

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

CLC and Encompass (Vanier Centre)



2026-2027

Intellectual Development

Goal: Increase engagement & intellectual growth through experiential learning

Rationale:

Hands on & shared learning experiences increase engagement & confidence by making learning meaningful and relevant. These experiences support diverse learners through collaboration, exploration of interests & authentic application of skills

Planned Actions:

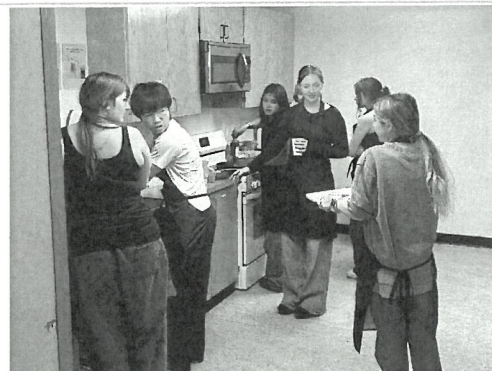
Develop and implement shared elective and experiential learning opportunities across Encompass and CLC that promote creativity, collaboration, and problem solving.
Increase interdisciplinary and project based learning that connects literacy, numeracy, and executive functioning skills to real world and student centred contexts.
Expand access to hands on learning through electives, clubs, outdoor education, field experiences, and community connected learning.

Indicators of Success:

Increased student participation and engagement in shared electives and experiential learning opportunities.
Improved student confidence, persistence, and willingness to engage in learning tasks.
Demonstrated growth in communication, critical thinking, creativity, and collaboration skills.
Student feedback reflecting increased enjoyment of learning and a stronger sense of belonging.

School Community Engagement Process:

Ongoing staff collaboration and reflection to design and refine learning opportunities.
Regular opportunities for student voice and feedback related to learning experiences.
Sharing and celebration of student learning with families and the broader school community.

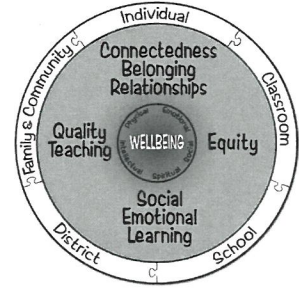


DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

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Human and Social Development

Area of focus:

Student identity, well being, belonging, and resilience.

Planned Actions:

Provide structured and consistent case manager time focused on relationship building, reflection, and goal setting.
Support students in developing self awareness, confidence, and a positive sense of identity as learners and community members.
Explicitly teach and support skills related to emotional regulation, coping strategies, resilience, and self advocacy.
Strengthen connections between students, families, school staff, and community partners to support a strong circle of care.

Indicators of Success:

Students report an increased sense of belonging, safety, and connectedness to the school community.
Improved student confidence and resilience when responding to academic and personal challenges.
Increased student ability to identify strengths, articulate needs, and advocate for support.
Positive feedback from families regarding communication, relationships, and student well being.

School Community Engagement Process:

Ongoing communication and collaboration with families through case managers and school wide events.
Regular staff collaboration to support consistent, relational, and student centred practice.
Celebration of student growth, accomplishments, and milestones within the school community.



DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #2

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Indigenous Learners and Indigenous Ways of Learning

Area of focus:

To support Indigenous learners and strengthen Indigenous ways of learning by creating inclusive, culturally responsive, and relational learning environments that foster identity, belonging, voice, resilience, and success in life.

Planned Actions:

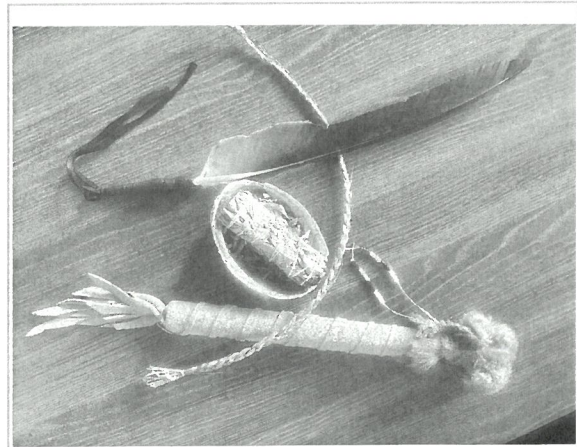
Increase opportunities for Indigenous students to engage in culturally relevant, experiential, and land based learning that supports connectedness to self, community, and place.
Strengthen collaboration with the Indigenous Youth Worker and Indigenous Education staff to ensure consistent relationships, cultural continuity, and student support.
Embed Indigenous perspectives, values, and ways of knowing—such as respect, responsibility, accountability, and reciprocity—across learning experiences, electives, and restorative practices.

