

Future Directions

Many hours have been put into the preparation of this document. The Governing Board served as the sounding board for the entire community and has put together the details of many discussions. The process began with several open meetings, attended by the parents of Franklin Elementary School students, staff and some concerned citizens. The culmination of these meetings was a community wide discussion held at the school. Invited guests included municipal councillors, business owners, community group correspondents, parents and concerned citizens. The event was well attended and offered insight into the over-whelming support given to the school by the community. (see Appendix 1 for the guest book) The ideas presented in the following document came from these meetings and discussions, as did the community links which we have established. In short, this presentation is a summary of the goals, visions and dreams of this community. There is an undying support for Franklin Elementary from throughout the Chateaugay Valley that will provide what every is needed to allow this little school to continue to offer the best education possible to our children.

What should we do to ensure quality pedagogical services for our students?

The Québec Education program indicates that each school will define its own orientations and directions to implement and enrich the program that will meet specific needs of the school community and provide an inclusive learning environment for students of all attitudes, aptitudes and interests. The school must provide a meaningful and focused environment in which students can acquire a broad range of skills and learning processes. Students are viewed as active participants at the centre of the learning process as they interact in a variety of situations. An active learning environment will allow for interdisciplinary activities and the development of Cross Curricular Competencies that promote curiosity and the desire for life long learning. To ensure and further develop an environment that meets the requirements of the Québec Education program and provides top quality pedagogical services to present and future students, Franklin Elementary School proposes the following specific measures.

- Offering services to home schooled students
- Developing an environmental resource centre
- Initiating cultural and linguistic exchanges with St. Antione-Abbe students
- Expanding after school enrichment program

Home Schooling Links

A classroom will be provided for a central meeting place for home-schooled students and their parents. They will have access to the library and our computers (**see the CRIC proposal for a computer lab community link**) would also be available. These students will be welcomed to partake in any part of our program as they see fit; for example our music program (both classes and choir), drama, physical education, math or science (environmental resource centre). Also, they could benefit from our field trips as well as special events (concerts, expositions and activities). Providing interactive opportunities to home schooled children would not only be beneficial to them as developing community members but would also bolster our enrolment. Thea O'Toole is our link at present with the home schooling community and has found interest with in this group. She is developing contacts for us in this area.

Environmental Resource Centre

The Quebec Education Program targets the need for students to understand and appreciate the complexity of their environment as they grow towards becoming responsible citizens. Studies of the ecosystems of the areas will help students to understand the interdependence between the environment and human activity. The development of an environmental centre would not only support this target but would also offer differentiated learning situations for students with varied needs.

Because of its unique setting in a rural area, Franklin School has developed a focus on ecology and the environment. Students maintain an arboretum of 17 trees, established in 1997, and bird-feeding stations where they conduct daily bird counts and other nature projects. Field trips for all ages occur just across the street, at Blair's Farm, to observe a working farm's production of maple syrup in the spring and apple harvest in the fall.

Because it is one of the only school in Quebec to have orchards, woodlands and wildlife on its grounds, Franklin School could be developed as an environmental education centre that would host other schools from the New Frontiers School Board as well as other schools from Montreal, Valleyfield and New York State. These other schools would benefit enormously from sharing these experiences as many of them only have concrete and other buildings surrounding them. Blair Farm has expressed a willingness to enter into a formal partnership with the school whereby children may use woodland trails and U-pick facilities as well as a special plot of pasture next to the school for student's plantings. An environment studies lab would be established and provide tools and resources for gathering, recording and comparing information.

Use of our outdoor facilities for various activities would round out the need for physical education in different settings and promote the adoption of a healthy active lifestyle. Expansion in this area will include orienteering, snow shoeing and cross country skiing as well as a nature trail with specialized activity centres along the way. Other local properties have extended invitations for school outings of snowshoeing and cross-country skiing.

