



Commitment to Success– ACTION PLAN 2024-2027
Maniwaki Continuing Education Centre



Maniwaki Continuing Education Centre (MCEC)		
Maniwaki Continuing Education Centre 185, Rue Archambault Gatineau, QC, J8Y 5E3 Phone : 819-449-1731 Email : aemaniwaki@wqsb.qc.ca Website : www.maniwakicontinuingeducationcentre.com Centre Director: Sheldon Macgillivray Email: smacgillivray@wqsb.qc.ca , Cell: 819-593-3643		Cycles Offered/Programs: Pre-Secondary, Cycle 1 Academic, Cycle 2 Academic, Pre-requisites, Diagnostic Testing, Placement Testing (GDT, SSET) Administration: 1 Centre Director Teaching Staff: 2 Hourly (25hours 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) Rapid Lake Registrations: 3-10 (varies often)
Commitment to Success Plan Team:		Table of Contents:
1. Sheldon Macgillivray 2. Tanya Gabie 3. Therese Garneau 4. Brenda Morrison 5. Mae Decontie	Centre Director Staff Assistant/Hourly Teacher Centre Secretary Hourly Teacher Support Technician	1. OVERVIEW Mission, Vision, Values, 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 ORIENTATION AND OBJECTIVES Commitment to Success Plan, Time for implementation of strategies and actions



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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 in a culturally and demographically inclusive environment, with the highest academic standards, encouraging students to find their intrinsic motivation by celebrating their achievements, and always empowering them to achieve their full potential.

Values Statement

Our **values** are founded upon the principles of diversity, acceptance, and inclusivity, where everyone is valued for their unique perspectives and experiences. We cultivate an environment of compassion and tolerance, fostering understanding and empathy towards one another. Through patience and positivity, we seek consensus, embracing proactive approaches to address challenges and promote unity. We believe in the strength of our collective voices and celebrate the richness of our differences, working collaboratively towards a shared vision of equality and harmony.

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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School and its Community

The Maniwaki Continuing Education Centre is in the town of Maniwaki in the region of La Vallée de la Gatineau. The town is adjacent to the First Nations community of Kitigan Zibi, part of the Algonquin First Nations. The Maniwaki Continuing Education Centre serves as the only point of adult English academic and vocational training for adults between Gatineau and Val d'Or.

The centre has been providing academic and vocational programming in the Maniwaki area since 1986. Catering mostly to Indigenous and English communities, the centre offers academic courses leading to a DES (Secondary School Diploma) or pre-requisites for college or university programs. The centre also offers accounting and secretarial studies programs through a blended delivery of on-site teaching and video conferencing. These programs lead to a Diploma of Vocational Studies (DVS). Health care programs and carpentry programs have been delivered based on community requests and needs.

Woodland Elementary/High School, a WQSB K-11 English school in Maniwaki, is classified as a 9 on the socio-economic ranking scale of schools in Quebec. Youth sector schools are classified on a range from 1 to 10, with 10 being the most socio-economically disadvantaged. Several factors contribute to the classification including family income and mother's level of education. While the MEES does not designate Adult Education Centres on the socio-economic ranking scale, it is important to note that our centre is in the same geographic area as Woodland. A considerable proportion of our learners are not in employment, nor do they possess an initial diploma.

The residents of Maniwaki constitute three main linguistic groups and cultures: French (francophone), English (British/Irish), and Algonquin. Our Indigenous learners represent 95-100% of our student population as of 2024.

Our largest partner continues to be the Maniwaki Friendship Centre. Established in 2016, The Friendship Centre offers front-line services and support to improve the quality of life of Indigenous people living in Maniwaki. The centres meet the needs of our Indigenous students, be it through services in health, early childhood, perseverance in school or support for employability. Currently, as of 2023-2024 the Friendship Centre provides weekly Indigenous cultural programming for 2 hours at no cost. This programming follows the 4 seasons and includes activities such as Elders in residence, drumming, singing, beading, moccasin making, mitten making, ribbon skirt making, outdoor walks (flora and fauna), pike head talks, fish leather making, sharing food, smudging, mural painting and more. It is connected to our FNMI technician this year who was integral in reinvigorating this partnership.

