

Management & Educational Success Agreement

Between
ENGLISH MONTREAL SCHOOL BOARD
and
Nesbitt Elementary School

2015-2018

Purpose of the Agreement

In order for the school/centre and the school board to comply with the Education Act article 209.2(1) (2)(3)(4), the school board and school/centre must sign a Management and Educational Success Agreement. This must be done annually.

This Agreement outlines the commitments made by the school board and the school/centre to achieve their mission of successfully instructing, qualifying and socializing students. The Management and Educational Success Agreement defines the school/centre role in supporting the school board objectives and targets for student success, within the school board strategic plan and in line with the Ministère de l'Éducation et Enseignement Supérieur, MEES

Management and Educational Success Agreement

Explanatory Notes:

1. The school/centre should become fully familiar with the school board strategic plan and with the Partnership Agreement signed with the Ministère de l'Éducation et Enseignement Supérieur, MEES.
2. The school/centre should review its success plan and ensure that it is aligned with the school board strategic plan.
3. The Management and Educational Success Agreement is signed between the school principal and the director general. This is what makes it a Management Agreement.
4. The Management and Educational Success Agreement must be approved by the governing board after consultation with the staff.
5. The Management and Educational Success Agreement must specify how the school/centre will contribute to the school board objectives and targets for student success as established within the strategic plan.
6. The Management and Educational Success Agreement must outline the resources provided to the school/centre so that it can meet established objectives and targets. Besides a statement referring to general staffing and budgetary allocations, the Agreement must list the resources specific to the school which take into account its particular situation and needs.
7. The Management and Educational Success Agreement must specify the support and assistance measures available to the school/centre. This means any programs and any special centralized support systems which support the school/centre in meeting its targets should be listed. For example, if the board has a system or program for literacy it should be listed here.
8. The Management and Educational Success Agreement must specify how the school/centre monitors its progress towards meeting specific targets and how it reports to its community.

Context:

OUR VISION AND MISSION STATEMENTS:

Our Mission:

Within a safe, supportive and stimulating environment, we, the school staff and parents, inspire a love of learning in all children. We are partners dedicated to the development of each child by providing a comprehensive, bilingual curriculum and diversified activities that empower our students and optimize their full potential. At Nesbitt, we seek to create a challenging learning environment that encourages high expectations for success and that allows for individual differences and learning styles.

Our Vision and Guiding Principles:

At Nesbitt School, we:

- Believe that all children have the right to be respected and to be educated in a safe, secure and supportive environment.
- Believe that each child can learn and experience success.
- Are committed to quality instruction and best teaching practices in order to achieve success for all students in a 21st century world.
- Believe that education is a shared responsibility between students, staff and parents and that effective communication is essential to students' growth, development and success.
- Are committed to foster the academic, social and emotional growth of all students.
- Believe that relationships within the school environment are based on mutual respect.
- Believe that learning is a lifelong process.

OUR SCHOOL PORTRAIT:

Nesbitt School is located in the borough of Rosemont, an area primarily characterized by a working class community with pockets of low income families. Nesbitt was founded in the year 1911 and named after the Nesbitt Family in Rosemont. Nesbitt provides instruction in two of the three basic instructional programs at the elementary level, offered by the English Montreal School Board. Parents can either select the English Core or the French Immersion program of study, both programs spanning from pre- kindergarten to grade 6.

Nesbitt is a culturally rich school. Out of the 303 students presently registered at Nesbitt, 123 are in the English Core program (Pre-kindergarten –grade 6) and 180 in the French Immersion program (kindergarten –grade 6). Overall, the school population represents a total of 24 different cultural origins. English is the primary language spoken at home for the majority of our students, followed by French and other languages.

Nesbitt's socio economic picture is as varied as its cultural origins. A significant number of our students come from families that face socio-economic difficulties; according to the Comité de Gestion de la Taxe Scolaire de l'Île de Montreal, approximately 40% of our students are classified as living below the poverty line. These two factors provide the school with many significant learning opportunities but also present distinct challenges, particularly within our English Core Program.

Due to the particular needs of the community, additional resources/services are funded by ICOR, Joining Forces, A Montreal School for All (AMSFA), and Wellness. Tutors are provided during the school day through various special measures, namely AMSFA. FSL support and early intervention personnel are present, in favor of literacy development in Prekindergarten and Kindergarten. The MEES *Homework Assistance Program* is also provided during lunch and after school, four days a week, at no cost to parents. A summer school program for students requiring additional academic reinforcement and support is also entirely subsidized by AMSFA allocation and on average, helps 30 students annually. During lunch, PELO classes are provided for students so that they can continue to learn about their culture, heritage, and language.

