



Commission scolaire English-Montréal
English Montreal School Board



EDUCATIONAL PROJECT
JOHN GRANT HIGH SCHOOL
2019-2022

Table of Contents

The Educational Project	2
The Legal Framework.....	2
Groups that Collaborated in the Development of the Project	3
Groups Consulted in the Development of the Project	3
The Consultation	3
School Profile	4
PROGRAMS AVAILABLE IN OUR SCHOOL	8
COMPETENCY-BASED APPROACH TO SOCIAL PARTICIPATION (CASP)	8
MODIFIED ACADEMIC PROGRAM (MAP)	8
DEMARCHE EDUCATIVE FAVORISANT L'INTEGRATION SOCIALE (DÉFIS) – also known as CHALLENGES.....	9
WORK-ORIENTED TRAINING PATHWAY (WOTP)	9
AUTONOMY PREPARATION PROGRAM (APP)	9
GRADUATION AND QUALIFICATION	9
PARENT PARTICIPATION	11
Our Values, Vision and Mission.....	11
OUR VALUES.....	11
OUR VISION	12
OUR MISSION	12
Alignment to the EMSB's Commitment-to-Success Plan.....	13
EMSB Orientations, Objectives and School Objectives.....	13
Orientation 1: Improved Academic Success.....	13
EMSB Objective 1: Graduation and qualification.....	13
EMSB Objective 2: Mathematics.....	15
EMSB Objective 3: Science and Technology	15

EMS Objective 4: History and Citizenship.....	15
Orientation 2: Equity among Various Groups	16
EMS Objective 1: Equity.....	16
Orientation 3: Mastery of Languages	17
EMS Objective 1: Language Proficiency – English Language Arts.....	17
EMS Objective 2: Language Proficiency – Français langue seconde, programme de base et enrichi.....	17
Orientation 4: Well-being of the School Community.....	18
EMS Objective 1: A welcoming, safe, and caring living environment:	18
Implementation and Monitoring of the Project	19
Signatory Parties	20
Governing Board Resolution	21

The Educational Project

The educational project is a strategic tool for defining and making known to the educational community of a school the orientations, priorities for action and expected results to ensure the educational success of all students. It is developed in response to the characteristics and needs of the students attending the school and the community's educational expectations.

The goal of the educational project of a school makes it possible to share, with all its educational stakeholders (students, parents, teachers other school staff and representatives of the community and the School Board), a common vision of findings and challenges to create a mobilization around student-centered goals and objectives. The Educational Project describes what the school intends to do to ensure the educational success and well-being of all its students and the efforts that will be necessary to achieve it.

The Legal Framework

Article 36 of the Education Act states,

“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 its mission within the framework of an educational project.”

The law describes:

- the principal content of the educational project (Article 37)
- the period covered by the project (Article 37.1, 459.3)
- the role of the governing board and the various stakeholders involved in the school community (Article 74)
- the communication of the educational project and its evaluation to the public, in particular the parents and school staff (Article 75)
- the role of the principal in the coordination of the process (Article 96.13)
- the role of the school board in ensuring coherence with the Commitment-to-Success Plan (Article 209.2)

Groups that Collaborated in the Development of the Project

- The governing board
- The school team, composed of a cross section of staff members, led by the principal

Groups Consulted in the Development of the Project

- The governing board
- The school’s parent community at large
- Students
- All staff, including, teachers, professionals, support staff

The Consultation

A staff meeting was held during which time the school principal animated a presentation regarding the Educational Project, the EMSB’s Commitment to Success Plan and the MEES’ Strategic Plan, and the relationship between each document. Teaching staff, support staff, as well as professional staff members were present during the presentation and ensuing discussions. The topic was also discussed during several Governing Board meetings. Shortly after the Winter Break 2019, a survey was distributed to stakeholders, and the results of such surveys were presented at a staff meeting, as well as at a Governing Board meeting.

Out of this consultation came a sentiment expressed by all stakeholders that the schools values and mission were as relevant today as they had ever been. With an increase in the number of students with diverse needs at the elementary school level, a school that is poised to meet the diverse needs with learning environments that are tailored to individual students' needs, focusing on independence, work skills, literacy and modified academic program is a necessity.

Concerns were expressed along two axes:

- 1- Concerns related to physical resources: Staff and parents expressed concerns that the school building is in need of some modernization. The school is not wheelchair accessible – the auditorium is old and doesn't have wheelchair accessibility and the entire third floor is inaccessible to students who would be well served by our school are not able to attend if they have physical disabilities requiring a wheelchair or walker. There is no adequate communication system which isolates classes in some part of the building – this is a safety concern, especially during emergency procedures or when working with students who may need support intermittently. There are insufficient assistive technology devices to provide the necessary learning support to students and to help students become digital citizens.
- 2- Concerns related to declining enrolment: In the past decade, the school population has declined from 2008-9 to 82 students in 2018-9. With further declines, the loss of staff (administration, teachers and support staff) erodes the quality of services to the students. There is a need to inform and promote the community at large about the kind of service and education available for students and to help destigmatize the school and the kinds of certification offered.

School Profile

John Grant High School is a secondary institution situated in the borough of Côte-St-Luc primarily servicing students on the English Montreal School Board territory, as well as students from the Greater Montreal area. John Grant High School specializes in the education of exceptional students whose needs are not being met or cannot be met within mainstream high schools. Students are typically between the ages of 11 and 21 years old. About half of our students travel independently to school while the remainder rely on school bus transportation or are brought to school by their parents/guardians. All of the students who study at John Grant High School are admitted via case conferences that happen throughout the year, whereby a team of in-school and school board-level professionals review the recommendation of the referring school and meet with the student and their family to ensure that the student's needs can be met at our school.