The Maniwaki region is rich in natural resources, with over 3200 lakes, over a dozen rivers, as well as lush forests and rich mineral deposits. The forestry industry has been in decline over the past decade, so much of the region's economy is now based upon tourism, as well as the health care field, education, retail, and agriculture. Unemployment continues to be a concern in the region.



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The Students

The Maniwaki Continuing Education Centre has, on average, 30-40 (varies widely) students who register each year for both academic and vocational programs. We struggle to find vocational students. This is due to a number of factors: unrealistic minimum cohorts (18 min) limit what we can offer; infrastructure in the centre and the community limit the type of program we can offer; lack of in-person instruction (currently online) is currently the most prominent issue for Kitigan Zibi and Barriere Lake; limited access to types of programming we can offer. (Currently we only offer Accounting and Secretarial, but these options are not based on community demand or the lack of in-person instruction dissuades them from registering). In person instruction is the preferred choice for Indigenous learners. Most students come from the communities of Kitigan Zibi, adjacent to Maniwaki, and from Barriere Lake, almost 140 kms North. We have a satellite school location in Barriere Lake since 2022-2023. We had 10-13 students during 2022-2023 and now have 3. However, the satellite remains an important part of their community to return to education and helps to mitigate the many students from Barriere Lake who have had to leave their community to attend school in Maniwaki.

Most of our students are from Kitigan Zibi or from Barrier Lake, other students who may register reside in the town of Maniwaki or in the neighbouring communities. Apart from a few, most of our students attend school full-time and require financial support from community programs such as Band funding or Urban Strategies, or from Service (Emploi) Quebec. Students of all ages come to the centre to continue their learning. In 2022-2023, 30% were 20 years or younger and 70% were 20 years or older. Our students face social challenges in the Maniwaki community such as poverty, lack of housing, loss of cultural identity and even racism.



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The Classroom and the Centre

The centre is comprised of four classrooms. Two classrooms are used for academic programs, one is used as a computer lab for the accounting and secretarial studies programs delivered through video conferencing. The fourth classroom is used for exams, quiet working environment, special guests and presentations, or vocational program cohorts when we offer them in person. There is also a large cafeteria downstairs (currently pickle-ball court) with a kitchen, three small offices, and 2 washrooms.

The Staff

In 2022-2024, the staff of the Maniwaki Continuing Education Centre is comprised of hourly paid support staff and teachers.

Teachers: We are currently base funded for twenty-five teaching hours. We have two hourly paid teachers (without brevets). One of the teachers English, French, Computers (16hrs, also has a Resource Teacher role (4hrs, outside base funding). The second teacher Math, History, Options (9 hrs), also has a Tutoring role (11 hours outside base funding). Both teaching roles combine to equal the 25 hours base funding. The centre cannot currently offer Secondary 4, 5 Math or any Sciences due to lack of teacher specialization and lack of viable teacher candidates from job postings. We outsource these courses to Distance Education currently and create hybrid profiles for our students.

Support Staff: We have a part-time Centre Secretary (15hrs) combined with a part-time SARCA role (10hrs) related to student attendance and retention. A guidance counsellor can come on demand as needed to the Centre once per month. We have an Academic Advisor who splits her time between Val-d'Or Continuing Education Centre, Maniwaki Continuing Education Centre and WQSB Distance Education. She visits the Centre once per month. We currently have a Recreation Technician (hourly) We have access to a WQSB drug and alcohol counsellor, upon referral. We are fortunate to have a current partnership with the Western Quebec Literacy Council and they send a literacy specialist volunteer once per month. Currently we are waiting for a change in volunteer and have not had them in the centre since the fall of 2023. The Centre Director for MCEC is also the Centre Director for Val-d'Or Continuing Education Centre (MCEC), and Assistant Centre Director for The Hull Adult Education Centre (HAEC). The Centre Director for MCEC is present 1 day per week throughout the academic year, but accessible daily and on demand by Teams chat or video, email, and text.

With the combination of various roles, we have managed to overlap staff so there are always two in the building throughout the day on 2 days per week and the other 3 days there are 4 presents in the building. This has supported the sense of community in the Centre and continues to be our model.



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Analysis of the Situation

Adult General Education (FG)

The WQSB's four directions in the Commitment to Success Plan are always at the forefront of what we do at our Centre.

