

EDUCATIONAL PROJECT

2024-2028

Grenville Elementary Educational Project

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Promoting academic rigour through effective and innovative teaching 19



PURPOSE AND DEFINITION OF THE EDUCATIONAL PROJECT

This educational project is a strategic tool through which Grenville 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 Grenville Elementary School 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 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);
- 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
Nancy Bennett	Principal
Meghann Wicki	Teacher
Kristen Lalonde	Teacher
Tracy MacTavish	Special Education Technician

CONSULTATIONS HELD FOR THE PREPARATION OF THE EDUCATIONAL PROJECT

Consultations	Date	Time	Location	Details (optional)
Teachers	February TC Meeting Date TBD	11:44a.m.	Classroom	
Other Staff Members	March/April		Online Survey	Google Form
Students	March/April		Classroom	Our School Survey
Parents	March/April		Online Survey	Google Form
Governing Board	February Meeting Date TBD	7:00p.m.	Zoom	
Other Stakeholders	March/April			



MISSION

We will work together to provide safe and rich learning experiences for all students to better prepare them to be problem solvers and achieve their goals in our ever-changing global community.¹

VISION

Our school community is dedicated to providing an environment where students can be successful in all areas of their lives.

SCHOOL/CENTRE PROFILE

Grenville Elementary School is a small single-level building located at 184 Rue Principale in Grenville, Québec. It is a safe and caring environment, which fosters personal development at many levels. Our stakeholders view learning as a shared experience, involving students, parents, teachers and Grenville community members.

The school is physically located in the town of Grenville and being a very small town (population of 1, 816 in 2021¹) there are not many local services available. There is a public library (offering services in French), a community centre which has provided a great space for our events and a recreation department which is cooperating again with the school after all activities were shut down during the COVID-19 pandemic. There is a small fire station and post office that are always happy to host visits with students as well as a great public park and covered winter skating rink that Grenville uses for physical education. Families and students also use services from Grenville-Sur-La-Rouge and Harrington. There are great community events and activities for holidays for students and families in both English and French. There continues to be limited cell phone service or high-speed internet in these areas. All residents should be able to access high-speed internet since the end of 2023 due to support from the Government through Fibre Argenteuil.

¹ Statistics Canada, Census Profile 2021 Census, Grenville Village (VL) [Census division], Québec [Province]



Grenville Elementary is fortunate to have a very supportive and involved Home and School Committee that continuously ensures coordination between the school and many parents and community members volunteering their time on a regular basis. We are also fortunate to have a staff that strongly believes in the team approach. This is evident through the selection of Professional Development sessions and team-building activities.

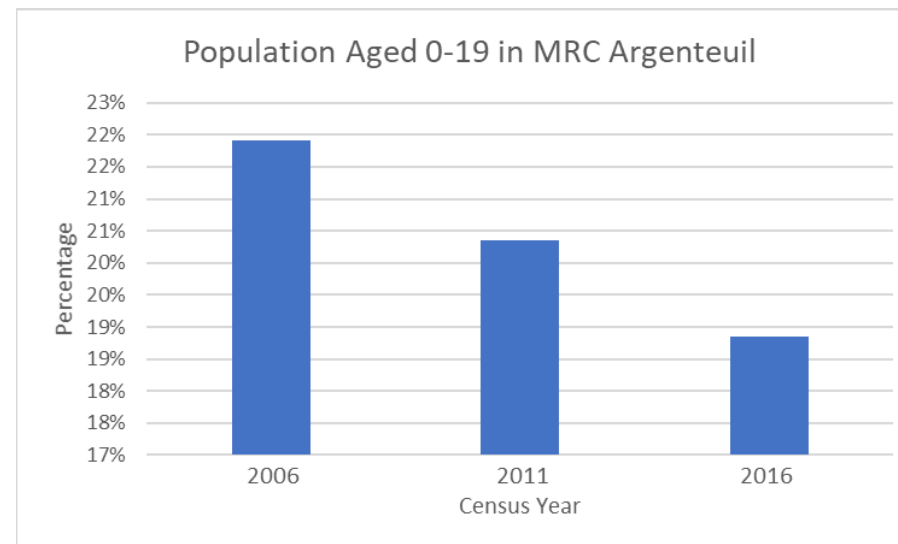
Our school offers a variety of noon hour extracurricular activities, including game club, drama club, remediation, homework club, choir, seasonal sports activities. Parent and staff survey responses demonstrated that we have adequate extracurricular programs (60% and 36%) however, the 'OurSchool Survey' student responses showed that students have interest in a variety of programs including robotics, cooking/baking, gardening, Lego, etc. that are not currently offered. The school also has a free Breakfast Program that is offered to our students by "Breakfast Club of Canada" daily. The majority of our students participate in this program.

Our school community also supports global initiatives such as the Ukraine Effort, Terry Fox Run as well as local initiatives such as Christmas baskets and snowsuit donations.

The school attendance zone includes the town of Grenville, Grenville-sur-la-Rouge (excluding area east of Lac Keatley and Route 327), Chatham (Route 148 East to Montée Stonefield, Marelan sector, Route 344 East to Montée Stonefield, Chemin de la Deuxième Concession East to Montée Stonfield) and Harrington (North on Route 327 to Lost River, West on de la Maskinongé to municipal border and North on de la Rivière Rouge to municipal border).



It is a school with history, as generations of families have attended this school. Many families have stayed in the area or have returned to the area and so their children now attend our school. Survey results reported that 55% of our students have at least one parent or a grandparent who has attended Grenville Elementary School in the past. Also, 78% of students have a parent or grandparent that attended Laurentian Elementary School or Grenville Elementary (both from Sir Wilfrid Laurier School Board) demonstrating that families remained or returned to the area. The proportion of the population of young people from 0 to 19 years is 19%² and has declined slightly over the past decade. The estimated size of the student population at Grenville is always relatively stable since it is a small school having a capacity of 90 students. Some years, out of zone student requests are denied due to the classrooms already being oversized.