Amongst many of the unique characteristics of our school, Nesbitt offers its students hot, nutritional lunches from our school cafeteria. In addition, for a minimal fee, students can enjoy breakfast daily through our partnership with the Breakfast Clubs of Canada. Additional extra-curricular activities are organized by our Home and School Association. These include Chess, Cooking, Wellness, Karate, etc. Home & School also organizes fundraisers to support student life (academic & non-academic).

Our school is an inclusive school that accommodates an academically diverse population. We have 1 English and 1 bilingual (80% workload) resource teacher, 3 child care workers, 3 behaviour technician (1 PreK, 1 welcoming class, 1 school), a school psychologist, 2 speech and language pathologist, and 1 occupational therapist. The main challenge being faced is responding to the many needs of our students on an emotional, social and academic level.

TABLE A

	2015/2016	2016/2017	2017/2018
School Capacity: 534			
Enrollment	315	287	303
Total number of students registered in French Immersion	177	161	180
Total number of students registered in English Core	138	119	110
Total number of students registered in Pre-K		7	13

TABLE B

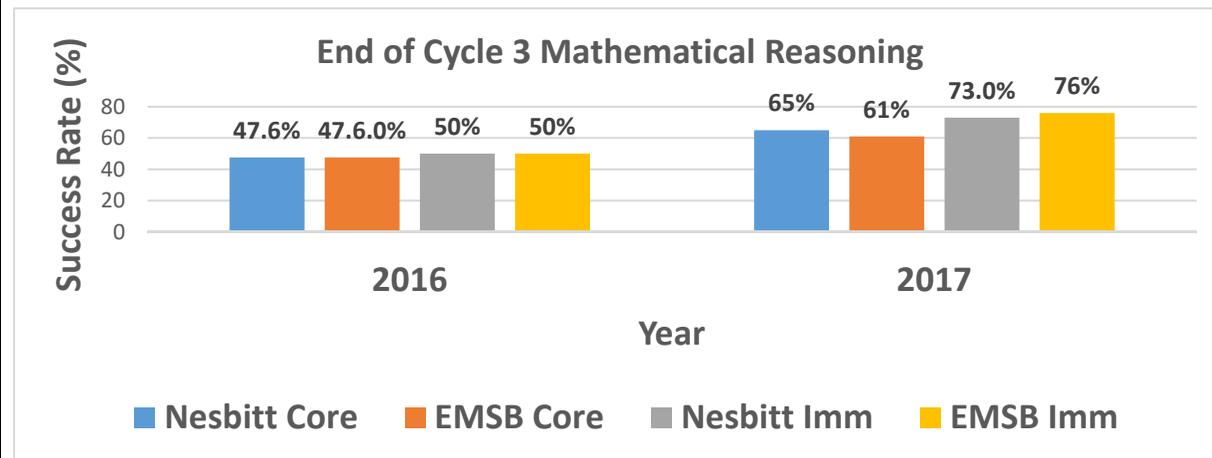
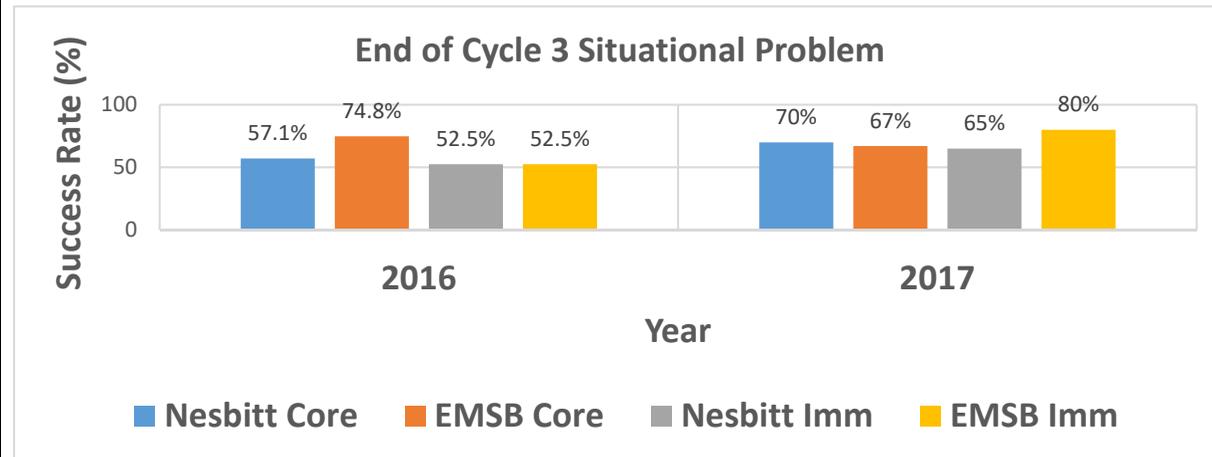
	2016-2017	2017-2018
Total Enrolment	287	303
Students with difficulty codes	35	47
At-risk students with IEPs	34	30
Total # students on IEPs	69	77