Indicators of Success:

Indigenous students report a stronger sense of belonging, identity, and safety within the school community.
Increased participation of Indigenous students in culturally relevant learning opportunities and leadership experiences.
Improved student engagement, confidence, and resilience as reflected through attendance, participation, and reflection.

School Community Engagement Process:

Ongoing collaboration with Indigenous Education staff, Indigenous Youth Worker, and district supports.
Student engagement through circles, reflection, and opportunities for voice and feedback.
School wide participation in Indigenous learning opportunities, events, and celebrations that promote understanding and respect.
Continuous staff reflection and dialogue to support culturally responsive practice



DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOALS #1 & 2

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Reflection

Our school has long been flexible and student centered in its approach to learning, meeting students where they are and supporting individualized pathways. A key pattern that emerged from our data review is that, over the past several years, approximately 65% of our graduates have followed the Adult Graduation pathway, while only 35% have completed the Regular Graduation pathway. This local data suggests that while flexibility supports completion, it may also reflect limited access to a broad range of elective options. We recognize that our facilities and programming have historically limited the variety of electives available, which impacts students' ability to pursue a Regular Graduation pathway and experience a wider range of learning opportunities. Attendance data also shows that many students in both CLC and Encompass struggle with consistent attendance, often connected to mental health or medical needs. This evidence tells us that increasing engagement and connection to school remains critical. Moving forward, we will build on our strong foundation of flexible, student centered practice by offering shared electives between CLC and Encompass, allowing us to expand choice, increase access to diverse learning opportunities, and strengthen student engagement. Cross cutting themes of experiential learning, student voice, and social engagement will continue to guide this work.

Our school recognizes that we are still building a consistent and intentional approach to supporting student identity, belonging, and resilience. A significant pattern that emerged this year is that while strong relationships exist, they are often informal and inconsistent, and many students lack a clear understanding of themselves as learners, including their strengths, needs, and strategies for success. Evidence gathered through student conversations, staff observations, and well being data indicates that students require more structured opportunities to develop self awareness, emotional regulation, and self advocacy skills. Additionally, while every student is assigned a case manager, inconsistent scheduled time has limited the effectiveness of this support. This evidence tells us that relationship building and identity development must be embedded systematically into the school day. In response, we will implement dedicated, scheduled case management time focused on reflection, goal setting, and strength based skill development, while explicitly teaching students about their learning profiles through deeper engagement with their IEPs. Cross cutting themes include social emotional learning, relationship centered practice, and communication, with strategies such as circles to build trust, voice, and belonging.

Our school is at an emerging stage in making Indigenous ways of learning both visible and intentional within our programs. This past year, a key pattern identified through staff reflection is that while many practices aligned with Indigenous principles, such as relationship building, flexibility, and self paced learning, were present, they were not explicitly named or taught. As a result, students may not have recognized these approaches as valued ways of knowing and learning. Evidence from staff learning, including participation in talking circles and collaboration with Indigenous Education staff, indicates readiness to deepen this work. This evidence tells us that intentionality and explicit teaching are necessary to strengthen student understanding, identity, and belonging. Moving forward, we will clearly name Indigenous principles in our practice, integrate regular circle work, and expand opportunities for culturally relevant and experiential learning, while strengthening partnerships with Indigenous staff and supports. Cross cutting themes include cultural responsiveness, relational learning, student voice, and community connection, with practices such as circles supporting communication, reflection, and safety.

Signatures

Title	Name	Signature	Date
Principal	Tara Marinkovic	<i>Tara Marinkovic</i>	June 24, 2026
Assistant Superintendent	Andrea Hunter	<i>A. Hunter</i>	June 26, 2026

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