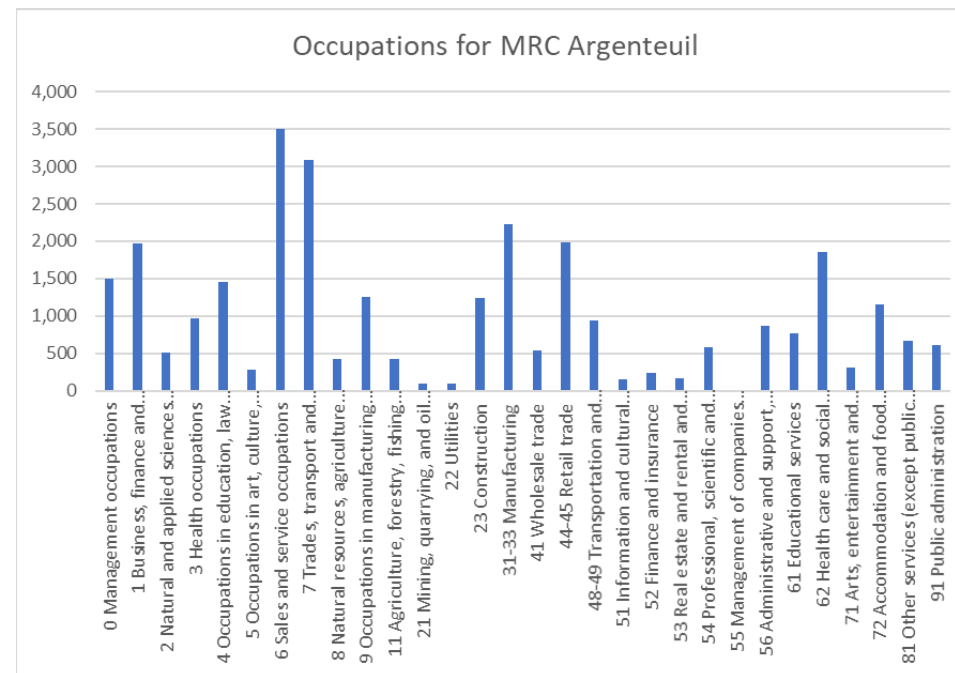


² Statistics Canada, Census Profile 2016 Census, Argenteuil, Municipalité régionale de comté [Census division], Québec [Province]

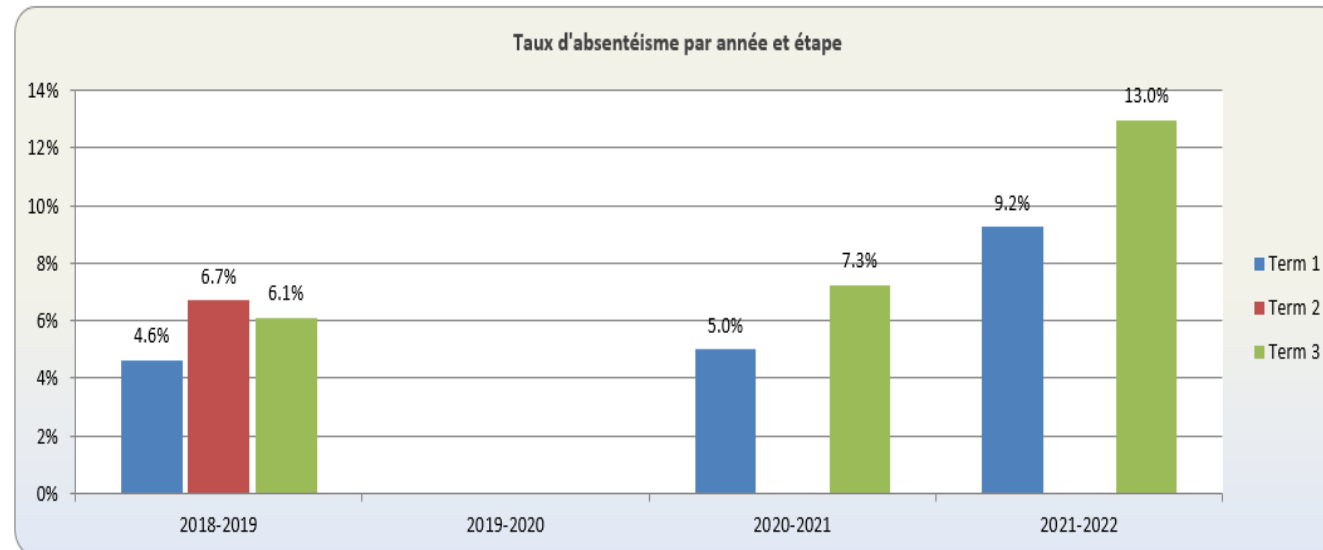


In 2022-2023, eighty-nine students are attending the school. We have two multi-aged classrooms (grades 1, 2 and 5, 6) which provide students with the opportunity to work with teachers for two consecutive years in many cases. This creates consistency, stability and continuous growth for all children, especially for those who have special education needs. The dedicated staff is committed to implementing and providing quality programs that enhance students' writing, reading, Math and French skills as well as critical thinking skills in order to enable each student to achieve success.

Survey results showed that families in our community make a living from the trade (68%) and service (62%) industries. Because we are very close to the Ontario border, many of the families work across the border in factories and businesses in Hawkesbury, Ontario. In most of our two-parent families, both parents are required to work in order to meet their financial needs as jobs in this area are of the low-income nature. The survey demonstrated that only 24% of families have a stay-at-home parent. The increase of interest rates and of cost of living requires both parents to be employed.