Elementary schools refer students who demonstrate significant academic delays at the end of Cycle 3 of elementary studies. The high school sector also refers students who experience academic and/ or developmental delays and who have not met traditional studies with success. The profile of a typical student at John Grant High School is that of an individual with intellectual impairments and/ or

with significant learning difficulties, functioning at an elementary grade level. All available information is consulted to make an informed decision about the most suitable program of study from among the many programs we offer (see Table 1, page 10).

Upon admission to the school, and throughout the student's journey, our team of dedicated professionals work closely with students and their families to determine their areas of strength and their needs. In consultation with parents/guardians, an individualized education plan (IEP) is developed for each student at John Grant High School. As the student progresses, adjustments are made to both the IEP and program of study as necessary to continue to challenge students to achieve their individual goals as well as to develop new goals. Many of our students are eligible to study until the age of twenty-one (21) due to their special education difficulty code, and as such, some students will attain more than one qualification during the course of their studies at John Grant High School. We do not offer a traditional high school diploma program. If students show significant academic gains such that a traditional high school diploma is within reach, we refer the student to a mainstream high school or adult education center for qualification and certification.

At John Grant High School, we are attuned to the needs of our students and sensitive to the experiences that some students have lived due to repeated perceived shortcomings in the mainstream school system. Many of our students have not felt success in traditional settings, and many have had negative experiences with peers who did not understand or were not able to appreciate their exceptionalities. We take time and make an effort to welcome students to the John Grant High School family. We have established traditions and routines that are comforting and familiar to students and help them find their place within the school environment and gain a feeling of belonging. When you walk into the school, there is a feeling of community and acceptance that is unmistakable. In this supportive environment, students are empowered to pursue their passions and are exposed to many different extracurricular activities and programs with the aim of helping them to discover strengths and areas of interest. We actively seek opportunities to allow students to showcase these talents – be it by performing in school productions, publishing or displaying their work for authentic audiences and acting as ambassadors for the school at external events. The type of activities varies from year to year as we remain flexible to meet the changing interests of our students.

In recent years, our students have been involved in a wide variety of projects that have been met with acclaim. For the past 2 years, John Grant High School has proudly participated in the L.O.V.E. program, with students producing both texts and photography that has been published. In June 2019, our school produced a talent show, "This is Us" in conjunction with Steven Atme, which was featured in Inspirations Newspaper¹. In both 2019 and 2020, our students participated in the prestigious MUHC- EMSB S.T.E.A.M. Partnership, where their scientific inquiries captured the imagination and hearts of the researchers and wider community². The school is a pillar of the Cote-St-Luc community, participating in local initiatives such as the Remembrance Day Ceremonies and other important cultural

¹ http://www.inspirationsnews.com/pdf_en/OnlineEditions/Inspirations_Fall_2019-winter_2020.pdf

² <https://publications.mcgill.ca/medenews/2019/05/23/steam-partnership-with-the-emsb-students-return-to-research-institute-to-showcase-projects-to-scientists/>

and community events³ and organizing internal events for the holidays, Remembrance Day, Black History Month, Multicultural May and a great many more. Our school has led many initiatives aimed at bringing awareness to environmental and global issues.

In order to foster this sense of community and family-spirit, all students are expected to conduct themselves in accordance with the code of conduct where respect for self, others, the environment and rules are the responsibility of each student. As students grow older and develop their skills and aptitudes, they take on responsibilities to contribute to the life of the school according to their skills and abilities. School becomes a safe space to explore, to make mistakes, to wonder, to try and to gain valuable academic, personal, social and life-skills. Central to the life of the school, the kitchen and cafeteria provide a space to hone life-skills and to foster a sense of responsibility and self-actualization. Students learn to cook and serve nutritious and delicious foods from all around the world, and share their customs and recipes and flavours with their community. Visitors are often blown away when they learn the meal they have just been served in the school cafeteria has been prepared entirely by students under the watchful tutelage of an instructor. Students are responsible for all aspects of food preparation, service and cleanup, and they take great pride in work well done and in the service of others. While there are activities and areas throughout the school that are designed to give different spaces for junior and senior students to interact with similar-aged peers, the cafeteria is an opportunity for everyone to come together each day and for older students to act as role models for the younger students.

In addition to the kitchen, the school is equipped with a complete woodworking shop, music room, home economics and laundry facilities, a mock-apartment and mock-grocery store, an indoor greenhouse, a learning commons and literacy lounge (with print media and computer access), a fitness room and full double gymnasium, a sensory room, a science laboratory, an auditorium and many classrooms with flexible seating and welcoming environments for learning. The school occupies two floors of the building, which shares facilities with an adult education center specializing in special needs programs as well as a separate school catering to adult students with motor impairments. There is a distinct and clear separation of the schools within the building to maintain safety and security of our students. The proximity of our school to community resources such as the WAGAR Adult Education Center means that our students find the transition to adult education less intimidating.

When it comes time for students to transition to adult life, each student leaves with a transition plan in hand. Developed over 2-3 years, this plan will provide students and their parents/guardians with a detailed action plan for life after high school. Our professionals work together in a multidisciplinary team to explore all available options and craft a plan tailored to each student's needs.