B.A.S.E (Before and After School Enriched Daycare Program)

To accommodate working parents, a daycare program is provided before and after school. The B.A.S.E has a solid pedagogical component. It offers an entire range of activities provided to children outside regular scholastic hours. On a daily basis, EMSB B.A.S.E. students are immersed in a wholesome and nurturing community composed of several components which include academic assistance (homework program), nutritional guidance, as well as audio/visual (media awareness and creative Arts), journalism, sports and green programs (environmental consciousness), as well as a myriad of other cultural and social activities for all students including specialty programs geared to students with special needs. In addition, BASE encourages the development of children's social skills (respect, cooperation, and openness to others).

OUR SCHOOL PERFORMANCE RESULTS:

Goal 1



Interpretation:

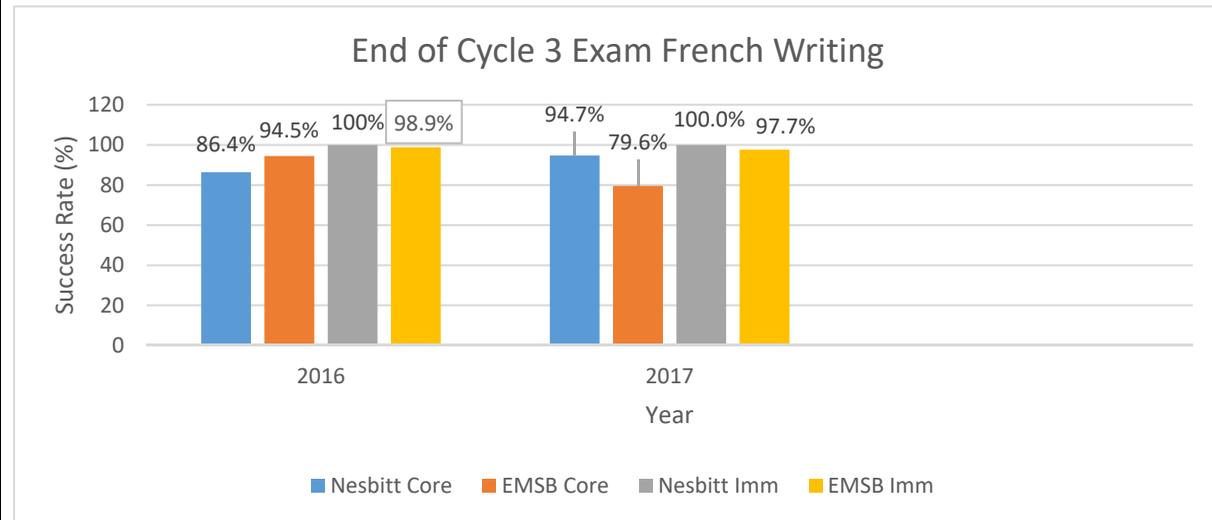
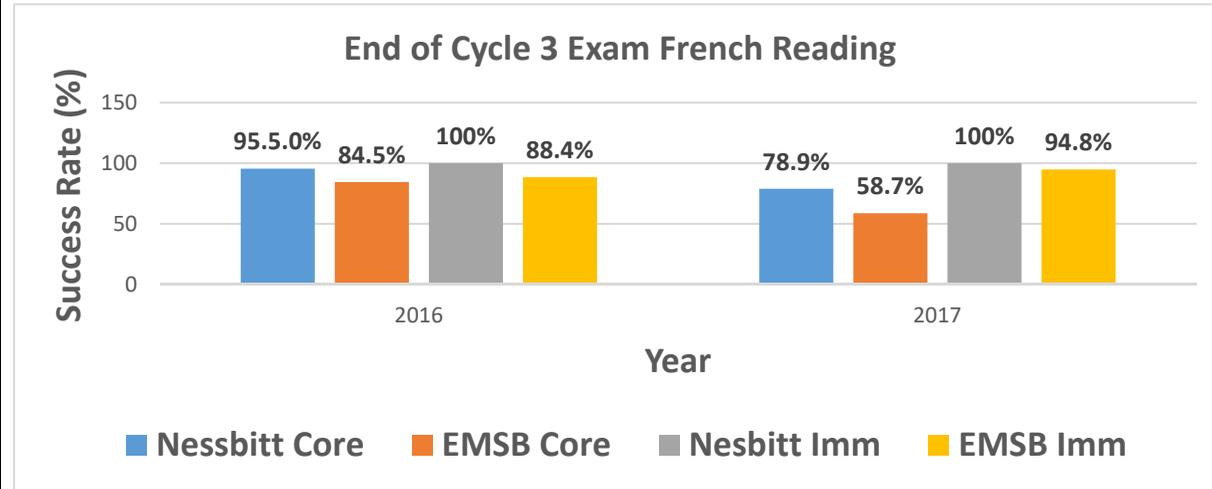
In reviewing our school data, we looked at the end of cycle 3 math exam success rates in two competencies, that is, the competency of using mathematical reasoning and the competency of solving situational problems, within each model of instruction. In English Core- solving situational problems- our data indicates that our students have performed slightly above other core schools in this particular area. We will continue to monitor these results and address this area in math more carefully, school-wide (i.e.: curriculum mapping, professional development). It is important to note that 41% of the English Core cohort in 2016 were on adapted programs (9 out of 22 students).

