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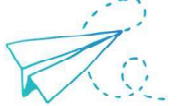


Rawdon Elementary School

EDUCATIONAL PROJECT

2024-2028





PURPOSE AND DEFINITION OF THE EDUCATIONAL PROJECT 2

LEGAL FRAMEWORK 3

GROUPS INVOLVED IN THE PREPARATION OF THE EDUCATIONAL PROJECT 4

CONSULTATIONS HELD FOR THE PREPARATION OF THE EDUCATIONAL PROJECT 4

MISSION 5

VISION 5

SCHOOL/CENTRE PROFILE **Error! Bookmark not defined.**

CHALLENGES 20

POLICY ORIENTATIONS 21

OBJECTIVES **Error! Bookmark not defined.**

PURPOSE AND DEFINITION OF THE EDUCATIONAL PROJECT

This educational project is a strategic tool through which Rawdon Elementary School 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 the students who attend Rawdon School Elementary, as well as the community’s expectations with regard to education.





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 center, the relevance of the training to regional or national labor 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 student's, parent's 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).



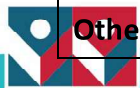


GROUPS INVOLVED IN THE PREPARATION OF THE EDUCATIONAL PROJECT

Committee Members	Roles
Debbie Trempe	Grade 3 Teacher
Nadia Montesano	French Specialist (Junior Grades)
Natalie Korb	Grade 1 Teacher and Staff Assistant (2022-2023)
Karen Plaisance	Pre-k Attendant
Ruby Emond	Community Development Technician, Community Learning Center
Robert Di Marco	School Principal (2022-2023)
Tammie Marlin	Grade 6 Teacher (2022-2023)
Chantal Ouimet	School Principal (2023-2024)
Serena Schoof	Grade ½ Teacher (2023-2024)

CONSULTATIONS HELD FOR THE PREPARATION OF THE EDUCATIONAL PROJECT

Consultations	Date	Time	Location	Details (optional)
Teachers	January 31, 2023 November 24, 2023	8:30	Lunch Room Via e-mail	
Other Staff Members	January 31, 2023	8:30	Lunch Room	
Students	February 2, 2023 February 10, 2023	10:30 9:05	Classroom Library	
Parents	February 24, 2023 March 7, 2023	8:30 2:30	Via E-mail Via E-mail	
Governing Board	March 7, 2023 November, 27 th, 2023	12:00 6:30	Via E-mail School	
Other Stakeholders				



Other Stakeholders



MISSION

Rawdon Elementary School's mission is to build a culture of self-efficacy where all stakeholders have high expectations, promote an active and healthy life style and maintain a safe and secure learning environment where students can take risks.

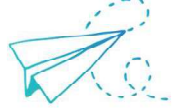
VISION

Nurturing Wellbeing and Success for all.

EXTERNAL ENVIRONMENT

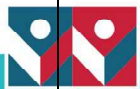
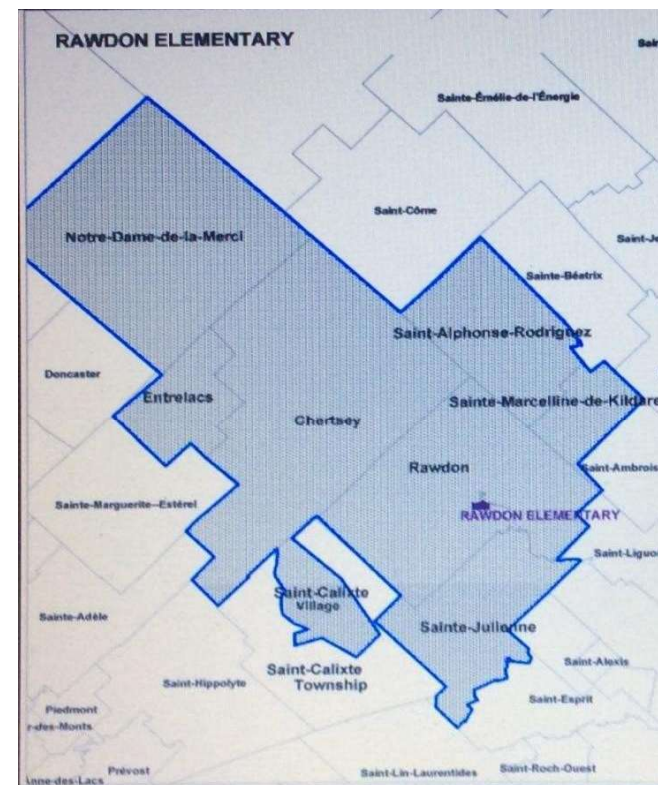
Rawdon Elementary School (RES) is located in Matawinie, at the north end of Lanaudière. The actual building opened on January 11, 2000. Rawdon's first school dates back to 1823 and has always been a stronghold of the greater Rawdon Anglophone community. Formerly on Metcalfe Street, its new location is 4121 Queen Street. This modern school is a one-story building, offering lots of facilities: In addition to thirteen classrooms, two of which have been built to answer the needs of preschool students, we have a computer lab, a library, a resource room, a lunch room, a daycare, a large office, three smaller rooms where specialists can meet with students and a gymnasium. The school has a large schoolyard with a wooded area, a soccer field, a track as well as an area for swings and a jungle gym. RES is located in a rural area, 67 kilometers from the School Board, which makes attracting and retaining qualified staff a challenge. We have more or less a 10 % yearly turnover. The team members have developed a collaborative approach, which helps new teachers and staff integrate easily. The plan of action of our Educational Project will also be a useful reference for new teachers.