³ <https://www.facebook.com/cotesaintluc/posts/the-remembrance-day-ceremony-took-place-today-at-the-council-chamber-of-the-bern/10157525404090729/>

One of the principal strengths of the school is the caring and committed staff. The school is led by one full-time principal. The staff consists of 15 full-time teachers, one secretary, two special education technicians, seven handicapped pupil attendants, one full-time guidance counselor, one career advisor, one part-time re-adaptation officer, and one full-time tutor.

Our teachers come from a wide variety of teaching backgrounds but they all share a passion for special needs education. The field of special needs education is constantly evolving and staff regularly undertake professional development to better enable them to reach our students. Whereas all schools in the English Montreal School Board accommodate special needs students, our school specializes in modified and specialized curricula to meet our students' challenges and learning needs head-on. Many of our teacher make use of technology to provide students with alternative means to learn and demonstrate learning. These technologies can sometimes help student's bridge learning gaps and make significant gains in literacy and numeracy.

Our teachers, childcare workers and counsellors remain open to new opportunities and have recently undertaken professional development in TEACCH, CASP, CPI, First Aid, Assistive Technology, Literacy, Mathematics and modeling, Robotics, 3D printing, WOTP mentorship, PEERS Programming, Food & Health Safety, Sexuality Education, Mental Health and Mindfulness training and many other areas. The ongoing professional development and opportunities for staff to share what they have learned with one another increases the staff's overall capacity to remain responsive and proactive in our approach to teaching and learning.

The school and its students are supported by a host of consultants and other professionals at the school board and wider community. The school remains open to any support that adds value to the academic, social, health and vocational orientations of the school; namely we are regularly served by a speech and language pathologist, an ASD consultant, TEVA consultant, spiritual and community animator, librarian, occupational therapist, special education consultant, WOTP consultant, ICT consultant and school organization technician, as well as an an addictions counsellor through a partnership with Chabad Lifeline, a school nurse and social worker through a partnership with the CIUSSS du centre-ouest-de-l'ile-de-Montreal and socio-community police officers through the SPVM. Each of these partners enriches the lives of our students. Other specialized needs are met through outreach programs with Maison Jean-Lapointe, McGill University and other community partners.

We also enjoy a close relationship with Giant Steps, McGill University, Concordia University, Vanier College, the City of Cote-St-Luc (especially the Aquatic and Community Center and Library), the City of Hampstead, the Breakfast Club of Canada, the President's Choice Children's Charity and many other organizations that enrich the life of the school.

PROGRAMS AVAILABLE IN OUR SCHOOL

At John Grant High School we offer two pathways: (CASP → DÉFIS), and (MAP → WOTP (both Pre-Work Training and Semi-Skilled Trade Training) → APP. The criteria for each program is dependent on each student's level of cognitive function, academic ability and degree of autonomy and age. There is some degree of movement possible between the two paths depending on the student's progress and needs. Please see Figure 1 (right) for an overview of the Program map.

Junior Programs: Students aged 11-15

COMPETENCY-BASED APPROACH TO SOCIAL PARTICIPATION (CASP)

The goal of the program is to help students with moderate to severe intellectual impairments begin to develop the knowledge, skills, and attitudes necessary to be autonomous and to integrate into society. Students are 12 to 15 years of age in this program. Upon completion of the program, students usually proceed to DÉFIS.

MODIFIED ACADEMIC PROGRAM (MAP)

The MAP program exposes students to the Cycle One high school curriculum (secondary 1 and 2) as well as entrepreneurship, life skills training and preparation for further studies in WOTP. Students can spend a maximum of 4 years in this preparatory program which reinforces core academic skills. Students who make significant gains in literacy and numeracy are referred back into mainstream educational settings with support. Students who meet the objectives of MAP are referred into the WOTP pathway or into DÉFIS, depending on their progress and needs.