In French Immersion- solving situational problems- our data indicates that our success rate rose by close to 13%. While our success rate for the competency of solving situational problem has significantly increased in 2017, it is consistent with the overall increase recorded at the board level. A possible explanation can be the format of the exam, targeted professional development board-wide, cycle planning, etc.

Interpretation:

In both models of instruction- mathematical reasoning - our students performed similarly to other students in the school board and students in the same model of instruction. Although our success rate reflects an increase of close to 20%, mathematical reasoning remains an area to address. Our item analysis data shows that our students had difficulty in the areas of probability and the Mastery of Concepts. Throughout the coming year, we will monitor these results, particularly in cycle 3, providing more opportunities for probability exercises, mental math and multiple choice activities.

Goal 2



Goal 2

Interpretation:

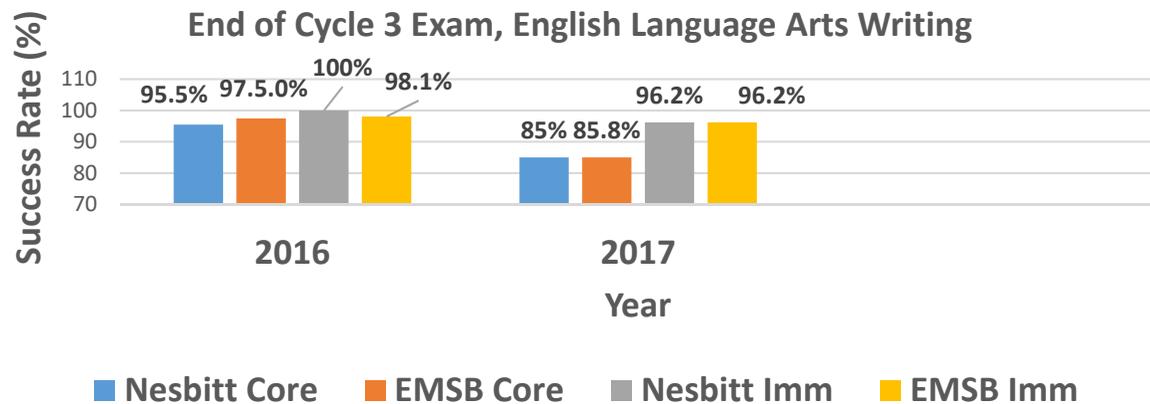
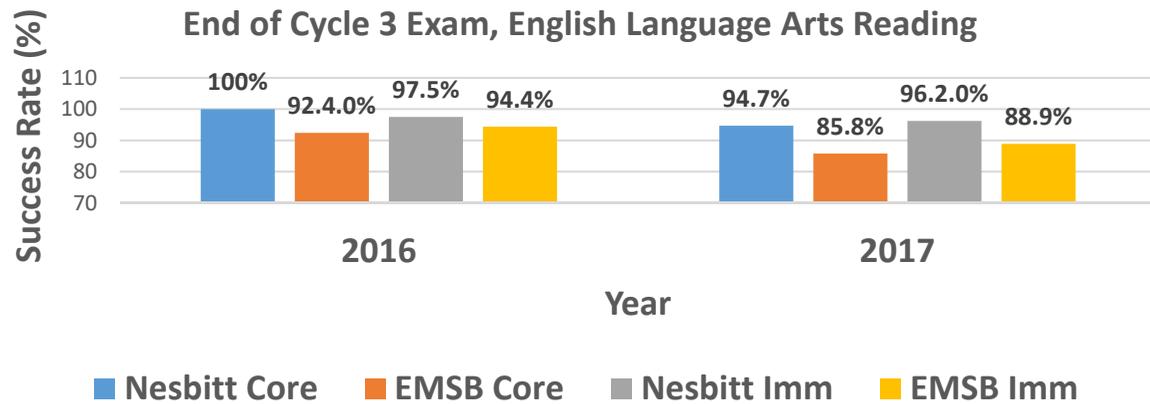
In reviewing our school data, we looked at the end of cycle 3 French exam success rates in two competencies, that is, the competencies of reading and writing. In reading, in English Core, there was a marked decrease in the success rate both school and board-wide. We will monitor this result in order to ensure that it is not a one year phenomenon and is in fact a true representation of our students' performance in the reading competency.

