



Val-d'Or Continuing Education Centre		
Val-d'Or Continuing Education Centre 980 7th Street Val-d'Or, QC J9P 4N7 Tel: 819-825-4135 Email: aevaldor@wqsb.qc.ca Website: www.valdoradulthoodeducationcentre.com Centre Director: Sheldon Macgillivray smacgillivray@wqsb.qc.ca 819-593-3643		Cycles Offered/Programs: Pre-Secondary, Cycle 1 Academic, Cycle 2 Academic, Pre-requisites, Diagnostic Testing, Placement Testing (GDT, SSET), Vocational Programs (currently Accounting and Secretarial) Administration: 1 Centre Director Teaching Staff: 2 Hourly (25 hours total) Professional Staff: 1 Academic Advisor Support Staff: Centre Secretary, Retention and Attendance Technician (Sarca); FNMI Technician; Resource Teacher; Recreation Technician; Tutor In-person Registrations: 20-40 students (avg, varies weekly)
Commitment to Success Plan Team		Table of Contents
Name 1. Sheldon Macgillivray 2. Tatiana Azparrent 3. Natasha Frost-Lariviere 4. Shelly Lovsin 5. David Vallilee	Function Centre Director Staff Assistant /Contract Teacher Centre Secretary Support Staff Hourly Math Teacher	1. OVERVIEW Mission, Vision, Values, Professional Philosophy, School and the Community, Students, Classroom, School, Staff 2. ANALYSIS OF THE SITUATION Challenges/ Successes, Achievement data, student needs, Objectives, and indicators out of commitment to success 3. ORIENTATION AND OBJECTIVES Commitment to Success Plan, Time for implementation of strategies and actions



Educational project – ACTION PLAN 2024-2027



MISSION & VISION STATEMENT

Mission Statement

Our **mission** is to continue to cultivate a compassionate and respectful learning environment, guiding our students with empathy and patience as they navigate their educational journey. We empower our students as partners in their learning experiences, prioritizing customization, active listening, and collaborative decision-making to foster growth and confidence.

Vision Statement

Our **Vision** is to provide quality education of the highest academic standards, encouraging students to be motivated by their own achievements and empowering them to achieve their full potential.

Values Statement

In our adult education community, we embrace a set of core **Values** that underpin our collective journey. Safety is paramount, fostering an environment where trust, respect, and love can flourish. We champion honesty and truth, guided by courage and humility in pursuit of wisdom. Authenticity is celebrated, alongside active listening and patience, promoting tolerance and compassion for all. These values unite us, shaping an inclusive and supportive space where learners can thrive and grow.

Philosophy of Professionalism

At our adult education center, **professionalism** is rooted in compassion and respect. We prioritize leading with the heart, creating a safe and supportive environment where students feel valued and understood. We strive to be steady anchors and calm seas, guiding our students through their educational journey with empathy and patience.

We treat our students as adults and partners, fostering a collaborative atmosphere where their voices are heard, and their input is valued. Through active listening and genuine engagement, we seek to understand their needs and preferences, always acting in their best interest. Decision-making is a shared process, empowering students to take ownership of their learning experience.

Customization is key to our approach, recognizing that each student has unique strengths and challenges.

We provide tough love from a place of compassion, offering praise, recognition, and positive feedback to encourage growth and confidence. Upholding their dignity and confidentiality is paramount, ensuring a safe and respectful space for learning.

We consistently view situations through the lens of "how can I best help students," staying positive, proactive, and solution-oriented always. Our communication is non-confrontational, fostering understanding and cooperation. We refrain from swearing, taking things personally, or passing judgment, instead focusing on building trust and mutual respect.

Our professionalism is defined by our commitment to compassion, partnership, and empowerment, always striving to uphold the values of adult education in everything we do.



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1. OVERVIEW

A. Community Profile (A History)

The Centre and its Community

Our centre was originally named Western Quebec Continuing Education Centre and re-named Val-d'Or Continuing Education Centre in 2019.

In 2015, the centre moved from a separate building adjacent to Golden Valley school to occupy one wing of the same school. Former elementary classes were converted into two classrooms: one for Adult Education and another one for Vocational Training, a Cultural Room, a student cafeteria and a main office for staff and secretary, plus students and staff's bathrooms; all efforts to accommodate adult learners.

The Val-d'Or Continuing Education Centre is located at 980 7th Street, in the municipality of Val-d'Or. The name of the town comes from the term La Vallée-de-l'Or, which means "The Valley of Gold".

The administrative territory of the Western Québec School Board covers all Abitibi-Temiscaming. The board's activities are concentrated in three areas with significant English-speaking populations: Val-d'Or, Rouyn Noranda and Temiscaming.

The Val-d'Or Continuing Education Centre is located near the heart of town, which makes it strategic to receive students from all the surrounding sectors and parts of the city.

Our clientele is represented by a diverse group composed of Indigenous, Anglophone, Francophone, and international students.

The MRC Vallée-de-l'Or covers an area of 27,632 square kilometers, but over 76% of the regional population lives in urban centres. Students at the centre travel from a local area that includes the municipality of Val-d'Or and surrounding towns including Lac Simon.



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Our Centre:

The Val-d'Or Continuing Education Centre is located near the heart of town, which makes it strategic to receive students from all the surrounding sectors and parts of the city.

The centre offers classes from 9:00 AM to 3:00 PM. The clientele is a diverse group composed of Indigenous students, Anglophones, and Francophones, as well as the occasional international students. There are about 30 registered students each year.

The staff is composed of one full-time teacher, a part-time teacher, a part-time secretary. The principal and vice-principal are based in Hull, five hours away.

Academic Program:

- High School Diploma
- Prerequisites for college or vocational education programs
- Pre-secondary and basic common core courses
- Placement Testing
- Equivalency Testing
- GDT and SSET Prep

Vocational Studies:

- Accounting program
- Secretarial program



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1. OVERVIEW Cont'd

B. Val-d'Or Continuing Education Centre Demographics (Present Day)

A considerable proportion (more than 50%) of students at the Val-d'Or Continuing Education Centre are Algonquin and Cree Indigenous who live in Val-d'Or (including Lac Simon). The city of Val-d'Or is recognized as a central hub for the establishment of good relations with First Nations communities. In the Vallée-de-l'Or, most of the population who identify themselves as Indigenous live in rural areas; they reside in the communities of Kitcisakik and Lac Simon, as well as in the parish of Senneterre.

In October 2004, 60 Indigenous individuals (of which the majority were Cree female students) registered in three (3) new English programs at the Val-d'Or campus of the Université du Québec (two certificates: Accounting and Administration and a bachelor's degree in social studies). These Indigenous students moved to Val-d'Or with their families, which resulted in a significant increase in the student clientele in our English-speaking primary and secondary schools.

Our students come from the different sectors of Val-d'Or (83%) and Lac Simon (3%). Very few students come from as far as Rouyn Noranda (13%) and Senneterre. More than 50% of our students are originally from Cree communities of northern Quebec who have moved to our area looking for new educational as well as job opportunities. We also have a few cases of international students from Europe, Africa, South America, and the Philippines.

The student population of 30 (as of June 2019) was divided as follows:

- Students under 20 years old = 18
- Students over 20 years old = 12
- Native student: 19/30 = 63%

Most of our students face learning difficulties, social emotional as well as financial challenges.



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1. OVERVIEW

C. Val-d'Or Continuing Education Centre Registration, Programming and Graduation rates:

The Val-d'Or Continuing Education Centre registers, intakes and provides academic orientation to students throughout the academic year. However, most students enter during the first half of the school year August to December.

