Commission scolaire **Riverside**
Riverside School Board

2012-2013 ANNUAL REPORT

For a real-world education

Committed

to providing

a stimulating and caring

environment,

which enables

all students to achieve

personal success.

Table of Contents

Report from the Chairman and the Director General

We are pleased to present the Annual Report of Riverside School Board for 2012-2013. 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, Recreation and Sport (MELS).

Once again this year, we have upheld long years of tradition where Riverside is ranked among the top five school boards of the Province of Quebec. We continue to increase our graduation rate and are making significant strides in reducing the gap between the success rate of girls and boys.

In 2012-2013 Riverside undertook a major board-wide initiative in exploring the many variables related to mental health. A well-known Canadian celebrity, Margaret Trudeau, launched this initiative by speaking to the community about her difficult experiences with mental health. Mental health problems afflict an ever-growing number of students and are the cause of many repercussions not only in school but in their lives outside of school.

The arts are also an integral part of Riverside's philosophy on developing the whole person. Some of our teachers had the opportunity to work on a number of arts projects, many of which were partially financed by ArtsSmarts. One of Riverside's elementary teachers, was invited to present his project at an ArtsSmarts workshop in Calgary. This same project was presented some months later to His Excellency the Governor General of Canada, Mr. David Johnston and his wife, Sharon, in Quebec City.

Riverside High Schools welcomed REEL Canada, a festival of Canadian films designed to raise awareness, develop and promote the talent, pride, history of Canadian culture. More than 1,000 students attended the workshops and screenings in a one-day festival held in Brossard. Students also had the opportunity to meet and chat with Canadian actors and filmmakers.

On February 18th, Riverside launched its Facebook page. This social network is a must in 2013 and it is a welcome addition to the tools used to communicate with you about school events, our students' achievements, invitations, etc.

2012-2013 also saw us continue to cultivate our partnership with two other English School Boards – New Frontiers and Eastern Townships – for the purpose of developing a variety of programs and environments favorable to an enriching academic experience.

More than $9.5 million were invested in 17 building upgrade projects in 13 schools. This work improved the quality of school environments and work space for students and staff of Riverside School Board. We also worked on the enlargement of the former Royal Oak School in order to house a variety of services to Anglophone youth, adult and senior students, in addition to the masonry and bricklaying course option.

In 2012-2013, in keeping with technology's long-term plan, schools benefitted from investments in excess of half a million dollars. Major additions of equipment included: new interactive white boards (Smart Boards), desktop or portable computers and electronic tablets (iPads). The addition of this equipment to Riverside's 25 buildings along with updated pedagogical software, enable students to be linked to the world and acquire essential competencies for the 21st century.

For the year ending on June 30, 2013, although Riverside School Board used the entirety of the funds received and permitted by the MELS, it was increasingly difficult to achieve a balanced budget. Riverside's available cumulative surplus is rapidly diminishing and will only cover a portion of our projected operating deficit for the coming year based on MELS' parameters. With the elimination of the equalization grant representing an amount of close to $2.4 million over the next three years and with the pressure from the government to have a balanced budget, Riverside will have to make important decisions that will have important impacts. In the last few years, Riverside reduced its administrative expenses to absorb MELS' parametric cuts. In 2012-2013, the administrative costs at Riverside were less than 5% of its total budget, which is lower than most public or para public organizations.

Riverside School Board is proud to provide students with a learning environment that encourages openness, tolerance and that raises awareness about the cultural diversity which surrounds us both now and in the future. Our schools enable students to enjoy new experiences and acquire knowledge about linguistic and cultural differences. We are happy to offer the gifts of multiculturalism and multilingualism to our students. We firmly believe that cultural diversity is a source of enrichment to our society. Our schools are a microcosm of our society, of the individual freedoms of our students. The learning taking place in our schools today will allow us all to rise above cultural road blocks in the future.