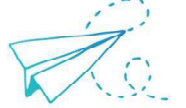




The school serves a large territory; Entrelacs to the North, Sainte-Julienne to the South, Saint-Calixte to the West and Saint-Alphonse to the East. It is a long bus ride on country roads. Many students have up to an 82 minutes bus ride, both in the morning and in the afternoon. Rawdon Elementary School is surrounded by four schools within 1 km distance: one public French elementary school, one French public high school, as well as one private French elementary school and one private French high school.

Villages	# Of students	Time spent in bus <u>one way</u>
Rawdon	93	Average 30 minutes
Sainte-Julienne	40	Up to 82 minutes
Saint-Alphonse	8	Up to 58 minutes
Chertsey	8	Up to 80 minutes
Sainte-Marcelline	2	Up to 82 minutes
Entrelacs	2	Up to 75 minutes
Saint-Calixte	1	Up to 70 minutes



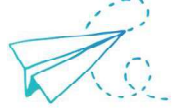


Being located in a disadvantaged socio-economic environment (l'indice de défavorisation du milieu socio-économique), RES has an ISME rating of 9. Consequentially, our community is more prone to a higher level of at-risk students, higher high school drop-out rates, lower levels of education, lower success rates, and other negative impacts relating to poverty. In addition, it is important to be aware that our community faces the reality of intergenerational poverty, a lack of access to English health and social services and resources and less opportunity for socialization and access to community-based organized activities.

Since RES is a school with a socio-economic index (ISME) of 9, it is supported by the measure New Approaches New Solutions (NANS). The ISME is composed of two variables: the under-education of the mother and the inactivity of parents on the workforce, which stand out as the most important predictors of non-academic success. To determine the ranking, all schools in Quebec are arranged in order of increasing value of the respective index and then divided into ten groups. Rank 1 consists primarily of students coming from the most advantaged backgrounds, while the ranking 10 serves students from the most disadvantaged backgrounds. The NANS schools rank of ISME is 8, 9 or 10, they represent about a third of public schools in Quebec. Schools in disadvantaged areas face complex situations because the factors that make their students more at risk exist in greater numbers, and their effects are combined. NANS supports early intervention in the schooling process to counter the impact of adverse social, cultural and economic conditions that may affect the success of students from disadvantaged backgrounds. This is a reality RES school team keeps in mind when prioritizing strategies; we make sure to implement the protective factors in order to counteract the risks factors.

As per the 2021-22 Canadian Census of Population, the Matawinie population has a lower level of education in comparison with the rest of Quebec. Approximately 28.7% of the population aged 15 years and over do not have a high school diploma, and 21.0% live below the low-income cut-off. Similarly, among the population aged 15 years and over, 24.7% do not have any certification; for men it is 26.2%. This finding is a direct result of high school drop out rates in the MRC, among boys. The situation for the population aged 15 years and older, especially men, is worrying since 31.9% of men do not have a diploma. In light of these statistics, it is imperative that we implement strategies that





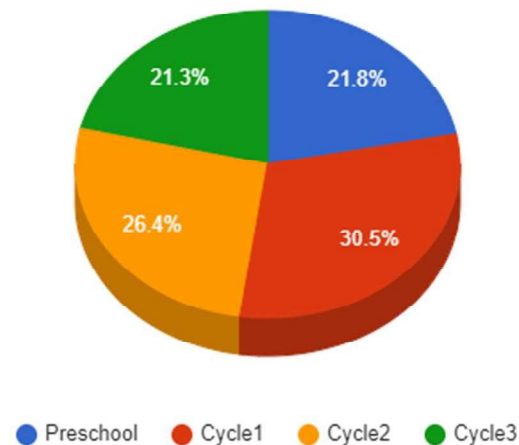
will specifically foster boy’s engagement and perseverance. While helping boys cultivate a stronger sense of belonging to their school, we help to decrease drop out rates in high school.