Student Programming:

Depending on their needs, students register into Formation Generale (academics) or Formation professionnelle (FP) (secretarial studies or accounting)

As of June 2022: the number of students who had registered were as follows:

1. FG Academics: Pre-Secondary, Cycle 1(Common Core Basic Education) & Cycle 2 (Diversified Basic Education): 30 students
2. FP (Vocational Program: Accounting and Secretarial Studies): 01
3. GDT/SSET: 0

Projected Graduation Rates

It is difficult to project the number of graduate students from year to year because we need to estimate the number of registrations each year; more specifically the number of students who will register in cycle 2. As per our reality, the number of students registered in cycle 2 is minimum. The number of graduates is based on factors over which the Centre has no control or can anyway predict. The socio-economic context of Indigenous students plays an important role in his/her academic performance. Historically speaking, during the last 5 years, the graduation rates have ranged from 0 up to 5 graduates during an academic year. Please note these numbers are based on potential graduates. Often, we have 1-3 potential graduates and 2-3 of them succeed. However, providing percentages skews the statistic drastically.

For the academic year (2020 – 2021), we estimated that only 1 student would graduate, and 1 student would get the pre-requisites to pursue vocational studies. This estimate was since most students, on registration, had only earned between 0 to 10 credits for their D.E.S., most of whom came from the youth sector WOTP.



ANALYSIS OF THE SITUATION

DEPARTMENT PROFILES, STRENGTHS, CHALLENGES AND FUTURE CONSIDERATIONS

Educational Project Planning

The core principles of the Val-d'Or Continuing Education Centre are grounded in the belief that every student should achieve success. This success relies on setting realistic goals, maintaining perseverance, and committing to learning, while also fostering the enhancement of students' self-esteem and self-confidence. Given that more than half of the student population is indigenous, it is crucial to consistently acknowledge and respect their Indigenous culture and way of learning. This acknowledgment should permeate all facets of education, including content delivery, life skills development, relationship-building, and more. By seamlessly integrating life skills and indigenous culture into subject matter, teachers can create an environment where all adult learners can develop effective learning strategies, ultimately becoming independent and responsible learners.

Many adult learners come to continuing education with unclear aspirations, ranging from fulfilling parental expectations to uncertain career paths. This often results in a lack of direction, discouragement, and occasional dropout. Therefore, it is essential to provide professional guidance counseling at the beginning of the academic year and periodically throughout. Establishing a clear starting point empowers students to adjust their plans as needed, reducing disorientation and dropout rates, and fostering persistence and academic achievement.

To achieve these guiding principles, both Staff and Students participate in the following intervention and support practices:

- Students participate in Orientation workshops on the first day of school.
- Students have access to Counseling services,
- Students learn to set realistic goals through academic advisor support and access to specific subject choices (Career Choice, Job Search),
- Staff establish links for students to connect with post-secondary educational institutions and industry.
- Staff use TOSCA to closely monitor student attendance and courses completed.
- Staff use student trackers to encourage students to improve their attendance, attitude to learn, and overall academic achievement.
- These student trackers and support practices: provide feedback to students on their progress; encourage them to evaluate their performance; and help them develop competency in goal setting, time management, and learning strategies.
- Staff support and model our Triple A program.
- Students adhere to the expectations outlined in our Triple A program.
- Staff follow the Steps within the Admin Intervention Process to ensure students receive support on an ongoing basis.



2. ANALYSIS OF THE SITUATION Cont'd

Subject Department: FRENCH SECOND LANGUAGE AND ENGLISH LANGUAGE ARTS

Profile of Department:

French and English courses offer a range from Pre-Secondary to Secondary 5 all in the same multi-level class. Students are placed at the level identified from most recent transcript and/or diagnostic test when needed. There is only one English and French teacher so students will remain with the same teacher to complete their studies. There is only one classroom where students from multiple levels are taught.

French and English Teacher: Tatiana Azparrent

STRENGTHS	CHALLENGES	FUTURE CONSIDERATIONS
Small classes allow teachers to work on a one-to-one basis with the student (always student-centered nature) and tailor learning activities/tasks to respond student's needs. A teacher has access to recent material and resources shared in a common drive. Communication with French and English teachers from other centres is optimal and they are always open to share information and provide support when needed. Classroom tracking system in place for both English and French (course outlines, progress trackers), as well as assignment trackers for English. The placement tests are up to date for all subjects and are a strong diagnostic tool.	Difficult clientele: Students with socio-economic issues, trauma, very low self-confidence, and self-esteem. Low language skills, low literacy skills In some cases, French is a third language (native language is first, then English). Most of the students come from the WOTP with very basic learning skills and strategies. Students are uncomfortable to speak French in front of francophone students or give oral presentations (English class) in front of the class. Lack of a different space to write exams, which causes other students' discomfort (not able to talk loudly, etc) or student writing the exam not able to concentrate, oral part harder to manage. Multi-levels and multi-subject Not enough prep time to spend alone working on new material, searching for new websites, resources, etc. Always in contact with students and staff members even during preparation time. Inappropriate cell phone use Unrealistic Ministry completion times for modules.	Assign some time specifically addressed to course preparation. Find new websites and programs to encourage good use of technology for educational purposes (i.e., French interactive websites) Exam space separated from the classroom. Project to be discussed with administration and buildings. Update/rejuvenate old devices in the centre. Make our classroom more inviting, comfortable, colorful, modern: Change configuration of tables. E.g. replace two rectangular tables with a big round table with a multiple electric outlet in the middle, build a couple of high tables with high stools/chairs. Focus on literacy and reading comprehension tasks. Implement realistic scenarios for French presentations. e.g., real projects, making a real appointment, etc.



2. ANALYSIS OF THE SITUATION Cont'd

Subject Department: **MATHEMATICS**

Profile of Department:

Multi-Level math classes in an individualized learning environment through modules. Courses are offered from the pre-Secondary level to Secondary 5.

Math Teacher: David Vallilee

<u>STRENGTHS</u>	<u>CHALLENGES</u>	<u>FUTURE CONSIDERATIONS</u>
• Cohesion and effective communication among members between Centres. • Highly organized environment • Very structured learning environment • Great versatility and diversification in accommodating learning types. • Students are accommodated regardless of their level of literacy. • Excellent capacity for adapting to a lack of resource. • Differentiated instruction, feedback & assessment.	• There is no standardized diagnostic test for Math which can cause challenges for student level placement. • There is a recidivism of Math knowledge. • Many students exhibit Anxiety of Math. • Showing links to real world situations • Lack of resources, especially for the new curriculum • Literacy challenges RE: The words problems, situational problems • Lack of fundamental skills • Lack of access to technology devices • Multiple classes instructed simultaneously (Math, History-Geography and Computers) • Excessive and inappropriate cell phone use	• A full set of exams with customized information gathering tools for levels 1-5 from reliable sources. • Tech Grant money toward at least three new Chromebooks and/or Laptops for the expanded use of Math Help Services. • Release time for building new curriculum material without having to apply for a PDIG. • Attend workshops and conferences that inform the growth and scope of teaching craft.



2. ANALYSIS OF THE SITUATION Cont'd

Subject Department: SCIENCES (BIOLOGY, CHEMISTRY, PHYSICS)

Profile of Department:

The Science department consists of one teacher offering Science modules in response to students’ needs. Given that the number of students requiring science is minimal among our clientele (none during the last 2 years) this section will remain empty as we use Distance Education to fulfill Science diploma requirements.