The school is no longer designated as a NANS (Agir Autrement) school (indices 6) and therefore does not receive special funding from the M.E.Q. Due to the recent COVID pandemic, Grenville, like many other schools, has had the challenge of many absences in attendance. Grenville Elementary School follows its attendance rate and continually seeks to provide engaging activities that motivate students to attend regularly. An analysis of absentee rates from 2018 to the current school year has shown absentee rates of an average of 5.8% in 2018-2019, drastically increasing to an average of 11.1% in 2021-2022.



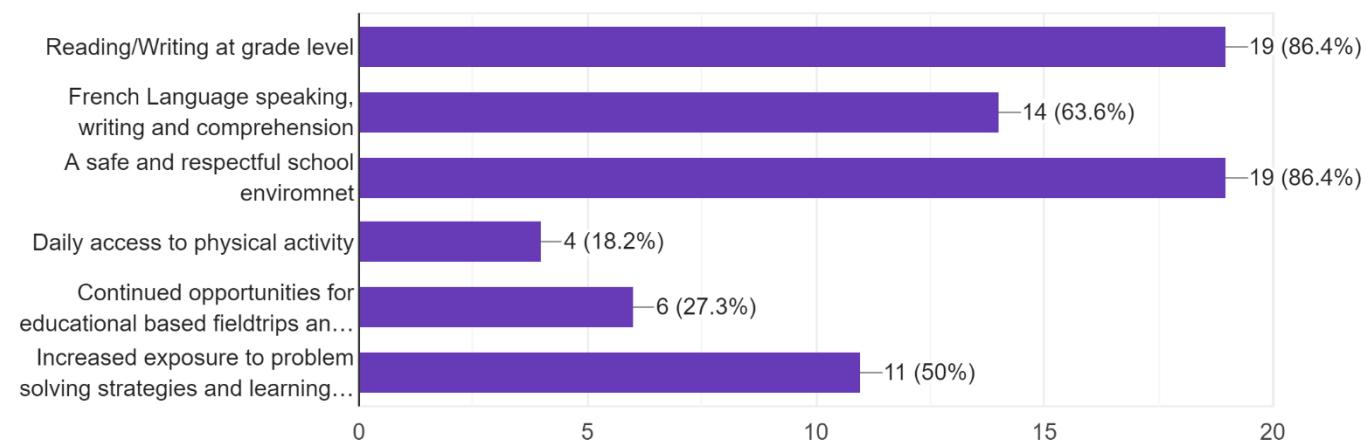
The school serves as a nucleus for social interaction for both students and parents. Again, due to COVID, many families were isolated for significant periods of time especially children between the ages 0-5 years old. Also, these children have grown accustomed to engaging and observing social interaction of people with masks. This contributes to language delay, specifically limited vocabulary, poor pronunciation and frustration when communicating. The Sir Wilfrid Laurier School Board and now Ministry of Education support us in maintaining the Kindergarten for 4-year old program where **early Intervention** is a key factor. This program has introduced our four-year-old children to the school environment and has offered them a complete educational program, which includes screening and early identification of learning difficulties. This has helped the staff and families to develop support systems that will ensure student success in the future. It should also be noted that our Kindergarten for 4-year old and Kindergarten for 5-year old programs are bilingual programs with both French and English taught on a 50/50 basis.



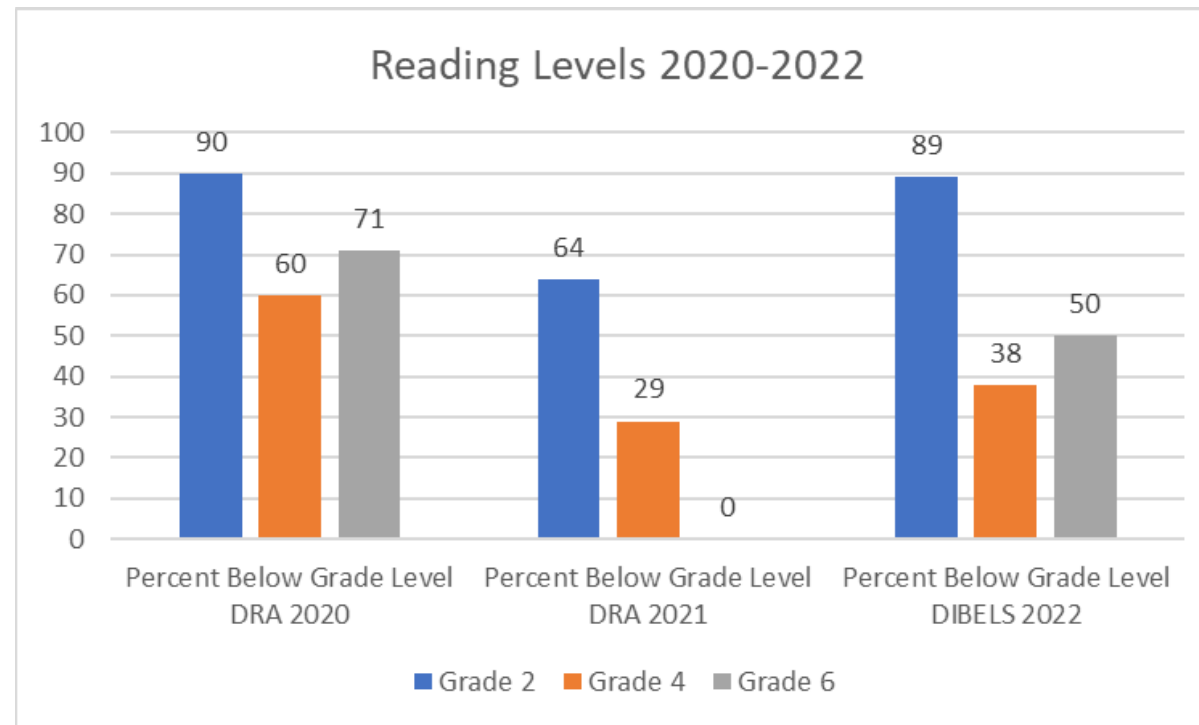
Community involvement in the education of our students has been an important factor in student success. We have a highly active parent committee who support ongoing projects, fundraising efforts and special events that enrich student's school experience. At Grenville, we value parental input and thus created a survey to obtain feedback regarding various issues. Our survey had a 39% response rate (22 families out of 56). The same survey was also conducted among teaching staff, underlining similar issues, which were taken into account when selecting our educational objectives. The Parent Survey (shown below) demonstrates that Reading/Writing at grade level, having a safe and respectful school environment and French Language speaking, writing and comprehension are the top three priorities for student learning. The staff survey showed the same three priorities. In determining our original goals, we expected to include promoting healthy and safe sport, recreation and outdoor activities as an objective. However, based on our survey results (shown below) this is not a priority for our current parents. Similarly, the survey showed that 55% of students are enrolled in sports programs outside of school (soccer, karate, dance, basketball, etc.) as opposed to 32% being involved in non-physical programs outside of school (piano, art, etc.). Lastly, the addition of a third, 20-minute recess (since August 2019) has increased outdoor and physical activities in school.