INTERNAL ENVIRONMENT

RES is an English core school which serves a population of 174 students, from pre-kindergarten to grade 6. The vast majority of the families are bilingual, 53% indicate speaking French as their first language and 47% indicate speaking English as their first language. In 2022-2023, we had one group of students from Grade 1 to 5, 2 groups of Grade 6 and one multi-level class in cycle two and one in cycle two. We also have one multi-level pre-kindergarten/kindergarten, one pre-kindergarten and one kindergarten class. 21.05% of students have an individualized educational plan (IEP), 6.77% have a handicapped code. Of the total IEPs, boys represent 67.86% of the IEPs. All students with IEPs and Ministry handicap codes are fully integrated at RES.

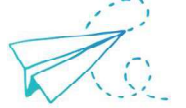
The school population has been on a relatively steady increase over the past two years, with a projected enrollment of 210 students by 2025-2026.

RES 2022-2023



RES Population at a glance	Male	Female	Overall
Number of students	94	80	174
Number of students with an IEP	19	9	28
Percent of students with an IEP	20%	11.25%	16.09%
Number of students with a Code (EHDA)*	5	4	9
Percent of students with a Code (EHDA)*	5.31%	5%	5.17%



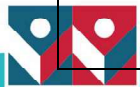


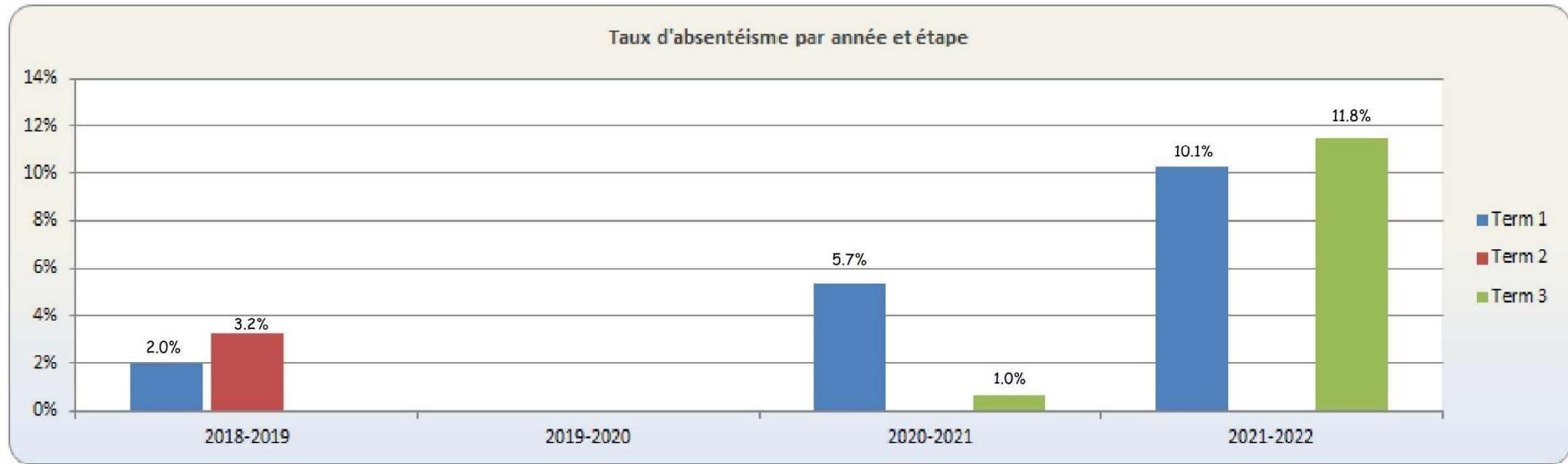
Approximately 22% of the students attend the school daycare. The regular school staff includes one principal, seventeen regular teachers, one resource teacher, part time special education technician, two attendants, two-daycare educators, a part time library employee, one secretary and one janitor. However, through the use of financial measures dedicated to the school, the equivalent of one resource teacher, a part time special education technician and two attendants were added to the team.

Absenteeism

Due to the recent COVID-19 pandemic, Rawdon Elementary School, similarly to other schools in the province, has had the challenge with absenteeism over the past several years. Rawdon Elementary School closely monitors its attendance rate and continually seeks to provide engaging learning environment with extra-curricular activities that motivate and inspire students to attend school regularly. Analysis of absentee rates from 2018-2019 to the current school year have shown absentee rates of an average of 2.6% in 2018-2019 (prior to the start of the COVID-19 pandemic), to an average of 10.9% in 2021-2022. There is no absentee data for 2019-2020 as it marks the onset of the COVID-19 pandemic. In 2020-2021, the average absentee rate was 3.4% due to the Ministry mandated bubbles which limited student interactions between bubble groups which greatly diminished the chance of spreading the COVID-19 virus between students. However, in 2021-2022, bubble groups were no longer mandated and therefore, students once again were able to interact with one another increasing our absenteeism rates to an average of 10.9%.