Science Teacher: TBD

<u>STRENGTHS</u>	<u>CHALLENGES</u>	<u>FUTURE CONSIDERATIONS</u>



1. ANALYSIS OF THE SITUATION Cont'd

Subject Department: OPTIONS DEPARTMENT

Profile of Department:

Optional courses: 10 Computer Science courses (Secondary 5, no prerequisite), 3 Social Universe courses (Secondary 3 and 4 History, and Secondary 5 Geography), and Local Options courses (Secondary 5, no prerequisite, i.e., personal projects, food program, community outreach program).

Options Teachers: Tatiana Azparrent, David Vallilee (Local Options)

STRENGTHS	CHALLENGES	FUTURE CONSIDERATIONS
- Options account for 22/54 credits. - Strong subject knowledge - Use of technology - All courses and content have major and consistent real-world connections. - Local Option courses such as Gym Class, Reading and Math Buddies, Personal Projects, School Improvement Project as well as Computer Local courses are offered to respond to students' interests and needs. - Partnerships created with the Val-d'Or Friendship Centre, Aire Ouverte and Neighbours have provided us the opportunity to leverage these dynamic institutions and their expertise to offer a variety of local option courses.	- Time constraints to produce evaluations and course content. - No release time to develop courses beyond PDIG. - Despite efforts to increase retention and attendance, attrition rate still high even when student interest is present. - Average student is often at lower core subject academic level, which affects the implementation of certain local option courses such as reading and math buddies for instance. - Time constraints to implement new local programs.	- Adjustable stand-up desks - Global PD, workshops, conferences with a focus on options - Creating and teaching local courses that students are interested in. - Change the name of optional courses to appeal to students



The Val-d’Or Continuing Education Centre will focus on the following 5 Orientations and 10 Objectives

Orientation	General Objective	Specific Objectives
1. MEQ-Make Student Success a Priority of Quebec Society	1- Increase the Success of Students	1.1 Increase the graduation and qualification rate
		1.2 Increase the Graduation and Qualification Rates of Males
1. MEQ-Make Vocational Training Truly Attractive	2- Modernize and Promote Vocational Training	2.1 Increase the graduation rate in vocational training programs after 3 years
3. MEQ-Make Schools and Centres Welcoming Spaces	5-Improve the climate of benevolence (good will), well-being and safety of students	5.1 Ensure schools and centres have access to a guide/framework on student well-being
3. WQSB-Safety and Security	6-Improve the climate of benevolence (goodwill), well-being and safety of students	6.1 Improved student well-being and belonging in all schools and centres
		6.2 Increased knowledge regarding mental health impacts in schools and centres
		6.3 Increased employee training opportunities regarding anti-racism and anti-discrimination
4. WQSB-Focus on Pedagogy to Improve Teaching and Learning	8-Increase the success of students (graduation and certification of all student groups (male, overall, etc.)	8.1 Increase quality of teaching and learning among newly hired teachers
	9-Increase the graduation rate in vocational training programs	8.4 Ensure integration of Indigenous pedagogy and culturally responsive curriculum in classrooms
		9.1 Increased graduation rate in vocational training programs after 3 years



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- Orientation Objective:
1. Make Student Success a Priority of Quebec Society

1- Increase the Success of Students

➤ 1.1 Increase the graduation and qualification rate.

Baseline Value	Actual Situation	Target Values									
22-23	23-24	24-25	25-26			26-27					
VCEC 2/2 100%	VCEC-50% (1/2 Ongoing) WQSB 80.7% MEQ 84.1%	VCEC- WQSB 60% MEQ 85.4%	VCEC- WQSB 62% MEQ 86.1%			VCEC- WQSB 65% MEQ 86.8%					
Indicators	Strategies	Actions	Green, Yellow, Red Criteria								
			G	Strategy/Actions currently met and ongoing							
			Y	Strategy/Actions not yet met but ongoing							
			R	Strategy/Actions not met, not started							
Graduation and qualification rate after 7 years	Students understand graduation/ pre-requisite requirements	Student orientation	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
		Student Guidebook	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
		Academic Advisor meetings- academic plans made with students and credit counter.	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
		Guidance Counselor support-on demand	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3



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	Student Retention	SARCA Tech role to reach out to students who are absent, students who have left to encourage them to return. Provide the admin with an updated list of current students and student leavers monthly.	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
		Ongoing review and revision of our approach to absence reporting, attendance follow-up, customized schedules	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
		Student voice in schedule design, subject choice, and frequency	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
	Student Support Roles	Tutoring Support Resource Support FMNI Technician Recreation Technician Continue to create a cultural of support, inclusion, activity, and inclusion within a vibrant and active school community	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
	Student Intervention	Non-punitive intervention approach. Discussions around Attendance, Achievement and Attitude (Triple A) Solutions focused support conducted in stages. Train staff in this process to perform interventions as needed.	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
	Student Recognition	Visibly Celebrating Success Community lunch awards Year-end celebration	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3



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		Student of the month based on 7 teachings.									
	Technology Integration	Build a digital plan of action based on student needs and academic interests.	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
		Build digital classrooms via Teams for accessibility and unforeseen events.	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
		Diversify optional programming to consider robotics, coding, and other interest-based areas	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
	Professional Development	Focused PD-day training centred on quality of teaching and learning. Topics on Professionalism, interventions, differentiation, inclusion, diversity, relevance, tracking progress, behaviour management, professional accountability and more	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
		Teacher network days (PD) to develop new practice exams and worksheets and to share best practices	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
		Seek opportunities for specialists to provide PD in their respective areas such as mental health, learning needs, autism, indigenous, inclusion etc.	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3



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		Student intervention training-local	<table><tr><th colspan="3">24-25 G/Y/R</th><th colspan="3">25-26 G/Y/R</th><th colspan="3">26-27 G/Y/R</th></tr><tr><td>T1</td><td>T2</td><td>T3</td><td>T1</td><td>T2</td><td>T3</td><td>T1</td><td>T2</td><td>T3</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td colspan="9"></td></tr></table>	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R			T1	T2	T3	T1	T2	T3	T1	T2	T3																		
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	AE IEP implementation	Adopt RECIT adaptation of IEP to AEVT.	<table><tr><th colspan="3">24-25 G/Y/R</th><th colspan="3">25-26 G/Y/R</th><th colspan="3">26-27 G/Y/R</th></tr><tr><td>T1</td><td>T2</td><td>T3</td><td>T1</td><td>T2</td><td>T3</td><td>T1</td><td>T2</td><td>T3</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td colspan="9"></td></tr></table>	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R			T1	T2	T3	T1	T2	T3	T1	T2	T3																		
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T1	T2	T3	T1	T2	T3	T1	T2	T3																															
		Create AE individual education plans for each student with support from RECIT and COMP SERVICES.	<table><tr><th colspan="3">24-25 G/Y/R</th><th colspan="3">25-26 G/Y/R</th><th colspan="3">26-27 G/Y/R</th></tr><tr><td>T1</td><td>T2</td><td>T3</td><td>T1</td><td>T2</td><td>T3</td><td>T1</td><td>T2</td><td>T3</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td colspan="9"></td></tr></table>	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R			T1	T2	T3	T1	T2	T3	T1	T2	T3																		
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		Access and create ALL STAFF PD using RECIT resources related to AEVT IEP.	<table><tr><th colspan="3">24-25 G/Y/R</th><th colspan="3">25-26 G/Y/R</th><th colspan="3">26-27 G/Y/R</th></tr><tr><td>T1</td><td>T2</td><td>T3</td><td>T1</td><td>T2</td><td>T3</td><td>T1</td><td>T2</td><td>T3</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td colspan="9"></td></tr></table>	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R			T1	T2	T3	T1	T2	T3	T1	T2	T3																		
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T1	T2	T3	T1	T2	T3	T1	T2	T3																															
		Continue to advocate for Resource role to continue	<table><tr><th colspan="3">24-25 G/Y/R</th><th colspan="3">25-26 G/Y/R</th><th colspan="3">26-27 G/Y/R</th></tr><tr><td>T1</td><td>T2</td><td>T3</td><td>T1</td><td>T2</td><td>T3</td><td>T1</td><td>T2</td><td>T3</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td colspan="3"></td><td colspan="3"></td><td colspan="3"></td></tr></table>	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R			T1	T2	T3	T1	T2	T3	T1	T2	T3																		
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Obj 1.1 -Blank Page for FUTURE strategies and actions 2024-2027