1. Safety and Security
2. Professional Responsibility – Management and Accountability
3. Focus on Pedagogy to Improve Teaching and Learning
4. Professional Learning, Feedback and Growth

At all levels from the school board to the classroom, we have a role to play in the individual success of students. In our Adult General Education program, we have identified the following challenges which are in line with directions 3 and 4.

Declining Enrolment and Retention initiatives- 2024 Situation

Our enrollment continues to decline from 2022-2023 to 2023-2024. We have seen our population grow from under 20 in 2021-2022 to above 20 in 2023-2024 and fall back down to under twenty students in 2023-2024. Our challenge is to identify the reasons students are not attending consistently most register and leave or register and are sporadic attenders' day to day, week to week. Recent pulse survey results from 22-23 show engagement is strong among students and they feel connected to the centre and the staff, but individual anecdotal comments express they are unhappy with their inconsistency, hold themselves responsible, suffer from mental health issues that prevent them from attending, or even simply that they wish there were more students in the building. Informal surveys in the centre to gauge what would make attending more attractive suggest food programs, cultural programs, sports programs and flexible timelines and scheduling. However, with 2 of 4 of these main requests in place we do not see a shift in increased attendance. In observation, the more responsive we are to the needs expressed by students, the lower our day do day attendance.

In response to the initial problem in 2022-2023 we put in place a SARCA role to focus specifically on Attendance and Retention. During the 2022-2023 school year we saw 9 students return after leaving due to this role and follow up calls and offers of service that reflected flexibility and customized scheduling. We continued with this specialized role in 2023-2024 and have seen 3 students return thus far. This trend restricts our capacity to offer a variety of programs and services to our learners and the community. Close collaboration with the high school is necessary to encourage younger students to view adult education as a path to earning a high school diploma, qualification, or diploma of vocational studies. Finding ways to address the barriers students face outside of the classroom is key to helping students remain in school.

One identified theoretical observation is that learners are often lacking connection with their own identity. In this respect they are not able to feel accountability, responsibility, and motivation in the same way we do. A probable starting point to address this is to offer local programming in personal and social development that connects learners with a sense of identity and ultimately the motivation to attend and stick with it.

We continue to engage in current and new partnerships in the region such as the Maniwaki Friendship Centre, the Maniwaki Food bank, the Gracefield Food Bank, Carrfour Juenesse and various local businesses. This is always an ongoing process, and we are often unsure year to year if we will remain in partnership.



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From 2022-2023 we have partnered with CentreAide to address food insecurity in the centre and the community. We see ourselves as a community hub. CentreAide aligns with this concept too. In that alignment we receive a generous donation to support food insecurity in our centre and to address food insecurity in the region through monthly food box donations. In doing so we tackle food scarcity and present and establish the Maniwaki Continuing Education Centre as a reliable and contributing community member. We hope that in addressing food insecurity we also keep the students we have enrolled in and perhaps encourage community members to register.

Without the ability to market effectively, campaign or advertise it is difficult to see enrollment increasing in the coming years.

Student Needs and Mental Health

The prevalence of mental health issues continues to be a primary adverse contributor to student attendance and retention. In the Adult Education sector professional support for mental health is difficult to find, underfunded and often falls to the teacher or administrator who lacks formal training to support the condition. These challenges present a bigger barrier to student success as does the curriculum and/or pedagogy.

There is a high proportion of students who are experiencing challenges consistent with learning difficulties and/or disabilities. The coding and IEPs from the youth sector are not recognized or funded from the MESS and we have not developed a system to properly identify special needs, nor training associated with adapting our teaching methods to help students better succeed. Our small enrolment makes it difficult to create various programs, such as the semi-skilled program and/or the SVI program, which would better meet the needs of the WOTP population. The prevalence of learning difficulties may also be a contributing factor to students taking significantly longer than prescribed to complete a course.

IN response to this we have put in place a Resource role during the 2023-2024 and joined the Resource Teachers Network through Complimentary Services. Recit has adapted the youth sector IEP to suit Adult Education and Vocational Training learners (no codes, funding etc.) and provided an immensity of resources. For the remainder of the 2023-2024 year and going forward we plan to create an AE IEP for every student. All staff will have input with access to this working and ever-changing document. It will guide all of us in our approaches to these learners' needs as well as incorporate mental health strategies etc. We hope to measure the effectiveness of this initiative to quantify the results for 2024-2025. This initiative is also discussed under Orientations and Objectives and is a strategy that impacts and supports all our Orientations and Objectives for the next 5 years.

