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CDC Vimont

EDUCATIONAL PROJECT

2024-2028



AN ENGLISH EDUCATION, **A BILINGUAL FUTURE**  
UNE ÉDUCATION EN ANGLAIS, **UN AVENIR BILINGUE**



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COMMISSION SCOLAIRE SIR-WILFRID-LAURIER  
SIR WILFRID LAURIER SCHOOL BOARD



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## PURPOSE AND DEFINITION OF THE EDUCATIONAL PROJECT

This educational project is a strategic tool through which CDC Vimont has defined its policy orientations, priority actions, and expected results to inform its community in this regard, with a view to ensuring educational success for all students regardless of age. This educational project reflects the characteristics and needs of students attending CDC Vimont and the community's education expectations.

## LEGAL FRAMEWORK

**The Education Act (EA) states that an institution's educational project must consist of the following elements (EA, Sections 37 and 97.1):**

1. A description of the context in which the educational institution acts and the main challenges it faces, particularly with respect to academic success and, in the case of a vocational training Centre, the relevance of the training to regional or national labour market needs;
2. The specific policy orientations of the educational institution and the objectives selected for improving student success;
3. The targets to be achieved by the end of the period covered by the educational project;
4. The indicators to be used to measure achievement of these objectives and targets;
5. The intervals at which the educational project is to be evaluated, determined in collaboration with the school board;

**The Educational Project must also:**

1. Respect the students', parents' and school staff's freedom of conscience and of religion (EA, Section 37);
2. Cover a period that is harmonized with the period covered by the school board's commitment-to-success plan and the period covered by the MEQ strategic plan (EA, Sections 37.1, 97.2 and 209.1);
3. Where applicable, comply with the terms prescribed by the Minister to govern the coordination of the entire strategic planning process between the educational institutions, the school board and the MEQ (EA, Section 459.3);
4. Be consistent with the school board's commitment-to-success plan (EA, Sections 37 and 97.1).





## GROUPS INVOLVED IN THE PREPARATION OF THE EDUCATIONAL PROJECT

Committee Members	Roles
Alaimo, Carmela	Project Development Officer
Brown, Darlene	Interim Pedagogical Consultant
Giulia Civitarese	Interim Pedagogical Consultant
Cuvalo, Daniel	Teacher
Hudson, Pheleshia	Teacher
Skaf, Sandra	Executive Secretary
Shousha, Christina	Centre Director
Todaro, Rachel	School Organization Technician
Vachon, Tamara	Social Worker

## CONSULTATIONS HELD FOR THE PREPARATION OF THE EDUCATIONAL PROJECT

Consultations	Date	Time	Place	Misc.
Teachers	December 2 <sup>nd</sup> , 2022	9:00-11:00	CDC Vimont	
Other Staff Members	February 6 <sup>th</sup> , 2023	13:00-14:00	Online Meeting	
Students	May 1 <sup>st</sup> , 2023	10:40-12:40	Focus Group	
Governing Board	March 19 <sup>th</sup> , 2024	15:30	Online Meeting	





## MISSION

All adult learners succeed in a supportive, respectful, and inclusive environment.

## VISION

Our values of perseverance, respect, integrity, collaboration and equity are reflected in our vision. Through our commitment to lifelong learning, we will:

- offer a holistic approach to learning and teaching in order to meet all adult learners' needs;
- create a warm and welcoming environment where learners are respected and valued;
- encourage all learners to be contributing citizens in our society;
- create a sense of belonging by encouraging student activities for health and well-being.

## SCHOOL/CENTRE PROFILE

### Elements in External Environment

#### Geographic Situation

CDC Vimont serves a wide population of adult students coming from all areas of the city of Laval as well as the lower Laurentians and Lanaudière. Given our proximity to the island of Montreal, we service students from this region as well. Laval is the third largest city in Québec and the 15th in Canada, with a population of over 435,000 people, one of the regions in Québec where demographic growth is the highest and where the rate of new arrivals from various cultural communities is significantly increasing.