Please select the top three areas of greatest importance and priority for your child's school experience.

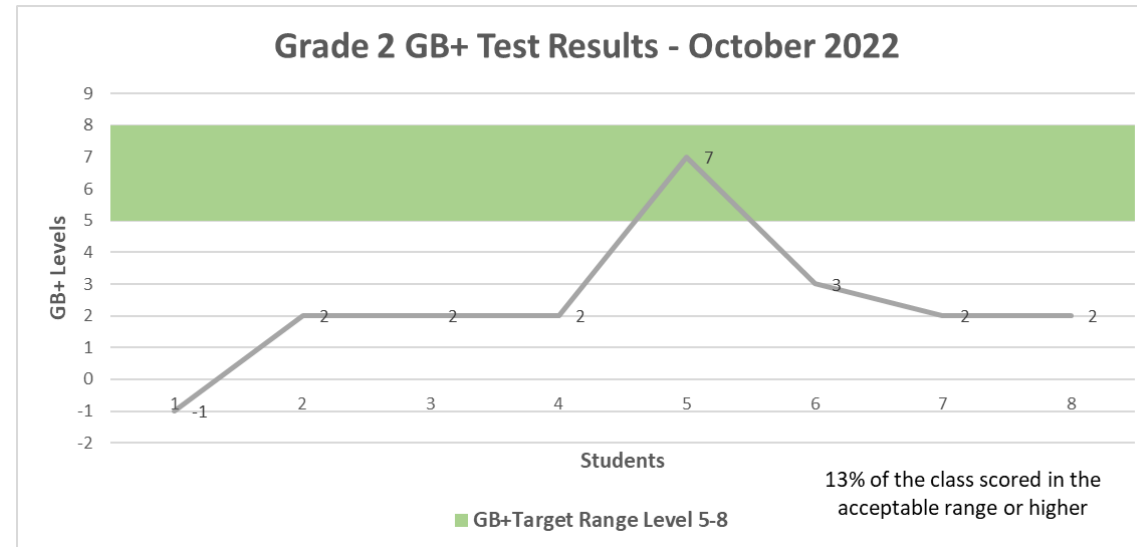
22 responses



Due to the growing number of absences during the years 2020 to 2022, for COVID/illness isolation periods of both staff and students, much educational time and support were diminished. Online teaching and support were not adequate for many students during their formative years especially in learning to read (decoding and comprehension). The Staff Survey results show that 72% agree that COVID had a significant negative impact on student learning. The DRA and DIBELS data for the last three years show that in each class a high percentage of students do not meet the grade level expectations. The trend of the data is showing improvement, namely that fewer students are below grade level since 2020; however, the gap of students not achieving the grade level remains higher than the percentage of students who are at or above grade level. Reading level has an effect on every other subject area.