Community and parental involvement in the education of our students has been an important factor in student success. We have a highly active parent committee who support ongoing projects, fundraising efforts and special events that enrich the student's school experience. The staff of Rawdon Elementary in collaboration with our school community will continue to work towards providing a safe, engaged and welcoming learning environment so that students continue to attend school regularly.





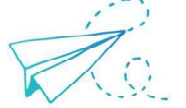
Regional Community Learning Center (CLC)

Rawdon Elementary, Joliette Elementary and Joliette High School form the Regional Lanaudière-Nord Community Learning Center. We are an extended model CLC; multiple schools within a region serving the same English-language community.

One full-time Community Development Technician (CDA) manages the creation and development of relationships with local partners and community-based organizations in collaboration with school principals and staff members. The CDA works to strengthen the offer of services and strategies that contribute to the academic, social, emotional, and

physical development of students, families, and the community at large. Greater community involvement in schools also leads to an increase in financial and material





contributions, and more volunteers supporting the school team. The CDA also writes grants and researches other financial resources for school projects, as well as sitting on various community tables, advocating for the needs of the English community. The CLC Community School Network is supported by LEARN's Provincial Resource Team (PRT), a network-wide resource that provides support and expertise to the CDAs.

The CLC supports, among others:

- Educational activities, links and exposure to local cultural opportunities and healthy living activities,
- Basic needs through the Breakfast Club of Canada,
- Articulation / transition activities between our elementary and high schools (Peer Advisors),
- Projects with Grandparent / Senior centers in Joliette and Rawdon,
- Work-oriented Training Program (WOTP) opportunities for high school students at the elementary school (Kindergarten helper, janitorial worker, snack program),
- Communication with parents through our Facebook page and parent workshops,
- ECO-Club with recycling, composting, gardening and conservation efforts,
- Links to the regional CSSS to encourage teacher understanding of economic and social challenges for families in Lanaudière,
- School yard / park project linking community partners with school boards to facilitate preservation and improvement of our school yard forest.

Partnerships and community organizations working with the Lanaudière-Nord CLC

Comité régional pour les programmes d'accès à des services de santé et des services sociaux en langue anglaise

Comité régional pour la valorisation de l'éducation (CREVALE)

English Community of Lanaudière (ECOL)

Table des partenaires du développement sociale de Lanaudière (TPDSL) – Nourrir Lanaudière

Breakfast Club of Canada

Carrefour Jeunesse Emploi D'Autray-Joliette

Grand Défi Pierre Lavoie

M. Jardin - Jardinons Coopérative de Solidarité





Association pour les jeunes de la rue Joliette

La Maison des Jeunes du Grand Joliette

La Maison des Jeunes de Rawdon

CILC - Center for Interactive Learning

Centre Culturel Desjardins

Musée d'art de Joliette

Association Forestière de Lanaudière

Culture a l'École

English Language Arts Network (ELAN) – Artists Inspire projects

Secretariat for Relations with English Speaking Quebecers – I Belong!

Le Neo - Regional LGBTQ+ organization

Aire Ouverte Lanaudière - Regional health and social services organization

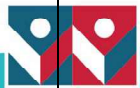
CALACS - Coups de Cœur - Sexuality Education workshops

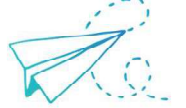
La Sûreté du Québec

Le Réseau - Prevention des toxicomanies

CNESST

The CDA also plays a key role in introducing younger students to the experience of high school through the transition to high school program, allowing elementary students to interact with high school students / mentors. This approach offers children and parents a clear pathway to stay within the SWLSB. Over the past four years, we have been successful in retaining students within the SWLSB, thus decreasing the number of students transferring to non SWLSB schools.



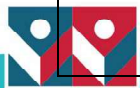


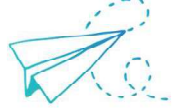
Transition to high school	Grade 6 enrollment	Registered to JHS	Private/Des Samares
2019	24	11	13
2020	21	13	8
2021	19	12	7
2022	23	16	7

Breakfast Program

Rawdon Elementary School also provides a breakfast program to all families who wish to register, 92% percent of our students participate. It is supported by The Breakfast Club of Canada. The school has offered this program since 2006. This service does not only target families with financial difficulties. It also responds to the needs of children who have a very long bus ride in the morning and who do not have an opportunity to have breakfast.