Given the Centre's urban location, it is within the vicinity of a number of adult education centres. Our high school student population is drawn from the anglophone and francophone sectors in the greater Laval area. The vast majority of students in Basic English and Francisation, come from Laval as well. In addition, students from a potential of five secondary schools and up to twenty secondary schools from the anglophone and francophone sectors, respectively, complete our enrollment basin.

#### Population Demographics

Laval is linguistically diverse. The 2021 census found that French was the sole [mother tongue](#) of 52.2% of the population. The next most common mother tongues were [Arabic](#) (8.4%), English (7.9%), Spanish (3.6%), Italian (3.3%), [Greek](#) (2.9%), [Armenian](#) (2%), [Creoles](#) (1.9%), [Romanian](#) (1.5%) and [Portuguese](#) (1.1%).





Canada Census Mother Tongue – Laval, Quebec<sup>1</sup>[19]

Census Year	Total Responses	French			English			French & English			Other		
		Count	Trend	Pop %	Count	Trend	Pop %	Count	Trend	Pop %	Count	Trend	Pop %
2021	434,645	226,675	▼ 4.64%	52.15%	34,175	▲ 11.35%	7.86%	7,770	▲ 76.2%	1.05%	143,300	▲ 9.19%	32.9%
2016	417,995	237,430	▼ 1.73%	56.80%	30,295	▲ 9.45%	7.25%	4,410	▲ 16.82%	1.05%	131,240	▲ 15.97%	31.39%
2011	397,570	241,615	▼ 0.2%	60.77%	27,680	▲ 9.51%	6.96%	3,775	▲ 58.94%	0.95%	113,160	▲ 19.34%	28.46%
2006	368,709	242,155	▼ 2.72%	66.41%	25,275	▲ 23.08%	6.85%	2,375	▼ 14.41%	0.64%	94,815	▲ 42%	25.72%
2001	339,000	248,925	▲ 1.68%	73.42%	20,535	▲ 0.96%	6.05%	2,775	▲ 4.52%	0.82%	66,775	▲ 22.25%	19.69%
1996	326,605	244,800	n/a	74.95%	20,340	n/a	6.22%	2,655	n/a	0.81%	54,620	n/a	16.72%

The English (as first official language) community is represented by 22.2% of the population in Laval, 6.5% in the Laurentians and 2.9% in the Lanaudière regions. Demographic trends indicate a growth in the anglophone and allophone communities in Laval. Laval’s population is slightly younger than the Québec average, and the Laval region is one where the demographic weight of youth under age 20 is the highest in Québec.

Our centre offers services in Francisation, Basic English, SIS and FGA to cater to the language needs of the diversity of the Laval population.

**Unemployment**

Residents of 15 years and older are represented by 82.6%, 84.5 % and 85.3% in Laval, Laurentians and Lanaudière respectively. Regardless of regional disparities, levels of unemployment remain relatively consistent with 7.7% in Laval, 8.4% in Laurentians, and 7.6% in Lanaudière. Youth aged 15-24 experience the highest unemployment rates of any age group, irrespective of linguistic identity.

**Migration**

The influx of immigrants to the regions’ populations indicates Laval’s population at 4.2% while both Laurentians and Lanaudière record 2.0% and 2.3% respectively. These numbers indicate a solid student base available to offer a wide range of programs. Nonetheless, the student basin is affected by economic, immigration and employment trends with enrollment numbers fluctuating to mirror such influences.