In French Immersion the success rate remains consistently higher than the EMSB, supporting our success in French instruction. Our results also indicate that close to 75 % of our students are reading at a proficient or thorough level.

Interpretation:

In the writing component, our students performed consistently well in 2016 and 2017. We did note, that in English Core the students' success rate increased from 86.4% in 2016 to 94.7% in 2017, while the school board success rate decreased from 94.5% to 79.6%. Our item analysis indicates that the students in English Core performed the highest in overall writing component but require continued exposure to French vocabulary. This component will continue be our focus in the coming year.

For our students within the immersion stream, given that the data shows a high success rate, we will continue to focus on improving the average mark with our school wide initiative indicated in our MESA.



Interpretation:

In reviewing our school data, we looked at the end of cycle 3 English Language Arts exam success rates in two competencies, that is, the competency of reading and writing. In reading, our students in both models of instruction performed above school board success rates with an average of 95% of students in grade 6 scoring 60% or higher. We will continue to work with our students, at all grade levels, to increase the results in proficiency by looking at students' average marks.

Interpretation:

In writing, our results indicate that our students' success rate is consistent with school board results and overall performance at the board level. The decrease from the previous year can be due to the writing task required on the 2017 exam, which could have been less inspiring or relatable than the 2016 task. We will continue to monitor these results and continue to implement writing strategies consistent with best practices (i.e.: the writing process, quick writes, etc.).

Goal 3

N/A

Interpretation:

Reporting on the success rate of a group when the population of that group is small may produce large fluctuations from year to year and not provide us with any meaningful information. A better way to demonstrate the success of students with special needs is to look at the average mark of special needs students within a subject. An increase in the group's average mark indicates an improvement in the progress of the students' learning, regardless of their starting point.

However, in 2016 data of average marks for student with special needs is only available in mathematics. As a result our MESA will only deal with mathematics in 2017-2018 so as to have results to compare.

We will henceforth collect data on average marks for students with special needs students in both French and English. We will establish a baseline for English and French, reading and writing 2017.

MELS/EMSB Goal 1: Increased graduation rates and qualifications before age 20

School Board			School / Centre			
Objective	Indicators	Target	Objective	Indicators	Target	Strategies
<p>To increase the percentage of students who obtain qualification and certification after 7 years.</p> <p>To increase the rate of success on the MELS uniform Mathematics examinations.</p> <p>To increase the rate of success on the MELS uniform History and Citizenship examinations.</p>	<p>The rate of EMSB students who obtain certification and qualification after 7 years.</p> <p>MELS success rate on MELS uniform Mathematics 404 examination (Uniform Examination results published annually in June).</p> <p>MELS success rate on MELS uniform History and Citizenship 414 examination (Uniform Examination results</p>	<p>By June 2014, 86% of students will obtain qualification and certification. (7 year cohort)</p> <p>Increase the success rate on MELS uniform Mathematics 404 to 60%.</p> <p>Increase the success rate on MELS uniform History and Citizenship 414 to 75%.</p>	<p><i>To increase the percentage of students who are successful on the End of Cycle III Math Exams</i></p> <p><i>To increase the percentage of students who are successful on the End of Cycle II Math Exams</i></p>	<p><i>The success rate of students on the End of Cycle III Math Exam</i></p> <p><i>The success rate of students on the End of Cycle II Math Exam</i></p>	<p>To increase the success rate to minimum of 75% on the End of Cycle III Math Exams</p> <p>To increase by 5% overall success rate of students on the End of Cycle II Math Exams</p>	<ul style="list-style-type: none"> • Curriculum mapping (PreK-Grade 6) • Reference to Progression of learning document to help guide teaching • Using PLC meetings to review results of EOC exams and work on strategies in cycle teams • To increase the amount of Application Questions and Situational Problems being used during math instruction at each cycle to increase proficiency • Analysis and reflection on year end data, to inform progress and planning for the following year • Tutors to assist students in classroom and during lunch/afterschool • Professional Development- Summer Math Institute, at-risk students (behavior/learning), etc.. • Assessment of individual students (Leaps & bounds, Math Diagnostic) • Incorporate strategies to develop fluency of basic math facts (Reflex Math, use of ten frames and other manipulatives, etc.)