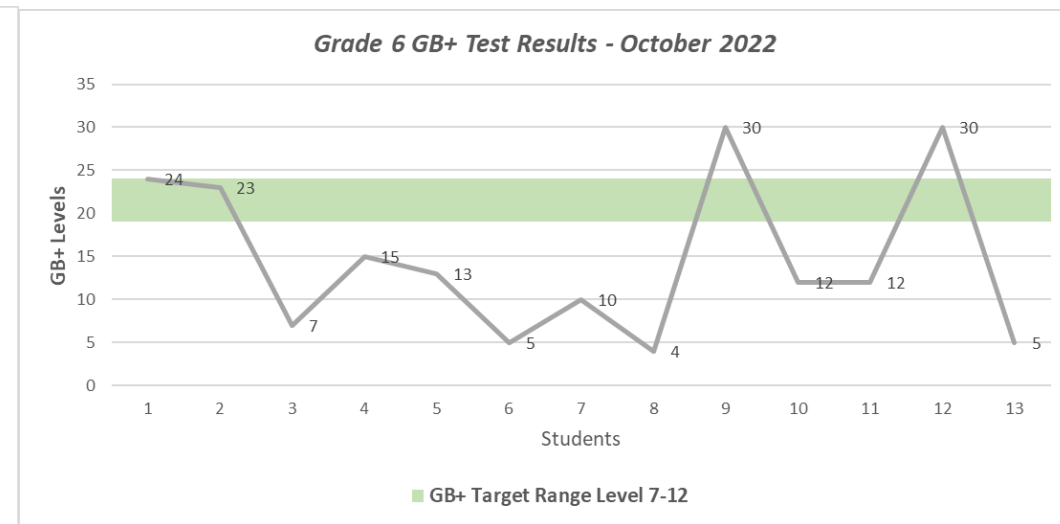
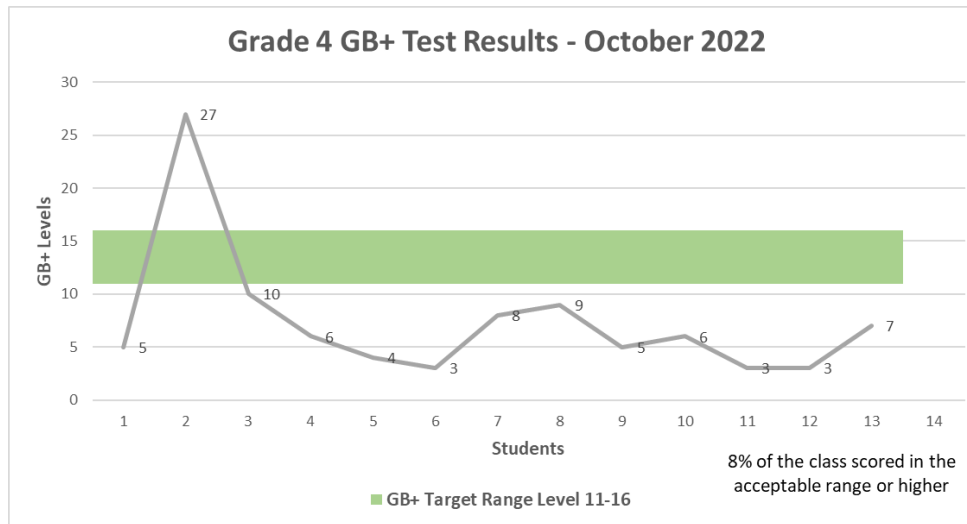


French language proficiency is a challenge in our community. Family support available in this language is minimal, due to a majority of families only speaking a little bit of French at home (Parent Survey results 64% of families speaking some or no French at home). Among the municipalities of the region, Argenteuil presents the highest proportion of its population for which English is the language spoken most often at home. This represents approximately 16.2% of the population in 2021, a decrease in 0.2% since the 2016 census³. In 2022, 82% of end of cycle students (grades 2, 4 and 6) have a GB+ reading below the recommended level for students in FSL Base. To improve our students' use of the French Language our FSL program now includes an art program taught in French and also the availability of French Resource to help students who are having difficulty. Our students are now increasingly motivated to practise their oral French with a program called "Reading/Conversations with Rosie". A guest comes to the school once per week with her training dog and meets with small groups of children from each class to strengthen French oral competency. We are incorporating a tri-weekly French D.E.A.R. reading period for all students.



³ Statistics Canada, table 98-10-0301-01, 2021





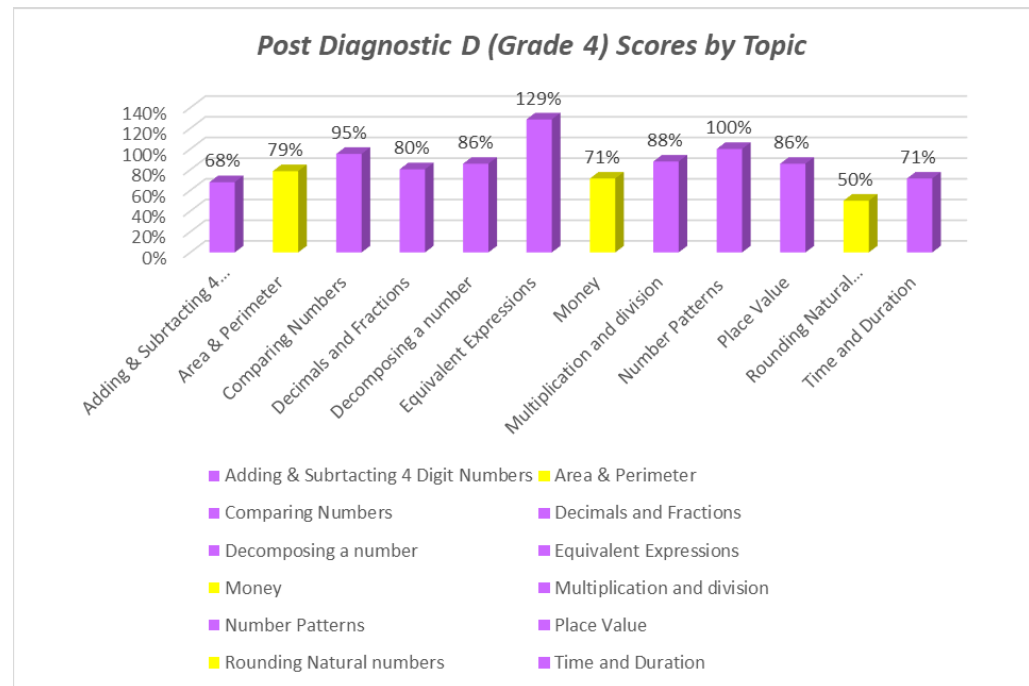
Math, ELA and French data teams meet regularly to analyze data, develop strategies and set goals. Yearly goal setting by the ELA, Math and French data team has resulted in successful initiatives across all grades. All teachers at Grenville sit on a data team, making the goals school-wide and the strategies/tools used by all grades.

For ELA, in 2022-2023 the goal of maintaining the percentage of students obtaining a mark of 3+ or higher on the cycle 3 Structures and Features portion of the narrative writing final exam (grades 5 and 6) at 75% was not achieved. Formal year end examinations were not conducted in June of 2020 or June 2021. The end of cycle 3 cohort for the June 2022 ministerial examination was only four students (two students obtained a failing result for both the reading and writing portion of the exam). This small cohort is not a large enough data set to determine success, thus the goal for the 2022-2023 school year remained the same.