Moira Bell, Chair

Sylvain Racette, Director General

Council of Commissioners

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
Beloeil

Dawn Smith

Division 8
Longueuil

Margaret Gour

Division 14
Brossard

Pierre Chouinard
Parent
Elementary School
Commissioner

Donna Copeman
Parent
Secondary School
Commissioner

List of Schools

Riverside School Board is home to over 9,000 students in 19 elementary schools, 5 high schools and 3 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 over 45 years ago, and boasts one of the highest graduation rates of the 72 schools boards in Quebec, placing consistently among the top five.

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 and English instruction

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

- **Chambly Academy**, tel.: 450 671-5534

  International Baccalaureate Middle Years program (IB)

- **The Alternate School**, tel.: 450 466-3122

  General applied alternative program for at-risk students

- **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 and Brossard campuses. Another campus opened in October 2013 in St-Hubert.

Focus on Mental Health

Special Guest Speaker Margaret Trudeau

On November 7, 2012, Riverside School Board welcomed special guest speaker Margaret Trudeau who helped us launch our board-wide initiative on mental health issues facing our youth.

Margaret Trudeau is a mother, grandmother, author of three books and an advocate for mental health issues. After suffering from the debilitating effects of her bipolar condition and seeking medical treatment, she is now helping people by raising awareness about the prevalence of mental health issues in our society.

Her personal story was an inspiration to all of us and was the catalyst for Riverside to organize workshops, a symposium and information evening on the subject.

With the increased attention Riverside School Board planned to bring to the concept of wellness and the whole child, Margaret Trudeau's talk was extremely timely and focused on mental health and the importance of finding balance of mind, body and spirit.

Moira Bell, Chairman, with Special Guest Speaker, Margaret Trudeau

Focus on Mental Health Symposium

Mental Wellness and Student Success

FOR PARENTS AND THE

SOUTH SHORE COMMUNITY

A sincere thank you to all our guests and organizers who made the Symposium a great success.

-A Mother's Story — *Lynn Harris B.Ed., M.Ed.*

-Sleep For Success — *Dr. Reut Gruber*

-Bullying — Centre of Excellence for Behavior Management — *Eva de Gosztonyi M.A.*

-Addictions — Centre of Excellence for Mental Health — *Viviane Briand*

-Adolescents At Risk — *Perry Adler Ph.D*

-Resilience — Centre of Excellence for Mental Health — *Cindy Finn, PH.D. & Rita McDonough, M.ED*

REEL Canada

More than 1,500 students from Riverside regional High Schools participated in a day of Canadian film at the Cineplex Odeon Brossard.

Students participated in workshops and discussions with filmmakers, actors and other industry professionals following the screenings.

Guests present included **Erik Canuel**, director of *Bon Cop/Bad Cop*; **Jacob Tierney**, director of *The Trotsky;* and **Kevin Dehaney, Daniel Keith Morrison & Tristan D. Lalla,** stars of *How She Move*.

REEL CANADA was designed to foster greater awareness of, and pride in, Canadian films, by bringing the excitement of a film festival experience directly to students. It is an immersive, dynamic learning experience that introduces teenage audiences to home-grown films and filmmakers.

Grade 3 students at Harold Napper School worked with lead teacher, James Stadnyk, and robotics expert, Sara Iatauro, to explore the big question:

"**Do Students Daydream About Electric Sheep?"**

ArtsSmarts

In response to the question, students produced a feature-length science fiction movie that brought both science and their daydreams to life.

Throughout their epic adventure, students built and programmed a robot, structured a plot, wrote a script, composed original music, and starred in a variety of leading roles, while learning advanced mathematical calculations, and engaging in cooperative learning. The 60-minute movie enjoyed a successful premiere and became a favourite in the homes of all students involved.

Public Speaking Contest

On May 17, 2013, the Rotary Club of Montreal held its 74th Public Speaking Finals at the
St. James Club in Montreal.
This year's theme focused on peace:
"Peace through service"
The contest aims to encourage the art of public speaking
among High School students.
**Congratulations to Ameer Nizami, Centennial Regional High School student,
who won first place!**
Ameer received a $750 scholarship and the Rotary Shield will go to his school for a year.

