

# 2014-2015 ANNUAL REPORT



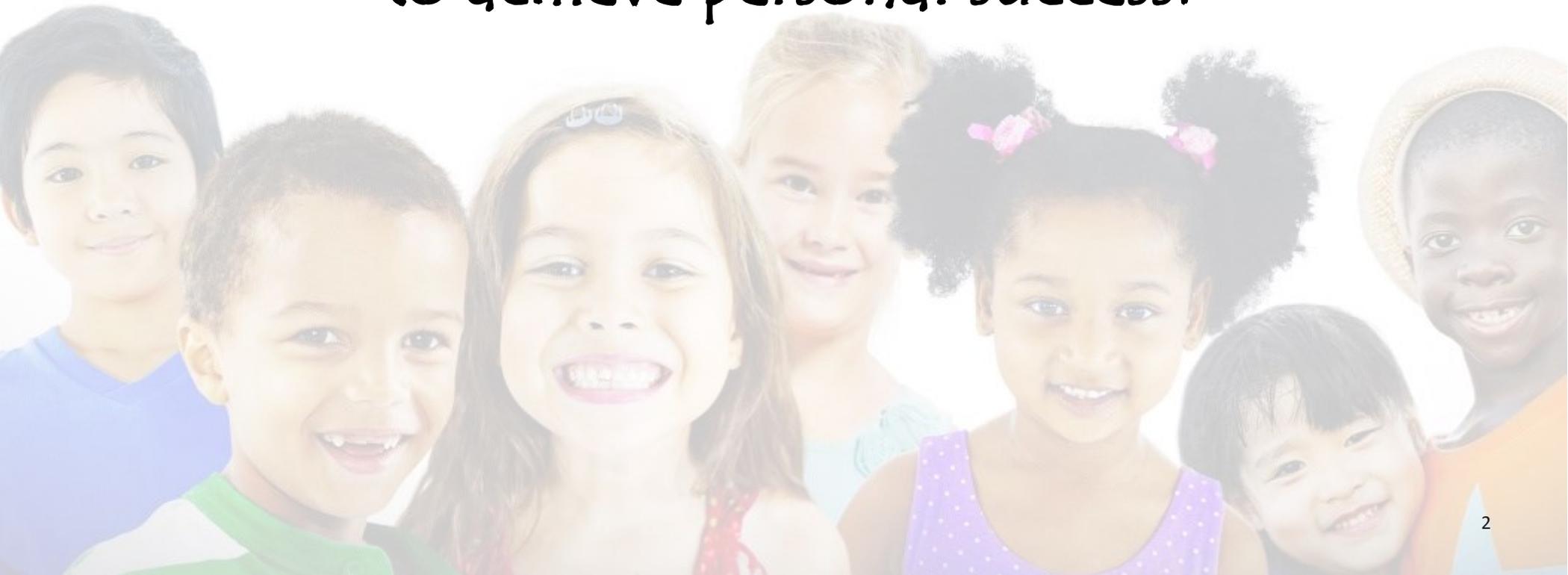
The birthplace of French Immersion in Canada!  
Les premiers pas de l'immersion française au Canada!



Commission scolaire **Riverside**  
**Riverside** School Board

# Mission Statement

Committed to providing  
a stimulating and caring environment,  
which enables all students  
to achieve personal success.



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# Report from the Chair and the Director General

I am pleased to present Riverside School Board's Annual Report for 2014-2015. It contains information on results achieved and the values and objectives of the 2010-2015 Strategic Plan which is closely tied to the Partnership Agreement signed between Riverside School Board and the Ministry of Education, Higher Education Research and Science (MEESR).

Again, in 2014-2015, Riverside School Board was ranked as having one of the highest graduation rates in the Province of Quebec. Riverside achieved an 83.3% graduation rate compared to the 73.8% average of the other 71 French and English public school boards in the province. Our graduation rate is very close to the target of 84.0% set for the end of the 2010-2015 Riverside Partnership Agreement. The graduation rate of girls was 85.9%, and of boys, 80.7%. Strategies are being implemented to address this gap, a province-wide issue. Our 2012-2013 (most recent data) dropout rate is 14.8% and remains lower than the provincial average of 17.8%. These results are a reflection of Riverside's commitment and devotion to its students. Riverside School Board continued to adapt its professional development plans for teachers in order that they remain fully equipped with current research, resources and strategies that enable best practices in the classroom. We stand by our results with great pride and we acknowledge the tremendous contributions made by our staff, students and parents.

Riverside is proud to be the birthplace of French Immersion. We offer our students the opportunity to become bilingual.

Riverside continued to increase its focus on promoting its schools and programs in the youth sector to international students. Partnerships with other countries continue to increase and host families to welcome these students has continued to increase as well. This model brings new educational opportunities to our schools while contributing to their vitality.

Thanks to a dynamic team, our Adult Education and Vocational Training sector is vibrant and booming. In 2014-15, ACCESS was able to begin offering services to our adult community in the Queen Street building in St-Lambert. They also had the opportunity to offer Pharmacy and Security Guard Training to students in Northern Quebec and to train our own school bus drivers on discipline and bullying. New partnerships were entered into with other boards and Colleges (i.e. opening of Guimond Centre for the DVS in auto-mechanics with New Frontiers School Board and Micro-Soldering with Champlain College).

Last year, based on the **Act to amend the Professional Code and other legislative provisions in the field of mental health and human relations** (also called Bill 21), we redefined the practice of many of our professionals in the field of mental health and human relations. As a result of the limitations imposed by Bill 21, certain professional activities that could impact vulnerable students are now reserved to members of a few designated professional orders (psychologist, guidance counselors, etc.). In order to respect the bill and to service students, we had to redefine our model of support to the schools. This process allowed us to review and maximize our complementary services to the benefit of our students.

Aware of the challenges faced by new teachers, Riverside offers a series of workshops each year in an effort to support new teachers in the challenges they face. We provide new teachers with a variety of topics tailored to their needs such as how to support students with special needs, the integration of technology and how to best manage classroom management.

## Report from the Chair and the Director General (cont'd)

We also worked with school administrators on teacher evaluation as help and support to our teachers is one of the best contributing factor of student success.

Heritage Regional High School hosted the Quebec Games and through a partnership with the City of Longueuil, a state of the art outdoor sports facility, which includes a synthetic soccer field and basketball courts was built on the grounds of Heritage Regional High school. This facility will continue to serve the Riverside and Longueuil community for years to come.

In December 2014, we officially inaugurated St-Johns School's 5.2M\$ new building extension which provided the community with a new double gymnasium and 5 new classrooms.

More than 4.5 million dollars were also invested in 11 capital projects in 9 schools. These projects improved the energy efficiency, air quality and a variety of upgrades in our buildings, which included renovating restrooms, windows, roofs and mechanical systems. These renovations will ensure the durability of the 27 Riverside schools and centres and the quality of life for Riverside students and staff.

Riverside continues to be ranked 1st in efficient energy consumption among the Montérégie school boards. Savings are reinvested to ensure energy consumption optimization and minimization of our environmental footprint.

2014-2015 was an important year of transition in governance. Last November, a new Council of Commissioners was elected and Dan Lamoureux became Riverside's first Chairman to be elected by universal suffrage. Riverside went from 19 commissioners (including the Chair) plus 2 parent commissioners to 11 commissioners plus the Chair plus 4 parent commissioners. The infusion of commissioners with a fresh outlook, along with the expertise in the field of Education of the returning commissioners, has created a very special blend of creative ideas within Riverside's Council of Commissioners.

On November 20, 2014, Education Minister, Dr. Yves Bolduc, announced that changes would be made to the structure of Quebec school boards, namely the mergers of various boards and revision to the governance model. This continued to be a topic of discussion during the 2014-2015 school year, however, at this time, school board mergers are no longer a consideration.

Like many other school boards in the province, major government-imposed budget cuts for the fourth year in a row have forced Riverside School Board to adopt a deficit budget for 2014-2015 as well as a financial recovery plan. For the 2014-2015 school year, we experienced another reduction of \$2.7 million, which represents a cumulative reduction of \$7.8 million over the last four years.

It should be noted that the education sector has the lowest administrative cost of all public organizations, applying less than 5% of its operating budget for management.

# Report from the Chair and the Director General (cont'd)

In earlier years, Riverside was able to accommodate most of the budgetary compressions without impacting students. In 2014-2015, we respected our recovery plan approved by the Ministry, but it was probably the last year where the compressions could be absorbed with limited impact on the services to students. However, in the context of the current recovery plan, which aims to reach a balanced budget in 2016-2017, all services have been carefully re-evaluated.

Riverside remains committed to its mission: *"Riverside School Board is committed to providing a stimulating and caring environment which enables all students to achieve personal success"*. We are exploring all avenues to adapt to this new reality and to limit the impact on our student population. With more adult and vocational programs, a growing number of international students choosing Riverside and more collaboration with our local partners, we continue to offer our community the opportunity to achieve academic success. In order to reach out to our community at large, we are continuing to develop the regional St-Lambert Community Learning Centre (CLC) and have implemented a regional CLC model in the Richelieu Valley region as well.

Our school board is focused on individual students, staff and parents. Despite the recurring narrative about financial constraints, all Riverside employees will continue to strive to offer the best to our communities.



Dan Lamoureux, Chair



Sylvain Racette, Director General



# Council of Commissioners (prior to November 2, 2014 elections)



**Moira Bell**  
Chairman

Division 9  
St-Lambert



**Michel L'Heureux**

Division 4  
St-Bruno



**Lesley Llewelyn-Cuffling**

Division 10  
St-Lambert



**Ken Cameron**

Division 15  
Brossard



**Deborah Horrocks**  
Vice-Chairman

Division 16  
Brossard



**Jason Freund**

Division 5  
Chambly



**Susan Rasmussen**

Division 11  
Greenfield Park



**Donna Pinel**

Division 17  
Candiac



**Fern Blais**

Division 1  
Boucherville



**Nina Nichols**

Division 6  
St-Hubert



**Dan Lamoureux**

Division 12  
Greenfield Park



**Douglas Smyth**

Division 18  
Delson



**Anna Capobianco-Skipworth**

Division 2  
Otterburn Park



**Henriette Dumont**

Division 7  
Saint-Hubert



**Gustavo Sastre**

Division 13  
Brossard



**Pierre D'Avignon**

Division 19  
St-Jean-sur-Richelieu



**Pamela Booth-Morrison**

Division 3  
Beloil



**Dawn Smith**

Division 8  
Longueuil



**Margaret Gour**

Division 14  
Brossard



**Pierre Chouinard**  
Parent  
Elementary School  
Commissioner



**Donna Copeman**  
Parent  
Secondary School  
Commissioner

# New Council of Commissioners



**Dan Lamoureux**  
Chairman



**Lesley Llewelyn-Cuffling**  
Vice-Chairman  
  
Division 5  
St-Lambert



**Pamela Booth-Morrison**  
  
Division 1  
Beloeil, Sorel-Tracy,  
Varenes



**Dawn Smith**  
  
Division 2  
Vieux-Longueuil



**Charles Horrell**  
  
Division 3  
St-Bruno, Boucherville



**Anna Capobianco-Skipworth**  
  
Division 4  
Chambly, Carignan,  
Otterburn Park



**Henriette Dumont**  
  
Division 6  
St-Hubert



**Andrew Mazur**  
  
Division 7  
Brossard One



**Margaret Gour**  
  
Division 8  
Brossard Two



**Douglas Smyth**  
  
Division 9  
Roussillon



**Christopher Craig**  
  
Division 10  
Greenfield park



**Deena Butler**  
  
Division 11  
St-Jean-sur-Richelieu,  
La Prairie



**Theresa Aguiar**  
Secondary Parent-  
Commissioner



**Pierre Chouinard**  
Parent-  
Commissioner  
At-large

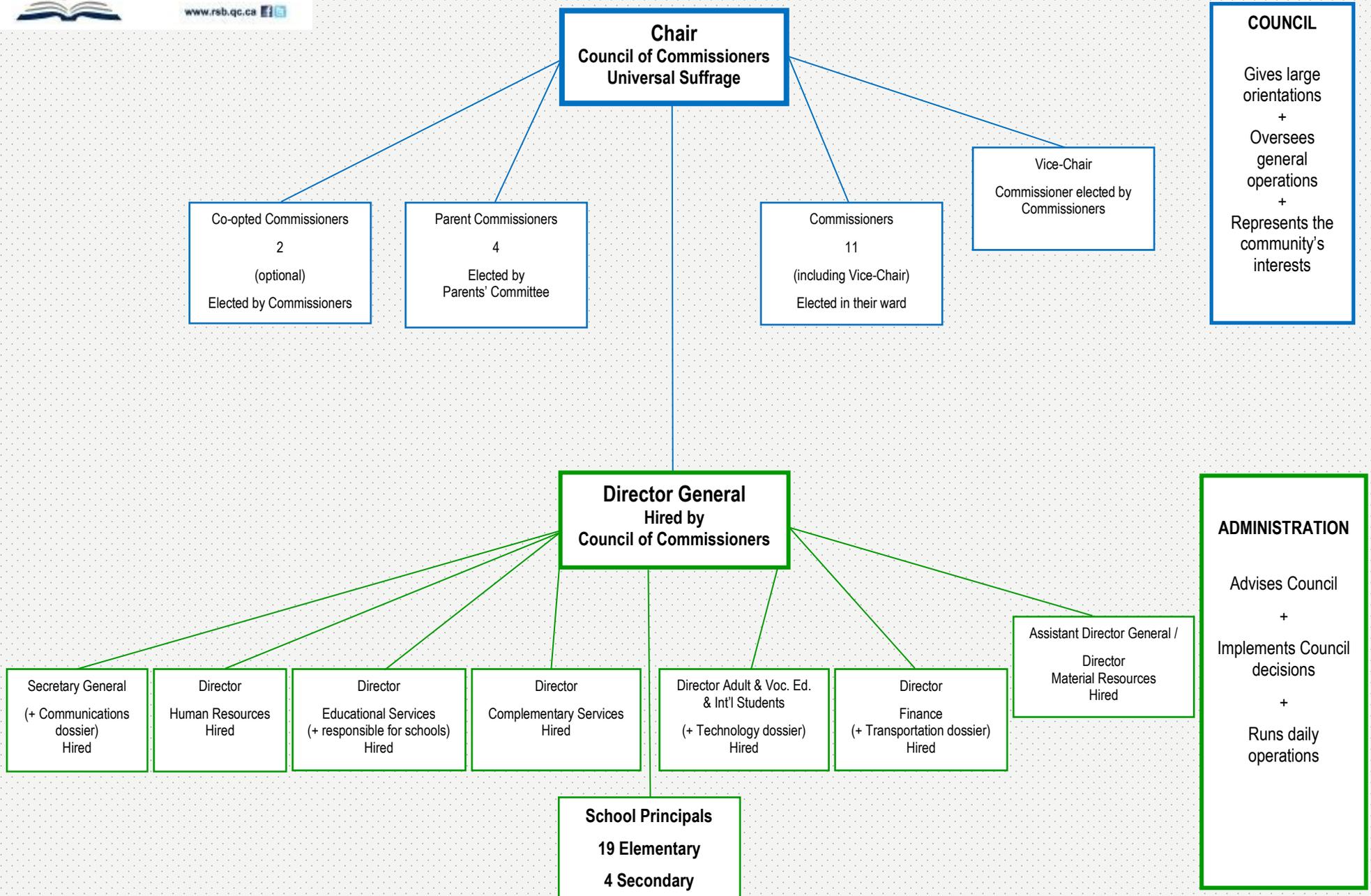


**Monica Rayes**  
Elementary Parent-  
Commissioner



**Lori Rodrigues**  
EHDA  
Parent-  
Commissioner

# Organigram



# Our Schools

Riverside School Board is home to close to 9,000 students in 19 elementary schools, 4 high schools and 4 adult education and vocational training centres, servicing 98 municipalities. Its territory spans more than 7,500 square kilometres and extends from Sorel in the North, Sainte-Catherine in the West, South to the United States border and several kilometres East of the Richelieu River. It is internationally recognized as the birthplace of French Immersion, established 50 years ago, and places consistently among the top highest graduation rates of the 72 schools boards in Quebec.