For Math in 2022-2023, the goal of increasing the achievement rate of rounding natural numbers on the Diagnostic Tests of the grade 4 students from 14% in September 2021 (Pre Diagnostic) to 44% in June 2022 (Post Diagnostic) was surpassed with a success rate of 50% (an increase of 36%). (See graph below)

Our overall goal was to see an increase in rounding numbers (and estimating) throughout all grades by June 2022. Results were as follows; in grade 2 the results were 83% which remained status quo from 83% (note: it is not a rounding question on the test but rather a comparing numbers/place value question #13). In grade 3 the results were 65% an increase from 33%. In grade 5 the results were 52% an increase from 21%. In grade 6 the results were 75% which remained status quo from 75%.



For French, the “lecture” goal was for students to increase their reading by 2 levels from October 2021 to June 2022 which was met with partial success as 3 out of 6 groups reached the goal. Some students even went considerably beyond two levels. The “interaction” goal was for students to reach a 68% success rate in Interaction on the end of year grade 6 school board exam. The goal was not reached due to the cohort being a small group (35%).

Our school’s Resource program also includes Math, French and English assistance at all levels to support students with difficulties in these subjects because 15% of our students are on Individualized Educational Plans and an additional 29% are at-risk. Pre and post diagnostic math tests are conducted, in grades 1 to 6, for placement, thus identifying resource needs for at-risk students and areas of focus for instruction. For the 2022-2023 school year, DIBELS testing has replaced DRA testing and is conducted three times per year for all students. In 2022-2023, there are five students with MEQ codes, who represent (5.6%) of the student population attending the school. All students with special education needs are integrated into the classroom setting for all levels of instruction.

In our school, weekly hour-long professional development sessions are held for all teaching staff, allowing us time to collaborate on projects, assessments and planning. Ongoing professional development has allowed teachers to place students on a literacy continuum to track their progress along with making plans that support areas of student weakness. In addition, teachers were able to take part in many training sessions which allowed them to strengthen digital skills, prepare for and support periods of online learning. Teacher training sessions have included: Use of Poly, Google Classroom, WeVideo, Play Posit, Immersive Reader, WordQ for Chrome and Today. In collaboration with the school board English Language Arts consultant, teachers have completed numerous training sessions about the writing revolution and have planned a school-wide initiative to use ‘kernel sentences’ to support writing from the K5 up to the end of cycle 3. Weekly sessions are key to maintaining consistency between the English and French language programs and between cycles.

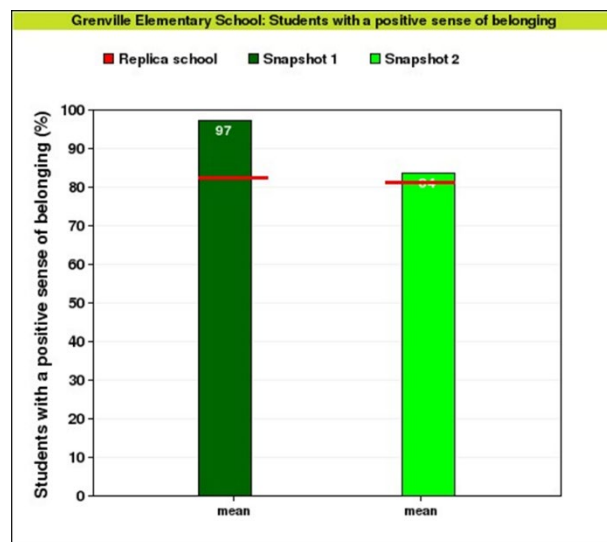
The use of technology is one of the areas that we have focused on in our school. Many students do not have a computer in their home or have limited internet access, making learning opportunities not available to these students. We have stressed computer skills and the use of multimedia as educational tools to help prepare our students for future endeavours. At present we have over 40 laptops, 40 iPads, robots and a range of equipment that help to enhance our educational programs and prepare our students for the future. All classrooms are equipped with SmartBoards and the school has two Poly Studio X50 units.

Having use of this technology allows us to offer programs such as the “Come Travel With Us Program”, MakerSpace and Coding projects. The “Come Travel With Us Program” allows classes and their parents to experience unique learning opportunities via video conferencing offered by numerous establishments around the world. It has brought all age levels of our school community closer to the global community. Coding has become an essential element in today’s workforce. In our classrooms, time spent on coding is done on a regular basis at all levels. In addition, the whole school participates in a MakerSpace program (since 2016), which uses STEAM hands-on learning activities to increase student engagement.



The school has a specialized Behaviour Program that focuses on reducing the number of bullying or violent incidents occurring per year. Twenty-four cases of bullying or violence were reported in the 2021-2022 school year. In October 2022, 97% of students (from grades 4 to 6) in the school have a high sense of belonging; the Canadian norm is 79%. In 2022, 89% of students (from grades 4 to 6) feel safe attending the school; the Canadian norm for those grades is 65%. While we remain above the Canadian norm, our April 2023 results show a significant decrease of 13% in the students' sense of belonging and an 8% decrease in students feeling safe attending school. We have a Special Education Technician who works within the classroom and individually with students on Prevention and Behaviour programs. We also have a program in conjunction with the Sûreté du Québec called the "Unité Sans Violence" (Non-Violence Squad) program where the students meet three times a year with a representative from the police force to discuss a variety of topics.

Students with a positive sense of belonging⁴



Students who feel accepted and valued by their peers and by others at their school.