Street Art

**Street Art at JJ Bertrand Park in St. Hubert
on May 30th, 2013**

In collaboration with the City's Urban Art Committee, more than 15 students from four different high schools from the area, including Centennial Regional High School, created a colorful fresco. The project promoted urban art by beautifying the park's chalet while fighting against illegal and aggressive graffiti.

Entrepreneurship Contest

Congratulations to Robert More, Ruth Thomas and the students of Step-Up at ACCESS for winning the "Coup de Coeur" prize in the Quebec entrepreneurship contest.

The team produced key chains and fishing lures.

Norm Latour led the team to success and has even secured a workshop to continue Step-Up enterprises.

Entrepreneurship Award

Science Fair

Bee Kind

Karate

La Diva

Galerie Lez'arts

Défi Sportif

Vernissage

Amusécole

Courtland Park

Impact

William Latter's 50th

Terry Fox

Wave Against Bullying

Student Ombudsman's Report

As Student Ombudsman, I interact with the Riverside community in many ways. Some parents or students simply seek a neutral source of information on board policies, procedures and/or structure. Others wish to 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. A few decide to take their complaints further and anticipate that the Ombudsman's direct intervention will facilitate a solution.

Sources of Complaints   Of the 23 files followed in detail, 12 originated from parents of primary level students, 9 from parents of secondary school students, 1 from a secondary student, and 1 from a vocational student.

Response to the Complaints   Tables 1 and 2 summarize key features of my role with complainants over the past school year, with data from previous years for comparison. These data exclude a frivolous email and two others calls about matters judged outside of my mandate.

Table 1 shows a doubling of the number of contacts seeking advice and a slight decrease in calls simply for information. This may reflect a greater awareness of the Student Ombudsman's role. Table 2 indicates that most files required several, often extended, phone calls and/or email exchanges with Board staff. A couple of files led to one or more meetings and repeated communication with the complainant and Board personnel.

Table 1: Action - primary role of Ombudsman by file and academic year			
	Information	**Advice**	**Intervention**
2012-2013	3	18	2
2011-2012	6	9	3
2010-2011	6	7	3

Table 2: Interaction - extent of Ombudsman activity by file and year			
	Single, extended communication	**Several extended communications**	**Many communications &/or meetings**
2012-2013	3	17	3
2011-2012	5	10	3
2010-2011	7	6	3

Nature of the Complaints   I have tried to pigeonhole each contact by its chief concern (Tables 3 & 4). Several complainants approached with more than one topic in mind. By the very nature of the Complaints Process, those complainants reaching this office have often struggled with one or more levels of administrators. In some cases, they may be more troubled by their perceived mistreatment than by the original issue.

Table 3: Primary Issues by concern and school type, 2012-2013			
Main Concern	**Elementary**	**Secondary**	**Vocational**
Special needs	3	3	
Student-student bullying	2		
Staff-student bullying	1	2	
Administrative process	1	1	
Placement	2		
Recent out-of-province arrival		2	
Transportation	2	1	
Mark complaints		1	1
School conditions	1		
Totals	**12**	**10**	**1**

Table 4: Primary Issues by year			
	Administration, Various	**Administration, Related to Bullying**	**Administration, Special Needs**
2012-2013	12	5	6
2011-2012	11	3 ½	3 ½
2010-2011	8	7	3

Outcomes   From the Ombudsman's perspective, these files were resolved satisfactorily. Only 1 intensive intervention led to recommendations to the Council of Commissioners.   Details of the Complaints Procedure remain easily accessible though the 'Student Ombudsman' button on the home screen of the RSB web site.