Linguistic Exchanges

In keeping with the new philosophy of MELS where English Second Language instruction is introduced beginning in Cycle One, Franklin School could both promote and benefit from this program by inviting students from Centrale St- Antoine-Abbe to participate in our school life. This could be a first step in a series of both academic and cultural exchanges between the two schools and would serve to enrich our bilingual program. Centrale St-Antoine-Abbes' students would be invited to our special events, such as the Environmental Fair, Christmas concert, plays etc. This could be a pilot project for academic exchanges between the New Frontiers School Board and the Commission Scolaire Vallee des Tisserands which would benefit all of the local schools. Thea O'Toole is an employee of the Commission Scolaire Vallee des Tisserands, and has expressed interest in this type of exchange. We will work with her and the contacts she offers to begin the implementation of this program as soon as possible.

After School Programs

Our after school homework program will be expanded to include art lessons, music, drama and dance. Franklin is comprised of a strong and talented volunteer community. We would provide facilities for our community members to share their talents by offering lessons to interested students. There is already a great deal of parent and community involvement in our school. For example Carole Trottier worked on an environmental art project with our students for two days after school in the past school year. We will work to expand this type of activity further by bringing in the talented experts in our community to teach and work with our students and our teachers.

These proposed measures would work towards further building a model learning community that would benefit local students as well as students from other schools. The pooling of energy and resources would bring together members of the school community (students, parents, teachers and community members at large) in a collaborative and cooperative effort to create an optimum learning environment for our students.

Possible Board wide solutions to the decreasing numbers of students within the Chateauguay Valley

We have formulated three plans, which we feel are viable, and which address the situation of the declining numbers of students within the New Frontiers School Board catchment area. Only the Chateauguay Valley has been analysed, as we are not in touch with the situation and needs of Chateauguay itself. These possible plans demonstrate a restructuring of the areas' schools, which will allow for a redistribution of students and staff, thereby improving the use of the available resources.

The New Frontiers School Board will have to determine which plan best suits their needs. The number of schools, which have developed community partnerships, will also influence this decision. These partnerships may in some cases reduce the available classroom space in the school and therefore the maximum enrolment.

In constructing these plans we have used the maps and information that has been provided to us by the board. We have used each of the dots on the map as 1.5 students as an average. It is difficult to know if 1, 2, or 3 students get on the bus at a certain stop so we adopted the scale of 1.5.

In formulating the possible plans several factors came to light, which we used as our guiding force.

-The need to maintain an Anglophone presence in each of the Chateauguay Valley communities is at the forefront of our concerns. An English school in each of the communities was deemed to be a necessity, as it will aid in forming a bond between the youngsters who attend these schools and their home communities. We are well aware of the exodus of our youth to other regions of Quebec and Canada, therefore we see the community school as a way to help build connections with our youth and to try to encourage them to remain in and contribute to their communities. The presence of a school in each community will also be a way to promote the area to new families.

-The number of students who will not likely be part of the New Frontiers School Board in the event of FES closing was found to be significant. Approximately 25 students or 50% of our population will be lost to home schooling or to the French school in St-Antoine-Abbe, Centrale St-Antoine-Abbe. The board shall lose \$5500 per student, or \$137 500. The cost of running FES for a year is \$110,083. The board will therefore face a loss of \$27,417.

-Society is rapidly evolving and changing. There is now a greater need for focusing on ecology and environmental issues in the classroom and beyond. At this time there is also a new curriculum that requires more active, hands on learning and encourages a life long learning approach.

-The situation directly related to the student body of the New Frontiers School Board also needed to be addressed; The number of students in the classrooms, throughout the School Board, need to be equalized to offer all students equal advantages of proportionate class size and staffing. There is a need for further improvement of the middle school concept already in place at C.V.R. The Adult Education sector is rapidly growing and requires more space to allow for an optimal learning environment. There is a need for post-secondary education options in the Chateauguay Valley as the cost of travelling to/living in Montreal is growing and further education after high school is becoming a necessity.