Indicators	Strategies	Actions	Green, Yellow, Red Criteria								
			G	Strategy/Actions met, ongoing							
			Y	Strategy/Actions not met, ongoing							
			R	Strategy/Actions not met, not started or new							
			24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
			24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
			24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
			24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
			24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3



Educational project – ACTION PLAN 2024-2027



	Additional Programming	Increased interest-based programming that includes male-targeted options. Outdoor education, kinesthetic education, sports, cooking, building	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
	AE IEP implementation	Incorporate learning strategies that support male learners as determined by global research	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
	Technology Integration	Integrate technology and subjects that utilize technology that promote interest such as robotics and coding	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
	Student Support Roles	Tutoring Support Resource Support FMNI Technician Recreation Technician Focus on male learning and strategies	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
	Student Intervention	Non-punitive intervention approach. Solutions focused support conducted in stages. Inclusion of student voice	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
	Student Recognition	Visibly Celebrating Success Community lunch awards Year-end celebration Student of the month based on 7 teachings.	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3



Educational project – ACTION PLAN 2024-2027



Obj 1.2 -Blank Page for FUTRE strategies and actions 2024-2027

Indicators	Strategies	Actions	Green, Yellow, Red Criteria								
			G	Strategy/Actions met, ongoing							
			Y	Strategy/Actions not met, ongoing							
			R	Strategy/Actions not met, not started or new							
			24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
			24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
			24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
			24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
			24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3



Educational project – ACTION PLAN 2024-2027



- Objective:
- 2- Modernize and Promote Vocational Training
 - 2.1 Increase the graduation rate in vocational training programs after 3 years.

Actual Situation	Current Year	Target Values									
22-23	23-24	24-25	25-26			26-27					
VCEC-0/1 0% WQSB-66.9% MEQ 80.9%	VCEC-1/1 (Ongoing) WQSB 70% MEQ 81.9%	VCEC- WQSB 72% MEQ 82.9%	VCEC- WQSB 76% MEQ 83.9%			VCEC- WQSB 78% MEQ 84.9%					
Indicators	Strategies	Actions	Green, Yellow, Red Criteria								
			G	Strategy/Actions met, ongoing							
			Y	Strategy/Actions not met, ongoing							
			R	Strategy/Actions not met, not started or new							
Graduation rate in vocational training programs after 3 years	Alternate program offerings	Micro-credentials Service to business Explore Butchery Vocation Explore Drafting Vocation	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
	Alternate Delivery	Blended learning (@ home and in person) Hybrid (@ home-offline, in person for evaluations) E-Campus (@ home, online) Worksite (classroom onsite, co-op)	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
	Visits to Schools	Visit youth sector schools to provide information on AEVT as an alternative, viable pathway. Visit youth sector schools to dispel student and staff misconceptions about AEVT. Visit youth sector schools to erase parent stigma regarding AEVT by attending parent orientations at elementary and secondary level.	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
	Visits to Vocations	Explore students visiting vacations and shadow the trade for a day. Visit vocational centre open houses. Visit career fairs if possible	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3



Educational project – ACTION PLAN 2024-2027



	Local Programming	Personal and Social Development Career Choice Job Search All emphasize career exploration. Explore further local programming creation. Vocational Pre-requisites (not just core subjects but short programs such as welding Math, automotive Math, Commerce English) to capture student interests and promote trades.	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
	Curriculum	Make Commitment to Success a regular offering. Make vocational programming, career, trades discussion aspects of all subjects	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
	Technology Integration	Kinesthetic tech such as Virtual reality Simulations (i.e., WRENCH) Additional Software programs (i.e., AutoCAD) for student exploration Kinesthetic tech such as 3D Printing Local programming reflecting male student interest areas such as robotics, coding, graphic design (student voice initiative)	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
	Industry Partnerships	Opportunities for co-op, shadowing, orientations Promotion of trades through sponsorship, scholarship, bursary donation through industry partnerships as support for FG students to choose FP programs.	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
	Tutoring and retention support for students at risk of leaving SARCA services	Daily email follow ups with absentees; follow up calls with those that have registered but not attended; follow up calls with those that have attended and left; record keeping and tracking	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
	Ped consultant Andre Fortin	Regular PD, weekly one on one with admin, ensuring quality of teaching and learning through consistent support, development, and supervision; access through Andre to Equip Choc	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3



Educational project – ACTION PLAN 2024-2027



Obj 2 -Blank template for FUTURE strategies and actions 2024-2027

Indicators	Strategies	Actions	Green, Yellow, Red Criteria								
			G	Strategy/Actions currently met and ongoing							
			Y	Strategy/Actions not yet met but ongoing							
			R	Strategy/Actions not met, not started							
			24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
			24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
			24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
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			24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
			24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3



Educational project – ACTION PLAN 2024-2027



- Orientation:
- Objective:
3. Make Schools and Centres Welcoming Spaces

5-Improve the climate of benevolence (good will), well-being and safety of students

➤ 5.1 Ensure Schools and Centres have access to a guide/framework on student well-being.

Actual Situation	Current Year	Target Values									
2022-2023	2023-2024	2024-2025	2025-2026			2026-2027					
VCEC-75% WQSB 0% MEQ 0%	VCEC-75% (building) WQSB 25% MEQ 25%	VCEC- WQSB 50% MEQ 50%	VCEC- WQSB 75% MEQ 75%			VCEC- WQSB 100% MEQ 100%					
Indicators	Strategies	Actions	Green, Yellow, Red Criteria								
			G	Strategy/Actions currently met and ongoing							
			Y	Strategy/Actions not yet met but ongoing							
			R	Strategy/Actions not met, not started							
Schools using the Student Voice Survey and providing schools and Centres with a guide-framework on student well-being.	Safe Schools Framework	Continue to use, enhance, and revise our Safe Schools Framework which includes Inclusion/Diversity, Student Charter of Rights (responsibilities, and Guiding Principles (not the same as Code of Conduct) Student orientation workshops Bridge Course – Are you ready to be in school and successful? Community Leadership Program. A focus on improving school life.	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
	Research Existing Frameworks	Start by researching existing frameworks or guides on student well-being. Look for resources developed by reputable organizations such as RECIT, LEARN, etc., educational institutions, or government agencies. Consider frameworks that align with VCEC school's values, mission, and the needs of your student population. Revise VCEC Mission, Vision, Values statement through professionalism focus and definition.	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
	Assess the needs of VCEC community	Conduct a needs assessment to understand the specific challenges and concerns related to student well-being in our school community. Gather input from VCEC teachers, staff, students, parents, and other stakeholders through surveys, focus groups, or meetings.	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3