## ELEMENTARY SCHOOLS

### Beloeil

- **Cedar Street Elementary**, tel.: 450 550-2513 - Enriched French and English instruction.

### Boucherville

- **Boucherville Elementary**, tel.: 450 550-2512 - Enriched French and English instruction.

### Brossard

- **Good Shepherd Elementary**, tel.: 450 676-8166 - English instruction
- **Harold Napper Elementary**, tel.: 450 676-2651 - French immersion and English instruction

### Candiac

- **St. Lawrence Elementary**, tel.: 450 550-2500 - French immersion and English instruction

### Chambly

- **William Latter Elementary**, tel: 450 550-2527 - French immersion and English instruction

### Delson

- **John Adam Elementary**, tel: 450 550-2503 - French immersion and English instruction.

### Greenfield Park

- **Greenfield Park International School**, tel: 450 672-0042 - Bilingual program and Primary Years Program of the International Baccalaureate program (IB)
- **St. Jude Elementary**, tel: 450 672-2090 - French immersion and English instruction

### Longueuil

- **St. Mary's Elementary**, tel: 450 674-0851 - French immersion, English instruction and Pre-K

### Otterburn Park

- **Mountainview Elementary**, tel: 450 550-2517 - French immersion and English instruction

### St-Bruno

- **Courtland Park International School**, tel: 450 550-2514 - Bilingual program and Primary Years Program of the International Baccalaureate program (IB)
- **Mount-Bruno Elementary**, tel: 450 550-2511 - French immersion

### St-Hubert

- **Royal Charles Elementary**, tel: 450 676-2011 - French immersion
- **Terry Fox Elementary**, tel: 450 678-2142 - French immersion

### Saint-Jean-sur-Richelieu

- **St. Johns Elementary**, tel: 1 877 550-2501 - English instruction, bilingual program in Cycles 2 & 3

### St-Lambert

- **St. Lambert Elementary**, tel: 450 671-7301. French immersion and English instruction
- **REACH**, tel: 450 671-1649. Program for students with handicaps and special needs

### Sorel/Tracy

- **Harold Sheppard Elementary**, tel: 1 877 550-2521. English Instruction

## HIGH SCHOOLS

### Greenfield Park

- **Centennial Regional High School**, tel.: 450 656-6100  
Middle School program; Talented and Gifted (TaG); French mother tongue/post-immersion; Arts & Ideas (Liberal Arts program); Concentrations in Creative and Performing Arts; Business and Career Education; Personal Development; Languages; Literature and Literacy Production; Mathematics and Science and Technology; Sports, Fitness and Recreation

### Saint-Hubert

- **Heritage Regional High School**, tel.: 450 678-1070  
International Baccalaureate Middle Years program (IB); Sports Excellence program; Work Oriented Training programs (pre-work and semi-skilled); French mother tongue/post-immersion; Fine Arts Focus program, iCan (computer technology program); Arts Concentration.

### Saint-Jean-sur-Richelieu

- **St. Johns High School**, tel.: 1 877 550-2501  
French mother tongue secondary level; advanced Mathematics; Drama program; Arts program

### Saint-Lambert

- **St-Lambert International High School**, tel.: 450 671-5534  
International Baccalaureate Middle Years program (IB)
- **REACH**, tel.: 450 671-1649  
Program for students with handicaps and special needs

## ADULT EDUCATION AND VOCATIONAL TRAINING CENTRES

- **ACCESS**, tel.: 450 676-1843  
Career training programs, continuing education for students 16 years and older, full and part-time  
St-Lambert, St-Hubert and Longueuil campuses.

2014-2015

Board-wide Initiatives  
and Activities

**Let's Get Cooking at St. Johns School !**



**John Adam Memorial School  
Annual Job Fair  
What Career Is In Your Future?**

**Boucherville  
Elementary  
School at  
GALERIE LEZARTS**

**Grade 6 class  
have their work  
on display in the  
Boucherville  
municipal art  
gallery**



**Ice Bucket  
Challenge  
From CIT Camp to  
Principals to  
Commissioners!**



**More than  
2000\$ was raised for  
ALS**



**Harold  
Sheppard  
School  
Kindergarten  
and Cycle 1  
had a blast at  
the waterpark  
in  
Contrecoeur!**



**Cedar Street School "Tri 4 Cedar"  
Grades 4-6 Cedar Street Students  
participated in the school's first ever  
triathlon.**



**Champlain College  
ADAM'S PACE - FACT Club**

**Adam's PACE's FACT club links PACE students  
with the student body at Champlain College  
and together they have been raising money  
for Autism Speaks Canada and walked in the  
Autism Speak Walkathon.**

**William Latter School Annual Spring Concert**



**A success once again!**

**Cedar Street Community**



**Claudia Marquis from the radio station Q2.5 The Beat surprised Cedar Street secretary for winning outstanding administrative assistant Contest!**

**Graffiti Project Vernissage**

**Another beautiful Graffiti Mural created by talented Riverside students/artists in Parc Jules Moulin in St. Hubert!**



**Terry Fox School**

**Family Summer Carnival  
Different fun stations and a lot of goodies for everyone!**



**Public Speaking Contest**

**Congratulations to our High School students for their participation in the Rotary Club Annual Public Speaking Contest at the St. James Club in Montreal.**



**Greenfield Park Primary International School Halloween  
Two pairs of Dupont !**

**ACCESS Step-Up Congratulations!**

**Kenza's Krea-tions won the local Quebec entrepreneurship competition and was nominated at the regional awards!**





**St. Jude School**

Special visit by Montreal Alouette's Number 7 player, John Bowman, for *Ensemble à l'école*



**Mountnview School**

Mountnview student wins with her drawing! Drawing Contest *Mon fleuve et moi*, organized by *Fondation Monique Fitz-Back*.



**Little Free Library**  
During Centennial's Family Day, the inauguration of



Longueuil's first little free library.

It was built by the WOTP students and Patrick Quinlan.

**St. Lawrence School**

At the 7th Annual SAuS Autism Awareness Walk / Run in Candiac, Spencer was the lucky winner of a prize package containing an iPad and various other items with a value of \$1000. Spencer, a current student at Heritage Regional High School and a former student at St-Lawrence Elementary, has graciously donated the prize package to St-Lawrence school to help support students with Special Needs.



Remembrance Day at Good Shepherd School

**Road Safety Ambassadors**

In hopes that the ambassadors' influence will impact the students' attitudes towards risky behaviors and decrease the number of preventable traumas.





**Walking in Your Shoes  
Employee Appreciation Week**

**Many employees had the pleasure of being replaced by a school board administrator for 30 minutes!**



# Student Ombudsman's Report

I am pleased to present my fifth Annual Report. As student ombudsman, I field a wide variety of concerns at several levels. Some parents simply seek a neutral source of information on board policies, procedures and/or structure. Others wish to confidentially share much more while trying to determine what to do next. Many look for the opportunity to talk out their problems with an empathetic, knowledgeable individual outside of the school board. A few decide to take their complaints further and anticipate that an impartial ombudsman's direct involvement will facilitate a solution.

**Response to the Contacts:** Tables 1 and 2 summarize key features of my role with complainants over the past school year, with data from previous years for comparison. Two files were continued from the previous year, while the total number of files remaining about the same. These data exclude communications from adult students and others dealing with matters judged outside of my mandate.

On average, compared to previous years, dealing with complainants this year required more time and a greater number of interactions, including more communications with Board personnel.

Most complaints were resolved at the time, with only 3 complaints resulting in formal reports with recommendations to the Council of Commissioners. These involved administrative responses, bullying, special needs and transportation issues respectively.

<b>Table 1: Action - primary role of Ombudsman by file and academic year</b>				
	<b>Information</b>	<b>Advice</b>	<b>Intervention</b>	<b>Total</b>
<b>2014-2015</b>	5	16	10	30
<b>2013-2014</b>	7	14	7	28
<b>2012-2013</b>	3	18	2	23
<b>2011-2012</b>	6	9	3	18
<b>2010-2011</b>	6	7	3	16

<b>Table 2: Interaction - extent of Ombudsman activity by file and year</b>			
	<b>Single, often extended, communication</b>	<b>Several extended communications</b>	<b>Many communications &amp;/or meetings</b>
<b>2014-2015</b>	6	13	10
<b>2013-2014</b>	9	12	7
<b>2012-2013</b>	3	17	3
<b>2011-2012</b>	5	10	3
<b>2010-2011</b>	7	6	3

**Nature of the Complaints:** I have characterized the chief concerns of each contact in Tables 3 & 4. Several complainants approached me with multiple issues, so the numbers are only approximations. In general, compared with previous years, fewer complainants focused directly on concerns with the various levels of administration. This year, student-to-student bullying was conspicuous by its near-absence. In contrast, the number of complaints centered on the treatment and support of special needs students has never been higher. A couple of these were particularly time-consuming and some were not resolved to the full satisfaction of the parties involved.

<b>Table 3: <u>Primary Issues by concern and school level, 2014-2015</u></b>		
<b>Main Concern</b>	<b>Elementary</b>	<b>Secondary</b>
Special needs	8	2
Student-student bullying	0	1
Staff-student bullying/over-reaction	3	1
Administrative process	4	4
Transportation	5	0
Mark complaints	0	1
Curriculum	1	0
Suspension/expulsion	0	1

<b>Table 4: <u>Primary Issues by year</u></b>			
	<b>Administration, Various</b>	<b>Administration, Related to Bullying</b>	<b>Administration, Special Needs</b>
<b>2014-2015</b>	8	1	10
<b>2013-2014</b>	20	5	3
<b>2012-2013</b>	12	5	6
<b>2011-2012</b>	11	3 ½	3 ½
<b>2010-2011</b>	8	7	3

Details of the RSB Complaints Procedure remain easily accessible through the 'Student Ombudsman' button on the home screen of the RSB web site.

Respectfully submitted September 26, 2015.

Peter Woodruff, Student Ombudsman

# Financial Statement – Period ending June 30, 2015

<u>Extract from the audited Financial Statement</u>		<u>2014-2015</u>	<u>2013-2014</u>	<u>VARIATION</u>	
				\$	%
<b><u>REVENUES</u></b>	Operating subsidy du MEESR	\$74,445,860	\$75,709,988	\$72,994,375	-1.67%
	Other subsidy / contribution	\$685,758	\$609,586	\$0	12.50%
	School tax	\$21,286,861	\$20,046,198	\$17,393,006	6.19%
	School fees	\$466,241	\$406,604	\$298,369	14.67%
	Sales of goods & services	\$7,203,580	\$6,910,058	\$9,436,419	4.25%
	Misc. revenues	\$3,340,164	\$2,836,872	\$1,522,383	17.74%
	Amort. deferred contrib. earmarked acquisition property & equipment	\$69,571	\$60,163	\$42,500	15.64%
	<b>Total revenues</b>	<b>\$107,498,034</b>	<b>\$106,579,469</b>	<b>\$101,687,052</b>	<b>0.86%</b>
<b><u>EXPENSES</u></b>	Teaching activity	\$48,964,622	\$46,947,840	\$45,340,740	4.30%
	Support to teaching activity	\$24,208,324	\$26,159,611	\$21,496,560	-7.46%
	Complementary activity	\$14,675,558	\$14,745,658	\$14,412,101	-0.48%
	Administrative activity	\$5,376,557	\$5,160,395	\$5,119,044	4.19%
	Building activity	\$10,844,659	\$11,976,589	\$9,889,847	-9.45%
	Other activity	\$3,923,898	\$3,541,141	\$7,321,194	10.81%
	Exp. related change provision empl. Ben.	\$447,235			
	<b>Total expenses</b>	<b>\$108,440,853</b>	<b>\$108,531,235</b>	<b>\$103,579,485</b>	<b>-0.08%</b>
	<b>Operating Deficit of the year</b>	<b>(\$942,819)</b>	<b>(\$1,951,765)</b>	<b>(\$1,892,433)</b>	<b>-51.69%</b>
	Limite on appropriation of surplus	\$0	(\$859,137)	(\$1,894,130)	-100.00%
	Ministry approved Recovery Plan - 3 years	(\$2,976,000)	\$0	\$0	
	<b>(2016-2017 allowed deficit = 0\$)</b>				
	Deficit exceeding limit of appropriation of surplus	\$0	(\$1,092,628)	\$1,696	-100.00%

# Report on Riverside's Commitment to Maintaining a Bullying-Free and Violence-Free Environment



The Act to prevent and stop bullying and violence in schools was adopted on June 15, 2012.

Last year, Riverside School Board administrators worked closely with Educational and Complementary Services to develop strategies for their schools in order to respect the requirements of the law. A plan was put in place, parents were informed, Governing Boards were consulted and school teams were created to monitor, support and implement the principles of the Act.

Section 96.12 of the Education Act states that “for each complaint received, the Principal shall send the Director General of the school board a summary report on the nature of the incident and the follow-up measures taken”.

Section 220 of the Education Act also states that “by December 31 of each year, in its annual report, the school board shall state separately for each school the nature of the complaints reported to the Director General of the school board by the Principal under section 96.12, the measures taken and the proportion of those measures for which a complaint was filed with the Student Ombudsman”.

While some incidents, dealt with at the school level, were reported to the School Board, for the school year 2014-2015, only one complaint under section 96.12 of the Education Act was brought to the attention of the Director General. Measures were put into place to resolve this situation with the assistance of the Ombudsman. The Student Ombudsman dealt with 5 bullying-related calls, only one of which was a ‘student to student’ incident (refer to the Student Ombudsman Report). All incidents in the schools, whether or not they are reported to the Director General or the Ombudsman, are dealt with in accordance with the schools’ Anti-Bullying and Anti-Violence Policies. These policies exist to ensure that we intervene rapidly and efficiently in all cases of violence or intimidation and that the schools are accountable to their parents and communities about the measures taken.

Nevertheless, during the 2014-2015 school year, certain initiatives were taken at the secondary level to apply the provisions of Riverside’s Policy on Maintaining a Safe, Respectful and Drug-Free Environment in Schools. In this context, there were 5 expulsions related to bullying and violence. These students were expelled from their school but are still receiving services in other Riverside schools to help them address the events that led to their expulsion.

Finally, it is important to note that Goal 4 of our Partnership Agreement/Strategic Plan is devoted to improving healthy living and safety in schools. In this Annual Report, you will find very pertinent information concerning the safety and security of our establishments.



# Law 17 – Act Respecting Workforce Management and Control (LGCE)

Law 17: An Act Respecting Workforce Management and Control (LGCE), was adopted on December 5, 2014 and its first period of application is from January 1, 2015 to June 30, 2015.

Its primary purpose is to monitor and provide a framework for changes in the workforce. Based on the calculations that the Treasury Board made of our 2014 workforce, we were not supposed to have more employees at our employment for the same period in 2015.

In accordance with Article 20 of Law 17, the following shows the reduction of staffing by category of employment over the past 2 years.