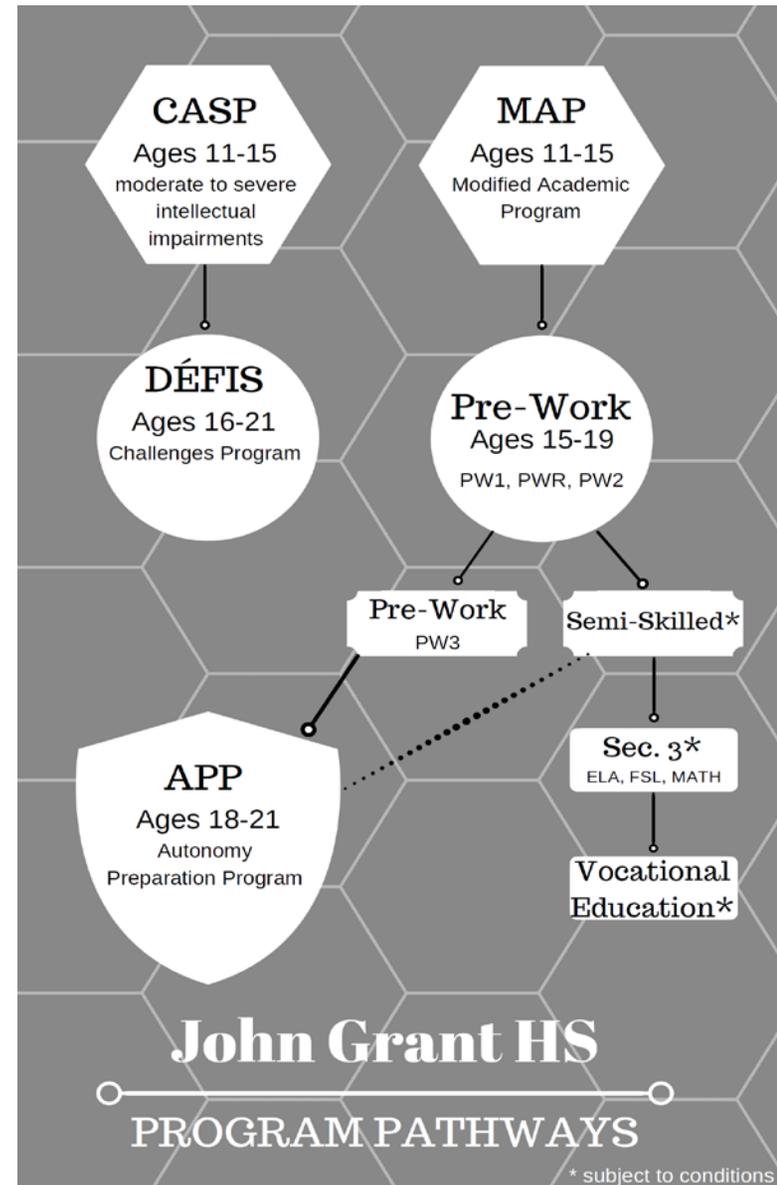


Figure 1: Program Pathways Map at John Grant High School

Senior Programs: Students aged 15-16+

DEMARCHE EDUCATIVE FAVORISANT L'INTEGRATION SOCIALE (DÉFIS) – also known as CHALLENGES

The DÉFIS Program consists of courses focused on functional academic subjects, hands-on daily living skills and students are introduced to working life (universal job skills). This program is designed for students with moderate to severe cognitive disabilities, from age 16 to 21.

WORK-ORIENTED TRAINING PATHWAY (WOTP)

The WOTP program consists of courses focused on functional academic subjects and work placements. There are two branches – the more general Pre-Work Training and the more specific Semi-Skilled Trade (SST). Students in this path are usually preparing to either enter the workforce or to obtain more specialized training in a vocational area. Generally, students who enter the WOTP have the capacity to travel autonomously and work independently at their work placement.

AUTONOMY PREPARATION PROGRAM (APP)

APP is a local program that aims to teach students autonomy, self-advocacy and self-care skills, as well as academic progression in preparation for independence. Students in the APP program have usually already received certification in another program of study and are interested in honing their independent living skills, workplace skills or academic skills before joining the workforce or continuing their education in adult or vocational education.

GRADUATION AND QUALIFICATION

Students who successfully complete a program of study at John Grant High School are considered graduates and are honoured in a ceremony in the spring (usually the month of June) which is accompanied by a celebratory dinner and ball (prom). Due to the nature of our school, it is possible for a student at John Grant to complete more than one qualification during the course of their studies.

Students receive different qualifications depending on their program of study. Table 1 (page 10) summarizes the types of certification offered at John Grant, as well as the qualifying programs and criteria for certification.

Table 1: Programs and Certifications at John Grant High School

Program	Criteria	Certificate Obtained
DEFIS (Challenges)	<ul style="list-style-type: none"> ✓ Successful attainment of competencies in basic subjects and social integration ✓ Accrual of 900 hours of instruction and life-skills training per year over the course of 5 years 	<p>Certificate of completion issued by the English Montreal School Board</p> <p>Certification of a Practicum for students who complete a work placement</p>
WOTP – Pre-work Training (PWT)	<ul style="list-style-type: none"> ✓ Mastery of at least 7 specific competencies associated to one or more semi-skilled trades ✓ Mastery of workplace attitudes and behaviours ✓ Minimum 900 hours of work placement experience (over the duration of the program) 	<p>Pre-Work Training certificate issued by the Ministry of Education and Higher Learning (MEES)</p>
WOPT – Training for Semi-skilled Trade (TST)	<ul style="list-style-type: none"> ✓ Similar to PWT, but students must master all of the specific competencies pertaining to a single semi-skilled trade ✓ Mastery of workplace attitudes and behaviours ✓ Mastery of competencies associated with the job market ✓ Minimum 900 hours of work placement experience (over the duration of the program, with at least 450 hours specific to the semi-skilled trade) 	<p>Training in the Semi-skilled Trade certificate issued by the Ministry of Education and Higher Learning (MEES)</p> <p>*Note that students may complete up to two (2) different semi-skilled trade training programs during their course of studies at John Grant. They must fulfill the mastery of competencies and hours within those two semi-skilled trades to qualify.</p>
APP	<ul style="list-style-type: none"> ✓ Successful attainment of competencies in basic subjects and social integration ✓ Accrual of 900 hours of instruction, work placement and life-skills training per year 	<p>Certificate of completion issued by John Grant High School</p>

PARENT PARTICIPATION

Parental involvement is seen as integral to the school's ability to respond to the changing needs of students. Over the years a collaborative culture has emerged between parents, teachers and administration. Parents participate in school governance, fundraising activities and volunteer as needed to support the activities and initiatives within the school.

The parent participation organization (PPO) provides parents and guardians with the opportunity to be an active and vital part of the school community. Working in conjunction with the school administration, students and staff, the PPO orients efforts towards helping John Grant High School meet important needs identified by staff. The PPO holds regular meetings at the school to which all parents and guardians are welcome to attend.