Educational project – ACTION PLAN 2024-2027



	Adapt Framework	Based on research and needs assessment, adapt our Safe Schools framework to include specific emphasis and wording on student well-being.	24-25 G/Y/R <table><tr><td>T1</td><td>T2</td><td>T3</td></tr><tr><td></td><td></td><td></td></tr></table>			T1	T2	T3				25-26 G/Y/R <table><tr><td>T1</td><td>T2</td><td>T3</td></tr><tr><td></td><td></td><td></td></tr></table>			T1	T2	T3				26-27 G/Y/R <table><tr><td>T1</td><td>T2</td><td>T3</td></tr><tr><td></td><td></td><td></td></tr></table>			T1	T2	T3			
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T1	T2	T3																											
T1	T2	T3																											
	Resources	Determine resources and needs to implement the framework. This may include funding for training of VCEC staff, materials, staff extra time, and any necessary technological infrastructure.	24-25 G/Y/R <table><tr><td>T1</td><td>T2</td><td>T3</td></tr><tr><td></td><td></td><td></td></tr></table>			T1	T2	T3				25-26 G/Y/R <table><tr><td>T1</td><td>T2</td><td>T3</td></tr><tr><td></td><td></td><td></td></tr></table>			T1	T2	T3				26-27 G/Y/R <table><tr><td>T1</td><td>T2</td><td>T3</td></tr><tr><td></td><td></td><td></td></tr></table>			T1	T2	T3			
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T1	T2	T3																											
T1	T2	T3																											
	Provide Training and Professional Development	Ensure that VCEC teachers, staff, and other relevant participants receive training on the framework and how to implement and uphold it effectively. Workshops, seminars, or professional development sessions to familiarize the VCEC school community with the framework and its principles.	24-25 G/Y/R <table><tr><td>T1</td><td>T2</td><td>T3</td></tr><tr><td></td><td></td><td></td></tr></table>			T1	T2	T3				25-26 G/Y/R <table><tr><td>T1</td><td>T2</td><td>T3</td></tr><tr><td></td><td></td><td></td></tr></table>			T1	T2	T3				26-27 G/Y/R <table><tr><td>T1</td><td>T2</td><td>T3</td></tr><tr><td></td><td></td><td></td></tr></table>			T1	T2	T3			
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T1	T2	T3																											
T1	T2	T3																											
	Integrate the Framework into School Policies and Practices	Incorporate the framework into VCEC centre policies, procedures, and practices to ensure consistency and sustainability. This may involve updating curriculum, incorporating well-being initiatives into daily routines, and revising disciplinary policies to promote a positive and supportive school climate following in our current approach of non-punitive approaches to student discipline at VCEC.	24-25 G/Y/R <table><tr><td>T1</td><td>T2</td><td>T3</td></tr><tr><td></td><td></td><td></td></tr></table>			T1	T2	T3				25-26 G/Y/R <table><tr><td>T1</td><td>T2</td><td>T3</td></tr><tr><td></td><td></td><td></td></tr></table>			T1	T2	T3				26-27 G/Y/R <table><tr><td>T1</td><td>T2</td><td>T3</td></tr><tr><td></td><td></td><td></td></tr></table>			T1	T2	T3			
T1	T2	T3																											
T1	T2	T3																											
T1	T2	T3																											
	Monitor Implementation and Collect Feedback	Regularly monitor the implementation of the framework and collect feedback from VCEC staff and students to identify areas for improvement. Use data and feedback to adjust as needed and ensure that the framework remains relevant and effective over time and reflects the current initiatives around student well-being in the Val-d'Or region.	24-25 G/Y/R <table><tr><td>T1</td><td>T2</td><td>T3</td></tr><tr><td></td><td></td><td></td></tr></table>			T1	T2	T3				25-26 G/Y/R <table><tr><td>T1</td><td>T2</td><td>T3</td></tr><tr><td></td><td></td><td></td></tr></table>			T1	T2	T3				26-27 G/Y/R <table><tr><td>T1</td><td>T2</td><td>T3</td></tr><tr><td></td><td></td><td></td></tr></table>			T1	T2	T3			
T1	T2	T3																											
T1	T2	T3																											
T1	T2	T3																											
	Celebrate Successes and Share Best Practices	Recognize and celebrate successes related to student well-being within our the VCEC community through the Triple A recognition program. We	24-25 G/Y/R <table><tr><td>T1</td><td>T2</td><td>T3</td></tr><tr><td></td><td></td><td></td></tr></table>			T1	T2	T3				25-26 G/Y/R <table><tr><td>T1</td><td>T2</td><td>T3</td></tr><tr><td></td><td></td><td></td></tr></table>			T1	T2	T3				26-27 G/Y/R <table><tr><td>T1</td><td>T2</td><td>T3</td></tr><tr><td></td><td></td><td></td></tr></table>			T1	T2	T3			
T1	T2	T3																											
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T1	T2	T3																											



Educational project – ACTION PLAN 2024-2027



		are hoping to share best practices with other schools and educational stakeholders to promote collaboration and continuous improvement.									
	Advocate for Support	Support and resources at the WQSB and the province of Quebec level to prioritize student well-being in education policy and funding decisions. Collaboration with other principals, educators, and advocacy groups to amplify our voice and effect positive change for our centre, school board and the province of Quebec.	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3



Educational project – ACTION PLAN 2024-2027



Obj 5 -Blank Page for FUTURE strategies and actions 2024-2027

Indicators	Strategies	Actions	Green, Yellow, Red Criteria								
			G	Strategy/Actions currently met and ongoing							
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			R	Strategy/Actions not met, not started							
			24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
			24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
			24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
			24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
			24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3



Educational project – ACTION PLAN 2024-2027



Orientation: WQSB-Safety and Security
Objective: 6-Improve the climate of benevolence (goodwill), well-being and safety of students
➤ 6.1 Improved student well-being and belonging in all schools and centres.

Actual Situation	Current Year	Target Values									
2022-2023	2023-2024	2024-2025	2025-2026			2026-2027					
VCEC-75% (student participation) WQSB 0% MEQ 0%	VCEC-75% WQSB 25% MEQ 25%	VCEC- WQSB 50% MEQ 50%	VCEC- WQSB 75% MEQ 75%			VCEC- WQSB 100% MEQ 100%					
Indicators	Strategies	Actions	Green, Yellow, Red Criteria								
			G	Strategy/Actions currently met and ongoing							
			Y	Strategy/Actions not yet met but ongoing							
			R	Strategy/Actions not met, not started							
			24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
Number of schools and centres using student voice	Safe Schools Framework Programming	Continue to use, enhance, and revise our Safe Schools Framework which includes Inclusion/Diversity, Student Charter of Rights (responsibilities, and Guiding Principles (not the same as Code of Conduct)	T1	T2	T3	T1	T2	T3	T1	T2	T3
Number of meetings scheduled using team from MAC		Orientation Workshops	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
School targets based on Student Voice survey feedback	Special Events	Rec Tech coordination of events and activities	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
Number of students participating in extracurricular activities	Strengthen Partnerships	Strengthen and collaborate with partners: Aire Ouvert, Western Quebec Literacy Council, KZ, Friendship Centre, Woodland ES and HS.	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3



Educational project – ACTION PLAN 2024-2027



		Seek new connections through networking.									
	Social and Emotional Support Services	Provide access to social and emotional support services, such as counseling, mentoring, or peer support groups. Addressing students' emotional needs and mental health concerns can alleviate stress, anxiety, and feelings of isolation, fostering a sense of belonging and well-being. This can be supported by Friendship Centre, KZ, access to Social Worker, Substance Use counselor WQSB	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
	Support roles to promote Academic Success	Continued support through FNMI Tech, Rech Tech, Tutoring and Resource roles	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
	Foster and Support Student Engagement and Collaboration	Find and facilitate opportunities for students to engage with one another and collaborate on projects or activities. Group discussions, team projects, and collaborative learning exercises can enhance interpersonal connections, build relationships, and create a sense of community within our centre such as cooking, arts and crafts, indigenous programming, sports-pickle ball, outdoor education.	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
	Celebrate Diversity and Cultural Awareness:	Embrace diversity and promote cultural awareness within the Centre. Recognize and celebrate the unique backgrounds, experiences, and perspectives of all students from diverse ethnic, cultural, and socio-economic backgrounds. Encouraging cultural exchange and understanding to promote inclusivity, respect, and a sense of belonging for all students at VCEC.	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
	Empower Student Voice and Agency	Empower VCEC students to take an active role in shaping their learning experiences and the overall program environment. Encourage student input, feedback, and participation in appropriate and applicable	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3