	March 2014	March 2015
<b>1 Support personnel</b>	64	64
<b>2 Professionals</b>	55	55
<b>3 Nurses</b>	0	0
<b>4 Teachers</b>	903	896
<b>5 Office staff, technicians and related jobs</b>	643	617
<b>6 Peace officers</b>	0	0
<b>7 Tradesmen and maintenance and service personnel</b>	56	54
<b>8 Students and stagiaires</b>	0	0
<b>TOTAL</b>	<b>1 721</b>	<b>1 686</b>

Furthermore, “A public body may not enter into a service contract if the contract eludes (i.e. circumvents) the workforce-related control measures taken under this Act.” (Article 21 of the LGCE). A service contract that does not respect this new rule will be illegal.

In accordance with Article 21 of Law 17, the following shows the service contracts concluded between January 1, 2015 and June 30, 2015 over the amount of \$25,000.

	Contracts concluded with a legal person/ company	Contracts concluded with a physical person (in business or not)	TOTAL
<b>Number of Contracts</b>	2	0	<b>2</b>
<b>Amount of Contracts</b>	\$66,712	0	<b>\$66,712</b>

# Code of Ethics and Professional Conduct for Commissioners

No complaints were received in 2014-2015. [Click here](#) to read the By-Law.

## Partnership Agreement

[Click here](#) to consult the Partnership Agreement adopted in May 2010.

## Strategic Plan

Since the goals in our Strategic Plan are the same as those in the Partnership Agreement, refer to consult the Report on the Partnership Agreement on the following pages.



# Report on the 2009-2013 Strategic Plan (MELS)<sup>1</sup>

To achieve its mission of teaching, socializing, motivating and qualifying as a life-long process, the MELS (not the MEESR) brought its Strategic Plan for 2009-2013 to the National Assembly. The goal of the plan, which identified 6 main objectives, was to ensure the development of and exposure to Quebec society during those years. Below are examples of some of the initiatives taken by Riverside School Board in support of the MELS' Strategic Plan:



<b>MELS STRATEGIC PLAN</b> <b>- IDENTIFIED STAKES -</b>	<b>RIVERSIDE SCHOOL BOARD</b> <b>- CONTRIBUTION -</b>
<p>Increase the number of diplomas or attestations awarded to students under the age of 20.</p>	<p>In 2014-2015, Riverside School Board was still on of the top school board in the Province in terms of its graduation rate.</p> <p>We also reviewed our partnership agreement in order to refocus our strategies to best meet this target. As soon as the next MEESR strategic plan will be issued, we will be able to formalize our new strategic plan.</p> <p>See goals 1<sup>3</sup>, 2<sup>4</sup>, 3<sup>5</sup> and 5<sup>6</sup> in the Partnership Agreement Report 2014-2015, which also reflects the board's Strategic Plan.</p>
<p>A system of education that meets the needs for teaching a knowledge-based society.</p>	<p>One of the specific objectives of Riverside School Board in 2014-2015 was to Assess the delivery of the programs of study in the following Secondary IV and V subjects: English Language Arts, French Second Language, Français langue maternelle, Mathematics, and History &amp; Citizenship Education, as well as the Work Oriented Training Pathway.</p> <p>In continuity with what we did in 2013-2014 for the revision of the delivery of the programs of study in English Language Arts, French Second Language and Mathematics offered at the elementary level, we conducted an analysis of student success and data, taking into consideration the legal requirements to assess the delivery of the programs of study in the following Secondary IV and V subjects: English Language Arts, French Second Language, Français langue maternelle, Mathematics, and History &amp; Citizenship Education, as well as the Work Oriented Training Pathway. The intention was to improve student success and, more specifically, to increase the 5, 6 and 7-year graduation rates, which we did according to our results.</p> <p>Also refer to Goal 5 which appears in the Partnership Agreement Report 2014-2015, which also reflects the board's Strategic Plan.</p>
<p>An educational environment fitted to the diverse needs of individuals and communities.</p>	<p>Various models of instruction are offered at Riverside School Board in order to adapt the offer of service to individuals and communities. Riverside's French Immersion programs, International schools, partnerships with other school boards are some examples.</p> <p>Riverside's high rate of integration of students with handicaps or learning difficulties, is another example of the Board's commitment to preparing its clientele for the future while fully respecting their different needs.</p>
<p>Improving the performance and accountability of the Education system</p>	<p>In 2014-2015, Riverside's administrative costs continued to decrease and were being maintained at less than 5%, which is noticeably less than other public and para-public organizations.</p> <p>Since 2010-2011, school boards went from producing one Financial Annual Report to producing one Financial Annual Report, three trimestral reports and two specific audits.</p>

# 2009-2013 Strategic Plan (MELS)<sup>1</sup> (cont'd)

MELS STRATEGIC PLAN - IDENTIFIED STAKES -	RIVERSIDE SCHOOL BOARD - CONTRIBUTION -
The communities' commitment to an active lifestyle	Our partnership with the city of Longueuil for the 2014 Quebec Games allowed us to benefit from major improvements in additional sports facilities at Heritage Regional High School and St-Johns School's extension allowed us to build a full-size double high school gym that can be used for provincial tournaments. In both cases, these investments will benefit our communities at large.
Delivery of quality services	Riverside School Board is proud to continue having one of the highest graduation rates in the Province of Quebec.  Riverside students benefit from the opportunity to study in schools where the dropout rate is one of the lowest in the province and where students have the opportunity to become bilingual.

<sup>1</sup>2009-2013 Strategic Plan of the Ministry of Education, Leisure and Sports and *Plan stratégique 2009-2013 de la Commission consultative de l'enseignement privé, Gouvernement du Québec, ISBN 978-2-550-49309-9 (PDF), Dépôt légal – Bibliothèque et Archives nationales du Québec, 2009*

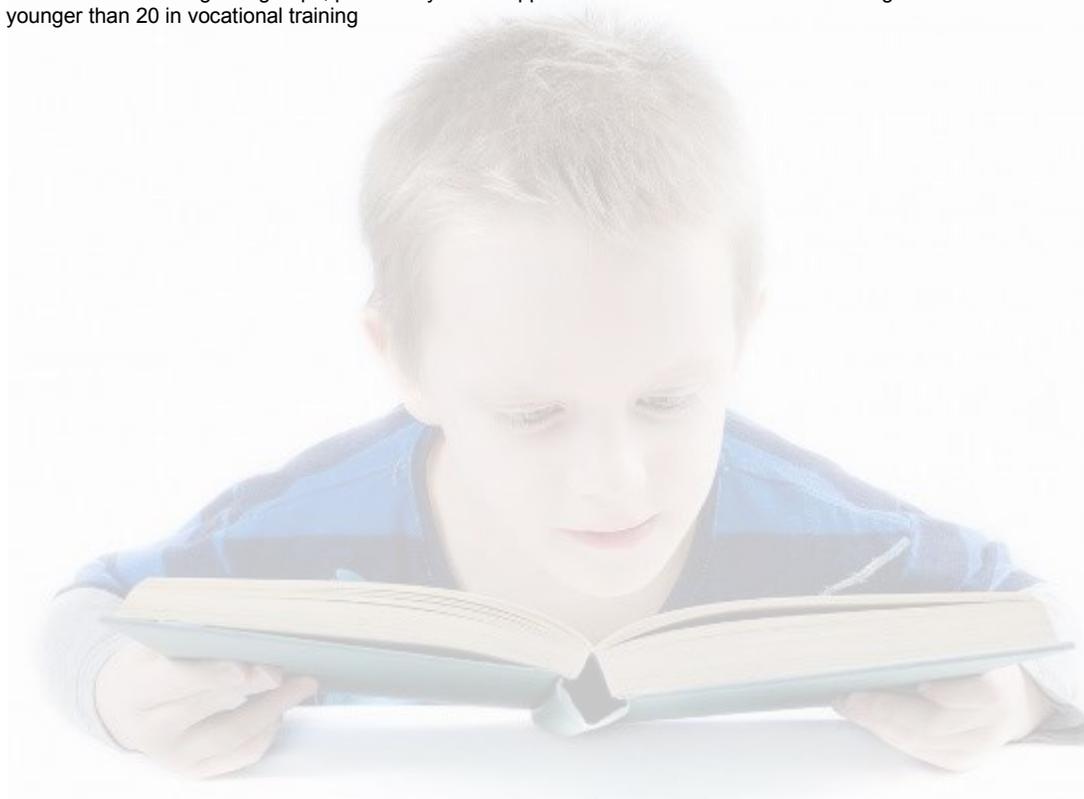
<sup>2</sup>Ibid, p. 3

<sup>3</sup>Increase in the graduation and qualification of students under the age of 20

<sup>4</sup>Increased proficiency in French and English

<sup>5</sup>Improved student retention and academic success in targeted groups, particularly handicapped students and student with learning difficulties

<sup>6</sup>Increase in the number of students younger than 20 in vocational training





# Riverside School Board

## Report on the Partnership Agreement 2014 – 2015

Submitted to the Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche  
December 22, 2015

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**GOAL 1: INCREASE THE GRADUATION AND QUALIFICATION RATE OF STUDENTS UNDER THE AGE OF 20**

**CONTEXT**

**Table 1: Objectives, Indicators, Targets, Baseline and Outcomes Attained for Goal 1**

<b>MINISTÈRE DE L'ÉDUCATION, DE L'ENSEIGNEMENT SUPÉRIEUR ET DE LA RECHERCHE: OBJECTIVES, INDICATORS , TARGETS</b>					
<b>OBJECTIVES</b>	<b>INDICATORS</b>	<b>TARGETS</b>			
1a) Increase the graduation and qualification rate of students under the age of 20	<ul style="list-style-type: none"> <li>MÉESR graduation and qualification rates of students under the age of 20</li> </ul>	<ul style="list-style-type: none"> <li>By 2020, the graduation and qualification rate of students under the age of 20 will be 88%.</li> </ul>			
1b) Decrease the number of students leaving school without a certification or qualification	<ul style="list-style-type: none"> <li>MÉESR rates for students leaving without a certification or graduation diploma</li> </ul>	<ul style="list-style-type: none"> <li>By 2020, the annual public school dropout rate will be reduced from 30% to 10%.</li> </ul>			
<b>RIVERSIDE SCHOOL BOARD : OBJECTIVES, INDICATORS, TARGETS AND OUTCOMES</b>					
<b>OBJECTIVES</b>	<b>INDICATORS</b>	<b>RIVERSIDE BASELINE</b>	<b>RIVERSIDE TARGETS</b>	<b>CURRENT RESULTS</b>	
		<b>JUNE 2008 2001-2002 7-YEAR COHORT</b>		<b>RIVERSIDE SCHOOL BOARD</b>	<b>QUÉBEC OVERALL</b>
1 a) Increase the number of students obtaining a Secondary School Diploma (SSD) or Diploma of Vocational Studies (DVS) or qualification in the Work-Oriented Training Pathway (WOTP) before the age of 20.	<ul style="list-style-type: none"> <li>The graduation and qualification rate of students under the age of 20 (7-year cohort)</li> </ul>	80.4%	<ul style="list-style-type: none"> <li>84% by June 2015 (assigned by RSB)</li> <li>88% by June 2020 (assigned by MÉESR)</li> </ul>	June 2014 (2007-2008, 7-year cohort) = 83.3%	June 2014 (2007-2008, 7-year cohort) = 77.7%
1 b) Increase the number of boys obtaining a Secondary School Diploma (SSD) or Diploma of Vocational Studies (DVS) or qualification in the Work-Oriented Training Pathway (WOTP) before the age of 20.	<ul style="list-style-type: none"> <li>The graduation and qualification rate of boys</li> </ul>	73.4%	<ul style="list-style-type: none"> <li>79% by June 2015, (assigned by RSB)</li> </ul>	June 2014 (2007-2008, 7-year cohort) = 80.7%	June 2014 (2007-2008, 7-year cohort) =72.5%

RIVERSIDE SCHOOL BOARD : OBJECTIVES, INDICATORS ,TARGETS AND OUTCOMES					
OBJECTIVES	INDICATORS	RIVERSIDE BASELINE	RIVERSIDE TARGETS JUNE 2015	CURRENT RESULTS	
				RIVERSIDE SCHOOL BOARD	QUÉBEC OVERALL
1 c) To increase the success rate of Elementary Cycle 2 Secondary Cycle 1 and Secondary III students in Mathematics.	The rate of students achieving 60% or higher on the Elementary Cycle 2 end-of-cycle Mathematics Evaluation Situation <ul style="list-style-type: none"> <li>• Competency 1 (C1)</li> <li>• Competency 2 (C2)</li> </ul>	JUNE 2010 C1 = 68.8% C2 = 88.6%	Increase the success rate by 4% annually to: C1 = 88.8% C2 = 88.6%	JUNE 2015 C1=76.8% C2=74.0%	
	The rate of students achieving 60% or higher on the Secondary Cycle 1 Mathematics final June evaluation. <ul style="list-style-type: none"> <li>• Competency 1 (C1)</li> <li>• Competency 2 (C2)</li> </ul>	JUNE 2010 C1 = 56.2% C2 = 46.8%	Increase the success rate by 4% annually to: C1 = 76.2% C2 = 66.8%	JUNE 2015 C1=68.5% C2=55.6%	
	The rate of students achieving 60% or higher on the Secondary III Mathematics final June evaluation. <ul style="list-style-type: none"> <li>• Competency 1 (C1)</li> <li>• Competency 2 (C2)</li> </ul>	JUNE 2012 C1 = 60.0% C2 = 31.0%	Increase the success rate by 4% annually to: C1 = 72.0% C2 = 60.0%	JUNE 2015 C1=75.2% C2= 62.6%	
1 d) To reduce the annual dropout rate in the youth sector.	The annual dropout rate of students in the Riverside youth sector population: students leaving school in the youth sector without a diploma of Secondary Studies, Diploma of Vocational Studies or a Qualification.	MÉESR revised 2008-2009 •15.3% (122 students)	•12.5% for 2012-2013 (set by RSB) •10.0% for 2017-2018 (set by MÉESR)	14.8% for 2012-2013 (100 students)	15.3% for 2012-2013 (11 189 students)

**Table 2: THE PERCENTAGE OF STUDENTS ACHIEVING 60% OR HIGHER ON RIVERSIDE SCHOOL BOARD MATHEMATICS FINAL EVALUATIONS 2010-2015**

(Source: Riverside School Board)

OBJECTIVE	INDICATOR	RIVERSIDE SCHOOL BOARD SUCCESS RATES ON COMMAN EVALUATIONS					
		JUNE 2010	JUNE 2011	JUNE 2012	JUNE 2013	JUNE 2014	JUNE 2015
To increase the success rate of Elementary Cycle 2, Secondary Cycle 1 and Secondary III students in Mathematics.	The rate of students achieving 60% or higher on the Elementary Cycle 2 Mathematics final evaluation for: <ul style="list-style-type: none"> <li>Competency 1 (C1)</li> <li>Competency 2 (C2)</li> </ul>	C1 = 68.8% C2 = 88.6% C3 = 89.9%	MÉESR Evaluation not delivered	C1 = 84.2% C2 = 68.0%	C1 = 85.0% C2 = 86.0%	C1=84.7% C2=77.8%	C1=76.8% C2=74.0%
	The rate of students achieving 60% or higher on the Secondary Cycle 1 Mathematics final evaluation for: <ul style="list-style-type: none"> <li>Competency 1 (C1)</li> <li>Competency 2 (C2)</li> </ul>	C1 = 56.2% C2 = 46.8%	C1 = 49.3% C2 = 45.3%	C1 = 53.0% C2 = 22.0%	C1 = 62.8% C2 = 47.9%	C1 = 65.8% C2 = 62.1%	C1=68.5% C2=55.6%
	The rate of students achieving 60% or higher on the Secondary III Mathematics final evaluation for: <ul style="list-style-type: none"> <li>Competency 1 (C1)</li> <li>Competency 2 (C2)</li> </ul>			C1 = 60.0% C2 = 31.0%	C1 = 51.7% C2 = 31.1%	C1 = 70.8% C2 = 53.7%	C1=75.2% C2= 62.6%

**1a) Graduation and qualification rates**

According to data published by Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche (MÉESR)<sup>1</sup>, the Riverside 7-year cohort graduation and qualification rate was stable for the cohorts beginning in 2002-2003 and 2003-2004, (79.6% and 79.5% respectively), however for the cohort beginning in 2004-2005, the 7-year graduation rate increased to 81.2%, then to 86.3% for the 2005-2006 cohort and to 86.1% for the 2006-2007 cohort. According to most recent data, the cohort beginning in 2007-2008 had a 7-year graduation rate of 83.3%. This rate is very close to the target of 84.0% set for the end of the 2010-2015 Riverside Partnership Agreement. The graduation rate of girls for the 2007-2008 7-year cohort was 85.9%, and for the boys, 80.7%.

