2024	2024-2025	2025-2026	2026-2027
Capacité MEQ / MEQ Capacity	1102	1102	1102	1102
Effectif prévu / Prejected enrolment	590	601	632	641

LRHS offers the regular path of education towards the obtention of a high school leaving diploma. 92% of the school population is enrolled in the regular program. We have 22 students enrolled in the work oriented traning path program and 24 students enrolled in the diversified path program. These numbers vary little from one year to the other.

30% of the student population at LRHS has an individualized educational plan (IEP). 75% of the students with an IEP are integrated into our regular program. The other 25% are part of the alternative path program. The number of students with an official MEQ code is currently at 34. 18 of them are integrated in the alternative path program. This means that 16 students with an official MEQ code are intergrated in the regular program. The table below will give an idea of how many students with an IEP are integrated in the regualr program:

We have 114 families who identify with English as the language spoken at home and 63 who identify with French as the language spoken at home. In recent years, because of the increase in immigration, and because many families opted to move out of the cities, we have seen an increase in the amount of students with a different language spoken at home. This has an impact on the results in French as a second language. As French as a second language is a pre-requisite for graduation, we see more and more students that do not meet the minimum requirement to acquire the credits in this specific subject, which ultimately has an impact on the graduation rate. Where most of our students are born in Quebec and in Ontario, we still face the challenge of dealing with a reluctance of speaking a second language by several of our students.

Our school population is divided quite evenly between our female and male population. That trend has been like this for quite a number of years. In the school year 2023-2024, the percentage of female students represents 48.64% and the percentage of of male students represents 51.19%. We have one student who identifies has non-binary. We believe in diversity, equity and inclusion as we are putting everything in place to support all gender identity in our school.

In 2022-2023, we had a potential of 81 graduates in secondary 5. In August 2023, we were able to confirm that 73 of them were able to obtain the requirements for the obtention of their high school leaving diploma. That represents a graduation rate of about 90%. In the work oriented training path, there was a total of 8 students registered in the program. In August 2023, we confirmed that 7 met the requirement for the obtention of the semi-skilled certificate. Out of this 88% graudation rate for this program, 4 students came back to LRHS in the same program for a second certification because they were not 16 years of age perior to June 30th, 2023. At the beginning of each year, LRHS is always faced with a small decrease in its number because several families who had first choose LRHS, choose to go pursue their education somewhere else. They either choose to go the a French high schools to offer a sport-etudes program, choose an English or French private instution, they move out of the territory or they choose a school a French high school because of the distance they need to travel to get to LRHS. The table below will show how many inactive students were counted for each year versus the amount of students present in the school in June of that year:

School Year	Number of Inactive Students	Total Number of Active Students
2021-2022	77	538
2022-2023	118	544
2023-2024	66	590

Our results on the Minsitry exams are usually in the average range. Looking at our trends, we need to focus on reducing the gap between the mean school mark and the MEQ exam mark in Science, Mathematics and History. The gap has grown from the school year 2020 to the school year 2023. The table below show this gap:

The tables below show the results on all Ministry Exam for June 2023 for students in secondary 4 and 5:

History Secondary 4:

No. of Results	No. of Successes	No. of Failures	Mean Final Result	Success Rate
94	73	21	68.4	77.7

Science Secondary 4:

No. of Results	No. of Successes	No. of Failures	Mean Final Result	Success Rate
100	77	23	69.8	77.0

Mathematics Cultural Secondary 4:

No. of Results	No. of Successes	No. of Failures	Mean Final Result	Success Rate
75	43	32	61.1	57.3

Mathematics Scientific Secondary 4:

No. of Results	No. of Successes	No. of Failures	Mean Final Result	Success Rate
48	38	10	71.5	79.2

French as a Second language Secondary 5:

No. of Results	No. of Successes	No. of Failures	Mean Final Result	Success Rate
81	76	5	80.4	93.8

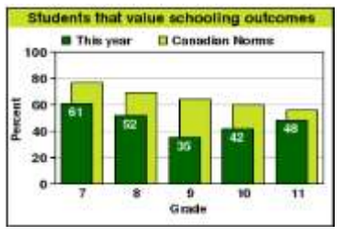
English Secondary 5:

No. of Results	No. of Successes	No. of Failures	Mean Final Result	Success Rate
81	80	1	77.7	98.8

CHALLENGES

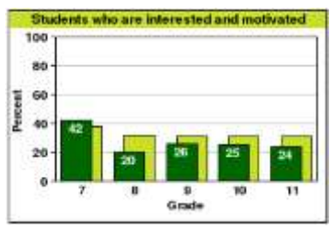
In April 2023, we surveyed all our stakeholders regarding the creation of the educational project. The results were reviewed with the subcommittee for success in June 2023. These results combined with the Our School Survey results from October 2023 brought to life the following challenges:

At-Risk Students: It was clear from all the answers that there is a need to work on advocating for the students' responsibility towards their success and their academic path. The results indicate that on average, our students value their education less than the Canadian norm.