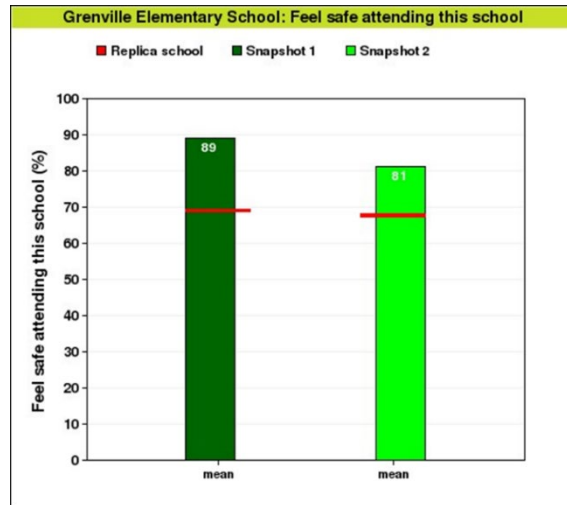
The October 2022 OurSchool Survey showed 97% of students in this school had a high sense of belonging; the Canadian norm for these grades is 79%.

The April 2023 results showed a decrease of 13% of students in this school had a high sense of belonging.

⁴ Report on Student Outcomes and School Climate OurSCHOOL Elementary School Survey (9116) Grenville Elementary School Highlights, 2022-2023



Feel safe attending this school



Students who feel safe at school as well as going to and from school.

The October 2022 OurSchool Survey showed 89% of students felt safe attending the school; the Canadian norm for these grades is 65%.

The April 2023 results showed an 8% decrease of students feeling safe attending school.

Section paramètres

Année scolaire : 2021-2022

École : 153 - Grenville Elementary School

Nature de l'acte : Tous

Nature déclarée : Tous

Suivi de l'événement : Tous

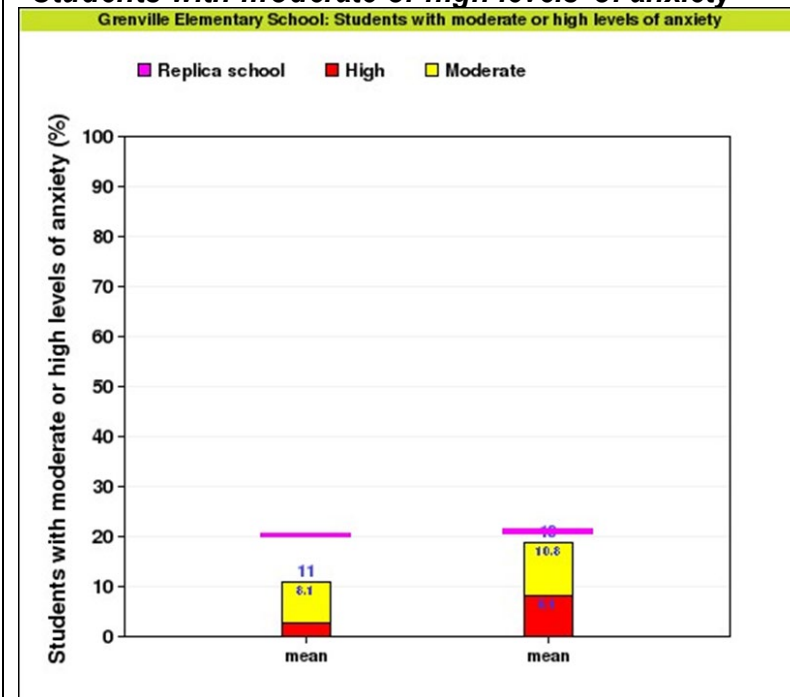
Nature déclarée / Nature de l'acte / École	Nombre d'événements	Nombre d'interventions	Interaction				Plainte au protecteur
			Élève - Élève	Élève - Intervenant	Élève - Autre	Non défini	
Non défini	24	5	14	0	0	10	0
Intimidation	2	0	2	0	0	0	0
153 - Grenville Elementary School	2		2				
Non défini	9	1	0	0	0	9	0
153 - Grenville Elementary School	9	1				9	
Violence	13	4	12	0	0	1	0
153 - Grenville Elementary School	13	4	12			1	

ISM 2021-2022
Bullying and
Intimidation Incidents



In 2022, OURSCHOOL survey indicated an increase in anxiety from the previous year. The survey showed that 11% of students in this school had moderate to high levels of anxiety. The Canadian norm for these grades is 22%. Upon completion of the April 2023 OurSchool Survey shows a significant increase of 8% from the beginning of the year. From information gathered from the students, a probable cause of this increase could be due to isolation during the pandemic. Since 2015, we have continued participating in “The Open Space Project”, where our students take part in thirty minutes of Tai Chi per week. Individual students (identified with high stress levels) participate in harp activities and breathing techniques to help decrease stress levels. Twice daily the whole school takes part in 60 seconds of breathing exercises to help students with transition times by increasing focus and reducing anxiety. The students really enjoy this and the staff believes that it has made a significant difference in the focus levels of their students.

⁵Students with moderate or high levels of anxiety



Students who have intense feelings of fear, intense anxiety, or worry about particular events or social situations.

19% of students in this school had moderate to high levels of anxiety compared to 11% of students in October 2022.

⁵ Report on Student Outcomes and School Climate OurSCHOOL Elementary School Survey (9116) Grenville Elementary School Highlights, 2022-2023



CHALLENGES

<u>Challenges</u>	<u>Policy Orientation</u>	<u>Objective</u>
Student success – Gap in academic performance	Reduce the gap in academic performance of students meeting the QEP competencies for their academic cycle.	By 2028, increase the number of end of cycle students (grades 2, 4 and 6) having a DIBELS score at the recommended grade level or above from 38% to 50%.
Increase French Language Proficiency in all levels.	Provide increased opportunities for French language practice within the daily school environment.	By 2028, increase the number of end of cycle students (grades 2, 4 and 6) having a GB+ reading level at the recommended level for students in FSL Base from 18% to 40%.
<i>Increase in anxiety levels</i>	Decrease the number of students displaying high levels of anxiety.	By 2028, to reduce the number of students displaying moderate or high levels of anxiety from 19% to 15%.