Respectfully submitted,

Peter Woodruff, Student Ombudsman for the Riverside School Board
September 27, 2013

Financial Statement - Period ending June 30, 2013

Extract from the audited Financial Statements

	2012-2013 ACTUAL	2011-2012 ACTUAL	Variation $	Variation %
REVENUES				
Grants - MELS	$ 72,994,375	$ 75,670,222	$ (2,675,847)	-4%
School Taxes	$ 17,393,006	$ 15,723,455	$ 1,669,551	11%
School Fees	$ 298,369	$ 233,258	$ 65,110	28%
Revenues - sale of goods and services	$ 9,436,419	$ 7,538,992	$ 1,897,427	25%
Other Revenues	$ 1,522,383	$ 1,599,374	$ (76,991)	-5%
Amortization of deferred revenues	$ 42,500	$ 42,500	$ -	0%
TOTAL REVENUES	**$ 101,687,052**	**$ 100,807,802**	**$ 879,250**	**1%**
EXPENSES				
Teaching activities	$ 45,340,740	$ 45,035,237	$ 305,503	1%
Support to teaching	$ 21,496,560	$ 21,041,624	$ 454,935	2%
Complementary activities	$ 14,412,101	$ 13,820,444	$ 591,657	4%
Administrative activities	$ 5,119,044	$ 5,657,727	$ (538,683)	-10%
Building activities	$ 9,889,847	$ 10,457,914	$ (568,067)	-5%
Other activities	$ 7,321,194	$ 5,665,636	$ 1,655,558	29%
Gain disposal of land	$ -	$ (489,371)	$ 489,371	-100%
TOTAL EXPENSES	**$ 103,579,485**	**$ 101,189,212**	**$ 2,390,274**	**2%**
SURPLUS (DEFICIT)	**$ (1,892,433)**	**$ (381,410)**	**$ (1,511,024)**	

COMPLETE FINANCIAL STATEMENTS AVAILABLE UPON REQUEST

	2012-2013	2011-2012	Var. $	Var. %
ASSETS				
Cash (bank overdraft)	$ 1,021,972	$ 6,085,262	$(5,063,291)	-83%
Temporary investments	$ -	$ -	$ -	0%
Operating Grant receivable	$ 4,089,962	$ 5,464,266	$(1,374,303)	-25%
Grant receivable relating to the acquisition of property and equipment	$ 1,151,538	$ -	$ 1,151,538	100%
Grant receivable - Financing	$ 21,693,462	$ 19,844,476	$ 1,848,986	9%
School tax receivable	$ 2,325,475	$ 856,442	$ 1,469,033	172%
Account receivable	$ 2,197,382	$ 1,435,372	$ 762,010	53%
Inventories for resale	$ -	$ 4,000	$ (4,000)	-100%
TOTAL FINANCIAL ASSETS	**$ 32,479,791**	**$ 33,689,818**	**$(1,210,027)**	**-4%**
LIABILITIES				
Temporary loans	$ -	$ 5,000,000	$(5,000,000)	-100%
Accounts payable and accrued liabilities	$ 10,130,523	$ 11,120,207	$ (989,684)	-9%
Deferred contributions related to the acquisition of fixed assets	$ 3,085,288	$ 1,976,250	$ 1,109,038	56%
Deferred revenues	$ 656,773	$ 480,167	$ 176,606	37%
Provision for employee future benefits	$ 5,485,656	$ 5,274,226	$ 211,430	4%
Long-term debt at the expense of CS	$ 1,181,632	$ 1,578,371	$ (396,739)	-25%
Long-term debt subject to a promise of a subsidy	$ 65,164,862	$ 59,115,432	$ 6,049,430	10%
Environmental Liabilities	$ 8,248,921	$ 6,510,000	$ 1,738,921	27%
Other liabilities	$ 2,475,460	$ 3,362,732	$ (887,272)	-26%
TOTAL LIABILITIES	**$ 96,429,115**	**$ 94,417,385**	**$ 2,011,730**	**2%**
NET FINANCIAL ASSETS (NET DEBT)	**$(63,949,324)**	**$(60,727,567)**	**$(3,221,757)**	**5%**
NON-FINANCIAL ASSETS				
Fixed assets	$ 75,715,400	$ 74,263,668	$ 1,451,732	2%
Inventory	$ -	$ -	$ -	0%
Prepaid Expenses	$ 783,241	$ 905,650	$ (122,409)	-14%
TOTAL FINANCIAL ASSETS	**$ 76,498,641**	**$ 75,169,318**	**$ 1,329,324**	**2%**
ACCUMULATED SURPLUS	**$ 12,549,317**	**$ 14,441,751**	**$(1,892,433)**	**-13%**

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. Boards and schools had a six-month period to develop their own anti-bullying, anti-violence plans and to put in place the manner in which the information would be collected and shared.