BREAKFAST PROGRAM ATTENDANCE							
Prek	kg	1	2	3	4	5	6
17	20	23	25	24	16	11	21

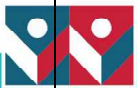


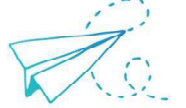


Teaching Practices and Strategies

RES has a positive culture where teachers and educators are collaboratively engaged in ongoing professional development. They teach with purpose, prioritize research-based practices and strategies such as explicit teaching and students are informed of the learning goals. Teachers share knowledge and support each other to develop best teaching practices. In order to address the various learning needs of our students, teachers practice differentiation and small group instruction. In addition, technology is regularly implemented to support learning and to develop 21st century skills. All teachers offer extra remediation and supplementary learning support is offered through resource and additional tutoring services provided by the school's teaching staff. In order to improve upon and enhance their teaching of Mathematics, several teachers, across cycles, have attended the Math summer institute training and continue to participate as a member of the school board's Math professional learning community. In order to address the literacy needs of our early learner, some teachers have or are being trained on literacy and language development. The school staff is energetic and constantly seeks innovative ways to facilitate the students' progress, the educators are part of a professional conversation that is ongoing, formally and informally. All members of the school community are genuinely committed to working together for the best interest of our students.

Resource teachers, using the RTI approach, focus on Tier 1 interventions, thus providing research-based instructional strategies with in-class support for the students. Despite gains, some students require more intensive instruction (Tier 2 and Tier 3 interventions) to increase their literacy skills. We will continue the focus on Tier 1 research-based instructional strategies with most of the resource hours provided for in-class resource support. However, a portion of the resource hours will be dedicated to working with small groups of students in order to target specific needs. With that being said, all teachers have been and continue to receive professional development on RTI – both for academics and behavior related issues.



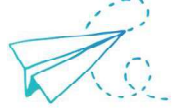


School Success Rates

Due to the COVID-19 pandemic, schools were shut down mid- March and re-opened in May of 2020. Upon returning schools, teachers focused on essential knowledge and end of year exams were cancelled. As a result, students were given a “pass/fail” grade based on previous learning and evaluation as well as on the teachers’ professional judgement. Consequentially, the success rates for 2019-2020 are not based on end of year exams and therefore, these success rates are not comparable with the success rates for the 2021-2022 and 2022-2023 academic years. With that being said, following the 2019-2020 academic year, success rates for English Language Arts, French as Second Language and Mathematics have increased over the last two years. The pandemic had a negative impact on the student’s success rates due to school closures, staff shortages, increased student absenteeism and the challenge of teachers and student adapting to online learning. In order to address the learning gaps which resulted from the pandemic, as per Ministry guidelines, teachers focused on teaching essential knowledge during the 2020-2021, 2021-2022 and 2022-2023 academic years. In addition, several support interventions and strategies (RTI, Tier 1,2 and 3) were put into place for the students to scaffold their learning and bridge the learning gap. Specifically, students were regularly benchmarked in ELA, FSL and Mathematics in order to identify student’s strengths and weaknesses, which can then inform their future support and learning. Furthermore, using school allocated financial measures, additional tutoring was provided by teachers to pre-identified students who required Tier 3 intervention. This year, RTI is being expanded to also address students’ emotional, psychological and behavioral needs in order to provide a wholistic approach to student success.

The Collaboration with families is minimal, about 75% of the families attend curriculum night, 80% attend the November Meet the Teacher Night and a little over 75 % attend the second term Parent-Teacher Meeting/Student-Led Conference. Upon taking a closer look, there was a lower attendance rate among Cycle 3 parents in comparison to K4, K5 and Cycle 1 and 2 parents.





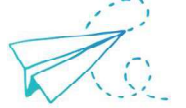
SCHOOL SUCCESS RATE SUMMARY:



Subject	2019-2020		2020-21		2021-22	
	Subject Success Rate	No. of Results	Subject Success Rate	No. of Results	Subject Success Rate	No. of Results
English Language Arts						
ENG210	87.5%	16	89.5%	20	90.9%	22
ENG410	95.5%	22	95.3%	22	100.0%	12
ENG610	100.0%	25	81.8%	22	90.0%	20
French as Second Language						
FRA210	93.8%	16	95.2%	20	100.0%	22
FRA410	90.9%	22	82.6%	22	100.0%	12
FRA610	91.7%	25	90.9%	22	100.0%	20
Mathematics						
MAT210	87.5%	16	85.7%	20	90.9%	22
MAT410	95.7%	22	90.5%	22	100.0%	12
MAT610	96.0%	25	77.3%	22	80.0%	20