Curriculum and Pedagogy

We have noticed that students struggle with the literacy demands of the CCBE and especially the new DBE curriculum. While students have varying degrees of difficulty with literacy, there is a consensus that every teacher, no matter what the subject, needs to pay particular attention to teaching literacy strategies. This includes teaching vocabulary, reading, and writing strategies in every subject. The challenge is to find a way to do this effectively in a cohesive manner that is accessible to all students. We have partnered with the Western Quebec Literacy Council to not only support learners in literacy but also in numeracy. Also, they have offered to support teachers and staff in making literacy a "thread" throughout everything we do, subject/activity/documentation/handouts/signage so that we can provide a safe and secure place for students rather than disable them. In doing so we create a climate in which literacy can have prominence and in which learners can grow.

In previous years' teacher observations, classroom visits and student interviews have revealed that most students cannot express how they are progressing in their courses other than say how much of their "book" they have completed. Most of the students could say what they were learning but they could not articulate what the success criteria was. Almost all students asked clarifying



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questions to ensure that they knew what we were asking. This highlights the need to standardize course outlines and vocabulary across all subjects and focus on PD that helps teachers create effective learning intentions and success criteria and provide meaningful feedback.

Vocational Training

Vocational training remains a challenge for the Maniwaki Continuing Education Centre. Most of our community feedback has been:

They prefer in-person instruction.

They are not interested in the programming offered (Accounting, Secretarial)

They do make suggestions that are unfeasible such as welding and automotive.

They do not agree or accept the minimum cohort size relative to the size of the community. 1 IHCA PSW graduate can have an immense impact on the Maniwaki region. However, we cannot run the program with less than 18 registrants or 9 for an approved small cohort. This disables our ability to offer most vocational programming. We avg 2-4 registrants for various programs. Currently in 2023-2024 we had 3 and now have 1 with two having left the program incomplete.

Micro-credential programs are being explored as a more viable and realistic alternative to vocational programming in the Maniwaki region. It is also mentioned under Orientations and Objectives and is part of our 5-year strategy.

Challenges:

- The lack of classroom community with few students has been mentioned as reasons for leaving.
- A lack of in-person instruction has been mentioned as reasons for leaving.
- Students struggle with the large amount of reading required and the organizational skills required to follow an individualized program.
- Varying learning needs and styles are not addressed with this delivery model.
- With VC, lack of connection, trust and timely response to questions and feedback with instructor.
- Many students are not comfortable asking questions and/or drawing attention to themselves. Without being physically present, the teacher cannot circulate the room and find out what students are struggling with.
- Review and rewrites
- Accurate tracking of student progress.
- Organization and standardization of individualized documents is lacking.
- Keeping the program materials updated in all locations.
- Teachers and technicians do not have time to meet and plan.
- Books are increasingly only available online, which requires the student to have two screens.
- The technology: time required to fix problems means that students are not able to work despite the course hours accumulating.



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Analysis of the Situation cont'd

Subject Situation Summaries

Subject Department: English and French Second Language

Profile of Department:

French and English courses offered 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.

English and French Teacher: Tanya Gabie

<u>STRENGTHS</u>	<u>CHALLENGES</u>	<u>FUTURE CONSIDERATIONS</u>
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.	Difficult clientele: Students with socio-economic issues, trauma, very low self-confidence, and self-esteem.	Assign some time specifically addressed to course preparation.
A teacher has access to recent material and resources shared in a common drive.	Low language skills: In some cases, French is a third language (native language is first, then English)	Find new websites and programs to encourage good use of technology for educational purposes.
Communication with French and English teachers from other centres is optimal and they are always open to share information and provide support when needed.	Low literacy levels.	Considering having access to a guidance counselor from the board at the beginning of the school year and once a month throughout the year to keep students focused and motivated working towards a goal.
Classroom tracking system in place for both English and French (course outlines, progress trackers), as well as assignment trackers for English.	Most of the students come from the WOTP with very basic learning skills and strategies.	Exam space separated from the classroom.
	Students are uncomfortable to speak French in front of francophone students or give oral presentations (English class) in front of the class.	Add two desktops to the classroom.