Riverside School Board administrators worked closely with Educational and Complementary Services to develop templates 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 2012-2013, no complaints under section 96.12 were brought to the attention of the Director General. Therefore, there is no proportion of those measures for which a complaint was filed with the Student Ombudsman. That being said, the Student Ombudsman dealt with 5 bullying-related calls (see the Student Ombudsmen report).

Nevertheless, during the 2012-2013 school year, certain measures 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 8 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.

Code of Ethics and Professional Conduct for Commissioners

No complaints were received in 2012-2013. Click here to read the By-Law.

Partnership Agreement

Click here to consult the Partnership Agreement adopted in May 2010.

Strategic Plan

Click here to consult the Strategic Plan 2010-2015.

2009-2013 Strategic Plan (MELS)[1]

To achieve its mission of teaching, socializing, motivating and qualifying as a life-long process, the MELS brought its Strategic Plan for 2009-2913 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.[2] Below are examples of some of the initiatives taken by Riverside School Board in support of the MELS' Strategic Plan for 2009-2013:

MELS' STRATEGIC PLAN - ISSUES IDENTIFIED -	RIVERSIDE SCHOOL BOARD - CONTRIBUTION -
Increase the number of diplomas or attestations awarded to students under the age of 20.	Riverside School Board has placed consistently among the top school boards in terms of its graduation rate. See goals 1[3], 2[4], 3[5] and 5[6] in the Partnership Agreement Report 2012-2013, which also reflects the board's Strategic Plan.
A system of education that meets the needs for teaching a knowledge-based society.	One of the specific objectives of Riverside School Board in 2012-2013 was to promote and develop adult education and vocational training. The focus placed on this sector has given rise to tangible results on the increase and the success of this particular clientele as well as on the revitalization of this sector in particular. Also refer to Goal 5[7] which appears in the Partnership Agreement Report 2012-2013, which also reflects the board's Strategic Plan.
An educational environment fitted to the diverse needs of individuals and communities.	Various models of instruction are offered at Riverside School Board in order to adapt the offer of service to each one. Riverside's French Immersion programs, International schools, partnerships with other school boards are some examples of this. 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
Improving the performance and accountability of the Education system	In 2012-2013, Riverside's administrative costs continued to decline and were being maintained at less than 5%, which is noticeably less than other public and para-public organizations. Since 2010-2011, school boards went from producing one Financial Annual Report to producing one Financial Annual Report, three trimestral reports and one specific audit.
The communities' commitment to an active lifestyle	Taking advantage of the coming of the 2014 Quebec Games, Riverside has developed partnerships with certain municipalities in order to upgrade its outdoor sports facilities. As a result, our high schools have enjoyed or will enjoy major improvements in additional sports facilities, something that will also benefit our communities at large.
Delivery of quality services	Riverside School Board is proud of its record of having one of the highest graduation rates of all school boards in the Province of Quebec. Riverside students benefit from the opportunity to study in schools where the dropout rate is decreasing on a yearly basis, where the gap in the success rate between girls and boys is shrinking and where students can become bilingual. These trends were confirmed by our 2012-2013 results.