Educational project – ACTION PLAN 2024-2027



		decision-making processes empowering leadership opportunities under admin guidance. Providing opportunities for VCEC students to voice their opinions, contribute ideas, and take on leadership roles can foster a sense of ownership, autonomy, and belonging within the adult education community. Pulse survey, Customized schedules, Programming choice, School events and activities input, Accessible administrator, flexible schedule, and calendar									
	Create a Supportive Learning Environment	Cultivate a positive and inclusive atmosphere where students feel valued, respected, and supported. Encourage open communication, active listening, and empathy among students and instructors. Establishing mutual respect and trust to contribute to students' well-being and sense of belonging at VCEC.	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3



Obj 6.1 -Blank Page for FUTURE strategies and actions 2024-2027

Indicators	Strategies	Actions	Green, Yellow, Red Criteria								
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			24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
			24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3



Educational project – ACTION PLAN 2024-2027



Orientation: WQSB-Safety and Security
Objective: 6-Improve the climate of benevolence (goodwill), well-being and safety of students
➤ 6.2 Increased knowledge regarding mental health impacts in schools and centres

Actual Situation	Current Year	Target Values									
2022-2023	2023-2024	2024-2025	2025-2026				2026-2027				
VCEC 50%	VCEC-75%	VCEC- WQSB 60% MEQ 85.4%	VCEC- WQSB 62% MEQ 86.1%				VCEC- WQSB 65% MEQ 86.8%				
Indicators	Strategies	Actions	Green, Yellow, Red Criteria								
			G	Strategy/Actions currently met and ongoing							
			Y	Strategy/Actions not yet met but ongoing							
			R	Strategy/Actions not met, not started							
			24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
Number of employees that follow training on Professional Development on social-emotional and mental health for all categories of staff	Continue with Resource Support Role	Continued participation in RTN monthly Teachers will create flexible learning spaces that make learning inclusive and accessible	T1	T2	T3	T1	T2	T3	T1	T2	T3
Number of follow up with EAP	Consultant Support	Regularly scheduled meetings with the FG consultants Being Part of the TIP program (Partially) Reflective Journal/ Portfolios/ Lesson planning	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
Percentage of salary insurance	Professional Development	Provide ongoing professional development opportunities for teachers and staff to enhance their understanding of mental health issues and improve their ability to support students who may be struggling. Continuation of Global Days	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
	Education and Training Programs	Networking within the FG sector. Involvement of sharing best practices and to collaborate on PD.	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3



Educational project – ACTION PLAN 2024-2027



		Develop comprehensive education and training programs for VCEC teachers, staff, and students to increase awareness about mental health issues, signs, and symptoms.	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
	Integration into Curriculum	Incorporate mental health education into the school curriculum across different subjects, covering topics such as stress management, coping skills, and de-stigmatization of mental health disorders.	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
	Access to Resources	Coordinate with Val-d'Or community partners such as Aire Ouverte and the Friendship Centre and WQSB team support to ensure easy access to mental health resources and support services within the school community, such as establishing partnerships with mental health organizations and providing counseling services on-site.	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
	Parental Involvement	When and where applicable in Adult Education, engage parents and caregivers in discussions about mental health and provide resources to support them in recognizing and addressing mental health concerns in their children.	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
	Peer Support Programs	Implement peer support programs where students are trained to act as leaders and peer support in providing informal support and resources to their peers who may be experiencing mental health challenges.	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
	Promote Help-Seeking Behavior	Continue to foster a culture and community within VCEC that encourages help-seeking behavior and reduces the stigma associated with seeking mental health support through awareness campaigns and open discussions about mental health.	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
	Data Collection and Analysis	Collect data on mental health issues within the VCEC centre community to identify trends and areas that require targeted	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3



Educational project – ACTION PLAN 2024-2027



		intervention and use this data to inform decision-making and allocate resources effectively.									
	Collaboration with Mental Health Professionals	Foster and grow partnerships with mental health professionals both within and outside the WQSB, such as counselors, psychologists, and psychiatrists, to provide additional support and expertise within the VCEC centre.	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
	Evaluation and Continuous Improvement	Regularly evaluate the effectiveness of VCEC mental health initiatives in schools and adjust as needed based on feedback from students, staff, and other participants.	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3



Educational project – ACTION PLAN 2024-2027



Obj 6.2 -Blank Page for FUTURE strategies and actions 2024-2027

Indicators	Strategies	Actions	Green, Yellow, Red Criteria								
			G	Strategy/Actions currently met and ongoing							
			Y	Strategy/Actions not yet met but ongoing							
			R	Strategy/Actions not met, not started							
			24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
			24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
			24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
			24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
			24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3



Educational project – ACTION PLAN 2024-2027



Orientation: WQSB-Safety and Security
Objective: 6-Improve the climate of benevolence (goodwill), well-being and safety of students
➤ 6.3 Increased employee training opportunities regarding anti-racism and anti-discrimination

Baseline Value	Actual Situation	Target Values									
22-23	23-24	24-25	25-26			26-27					
VCEC 100% (2/4 in training opportunities)	VCEC-50% (2/4 in training opportunities)	VCEC- WQSB- No data MEQ-No data	VCEC- WQSB- No data MEQ-No data			VCEC- WQSB- No data MEQ-No data					
Indicators Professional Development. Opportunities for growth	Strategies	Actions	Green, Yellow, Red Criteria								
			G	Strategy/Actions currently met and ongoing							
			Y	Strategy/Actions not yet met but ongoing							
			R	Strategy/Actions not met, not started							
Number of participants to the training opportunities	Become active and intentional in relation to school board training and action	Anti-racism, anti-discrimination Community Building Group (ARC)	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
		Board-wide professional development focused on anti-racism and anti-discrimination	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
		Justice, Equity, Diversity, and Inclusion table	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
		Advisory Committee on Indigenous Education	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3