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	<p>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.</p> <p>Multi-levels and multi-subject.</p> <p>Not enough 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.</p> <p>Difficult to find the time to learn about best practices from the other centres.</p> <p>Inappropriate cell phone use</p> <p>Placement tests are a strong diagnostic tool. The English one is up to date; the French one needs to be updated to be aligned with the one used by the other centres.</p> <p>Unrealistic Ministry completion times for modules.</p>	<p>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.</p> <p>Focus on literacy and reading comprehension tasks. Implement realistic scenarios for French presentations. e.g., real projects, making a real appointment, etc.</p>
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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 and Secondary 1-3.

Math Teachers: Brenda Morrison

<u>STRENGTHS</u>	<u>CHALLENGES</u>	<u>FUTURE CONSIDERATIONS</u>
Cohesion and effective communication among members between Centres.	There is a recidivism of Math knowledge.	A full set of exams with customized information gathering tools for levels 1-5 from reliable sources.
Highly organized environment	Many students exhibit Anxiety of Math.	Tech Grant money toward at least three new Chromebooks and/or Laptops for the expanded use of Math Help Services.
Very structured learning environment	Showing links to real world situations	Release time for building new curriculum material without having to apply for a PDIG.
Great versatility and diversification in accommodating learning types.	Lack of resources, especially for the new curriculum	Attend workshops and conferences that inform the growth and scope of teaching craft.
Students are accommodated regardless of their level of literacy.	Literacy challenges RE: The words problems, situational problems	
Excellent capacity for adapting to a lack of resource.	Lack of fundamental skills	
Differentiated instruction, feedback & assessment.	Lack of access to technology devices	
	Multiple classes instructed simultaneously (Math, History-Geography and Computers)	
	Excessive and inappropriate cell phone use	



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Analysis of the Situation Cont’d

Subject Department: SCIENCES (BIOLOGY, CHEMISTRY, PHYSICS)
Profile of Department:
Science is currently offered through Distance Education

Science Teacher: NA

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



Analysis of the Situation Cont'd

Subject Department: History and OPTIONS DEPARTMENT

Profile of Department:

One teacher offers SSD required courses and optional courses which are: Social Universe courses (Secondary 3 History, Secondary 4 History, and Secondary 5 Geography), and Local Options courses (Secondary 5, no prerequisites).

Options Teachers: Brenda Morrison (Local Options)

<u>STRENGTHS</u>	<u>CHALLENGES</u>	<u>FUTURE CONSIDERATIONS</u>
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 (mural) to respond to students' interests and needs. Implementation of cultural-based local options to learn more about native culture.	Time constraints to produce evaluations and course content. No release time to develop courses. 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.	Global PD, workshops, conferences with a focus on options Creating and teaching local courses that students are interested in. Options and Social Universe teacher networks Change the name of optional courses to appeal to students. Implementation of “hands on” type of local options to respond to students' interests.



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The Maniwaki 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
2. 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
4. 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
5. 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					
MCEC 2/2 100%	MCEC-50% (1/2 Ongoing) WQSB 80.7% MEQ 84.1%	MCEC- WQSB 60% MEQ 85.4%	MCEC- WQSB 62% MEQ 86.1%			MCEC- 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



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	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
	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



