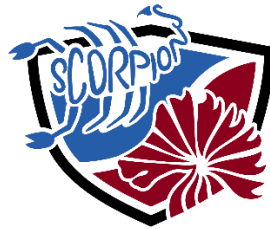




# Educational Project

Symmes – D’Arcy McGee High School

## 2023-2027



**SYMMES-D’ARCY MCGEE  
HIGH SCHOOL**

# The Educational Project

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## 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 for 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, 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 MEES 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 MEES (EA, Section 459.3);
- be consistent with the school board's commitment-to-success plan (EA, Sections 37 and 97.1).

When analyzing the context, including the results achieved by the educational institution with respect to the orientations and objectives set out in the school board's commitment-to-success plan, the educational institution must consider the relevance of including the orientations and objectives of the commitment-to-success plan in the educational project. In this case, it is up to the educational institution to determine a target that may be different from that established by

the school board. If, in addition, an educational institution deems it appropriate, given its situation and priorities, nothing prevents it from supplementing its educational project with other orientations or objectives different from those specified in the school board's commitment-to-success plan.

### 3. Groups Involved in the Preparation of the Educational Project

In this section, the institution lists the groups that have contributed to the preparation of the educational project. (EA, Section 74)

Collaborative management is based on team work; putting fruitful collaboration into action concretely and striving for consensus.

We worked on this project as a full staff and consulted with our Governing Board. The Educational Project will be also reviewed for feedback at School Council and staff meetings.

### 4. Consultations Held for the Preparation of the Educational Project

In this section, the institution lists all consultations held during the preparation of the educational project. (EA, Section 74)

The educational project is a product of the community, so the governing board encourages the participation of students, parents, teachers, other school staff and representatives of the community and the school board. (EA, Section 7)

Our school team met on two occasions to work on the plan in the spring of 2023. This plan was presented to Governing Board in January 2024 for consultation and then again for approval in March 2024.

### 5. School Context (internal and external environments)

In this section, the institution analyzes the external and internal environments: the context in which it is evolving and its main challenges. (EA, 97.1)

- Overview of the education in the surrounding environment;
- Summary of promising actions in the community: the strengths;
- Overall picture of the results and areas of vulnerability;
- Student needs in the schools and centres;
- Main challenges related to the academic success of the community;
- Use of certain national indicators;
- Characteristics and expectations of the community, etc.

#### **Mission**

Our mission is to foster a safe, caring, and respectful community in which everyone learns and achieves individual success.

## **Vision**

At Symmes-D’Arcy McGee High School, we strive to create a welcoming and inclusive school climate where students and staff feel a sense of belonging, engagement, and pride in our community. We value celebrating and honouring diversity, building on strengths, and supporting one another in learning, through our academic journey as well as socially and emotionally.

### **What does Outstanding Teaching & Learning look like at Symmes-D’Arcy McGee High School?**

Our teachers work collaboratively on a regular basis to provide relevant and meaningful learning situations to students inside and outside of the classroom. Reflective practices, based on evidence and feedback provide opportunities to better meet the needs of the students we serve. Teachers aim to develop engaging culturally relevant experiences linked to the interests of students that involve opportunities to reflect, discuss, build, challenge, have choice, and incorporate movement. Students are aware of how they are progressing academically and know how to access resources to support their next steps.

Teachers engage in professional development opportunities throughout the year as a full staff, in smaller groups, and independently both inside and outside of the school setting. They also set a personal professional goal based on one of the teaching competencies outlined by the Ministry of Education. Mentoring and coaching for new and experienced staff members working collaboratively towards goals are an integral part of the fabric of how we grow individually and as a learning community.

At Symmes-D’Arcy McGee High School we aim to foster positive and supportive relationships with our students and their families and use a team approach to problem solving that engages a network of staff members including teachers, professionals, support staff, administrators, school board consultants and outside services.