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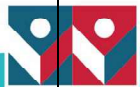
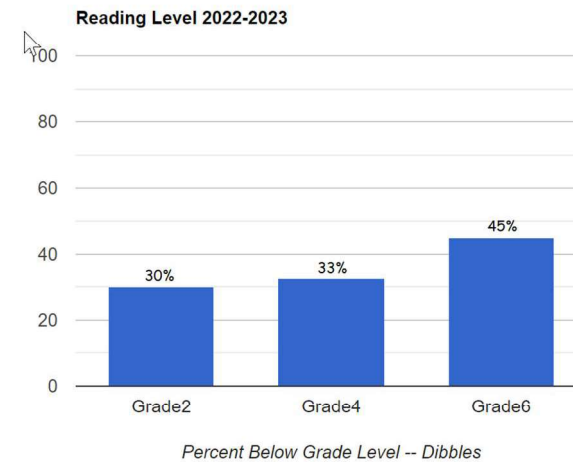
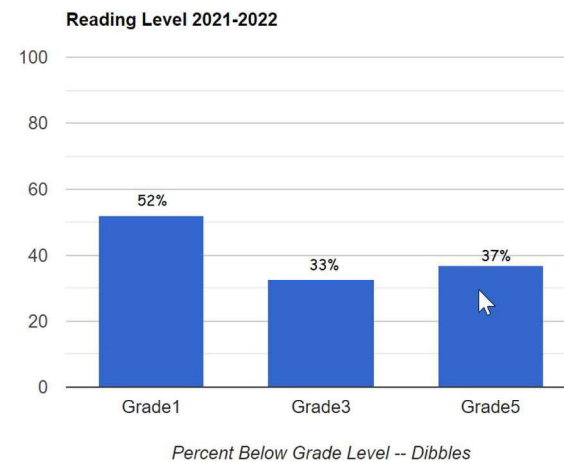


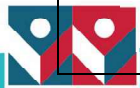
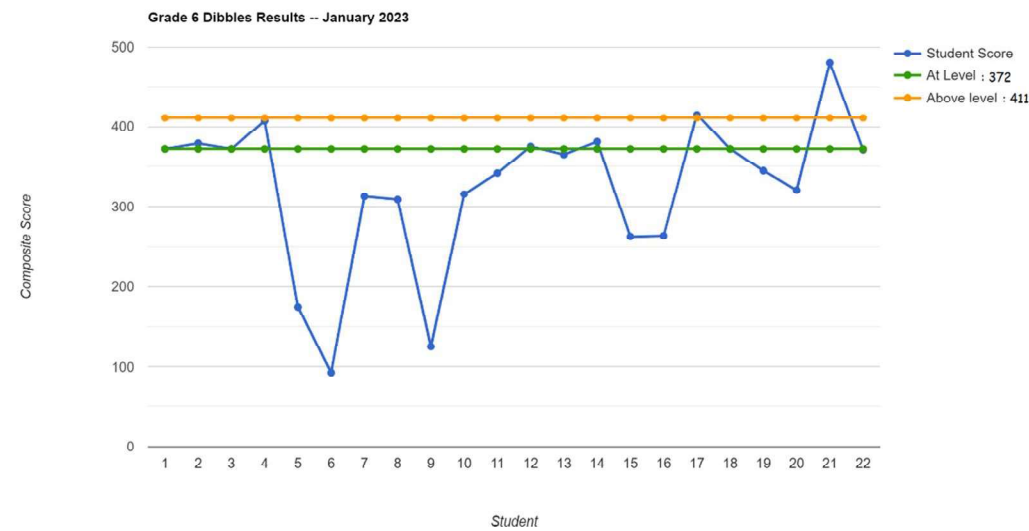
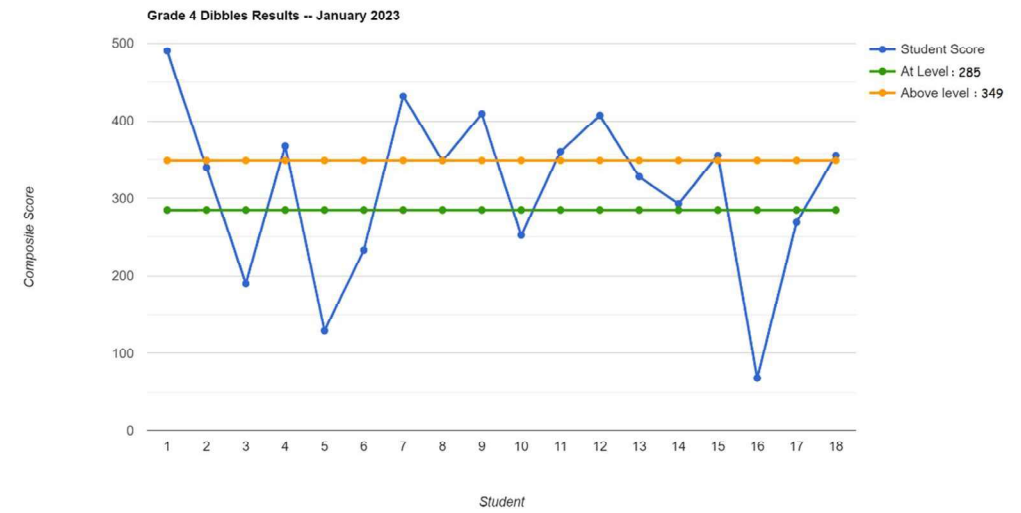
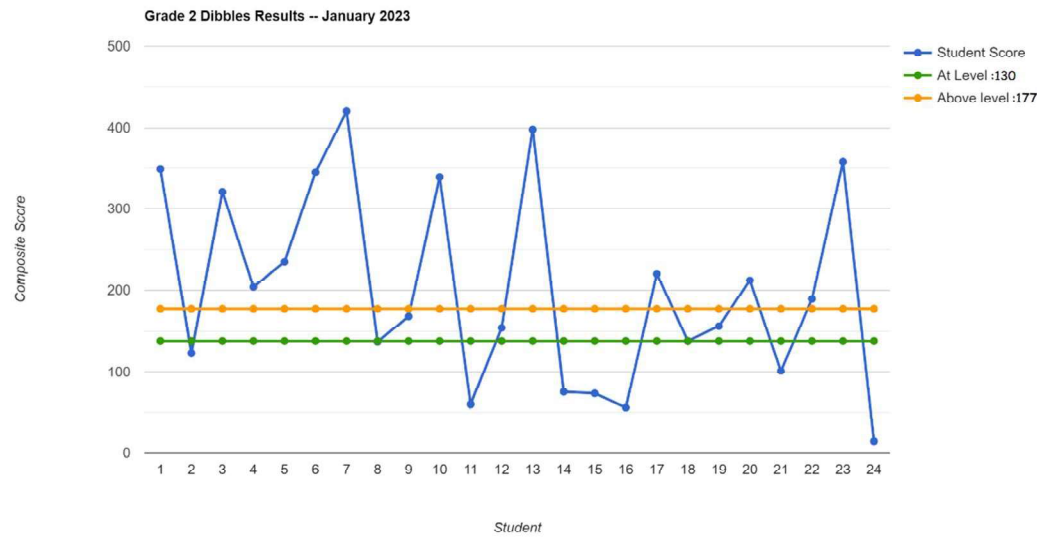