The Riverside 5-year graduation rate declined over three cohort years (2006, 2007 and 2008), having rates of 77.4%, 71.8% and 68.4% respectively. This pattern of decrease in the 5-year graduation rate motivated a school board objective and extensive inquiry by Educational Services in 2014-2015. The resulting report provided an analysis of school and school board data for several cohort years. The analysis included subject-specific success rates, graduation and school 'leaver' rates, summer school course success rates and qualification rates. The data analysis and recommendations were provided to the administration of each school, in order that all stakeholders could identify the areas of need and devise strategies to increase student success during the 5-year period. The school board will also take the steps required to address identified needs. It is noteworthy however, that the 2009 5-year cohort graduation rate is 76%.

For the 2007-2008 7-year cohort (graduation up to 2014), the combined graduation rate at Riverside (83.3%) is attributed to the various sectors as follows: 74.7% to the youth sector, 8.0% to the adult sector, and 0.6% to the professional sector. The contribution from the adult and professional sectors has remained relatively stable overall since 2004. For the 2007-2008 cohort, the overall combined graduation rate of a Secondary Schools Diploma (SSD) and a Diploma of Vocational Studies (DVS) is 82.4%, and the qualification rate in the Work Oriented Training Pathway (WOTP) Pre Work and Semi-skilled programs, is 0.9%. The WOTP was established in one Riverside Secondary school in 2008, and included both the Pre Work and Semi-skilled programs.

Additionally, in 2011 a WOTP Pre Work path was established in a second Secondary school, and in 2012 this path was established in a third school. The WOTP meets the needs of students who require a blended educational experience which includes basic academic courses, as well as practical training experiences that prepares them for successful entry to the work force. Given that there are currently three active WOTP school sites, it is anticipated that the qualification rate of students at Riverside will increase. Additionally, one school initiated a Centre de Formation en Entreprise et Récupération (CFER) program in 2014-2015, which is expected to further increase the qualification rate of students.

**1b) Graduation and qualification rate of boys**

An increase in the graduation and qualification rate of boys at Riverside was an objective in the 2010 – 2015 Partnership Agreement. Given the implementation of a wide variety of strategies, the gender gap in the graduation rate steadily decreased over the last five years. Recent statistics for the 2007-2008 7-year cohort show a difference in graduation rates between boys and girls of 5.2% (the graduation rate of boys in this cohort was 80.7% and the rate of girls was 85.9%)<sup>2</sup>. This is notably less than the difference of 12.5% observed for the 2001-2002 7-year cohort (Tableau 1A, La convention de partenariat, MÉLS – Commission scolaire : Outil d'un nouveau mode de gouvernance, Portrait des statistiques ministérielles, Commission scolaire Riverside, Octobre 2012). The 2007-2008 7-year cohort graduation rate of boys (80.7%) exceeded the target of 79.0% set in the 2010 – 2015 Partnership Agreement.

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<sup>1</sup> Annex 1 : Table 1-A La convention de partenariat, MÉLS – Commission scolaire : Outil d'un nouveau mode de gouvernance, Portrait des statistiques ministérielles, Commission scolaire Riverside, juin 2015

<sup>2</sup> IBID

## 1c) Student Success in Elementary and Secondary Mathematics

### Elementary Cycle 2.2 Mathematics

The target set for this objective was to increase the student success rate by 4% annually for each of Competency 1 and Competency 2 as measured by the Cycle 2.2 Mathematics Evaluation Situation. As shown in Table 2, the student success rate of Competency 1 increased overall from the baseline measure of 68.8% in June 2010, to 76.8% in June 2015. The success rates obtained for Competency 2 showed an irregular pattern of change from the baseline measure of 88.6% in 2010, to a final result of 74.0% in June 2015. The drop in Competency 2 success rates observed in 2015 may be due to the fact that this was a Ministerial exam, which set precise expectations aligned with the program of studies. The target set for both Competency 1 and Competency 2 in June 2015 was a success rate of 88.8 % and 88.6% respectively%. Given that success rates for the indicators set for this objective of the previous Partnership Agreement have been irregular and the targets have not been met, this objective will be maintained for the 2015-2020 Partnership Agreement.

### Secondary Cycle 1.2 Mathematics

The target set for this objective was to increase the student success rate by 4% annually for each of Competency 1 and Competency 2 as measured by the Secondary Cycle 1.2 Evaluation Situation. As shown in Table 2, the success rate for Competency 1 increased steadily from the baseline measure of 56.2% in June 2012, to 68.5% in June 2015. The success rates obtained for Competency 2 showed irregular improvement, from the baseline measure of 46.8% in 2012, to a final measure of 55.6% in June 2015. The target set for both Competency 1 and Competency 2 in June 2015 was a success rate of 88.6%. Given that the achievement attained in June 2015 was far from the targets set, this objective will be maintained in the 2015-2020 Partnership Agreement. It is key that students are well supported in the transition from Elementary to Secondary Mathematics, and attain proficiency in the basic arithmetic and algebraic skills. This will allow them to be further successful in Secondary III and Secondary IV Mathematics, which are prerequisites to future educational pathways and programs.

### Secondary Cycle 2.1 Mathematics

The target set for this objective was to increase the student success rate by 4% annually for each of Competency 1 and Competency 2 as measured by the Secondary Cycle 2.1 Evaluation Situation. As shown in Table 2, the success rate for Competency 1 increased steadily from the baseline measure of 60.0% in June 2012, to 75.2% in June 2015. The success rates obtained for Competency 2 also showed a significant increase from the baseline measure of 31.0% in 2012, to a final measure of 62.6% in June 2015. The target set for Competency 1 in June 2015 was a success rate of 72.0% and for Competency 2, 60.0%.

Strategies which have been shown to be successful in terms of increasing student success will be continued in the 2015-2020 Partnership Agreement. These include the application of a common Evaluation Situation followed by a common standardization session and common marking center. This strategy facilitates a common understanding of the program requirements, sharing of instruction and evaluation practices, increases reliability of final student marks, increases equity for students, increases the validity of the results and analysis process, and also enables the development of professional plans which address the identified needs. Another effective strategy has been the creation of school-based Data Teams, which provide additional opportunities for collaboration and professional development.

## 1d) Student dropout rate

According to Tables 2A and 2B (Annex 1), the Riverside dropout rate in the youth sector decreased slightly across three years: 2007-2008 (16.5% - 133 students), 2008-2009 (15.3% - 122 students) and 2009-2010 (13.4% - 110 students). The rate remained stable for the next two years; 2010-2011 (13.6% - 110 students) and 2011-2012 (13.9% - 110 students)<sup>3</sup>. It is noteworthy

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<sup>3</sup> Annex 1 : Table 2-A and 2-B La convention de partenariat, MÉLS – Commission scolaire : Outil d'un nouveau mode de gouvernance, Portrait des statistiques ministérielles, Commission scolaire Riverside, juin 2015

that the Riverside dropout rate target of 16% set in the Partnership Agreement for 2014-2015 was exceeded in 2009-2010, and so the target for 2014-2015 was adjusted downward in the 2011-2012 Partnership Agreement to 12.5%.

According to the most recent statistics, the dropout rate of 2012-2013 is 14.8%<sup>4</sup>. This represents 100 students who left school without obtaining qualifications: 13.6% (49 students) were boys and 14.0% (51 students) were girls. Of these 100 students, 40 students left the school board in Secondary Cycle 1 and Secondary 3 combined, without further obtaining graduation qualifications. In Secondary IV, 29 students left without obtaining graduation qualifications and in Secondary V, 31 students left. Of these 'leavers' in Secondary IV, there were 15 boys and 14 girls. In Secondary V, the gender proportion was 12 boys and 19 girls who left school without graduation requirements. A lower number of boys and girls left school without graduation requirements in Secondary IV and V than the previous year. In 2011 – 2012, the Riverside dropout rate of 14.8% (100 students) was lower than the Québec public sector overall rate of 17.8%.

## CONCLUSIONS

### 1a) Graduation and qualification rates

The target set by Riverside for the combined graduation and qualification rate in this 2010-2015 Partnership Agreement was 84%. In June 2014 (2007-2008, 7-year cohort) the rate attained was 83.3%. Riverside is currently very close to the target set. The strategies below have been demonstrated to be successful and will be used to further improve the ability of students to be successful and attain qualifications.

#### Alternative educational pathways

- ACCESS will continue to seek new Professional Studies Diploma programs, and improve and increase the facilities available to students for post-secondary learning and qualifications.
- Complementary Services and Educational Services will continue to collaborate with the secondary schools to support the Work Oriented Training Pathway in all Secondary schools. In 2014-2015, a regional CFER was initiated in one high school, which is aimed to further engage and retain students. A MÉESR 'projet particulier - 15 ans ' is in place a Secondary school , to support students in obtaining academic qualifications and work experience with a view to entering a vocational education path in the future.

#### Social and academic supports

- Social support strategies will continue to be offered to address the needs of adolescents during their transition from Elementary to Secondary school; for example, the Summer Readiness Camps for Grade 6 students.
- The schools and the school board will continue to apply and analyse the *Tell Them From Me™* survey, in order that student social and emotional needs and issues may be identified and addressed.
- An extensive summer school program is offered annually to ensure timely promotion, placement and graduation of Secondary students. The summer school program serves several important functions: providing students with particular courses in order that they may progress at grade level with their peers, providing prerequisites so that students may enter a particular Math or Science pathway, or a means for students to obtain credits required for the Secondary Schools Diploma. Additionally, a 'Math Boost' camp was initiated in the summer of 2015, to serve the needs of Grade 6 students who were identified as having significant delays in the acquisition of math knowledge and skills required for success in Secondary Cycle 1.

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<sup>4</sup> IBID

## **Professional development**

- Educational Services Consultants will continue to provide professional development for teachers in subject-specific teacher cohorts, as well supporting individual schools and departments. An emphasis will continue to be placed on evidence-based practices in the classroom, that is, the collection and analysis of a variety of forms of data on student learning, and the use of current educational research to build effective practices and determine appropriate intervention measures.
- Educational Services will continue to collect and analyse student results in targeted subjects and grade levels of the end-of-cycle final May/June evaluations. Schools will be provided with this data in 'school success team' meetings early in the school year, and opportunities will be made for Educational Services and school teams to collectively discuss and strategically plan using this information in school-based forums such as cycle and departmental meetings.
- University partnerships will continue to be supported in order that Riverside consultants, teachers and students may benefit from current research and practice. For example, a MÉESR Chantier 7 project focuses on supporting teachers of Mathematics, Cycle 3 Elementary and Cycle 1 Secondary, to improve student success.
- Educational Services will continue to support projects which address early intervention and the differentiation of learning and evaluation. Strategies will include: use of various multi-media, pedagogical integration of technologies in the classroom, and strategies which promote early numeracy and literacy.
- Complementary Services will provide a variety of strategies which are designed for the support of students with special needs; these are described in Goal 3: Success of Students with Special Needs in this current 2010-2015 Partnership Agreement. This goal will also be provided in the 2015-2010 Partnership Agreement.
- To further improve graduation success, two new objectives will be added to the 2015-2020 Partnership Agreement: increased student success in Secondary Cycle 2.2 Cultural, Social and Technical (CST) Mathematics and Secondary Cycle 2.2 History & Citizenship Education. These courses are a requirement for a Secondary Schools Diploma and entry to CEGEP. The CST Math course is taken by the majority of students in Riverside schools.

### **1b) Graduation and qualification rate of boys**

The target set by Riverside for the graduation rate of boys in this 2010-2015 Partnership Agreement was 79.0% by June 2015. In June 2014 (2007-2008, 7-year cohort) the rate attained was 80.7%. Riverside has attained the target set for the graduation rate of boys. However, most recently, the graduation gap between boys and girls appears to be increasing. A renewed focus will be made on differentiated instructional strategies, support for a wide variety of extracurricular activities, programming models which are particularly engaging for boys (e.g. a technology-focus program and sports-focus program) and adult-education sector programs, use of various technologies in the classroom, literacy development and in particular, strategies to support reluctant readers.

### **1c) Student Success in Elementary and Secondary Mathematics**

#### **Elementary Cycle 2.2 Mathematics**

The target set for Elementary Cycle 2 Mathematics in this 2010-2015 Partnership Agreement is an annual increase in the success rate on the Cycle 2.2 Evaluation Situation of 4%, which produces a desired success rate of 88.8% for Competency 1 and a success rate of 88.6% for Competency 2 in June 2015. These targets were not attained. The success rate on the Elementary Cycle 2 Evaluation Situation on Competency 1 was consistently high for June 2012, 2013 and 2014 (84.2%, 85.0%, and 84.7% respectively), however the success rate decreased in 2015 to 76.8%. The success rate on Competency 2 has been irregular, with a steady decline over the last three years, with a final result in June 2015 of 74.0%. Given the inconsistency of results, and desired increased success in both Competency 1 and 2, this objective will be maintained in the 2015-2020 Partnership Agreement.

## **Secondary Cycle 1.2 Mathematics**

The target set for Secondary Cycle 1 Mathematics in this 2010-2015 Partnership Agreement is an annual increase in the success rate on the Secondary Cycle 1.2 Evaluation Situation of 4%, which produces a desired success rate of 76.2% for Competency 1 and a success rate of 66.8% for Competency 2 in June 2015. These targets were not attained. The success rate on Competency 1 of the Secondary Cycle 1.2 Evaluation Situation on showed a steady increase over the five years of the 2010-2015 Partnership Agreement of 19.2% and reached a success rate of 68.5% in June 2015. Across this same period of time, the success rate on Competency 2 has increased by 10.3%, and reached a success rate of 55.6% in June 2015. The considerable improvement in success rates of both Competency 1 and Competency 2 indicates that the strategies in place have been successful. However continued improvement in Cycle 1 Mathematics is desired and so this objective will remain a focus in the 2015-2020 Partnership Agreement.

## **Secondary Cycle 2.1 Mathematics**

The target set for Secondary Cycle 2.1 in this 2010-2015 Partnership Agreement is an annual increase in the success rate on the Secondary Cycle 2.1 Evaluation Situation of 4%, which produces a desired success rate of 72.0% for Competency 1 and a success rate of 60.0% for Competency 2 in June 2015. These targets were attained. The success rate on Competency 1 of the Secondary III Evaluation Situation has shown an overall increase of 15.2%. The success rate on Competency 2 significantly increased in June 2014 and 2015, with an overall increase of 31.6% in the four years of the current Partnership Agreement. Given attainment of the targets, this objective will not be maintained in the 2015-2020 Partnership Agreement. However, strategies which have been shown to improve student success will be continued such as: a common end-of-year evaluation, collection and analysis of results, professional development and support to school teams in light of the identified needs.