Our Values, Vision and Mission

OUR VALUES

We hold the fundamental belief that every person is entitled to unconditional love, to respect, to express themselves and their identity, to pursue their passions and develop their skills, to make mistakes and to learn. We embark daily on [re]building lives through education.

At John Grant High School, we promote uniqueness while discovering the similarities that exist amongst our multi-ethnic and multi-cultural student body. We believe that each individual must be respected and encouraged to reach his or her highest potential. We strive to create a safe environment, free from verbal and physical violence, and cyber bullying. Our goal is to create an atmosphere where personal growth and expression are encouraged.

We believe that every student can learn, and as such we provide learning environments that are tailored to individual students' needs, focusing on independence, work skills, literacy and modified academic program.

The John Grant HS community firmly believes in the value of each student's contribution to our school and to society as a whole. Students participate in programs that link them to the community through partnerships with businesses and other local institutions. Through the pursuit of the above ideals, we believe John Grant High School graduates can be independent, proud, and respectful members of their communities.

OUR VISION

- Imagine a world where every person finds fulfilment in the work they do, and in which every person is respected and valued for their unique contributions to their community.
- Imagine a world in which it is safe to make mistakes - to fall, to get back up, to fail, to try again - to learn lessons, and in which every person develops the confidence to advocate, to strive and to believe in the possibility of self-improvement and self-actualization.
- Imagine a world where being yourself means being accepted for who you are and who you want to be, and where every person is shown compassion, unconditional love and is allowed to pursue their passion.

OUR MISSION

John Grant High School is oriented towards success for every student. Our three-fold mission is to provide **instruction** to help students acquire knowledge, skills and positive attitudes; to provide appropriate social experiences and opportunities for **social development** and to cultivate a sense of belonging; and to provide students with **certification**, attestations and recognition for their achievements. Our mission is focused on improving our students' feelings of self-worth, self-reliance, and independence all the while advancing students' academic abilities, life skill and social skill proficiency, and fostering a sense of belonging within the school and wider community.

Alignment to the EMSB's Commitment-to-Success Plan

The school's educational project contains the specific policies of the school and the objectives selected for improving student success. These must be consistent with the school board's Commitment-to-Success Plan (Article 37). In what follows, the school will demonstrate how the selected objectives are coherent and consistent with those of the school board's Commitment-to-Success Plan.

EMSB Orientations, Objectives and School Objectives

Orientation 1: Improved Academic Success

EMSB Objective 1: Graduation and qualification

To increase the percentage of students under the age of 20 who obtain a first diploma (SSD or DVS) or qualification after 7 years from 88.6% in 2016 to 91.0% by 2022

While the School Board is able to report on a 7-year cohort as a result of tracking information obtained from the MEES, a school is only able to report on the success of their qualifying students at the end of a given academic year.

The school's graduation rate is determined by dividing the total number of students who receive a qualification by the total number of qualifying students registered on September 30th of that given year.

While we have several paths leading to local and school-board level qualification, for the purpose of supporting the School Board's Commitment to Success initiatives, our contribution to the EMSB's success rate is based on a student's first qualification. Thus, we look specifically at the success rate in the Work-Oriented Training Pathway (WOTP) (Pre-Work Training and Semi-Skilled Trade options) as well as attestation of studies in the DEFIS program.

We value each of our specialized programs that lead to certification (as shown in Table 1, page 10), thus we aim for each of our students to obtain certification or qualification in their respective programs of study.

School Objective 1.1: **To maintain the success rate of students registered on September 30 who are in their qualifying/ final year of WOTP (PWT and TST) and obtain qualification at 100%.**

School Objective 1.2: **To maintain the success rate of students in their qualifying year who obtain their DEFIS attestation at 100%.**

School Objective 1.3: To maintain the success rate of students in their qualifying year who obtain their APP local program certificate at 100%.

Table 2: Qualification Ratio of Students Registered in PWT-Year 3 or TST on September 30th

Year	Qualification Ratio (%)			
	WOTP: Pre-Work Training (PWT – Year 3)	WOTP: Training for Semi-Skilled Trade (TST)	Demarche educative Favorisant l'Integration Sociale (DEFIS)	Autonomy Preparation Program (APP)
2015	9/14 (64%)	N/A	N/A	N/A
2016	5/5 (100%)	N/A	N/A	N/A
2017	6/6 (100%)	N/A	N/A	N/A
2018	4/4 (100%)	6/6 (100%)	N/A	N/A

Source: GPI, PowerBI

Table 2 shows that the qualification ratio of students registered in Pre-Work 3 (WOTP) on September 30th has been at 80% or above for the past 4 years.

In order to meet the board’s target for 2022, we will continue to prepare and support our WOTP students so that our success rate will be maintained.

The school’s qualification ratio (percent equivalent) is determined by dividing the number of students who obtain a qualification (semi-skilled) by the total number of students registered in the qualifying year. Given that this population is small, the use of percentages in reporting on the qualification rate for this group can be misleading since a small change in numbers may produce a large fluctuation in percentages.

The Semi-Skilled Trade program is offered to students on the basis of ability and interest, and is not offered every year. Typically, students in the Pre-Work 2 cohort are considered for transfer into the Semi-Skilled Trade (SST) program towards the end of each school year. Thus, such students are not registered in PW3, but rather, transferred to TST. Students who complete the PWT Certification and subsequently attempt the TST certificate are counted in our success rate, but do not contribute to the school board’s Objective 1.