A key to the success of our students and to our well-being as a community is the value we place on providing a rich and varied offering of extracurricular activities. Our staff and volunteers lead a multitude of opportunities to get involved during school hours as well as after school including school trips, sports, productions, and a wide array of clubs focused on interests, belonging, and community engagement. All of these contribute to a sense of connection to the school and to the wellbeing of our students and staff.

We have high expectations academically and behaviourally for our students at Symmes-D’Arcy McGee High School. Our staff and students abide by a code of conduct as well as an Anti-Bullying/Anti-Violence plan that is reviewed annually to support the safety of our students and staff. When students are struggling academically, they have access to tutoring, resource support, and remediation with teachers. Our Student Services team, comprised of Special Education/Behaviour Technicians and Guidance Counsellors, support the day-to-day social and emotional needs of our students while also assisting in setting them up for success after secondary school and in working towards individual long and short-term goals.

## **School and its community**

Our school is situated in the city of Gatineau (Aylmer sector) which is within a short drive to the renowned Gatineau Park as well as the nation's capital of Ottawa. With a population of 291 000, this area has developed significantly over the past few years with many new young families moving to the region. As a result, our school population has steadily grown since the opening of Symmes-D'Arcy McGee High School in 2006 as the only English secondary school serving the Aylmer community. The 2016 census of Hull-Aylmer showed that the population was approximately 67% francophone, 18% anglophone, and 15% native speakers of other languages. Much of the workforce from this area commutes across the river to Ottawa. The school community's current socio-economic standing relative to the rest of the School Board is 2, with 10 being the lowest. The Ministry considers this indicator as significant in predicting school success.

The school's location at 925 boulevard du Plateau was originally an elementary school, and an extension allowed the school to accommodate 1102 students (with 937 being optimal).

## **Students**

In 2023-2024, there are 1115 students at Symmes-D'Arcy McGee High School. The school has a modified program offered at the junior level and a robust Work-Oriented Training Pathway for our senior students. We also have a thriving Centre of Excellence where students following the CASP program learn and grow. Approximately 39% of our school population currently has an Individual Education Plan (IEP) and additional services are provided to these students through our resource program.

## **Our Learning Space**

Our school currently has the following 47 groups: 8 groups in grade 7 and grade 11, 9 groups in grade 8, 9 and 10, 1 modified group, 2 WOTP groups and 1 Centre of Excellence. Each classroom is equipped with either a SMART board or a Smart TV as well as teacher desks and student desks. We have a classroom that can be used for Home Economics, a weight room, 4 gymnasium spaces and a dedicated space for resource delivery as well as a space to support our students on the Autism Spectrum. We have a Student Services area for our guidance department as well as many offices for support staff and administration. Additionally, we have an auditorium with theatre-style seating, a large multi-purpose room used for classes and extracurricular activities, and a large, beautiful library that is open during class time as well as at lunchtime as a welcoming space for all students.

## **Staff**

In 2023-2024, there are 87 teachers on staff with 8 teachers participating in the WQSB New Teacher Induction Program. Our school has a fairly low staff turnover rate, which provides consistency and stability for our students. The school staff is engaged in school level and board level professional development opportunities and set individual goals yearly as well. There is one Principal and two Vice-Principals. We have 5 office support staff members, 2 Attendants to the Handicapped, a Recreational Activities Technician and 11 Special Education Technicians. We

have one full time caretaker on site during the day and a team of 3 caretakers that work in the evening.

### Families and Communities

The majority of students attending the school are bused in from Aylmer and surrounding areas (Luskville, Hollow Glen, Breckenridge), and three local elementary schools feed into Symmes-D’Arcy McGee High School. This close community, where many parents grew up in the area and attended the school, results in Symmes-D’Arcy McGee High School being an important hub for the area.