-The catchment area of Franklin Elementary School was at one time much larger including Russeltown and Havelock. Over the years areas have been taken away leading to a decrease in enrolment that is more pronounced than in other catchment areas. This gave us confidence in changing the catchment area boundaries, as the president has already been set.

1. Two phase plan: 2007& 2010

The first plan proposed has two phases. Phase 1 take place in 2007 and phase 2 would be implemented in 2010. This gives time to establish the Cegep level courses and community involvement and partnerships at C.V.R. that would be required.

Phase One 2007:

- The two elementary schools in Huntingdon will be amalgamated.
- The remaining Huntingdon school will changes its deed of establishment and be used as an Adult Education centre. Which school remains, as an Elementary School has to be determined by those who have a sound knowledge of the buildings and the requirements of an Adult Education Centre versus an Elementary School building. (We used St. Joseph's School as the Huntingdon Elementary School, for our example.)

- The number of students per class throughout the Chateauguay Valley will need to be equalized by a reorganization of the catchment areas.
- See **Appendix 2-7** for mapping examples of the new catchment areas for this situation.
- The resulting student distribution (based on 2007 projections) will be:

One Huntingdon school becomes an Adult Ed. centre - 2007

	# Students	From where	% Occup.	\$/student
Franklin Elem.	95	57 from Hun'd	61%	\$712
Hemmingford Elem.	106	No change	60%	\$800
Howick Elem.	121	20 from OES	60%	\$753
Huntingdon Elem.	197	46 from HA	80%	\$472
Gault Institute	235	No change	76%	\$608
Ormstown Elem.	137	Gets 20 Hun'd-gives 20 Howick	61%	\$727

Note: The numbers are higher at the Huntingdon School in preparation for the phase 2 changes as we wish to avoid excess school changes for the students.

Excess staff in Huntingdon can be transferred to Franklin Elementary and Howick Elementary to compliment their present staff.

Phase Two 2010:

At this point Cegep level courses should be well established at C.V.R. leading to over crowding there. Greater community involvement and partnerships will likely also contributing to a lack of space. As C.V.R.s' middle school is already established, it is now time to take the final step of having its own building.

- Ormstown Elementary will change its deed of establishment to that of a self-contained middle school. Grades 7 & 8 would move from C.V.R. to the Ormstown Elementary School building.
- Once again the catchment area boundaries must be redrawn in order to equalize the distribution of students throughout the Chateauguay Valley schools.
- See **Appendix 8-12** for mapping examples of the new catchment areas for this situation.
- The resulting student distribution (based on 2010 projections) will be:

Ormstown Elementary becomes a middle school - 2010

	# students	From where	% Occup.	\$/student
Franklin Elem.	132	73 from OES	85%	\$512
Hemmingford Elem.	145	40 from Howick	81%	\$585
Howick Elem.	174	100 from OES-40 to Howick	87%	\$524
Huntingdon School	184	No change	75%	\$505
Gault Institute	212	No change	68%	\$674
Ormstown Middle School	266 (320max)	Grades 7-8 from CVR	83%	\$375

Note: After phase 2 the Ormstown Elementary staff can be redistributed to the remaining elementary schools as required.

2. Huntingdon School as Adult Education Centre and Ormstown Elementary as a Middle School in 2007

This is a one-phase plan, which melds the two phases outlined in the first proposal. It is a more drastic step to take, but we feel it would make a definite difference and would be successful with careful planning over the coming year.

- The two Huntingdon Schools will be amalgamated in 2007.
- The remaining Huntingdon school will change its deed of establishment and be used as an Adult Education centre. Which school remains as an Elementary School has to be determined by those who have a sound knowledge of the buildings and the requirements of an Adult Education Centre versus an Elementary School building. (We used St. Joseph's School as Huntingdon elementary school, for our example.)
- Ormstown Elementary School will change its deed of establishment to a middle school for grades 7& 8 exclusively. The students from Ormstown will be distributed throughout the remaining schools.
- The need for post secondary education in the Chateauguay Valley will be addressed and Cegep level courses would be offered at C.V.R.
- Links with the community (CEDEC, CRIC....) will be developed and brought to C.V.R. thereby using their space more efficiently.
- The number of students per class throughout the Chateauguay Valley will need to be equalized by a reorganization of the catchment areas.
- See **Appendix 13-17** for mapping examples of the new catchment areas for this situation
- The resulting student distribution (based on 2007 projections) will be:

One Huntingdon School and Ormstown Elementary School as a Middle School - 2007

	# students	From where	%Occup.	\$/student
Franklin Elem.	133	70 from Hun'd -25 from OES	86%	\$508
Hemmingford Elem.	151	45 from Howick	85%	\$561
Howick Elem.	168	112 from OES- 45 to HES	84%	\$543
Huntingdon School	204	53 from Hun'd-loss and gains within new catchment areas	83%	\$456
Gault Institute	235	No change	76%	\$608
Ormstown Middle School	321	From grades 7-8 at CVR	100% by 2010 @ 83%	\$310

Note: At the middle school level the Ormstown Elementary School building can hold up to 320 students as per the board level of capacity figures. Based on this in the 2007/8 school year the middle school would be one student over the maximum. Each year the enrolment is projected to drop and by 2010 the occupancy would be at 83% of the board recommended maximum.

The staff from C.V.R. would follow their students to the new middle school. The teachers from one Huntingdon School and Ormstown Elementary would be redistributed in the remaining Valley Elementary Schools to maximize use of the human resources and to widen the talent and knowledge base available in each of the schools.

3. One Huntingdon School changed to Adult Education Centre - 2007

This proposal is the most necessary in our opinion. The resources of the Huntingdon community could be easily brought together to the benefit of all involved, leaving every community in the Chateaugay Valley with an English School.

- The two elementary schools in Huntingdon will be amalgamated.
- The remaining Huntingdon school will change its deed of establishment and be used as an Adult Education centre. Which school remains as an Elementary School has to be determined by those who have a sound knowledge of the buildings and the requirements of an Adult Education Centre versus an Elementary School building. (We used St. Joseph's School as Huntingdon elementary school, for our example.)
- The number of students per class throughout the Chateaugay Valley will need to be equalized by a reorganization of the catchment areas.
- See **Appendix 18-23** for mapping examples of the new catchment areas for this situation
- The resulting student distribution (based on 2007 projections) will be:

One Huntingdon School as Adult Ed. Centre - 2007

	# students	From where	% Occup.	\$/student
Franklin Elem.	98	60 from Hun'd	63%	\$690
Hemmingford Elem.	116	10 from Howick	65%	\$731
Howick Elem.	124	33 from OES-10 to Hem'ford	62%	\$735
Huntingdon School	181	30 from other Hun'd School	73%	\$514
Gault Institute	235	No changes	76%	\$608
Ormstown Elem.	137	Move lines- 33 from Hun'd, 33 to Howick	61%	\$727

Note: Excess staff in Huntingdon can be transferred to Franklin Elementary and Howick Elementary to compliment their present staff. The numbers and distribution in this scenario are slightly different to that of plan #1 due to that fact that no further changes are to be implemented in the near future.

Points to remember:

When deciding on a scenario that best suits the New Frontiers School Board, there are a few points that we feel are important to remember.

- Closing a school does not save a lot of money. Unless it is immediately sold, the building needs to be heated and maintained. By changing the use of the building to better suit the educational situation of the area, an effective solution is created. The deeds of establishment of many of the schools in the Chateaugay Valley have changed in the past and these changes have allowed for positive forward progression of the School Board as a whole.
- Creating schools with larger populations not only decreases the cost per student to maintain the school but also increases the number of teachers, resource personal and professionals available to the students. The talent and knowledge base expands thereby offering an extremely well rounded education at each school.
- The catchment areas suggested are approximate and would have to be designed according to actual numbers of students in each region. As schools form community partnerships there will be less

available space in the schools and therefore less enrolment required for an efficient use of space. (i.e. At Franklin the CRIC computer lab)

- The errors found on the maps given to the public must be noted and considered when final plans are made. (We are aware of missing students in the Franklin and Howick catchments, but others may also be present)

Uses for the excess space at Franklin Elementary School

School buildings are used by community members and organizations to extend learning throughout the community for all community members.