As of 2016, 116,935 people, namely 28.5% of the Laval population, were immigrants.<sup>2</sup>



<sup>1</sup> <https://www25.statcan.gc.ca/census-recensement/2021/dp-pd/prof/details/page.cfm?Lang=E&SearchText=Laval&DGUIDlist=2021A00032465&GENDERlist=1,2,3&STATISTIClist=1&HEADERlist=0>



### **Success Rate**

As of 2021, in Quebec, a dropout rate of 14,9% represents 8 629 young people while in Laval the dropout rate is lower at 12.9%. Among youth aged 18 to 24 in Laval (Ville), 66.8% were attending postsecondary school, compared to 59.4% in Quebec and 50.2% in Canada overall. 32.2% of people aged 25 to 64 in Laval (Ville) had a bachelor's degree or higher, compared to 29.5% in Quebec and 32.9% in Canada.

### **External Partnerships**

The Centre is well-placed within an extensive community and promotes its main partnerships with organizations such as Carrefour Jeunesse, The Learning Exchange, The Laurentian Literacy Group, la Table régionale en immigration, diversité culturelle et inclusion de Laval (TRIDIL), Learn, Table Jeunesse de Laval, and the Networking Partnership Initiative (NPI Laval). The school benefits from a partnership with Le TRIL, and an outreach worker is assigned to assist our students.

## **Elements in Internal Environment**

### **Statistical Profile of the School Population**

The SWLSB has a graduation rate of 88.1%, which is 9.5% above the Quebec public school average. Given this success rate, the Centre has a smaller pool of students from the school board to pull from. Over the past several years, formation général des adultes FGA numbers at the Centre have decreased and we believe this trend will continue, given the high school success rate and introduction of Bill 96, which impacts the eligibility of some of our non-anglophone students' access to English CEGEPS. These learners will instead remain, or turn to, French schools and centres.

Despite the drop in FGA student enrolment, Basic English enrolment has increased as shown in table 1. As of the 2022-23 school year, 311 students were enrolled, which has been increasing since 2012. Francization enrolment, which has been in decline, is expected to increase for the 2023-24 school year, as funding for students in francization through the Ministère de l'Immigration, de la Francisation et de l'Intégration has been expanded to include those attending English adult education centres. Students in the language programs generally attend at least 20 hours/week of classes. Demographically speaking, students in these programs are primarily migrants to Quebec, whose mother tongues are neither English nor French. Additionally, many are refugees and recent migrants who rely on para-educational community and school resources, such as the Centre's social worker. As well, we have 14 students enrolled in the Social Integration Services SIS program which provides support to adults experiencing adjustment difficulties of a psychological, intellectual, social, or physical nature.





**Table 1. Enrolment by program from 2018-2023**

Program	19 years and less					20 years and more					Grand Total				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Francization	9	18	17	18	18	163	136	133	106	139	172	154	150	124	157
Basic English (Alphabetization)	3	6	3	3	6	172	173	115	159	225	175	179	118	160	231
Presecondary	2	9	10	15	23	43	44	44	48	59	45	53	54	63	82
First Cycle Secondary	31	34	27	20	23	36	37	43	30	37	67	71	70	50	60
Second Cycle Secondary	126	143	107	90	105	122	114	147	106	111	248	257	254	196	216
Post-Secondary Prep	46	32	31	32	20	41	27	36	27	38	87	59	67	59	58
Vocational Training Prep	44	37	36	44	34	50	40	47	47	79	94	77	83	91	113
Pedagogical Support	N/A	32	12	8	N/A	N/A	15	10	7	N/A	N/A	47	22	15	N/A
Social Integration	N/A	N/A	N/A	N/A	N/A	13	13	10	12	13	13	13	10	12	13
<b>Total</b>	<b>228</b>	<b>228</b>	<b>191</b>	<b>188</b>	<b>192</b>	<b>583</b>	<b>536</b>	<b>518</b>	<b>480</b>	<b>567</b>	<b>811</b>	<b>764</b>	<b>709</b>	<b>687</b>	<b>807</b>







**Table 2. Programs of Study offered at CDC Vimont:**

We offer 9 out of the 10 programs of study that can be offered in Adult Education:

Francization	This instructional service is designed for adult learners whose mother tongue is not French, and helps them develop basic skills in oral and written French
Alphabetization (Basic English)	This instructional service is designed for adult learners whose mother tongue is not English, and helps them develop basic skills in oral and written English
Presecondary	This instructional service is designed for adult learners who left school before completing their sixth year of schooling in Québec, or equivalent, and who want to pursue secondary school studies, for example
First Cycle Secondary	This instructional service is designed for adult learners who left school before completing their eighth year of schooling in Québec, or equivalent. It corresponds to Secondary I and II.
Second Cycle Secondary	This instructional service is designed for adult learners who have not obtained their Secondary School Diploma and wish to pursue their education in order to earn it.
Post-Secondary Prep	This instructional service is designed for adult learners whose learning profiles require them to complete one or more courses before enrolling in post-secondary studies. These adults usually have a first diploma and must first enrol in this instructional service to complete the required courses.
Vocational Training Prep	This instructional service is designed for adult learners whose learning profiles require them to complete one or more courses before enrolling in vocational training.
Pedagogical Support	This instructional service enables adult education centres to provide specific pedagogical support for both adults who are returning to school as well as adult learners who have difficulties with their studies.
Social Integration	This instructional service is designed for adults experiencing adjustment difficulties of a psychological, intellectual, social or physical nature. It aims to help adult learners exercise their social roles, and, if applicable, pursue their studies in adult general education or in another sector or level of instruction.

<sup>3</sup>[https://www.education.gouv.qc.ca/fileadmin/site\\_web/documents/education/FGA-doc-admin-22-23-ANG.pdf](https://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/FGA-doc-admin-22-23-ANG.pdf)





The equivalent full time students is the tool that is used by the Ministry to fund adult education. We receive updates on our ETPs several times per year and a final bilan is sent to us once per year serving to determine our closed financial envelope for the school year.. The following table indicates the number of ETPs by programs of study over the last three years:

**Table 3. ETPS by Program**

Program *	2020-2021		2021-2022		2022-2023	
	No of students	No of ETP's	No of students	No of ETP's	No of students	No of ETP's
Francization	153	57.95	124	41.14	105	60.66
Basic English	117	25.04	160	27.03	184	50.36
Presecondary	54	12.81	63	11.90	69	18.75
First Cycle Secondary	74	14.35	50	8.64	55	15.15
Second Cycle Secondary	268	75.99	196	61.24	207	67.66
Post- Secondary Prep	70	12.72	59	10.36	52	14.05
Vocational Training Prep	114	26.09	91	23.69	109	36.24
Pedagogical Support	22	1.14	15	0.66	N/A	N/A
Social Integration	10	12.13	12	13.91	13	15.68
<b>Total</b>	<b>747</b>	<b>238.57</b>	<b>687</b>	<b>198.57</b>	<b>808</b>	<b>278.64</b>

**Students' characteristics**

In terms of the characteristics of the FGA students, our internal school survey reveals 21% of students are members of the LGBTQ+ community and 50% are of various ethnic communities. This is significantly higher than the general population figures. These socially marginalized groups face greater discrimination and report greater mental health challenges, particularly LGBTQ+ students. Of note in CDC Vimont's Anti-bullying Anti-violence survey is that 17% of students self-identified as having a mental health disability or illness.