Symmes-D’Arcy McGee High School has an active Governing Board which is involved in overseeing our budget. In addition, the Governing Board approves our school Code of Conduct, our Anti-Bullying & Anti-Violence Plan, and our Emergency Preparedness Plan. The Governing Board approves off-site school activities as well as fundraising endeavors. Many of our parents travel daily to the National Capital region for employment. Many families have been members of the Aylmer community for generations although some are new to the area. Parents generally are involved in their child’s learning and have high expectations of the school.

Over 5% of our student population identify as FNMI. Many of our indigenous youth have moved from northern communities to the region temporarily or long term for education or work. They are supported by our Goose Lodge and through partnerships with outside organizations in the community.

## Analysis of situation

### Strengths and Challenges

At Symmes-D’Arcy McGee	Strengths	Challenges
Healthy and Safe Schools	<ul style="list-style-type: none"> <li>-Many extra-curricular activities</li> <li>-Environmental-Humanitarian club</li> <li>-Thriving PRIDE group</li> <li>-Outdoor Education</li> <li>-Outdoor Adventure club</li> <li>-Sports/teams</li> <li>-Black Student Alliance</li> <li>-Caring, respectful staff invested in student success</li> </ul>	<ul style="list-style-type: none"> <li>-Spaces for students to gather and eat at lunch</li> <li>-Narrow hallways – sometimes this lends itself to inappropriate behaviour from students during unstructured time</li> <li>-Increased competition from fast food options nearby</li> <li>-Vandalism</li> <li>-Students damaging property</li> </ul>
Student Achievement	<ul style="list-style-type: none"> <li>-High graduation rate</li> <li>-High French immersion standards</li> <li>-Diverse offering of Sec V option courses</li> <li>-Excellent academic counselling team</li> </ul>	<ul style="list-style-type: none"> <li>-Sec III, Sec IV History results</li> <li>-Sec III overall success rate</li> <li>-Promotion policy due to classroom shortages</li> </ul>

	-Student services team providing organizational/academic/behaviour support to students	
Staff Development	-There are a lot of opportunities to be involved in PD -Strong leaders -Curriculum experts -Coaching/mentoring team -ICT leadership team -Collaborative and welcoming staff	-Buy in for PD plan -Commitment to individual professional development goals -Professional development that is relevant and meaningful for all staff -Structured and meaningful level meeting process (or something similar)

### Use of Grants Received by the Ministry of Education

The following table lists the grants that Symmes D’Arcy McGee High School receives from the Ministry of Education.

Description of Grant	Use in School
Additional Support	Salary - to provide support to students (technician)
Integration Aides	Salary - to provide support to students (technician)
Support for Classroom Composition	Salary - to provide support to students (technician)
IEP	Teacher Release
Nutrition	Purchase of healthy food for students – cafeteria meal cards, breakfast program
Seuil Minimal	Salary – to provide support to students (technician, guidance counsellors)
Support for Gifted Students	Provide enriching activities to students
Anti-Bullying/Anti-Violence	To support anti-bullying programs and initiatives
Extra-Curricular	To provide activities and experiences for students
First Nations	Salary- to support Indigenous students
Spiritual Animation	To support community, cultural programs
Library	Purchase library books
Inspirational Schools	Field trips/outings
Cultural Outings	Field trips/outings
Service d'accueil	Salary- French resource support- new students to QC (teacher)
Integration of Technology in classroom	Provide teacher release
Tutoring	Funding to support students
Well Being	Funding to support students



## 6. Ministry of Education (MEQ) Objectives

The tables below outline the MEQ objectives and indicators deployed to the school board and required to be reported on annually by the school board.