[1]**2009-2013 Strategic Plan** of the Ministry of Education, Recreation 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*
[2]Ibid, p. 3
[3]Increase in the graduation and qualification of students under the age of 20
[4]Increased proficiency in French and English
[5]Improved student retention and academic success in targeted groups, particularly handicapped students and student with learning difficulties
[6]Increase in the number of students younger than 20 in vocational training
[7]Increase in the number of students younger than 20 in vocational training

Report on the Partnership Agreement 2012 – 2013

Between

Riverside School Board

and

Le Ministère de l'Éducation, du Loisir et du Sport

December 13, 2013

Table of Contents

Riverside School Board Report on Objectives, Targets and Strategies for Goals 1-5

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

CONTEXT

As shown in Tables 1A and 1B, (*La convention de partenariat, MÉLS – Commission scolaire : Outil d'un nouveau mode de gouvernance, Portrait des statistiques ministérielles, Commission scolaire Riverside, Octobre 2013*), MÉLS statistics give the Riverside 7-year cohort graduation and qualification rate as 79.6% in 2009 (2002 cohort), 79.5% in 2010 (2003 cohort) and 81.2% in 2011 (2004 cohort). It should be noted that the 2009-2010 results were obtained prior to the implementation of the Partnership Agreement, thus impacts of the Agreement may only be seen beginning with the 2010-2011 results. As shown in Table 1A, most recent statistics show that the 2005 7-year cohort had a graduation rate of 86.3%. The graduation rate target of 84.0% set by Riverside for the end of the Partnership Agreement (June 2015) has now been exceeded by 2.3%. The graduation rate for the 2006 6-year cohort is 84.1%, thus the target graduation rate of 84% set for 2015 will also be exceeded next year.

As shown in Tables 1A and 1B, a comparison of the 2012 graduation and qualification rates of the youth, adult and professional sectors shows that the youth sector had the greatest contribution (78.7%), followed by the adult sector (7.1%), then by the professional training sector (0.5%). The graduation rate in the adult sector increased from 6.0% in 2011 to 7.1% in 2012. However the graduation rate in the professional training sector decreased in these same years; from 0.8% in 2011 to 0.5% in 2012. In 2012, a greater percentage of girls attained graduation qualifications (89.8%), as compared to boys (79.0%). However, in this same year a greater percentage of boys attained professional qualifications (2.8%), as compared to girls (0.5%).

As shown in Tables 1A and 1B, the combined graduation and qualification results for the years of 2009, 2010 and 2011 showed notable differences in the success rates of boys and girls. In 2009, girls had a combined rate of 86.1% and boys had a combined rate of 73.8%, which is a difference of 12.3%. In 2010, girls had a combined graduation and qualification rate of 85.5%, and the combined rate for boys was 73.5%, which is a difference of 12.0%. In 2011, the combined rate was 87.2% for girls and 75.3% for boys, which is a difference of 11.9%. For the 2012 cohort, there is a notable decrease in the gender gap in the combined graduation rate, which is 90.2% for girls and 81.9% for boys, giving a difference of 8.3%. In addition, for this cohort, the boys' rate of graduation increased by 3.9%, between 2011 and 2012, and the girls' rate increased by 1.8% for these same years. The 2012 81.9% graduation rate of boys has exceeded the target set in the Partnership Agreement for June 2015 of 79%, by 2.9%. The decreasing achievement gap between boys and girls, and the increasing graduation rate of boys are very positive trends.

As shown in Tables 2A and 2B (*La convention de partenariat, MÉLS – Commission scolaire : Outil d'un nouveau mode de gouvernance, Portrait des statistiques ministérielles, Commission scolaire Riverside, Octobre 2013*), statistics from the years of 2007-2011 show comparably higher dropout rates for boys than girls, particularly in in Secondary IV and V. In 2007-2008, 133 youth sector students (16.5% of the population) left Riverside without obtaining a diploma or qualification. In 2008-2009, the number of dropouts decreased to 122 students, which represented 15.3% of the population. In 2009-2010, 110 students left Riverside which represented 13.4% of the population. In 2010-2011 the dropout rate was 13.6%, or 110 students; boy dropouts represented 15.7 % of the total population and 11.4% were represented by girls. Of these 110 students, a comparably equal number of boys and girls left in each of Secondary Cycle 1 and Secondary 3 (18 and 19 students respectively). However in Secondary IV, 27 students left school and in Secondary V 46 students left school. Of these 'leavers', in Secondary IV and V combined, 42 were boys and 31 were girls. MÉLS final and official dropout statistics for 2011-2012 were not available at the time of preparation of this report.