The Barn

Nothing symbolizes Franklin School's rural character better than the red barn that stands as a landmark in the playground. The 25-foot by 50-foot, 2 story tall wooden barn is a heritage building and a scenic backdrop to every activity at the school. Barns are not built like that any more; it is a disappearing form of architecture. This one, once owned by Cecil Barr the local postman, housed his horses and mail wagons.

Beyond its aesthetic and historic qualities, the barn holds potential for housing agricultural and environmental exhibits as well as holding workshops of all kinds if the loft were to be renovated. Such a renovation project could be integrated into the Chateaugay Valley Career Centre's Construction Carpentry program. Rather than assemble and disassemble structures in the classroom, the adult students, under the supervision of a licensed instructor, could hone their skills while doing an actual carpentry project, winterizing the building and installing electricity, etc.

The barn would serve as a multi-disciplinary exhibition space, nature centre, and apple-maple-agricultural history museum where the community may contribute its collections. When other schoolchildren visit, the older students of Franklin School would serve as tour guides. The barn would be a starting point for visitors to explore the local woodlands, orchards and heritage sites on neighbouring properties. An adjacent neighbour will be approached for occasional access to their heritage farm where Franklin's original settlers, the Townes, are buried.

New Technology

In the 21st century with the exponential growth of information and broad access to world knowledge, the future lives of our students will require that they are competent in using the tools of information and communication technology. These tools, if used appropriately as cognitive tools, can support and accelerate the development of many cross-curricular and subject area competencies.

Making use of cutting edge electronics, Internet access and computer technology at the rural school is not incompatible with its focus on the environment and back-to-the-land subjects. In fact, this curricular juxtaposition between the real world and the virtual world is necessary to allow this and future generations to bridge the two.

The school and barn could become a symbol of this philosophy in education. Already Franklin Elementary is equipped with fibre optic cable high-speed Internet access that opens the door to many opportunities for partnering with the community.

Discussions are underway with Julie Major of Centres de Ressources Informatiques Communautaires (CRIC), which may establish a high-speed Internet access and computer training centre in the school. A new computer lab will serve their adult clientele after regular school hours and will be used by the elementary students during the day. (See Appendix 24 & 25 for documentation of CRIC)

Another electronic asset at Franklin School is a video projector, sound system and large movie screen in the gymnasium. This has created a theatre where several community movie nights were held for family

entertainment and as fund-raisers. It allows the presentation of digital videos, digital photo slide shows and other multimedia productions such as PowerPoint created by the students or by speakers that visit Franklin.

Access to a variety of technological tools will enable students to:

- research by accessing a variety of information resources and interconnecting with other communities of learners
- communicate by using e-mail, strategically developed forums and blogs (within a controlled environment)
- record, process, manipulate and manage information by visualizing, organizing, sorting, analyzing
- produce by designing and creating multimedia productions, slideshows, web pages, digital videos and photo essays

Just as environment and agriculture are subjects that come as second nature to rural children but are not understood by urban students, new technology skills are a form of literacy that the rural community has neglected but will be increasingly necessary for life in the 21st century.

Conclusion: What is Great About Franklin School?

Franklin Elementary School is a valuable asset to the community that supports it and to the larger New Frontiers School Board family. The governing board of Franklin School is aware of suggestions to close Franklin School. “Look at the statistics” the other proposals, say. This proposal dispels those biases, or at least offers alternative ways of looking at the numbers. It also outlines some new directions we propose for pedagogy and use of the physical space of the school. These suggestions are sound in both short-term practicality and long-term viability.