### **1d) Dropout rates**

In the 2010-2015 Partnership Agreement, the target set by Riverside for the dropout rate of students was 12.5%. The result attained was 14.8% (100 students); this is for the 2012-2013 year, shown in Annex 1 Table 2A and Table 2B). Strategies which have been demonstrated to be effective at retaining students in school will be continued, and have been described in the earlier sections of this document; 1a) and 1b). The 2020 target set by the M<sup>É</sup>ESR for all school boards in Quebec was 10%, so the target set in the Riverside 2015-2020 Partnership Agreement will follow this requirement.

**GOAL 2: IMPROVE MASTERY OF THE FRENCH AND ENGLISH LANGUAGES**

**CONTEXT:**

**Table 1: Objectives, Indicators, Targets, Baseline and Outcomes Attained for Goal 2**

RIVERSIDE SCHOOL BOARD : OBJECTIVES, INDICATORS ,TARGETS AND CURRENT RESULTS					
OBJECTIVES	INDICATORS	RIVERSIDE BASELINE	RIVERSIDE TARGETS FOR JUNE 2015	RIVERSIDE RESULTS JUNE 2015	QUÉBEC PUBLIC RESULTS JUNE 2015
1. To increase the success rate of Elementary Cycle 2 students in Reading: French Second Language programs in the competency <i>Interagir: comprendre et lire</i> .	The percentage of students obtaining 60% or greater on the Riverside Evaluation Situation for Elementary Cycle 2 Français langue seconde de base in the competency <i>Interagir: comprendre et lire</i>	June 2010 93.2%	Increase the percentage of students attaining 60% or greater by 5% annually to 93.2 %	90.0%	
	The percentage of students obtaining 60% or greater on the Riverside Evaluation Situation for Elementary Cycle 2 Français langue seconde immersion in the competency <i>Interagir: comprendre et lire</i>	June 2010 95.9%	Increase the percentage of students attaining 60% or greater by 5% annually to 95.9%	90.0%	
2. To increase the success rate of Elementary Cycle 2 students in Reading: English Language Arts in the competency <i>To read and listen to literary, popular and information-based texts</i> .	The percentage of students obtaining 60% or greater on the Riverside Evaluation Situation for Elementary Cycle 2 English Language Arts, Reading competency	June 2010 56.0%	Increase the percentage of students attaining 60% or greater by 5% annually to 81.0%	74.7%	
3. To increase the success rate of Secondary Cycle 1 students in Reading: French Second Language in Competency 3 <i>Lire des textes variés en français / lire des textes courants et littéraires en français</i> .	The percentage of students obtaining 60% or greater on the Riverside Evaluation Situation for Secondary Cycle 1 Français langue seconde programme de base, Competency 3.	June 2011 46.3%	Increase the percentage of students attaining 60% or greater by 5% annually to 66.3%.	51.8%	
	The percentage of students obtaining 60% or greater on the Riverside Evaluation Situation for Secondary Cycle 1 Français langue seconde programme enrichi, Competency 3	June 2011 81.7%	Increase the percentage of students attaining 60% or greater by 5% annually to 81.7%	79.9%	
4. To increase the success rate of Secondary Cycle 1 students in Reading: English Language Arts in the competency <i>Reads and listens to written, spoken and media texts</i>	The percentage of students obtaining 60% or greater on the Riverside Evaluation Situation for Secondary Cycle 1 English Language Arts, Reading competency	June 2011 67.0%	Increase the percentage of students attaining 60% or greater by 5% annually to 87.0%	74.8%	
5. To increase the success rate of Secondary V students in the Writing components for: <ul style="list-style-type: none"> <li>• Français langue seconde de base Uniform June examination. (MÉLS objective)</li> <li>• Français enrichi, June examination</li> </ul>	The percentage of students obtaining 60% or greater on the MÉLS Uniform June examination for Secondary V Français langue seconde de base, Writing competency	June 2011 70.3%	Increase the percentage of students attaining 60% or greater by 5% annually to 84.0%	74.6%	83.7%
	The percentage of students obtaining 60% or greater on the Riverside Evaluation Situation for Secondary V Français langue seconde programme enrichi, Writing competency	June 2011 63.2%	Increase the percentage of students attaining 60% or greater by 5% annually to 83.2%.	80.9%	86.6%

**Table 2: THE PERCENTAGE OF STUDENTS ACHIEVING 60% OR HIGHER ON RIVERSIDE SCHOOL BOARD FINAL EVALUATIONS JUNE 2010 - 2015**

(Source: Riverside School Board)

OBJECTIVE	INDICATOR	RIVERSIDE SCHOOL BOARD SUCCESS RATES ON COMMON EVALUATIONS OR EXAMS					
		JUNE 2010	JUNE 2011	JUNE 2012	JUNE 2013	JUNE 2014	JUNE 2015
1. To increase the success rate of Elementary Cycle 2 students in Reading: French Second Language programs in the competency <i>Interagir: comprendre et lire</i> .	The percentage of students obtaining 60% or greater on the Riverside Evaluation Situation for Elementary Cycle 2 Français langue seconde de base in the competency <i>Interagir: comprendre et lire</i>	93.2%	93.6%	87.3%	74.3%	87.7%	90.0%
	The percentage of students obtaining 60% or greater on the Riverside Evaluation Situation for Elementary Cycle 2 Français langue seconde immersion in the competency– <i>Interagir: comprendre et lire</i>	95.9%	95.1%	94.2%	95.1%	92.4%	90.0%
2. To increase the success rate of Elementary Cycle 2 students in Reading: English Language Arts in the competency, <i>To read and listen to literary, popular and information-based texts</i> .	The percentage of students obtaining 60% or greater on the Riverside Evaluation Situation for Elementary Cycle 2 English Language Arts, Reading competency	56.0%	67.0%	70.0%	83.0%	81.4%	74.7%
3. To increase the success rate of Secondary Cycle 1 students in Reading: French Second Language in Competency 3, <i>Lire des textes variés en français / lire des textes courants et littéraires en français</i> .	The percentage of students obtaining 60% or greater on the Riverside Evaluation Situation for Secondary Cycle 1 Français langue seconde programme de base, Competency 3.		46.3%	22.5%	47.3%	33.8%	51.8%
	The percentage of students obtaining 60% or greater on the Riverside Evaluation Situation for Secondary Cycle 1 Français langue seconde programme enrichi, Competency 3		81.7%	55.9%	66.5%	76.5%	79.9%
4. To increase the success rate of Secondary Cycle 1 students in Reading: English Language Arts in the competency <i>Reads and listens to written, spoken and media texts</i>	The percentage of students obtaining 60% or greater on the Riverside Evaluation Situation for Secondary Cycle 1 English Language Arts, Reading competency		67.0%	71.8%	66.8%	80.1%	74.8%

**Table 2 (continued): THE PERCENTAGE OF STUDENTS ACHIEVING 60% OR HIGHER ON RIVERSIDE SCHOOL BOARD FINAL EVALUATIONS JUNE 2010 - 2015**

OBJECTIVE	INDICATOR	RIVERSIDE SCHOOL BOARD SUCCESS RATES ON COMMON EVALUATIONS					
		JUNE 2010	JUNE 2011	JUNE 2012	JUNE 2013	JUNE 2014	JUNE 2015
5. To increase the success rate of Secondary V students in the Writing components for: <ul style="list-style-type: none"> <li>• Français langue seconde de base Uniform June examination. (MÉLS objective)</li> <li>• Français enrichi, June examination</li> </ul>	The percentage of students obtaining 60% or greater on the MÉLS Uniform June examination for Secondary V Français langue seconde de base, Writing competency		70.3%	69.0%	68.7%	74.2%	74.6%
	The percentage of students obtaining 60% or greater on the Riverside Evaluation Situation for Secondary V Français langue seconde programme enrichi, Writing competency		63.2%	73.6%	82.5%	76.7%	80.9%

The overall aim of MÉESR Goal 2 is to improve mastery of the French language. In developing their Partnership Agreements, all English School Boards included ‘mastery of the English language’ in this goal. The objectives identified by Riverside for this goal focus primarily on reading. Student competency in reading is understood as a foundational skill required for student success in other areas of literacy development (writing and oral language). Reading also serves as the means by which students are prepared for success in all subjects of the curriculum. The focus of this goal is to address the needs of students with respect to reading at the Elementary Cycle 2 and end of Secondary Cycle 1 levels. Objectives, targets and strategies refer specifically to improvement of student success in reading in the following programs: French Second Language (FSL) *de base* and *immersion* in Elementary, French Second Language *de base* and *enrichi* in Secondary, and in English Language Arts Elementary and Secondary. Riverside objectives for this goal aim to increase the success rates of students in the reading component of the end-of-cycle evaluations by 5% annually for a total increase of 20% by 2015. In the case of objectives that already generate high results, the aim was to maintain or exceed these results by 2015. To support the development of literacy skills, a variety of topics were addressed in the context of professional development sessions. These included building a better understanding of language development and recognizing students’ different learning styles through differentiation, second language acquisition and the use of Information and Communication Technologies as a means of enriching the students’ learning experiences. Common French Second Language evaluations in these subjects have been delivered since May/June 2011. Each evaluation was accompanied by a marking center which facilitates collaborative marking, further develops a common understanding of program requirements, and increases validity of results and equity for students. Schools were provided with a report on the evaluation outcomes, which included a detailed analysis and recommendations to address the identified challenges.

In addition to targeting improved student achievement in reading at Elementary Cycle 2 and Secondary Cycle 1, this goal also focused on increasing the success rate of Secondary V students in the French Second Language (FSL) writing components of the MÉESR *de base* and *enrichi* exams. This particular objective is required by the MÉESR. In order to improve student success in this area, teachers from all Riverside Secondary schools have been consistently provided with instructional and assessment strategies which focused on the writing competency. Effective June 2015, MÉESR administered a Uniform exam for the Français langue seconde programme enrichi Writing competency.

## ANALYSIS

Table 1 provides an overview of the objectives, indicators, targets and baseline data. Indicators refer to the percentage of students obtaining 60% or higher in the identified competency in the end-of-cycle or end-of-year evaluation. Table 2 provides a summary of results pertaining to the success rates on the targeted competencies from June 2010 to June 2015.

### **Elementary Cycle 2 French Second Language (Competency: Interagir: comprendre et lire)**

The percentage of Elementary Cycle 2 students attaining 60% or greater in the Français langue seconde programme de base evaluation for the competency 'Comprendre et lire' has been variable over the past five years of the Partnership Agreement. The success rate was stable in June 2010 and 2011, decreased to 87.3% in 2012, decreased to 74.3% in 2013, increased to 87.7% in 2014 and in 2015 further increased to 90.0%.

The percentage of Elementary Cycle 2 students attaining 60% or greater in the Français langue seconde programme immersion evaluation for Competency 2 has remained stable and high across the five years of the Partnership Agreement, demonstrating success rates as follows: 95.9% in 2010, 95.1% in 2011, 94.2% in 2012, 95.1% in 2013, 92.4% in 2014 and 90.0% in 2015.

### **Elementary Cycle 2 English Language Arts (Competency: Reads and listens to written, spoken and media texts.)**

The percentage of Elementary Cycle 2 students attaining 60% or greater English Language Arts in the Reading competency in end-of-cycle evaluations showed an overall increase of 18.7% since 2010. However, there have been small decreases for the past two years: 1.6% decrease in 2014, and a 6.7% decrease in 2015 (success rate of 74.7%). A significant percentage of students achieving success each year are not demonstrating a 'thorough' level of competency development (44% of students attained this level in 2015). The success rates for girls are higher than for boys. The gender gap in the success rate of girls and boys steadily decreased each year from 39.0% in 2010, to 8% by 2014, but increased to 14% in 2015, with girls consistently attaining higher success rates.

Cycle 2 teachers were provided with a variety of professional development opportunities over several years, which furthered effective teaching strategies and improved student success. However, many students are still struggling with development of reading competency. One factor that may be contributing to recent decreases in success rates is that the evaluation administered in the past two years was produced by the Ministry and more rigorously respected the program expectations than the earlier and locally produced evaluations. An effective means to increase student success is through early literacy experiences and intervention. For this reason, the focus for professional development support to teachers will return to Cycle 1 using strategies such as workshop sessions, school team investigations and formative student assessment analysis to guide teaching and professional development planning.

### **Secondary Cycle 1 French Second Language (Competency: Interagir: comprendre et lire)**

The percentage of Secondary Cycle 1 students attaining 60% or greater on the Français langue seconde programme de base evaluation tasks for Reading have been variable. The success rate decreased from 46.3% in June 2011 to 22.3% in 2012, increased to 47.3% in 2013, decreased to 33.8% in 2014 and increased to 51.8% in 2015. The success rate increase in 2013 may be attributed to the modifications made to the evaluation situations, as well as the efforts applied in local data analysis and development of local action plans. In 2014, the decrease in success may be attributed to very low results in the three areas of comprehension, particularly in terms of the methodology used by students in responding to open-ended questions. In 2015, the success rate increased by 18%. This increase may be attributed to the modifications made to the evaluation situations and an improved understanding of the methodology required to answer the questions related to comprehensive comprehension. Additional work will be done to address the needs associated with these types of questions, as well as inferential questions.

The percentage of Secondary Cycle 1 students attaining 60% or greater on Français langue seconde programme enrichi tasks for Reading have been variable. The success rate decreased from 81.7% in June 2011 to 55.9% in 2012, increased to 66.5% in 2013, then increased to 76.5% in 2014 and to 79.9% in 2015. The decrease in 2012 was in part attributed to the students' lack of experience with multiple choice comprehension questions. In 2013, the support provided to teachers included exam analysis and professional development on formative assessment. In 2015, the success rate increased by 3.4%, which may be attributed to increased student success in questions of an inferential nature.

### **Secondary Cycle 1 English Language Arts (Competency: Reads and listens to written, spoken and media texts.)**

The percentage of Secondary Cycle 1 students who attained 60% or greater on the English Language Arts Reading tasks has been variable over the last five years. The success rate increased 4.8% between 2011 and 2012 (67.0% and 71.8% respectively). However, the success rate decreased in the 2013 evaluation (67.0%). The 2014 results for the Reading competency showed a significant increase, from 66.8% in 2013 to 80.6% in 2014. The success rate of boys increased from 54.9% to 70.9%. There was also a substantial increase in the success rate of students having an IEP, from 42.2% to 63.8%. Much of the increase noted in 2014 could be attributed to the change in the evaluation tool. In the past, there were four criteria that evaluated Reading Response, and each criterion generated a unique score. Students often had great difficulty succeeding in one criterion or two criteria. With the removal of the four criteria in the 2014 evaluation tool, students were evaluated more holistically and earned one score.

In June 2015, the success rate on the Reading competency decreased from a success rate of 80.1% in 2014 to 74.8%. The success rates of boys showed a significant decrease from 79.9% (2014) to 65.8% (2015), which is a decrease of 14.1%. The success rate of girls decreased from 88.3% (2014) to 85.2% (2015). The success rates for students having an IEP continue to be very low, with a success rate of 45.8% in 2015. Teachers will continue to be supported through targeted professional development on identified needs. As well, they will be offered various collegial discussion forums in order that they may discuss reasons for success rates and possible strategies to improve. These discussions can occur through the means of a Professional Learning Community, Data Teams or Collaborative Inquiry Groups.

### **Secondary V French Second Language (Competency : Produire des textes variés en français)**

MÉESR defined an objective for the Secondary V French Second Language de base and the French Second Language enrichi programs in terms of increasing the student success rate in the Writing components of the Uniform June examination.

The baseline established in 2011 for Secondary V students attaining 60% or greater on the MÉESR French Second Language de base Uniform June examination for Competency 2, was 70.3%. In 2012, this number increased to 69.0%, to 68.7% in 2013, and to 74.2% in 2014. It was noted that students demonstrated a very high level of competency in the criteria of: Coherency, Textual Structure and Adaptation to the Situation. This suggests that the training provided to teachers to improve instructional strategies in relation to explicit reading strategies and grammatical reasoning was effective. In 2015, a success rate of 74.6% was attained. It was noted that students maintained good results in terms of structure of the text and adaptation to the situation; however improvement is required in the area of linguistic conventions.