### Orientation 1 – Make Student Success a Priority of Quebec Society

Objective 1 Increase the success of students	Actual Situation	Target			
		2023- 2024	2024- 2025	2025- 2026	2026- 2027
1.1 Increase the graduation and qualification rate <i>Indicator: Graduation and Qualification rate after 7 years</i>	80.7% MEQ 84.1%	82% MEQ 84.7%	84% MEQ 85.4%	86% MEQ 86.1%	88% MEQ 86.8%
1.2 Increase the graduation and qualification rates of boys <i>Indicator: Graduation and Qualification rate after 7 years</i>	78.6% MEQ 80.1%	80% MEQ 80.7%	82% MEQ 81.3%	84% MEQ 81.9%	86% MEQ 82.5%
1.3 Increase the graduation and qualification rates of HDAA students <i>Indicator: Graduation and Qualification rate after 7 years</i>	63.9% MEQ 62.2%	65% MEQ 62.6%	68% MEQ 63%	70% MEQ 63.4%	72% MEQ 63.8%
1.5 Success rate on the problem solving competency of the grade 6 mathematics MEQ exam <i>Indicator: Proportion of students who obtain between 70% and 100% on the problem solving competency of the MEQ grade 6 mathematics exam</i>	70% MEQ 66%	70% MEQ 68%	72% MEQ 70%	74% MEQ 72%	77% MEQ

### Orientation 2 – Make Vocational Training Truly Attractive

Objective 2 Modernize and Promote Vocational Training	Actual Situation	Target			
		2023- 2024	2024- 2025	2025- 2026	2026- 2027
2.1 Increase the graduation rate in vocational training programs <i>Indicator: Graduation rate in vocational training programs after 3 years</i>	66.9% MEQ 80.9%	70% MEQ 81.9%	72% MEQ 82,9%	76% MEQ 83.9%	78% MEQ 84.9%

### Orientation 3 – Make Schools and Centres Welcoming Spaces

Objective 4 Develop new specific projects	Actual Situation	Target			
		2023- 2024	2024- 2025	2025- 2026	2026- 2027
4.1: Increase the rate of secondary student participate in school specific projects <i>Indicator: The rate of secondary student participation in school specific projects</i>	5% MEQ 44.6%	5% MEQ 50%	5% MEQ 57%	10% MEQ 66%	15% MEQ 75%

Objective 5 Improve the climate of benevolence, well-being, safety of students	Actual Situation	Target			
		2023-2024	2024-2025	2025-2026	2026-2027
5.1: Ensure schools and centres have access to a guide/framework on student well-being <i>Indicators: Schools using the Student Voice Survey and providing schools and centres with a guide/framework on student well-being</i>	0% MEQ 0%	25% MEQ 25%	50% MEQ 50%	75% MEQ 75%	100% MEQ 100%

## 7. Western Quebec School Board Directions and Orientations

The tables below outline the Western Quebec School Board objectives, indicators and strategies. Each objective will be managed by the appropriate department(s) and will have targets developed.

### Safety and Security:

**To provide a healthy and safe environment for students and staff to maximize student achievement.**

Objective 6 Improve the climate and benevolence, well being and safety of students	Strategies
6.1 Improved student well-being and belonging in all schools and centres <i>Indicator: Number of schools and centres using student voice</i> <i>Indicator: Number of meetings scheduled involving team from MAC</i> <i>Indicator: School targets based on Student Voice survey</i> <i>Indicator: Number of students participating in extracurricular activities</i>	-Student Voice Survey -Creation of a Student Voice Committee -Work with external partners -Celebration and promotion of positive school/centre climate
6.2 Increased knowledge regarding mental health impacts in schools and centres <i>Indicator: Number of employees that follow training on Professional Development on social -emotional and mental health for all categories of staff</i> <i>Indicator: Number of follow ups with the EAP</i> <i>Indicator: Percentage of employees on salary insurance</i>	-Expanded use of internal supports (Lifeworks, Transition Agents) -Support for socio-economic and health
6.3 Increase employee training opportunities regarding anti-racism and anti-discrimination <i>Indicator: Number of participants in training opportunities</i>	-Anti-racism, Anti-discrimination Community Building Group (ARC) -Board-wide PD focused on anti-racism and anti-discrimination Justice, Equity, Diversity and Inclusion table -Advisory committee on Indigenous Education