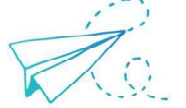
Literacy

The COVID-19 Pandemic which began in March of 2020, had a profound impact of the acquisition of basic literacy due to school closures, the virtual campus (long term), transition to online teaching (regular school setting), increase in student and staff absenteeism, and shortage of personnel. The data shows that the 2022-2023 Grade 6 cohort, which would have been in Grade 3 at the onset of the COVID-19 pandemic, were the most affected by the challenges that arose from the pandemic. The Start of Cycle 2 (Grade 3) is where students begin to learn the more advanced literacy skills (which entails the consolidation of their basic phonetic awareness), while also reinforcing the literacy skills learnt in Cycle 1. As such, this cohort did not have the optimal learning environment in which to acquire and reinforce literacy skill necessary to be successful in Cycle 3.

As for the Grade 1 and Grade 3 cohorts in 2021-2022, their literacy skill either improved or remained stable in 2022-2023 (Grade 2 and Grade 4 respectively) with the loosening of COVID-19 restrictions and mandates.







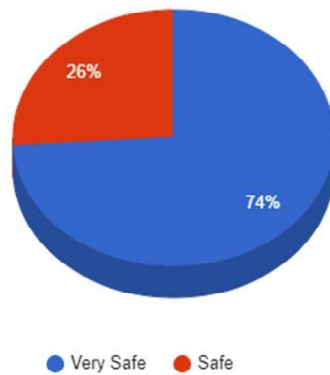
Social Emotional Learning

Since the 2019-2022 Educational Project, the school has put a greater emphasis on social emotional learning in order to better respond to the ever-changing needs of the student population. As a result, the school team has been and will continue to receive professional development on various supportive and intervention strategies such as: zones of regulation, restorative practices, RTI (for both academics and behavior), raising awareness on bullying and violence during school assemblies and events, and other anti-bullying and anti-violence initiatives such as *Unité Sans Violence* (partnership with Sûreté du Québec) and Playground Leadership (SWLSB).

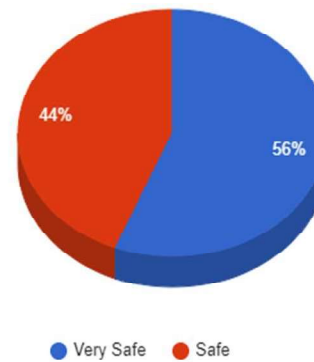
The school's Anti-Bullying, Anti-Violence plan (ABAV) provides proactive prevention measures to help guide the school staff and student population to ensure that students feel safe. This is done by informing students of our ABAV policies and expectations. As per the Our School survey and supported by an internal school survey, students at RES feel safe and secure within their school environment (classroom and hallways). With that being said, an area where more work needs to be done to ensure the safety of our students would be the school yard. As such, RES will continue to work with both external and internal partners to provide support and intervention programs to address incidences of bullying and violence.