MELS/EMSB Goal 1: Increased graduation rates and qualifications before age 20 (School Perseverance)

School Board			School /Centre			
Objective	Indicators	Target	Objective	Indicators	Target	Strategies
<p>SCHOOL PERSEVERANCE</p> <p>Decrease the number of student leavers without qualification or certification.</p> <p>To increase the level of literacy of Secondary cycle 1, year 1 cohort.</p>	<p>MELS - number of student leavers without qualification and certification published annually by MELS</p> <p>The percentage of cycle 1, year 1 cohort that are reading at grade level.</p>	<p>Decrease by 47 students from baseline (335-2009) the number of student leavers without qualification and certification.</p> <p>Target reduction 2014-288 students</p> <p>Increase to 90%, the percentage of Secondary cycle 1, year 1 cohort that is reading at grade level.</p> <p>Baseline to be determined by September 2012</p>	<p><i>To create opportunities, at the elementary level, that will promote student engagement, develop personal interests and explore career goals</i></p>	<p><i>The number of student-directed and self-initiated projects</i></p> <p><i>The number of students participating in school activities and student feedback</i></p>	<p><i>To continue to offer initiatives that will promote student engagement and develop personal interests</i></p> <p><i>To continue to encourage all cycles to participate in cultural or educational outings</i></p> <p><i>To continue to offer opportunities for community involvement and family engagement</i></p>	<ul style="list-style-type: none"> • To create more opportunities for project-based learning so that students develop competencies through engagement in long-term, challenging cycle projects • Visits to Vocational Education Programs within the EMSB (Rosemount Tech., St. Pius X Culinary, Laurier Macdonald) • Bartimaeus (Transition to High School and Study skills programs) • Various initiatives with high school students and exchanges (Leadership Retreat, Remembrance Day gathering, etc.) • Our Best to You • Grandmothers' Tea • Annual Family Tea • Cook For a Cure • Welcome Back Event • Holiday Breakfast • Leadership Retreat • Parent workshop/family events (transition to school, social media awareness, literacy workshops, evening family celebration etc...)

MELS/EMSB Goal 2: Improved Mastery of the French Language (French Reading & Writing- ELEMENTARY)

School Board			School /Centre			
Objective	Indicators	Target	Objective	Indicators	Target	Strategies
<p>FRENCH READING: (ELEMENTARY)</p> <p>To improve French reading skills of all elementary school students.</p>	<p>Number of students who are successful on the (minimum of 3 out of a scale of 5) elementary end-of-cycle reading examination.</p>	<p>A 90% success rates in reading for all students enrolled in elementary schools in all 3 cycles ----- To increase by 5%, in the four years of this agreement (2010-2014)</p>	<p><i>To increase the percentage of students who are successful on the reading competency of the End of Cycle II and III exams</i></p> <p><i>Baseline: June 2015 French EOC Exams</i></p>	<p><i>The success rate of students on the End of Cycle II and III Exams reading</i></p>	<p>To maintain or increase by 5-10% the success rate of students on the Reading component of the End of Cycle II and III French Exams where the success rate of the previous academic year is above 75%. ----- To maintain or increase by 5% the success rate of students on the Writing component of the End of Cycle II and III French Exams where the success rate of the previous academic year is above 90%.</p>	<ul style="list-style-type: none"> • Curriculum mapping (PreK-grade 6) • Reference to Progression of learning document to help guide teaching • Consistency of pedagogical materials across cycles • Identify the level of reading of students at risk and following an IEP using the GB+ Benchmark and monitor their improvement • Use of the Duo lingo program and app • Using PLC meetings to review the results of the EOC Exams and the CAT IV scores, in order to identify areas of difficulty in both reading and writing and working on strategies as a cycle team • Encourage greater use of the literacy room and the Daily 5 Approach, particularly in Cycles 1 & 2 • Encourage a guided reading approach in school and at home • Increase the number of activities which expose students to the French language (cultural, extracurricular) • The use of classical literature (legends, fables, etc.) in cycle 3
<p>FRENCH WRITING: (ELEMENTARY)</p> <p>To improve French writing skills of all elementary school students</p>	<p>Number of students who are successful on the (minimum of 3 out of a scale of 5) elementary end-of-cycle writing examination</p>	<p>the proportion of students who are successful on the end-of-cycle written examination for each of the three elementary cycles.</p>	<p><i>To increase the percentage of students who are successful on the writing competency of the End of Cycle II and III exams</i></p> <p><i>Baseline: June 2015 French EOC Exams</i></p>	<p><i>The success rate of students on the End of Cycle II and III Exams writing</i></p>		