Educational project – ACTION PLAN 2024-2027



	Comprehensive Workshops and Training	With WQSB level support, develop comprehensive workshops and seminars focused on anti-racism and anti-discrimination training. These sessions will cover topics such as understanding unconscious bias, recognizing microaggressions, promoting cultural sensitivity, and addressing systemic inequalities. Design with the following in mind: interactive activities, case studies, and role-playing exercises to encourage active engagement and facilitate meaningful discussions among VCEC staff.	<table><tr><th colspan="3">24-25 G/Y/R</th><th colspan="3">25-26 G/Y/R</th><th colspan="3">26-27 G/Y/R</th></tr><tr><td>T1</td><td>T2</td><td>T3</td><td>T1</td><td>T2</td><td>T3</td><td>T1</td><td>T2</td><td>T3</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td colspan="9"></td></tr></table>	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R			T1	T2	T3	T1	T2	T3	T1	T2	T3																		
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T1	T2	T3	T1	T2	T3	T1	T2	T3																															
	Diverse Perspectives and Experiences	Training and opportunities to share diverse perspectives and experiences to provide a well-rounded understanding of racism and discrimination. Use of community partners, WQSB teams, guest speakers, experts, or members of marginalized communities to share their insights and lived experiences. Hearing from individuals with diverse backgrounds to help staff develop empathy, challenge stereotypes, and broaden their perspectives on issues related to racism and discrimination.	<table><tr><th colspan="3">24-25 G/Y/R</th><th colspan="3">25-26 G/Y/R</th><th colspan="3">26-27 G/Y/R</th></tr><tr><td>T1</td><td>T2</td><td>T3</td><td>T1</td><td>T2</td><td>T3</td><td>T1</td><td>T2</td><td>T3</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td colspan="9"></td></tr></table>	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R			T1	T2	T3	T1	T2	T3	T1	T2	T3																		
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T1	T2	T3	T1	T2	T3	T1	T2	T3																															
	Ongoing Learning Opportunities	Implement ongoing learning opportunities within VCEC classrooms to reinforce anti-racism and anti-discrimination principles among employees. Offer resources such as articles, podcasts, videos, and online courses that delve deeper into relevant topics and encourage self-directed learning. Additionally, establish regular discussion where VCEC staff (and students) can continue to engage in dialogue, share resources, and exchange ideas related to combating racism and discrimination in the workplace. Collaborate with other schools and centres to increase levels of engagement and participation.	<table><tr><th colspan="3">24-25 G/Y/R</th><th colspan="3">25-26 G/Y/R</th><th colspan="3">26-27 G/Y/R</th></tr><tr><td>T1</td><td>T2</td><td>T3</td><td>T1</td><td>T2</td><td>T3</td><td>T1</td><td>T2</td><td>T3</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td colspan="9"></td></tr></table>	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R			T1	T2	T3	T1	T2	T3	T1	T2	T3																		
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T1	T2	T3	T1	T2	T3	T1	T2	T3																															
	Accountability and Evaluation	Establish mechanisms for accountability and evaluation to assess the effectiveness of anti-racism and anti-discrimination training initiatives. Collect feedback from VCEC staff to gauge their perceptions of the	<table><tr><th colspan="3">24-25 G/Y/R</th><th colspan="3">25-26 G/Y/R</th><th colspan="3">26-27 G/Y/R</th></tr><tr><td>T1</td><td>T2</td><td>T3</td><td>T1</td><td>T2</td><td>T3</td><td>T1</td><td>T2</td><td>T3</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R			T1	T2	T3	T1	T2	T3	T1	T2	T3																		
24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R																																	
T1	T2	T3	T1	T2	T3	T1	T2	T3																															



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		training content, format, and delivery methods. Use surveys, focus groups, and anonymous reporting to gather input and identify areas for improvement. Track indicators, such as incidents of discrimination or staff satisfaction with the VCEC environment (pulse surveys), to measure the impact of training efforts over time. Adjust training strategies as needed based on feedback and evaluation results to ensure continuous improvement and sustained commitment to creating an inclusive and equitable workplace culture	
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Obj 6.3 -Blank Page for FUTURE strategies and actions 2024-2027

Indicators	Strategies	Actions	Green, Yellow, Red Criteria								
			G	Strategy/Actions currently met and ongoing							
			Y	Strategy/Actions not yet met but ongoing							
			R	Strategy/Actions not met, not started							
			24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
			24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
			24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
			24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
			24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
			24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3



Educational project – ACTION PLAN 2024-2027



Orientation: WQSB-Focus on Pedagogy to Improve Teaching and Learning
Objective: 8-Increase the success of students (graduation and certification of all student groups (male, overall, etc.)
➤ 8.1 Increase quality of teaching and learning among newly hired teachers.

Indicators	Strategies	Actions	Green, Yellow, Red Criteria								
			G	Strategy/Actions currently met and ongoing							
			Y	Strategy/Actions not yet met but ongoing							
			R	Strategy/Actions not met, not started							
Percentage of success after the first year of new teacher training and orientation and after two years* *Adapted from youth sector language	Set schedule of support services	Envision a checklist and timeline for new teacher support services that are often overlooked such as: TOSCA training, TEAMS training, exam procedures, AEVT sector understanding, etc. Amy Curry!	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
	Global PD Days	Continuation of Global PD to foster a network for new teachers and to support growth of new teachers through dynamic PD	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
	Local PD Annual Plan	Incorporation of: Teacher Observations and Observation Tool, Teacher Professional Competencies, Competency 15, and Drew McDougal	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
	Pedagogical Consultant Support	Regularly scheduled meetings with the FG consultant, Equip Choc, and RECIT Amy Curry!	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
	Mentorship and Coaching	Pair newly hired teachers at VCEC with experienced mentors (partners, WQSB, or from the Centre) who can provide guidance, support, and feedback on instructional practices, classroom management, and professional development.	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3



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	Professional Development Opportunities	Offer targeted professional development opportunities tailored to the needs of newly hired teachers on local and global PD days. This can include workshops, seminars, and training sessions on effective teaching strategies, curriculum development, assessment techniques, and classroom technology integration.	<table><tr><th colspan="3">24-25 G/Y/R</th><th colspan="3">25-26 G/Y/R</th><th colspan="3">26-27 G/Y/R</th></tr><tr><td>T1</td><td>T2</td><td>T3</td><td>T1</td><td>T2</td><td>T3</td><td>T1</td><td>T2</td><td>T3</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R			T1	T2	T3	T1	T2	T3	T1	T2	T3									
24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R																								
T1	T2	T3	T1	T2	T3	T1	T2	T3																						
	Modeling Effective Teaching Practices	Demonstrate effective teaching practices through classroom observations, modeling lessons, and providing examples of high-quality instruction. Encourage newly hired teachers to observe experienced educators and learn from their expertise.	<table><tr><th colspan="3">24-25 G/Y/R</th><th colspan="3">25-26 G/Y/R</th><th colspan="3">26-27 G/Y/R</th></tr><tr><td>T1</td><td>T2</td><td>T3</td><td>T1</td><td>T2</td><td>T3</td><td>T1</td><td>T2</td><td>T3</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R			T1	T2	T3	T1	T2	T3	T1	T2	T3									
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T1	T2	T3	T1	T2	T3	T1	T2	T3																						
	Feedback and Reflection	Establish a culture of feedback and reflection where newly hired teachers receive regular feedback on their teaching performance and are encouraged to reflect on their practice. Provide constructive feedback and opportunities for self-assessment to support continuous improvement.	<table><tr><th colspan="3">24-25 G/Y/R</th><th colspan="3">25-26 G/Y/R</th><th colspan="3">26-27 G/Y/R</th></tr><tr><td>T1</td><td>T2</td><td>T3</td><td>T1</td><td>T2</td><td>T3</td><td>T1</td><td>T2</td><td>T3</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R			T1	T2	T3	T1	T2	T3	T1	T2	T3									
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T1	T2	T3	T1	T2	T3	T1	T2	T3																						
	Collaborative Learning Communities	Foster collaborative learning communities within AEVT where newly hired teachers can collaborate with their peers, share best practices, and learn from each other's experiences. Encourage collaboration through team meetings, professional learning communities, and peer mentoring programs.	<table><tr><th colspan="3">24-25 G/Y/R</th><th colspan="3">25-26 G/Y/R</th><th colspan="3">26-27 G/Y/R</th></tr><tr><td>T1</td><td>T2</td><td>T3</td><td>T1</td><td>T2</td><td>T3</td><td>T1</td><td>T2</td><td>T3</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R			T1	T2	T3	T1	T2	T3	T1	T2	T3									
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T1	T2	T3	T1	T2	T3	T1	T2	T3																						
	Supportive School Culture at VCEC	Create a supportive school culture where newly hired teachers feel valued, respected, and supported in their professional growth. Encourage open communication, provide resources and assistance as needed, and recognize and celebrate their achievements.	<table><tr><th colspan="3">24-25 G/Y/R</th><th colspan="3">25-26 G/Y/R</th><th colspan="3">26-27 G/Y/R</th></tr><tr><td>T1</td><td>T2</td><td>T3</td><td>T1</td><td>T2</td><td>T3</td><td>T1</td><td>T2</td><td>T3</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R			T1	T2	T3	T1	T2	T3	T1	T2	T3									
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T1	T2	T3	T1	T2	T3	T1	T2	T3																						
	Clear Expectations and Accountability	Clearly communicate expectations for teaching quality and student learning outcomes and hold newly hired teachers accountable for meeting these expectations. Provide guidance on Quebec and WQSB curriculum standards, assessment criteria, and instructional goals to ensure alignment with school objectives.	<table><tr><th colspan="3">24-25 G/Y/R</th><th colspan="3">25-26 G/Y/R</th><th colspan="3">26-27 G/Y/R</th></tr><tr><td>T1</td><td>T2</td><td>T3</td><td>T1</td><td>T2</td><td>T3</td><td>T1</td><td>T2</td><td>T3</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R			T1	T2	T3	T1	T2	T3	T1	T2	T3									
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T1	T2	T3	T1	T2	T3	T1	T2	T3																						
	Differentiated Support	Design individualized programs for new teachers that recognize their individual strengths, challenges, and areas for growth. Provide	<table><tr><th colspan="3">24-25 G/Y/R</th><th colspan="3">25-26 G/Y/R</th><th colspan="3">26-27 G/Y/R</th></tr><tr><td>T1</td><td>T2</td><td>T3</td><td>T1</td><td>T2</td><td>T3</td><td>T1</td><td>T2</td><td>T3</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R			T1	T2	T3	T1	T2	T3	T1	T2	T3									
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T1	T2	T3	T1	T2	T3	T1	T2	T3																						



