



COMMISSION SCOLAIRE
Eastern Townships
SCHOOL BOARD

Massey-Vanier High School

**Educational Project
2023-2027**



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**This document contains sections adapted from MEQ, page 4 provided by the ETSB.*

1. Purpose and definition of the Educational Project

The educational project is a strategic tool through which an educational institution can define and communicate to the educational community the policy orientations, the action priorities, and the expected results to ensure the educational success of all students, in both the youth and adult sectors. It reflects the characteristics and needs of the students who attend the educational institution and the expectations expressed in the community in terms of education. Resulting from a consensus, the educational project is prepared and implemented through the collaborative efforts of various stakeholders concerned with the institution : students, parents, teachers and other staff members (daycare service, secretary, etc.), as well as the community and school board representatives.

2. Legal Framework

The Education Act (EA) states that an institution's educational project must take into account the following requirements:

- consist of the following elements (EA, Sections 37 and 97.1):
 - 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;
 - the specific policy orientations of the educational institution and the objectives selected for improving student success;
 - the targets to be achieved by the end of the period covered by the educational project;
 - the indicators to be used to measure achievement of these objectives and targets;
 - the intervals at which the educational project is to be evaluated, determined in collaboration with the school board;
- respect the students', parents' and school staff's freedom of conscience and of religion (EA, Section 37);
- 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);
- 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);
- be consistent* with the school board's Commitment-to-Success Plan (EA, Sections 37 and 97.1).

3. Groups involved in the preparation of the Educational Project:

Groups	Roles
Ped Cos	Development of Action Plan
Governing Board	Consultation Body
PPO	Consultation Body
Admin Team	Development of Ed. Project and Action Plan
Staff	Development of Action Plan
Ed Project Committee	Development of Ed. Project

4. Consultations held for the preparation of the Educational Project

Consultations	Date	Time	Location	Group	Details
Consultation on previous educational project and reflection on our orientations and goals. Further discussions around academic goals and school challenges	Oct. 25, 2022	4:00 pm	D405	Ped Cos and admin	We reviewed the data and action plan from last year of project. Ped Cos went back to their departments to reflect and discuss what we need to keep and what needs to go. Deadline: January 11 to discuss with departments.
Staff	Nov. 15, 2022	9:00 to 12:00	E433	Entire MVHS staff	Reflection on our Mission and Vision statements
Admin follow up with Ped Cos on department reflections	Jan. 11, 2023	4:00 pm	D405	Ped Cos and admin	Ped Cos discussed feedback from each department and believed that we needed to keep our first two orientations.
Consultation with governing board members	Jan. 12, 2023	6:00 pm	E439	Governing Board	Discussed the feedback from the

about Ped Co and department feedback					staff via department meetings and Ped Cos Held a round table and open discussion about the orientations and objectives. Agreed 2 were plenty
Consultation with PPO members about Ped Co and department feedback	Jan, 24, 2023	6:00 pm	Conference Room	PPO	Discussed the feedback from the staff via department meetings and Ped Cos. Held a round table and open discussion about the orientations and objectives. Agreed 2 were plenty and choices were what students needed.
Consultation with Ped Cos around next steps	March 6, 2023	4:00 pm	D405	Ped Cos and admin	Discussed feedback from GBoard and PPO. Everyone on the same page. Keep two of the three orientations.