The baseline established in 2011 for Secondary V students attaining 60% or greater on the French Second Language enrichi June examination for Competency 2 was 63.2%. In 2012, this success rate increased to 73.6% in 2012 and increased again to 82.5% in 2013. However, in 2014, the success rate decreased to 76.7%. It was noted that students demonstrated difficulty in the area of linguistic conventions, thus professional development plans for 2014-2015 addressed this need. In 2015, the success rate increased to 80.9%. Students maintained good results in aspects such as structure of the text, the choice of vocabulary and adaptation to the situation; however improvement is required in the areas of linguistic conventions and progression of ideas.

## CONCLUSIONS

The following common strategies were used for all the objectives in Goal 2:

- School Success team meetings between curriculum consultants and individual schools administrators and key teachers are an established practice each September. These serve to deepen each school's understanding of their students' results. Curriculum consultants helped schools make a direct link between student results and Management and Educational Success Plan targets, indicators and strategies.
- The common marking centres and standardization sessions used for all mandatory Riverside evaluations, as they are an important means by which teachers develop a uniform understanding of program expectations and corresponding levels of student achievement.
- Professional development was provided to teachers and administrators to deepen understanding and support implementation of pedagogical differentiation. This enables teachers to identify and incorporate a wider range of teaching materials and strategies to meet the needs of diverse learners.
- Teachers received training in relation to instructional and evaluation strategies that support student success in the Reading competency. Teachers received particular support to develop collaborative talk strategies during discussions; as discussion is essential to the development of ideas in the Reading competency.

### **Elementary Cycle 2 French Second Language (Competency: Interagir: comprendre et lire)**

The baseline success rate of the reading evaluation for the elementary cycle 2 French Second Language de base program in June 2010 was 93.2%. The success rate target set was to increase or maintain this rate to June 2015. The result attained in June 2015 was 90.0%. While the success target was not met, the success rates for the reading competency have been relatively stable and very high over the five years of the Partnership Agreement. Thus, this objective will not be retained, and a new focus will be identified in the 2015-2020 Partnership Agreement with respect to development of the reading competency in elementary Cycle 1 French Second Language de base program. This reflects the need for early identification and interventions for all students in order that they may develop a strong foundation of literacy in French, and advance to the next cycle at grade level.

The baseline success rate of the reading evaluation for the elementary cycle 2 French Second Language immersion program in June 2010 was 95.9%. The success rate target set was to increase or maintain this rate to June 2015. The result attained in June 2015 was 90.0%. While the success target was not met, the success rates for the reading competency have been stable and very high over the five years of the Partnership Agreement. For this reason, the Reading competency for the cycle 2 French Second Language immersion program will not be identified for improvement in the 2015-2020 Partnership Agreement.

### **Elementary Cycle 2 English Language Arts (Competency: Reads and listens to written, spoken and media texts.)**

The baseline success rate for the reading evaluation of elementary cycle 2 English Language Arts in June 2010 was 56.0%. The success rate target set was 81.0% for June 2015. The result attained in June 2015 was 74.7%, which represents a decrease compared to the previous two years. While the success target was not met, an overall improvement of 18.7% in the success rate is noted. To address the needs associated with improved development of early literacy skills in elementary Cycle 1, success in the reading competency of Cycle 2 English Language Arts will not be retained as an objective in the 2015-2020 Partnership Agreement.

### **Secondary Cycle 1 French Second Language (Competency: Interagir: comprendre et lire)**

The baseline success rate of the reading evaluation for the secondary Cycle 1 French Second Language de base program in June 2011 was 46.3%. The success rate target set was 66.3% for June 2015. The result attained in June 2015 was 51.8%. An overall improvement of 5.5% was noted, although the target was not met and success rates were highly variable. For these reasons, student success in this course will be retained as an objective in the 2015-2020 Partnership Agreement.

The baseline success rate of the reading evaluation for the secondary Cycle 1 French Second Language enrichi program in June 2011 was 81.7%. The success rate target set was to maintain or increase this success rate to June 2015. The result attained in June 2015 was 79.9%. Whereas the target was not met and success rates were highly variable, student success in this course will be retained as an objective in the 2015-2020 Partnership Agreement.

### **Secondary Cycle 1 English Language Arts (Competency: Reads and listens to written, spoken and media texts.)**

The baseline success rate of the Reading evaluation for secondary Cycle 1 English Language Arts in June 2011 was 67.0%. The success rate target set for June 2015 was 87.0%. The result attained in June 2015 was 74.8%. An overall improvement of 7.8% is noted, although the target was not met and success rates were variable across the five years. For these reasons, student success in English Language Arts secondary Cycle 1 will be retained as an objective for improved success in the 2015-2020 Partnership Agreement. Both the Reading Response and the Narrative Writing competencies will be indicators used as a means to monitor and measure progress, support teachers, and improve student success.

### **Secondary V French Second Language (Competency: Produire des textes variés en français)**

The baseline success rate of the Writing evaluation for the secondary Cycle 2.3 French Second Language de base program in June 2011 was 70.3%. The success rate target set was 84.0% for June 2015. The result attained in June 2015 was 74.6%. While the target set for the end of the Partnership Agreement 2010-2015 was not met, an increase of 4.3% overall in the success rate is noted. This objective will be retained for the 2015-2020 Partnership Agreement to ensure continued focus and improvement.

The baseline success rate of the Writing evaluation for the secondary Cycle 2.3 French Second Language enrichi program in June 2011 was 63.2%. The success rate target set was 83.2% for June 2015. The result attained in June 2015 was 80.9%, which is slightly less than the target set. Whereas the evaluations of 2011, 2012, 2013 and 2014 were common Riverside evaluations, a MÉESR Uniform exam was administered to students in June 2015. Given the differences in construction, delivery and marking between a school board exam and a MÉESR Uniform exam, a strict comparison of results is not possible. However, the 17.7% increase in the success rate over four years is noteworthy. This objective will be retained for the 2015-2020 Partnership Agreement to ensure continued focus and improvement.

**GOAL 3: IMPROVE EDUCATIONAL SUCCESS AND PERSEVERANCE OF STUDENTS WITH HANDICAPS, SOCIAL MALADJUSTMENTS OR LEARNING DIFFICULTIES**

**CONTEXT**

**Table 1: Objectives, Indicators, Targets, Baseline and Outcomes Attained for Goal 3**

<b>RIVERSIDE SCHOOL BOARD : OBJECTIVES, INDICATORS ,TARGETS AND CURRENT RESULTS</b>					
<b>OBJECTIVES</b>	<b>INDICATORS</b>	<b>RIVERSIDE BASELINE</b>	<b>RIVERSIDE TARGETS FOR JUNE 2015</b>	<b>RIVERSIDE RESULTS JUNE 2015</b>	<b>QUÉBEC PUBLIC RESULTS JUNE 2015</b>
1. To increase the success rate of students with special needs obtaining a Secondary Schools Diploma (SSD) or a Diploma of Vocational Studies (DVS).	The graduation rate of students At-Risk obtaining a SSD or DVS before the age of 20	June 2010 37.3%	65.0%	75.6% 210 students identified	
	The graduation rate of students with Handicaps obtaining a SSD or DVS before the age of 21	No students registered	50.0%	100% 3 students identified	
2. To increase the qualification rate of students with Special Needs obtaining a first qualification in the Work-Oriented Pathway (WOTP).  Increase the percentage of students At-Risk obtaining a qualification in the WOTP before the age of 20  Increase the percentage of students with Handicaps obtaining a qualification in the WOTP before the age of 21:	The percentage of students At-Risk in the WOTP obtaining a qualification in the Semi-Skilled program before the age of 20	78.6%	98.6%	87.5% 5 students identified	
	The percentage of students At-Risk in the WOTP obtaining a qualification in the Pre-Work program before the age of 20	100%	100%	100% 14 students identified	
	The percentage of students with Handicaps in the WOTP obtaining a qualification in the Semi-Skilled program before the age of 21	No students registered	100%	50% 2 students identified	
	The percentage of students with Handicaps in the WOTP obtaining a qualification in the Pre-Work program before the age of 21	No students registered	100%	83.3% 10 students identified	

**Table 2: Graduation rate of students At-Risk, or identified with Handicaps, Social Maladjustments or Severe Learning Difficulties obtaining a Secondary School Diploma (SSD) or Diploma of Vocational Studies (DVS)**

Category of Special Needs	Total Number of Students 2011-2012	Graduation Rate (SSD) 2011-2012	Total Number of Students 2012-2013	Graduation Rate (SSD) 2012-2013	Total Number of Students 2013-2014	Graduation Rate (SSD) 2013-2014	Total Number of Students 2014-2015	Graduation Rate (SSD) 2014-2015
<b>Category 1:</b>								
At-Risk (Students designated by codes: IEP, 02, 12, or 21)	98	63.2%	177	40.3%	79	65.8%	210	75.6%
<b>Category 2:</b>								
Handicaps (Students designated by codes: 33, 36, 42, 44, 50)	26	42.3%	17	58.8%	15	53.3%	8	93.3%
Social Maladjustments (Students designated by codes: 14, 53)	20	35.0%	23	39.1%	28	75.0%	8	85.5%
Learning Disorders (Students designated by codes: 34)	61	63.9%	44	40.9%	51	60.8%	1	100%

**Table 3: Qualification rate of students with Special Needs obtaining a first qualification in the Work-oriented Training Pathway programs**

Category of Special Needs	Total Number of Students 2011-2012	Qualification Rate 2011-2012	Total Number of Students 2012-2013	Qualification Rate 2012-2013	Total Number of Students 2013-2014	Qualification Rate 2013-2014	Total Number of Students 2014-2015	Qualification Rate 2014-2015
<b>Category 1:</b>								
<b>At-Risk</b>								
Semi-Skilled	1	0%	11	36.4%	13	53.8%	5	87.5%
Pre-Work	2	100%	0	0%	6	83.3%	14	100%
<b>Category 2:</b>								
<b>Handicaps</b> (Students designated by codes: 33, 36, 42, 44, 50)								
Semi-Skilled	0	NA	1	100%	1	100.0%	2	50%
Pre-Work	1	100%	0	NA	5	80.0%	4	100%
<b>Social Maladjustments</b> (Students designated by codes: 14,53)								
Semi-Skilled	1	0%	2	0%	2	50.0%	0	NA
Pre-Work	0	NA	2	0%	0	NA	0	NA
<b>Learning Difficulties</b> (Students designated by codes: 34)								
Semi-Skilled	5	75%	2	0%	2	50.0%	0	NA
Pre-Work	2	100%	2	0%	0	NA	0	NA

**Table 4: Success Rate of Students with Special Needs in Grade 6 English Language Arts, Mathematics, and French Second Language**

Subject (Elementary Grade 6)		Success Rate 2011 – 2012 (% of students Achieving 60% or Higher)		Success Rate 2012 – 2013 (% of students Achieving 60% or Higher)		Success Rate 2013 – 2014 (% of students Achieving 60% or Higher)		Success Rate 2014 – 2015 (% of students Achieving 60% or Higher)	
		Students Without IEPs	Students With IEPs						
English Language Arts	C1 Written Response	95.5%	77.0%	92.7%	57.9%	78.4%	38.8%	92.0%	62.0%
	C2 Narrative Writing	85.2%	48.5%	76.2%	34.8%	90.1%	64.2%	96.0%	82.0%
Mathematics	C1 Situational Problem	85.9%	40.9%	87.3%	44.1%	80.9%	37.4%	89.0%	47.0%
	C2 Mathematical Reasoning	73.4%	21.8%	80.2%	33.6%	68.7%	22.9%	82.0%	32.0%
French Second Language <i>programme de base</i>	C1 Oral	96.7%	65.0%	88.8%	63.0%	92.4%	70.6%	79.0%	48.0%
	C2 Reading	83.5%	45.0%	78.0%	51.9%	83.0%	41.2%	89.0%	52.0%
	C3 Production (Writing)	94.1%	55.0%	89.6%	63.0%	92.9%	50.0%	92.0%	71.0%
French Second Language <i>programme immersion</i>	C1 Oral	96.3%	72.3%	97.8%	72.6%	99.2%	98.3%	92.0%	61.0%
	C2 Reading	97.2%	83.0%	94.5%	76.5%	99.4%	91.2%	97.0%	74.0%
	C3 Production (Writing)	91.6%	74.5%	96.7%	70.6%	90.1%	59.7%	99.0%	92.0%

## ANALYSIS AND CONCLUSION

Table 1 provides an overview of the objectives, indicators, targets and baseline data. Indicators refer to the percentage of students obtaining a secondary school diploma or a qualification in the Work-oriented training WOTP program in either the Semi-skilled or Pre Work programs.

The graduation rate of at-risk students has increased significantly in comparison to the 2010 baseline data. As listed in table 1 the success rate has increased by 28%. As for the graduation rate of students identified with a handicap, the Riverside target for 2015 was met with a 100% graduation rate. Please note that this rate is based on 3 identified students.

Table 2 provides a breakdown of results pertaining to the graduation rate of students identified by an at-risk, handicap, social maladjustment or severe learning difficulty profile, obtaining a Secondary School Diploma (SSD). Riverside achieved the target, with 92.9% of students identified with a handicap attaining a secondary diploma. Compared to the 2011-2012 baseline data, 107 students were identified with special needs while only 17 students were identified in the June 2015 data.

Students identified at-risk also showed an increase in the overall graduation rate, with 75.6% of students graduating with an SSD, in comparison to 63.2% in June 2012. In this instance the number of identified students increased from 98 to 210 by June 2015.

The overall objective of collecting data is to ensure that appropriate professional development and resources are provided for teachers, attendants and special education technicians to better support students with exceptionalities. The collection of data is a means to support professional discussion and improvement. As the pool of students with special needs fluctuates yearly, it will remain important in the 2015-2020 PA to identify the number of students identified with a specific designation.

Table 3 provides the qualification rate of students with special needs (at-risk, handicap, social maladjustment or severe learning difficulty profile) in the WOTP Programs. Due to the small number student registrations it is difficult to analyze the data. However, it remains important to collect the success rate of students in the WOTP program that have been identified with special needs. Since June 2012, results in this category have fluctuated. These results reflect the learning profiles of the particular cohort. In the 2015-2020 PA, it will be useful to analyze the impact of having two distinct programs in the category of blended work-study programs; a Centre de Formation en Entreprise et Récupération (CFER) and a regional WOTP.

Table 4 provides the success rate of students with special needs in grade 6 English Language Arts, Mathematics, and French Second Language. This particular table is not supported by a specific goal. However it was deemed important to record and analyze the results of end-of-cycle evaluation situations as they provided pedagogical direction for both Educational Services and Complementary Services. The data suggests that students following an IEP were significantly less successful than students without an IEP. In the areas of English Language Arts and French second language immersion program, significant improvement can be noted with 72% of students on an IEP in English Language Arts were successful in June 2015 on the final Ministerial exam. Whereas 75.6% of students were successful in the final evaluation of the French second language immersion program.

The Overall aim of MÉESR Goal 3 is to improve graduation and qualification rates of students with special needs. As a means to increase the success rate of our most challenging population, Riverside School Board's focus for this goal was to develop professional development opportunities, resources and student placement models. Riverside's objective was to increase the graduation rate of at-risk students from 37.3% to 65%; and to raise the graduation rate of students identified with a handicap from 42% to 50% by June 2015. Special Education Consultants provided monthly professional development to resource teachers to improve best practices (pedagogical flexibility, adaptation and modification strategies), and early intervention strategies. The Special Education Consultants developed and launched several resource materials for teachers including a reference guide in the format of a binder touching all aspects of special needs' issues. An emphasis on early identification and intervention of students with special needs was highlighted, all members of the Riverside community including school level and board level personnel were accountable in the process. Throughout the five years, IEP development was continuously improved, several professional development sessions and support measures were available to support schools with the IEP writing process.