MELS/EMSB Goal 2: Improved Mastery of the English Language (English Reading & Writing- Elementary)

School Board			School / Centre			
Objective	Indicators	Target	Objective	Indicators	Target	Strategies
<p>ENGLISH READING: (ELEMENTARY)</p> <p>To improve English reading skills of all elementary school students.</p>	<p>Number of students who are successful (minimum of 3 out of a scale of 5) on the end-of-cycle written examination in the EMSB French immersion program for each of the elementary cycles.</p>	<p>To increase by 5%, in the four years of this agreement (2010-2014) the proportion of students who are successful on the end-of-cycle written examination for each of the three elementary cycles.</p>	<p><i>To increase the percentage of students who are successful on the reading component of the End of Cycle II, and III exams</i></p> <p><i>Baseline : 2015 EOC 2 & 3 English Exams</i></p>	<p><i>The success rate of students on the June 2016 End of Cycle II, and III Exams</i></p>	<p>To maintain or increase by 5% the success rate of students on the <i>reading component</i> of the End of Cycle ELA Exam where the success rate of the previous academic year is above 90%.</p> <p>-----</p> <p>To maintain or increase by 5% the success rate of students on the <i>writing component</i> of th End of Cycle ELA Exam where the success rate of the previous academic year is above 85%.</p>	<ul style="list-style-type: none"> • Curriculum mapping (PreK-grade 6) • Reference to Progression of learning document to help guide teaching • Consistency of materials across cycles • Identify the level of reading of each student using the PM Benchmark and monitor their improvement • Encouraging the use of reading response tasks in the earlier cycles, in order to develop those reading strategies earlier on • Use a guided reading approach in school and at home, especially in cycle one • Using PLC meetings to review the results of the June 2016 Exams and the CAT IV scores, in order to identify areas of difficulty in both reading and writing and working on strategies as a cycle team • Encourage greater use of the literacy room and the Daily 5 Approach, particularly in cycles 1 & 2 • Training and use of Lively Letters early literacy approach for cycles 1 & 2 • Encourage a wide array of writing genres (both fiction and non-fiction) at all grade levels in order to adequately develop good writing strategies
<p>ENGLISH WRITING: (ELEMENTARY)</p> <p>To improve the English written skills of all elementary school students.</p>	<p>The number of students who obtain a 3 out of 5 on the End-of-cycle 3 ELA Evaluation Situation (ES) - writing component.</p>	<p>To increase by 5% the success rate of students on the End-of-cycle 3 ELA Evaluation Situation (ES)</p>	<p><i>To increase the percentage of students who are successful on the writing component of the End of Cycle II, and III exams</i></p> <p><i>Baseline : 2015 EOC 2 & 3 English Exams</i></p>	<p><i>The success rate of students on the End of Cycle II, and III Exams</i></p>		

MELS/EMSB Goal 3: Improved Levels of Retention and Academic Success for Certain Target Groups (special needs)

School Board			School /Centre			
Objective	Indicators	Target	Objective	Indicators	Target	Strategies
To increase the number of students (within the 7-year cohort) identified as having learning and or behavioural difficulties and the number of at-risk students with an Individualized Education Plan (IEP) who will graduate with a Diplôme D'études Secondaires (DES) and Diplôme D'études Professionnelles (DEP).	The number of students identified as having learning and or behavioural difficulties and the number of at-risk students with an Individualized Education Plan (IEP) who will graduate with a Diplôme D'études Secondaires (DES) and Diplôme D'études Professionnelles (DEP).	To increase by 5% the number of students identified as having learning and or behavioural difficulties and the number of at-risk students with an Individualized Education Plan (IEP) who will graduate with a Diplôme D'études Secondaires (DES) and Diplôme D'études Professionnelles (DEP) from a baseline to be established in 2010-11	To increase the percentage of students with an IEP who are successful on the End of Cycle 2 & 3 exams	The success rate of students on the End of Cycle II and III Exams	To increase the average mark of students on an I.E.P (Individualized Education Plan) by 5% on the End of Cycle II and III Exams	<ul style="list-style-type: none"> • Regular follow-ups of the student IEPs by the classroom and resource teachers, so as to ensure that strategies, adaptations and/or modifications are implemented and respected • Provide professional development/guidance for teachers through new school liaison resource teacher (help with the implementation of term/year targets) • Teachers will write realistic & achievable goals for students on IEPs (realistic and achievable) and closely monitor the students' progress as a result • Provide opportunities for students with special needs or who are at risk to work in small groups with class tutors
To increase the number of students (within the 7- year cohort) identified as having handicaps who will graduate with qualification of Pre-Work Training Certificate (PWTC) and Training Certificate for Semi-Skilled Trade (TCST).	The number of students (within the 7 year cohort) identified as having handicaps who graduate with Pre-Work Training Certificate (PWTC) and Training Certificate for Semi-Skilled Trade	To increase by 30% over the June 2010 baseline, the number of students identified having handicaps, who will graduate.				