**Table 4. Student Profiles**

<b>CDC Vimont Student Profiles</b>		
<b>Student 1: SIS</b>	<b>Student 2: The English Language Learner</b>	<b>Student 3: The French Language Learner</b>
<p>The student is being provided with training that will allow them to be integrated into society because of adjustment difficulties of a psychological, intellectual, social, or physical nature.</p> <p>The student works in a closed classroom setting supported by a teacher and educational aids, with many opportunities to go on field trips, participate in workshops, and special events.</p> <p>They attend regularly and are supported by school, government, and community resources.</p>	<p>The student is taking English language classes for personal growth and employment opportunities.</p> <p>He/she is typically an immigrant who is older than most of our other students.</p>	<p>This student is almost always an immigrant to Canada, and more likely to be a recent immigrant, compared to other students in the Centre.</p> <p>This student is job focused, looking to enter the workforce.</p> <p>He/she may require help navigating institutions like accessing childcare, housing, and medical services.</p>
<b>Student 4: The Express</b>	<b>Student 5: The Juggler</b>	<b>Student 5: The Local</b>
<p>A motivated and high achieving student who can leverage an individualized schedule to focus on many courses simultaneously.</p> <p>This student often takes a full schedule and writes exams frequently.</p>	<p>This student is balancing work and/or personal and social commitments, which can impact their attendance.</p> <p>This student wants a flexible schedule, otherwise school would be impossible. Sometimes they may stop or pause their schooling multiple times.</p> <p>This student may, or may not, need accommodations.</p>	<p>This student does not have a clear project post-Adult Education, but often wants to obtain a DES despite severe academic difficulties.</p> <p>This student often needs accommodation and resource support.</p> <p>Attendance is often very good, but progress is slow or may stall.</p>





### **Success-related Characteristics**

Students at CDC Vimont benefit from a shared leadership model with hands on support from staff membership on committees such as the School Level Special Needs Committee, a Multi-disciplinary Team, Teacher Council, Governing Board, and Educational Project Committee. Professionals, which include our social worker, pedagogical consultant, guidance counselor, transitions consultant, special education technician, SARCA and the RÉCIT representative provide a multitude of services to enrich the students' experience at Vimont.

The Centre benefits from the resources of a transitions consultant whose focus is to facilitate the progress of a student who is moving from the youth sector to adult education. At the heart of the process is the student, his or her needs, and adaptations required by both the student and the Centre as the transition occurs. We also partner with Le TRIL, which includes having an outreach worker assigned to our Centre to meet with students who may require support from an outside organization. Social Integration Services (SIS) students are supported by one full-time teacher and two part-time attendants.

Through our continued partnership with Public Health, Maison Jean-Lapointe animates workshops on addiction prevention. This opportunity has come from numerous meetings and discussions on support needed for our students. Mental health and addictions have been at the forefront of issues and needs since the Covid Pandemic for our students. We are also in discussion to have a program to assist our students with anxiety.

### **School Staff Members & School Structure**

CDC Vimont has a staff of 44; including teachers, support staff, professionals, attendants, and administration. 75% of teachers are tenured, providing stability and low teacher turnover. Our Centre also benefits from the services of a full-time social worker, special education technician, guidance counsellor, counsellor in academic training, project development officer, pedagogical consultant, student supervisor, and a robust team of administrative professionals that support Centre operations.

The Centre's curriculum follows MEQ mandates. Classes are primarily individualized, with some structured courses, particularly in Basic English and Francization. CDC Vimont offers online courses both during the day and evenings. The expansion of online offerings will increase in the 2023-24 school year to support a wide variety of learners who need flexibility in scheduling and instructional methodology. Students and staff are supported in their use of technology and digital resources, which aligns with the rollout of the MEQ's Digital Action Plan for Education.

The relationship between staff and students is characterized by supportive approaches that foster autonomy. We value the uniqueness of all individuals and seek to provide a positive climate to ensure all members feel safe, respected, nurtured, and accepted. Pedagogical flexibility is of particular importance to the classroom and Centre operations. The staff recognize the need to support the academic development of students while understanding the adults in the Centre have personal and professional responsibilities they must attend to.

Our students benefit from a number of extracurricular activities based on interests as well as academic enrichment, with most activities occurring during lunch periods. Field trips and cultural experiences are provided to students in all programs and are recognized as important moments in learning related to the curriculum; a shared social experience that provides the opportunity for students to encounter and explore novel things in an authentic setting. The Centre also participates in sporting events with other Adult Education Centres in our network. Furthermore, students are supported holistically through guest speakers and workshops on topics such as finances, mental health, employment, and nutrition, provided by community partnerships. A partnership has been established with Maison Jean-Lapointe to educate and support students with addictions. A Zen Space is a "safe space" within the Centre that has a full-time special education technician available to support students' learning, directing them towards possible resources, providing tools for emotional regulation, and supporting their social development.