Over the past five years, a fluctuation in the graduation rate of students with special needs has been observed. It is important to note that at-risk student profiles may be broad. Students identified at-risk may have a mental health diagnosis, a behaviour or learning disorder that does not meet the MEESR criteria for coding. Each student's learning profile may have specific learning, social, emotional, and environmental implications. In the 2015-2020 Partnership Agreement, the Complementary Services Department will continue to work collaboratively with school teams and the Educational Services Consultants to identify students at risk of failing, and to subsequently support the school and parents with necessary evaluation and therapy sessions. In addition, Complementary Services will continue to develop action-plans that will support students' academic, social and emotional growth.

**GOAL 4: IMPROVE HEALTHY LIVING AND SAFETY IN SCHOOLS**

**CONTEXT**

**Table 1: Objectives, Indicators, Targets, Baseline and Outcomes Attained for Goal 4**

RIVERSIDE SCHOOL BOARD : OBJECTIVES, INDICATORS ,TARGETS AND CURRENT RESULTS					
OBJECTIVES	INDICATORS	RIVERSIDE BASELINE	RIVERSIDE TARGETS FOR JUNE 2015	RIVERSIDE RESULTS JUNE 2015	QUÉBEC PUBLIC RESULTS JUNE 2015
1. All individuals in schools of Riverside School Board will be safe from physical, emotional and psychological violence or threats of violence.	The number of occurrences of physical or psychological violence	456	Reduce the number of occurrences of violence by 7% annually to 296 occurrences	345	
	The percentage of students who feel physically and psychologically safe in their school was measured based on the results of the following surveyed topics from the Tell Them From Me Survey (TTFM):	2009-2010: Sense of Belonging: (Elementary) 85%(F)-82%(M) Secondary 72%(F)-73%(M)	Increase the percentage of students who feel a sense of belonging by 7% annually	Elementary 80%(F)-83%(M) Secondary 56%(F)-68%(M)	
		2009-2010: Victims of Bullying: (Elementary) 21%(F)-25%(M) Secondary 22%(F)-16%(M)	Reduce the number of occurrences of bullying by 7% annually	Elementary 23%(F)-27%(M) Secondary 20%(F)-21%(M)	
• Sense of Belonging • Victim of Bullying • Feeling Safe at School	2011-2012: Feeling Safe: (Elementary) 87%(F)-85%(M) Secondary 86%(F)-81% (M)	Increase the percentage of students who feel safe at school by 7% annually	Elementary 63%(F)-62%(M) Secondary 56%(F)-60%(M)		

**Table 2: Suspensions and Expulsions for Reasons Of Physical or Psychological Violence at Riverside School Board**

Criteria	Sector	2009-2010 (No. of Students)	2010-2011 (No. of Students)	% Comparative Difference 2009-2010 & 2010-2011	2011-2012 (No. of Students)	% Comparative Difference 2010-2011 & 2011-2012	2012-2013 (No. of Students)	% Comparative Difference 2011-2012 & 2012-2013	2013-2014 (No. of Students)	% Comparative Difference 2012-2013 & 2013-2014	2014-2015 (No. of Students)	% Comparative Difference 2013-2014 & 2014-2015
Suspensions	Elementary	166	214	+28.9%	80	-56.0%	130	+62.5%	107	-17.7%	174	+47.7%
	Secondary	286	129	- 54.8%	344	+167.0%	297	-13.7%	326	+9.8%	171	-62.4%
Expulsions	Elementary	0	0	0	0	0	0	0	0	0	0	0
	Secondary	4	4	0%	5	+25.0%	9	+80.0%	7	-22.2%	5	-16.6
<b>Total of Suspensions and Expulsions (Elementary and Secondary)</b>		456	347	-23.9%	429	+23.6%	436	+1.6%	440	+1%	371	-.07%

**Table 3: Student Responses on the *Tell Them from Me* Survey for Indicators Related to a Safe School Environment**

Indicator	Sector	2009-2010 % Result and *Rating Scale		2010-2011 % Result and *Rating Scale		2011-2012 % Result (Baseline)		2012-2013 % Result		% Points Comparative Difference 2011-2012 and 2012-2013		2013-2014 % Result		% Points Comparative Difference 2012-2013 and 2013-2014		2014-2015 % Result		% Points Comparative Difference 2013-2014 and 2014-2015	
		Females	Males	Females	Males	Females	Males	Females	Males	Females	Males	Females	Males	Females	Males	Female	Male	Female	Male
<i>Sense of Belonging</i>	Elementary	85%	82%	85%	86%	84%	85%	82%	80%	-2	-5	83%	84%	+1	+4	80%	83%	-3	-1
	Secondary	72%	73%	67%	71%	65%	72%	61%	68%	-4	-4	64%	69%	+3	+1	56%	68%	-8	-1
<i>Victim of Bullying</i>	Elementary	21%	25%	22%	23%	22%	24%	20%	22%	-2	-2	22%	30%	+2	+8	23%	27%	+1	-3
	Secondary	22%	16%	17%	22%	16%	21%	17%	20%	+1	-1	17%	20%	0	0	20%	21%	+3	+1
<i>Feeling Safe at School</i>	Elementary	*8.2/10	*7.9/10	*8.5/10	*8.1/10	87%	85%	83%	83%	-4	-2	87%	86%	+4	+3	87%	84%	0	-2
	Secondary	*8.1/10	*7.5/10	*8.3/10	*7.8/10	86%	81%	85%	82%	-1	+1	84%	82%	-1	0	84%	80%	0	-2

- Occurrences of physical violence and or psychological violence were measured using suspension and expulsion records in both elementary and secondary schools.
- The data used from these three indicators (refer to table 3) were used to determine the student’s perception of feeling safe in their school environment.

## ANALYSIS AND CONCLUSION

Table 1 provides an overview of the objectives, indicators, targets and baseline data. Indicators refer to the number of occurrences of physical or psychological violence and the percentage of students who feel physically and psychologically safe in their school. The initial target was to decrease occurrences of violence and bullying by 7% annually, and to increase student sense of belonging and feeling safe at school by 7% annually.

Table 2 indicates suspensions and expulsions for reasons of physical or psychological violence over a six year period.

### Occurrences of Physical or Psychological Violence

**Elementary:** As shown in Table 2, elementary suspensions increased slightly from 166 in 2009 to 174 in June 2015, with an increase of 8 suspensions. Four of nineteen elementary schools did not submit their suspension records. There were no expulsions at the elementary school level.

**Secondary:** The total number of occurrences of suspensions reported in High School for the 2014-2015 is significantly lower in comparison to the base line reported in 2009-2010, with a difference of 115 suspensions. It was noted, that this data is not reliable for the June 2015 school year, as one high school did not submit their record of suspensions. The total number of expulsions remained

constant throughout the five year time frame. The 2009 base line was 4 expulsions for reasons of physical or psychological violence. The June 2015 results were 5 expulsions. The 7% target was not achieved. Given the low number in the baseline, a percentage target was not realistic.

**Elementary and Secondary:** This data can be subjective as it is collected by various school principals. It is difficult to ensure consistency of disciplinary measures from school to school. Each school has its own anti-violence anti-bullying procedures for addressing incidents of violence or bullying. In reflecting on the Partnership Agreement goal to decrease incidences of bullying and violence, it was not realistic to use occurrence of suspensions and expulsions as a sole indicator to track incidences of violence and bullying.

For the 2015-2020 Partnership Agreement, a common template may be created which records suspensions which specifically result due to incidents of violence and/or bullying.

Table 3 provides an overview of the indicators related to a safe school environment.

### **Sense of Belonging**

**Elementary:** The indicator for sense of belonging in school remained constant with an average of 83% for females over a six year period. The lowest measurement recorded was at 80% in comparison the 2009 baseline of 85% for females in elementary school. Boys' sense of belonging remained constant with an average of 83.3% over a six year period. The June 2015 results were at 83% in comparison to the baseline data which indicated 82% of boys feeling a sense of belonging.

**Secondary:** The indicator for sense of belonging in school for females at the secondary school level fluctuated over the 6 year period. The average percentage recorded for this period is 64.1%. The lowest record was recorded in June 2015 with 56% of girls feeling a sense of belonging in school, which marks a significant decrease in comparison to the 2009 baseline data of 72% of females feeling a sense of belonging in school.

The indicator for feeling a sense of belonging in school for males at the secondary school level has remained relatively consistent over the six year period. The average percentage recorded for this period is 70.1%. In June 2015 the result for boys was 68%, in comparison to 73% in June 2010. A gradual decrease is noted over the six year period.

It is important to note that the surveys were not consistently administered by all of the schools.

### **Victim of Bullying**

**Elementary:** The indicator for victim of bullying, for females in elementary schools has remained consistent over the six year period with an average of 21.6%. In June 2015, 23% of girls reported being victims of bullying in comparison to 21% in June 2010.

The indicator for victim of bullying for males in elementary school, slightly fluctuated over the 6 year period, with an average of 25.1% of boys reporting being victims of bullying. In June 2015 27% of boys reported being victims of bullying, in comparison to 25% in June 2010.

**Secondary:** The indicator for victim of bullying, for females in secondary schools fluctuated slightly with an average of 18.1% of girls reporting that they were victims of bullying. In June 2015 20% of girls reported being victims, in comparison to 22% in June 2010.

The indicator for victim of bullying, for males in secondary school fluctuated slightly with an average of 20% of boys reporting being victims of bullying. In June 2015 21% of boys reported being victims, in comparison to 16% in June 2010.

### **Feeling Safe at School**

**Elementary:** The indicator for Feeling Safe for females in elementary schools remained consistent over the six year period with an average of 85.2% of girls reporting feeling safe. In June 2015 87% of girls reported feeling safe in comparison to 82% in June 2010.

The indicator for Feeling Safe for boys in elementary schools fluctuated slightly over the 6 year period with an average of 83% of boys feeling safe. In June 2015 84% of boys reported feeling safe at school in comparison to 79% in June 2010.

**Secondary:** The indicator for Feeling Safe for females in secondary school remained consistent over the six year period with an average of 83.8%. In June 2015 84% of girls reported feeling safe at school, in comparison to 81% in June 2010.

The indicator for Feeling Safe for boys in secondary school remained consistent over the six year period with an average of 79.7% of boys reporting feeling safe. In June 2015 80% of boys reported feeling safe, in comparison to 75% in June 2010.

### **Summary of Outcomes for Table 3**

The targets were not achieved for all three indicators. The initial target of 7% annual decrease was not realistic. However, Riverside baseline data was consistent with Canadian norms, and reflected positive results. We have observed that the survey sensitized schools to have a better understanding of their students' realities. Yearly discussions, based on results, were held at a school level which in theory were reflected in individual school MESAs. As a school board, we achieved raising awareness on issues related to students feeling safe at school, and developing measures to support students who were struggling in the above mentioned areas.

The following common practices were mandated to encourage success in the objectives of Goal 4:

- All schools were required to develop and implement an anti-violence, anti-bullying (AVAB) plan and submit to their respective governing boards.
- All schools were required to conduct the Tell Them From Me™ (TTFM) Survey twice per school year.
- All Schools were required to include their school results from the TTFM Survey in the Management and Educational Success Agreement (MESA) plans.
- All schools were required to formulate an AVAB school level committee
- All Schools were required to report incidences of violence and bullying (Bill 56 implemented in 2012)
- To record occurrences of bullying and violence in schools.

School teams were offered on-going support by Complementary Services to facilitate the above mentioned practices.

Over the past 6 years, the Riverside School Board Complementary Service team has provided professional development to in-school administrators, teachers, parents and students. As a result of Bill 56 (implemented in February 2012), awareness of issues related to bullying and violence increased substantially. Prevention measures were established in each school to reflect their student population needs.

## GOAL 5: INCREASE THE NUMBER OF STUDENTS UNDER THE AGE OF 20 REGISTERED IN VOCATIONAL EDUCATION

### CONTEXT

School boards are required to increase the number of new registrations in Vocational Education programs, as part of the MÉESR strategy to increase provincial graduation and qualification rates. Data pertaining to the status of the situation at Riverside School Board is provided below:

MINISTÈRE DE L'ÉDUCATION, DE L'ENSEIGNEMENT SUPÉRIEUR ET DE LA RECHERCHE (MÉESR) AND RIVERSIDE SCHOOL BOARD: OBJECTIVE, INDICATOR, TARGET AND OUTCOMES								
MÉESR OBJECTIVE	MÉESR INDICATOR	RIVERSIDE TARGET	RIVERSIDE SCHOOL BOARD - NUMBER OF NEW STUDENT REGISTRATIONS <sup>5</sup>					
			Baseline 2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
To increase the number of new student registrations in Vocational Education	The number of new students registered in Vocational Education	8% increase in registrations	15	4	16	28	12	21

### Number of registrations per school board in partnership with Riverside School Board<sup>6</sup>:

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Riverside School Board	15	4	16	28	12	21
Commission Scolaire Marie-Victorin • <i>Entente DEP maçonnerie</i>			5	5	0 entente terminée	N/A
Commission Scolaire Du Littoral • <i>Entente DEP infirmière auxiliaire</i> • <i>Entente DEP comptabilité</i>			1 2	0 entente terminée 0 entente terminée	N/A	N/A
New Frontiers School Board • <i>Entente DEP infirmière auxiliaire</i> • <i>Entente DEP comptabilité</i> • <i>Entente DEP Mécanique automobile</i>			0 0	3 0	0 entente terminée 0 entente terminée	N/A N/A 0 début d'entente janvier 2014
Lester B. Pearson School Board • <i>ASP Secrétaire médicale</i>						0 début d'entente janvier 2014
Sir Wilfrid Laurier School Board • <i>DÉP Soutien informatique</i>						0 début d'entente janvier 2014

<sup>5</sup> *Portrait des statistiques ministérielles juillet 2015*

<sup>6</sup> *Charlemagne 2015, Riverside School Board*

## Programs currently offered at Riverside School Board

Permanent authorization	Provisional authorization	Entente authorization
<ul style="list-style-type: none"> <li>• Computerized Accounting</li> <li>• Secretarial Studies</li> <li>• Professional Sales</li> <li>• Sales Representation</li> <li>• Starting a Business</li> <li>• Health, Assistance and Nursing</li> <li>• Assistances in Health Care Facilities</li> <li>• Home Care Assistance</li> <li>• Masonry-Bricklaying</li> <li>• Stationary Engine Mechanic</li> </ul>	<ul style="list-style-type: none"> <li>• Pharmaceutical Technical Assistant since 2009 until 2016</li> </ul>	<ul style="list-style-type: none"> <li>• Automobile Mechanics (NFSB) 2013-2014, 2014-2015, 2015-2016, 2016-2017</li> <li>• Computer Support (SWLSB) 2014-2015</li> <li>• Medical Secretary (LBPSB) 2014-2015</li> </ul>
10 Permanent authorizations	1 Provisional authorization	3 Entente authorizations

Riverside has also developed an expertise in:

- AEP In-School Daycare
- AEP Hygiene and Sanitation
- Security Guard in-house program

## ANALYSIS

The MÉESR indicator for this objective refers to the number of students under the age of 20 who have registered for the first time in one of the professional training programs. According to the most recent MÉESR data for Riverside, in 2013-2014, 21 students under the age of 20 were newly registered in a professional training program at Riverside. In Quebec, 12, 051 students were identified as new registrations in this year.