5. School Context

- a. School Context
- b. School Mission
- c. School Visions

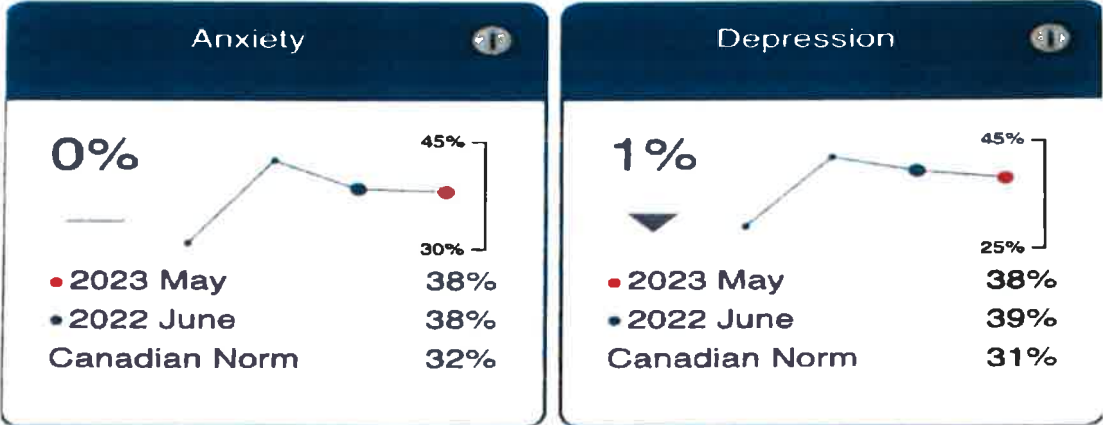
School Context

Massey-Vanier High School opened its doors to students in 1969 as the only regional English high school in the District of Bedford. Since the amalgamation of school boards in 1998, Massey-Vanier has been one of three high schools in the Eastern Townships School Board. MVHS is located in Cowansville and draws its students from a 6000 sq. km. area incorporating 75 towns and villages. We have 8 elementary schools in our basin. Its territory stretches from Eastman in the east to Noyan in the west, and from Roxton Falls in the north to Abercorn in the south. The Massey-Vanier campus is 17 acres and includes a swimming pool, cultural center, arena, four soccer fields, and six tennis courts. The school itself is over 420 000 sq. feet, comprising an 800 seat

auditorium, 1200 seat cafeteria, and eight gymnasiums. We share our campus with a French high school (Val-des-Cerfs Ecole Secondaire Massey-Vanier), a Technical Vocational Center, and an Adult Education Center. Our current school population is 719 students, spanning Secondary 1 to Secondary 5. During the past 5 years our population has steadily increased. Our population has increased just over 100 students since our previous educational project. We offer a French Immersion program at Massey-Vanier in cycle I (Secondary I and II). The French Second Language class is Enriched in nature and the subjects of History, Science, Math, and ERC are all taught in French. We also run a Secondary 4 and 5 enriched French Second Language program and offer extra minutes at these levels for all French courses. These streams allow students to improve their levels of French as a second language. We provide educational opportunities to all our students in the least restrictive environment and encourage full inclusion for students with special needs wherever possible and we have added 3 fully functional centers in order to support our students with special needs and/or academic challenges. The first center, the Oasis, has one special education technician, a social work technician and one psychoeducator attached to it. This center offers behavioral support for students who are identified as having difficulty with social and emotional regulation. The second center is Home Base and has one full time special education technician and one part time special education technician and one psychoeducator attached. Homebase provides support to students mainly on the autistic spectrum, dysphasic students, diabetic students and students with physical handicaps. The final support center is Pit Stop, which is supervised by two special education technicians. We have created a Pitstop 1 and 2 for the Fall of 2023 as to spread the support to grade 9 as this was a much needed area. Our Pitstop centers are designed for students who need a quieter place to work with more attention for struggling academic needs. The school has one principal, two full-time vice-principals and a total of 90 staff members, 50% of whom are former graduates of Massey-Vanier. This number consists of 50 teachers, two who are part-time resource teachers, one full-time resource teacher. We have 20 teachers' aids, 6 secretaries, 1 recreational technician, 1 librarian, and 2 student supervisors. Massey-Vanier has professional services for students also, which include 1 part-time psychologist, 1 part-time psychoeducator, 1 full-time drug and alcohol counsellor, 1 full-time career and guidance counsellor and 1 part-time spiritual life and community involvement animator. With our grant monies we recently added an additional readaptation officer and a part-time social worker. The students also have access to a social worker with the local CLSC. Unfortunately this position is often empty and given the needs of our population a decision was made to hire a social worker with our grant money. Teaching in our building is based on the traditional departmental model throughout the grade levels with alternative pathways in Cycle 2. Our students are taught by subject specialists, allowing teachers to master and teach thoroughly their curriculum. Teachers try to meet regularly both by department and by grade level in

order to discuss the essential learnings and this is a challenge with only the use of common presence on Monday, as within the timetable not all teachers who share subjects and levels have the same non-teaching periods. We have created our first orientation around this challenge. The population of students in this school is quite varied in behavioral and academic needs. Approximately 59 % of our student population has an IEP, 18% of which carry government codes pertaining to academic or behavioral difficulties. The increase in percentage of students reporting anxiety and/or lack of motivation since the pandemic is of great concern, which typically falls outside of the previous data stated regarding IEPs and codes. We struggle addressing the students' physical and emotional needs on a daily basis. Our students require an environment of strong and reliable adult role models who identify clear expectations and most importantly have the ability to create meaningful attachments. Our adults don't just teach our students in an academic context, they provide much needed social and emotional support. This becomes all the more challenging when students are not attending school regularly or presenting in class with very little motivation. We have created our second orientation around this challenge.

Below is the data from our most recent school survey regarding our students mental health:



*Important to note that the canadian norm has also jumped: Anxiety prior to the pandemic was 26% and depression was 23%.

School Mission and Vision

Mission:

Massey-Vanier High School is committed to providing each student with knowledge and qualifications needed to develop academically, personally, physically, and socially.