## The Educational Institution

CDC Vimont is self-financed; funding is determined by the number of full-time students (ETPs) attending the Centre. Additional funding is received through measures from the MEQ.

In terms of Centre technology, most classes are equipped with an interactive whiteboard, as well as laptops and tablets to be used by students. Wi-Fi is available throughout the building. A computer lab, equipped with Macs and PCs, supports computer and media arts courses for students.

The wheelchair accessible Centre space, comprised of 16 classrooms, a Zen room, cafeteria, science lab, computer lab, staff room, and exam room is at full capacity.

## CHALLENGES

Challenges are categorized in three broad areas: clientele, adult education as a system, and the broader context.

### Clientele

Understanding the kinds of students registered at the Centre is a challenge given the wide-ranging profiles of students. Students in the various programs have vastly different needs, experiences, and goals related to their learning and personal development. In FGA students with academic and social needs may take longer to complete class work and to write exams. In all programs, student retention is also a challenge. Students in adult education are juggling personal, professional, social, and educational priorities. As such, formal education is put on hold to meet other priorities.

### Adult Education as a System

There are challenges present in the organization and operations of adult education. Ongoing registration, changes in students' goals and schedules, the placement of students in multiple offers of service, and the inability to determine how many students will graduate poses problems in collecting accurate data for planning and school organizational purposes.

There is a shortage of appropriate office and classroom space; the Centre is at capacity and lacks a cafeteria, gym, study room, bathrooms, meeting room, kitchen and a suitable, welcoming outdoor space for our students and staff.

As in many domains, staffing can be a challenge; there is a shortage of qualified candidates in the job market making it difficult to fill vacancies.

Professional development remains a challenge, especially as it pertains to teaching students facing academic and social challenges in an individualized instruction program. Access to literature pertaining to best practices is also challenging due to the amorphous definition of individualized instruction.





## Broader Context

The broader socio-political context and language policies have an impact on adult education. Currently, the low unemployment rate and higher graduation rate in the youth sector limit new student registrations. The ponderation of ministry exams is lower than in past years for youth sector students. This increase in course completion in the youth sector limits the number of students eligible for adult education.

## POLICY ORIENTATIONS

### ***To maintain student enrolment by increasing student attendance and engagement***

- *To continue adapting to populations needs (FLEXIBLE SCHEDULE, ONLINE CLASSES, DAYCARE, ETC)*
- *To promote high quality instruction*
- *To decrease the number of abandonments (208) and prolonged absences (330)*
- *To increase the percentage of exams taken over a course of a year in the three core subjects by 5%*
- *To continue offering an inclusive, welcoming environment with opportunities for connections and growth at all levels*

## ORIENTATIONS

### SWLSB ORIENTATIONS

1 To support and increase the success of diverse learners and at risk students academically, socially and emotionally.

1 To support and increase the success of diverse learners and at risk students academically, socially and emotionally.

3 To ensure all students possess strong bilingual competency and proficient French skills by the time they graduate, enabling them to thrive in Québec