## Professional Responsibility and Management Accountability:

### To maximize the use of all resources to support teaching and learning.

Objective 7 Implement systemwide approaches, tools and resources for the effective management of schools/centres	Strategies
7.1 Increase the positive relationship between employer and employees <i>Indicator: Number of concerns and complaints to HR</i> <i>Indicator: Number of participants in the Dispute Prevention and Resolution Training (DPR)</i>	-Implementation of the DPR processes -Constant communication between employer and unions
7.2 Increase the number of teachers retained after year one and year two <i>Indicator: Percentage of teachers retained at year one and two</i>	-Revise the retention strategies -Teacher Induction Program -Alignment of data management and statistical analysis of student performance information -Provide opportunities for growth
7.3 Increase the retention of staff <i>Indicator: Number of staff who are still in place after three year, after five years</i>	-Revise the retention strategies
7.4 Improve the strategies used in the recruitment and retention practices to attract a more diverse staff <i>Indicator: Percentage of staff who identify as diverse</i>	-Revise the retention strategies -Revise the recruitment strategies

## Focus on Pedagogy to Improve Teaching and Learning

### To continually improve the quality of instruction so that students have the best possible opportunities to learn and achieve to their potential.

Objective 8 Increase the success of students (graduation and certification of all student groups: overall, boys, HDAA students)	Strategies
8.1 Increase quality of teaching and learning among newly hired teachers <i>Indicator: Percentage of success after the first year of the TIP program and the second year of the TIP program</i>	-Teacher Induction Program -Ensuring quality teaching and Learning through consistent support, development and supervision Provide opportunities for growth

8.2 Increase student success rate in all schools <i>Indicator: Graduation and qualification rate after 7 years</i>	Targeted support for literacy and numeracy in schools (consultant and teacher networks) Support for core subjects (English, French, Math) in elementary and secondary
8.3 Reduces disparity between school term and exam results <i>Indicator: Disparity between school term and exam results</i>	Consistent and relevant assessments and aligned curriculum in core subjects Support for core subjects (English, French, Math) in elementary and secondary
8.4 Ensure integration of Indigenous pedagogy and culturally responsive curriculum in classrooms <i>Indicator: Quality of Indigenous pedagogy and culturally responsive content in the curriculum</i>	Support for delivery and implementation of Indigenous pedagogy and culturally responsive curriculum Indigenous consultant Establish working relationship with our Indigenous communities
<b>Objective 9</b> Increase the graduation rate in vocational training programs	<b>Strategies</b>
9.1 Increased graduation rate in vocational training programs after three years <i>Indicator: Graduation rate in vocational training programs after three years</i>	Tutoring and retention support for students at risk of leaving SARCA services Ensuring quality teaching and learning through consistent support, development and supervision

## 8. Challenges, Orientations, Objectives, Indicators and Targets Specific to the Institution

- Comply with the terms established by the Minister to govern the coordination of the entire process (EA, Section 459.3)
- Respect the freedom of conscience and religion of students, parents and school staff (EA, Section 37)
- Analyze if other objectives would be relevant while respecting the portrait of the environment.

**Note:** After defining the context and choosing the orientations and objectives, the educational institution implements the commitments made in the educational project and monitors the outcome. It should be noted that these steps, while important, are not part of the educational project document. The school management will have to use management monitoring tools (monitoring charts, dashboard, action plan) and

periodically review the progress and the results. These tools are a valuable source of information on the effectiveness of the measures put in place.

The tables below outline the school’s objectives, indicators and strategies.