MELS/EMSB Goal 4: Healthier and Safer School Environment

School Board			School /Centre			
Objective	Indicators	Target	Objective	Indicators	Target	Strategies
<p>To reduce the percentage of elementary and high school students who are victims of bullying.</p> <p>To increase students' feelings of school safety</p>	<p>The percentage of elementary and high school students who are victims of bullying as measured by the Tell Them From me (TTFM) Survey</p> <p>The percentage of elementary and high school students who report increased feeling of school safety as measured by the Tell Them From Me (TTFM) Survey.</p>	<p>To reduce by 5% the percentage of elementary and high school students who are victims of bullying.</p> <p>To increase by 5%, elementary and high school students' feelings of school safety</p>	<p><i>To decrease the percentage of students who feel they are victims of bullying.</i></p> <p><i>Baseline 2015</i> <i>19% of students felt they were victims of moderate bullying</i></p> <p><i>78% of our students said they feel safe attending school based on the TTFM online survey</i></p> <p><i>Provide opportunities for development of whole school activities and programs that foster community spirit and pride in school.</i></p> <p><i>Baseline</i> <i>Number of activities /programs provided to students</i></p>	<p><i>-Students' perception of feeling safe and/or perception of bullying gathered from the "Tell them From Me" online survey.</i></p> <p><i>-Number of school documented incidents of bullying.</i></p> <p>-number of programs and interventions that address violence prevention and conflict resolution</p> <p>-number of initiatives that promote pride in and respect for our environment</p>	<p>To decrease the number of students who feel they are victims of bullying by 5%.</p> <p>To decrease the number of school documented cases of bullying by 5%</p> <p>To provide students with a minimum of 6 learning opportunities that will encourage community spirit and pride in school.</p>	<ul style="list-style-type: none"> • Implementation of the "Together Against Violence" anti-bullying and leadership initiative in collaboration with our local police department for our cycle 3 students • Dynamix workshops for students on "Recess Success" and implementation of the program during recess and lunch • Continue with the "GOTCHA!" school initiative • Grade 6 Leadership Retreat • Use of classroom Dojo • Continue providing opportunities for leadership experiences through "Free The Children" and participation in WE Day • Student council • "Our Best to You" student showcase • Whole School assemblies (talent show, plays, etc.) • Nutrition awareness activities (Awake with a Shake) • Holiday Breakfast • Anti-Bullying events & invited guests (Pink t-shirt day) • Bus Safety—cycle 1 • Remembrance Day/Black History Day Assembly • Terry Fox Walk, Jump Rope for Heart, etc... • Partnership with Eco-Quartier (classroom workshops, litterless lunches, etc...)

MELS/EMSB Goal 5: Increased Enrolment of Students under 20 in Vocational Training

School Board			School /Centre			
Objective	Indicators	Target	Objective	Indicators	Target	Strategies
To increase the number of new registrants under the age of 20 in Vocational Training.	Number of new registrants under the age of 20 in Vocation Training.	To increase by 10% within the next four (4) years the number of new registrants under the age of 20 using the baseline year of 2007-2008 (208 students)	To create opportunities, at the elementary level, for students to develop personal interests and explore career paths.	<p>The number of students participating in activities focusing on possible career paths.</p> <p>The number of organized field trips to vocational centres.</p>	<p>To have grade 6 students visit at least 1 EMSB vocational centre</p> <p>To offer a minimum of 2 "Hooked on Schools" workshops to grade 6 students (career oriented program)</p>	<ul style="list-style-type: none"> • Visits to Vocational Education Programs with the EMSB. • Provide opportunities for cycle 3 students to study career choices • Inviting various skilled workers or businessmen to speak to students about career opportunities • Cycle 3 Retreat(s) with community High School (i.e.: Remembrance Day) • Career Planning Projects in grade 6 • Alouettes at School program

Signatories of the Agreement:

Signature, Principal	Date
Signature, Governing Board Chair	Date
Signature, Regional Director	Date
Signature, Director General	Date