POLICY ORIENTATIONS

Achieving academic success
Providing French language opportunities
Decreasing levels of anxiety

OBJECTIVES

Objectives	Description
Objective 1	By 2028, increase the number of end of cycle students (grades 2, 4 and 6) having a DIBELS score at the recommended grade level or above from 38% to 50%.
Objective 2	By 2028, increase the number of end of cycle students (grades 2, 4 and 6) having a GB+ reading level at the recommended level for students in FSL Base from 18% to 40%.
Objective 3	By 2028, to reduce the number of students displaying moderate or high levels of anxiety from 19% to 15%.



SCHOOL/CENTRE OBJECTIVES, INDICATORS AND TARGETS

EXAMPLE ONLY – Erase this box when preparing your final version

SCHOOL/CENTRE ORIENTATON

Promoting academic rigour through effective and innovative teaching

(Enter your school/centre orientation here)

MEQ OBJECTIVE / ORIENTATION	SWLSB OBJECTIVE/ORIENTATION	SCHOOL/CENTRE OBJECTIVE	INDICATORS	TARGET	MONITORING
<p>MEQ Objective</p> <p>By 2030, increase to 90% the success rate on the composition component of the Elementary 6 (cycle 3, Year 2) language of instruction ministerial examination in the public system.</p>	<p>SWLSB Objective 4</p> <p>By 2022, increase the grade 6 English Language Arts Reading Competency from 90.1% to 92.5%</p>	<p>School Objective 1</p> <p>Increase the success rates on the MEQ grade 6 end-of-year Reading Comprehension Assessment.</p>	<p>MEQ grade 6 end-of-year English Language Arts Reading Response Assessment</p>	<p>From 81% in June 2018 to an 87% success rate by June 2022 on the MEQ grade 6 English Language Arts Reading Response Assessment</p>	<p>Administration, along with cycles 2 and 3 teams, review progress every 6 weeks through English Language Arts PLC.</p>



SCHOOL/CENTRE ORIENTATION 1

153- Grenville Elementary School

MEQ OBJECTIVE/ORIENTATION	SWLSB OBJECTIVE/ORIENTATION	SCHOOL/CENTRE OBJECTIVE	INDICATOR(S)	TARGET(S)	MONITORING
<p>MEQ Orientation 1</p> <p>Support and increase the success of diverse learners and at-risk students academically, socially, and emotionally.</p>	<p>Orientation 1.1</p> <p>Improve board-wide special needs students' reading levels through targeted interventions.</p>	<p>By 2028, increase the number of end of cycle students (grades 2, 4 and 6) having a DIBELS score at the recommended grade level or above from 38% to 50%</p>	<p>Dynamic Indicators of Basic Early Literacy Skills (DIBELS)</p>	<p>50% rate of students obtaining a grade level or above DIBELS score.</p>	<p>DIBELS assessments three times per year by Resource Team.</p> <p><u>Strategies:</u></p> <ul style="list-style-type: none"> -Placement of students on the Literacy Continuum for the English Reading competency. -Additional Drop Everything and Read (DEAR) and Buddy Reading. -Home Reading programs (Raz-Kids) -Levelled, in-class reading groups. -Reading strategy suggestions from DIBELS assessments.



SCHOOL/CENTRE ORIENTATION 2

153- Grenville Elementary School

MEQ OBJECTIVE/ORIENTATION	SWLSB OBJECTIVE/ORIENTATION	SCHOOL/CENTRE OBJECTIVE	INDICATOR(S)	TARGET(S)	MONITORING
MEQ Orientation 3 – Ensure all students possess strong bilingual competency and proficient French skills by the time they graduate, enabling them to thrive in Québec.	Orientation 3.9 Promote appreciation and understanding of the French language and culture.	By 2028, increase the number of end of cycle students (grades 2, 4 and 6) having a GB+ reading level at the recommended level for students in FSL Base from 18% to 40%	GB+ Reading Assessment	40% rate of students obtaining a GB+ reading level at FSL Base recommendation.	GB+ testing twice per year by French team. <u>Strategies:</u> -Placement of students on the Continuum for the French Reading Competency by the French teachers. - Additional French DEAR time (whole school with reading buddies) -Reading with Rosie Program -Close examination and analysis of the GB+ testing results



SCHOOL/CENTRE ORIENTATION 3

153- Grenville Elementary School

MEQ OBJECTIVE/ORIENTATION	SWLSB OBJECTIVE/ORIENTATION	SCHOOL/CENTRE OBJECTIVE	INDICATOR(S)	TARGET(S)	MONITORING
MEQ Orientation 1 – Support and increase the success of diverse learners and at-risk students academically, socially, and emotionally.	Orientation 1.3 Provide training to enable all categories of employees to better support special needs and at-risk students.	By 2028, to reduce the number of students displaying moderate or high levels of anxiety from 19% to 15%.	Grades 4, 5 and 6 OurSchool Survey In-House Student Survey in the fall and spring	4% reduction of the number of students displaying moderate or high levels of anxiety.	OurSchool Survey and In-House Student Survey completed twice per year with Special Education Technician. <u>Strategies:</u> -School-wide “DeBug” Program -Mindfulness initiatives -“Dr.Melrose’s 60 Second Techniques” and workbook for whole school - Digital Citizenship Program -“ Unité Sans Violence ” Program with local police -One on one/group weekly sessions - 30 min weekly scheduled class time for “Social Awareness Program”



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