### Prioritize the Physical and Psychological Well-Being of Students and Staff

Objective 1: Prioritize the Physical and Psychological Well-Being of Students and Staff	Strategies
<p>1.1 Promote inclusivity and a sense of belonging</p> <p><i>Indicator: Increased feelings of safety for staff and students</i> <i>Indicator: Increased safe and inclusive spaces for students to go</i></p> <p><b>Alignment: MEQ 5.1</b> <b>WQSB 6.1, 6.2, 8.4</b></p>	<ul style="list-style-type: none"> <li>-Increase use of anonymous reporting tool</li> <li>-Inclusivity PD for staff</li> <li>-Trauma informed practices PD for staff</li> <li>-Offer stress reducing initiatives for staff and students (yoga, mindfulness)</li> <li>-Gather timely data on staff members feelings of safety</li> </ul>
<p>1.2 Offer an engaging and healthy cafeteria experience</p> <p><i>Indicator: increased healthy food alternatives and options</i> <i>Indicator: Increased physical eating space during lunch</i></p> <p><b>Alignment: MEQ 5.1</b> <b>WQSB 6.1, 6.2</b></p>	<ul style="list-style-type: none"> <li>-Salad bar</li> <li>-Offer special of the day (complete meal)</li> <li>- Limit fried food &amp; pizza</li> <li>- More picnic tables outside</li> <li>- Encourage students to use courtyard</li> <li>- Have classrooms available to students</li> </ul>
Objective 2: Maintain Professional Growth and Development of Staff	Strategies
<p>2.1 Cultivate a culture of continuous learning and professional growth</p> <p><i>Indicator: Direct engagement with staff to identify individual professional development goal</i> <i>Indicator: Professional development goals are aligned with the 13 teaching competencies</i></p> <p><b>Alignment: MEQ 1.1, 1.2, 1.3</b> <b>WQSB 6.3, 8.1, 8.4</b></p>	<ul style="list-style-type: none"> <li>- Staff all have an individual PD goal</li> <li>- Support from administration, consultants, peer coaches and outside resources to support goal attainment</li> <li>- Equip staff with resources to deepen their understanding of the 13 teaching competencies</li> <li>- Staff will self-evaluate their competency development based on their own reflective practice</li> </ul>

Objective 3: Maintain the Focus on Individual Student Achievement	Strategies
<p>3.1 Increase student academic performance</p> <p><i>Indicator: Increased success rates on MEQ Secondary IV and V certifying exams</i>  <i>Indicator: Reduction in the achievement gap</i></p> <p><b>Alignment: MEQ 1.1, 1.2, 1.3</b>  <b>WQSB 8.2, 8.3</b></p>	<ul style="list-style-type: none"> <li>- Year-over-year improvement of the relative percentage of Secondary IV and V students that obtain a passing grade on MEQ exams</li> <li>- Examine resource models for effectiveness</li> <li>- Use post-Covid-19 data to analyze and understand the gaps</li> <li>- Establish online tutoring services early in the year and keep track of academic improvement</li> <li>- Establish action plans for students who have 3 reds on October progress report</li> <li>- Structure Wednesday meetings to accommodate alignment for evaluation/assessments</li> <li>- Make self-evaluation tool for cross curricular competencies meaningful to students</li> <li>- Develop strategies to have meaningful level meetings</li> </ul>
<p>3.2 Increase Student Engagement</p> <p><i>Indicator: Increased student participation during class time</i>  <i>Indicator: Increased student participation in extra-curricular activities</i></p> <p><b>Alignment: MEQ 1.1, 1.2, 1.3, 4.1, 5.1</b>  <b>WQSB 6.1, 8.1, 8.2</b></p>	<ul style="list-style-type: none"> <li>- Weekly/monthly recognition of students (pancake breakfast, awards, high 5)</li> <li>- Common understanding among students and staff in terms of what red/yellow/green look like</li> <li>- Provide a rich and diverse offering of extracurricular activities for students</li> <li>- Offer ways for students to try new activities prior to registering</li> <li>-Awards and recognition</li> </ul>