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		differentiated support and professional development opportunities based on individual needs and preferences.									
	Continuous Monitoring and Evaluation	Continue teacher observation process for AEVT in monitoring and evaluation of teaching effectiveness and student learning outcomes. Use data from classroom observations, student assessments, and teacher observations to identify areas for growth and targeted, soft interventions.	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
	Celebrate Successes	Celebrate the successes and achievements of newly hired teachers to boost morale and motivation. Acknowledge their contributions to the school community and recognize their efforts in enhancing the quality of teaching and learning.	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3



Educational project – ACTION PLAN 2024-2027



Obj 8.1 -Blank Page for FUTURE strategies and actions 2024-2027

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			Y	Strategy/Actions not yet met but ongoing							
			R	Strategy/Actions not met, not started							
			24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
			24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
			24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
			24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3



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Orientation: WQSB-Focus on Pedagogy to Improve Teaching and Learning
Objective: 8-Increase the success of students (graduation and certification of all student groups (male, overall, etc.)
➤ 8.4 Ensure integration of Indigenous pedagogy and culturally responsive curriculum in classrooms.

Indicators	Strategies	Actions	Green, Yellow, Red Criteria								
			G	Strategy/Actions currently met and ongoing							
			Y	Strategy/Actions not yet met but ongoing							
			R	Strategy/Actions not met, not started							
Quality of indigenous pedagogy and culturally responsive content in the curriculum	Friendship Centre Indigenous Programming weekly- 2hrs (ongoing)	Programming to support delivery and implementation of Indigenous Pedagogy and culturally responsive curriculum.	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
	Indigenous Consultant-Drew McDougal	Consult and collaborate with Drew on many of our strategies and actions listed here and related to Indigenous pedagogy. Support to adopt Competency 15	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
	FNMI Technician	coordinating the above as well as tracking and supporting academic success	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
	Strengthen Indigenous partnerships and relationships in our community.	Consultation and support for the integration of indigenous pedagogy and culturally responsive programming.	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
	Incorporating cultural practices into curriculum	Student leaves for cultural practice can incorporate the event into curriculum requirements such as essays, presentations, readings, books etc.	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3



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	Student Recognition	Using 7 grandfather teachings to celebrate student success	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
	Restructuring of schedule	Restructuring the schedule to increase classes per day to 4 while reducing class times to 85-90 minutes each. This allows for more interest-based programming to be offered such as Indigenous programming	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
	Exploring restructuring of the Academic week	Research and explore the 4-day school week. Adapting the week to 4 days allows for Indigenous students to spend more time on cultural pursuits.	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
	Address food insecurity	Community kitchen to address food insecurity in partnership with CentreAide-offer regular meals to students and donate non-perishable items monthly to the community-Friendship Centre, Val-d’Or food bank, Barriere Lake, Lac Simon	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
	Incorporate cultural practice into curriculum	Cultural practice of harvesting-flora and fauna, following the 4 seasons, 7 grandfather teachings, outdoor education.	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
	Diversify Vocational Programming	Exploration of culturally influenced vocational programming such as Butchery. Looking at micro-credentials that are responsive to Indigenous demand	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
	Culturally Significant Events	Add culturally significant days, events, etc. into our formal Academic Calendar and participate in them.	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3



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		(i.e., orange shirt day, red dress day, Rock you Mocs day, Goose Week, Beaver Break, Pow Wow and holiday, Indigenous Peoples Month in June, and many more)									
	Truth and Reconciliation	Incorporate Truth and Reconciliation initiatives into curriculum. Calls to Action campaign-choosing 1-2 per year and making them a theme throughout the curriculum and academic year. Special guests	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
	Increase Indigenous Visibility	Welcome, hello and other signs presented in represented First Nations and their respective dialects-example, visible language in both Kitigan Zibi dialect and Barriere Lake dialect; Murals, crafts displayed around the centre	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3



Obj 8.4 -Blank Page for FUTURE strategies and actions 2024-2027

Indicators	Strategies	Actions	Green, Yellow, Red Criteria								
			G	Strategy/Actions currently met and ongoing							
			Y	Strategy/Actions not yet met but ongoing							
			R	Strategy/Actions not met, not started							
			24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
			24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
			24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
			24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
			24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3



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		Worksite (classroom onsite, co-op)									
	Visits to Schools	Visit youth sector schools to provide information on AEVT as an alternative, viable pathway. Visit youth sector schools to dispel student and staff misconceptions about AEVT. Visit youth sector schools to erase parent stigma regarding AEVT by attending parent orientations at elementary and secondary level.	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
	Visits to Vocations	Explore students visiting vacations and shadow the trade for a day. Visit vocational centre open houses. Visit career fairs if possible	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
	Local Programming	Personal and Social Development Career Choice Job Search All emphasize career exploration. Explore further local programming creation. Vocational Pre-requisites (not just core subjects but short programs such as welding Math, automotive Math, Commerce English) to capture student interests and promote trades.	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
	Curriculum	Make Commitment to Success a regular offering. Make vocational programming, career, trades discussion aspects of all subjects	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
	Technology Integration	Kinesthetic tech such as Virtual reality Simulations (i.e., WRENCH) Additional Software programs (i.e., AutoCAD) for student exploration Kinesthetic tech such as 3D Printing Local programming reflecting male student interest areas such as robotics, coding, graphic design (student voice initiative)	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3



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	Industry Partnerships	Opportunities for co-op, shadowing, orientations Promotion of trades through sponsorship, scholarship, bursary donation through industry partnerships as support for FG students to choose FP programs.	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3



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Obj 9 -Blank Page for FUTURE strategies and actions 2024-2027

Indicators	Strategies	Actions	Green, Yellow, Red Criteria								
			G	Strategy/Actions currently met and ongoing							
			Y	Strategy/Actions not yet met but ongoing							
			R	Strategy/Actions not met, not started							
			24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
			24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
			24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
			24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
			24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3