RES 2022-2023

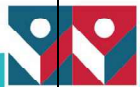
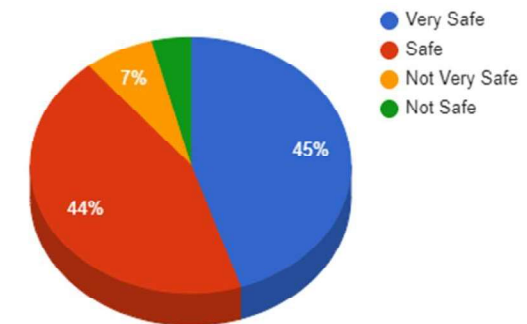
Feeling of Safety In class



Feeling of Safety In the hallways



Feeling of Safety In the Schoolyard





CHALLENGES

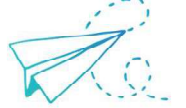
Literacy skills (ELA)

Learning gap resulting from COVID-19

High ISME Index – 9

Bilingualism



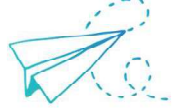


POLICY ORIENTATIONS

Promote academic excellence within a safe and secure environment for all students.

Objectives	Description
Objective 1	To increase the literacy rate of the current first year, cycle 2 cohort from 70% to 85% by 2028.
Objective 2	To decrease the number of cycle 2 and 3 students who do not feel safe in the school yard from 11% to 9%
Objective 3	To increase the amount of French language exposure/instruction by at least 30 minutes a week starting with the 2023-2024 Pre-Kindergarten and Kindergarten cohort.



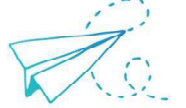


SCHOOL/ CENTRE ORIENTATION 1

Promoting academic rigor through effective and innovative teaching.

MEQ OBJECTIVE / ORIENTATON	SWLSB OBJECTIVE / ORIENTATION	SCHOOL/CENTRE OBJECTIVE	INDICATOR(S)	TARGET(S)	MONITORING
MEQ Objective 1	SWLSB Orientation 1	To increase the literacy rate of the current first year, cycle 2 cohort from 70% to 85% by 2028.	*MEQ Grade 6 end-of-year results. *Reading Comprehension Assessment *By using 2022-23 Dibels results	*From 70% in June 2023 to 85% in 2028 on the MEQ Grade 6 English Language Arts *Reading Response Assessment	*RTI team, *Resource team *ELA teachers reviewing progress every 6 weeks.
Make student success a high priority for Quebec society	Support and increase the success of diverse learners and at-risk students academically, socially, and emotionally.				



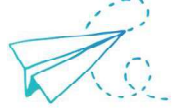


SCHOOL/ CENTRE ORIENTATION 2

Enhance student's well-being by fostering a safe and secure school environment.

MEQ OBJECTIVE / ORIENTATON	SWLSB OBJECTIVE / ORIENTATION	SCHOOL/CENTRE OBJECTIVE	INDICATOR(S)	TARGET(S)	MONITORING
MEQ Objective 3	SWLSB Orientation 1	To decrease the number of cycle 2 and 3 students who do not feel safe in the school yard from 11% to 9%	*Our School Survey *OIM indicators *School based survey	*Reducing from 11% to 9% students who do not feel safe in the school yard.	*ABAV team *reviewing OIM observations every 8 weeks.
Make schools and centers welcoming spaces	Support and increase the success of diverse learners and at-risk students academically, socially, and emotionally.				





SCHOOL/ CENTRE ORIENTATION 3

Build strong bilingual competencies and proficient French skills in all levels.

MEQ OBJECTIVE / ORIENTATON	SWLSB OBJECTIVE / ORIENTATION	SCHOOL/CENTRE OBJECTIVE	INDICATOR(S)	TARGET(S)	MONITORING
MEQ Objective 1	SWLSB Orientation 3	To increase the amount of French second language exposure/instruction by at least 30 minutes a week starting with Pre-Kindergarten and Kindergarten 2023-2024 cohorts.	<ul style="list-style-type: none"> *Teacher workloads *Student schedules. *Activities 	<ul style="list-style-type: none"> *From 60 minutes to 150 minutes in Pre-K and Kg. *30 extra minutes of French exposure weekly through activities or assemblies. 	<ul style="list-style-type: none"> *Teacher council *French teachers *report cards *monitoring of students success *Resource teachers *Subject teacher.
Make student success a high priority for Quebec society	Ensure all students possess strong bilingual competencies and proficient French skills by the time they graduate, enabling them to thrive in Québec.				





GOVERNING BOARD ADOPTION

Resolution

GB-165-20231127-05 Amy Simpson MOVED THAT the 2024-2028 Educational Project be adopted as presented on November 27th 2023

Seconded by _____ Debbie Trempe _____

Signatures

Jacinthe Beauséjour
CHAIRPERSON

Chantal Ouimet
PRINCIPAL