Our challenge will be to maintain our qualification rate from a baseline of 100% (percent equivalent).

EMSB Objective 2: Mathematics

To increase the June global success rate of students in secondary 4 Mathematics (CS&T) from 63.3% in 2017 to 68.0% by 2022.

EMSB Objective 3: Science and Technology

To increase the June global success rate of students in secondary 4 Science & Technology from 87.2% in 2017 to 89.0% by 2022.

EMSB Objective 4: History and Citizenship

To increase the June global success rate of students in secondary 4 History & Citizenship (History of Quebec and Canada*) from 74.6% in 2017 to 78.0% by 2022.

To maintain a global success rate of students in secondary 4 Histoire du Québec et du Canada* greater than 90% through 2022.

At John Grant High School, our students follow a modified curriculum. Our challenge is to advance our students academically along a continuum of learning from their initial levels in math, science and history to more advanced levels of knowledge and understanding. The staff is devising a mechanism by which to systematically track progress from year to year so that every student continues to make progress in each of these important domains at their own pace.

Success rates in the Modified Academic Program (MAP) year 4 paint a partial picture about the students' level of achievement in these core academic areas. Tables 3, and 4 portray the achievement of students in specific subjects at the end of the MAP program, which aims to prepare students for success in the WOTP program. Important note: John Grant High School has experienced changes in the programs offered to our students in the past few years, namely in the introduction of the MAP program. This change in programming and focus, creates a starting point of new data, which does not allow us to compare to previous results. Therefore, as of the 2016-2017 school year, a new baseline has been established with MAP 4 student results.

***School Objective 2.1:* To advance the mathematical knowledge of each student by one level along a continuum of learning in each year of study.**

Table 3: Global Success Rates in MAP 4 Mathematics (%)

Year	John Grant HS Success Rates			
	2015	2016	2017	2018
Mathematics	N/A	N/A	5/8 (63%)	9/10 (90%)

Source: GPI

School Objective 3.1: **To advance the scientific and technological knowledge of each student by one level along a continuum of learning in each year of study.**

Prior to 2019, students in MAP 4 did not study science and technology. Historical data is unavailable.

School Objective 4.1: **To advance the history and citizenship knowledge of each student by one level along a continuum of learning in each year of study.**

Table 4: Global Success Rates in MAP 4 History (%)

Year	John Grant HS Success Rates			
	2015	2016	2017	2018
History	N/A	N/A	4/8 (50%)	10/10 (100%)

Source: GPI

Orientation 2: Equity among Various Groups

EMSB Objective 1: Equity

To reduce the gap in success rates between males and females from 8.2% in 2016 to 6.2% by 2022.

The school board's Commitment-to-Success Plan addresses the gap in success rates between:

- regular students and students with special needs
- advantaged and disadvantaged schools
- first generation immigrant students and non-immigrants
- males and females

For the aforementioned equity issues, the first three are difficult to compare using data because of the small sample size within each school and for each particular issue. The use of percentages in reporting on the success rates for a small sample size group can be misleading since a small change in numbers may produce a large fluctuation in the percentage. Because of the small sample size at the school level, the school will not address the first three issues. Regular schools will address the equity issues between males and females.

Orientation 3: Mastery of Languages

EMSB Objective 1: Language Proficiency – English Language Arts

To maintain a global success rate of at least 95% in secondary 5 English Language Arts June MEES Examination through 2022.

To increase the average mark of secondary 5 students in English Language Arts June MEES Examination from 74.2% in 2017 to 76.0% by 2022.

EMSB Objective 2: Language Proficiency – Français langue seconde, programme de base et enrichi

To maintain the success rate of 90% in the secondary 5 FLS June MEES Examination (programme de base), Reading Component, through 2022.

To increase the success rate of students in the secondary 5 FLS June MEES Examination (programme enrichi), Reading Component from 81.8% in 2017 to 85.0% by 2022.

At John Grant High School, our students follow a modified curriculum. Our challenge is to advance our students academically along a continuum of learning from their initial levels in English and French to more advanced levels of knowledge and understanding. The staff is devising a mechanism by which to systematically track progress from year to year so that every student continues to make progress in each of these important domains at their own pace.

Success rates in the Modified Academic Program (MAP) year 4 paint a partial picture about the students' level of achievement in these core academic areas. Tables 5, and 6 portray the achievement of students in specific subjects at the end of the MAP program, which aims to prepare students for success in the WOTP program. Important note: John Grant High School has experienced changes in the programs offered to our students in the past few years, namely in the introduction of the MAP program. This change in programming and focus, creates a starting point of new data, which does not allow us to compare to previous results. Therefore, as of the 2016-2017 school year, a new baseline has been established with MAP 4 student results.

School Objective 1.1: **To advance the English knowledge of each student by one level along a continuum of learning in each year of study.**

Table 5: John Grant Global Success Rates and Global Average Mark in MAP 4 English Language Arts

Year	John Grant HS Global Success Rate	John Grant HS Global Average Mark
2015	N/A	N/A
2016	N/A	N/A
2017	5/8(63%)	B
2018	10/10 (100%)	B

Source: GPI

School Objective 2.1: **To advance the French knowledge of each student by one level along a continuum of learning in each year of study.**

Table 6: John Grant Global Success Rates and Global Average Mark in MAP 4 French Second Language

Year	John Grant HS Global Success Rate	John Grant HS Global Average Mark
2015	N/A	N/A
2016	N/A	N/A
2017	6/8	N/A
2018	8/10	N/A

Source: GPI

Orientation 4: Well-being of the School Community

EMSB Objective 1: A welcoming, safe, and caring living environment:

An educational living environment must be one that has a sense of safety and physical and psychological well-being for all. In this respect, a healthy and safe environment means that the educational setting must be free of bullying, discrimination, radicalization, intolerance and any other form of physical, sexual, emotional or psychological violence.