## CONCLUSIONS

To increase the number of new registrations, the Adult and Vocational Education Centre has focused on informing the Riverside community (youth sector) of potential educational paths, programs and careers in Vocational Education using a variety of strategies. ACCESS also intends to increase its visibility with a strong internal advertising campaign, and will highlight the programs and services offered by the Vocational Centre. This will include information sessions, student bursaries, visits to elementary and high schools, and a strong internet presence. The development of an Explo-Lab (Exploratory-Laboratory) will provide hands on experiences in Vocational Training to students of all ages. In addition, an emphasis has been placed on contacting students who have left Riverside high schools without graduating, in order to explain the options available to them at ACCESS. Concurrent Studies were implemented at the Saint-Hubert location for Bricklaying students, and in the Longueuil facility for the Auto-Mechanic students who have not completed their prerequisites and who wish to obtain their High School Diploma (FGA). Finally, to increase the number of new student registrations and retention, Riverside offers the opportunity to follow a program in ATE (Alternance Travail Études) and also continues each year to request permission from MÉESR to offer new Diplomas of Vocational Studies. *ACCESS has also introduced the concept of online training; E-learning as the use of new multimedia technologies of the Internet to improve the quality of learning by facilitating on hand access*

to resources and services. Online training can include educational websites, distance training, telematics education, or e-training. Two programs on-line Professional Sales and Starting a business have been developed, and a blended model is offered in Daycare.

Riverside has the authorization to offer only 10 Vocational Training programs, which is the lowest offer from a school board on the Montérégie territory. It must be noted that the offers are lower compared with the other school boards on the same territory having smaller school boards.

#### Number of ETP total population<sup>7</sup>

Vocational Programs	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Total registered MELS data	292	460	598	722	645
ETPs	156,41	214,91	246,09	215,58	212,70

#### Montérégie and Estrie 2012-2013 ETP (Équivalent au temps plein)

School Board	Riverside	Sorel-Tracy	CS Des Hauts Cantons	CS Des Sommets	CS Vallée des Tisserands	CS St-Hyacinthe	CS Val-Des-Cerfs	CS Des Hautes Rivières	CS Des Trois Lacs	CS Des Grandes Seigneuries	CS Des Patriotes	CS Marie-Victorin
Student Population Overall	8778	5026.3	6178.9	7864.8	7804	11 528	15 475.3	17 243	13 677	21 090	29 623	29 698.4
Student Population in Vocational Education	214	554.4	402.4	318.6	418.8	1534.0	579	781.6	634.5	1152.5	419.4	2229.5

As shown in the table above, in comparison to four similar French school boards, Riverside School Board has the smallest amount of ETP in Vocational Training and the smallest amount in the Montérégie and Estrie regions overall. As a result of the various strategies employed by ACCESS in 2014-2015, the number of student registrations in professional training programs has significantly increased, and contributed to the overall successful graduation rate of Riverside School Board.

<sup>7</sup> *Tableau & Enseignement secondaire, formation professionnelle et formation générale des adultes. Portrait des statistiques ministérielles juin 2015*

**Les indicateurs: Enseignement secondaire, formation professionnelle et formation générale des adultes<sup>8</sup>**

**CS Riverside**

**2010-2011    2011-2012    2012-2013    2013-2014**

Effectif en FP	421	552	624	503
19 ans et moins	27	49	56	54
20 ans et plus	394	503	568	449

Inscriptions en FP	460	8	722	645
19 ans et moins	29	53	65	60
20 ans et plus	431	545	657	585

**Taux de diplomation et de qualification au secondaire, avant l'âge de 20 ans, (obtention d'un premier diplôme ou d'une première qualification)<sup>9</sup>**

	Diplomation et qualifications réunis selon le secteur			
CS Riverside	81.2	86.3	86.1	83.3
Formation générale des jeunes	74.4	78.7	79.7	74.7
Formation professionnelle	0.8	0.5	0.4	0.6

<sup>8</sup> Portrait statistiques ministérielles juillet 2015

<sup>9</sup> IBID

# Appendices

Tableau 1A et 1B

**Taux de diplomation et de qualification au secondaire, avant l'âge de 20 ans (obtention d'un premier diplôme)**

(Source : La convention de partenariat, MÉLS – Commission scolaire : Outil d'un nouveau mode de gouvernance, Portrait des statistiques ministérielles, Commission scolaire Riverside, Juin 2014)

année de la première inscription en secondaire 1 : dernière année d'obtention diplôme/qualification <sup>1</sup> :	CS Riverside				Réseau public (72 CS)				Ensemble du Québec			
	2004-2005	2005-2006	2006-2007	2007-2008	2004-2005	2005-2006	2006-2007	2007-2008	2004-2005	2005-2006	2006-2007	2007-2008
	2011	2012	2013	2014	2011	2012	2013	2014	2011	2012	2013	2014
<b>1A. Diplomation et qualification réunies, selon le secteur</b>												
<b>Sexes réunis, total</b>	<b>81,2</b>	<b>86,3</b>	<b>86,1</b>	<b>83,3</b>	<b>69,3</b>	<b>71,0</b>	<b>71,9</b>	<b>73,8</b>	<b>73,4</b>	<b>75,0</b>	<b>75,8</b>	<b>77,7</b>
Formation générale des jeunes	74,5	78,7	79,7	74,7	61,0	63,2	64,3	65,8	66,1	68,3	69,3	70,8
Formation générale des adultes	6,0	7,1	6,0	8,0	6,4	5,7	5,5	5,9	5,6	5,0	4,7	5,1
Formation professionnelle	0,8	0,5	0,4	0,6	2,0	2,1	2,1	2,1	1,7	1,7	1,8	1,8
<b>Sexe masculin, total</b>	<b>75,3</b>	<b>81,9</b>	<b>85,3</b>	<b>80,7</b>	<b>63,1</b>	<b>65,3</b>	<b>66,4</b>	<b>68,1</b>	<b>67,6</b>	<b>69,6</b>	<b>70,6</b>	<b>72,5</b>
Formation générale des jeunes	66,6	72,5	78,2	70,9	54,7	56,8	58,1	59,3	60,1	62,2	63,3	64,7
Formation générale des adultes	7,6	8,5	6,4	9,4	5,8	5,6	5,4	5,8	5,2	4,9	4,8	5,2
Formation professionnelle	1,1	0,8	0,7	0,5	2,6	2,9	2,9	3,0	2,3	2,5	2,5	2,6
<b>Sexe féminin, total</b>	<b>87,2</b>	<b>90,2</b>	<b>86,8</b>	<b>85,9</b>	<b>75,9</b>	<b>77,1</b>	<b>77,8</b>	<b>79,8</b>	<b>79,5</b>	<b>80,5</b>	<b>81,2</b>	<b>83,0</b>
Formation générale des jeunes	82,4	84,2	81,4	78,6	67,6	70,1	71,0	72,5	72,3	74,6	75,5	77,0
Formation générale des adultes	4,3	5,8	5,5	6,6	7,1	5,9	5,5	6,1	6,1	5,0	4,7	5,0
Formation professionnelle	0,5	0,2	0,0	0,7	1,2	1,2	1,2	1,2	1,0	1,0	1,0	1,0
<b>1B. Diplomation et qualification séparées</b>												
<b>Sexes réunis, total</b>	<b>81,2</b>	<b>86,3</b>	<b>86,1</b>	<b>83,3</b>	<b>69,3</b>	<b>71,0</b>	<b>71,9</b>	<b>73,8</b>	<b>73,4</b>	<b>75,0</b>	<b>75,8</b>	<b>77,7</b>
Diplomation (DES, DEP, ASP)	80,6	84,7	84,7	82,4	66,8	67,2	66,9	68,7	71,4	71,8	71,7	73,6
Qualification (CFER, ISPJ, AFP, CFMS, CFPT)	0,6	1,6	1,3	0,9	2,5	3,8	5,0	5,0	2,1	3,2	4,1	4,1
<b>Sexe masculin, total</b>	<b>75,3</b>	<b>81,9</b>	<b>85,3</b>	<b>80,7</b>	<b>63,1</b>	<b>65,3</b>	<b>66,4</b>	<b>68,1</b>	<b>67,6</b>	<b>69,6</b>	<b>70,6</b>	<b>72,5</b>
Diplomation (DES, DEP, ASP)	74,6	79,0	83,3	79,4	59,8	60,3	59,9	61,6	64,9	65,5	65,2	67,2
Qualification (CFER, ISPJ, AFP, CFMS, CFPT)	0,7	2,8	2,1	1,4	3,3	5,0	6,5	6,5	2,7	4,1	5,4	5,3
<b>Sexe féminin, total</b>	<b>87,2</b>	<b>90,2</b>	<b>86,8</b>	<b>85,9</b>	<b>75,9</b>	<b>77,1</b>	<b>77,8</b>	<b>79,8</b>	<b>79,5</b>	<b>80,5</b>	<b>81,2</b>	<b>83,0</b>
Diplomation (DES, DEP, ASP)	86,7	89,8	86,4	85,4	74,3	74,5	74,4	76,3	78,1	78,4	78,5	80,3
Qualification (CFER, ISPJ, AFP, CFMS, CFPT)	0,5	0,5	0,5	0,5	1,7	2,6	3,4	3,5	1,4	2,1	2,7	2,8

1. Cela comprend également les élèves qui obtiennent un diplôme ou une qualification en formation générale des jeunes après une durée de 8 ans.

Tableau 2A

**Nombre annuel de sorties sans diplôme ni qualification (décrocheurs), parmi les élèves inscrits en FGJ**

(Source : La convention de partenariat, MESR – Commission scolaire : Outil d'un nouveau mode de gouvernance, Portrait des statistiques ministérielles, Commission scolaire Riverside, Juillet 2015)

année d'inscription :	CS Riverside				Réseau public (72 CS)				Ensemble du Québec			
	2009-2010	2010-2011	2011-2012	2012-2013	2009-2010	2010-2011	2011-2012	2012-2013	2009-2010	2010-2011	2011-2012	2012-2013
<b>Sexes réunis, total</b>	<b>110</b>	<b>110</b>	<b>110</b>	<b>100</b>	<b>12 188</b>	<b>11 225</b>	<b>10 739</b>	<b>10 073</b>	<b>13 447</b>	<b>12 495</b>	<b>12 258</b>	<b>11 189</b>
Premier cycle du secondaire	22	18	20	18	2 584	2 298	2 168	2 188	3 087	2 806	2 785	2 575
Secondaire 3	26	19	20	22	3 780	3 517	3 309	2 985	4 060	3 775	3 615	3 218
Secondaire 4	24	27	35	29	2 992	2 618	2 550	2 450	3 183	2 823	2 853	2 708
Secondaire 5	38	46	35	31	2 832	2 792	2 712	2 450	3 117	3 091	3 005	2 688
<b>Sexe masculin, total</b>	<b>69</b>	<b>67</b>	<b>52</b>	<b>49</b>	<b>7 363</b>	<b>6 866</b>	<b>6 481</b>	<b>6 095</b>	<b>8 041</b>	<b>7 521</b>	<b>7 220</b>	<b>6 682</b>
Premier cycle du secondaire	11	13	10	10	1 483	1 346	1 285	1 261	1 770	1 631	1 571	1 470
Secondaire 3	17	12	11	12	2 399	2 281	2 093	1 914	2 558	2 419	2 246	2 038
Secondaire 4	14	16	13	15	1 849	1 667	1 552	1 512	1 954	1 771	1 701	1 642
Secondaire 5	27	26	18	12	1 632	1 572	1 551	1 408	1 759	1 700	1 702	1 532
<b>Sexe féminin, total</b>	<b>41</b>	<b>43</b>	<b>58</b>	<b>51</b>	<b>4 825</b>	<b>4 359</b>	<b>4 258</b>	<b>3 978</b>	<b>5 406</b>	<b>4 974</b>	<b>5 038</b>	<b>4 507</b>
Premier cycle du secondaire	11	5	10	8	1 101	952	883	927	1 317	1 175	1 214	1 105
Secondaire 3	9	7	9	10	1 381	1 236	1 216	1 071	1 502	1 356	1 369	1 180
Secondaire 4	10	11	22	14	1 143	951	998	938	1 229	1 052	1 152	1 066
Secondaire 5	11	20	17	19	1 200	1 220	1 161	1 042	1 358	1 391	1 303	1 156

Tableau 2B

**Taux annuel de sorties sans diplôme ni qualification (décrocheurs), parmi les élèves inscrits en FGJ**

année d'inscription :	CS Riverside				Réseau public (72 CS)				Ensemble du Québec			
	2009-2010	2010-2011	2011-2012	2012-2013	2009-2010	2010-2011	2011-2012	2012-2013	2009-2010	2010-2011	2011-2012	2012-2013
<b>Sexes réunis</b>	<b>13,4</b>	<b>13,6</b>	<b>13,9</b>	<b>14,8</b>	<b>20,1</b>	<b>18,6</b>	<b>18,4</b>	<b>17,8</b>	<b>17,4</b>	<b>16,2</b>	<b>16,2</b>	<b>15,3</b>
Sexe masculin	17,6	15,7	13,6	15,3	24,8	23,1	22,7	21,9	21,5	20,1	19,8	18,8
Sexe féminin	9,6	11,4	14,0	14,4	15,6	14,3	14,3	13,9	13,6	12,6	12,9	11,9

N.B. Ces données sur le décrochage sont établies à partir d'une lecture du système Charlemagne faite au Bilan 4 de l'année suivante (lecture au mois d'août). Il s'agit des données officielles et finales. Elles ne sont pas compatibles avec les données du précédent portrait produit en octobre 2009.

Table 3  
**Le Taux de diplomation et de qualification selon la cohorte, la durée des études et le sexe, à l'ensemble du Québec et à la commission scolaire Riverside**  
 (Source : MÉESR, Diplomation et qualification - Par commission scolaire au secondaire - Édition 2015, Tableau 1)

	Cohorte de 2006					Cohorte de 2007					Cohorte de 2008				Cohorte de 2009		
	5 ans		6 ans		7 ans	5 ans		6ans		7 ans	5 ans		6 ans		5 ans		
	T	T	T	M	F	T	T	T	M	F	T	T	M	F	T	M	F
<b>Ensemble de Québec</b>	63.8	72.2	75.8	70.6	81.2	65.2	73.8	77.7	72.5	83.0	65.9	74.7	69.0	80.6	67.3	61.5	73.3
<b>Réseau public</b>	58.3	67.7	71.9	66.4	77.8	59.5	69.3	73.8	68.1	79.8	60.1	70.1	64.1	76.6	61.7	55.5	68.3
<b>Établissements privés</b>	86.6	90.9	92.2	89.5	94.8	87.0	91.2	92.8	90.2	95.2	87.4	91.8	88.8	94.4	87.6	84.4	90.5
<b>Langue d'enseignement: français</b>	62.6	71.3	75.0	69.6	80.7	64.3	73.1	77.1	71.8	82.6	65.1	74.2	68.2	80.3	66.6	60.6	72.8
<b>Langue d'enseignement: anglais</b>	76.2	82.3	84.5	81.4	87.9	75.5	82.4	84.5	80.1	88.9	75.5	82.3	78.4	86.3	76.2	71.2	81.6
<b>Riverside</b>	<b>77.4</b>	<b>84.1</b>	<b>86.1</b>	<b>85.3</b>	<b>86.8</b>	<b>71.8</b>	<b>80.1</b>	<b>83.3</b>	<b>80.7</b>	<b>85.9</b>	<b>68.4</b>	<b>79.2</b>	<b>72.0</b>	<b>87.2</b>	<b>76.0</b>	<b>72.0</b>	<b>80.4</b>