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		Seek opportunities for specialists to provide PD in their respective areas such as mental health, learning needs, autism, indigenous, inclusion etc.	<div>24-25 G/Y/R</div> <div>T1T2T3</div> <div></div>			<div>25-26 G/Y/R</div> <div>T1T2T3</div> <div></div>			<div>26-27 G/Y/R</div> <div>T1T2T3</div> <div></div>		
		Student intervention training-local	<div>24-25 G/Y/R</div> <div>T1T2T3</div> <div></div>			<div>25-26 G/Y/R</div> <div>T1T2T3</div> <div></div>			<div>26-27 G/Y/R</div> <div>T1T2T3</div> <div></div>		
	AE IEP implementation	Adopt RECIT adaptation of IEP to AEVT.	<div>24-25 G/Y/R</div> <div>T1T2T3</div> <div></div>			<div>25-26 G/Y/R</div> <div>T1T2T3</div> <div></div>			<div>26-27 G/Y/R</div> <div>T1T2T3</div> <div></div>		
		Create AE individual education plans for each student with support from RECIT and COMP SERVICES.	<div>24-25 G/Y/R</div> <div>T1T2T3</div> <div></div>			<div>25-26 G/Y/R</div> <div>T1T2T3</div> <div></div>			<div>26-27 G/Y/R</div> <div>T1T2T3</div> <div></div>		
		Access and create ALL STAFF PD using RECIT resources related to AEVT IEP.	<div>24-25 G/Y/R</div> <div>T1T2T3</div> <div></div>			<div>25-26 G/Y/R</div> <div>T1T2T3</div> <div></div>			<div>26-27 G/Y/R</div> <div>T1T2T3</div> <div></div>		
		Continue to advocate for Resource role to continue	<div>24-25 G/Y/R</div> <div>T1T2T3</div> <div></div>			<div>25-26 G/Y/R</div> <div>T1T2T3</div> <div></div>			<div>26-27 G/Y/R</div> <div>T1T2T3</div> <div></div>		



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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



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Orientation
Objective:

- 1. Make Student Success a Priority of Quebec Society
- 1- Increase the Success of Students
 - 1.2 Increase the Graduation and Qualification Rates of Males

Baseline Value	Actual Situation	Target Values									
22-23	23-24	24-25	25-26			26-27					
MCEC-(100%-2/2)	MCEC-(100%-1/1 ongoing) WQSB 78.6% MEQ 80.1%	MCEC- WQSB 82% MEQ 81.3%	MCEC- WQSB 84% MEQ 81.9%			MCEC- WQSB 86% MEQ 82.5%					
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	Professional Development	Emphasis on Boy Smarts	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 Martyn Bryant	Regular PD, weekly one on one with admin, ensuring quality of teaching and learning through consistent support, development, and supervision; access through Martyn 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
	Flexible Scheduling	Explore and potentially implement a 4-day school week to accommodate male learners. In the North many of our male students spend their time harvesting.	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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		Increase classes per day to 4 from 3, thereby shortening the periods and adding more interest-based programming									
	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



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	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



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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



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- Orientation: 2-Make Vocational Training Truly Attractive
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					
MCEC-6/9 67% WQSB-66.9% MEQ 80.9%	MCEC-100%-(1/1 Ongoing) WQSB 70% MEQ 81.9%	MCEC- WQSB 72% MEQ 82.9%	MCEC- WQSB 76% MEQ 83.9%			MCEC- 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							
			24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
Graduation rate in vocational training programs after 3 years	Alternate program offerings	Micro-credentials Service to business Explore Butchery Vocation Explore Drafting Vocation	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.	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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		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.									
	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
	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



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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		
			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: 3. Make Schools and Centres Welcoming Spaces
Objective: 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					
MCEC-75% WQSB 0% MEQ 0%	MCEC-75% (building) WQSB 25% MEQ 25%	MCEC- WQSB 50% MEQ 50%	MCEC- WQSB 75% MEQ 75%			MCEC- 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 MCEC school's values, mission, and the needs of your student population. Revise MCEC 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 MCEC community	Conduct a needs assessment to understand the specific challenges and concerns related to student well-being in our school community. Gather input from MCEC teachers, staff,	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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		students, parents, and other stakeholders through surveys, focus groups, or meetings.									
	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			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
	Resources	Determine resources and needs to implement the framework. This may include funding for training of MCEC staff, materials, staff extra time, and any necessary technological infrastructure.	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
	Provide Training and Professional Development	Ensure that MCEC 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 MCEC school community with the framework and its principles.	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
	Integrate the Framework into School Policies and Practices	Incorporate the framework into MCEC 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 MCEC.	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			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 MCEC 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			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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	Celebrate Successes and Share Best Practices	Recognize and celebrate successes related to student well-being within our the MCEC community through the Triple A recognition program. We are hoping to share best practices with other schools and educational stakeholders to promote collaboration and continuous improvement.	T1	T2	T3	T1	T2	T3	T1	T2	T3
	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		