To decrease the rate of secondary students who report victimization resulting from bullying on the OURSCHOOL Survey from 16.0% in 2017 to 14.0% by 2022.

To increase the rate of secondary students who report feeling safe attending school on the OURSCHOOL Survey from 59.0% in 2017 to 62.0% by 2022.

To decrease the rate of moderate to high-level anxiety as reported by secondary school students on the OURSCHOOL Survey from 22.0% in 2017 to 20.0% by 2022.

Until 2017-2018, the school used the OurSchool (formerly Tell Them From Me) survey tool to assess students' perceptions. The data obtained is not an accurate representation of our students' perceptions because the language and format of the survey is not accessible to our students. Our school has nevertheless taken measures and embarked projects to provide direct and indirect instruction and strategies to our students to address issues of bullying, school safety and anxiety. For more information, please consult our safe school action plan.

John Grant High School also has provided opportunities for students to reduce their anxiety by developing intervention plans for students with significant anxiety which may involve using the sensory room, practicing yoga and mindfulness in class or in the resource room or as part of extracurricular activities, providing quiet areas for students to decompress, having a full-time guidance counsellor who can assist students who are in crisis or provide strategies for students or teachers to prevent crisis, and professional development opportunities for staff to recognize signs of anxiety and work to set up classroom routines that alleviate sources of stress.

Table 7: John Grant HS Secondary Student's Perception of Bullying, Perception of School Safety and Sense of Anxiety (%)

Year	John Grant HS Bullying*	John Grant HS School Safety**	John Grant HS Anxiety***
2015-2016	12	80	N/A
2016-2017	11	79	N/A
2017-2018	9	81	N/A

Source: OurSchool Survey Data

Implementation and Monitoring of the Project

The school will report to its community on the Educational Project on an annual basis. This has been determined in collaboration with the school board.

Signatory Parties

ON BEHALF OF THE SCHOOL

Réjean Côté
GOVERNING BOARD CHAIRPERSON

Angela Vaudry
PRINCIPAL

ON BEHALF OF THE SCHOOL BOARD

Ann Marie Matheson
DIRECTOR GENERAL

JOHN GRANT HIGH SCHOOL EDUCATIONAL PROJECT 2019-2022

WHEREAS The Education Act requires that the school develops an educational project;

WHEREAS The Educational Project was developed with the participation of the various stakeholders involved in the school, including: the governing board, parents, school staff, students, community and school board representatives;

WHEREAS The Educational Project is coherent with the School Board’s Commitment-to-Success Plan;

WHEREAS the period covered by the Educational Project is harmonized with the Commitment-to-Success Plan period covered by the School Board;

IT WAS MOVED BY Jason Goldsmith AND RESOLVED THAT the Educational Project of 2019-2022 be adopted by the Governing Board.

IT WAS FURTHER MOVED BY Jason Goldsmith AND RESOLVED THAT a copy of the Educational Project be sent to the School Board for its adoption.

IT WAS FURTHER MOVED BY Jason Goldsmith AND RESOLVED THAT upon adoption of the Educational Project by School Board, the Educational Project will be made public and communicated to the parents and school staff.

Signed on April 3, 2019;

Réjean Côté
Governing Board Chairperson

Angela Vaudry
Signature, Principal

Appendix 1 Strategies for Implementation of School Objectives

Improved Academic Success

School Objective 1.1: To maintain the success rate of students registered on September 30 who are in their qualifying/ final year of WOTP (PWT and TST) and obtain qualification at 100%.

School Objective 1.2: To maintain the success rate of students in their qualifying year who obtain their DEFIS attestation at 100%.

School Objective 1.3: To maintain the success rate of students in their qualifying year who obtain their APP local program certificate at 100%.

School Objective 2.1: To advance the mathematical knowledge of each student by one level along a continuum of learning in each year of study.

School Objective 3.1: To advance the scientific and technological knowledge of each student by one level along a continuum of learning in each year of study.

School Objective 4.1: To advance the history and citizenship knowledge of each student by one level along a continuum of learning in each year of study.

Indicator	Target	Strategies
<p>The ratio of students registered on Sept. 30th who are in their qualifying/ final year of the WOTP (Pre-Work or Semi-Skilled Trade program) and who obtain a qualification.</p>	<p>To maintain the ratio of students registered on September 30th who are in their qualifying/ final year of the program and who obtain a qualification at 100% through 2022.</p>	<p>In addition to actual work placements, students take courses that prepare them for the workplace and give them work experience within the school (travel training, woodworking, food preparation, etc)</p> <p>On-site visits by teachers to help and support students while at their work placements.</p> <p>On-site career-advisor to aid in work placement and employer-relationship building</p> <p>Appropriate work-related facilities in the school (woodshop, cafeteria/ kitchen, salon and grocery store areas)</p> <p>ETS WOTP consultant will be deployed to give workshops to teachers and give support throughout implementation of strategies</p>