We are not naive. Reassuring the Future Directions Committee that we are the “best darn school anywhere” is not going to change the bottom line. We know that highlighting our amazing science programs and boasting about our results in board and province-wide standardized tests will not pay for maintenance and teaching staff.

However, there are some things that cannot be analyzed alongside population statistics and accounting numbers, reasons for which this governing board works so hard and reasons that our public meeting was so well attended. Below is some anecdotal evidence that this school is doing a great job and should be supported in continuing to do so.

- A student whom had recently transferred to Franklin Elementary School was using swear words on the playground. He was told in no uncertain terms by other children, “We don’t those words here. We won’t play with you if you are going to talk like that”. It is a documented fact that numerous “at-risk” students have been transferred to our school and have performed very well. Franklin Elementary children are cradled in an old-fashioned, innocent student culture.
- Every year Franklin School does fundraisers to support the Children’s Wish Foundation. This year it raised over \$3,000. This amounts to almost \$82 per household. In addition, the parents’ group raises an additional \$10, 000 annually to pay for enrichment opportunities for the schoolchildren. Franklin, Havelock and Hinchinbrooke are not wealthy areas. Most of our families make a living from agriculture. Therefore these contributions represent very significant community support.
- Studies conclude that student investment in small schools is high. These students report feeling having a greater sense of security and belonging. They have better self-esteem. There are fewer discipline problems. There is higher achievement throughout the students’ academic career, even after graduating from the small school. It is less expensive per graduate to keep small schools open than to factor in bussing and later difficulties student’s experience in larger school settings. Students develop better peer relationships, and report more happiness at school than their larger schooled peers.

Parents and teachers also report more approval with the educational process. Teachers report more job satisfaction.

- Despite Franklin School's small size we find ourselves at the leading edge of pedagogy and the New Reform curriculum. We continually have integrated learning experiences, both cross-curricular and whole school inclusive. We investigate subjects with a project-based orientation. Our pedagogy forces us to have integrated Arts and Physical Education programs. The community is actively involved in enrichment opportunities for the students. Not only does this provide many outstanding outdoor and experiential education opportunities, but again a sense of belonging and a context for the children of our school. Our area is steeped in heritage, culture and history. Our industry is largely traditional. This enters the lives of our students on so many levels.
- There is an extremely large and community-based army of volunteers at our school. Together they provide the following opportunities for our students: a daily breakfast program, weekly hot lunch program, participation in local and regional sporting events, swimming lessons, day camps on holidays, movie nights, after school homework room, an outstanding choir program, trips to the city for museum and cultural outings and many fantastic local outings.
- The closure of small schools is not a sure-fire solution for saving money. For instance, if Franklin Elementary were closed, the New Frontiers School Board would likely lose 20 - 30 students to the St. Antoine French School and others to home schooling. We would also lose the grant money that comes in to maintain the last school in a town, and it would lose the thousands of dollars raised by volunteers. Add to that the increased costs for transporting the remaining children east, west and north and the continued maintenance costs on a vacant building.

Of course we believe that ours really *is* the best darn school anywhere and we have participated fully in this school board initiative to preserve what we have. Through this process we have opened up new possibilities for our school.

We are excited about a new computer lab. We look forward to a formal arrangement with Blair's Orchard and sharing our fabulous surroundings with other members of our school board. We believe that our school and our pedagogical foundations will draw families that have opted out of public education in the past. We wish for the opportunity to fill our school, given that statically speaking, it is the cheapest school in the board to maintain.

We, the Governing Board, are sympathetic toward the Future Directions Committee as it has a difficult task to perform that may not be favourably received by all. We are confident that this proposal is thoroughly researched and community backed. We have the momentum and passion to achieve what we have proposed. We believe that keeping Franklin Elementary School open is good for the New Frontiers School Board, the Franklin community and our students both present and future.