### CENTRE ORIENTATIONS

STUDENT SUCCESS

HEALTH AND WELLBEING

FRANCISATION





CENTRE ORIENTATIONS	CENTRE OBJECTIVES (STRATEGIES)	INDICATORS	TARGET	MONITORING
STUDENT SUCCESS	<ol style="list-style-type: none"> <li>The Centre Team will use data to determine the success of the students and strategies implemented.</li> <li>Increase the number and frequency of teachers using accountability strategies identified by the Centre Team.</li> <li>Increase support given to students as the start of their registration to support their perseverance</li> <li>The Centre Administration provides support and resources for teachers and Centre Team.</li> </ol>	<ul style="list-style-type: none"> <li>Data based discussion on individual cases.</li> <li>Research based discussion on strategies implemented</li> <li>Offers of Professional Development for all staff</li> <li>The number of accountability strategies used by teachers with individual students in all programs</li> <li>The frequency of accountability strategies used by teachers with individual students.</li> <li>The number of abandonments and prolonged absences</li> <li>The number of students participating in the Commitment to Success course (CST) at the start of the year</li> <li>A schedule of regular PLC meetings for teachers</li> <li>A schedule of ongoing centre team meetings</li> <li>Accessisibility to student data</li> </ul>	<p>By the end of 2028, 100% of teachers will be using 50% of agreed upon accountability strategies.</p> <p>Participation in 2 professional development opportunities per year for all teachers.</p> <p>Decrease the number of abandonments and prolonged absences by 10%. The number of abandonments will decrease by 10% from 208 in June 2023 to 187 June 2024. The number of prolonged absences will decrease by 10% from 330 in June 2023 to 297 June 2024.</p> <p>All teachers will participate in 4 PLC meetings per year Centre meetings will take place every 6 weeks</p>	<p>Director, Pedagogical Consultant</p> <p>Director, Pedagogical Consultant and Department Teams</p> <p>Director, TOS</p> <p>Director, Pedagogical Consultant</p>





CENTRE ORIENTATION	CENTRE OBJECTIVE	INDICATOR(S)	TARGET(S)	MONITORING
Wellbeing	1. Improve the conditions favouring Health and Wellbeing of students	<ul style="list-style-type: none"> <li>The number and availability of resources and services available to students (local and external)</li> <li>Degree of wellbeing as indicated on local survey (or new School Survey for Adult Ed)</li> <li>Feedback from students on services and activities offered at the centre</li> </ul>	<p>A list of resources and services shared in a common space for all to access</p> <p>A common calendar of service offers shared monthly</p>	<p>Social worker, Guidance Counselors, Project Development officer</p> <p>ABAV Team</p>
	2. Offer an inclusive environment where respect of equity and diversity are reflected	<ul style="list-style-type: none"> <li>Code of Conduct guidelines include EDI principles (Equity, Diversity and Inclusion)</li> </ul>	<p>Increase students' feeling of belonging (use school survey)</p> <p>Updated Code of Conduct</p>	<p>ABAV Team, Project Development officer, Social Worker</p>
	3. Increase student engagement within the centre	<ul style="list-style-type: none"> <li>The participation of students within the centre activities</li> </ul>	<p>The number and diversity of student activities throughout the school year</p>	<p>ABAV Team, Project Development officer, Social Worker</p>





SWLSB OBJECTIVE / ORIENTATION	CENTRE OBJECTIVE	INDICATOR(S)	TARGET(S)	MONITORING
<p>To ensure all students possess strong bilingual competency and proficient French skills by the time they graduate, enabling them to thrive in Québec</p>	<ol style="list-style-type: none"> <li>1. Increase the offer of Francization classes</li>   <li>2. Increase the number of students taking Francization classes</li> </ol>	<ul style="list-style-type: none"> <li>• The number of Francization classes being offered</li>   <li>• The number of students taking francization classes</li> </ul>	<p>Increase from 3 daytime classes offered in June 2023 to 6 classes offered in June 2028            Increase from 1 evening class offered in June 2023 to 3 classes offered in June 2028</p> <p>Increase by 30%, the number of Francization students from 158 in June 2023 to 205 in June 2024</p>	<p>Pedagogical Consultant, Centre Director</p>





**GOVERNING BOARD ADOPTION**

**Resolution**

**G.B. RESOLUTION NUMBER** \_\_\_\_\_ MOVED THAT the 2024-2028 Educational Project be adopted as presented on \_\_\_\_\_ (date).

Seconded by \_\_\_\_\_.

**Signatures**

\_\_\_\_\_  
CHAIRPERSON

\_\_\_\_\_  
PRINCIPAL