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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							
			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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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					
MCEC-75% (student participation) WQSB 0% MEQ 0%	MCEC-75% WQSB 25% MEQ 25%	MCEC- WQSB 50% MEQ 50%	MCEC- WQSB 75% MEQ 75%			MCEC- 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							
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)	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 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
	Strengthen Partnerships		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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Number of students participating in extracurricular activities		Strengthen and collaborate with partners: Aire Ouvert, Western Quebec Literacy Council, KZ, Friendship Centre, Woodland ES and HS. 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										
	Support roles to promote Academic Success	Continued support through FNMI Tech, Rech Tech, Tutoring and Resource roles										
	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.										
	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,										



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		cultural, and socio-economic backgrounds. Encouraging cultural exchange and understanding to promote inclusivity, respect, and a sense of belonging for all students at MCEC.									
	Empower Student Voice and Agency	Empower MCEC 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 decision-making processes empowering leadership opportunities under admin guidance. Providing opportunities for MCEC 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	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
	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 MCEC.	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3



Commitment to Success– ACTION PLAN 2024-2027
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Obj 6.1 -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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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					
MCEC 50%	MCEC-75%	MCEC- WQSB 60% MEQ 85.4%	MCEC- WQSB 62% MEQ 86.1%				MCEC- 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								
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	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 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	



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		Networking within the FG sector. Involvement of sharing best practices and to collaborate on PD.	<div>24-25 G/Y/R</div> <div>T1T2T3</div> <div></div>			<div>25-26 G/Y/R</div> <div>T1T2T3</div> <div></div>			<div>26-27 G/Y/R</div> <div>T1T2T3</div> <div></div>		
	Education and Training Programs	Develop comprehensive education and training programs for teachers, staff, and students to increase awareness about mental health issues, signs, and symptoms.	<div>24-25 G/Y/R</div> <div>T1T2T3</div> <div></div>			<div>25-26 G/Y/R</div> <div>T1T2T3</div> <div></div>			<div>26-27 G/Y/R</div> <div>T1T2T3</div> <div></div>		
	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.	<div>24-25 G/Y/R</div> <div>T1T2T3</div> <div></div>			<div>25-26 G/Y/R</div> <div>T1T2T3</div> <div></div>			<div>26-27 G/Y/R</div> <div>T1T2T3</div> <div></div>		
	Access to Resources	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.	<div>24-25 G/Y/R</div> <div>T1T2T3</div> <div></div>			<div>25-26 G/Y/R</div> <div>T1T2T3</div> <div></div>			<div>26-27 G/Y/R</div> <div>T1T2T3</div> <div></div>		
	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.	<div>24-25 G/Y/R</div> <div>T1T2T3</div> <div></div>			<div>25-26 G/Y/R</div> <div>T1T2T3</div> <div></div>			<div>26-27 G/Y/R</div> <div>T1T2T3</div> <div></div>		
	Peer Support Programs	Implement peer support programs where students are trained to act as leaders and peer support in providing informal support and	<div>24-25 G/Y/R</div> <div>T1T2T3</div> <div></div>			<div>25-26 G/Y/R</div> <div>T1T2T3</div> <div></div>			<div>26-27 G/Y/R</div> <div>T1T2T3</div> <div></div>		



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		resources to their peers who may be experiencing mental health challenges.									
	Promote Help-Seeking Behavior	Create a culture within the school 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 school community to identify trends and areas that require targeted intervention and use this data to inform decision-making and allocate resources effectively.	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
	Collaboration with Mental Health Professionals	Establish partnerships with mental health professionals, such as counselors, psychologists, and psychiatrists, to provide additional support and expertise within the school setting.	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 mental health initiatives in schools and adjust as needed based on feedback from students, staff, and other stakeholders.	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 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



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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					
MCEC 100% (2/4 in training opportunities)	MCEC-50% (2/4 in training opportunities)	MCEC- WQSB- No data MEQ-No data	MCEC- WQSB- No data MEQ-No data			MCEC- 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