APPENDIX:

Appendix 1: Guest book from open meeting

Appendix 2: Franklin Elementary School

Appendix 3: Hemmingford Elementary School

Appendix 4: Howick Elementary School

Appendix 5: Huntingdon Elementary School

Appendix 6: Gault Institute

Appendix 7: Ormstown Elementary School

Appendix 8: Franklin Elementary School

Appendix 9: Hemmingford Elementary School

Appendix 10: Howick Elementary School
Appendix 11: Huntingdon Elementary School
Appendix 12: Gault Institute

Appendix 13: Franklin Elementary School
Appendix 14: Hemmingford Elementary School
Appendix 15: Howick Elementary School
Appendix 16: Huntingdon Elementary School
Appendix 17: Gault Institute

Appendix 18: Franklin Elementary School
Appendix 19: Hemmingford Elementary School
Appendix 20: Howick Elementary School
Appendix 21: Huntingdon Elementary School
Appendix 22: Gault Institute
Appendix 23: Ormstown Elementary School

Appendix 24:

Centres de Ressources Informatiques Communautaires
(C.R.I.C.)

Les Centres de Ressources Informatiques Communautaires du Haut-St-Laurent ont pour mission de rendre accessibles les services informatiques à la population du Haut-Saint-Laurent et ainsi, de favoriser l'acquisition de compétences informatiques.

Ce projet-pilote d'une durée d'une année permet ainsi de palier aux manques de connaissances et de dextérité informatique mais également aux problèmes d'accès à l'emploi.

La mission des CRIC se déclinera à travers les activités suivantes :

- *Un accès à des formations spécifiques telles que l'initiation à Windows, à la navigation Internet, au traitement de texte et autres logiciels;*
- *Une aide à la recherche d'emploi par Internet;*
- *Des activités thématiques permettant de briser l'isolement social des groupes vulnérables de la population tels que les jeunes femmes, et les personnes âgées;*
- *Un accès à des ressources en ligne tels que les services gouvernementaux ou autres;*

Ces services sont offerts à moindres coûts afin de permettre à toutes les classes sociales d'y accéder. Pour vous donner une idée, le coût pour une carte de membre d'une durée d'une année est de \$5.00 par adulte et de \$3.00 par étudiants. Avec votre carte de membre, vous bénéficiez d'un prix réduit lors de l'utilisation d'un ordinateur, d'une formation ou autres services offerts par les CRIC. L'accès à Internet coûtera \$1.00 de l'heure tandis qu'une formation de 3 heures en coûtera \$10.00. Les utilisateurs auront également accès à des imprimantes et un télécopieur. Les services seront offerts en français et en anglais.

Les animateurs et bénévoles qui travailleront dans les centres seront informés de la mission de la presque totalité des organismes communautaires de la région du Haut-Saint-Laurent et pourront, au besoin, y référer les utilisateurs des CRIC.

Les 3 centres inaugurés en décembre 2005 sont situés à Huntingdon, Cazaville, et Saint-Chrysostome. Les centres de Huntingdon et Saint-Chrysostome fonctionnent très bien mais celui de Cazaville sera relocalisé sou peu.

Le CRIC a pu compter sur plusieurs partenaires pour le démarrage des centres et certains d'entre eux renouvelleront leur appuie financier ou matériel lors de la 2^e année d'opération qui débutera en juillet 2006. Voici quelques-uns de nos partenaires actuels :

- Emploi-Québec Montérégie
- La Ministre Normandeau du Ministère des Affaires Municipales et Régions
- Centre Local de Développement du Haut-Saint-Laurent
- Service Canada
- **SADC du Suroît-Sud**
- Centre de Formation Huntingdon
- Carrefour Jeunesse Emploi de Huntingdon
- CEDEC Sud Ouest Québec
- Centre éducatif de la Vallée de la Châteauguay
- Ressources Humaines et du Développement des compétences Canada
- Municipalité de St-Chrysostôme
- Cercle des Loisirs de Cazaville

Pour de plus amples informations sur les services offerts, n'hésitez pas à communiquer avec Julie Major, coordonnatrice, au (450) 264-6234 ou par courriel à julie.cric@rocler.com

Appendix 25 : Excel- Liste des prix CRIC