Objective 4: Maintain a Physical Environment that Meets the Needs of our Community	Strategies
<p>4.1 Participation in MEQ/WQSB Discussions</p> <p><i>Indicator: Increased pressure on stakeholders to generate solutions</i></p> <p><b>Alignment: MEQ 5.1 WQSB 6.1</b></p>	<p>-Advocate for additional communal spaces and storage</p> <p>-Articulate the need to increase options for secondary students that are currently limited due to space</p>
<p>4.2 Enhance Student Safety and Privacy in Washrooms and Changerooms</p> <p><i>Indicator: Increased sense of collective ownership of school facilities</i></p> <p><b>Alignment: MEQ 5.1 WQSB 6.1</b></p>	<p>-Install privacy screens between urinals</p> <p>-Install doors on individual showers in changerooms</p>

## 9. Transmission and Distribution of the Education Project

The educational project was presented in principle to the governing board for adoption on March 20, 2024 after final consultations were completed with school staff and governing board. The governing board must then take the following steps:

- Send the educational project to the school board, which then has 60 to 90 days to request amendments or require the governing board to defer its publication. The governing board and the school board may also agree on another time limit (EA, section 209.2).
- Distribute the educational project to students and staff members when the above-mentioned time limit period has expired.

Note: The educational project takes effect on the date of its publication.

- The educational project should be posted in PDF format on the educational institution’s website so that it is readily available to anyone who wishes to consult it. A number of paper copies may also be made available.
- The educational institution can present the educational project at the annual general meeting of parents.

## 10. Implementing and Monitoring the Educational Project

After defining the context and choosing the policy orientations and objectives, Symmes-D’Arcy McGee High School must implement and monitor the commitments made in the educational project. The following steps may be taken to implement the educational project:

- Agree with the school team on the measures that will be applied to achieve the objectives and targets. To explain the rationale behind its choice of measures, the school team may refer to educational practices in the community, the school board’s educational practices, research findings and the results of experiments, and documents

produced by the school board and by MEES (policies, strategies, strategic plans, action plans, etc.).

- Revisit the project in the Fall of 2027 with School Council and the new Governing Board to make any adjustments
- Obtain the principal's approval for the measures (EA, section 96.15).
- Develop management monitoring tools (follow-up table, dashboard, action plan, etc.) and periodically observe the progress made. These tools are a valuable source of information on the effectiveness of the measures used.
- Where necessary, adjust the measures according to the available financial and human resources as well as the results.
- Continue to work with members of the governing board and the other people involved in preparing the educational project. Keep them up to date, and arrange meetings to inform them about the measures and results. They are not required to approve the measures.
- Update the educational project if new strategic orientations are identified by the Minister, or if there is a significant change in the educational institution's situation (e.g. a change in its deed of establishment or in its catchment area). The people involved in preparing the educational project should be consulted beforehand.
- Begin the task of preparing the new educational project before the one currently in force has expired.

## 11. Reporting on the Educational Project

Reporting is the last stage in the results-based management process. It involves evaluating the educational project and presenting the evaluation results to the community.

The principal must monitor and examine the extent to which the objectives have been achieved and the effectiveness of the measures it has applied to fulfill its commitments. From a continuous improvement standpoint, evaluation also provides an opportunity to share innovative practices so that they can be incorporated into everyday pedagogical practices. These results will be shared with the school staff, Governing Board and the greater school community.

The school board must agree with principals as to the intervals at which the educational project should be evaluated. The school board may set requirements concerning the content of the educational project, the transmission date, the model to be used, and so on.

The governing board must provide the education community with information on the school team's choices and the results (EA, sections 75 and 109.1). The information should be precise and succinct, clearly worded and accurately reported to achieve the transparency required for accountability.

The document produced at this stage of the process may also serve as a promotional tool to attract parents looking for a school for their children. The visual appearance of the document is therefore important. In addition to the results, parents will find a brief description of the educational institution's mission, vision and values, as well as the context in which it operates, its curriculum, its main achievements and any future initiatives to be introduced.