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	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 MCEC staff.	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			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.	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 Learning Opportunities	Implement ongoing learning opportunities within MCEC classrooms to reinforce anti-racism and anti-discrimination principles among employees. Offer resources such as articles,	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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		podcasts, videos, and online courses that delve deeper into relevant topics and encourage self-directed learning. Additionally, establish regular discussion where MCEC 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.																												
	Accountability and Evaluation	Establish mechanisms for accountability and evaluation to assess the effectiveness of anti-racism and anti-discrimination training initiatives. Collect feedback from MCEC staff to gauge their perceptions of the 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 MCEC 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	<table><tr><td colspan="3">24-25 G/Y/R</td><td colspan="3">25-26 G/Y/R</td><td colspan="3">26-27 G/Y/R</td></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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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



Commitment to Success– ACTION PLAN 2024-2027
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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.)
➤ 8.1 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



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	Mentorship and Coaching	Pair newly hired teachers at MCEC 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
	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.	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.	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			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.	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			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.	24-25 G/Y/R			25-26 G/Y/R			26-27 G/Y/R		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
	Supportive School Culture at MCEC	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.	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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	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.	24-25 G/Y/R T1 T2 T3	25-26 G/Y/R T1 T2 T3	26-27 G/Y/R T1 T2 T3
	Differentiated Support	Design individualized programs for new teachers that recognize their individual strengths, challenges, and areas for growth. Provide differentiated support and professional development opportunities based on individual needs and preferences.	24-25 G/Y/R T1 T2 T3	25-26 G/Y/R T1 T2 T3	26-27 G/Y/R T1 T2 T3
	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 T1 T2 T3	25-26 G/Y/R T1 T2 T3	26-27 G/Y/R 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



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Obj 8.1 -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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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.

Baseline Value	Actual Situation	Target Values									
22-23	23-24	24-25	25-26			26-27					
MCEC 100% (4/4 in training opportunities)	MCEC-50% (2/4 in training opportunities)	MCEC- WQSB- No data MEQ-No data	MCEC- WQSB- No data MEQ-No data			MCEC- WQSB- No data MEQ-No data					
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



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	Strengthen Indigenous partnerships and relationships in our community.	Consultation and support for the integration of indigenous pedagogy and culturally responsive programming.	<div>24-25 G/Y/R</div> <div>T1T2T3</div> <div></div>	<div>25-26 G/Y/R</div> <div>T1T2T3</div> <div></div>	<div>26-27 G/Y/R</div> <div>T1T2T3</div> <div></div>
	Incorporating cultural practices into curriculum	Student leaves for cultural practice can incorporate the even into curriculum requirements such as essays, presentations, readings, books etc.	<div>24-25 G/Y/R</div> <div>T1T2T3</div> <div></div>	<div>25-26 G/Y/R</div> <div>T1T2T3</div> <div></div>	<div>26-27 G/Y/R</div> <div>T1T2T3</div> <div></div>
	Student Recognition	Using 7 grandfather teachings to celebrate student success	<div>24-25 G/Y/R</div> <div>T1T2T3</div> <div></div>	<div>25-26 G/Y/R</div> <div>T1T2T3</div> <div></div>	<div>26-27 G/Y/R</div> <div>T1T2T3</div> <div></div>
	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	<div>24-25 G/Y/R</div> <div>T1T2T3</div> <div></div>	<div>25-26 G/Y/R</div> <div>T1T2T3</div> <div></div>	<div>26-27 G/Y/R</div> <div>T1T2T3</div> <div></div>
	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.	<div>24-25 G/Y/R</div> <div>T1T2T3</div> <div></div>	<div>25-26 G/Y/R</div> <div>T1T2T3</div> <div></div>	<div>26-27 G/Y/R</div> <div>T1T2T3</div> <div></div>
	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, Maniwaki food bank, Barriere Lake	<div>24-25 G/Y/R</div> <div>T1T2T3</div> <div></div>	<div>25-26 G/Y/R</div> <div>T1T2T3</div> <div></div>	<div>26-27 G/Y/R</div> <div>T1T2T3</div> <div></div>



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	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. (i.e., orange shirt day, red dress day, Rock your Mocs day, Goose Week, Beaver Break, Pow Wow and holiday, Indigenous Peoples Month in June, and many 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
	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
	Continue Satellite School for Algonquins if Barriere Lake	Support with IDs Support with paperwork Food security efforts Education and training at satellite	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 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



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	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
	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



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	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



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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