Indicator	Target	Strategies
<p>MAP 4 MATHEMATICS The success rate of students in MAP 4 Mathematics.</p>	<p>To increase the success rate of students in MAP 4 Mathematics from 90% to 100% by 2022.</p>	<p>Teachers will use strategies such as:</p> <ul style="list-style-type: none"> • Scaffolding • Chunking • Hands-on materials/ manipulatives • Formative assessments to inform teaching practices <p>Teachers will use tools and approaches such as:</p> <ul style="list-style-type: none"> • At level booklets • Supplemental worksheets • Work booklets • Real-life math situations • Games • Level appropriate tests • One-on-one assistance • Group work <p>Students will be encouraged to actively develop math skills through technology:</p> <ul style="list-style-type: none"> • StudyLadder • IXL • BrainPop • DreamBox Learning math • Assistive technology • Reflex Math <p>Part-time math tutor will be hired to work in-class with struggling math learners.</p> <p>ETS Math consultant will be deployed to give workshops to teachers</p>

Indicator	Target	Strategies
<p>MAP 4 HISTORY & CITIZENSHIP To maintain the success rate of students registered in MAP 4 History and Citizenship course.</p>	<p>To maintain the success rate in MAP 4 History and Citizenship course at 100% through 2022.</p>	<p>Teachers will use strategies such as:</p> <ul style="list-style-type: none"> • Multimedia approach (stories, music, maps, images, videos - NFB) to demonstrate key information • Visits to museums and National parks • Gamification of lessons • Supplemental print resources such as <i>Canada's History</i> (formerly <i>The Beaver</i>) <p>Teachers will use tools/ approaches such as:</p> <ul style="list-style-type: none"> • Material relevant to students own life and world • Small group instruction • Quizzes and tests • Class discussion • One on one assistance • Assistive technology <p>Students will be encouraged to actively develop their knowledge base through:</p> <ul style="list-style-type: none"> • Online simulations • Dramatic performances <p>ETS Social Studies consultant will be deployed to give workshops to teachers</p>

Equity Among Various Groups:

Indicator	Target	Strategies
<p>The gap in success rates between the males and females</p>	<p>To maintain the gap in success rates between the males and females at 100% through 2022</p>	<p>In addition to actual work placements, students take courses that prepare them for the workplace and give them work experience within the school (travel training, woodworking, food preparation, etc)</p> <p>On-site visits by teachers to help and support students while at their work placements.</p> <p>On-site career-advisor to aid in work placement and employer-relationship building</p> <p>Appropriate work-related facilities in the school (woodshop, cafeteria/ kitchen, salon and grocery store areas)</p> <p>ETS WOTP consultant will be deployed to give workshops to teachers and give support throughout implementation of strategies</p>

Mastery of the Languages:

School Objective 1.1: To advance the English knowledge of each student by one level along a continuum of learning in each year of study.

School Objective 2.1: To advance the French knowledge of each student by one level along a continuum of learning in each year of study.

Indicator	Target	Strategies
<p>The success rate of students in MAP 4 English Language Arts.</p>	<p>To maintain the success rate of students in MAP 4 English Language Arts at 100% through 2022.</p>	<p>Teachers will use tools/ approaches such as:</p> <ul style="list-style-type: none"> • Advanced 5 • At level readers • Small group instruction • Local literacy program • Class discussion • One on one assistance • Material relevant to students own life and world <p>Students will be encouraged to actively develop their knowledge base through:</p> <ul style="list-style-type: none"> • online simulations • Assistive technology <p>ETS ELA consultant will be deployed to give workshops to teachers</p> <p>Support measures from Board Speech Language Pathologist</p> <p>Ensuring that our school library has high interest – low level reading print material</p>
<p>The success rate of students in MAP 4 French Second Language.</p>	<p>To increase the success rate of students in MAP 4 French Second Language from 90% to 100% by 2022.</p>	<p>Teachers will promote the use of language development software (Duo Lingo)</p> <p>Teachers will ensure exposure to French language in work placements</p> <p>Students will be encouraged to actively develop their writing skills through:</p> <ul style="list-style-type: none"> • Online games • Dramatic performances <p>ETS French Language consultant will be deployed to give workshops to teachers</p> <p>Additional assistance offered through a part-time French tutor</p>

Well-Being of the School Community

Indicator	Target	Strategies
<p>The rate of students who reported victimization resulting from bullying.</p>	<p>To decrease the rate of students who reported victimization resulting from bullying from 9% in 2018 to 6% by 2022.</p>	<p>Annual revision of the school code of conduct</p> <p>Adoption of a Safe-School Action Plan</p> <p>In-school awareness activities (ie: cyber ethics workshop, assault prevention workshops)</p> <p>“My life, my path, my pace” workshops on sexuality and employability.</p> <p>Workshop on Positive Relationships (Partnership with Community Police)</p> <p>Boys/ Girls groups</p> <p>Monitoring of incident reports and quick and thorough response to occurrences</p>
<p>The rate of students who reported feeling safe at school.</p>	<p>To increase the rate of students who reported feeling safe at school from 81% in 2018 to 90% by 2022.</p>	<p>Annual revision of the school code of conduct</p> <p>Adoption of a Safe-School Action Plan</p> <p>Efficient student supervision during transitions and breaks</p> <p>Workshop on Positive Relationships (Partnership with Community Police)</p> <p>Monitoring of incident reports and quick and thorough response to occurrences</p>