Massey-Vanier High School strives to create a safe and positive environment in which everyone can learn.

Visions:

We envision daily healthy living that is actively embraced by the entire MVHS community.

We envision a school which provides enriching and meaningful experiences by working collaboratively to support the variety of educational needs of our students.

We envision a school where students and adults model the highest standards of citizenship in all aspects of school life and hold themselves accountable for their conduct.

We envision a school which fosters collaborative relationships between school, parents, and community.

6. Area of focus, orientations, objectives, indicators and targets.

ETSB Commitment to Success Plan 2023 to 2028 Main objective: Increase 7 year Graduation & Qualification	School year / age 1 cohort	2016-17 cohort 2016	2017-18 cohort 2017	2018-19 cohort 2018	2019-20 cohort 2019	2020-21 cohort 2020	2021-22 cohort 2021	2022-23 cohort 2022	2023-24 cohort 2023		
Provincial rate		74.90%	76.50%	77.70%	78.80%	78.40%	76.80%	73%	n/a	n/a	n/a
ETSB rate		68.50%	71.20%	69.70%	74.50%	74.20%	75.60%	77.5	n/a	n/a	n/a

ETSB Priorities		ETSB Pillars	
Vulnerability Preschoolers	Quality of bilingual services offer	PLC	Attachment Theory
Physical & mental health (wellbeing) of students and staff	Transitions & alternate pathways	Pedagogical leadership	Student engagement

Area of Focus 1: Student Success

Orientation	Objective: Student Success	Targets by June 2028	Indicators
To increase enriching and meaningful experiences by working collaboratively to support the variety of educational needs of our students. We will further the establishment of a high	* Decrease retention rates in Cycle 1 * Increase student success rates in 5 subjects.	Increase: *CST 4 math from a 67.8. to a 72.00 * AST 4 Science from a 81.00 to a 86.00 * Regular FSL 5 from an average over the past 5	MEQ final exam results and student achievement records

<p>functioning PLC structure to increase our student success rates.</p>	<p>*Increase student qualifications for 2 4 U program</p>	<p>years of 90.24 to 93.00 *Grow our 2 4 U program from 6 students to 20 students with success rates of 80% of students graduating from the program. Maintain: Our ELA success rates of being consistently over 95% (Was 100% in June 2023 if we exclude the homeschool student) Decrease: * The amount of retention in Cycle 1: From 10% to 5% in grade 8. *The number of unsuccessful students in Sec 4 History, prior to summer school, from 20% to 18%.</p>	
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Area of Focus 2: Student Wellness

Orientation	Objective:	Targets by June 2028	Indicators
<p>To promote daily healthy living that is actively embraced by the entire MVHS community.</p>	<p>*Decrease the number of students out on plans due to anxiety. *Decrease the number of students that are feeling depressed and anxious.</p>	<p>* Decrease home service plans from 31 to 15 *Decrease 38% of students feeling high anxiety (TTFM survey results) to 32% (Canadian norm). * Decrease 38% of students feeling depressed (TTFM survey results) to 31% (Canadian norm).</p>	<p>*Home service demands *Annual My School survey</p>

7. Transmission and distribution of the Educational Project

The governing board shall send the school's educational project to the school board and make it public on the expiry of 60 to 90 days after sending it or of another period if the governing board and school board so agree. It shall also make public the evaluation of the school's educational project. The educational project shall be communicated to the parents and the school staff.

The educational project takes effect on the date of its publication. (EA sections 75 and 109.1)

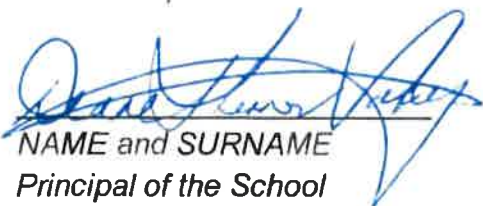
8. Implementation and monitoring of the Educational Project

The implementation and monitoring is via the action plan. Each department has a goal within the action plan.

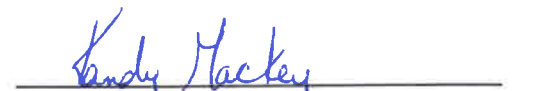
9. Reporting on the Educational Project

The school will report to its community and its school board on the Educational Project on an annual basis.


10. Signatures



NAME and SURNAME
Principal of the School
Diane Sherrer Vokey



NAME and SURNAME
Director General of the School Board
Kandy Mackey



NAME and SURNAME
Chair of the Governing Board
Krista Gagne



NAME and SURNAME

Teacher

Marty Boutin



NAME and SURNAME

Teacher

Jennifer Owen



NAME and SURNAME

Teacher

Tracey Morgan



NAME and SURNAME

Teacher

Sonia Gaudreau