There is a need to raise the standards and get our student population accountable for their success and academic growth. Students that are moving on to higher education have voiced how challenging their experience after high school was because of the standards they need to reach in order to perform at a college level. More and more students are considered vulnerable after secondary 1 because they are missing crucial academic skills when entering high school. After term 1 in November 2023, 31% of the secondary 1 population were considered at risk of not promoted to secondary 2 in the school year 2024-2025. At the other end of the spectrum, 19% of our secondary 5 populaton were considered at risk of not graduating because they are missing one or more graduation requirements after the first term.

Results on the Ministry Exams: With the return of the Minsitry exams after the pandemic, we have seen quite a gap between the school marks and the Minsitry exam marks. This has a huge impact on the final grade for a given students. It also has an impact on the moderation process. The challenge here is to keep the student engaged and motivated all throughout the school year. Getting the students to become independent in completing the tasks in a confident manner proves to be a challenge as well. As per this graph of the our school survey, motivation and interest is quite alarming, even if we are close to the Canadian norm.



School Climate: Many of our results pointed out to the fact that we need to focus on unsupervised/unstructured locations of the day-to-day life of students. The feeling of being safe at school is hindered in places where supervision cannot be ensured steadily. The washrooms, the bus transportation and isolated areas of the school are problematic. Students are not comfortable reporting any incidents because they are worried they will be seen as reporting the situation, which will accentuate their fear of repercussion. Working on tolerance, diversity, equity and inclusion proves to be a priority. Enhancing a positive school climate amongst our school population, any category of staff and student, as came out from our different sources of data gathering.

POLICY ORIENTATIONS
Increase the literacy skills for students to enhance their feeling of confidence in an evaluation situation where the reading skills are necessary to be successful. Make our students responsible for advocating for themselves when it comes to their success. Have the students develop of sense of ownership of their accomplishements. Promote a positive school climate where diversity, inclusion and equity is taught through tolerance and constant education on the topic.

OBJECTIVES

Objectives	Description
Objective 1	Increase the literacy skills of students in secondary 1 by working on their reading skills
Objective 2	Reduce the gap between the school mark and the Ministry Exam Mark in History, Science and Math
Objective 3	Promote a positive school climate where diversity, inclusion and equity is a priority

SCHOOL/ CENTRE ORIENTATION 1					
Increase the literacy skills for students to enhance their feeling of confidence in an evaluation situation where the reading skills are necessary to be successful and Responsabilize our students to become advocate for themselves when it comes to their success.					
MEQ OBJECTIVE / ORIENTATON	**SWLSB OBJECTIVE / ORIENTATION**	**SCHOOL/CENTRE OBJECTIVE**	**INDICATOR(S)**	**TARGET(S)**	**MONITORING**
MEQ Objective 1	SWLSB Objective 1	Increase the literacy skills of students in secondary 1 by working on their reading skills	The results from the Dibels testing to measure the capacity for reading of all secondary 1 students	To get 60% of the secondary 1 students in the green range which represents the group with minimal risk	The team of supporting teachers who are responsible for the administration of the Dibels testing. There would be two waves of testing per year. One for the first part of the year, and one for the second part of the year.

SCHOOL/ CENTRE ORIENTATION 2					
Responsabilize our students to become advocate for themselves when it comes to their success and have the students develop of sense of ownership of their accomplishements.					
MEQ OBJECTIVE / ORIENTATON	**SWLSB OBJECTIVE / ORIENTATION**	**SCHOOL/CENTRE OBJECTIVE**	**INDICATOR(S)**	**TARGET(S)**	**MONITORING**
MEQ Objective 1	SWLSB Objective 1	Reduce the gap between the school mark and the Ministry Exam Mark in History, Science and Math	Final results of the year in each of these subjects and the results om the Minsitry exams of these subjects	Bridge the gap by 3% in Cultural Mathematics, History and Science	Adminsitration along with the subject animator of these three subjects. A meeting would be held in August of each year to analyze the results of the MEQ exam. Review of progress in the classroom would be done after each term. The revision would be done by subject department meetings.

SCHOOL/ CENTRE ORIENTATION 3					
Promote a positive school climate where diversity, inclusion and equity is thaught through tolerance and constant education on the topic					
MEQ OBJECTIVE / ORIENTATON	**SWLSB OBJECTIVE / ORIENTATION**	**SCHOOL/CENTRE OBJECTIVE**	**INDICATOR(S)**	**TARGET(S)**	**MONITORING**
MEQ Objective 5	SWLSB Objective 1	Promote a positive school climate where diversity, inclusion and equity is a priority	Results from the Our School Survey Number of incidents linked to Bullying and Violence Incidences	Raise the positive sense of belonging for students at LRHS from 50% to 55% Raise the interest and motivation ofr the students at LRHS from 28% to 35% Reduce the feeling of moderate to high levels of anxiety at LRHS from 31% to 25%	The administration team along with the ABAV committee and the team of special education technicians.

GOVERNING BOARD ADOPTION	
Resolution	**GB20231219-03** Daphne Petersen MOVED THAT the 2024-2028 Educational Project be adopted as presented on Tuesday December 19th, 2023. Seconded by Sarah Dandy
Signatures	 CHAIRPERSON PRINCIPAL