To address the needs of adolescents during their transition from Elementary to Secondary school, and in the long term reduce the dropout rate in Secondary IV and V, a variety of academic and social support strategies were in place. Examples include August Readiness Camps for Grade 6 students, a wide variety of extracurricular activities for Cycle 1 students and joint professional development sessions for teachers of Cycle 3 elementary and Cycle 1 Secondary in Math, English Language Arts and French Second Language. These workshops examined cohort success in elementary, moving to secondary, and permitted identification of pedagogical, program and organization aspects which required adjustment. An additional objective for Secondary III Mathematics was added in 2011-2012, given the critically low success rate of Secondary II students in Mathematics in the previous year. This strategy will allow for sustained supports to students over several years in Mathematics, in order that they may be better prepared for the Secondary IV and V Math programs, and so increase their potential to meet graduation requirements.

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, Octobre 2013)

	CS Riverside				Réseau public (72 CS)				Ensemble du Québec			
année de la première inscription en secondaire 1 :	2002-2003	2003-2004	2004-2005	2005-2006	2002-2003	2003-2004	2004-2005	2005-2006	2002-2003	2003-2004	2004-2005	2005-2006
dernière année d'obtention diplôme/qualification[1] :	2009	2010	2011	2012	2009	2010	2011	2012	2009	2010	2011	2012
1A. Diplomation et qualification réunies, selon le secteur												
Sexes réunis, total	**79,6**	**79,5**	**81,2**	**86,3**	**67,6**	**67,9**	**69,3**	**71,0**	**71,9**	**72,3**	**73,4**	**75,0**
Formation générale des jeunes	72,5	71,3	74,5	78,7	59,5	60,1	61,0	63,2	64,8	65,5	66,1	68,3
Formation générale des adultes	5,7	7,3	6,0	7,1	6,1	5,8	6,4	5,7	5,4	5,1	5,6	5,0
Formation professionnelle	1,6	1,0	0,8	0,5	2,0	2,0	2,0	2,1	1,8	1,7	1,7	1,7
Sexe masculin, total	**73,8**	**73,5**	**73,8**	**81,9**	**60,8**	**61,1**	**63,1**	**65,3**	**65,6**	**66,0**	**67,6**	**69,6**
Formation générale des jeunes	65,8	64,0	66,6	72,5	52,9	53,2	54,7	56,8	58,5	58,9	60,1	62,2
Formation générale des adultes	5,7	8,1	7,6	8,5	5,3	5,2	5,8	5,6	4,8	4,7	5,2	4,9
Formation professionnelle	2,3	1,5	1,1	0,8	2,7	2,6	2,6	2,9	2,4	2,3	2,3	2,5
Sexe féminin, total	**86,1**	**85,5**	**87,2**	**90,2**	**74,7**	**75,2**	**75,9**	**77,1**	**78,3**	**78,8**	**79,5**	**80,5**
Formation générale des jeunes	79,8	78,6	82,6	84,2	66,4	67,5	67,6	70,1	71,3	72,3	72,3	74,6
Formation générale des adultes	5,8	6,5	4,4	5,8	7,0	6,4	7,1	5,9	6,0	5,5	6,1	5,0
Formation professionnelle	0,8	0,4	0,5	0,2	1,3	1,3	1,2	1,2	1,1	1,1	1,0	1,0
1B. Diplomation et qualification séparées												
Sexes réunis, total	**79,6**	**79,5**	**81,2**	**86,3**	**67,6**	**67,9**	**69,3**	**71,0**	**71,9**	**72,3**	**73,4**	**75,0**
Diplomation (DES, DEP, ASP)	78,4	78,8	80,6	84,7	66,1	66,2	66,8	67,2	70,6	70,8	71,4	71,8
Qualification (CFER, ISPJ, AFP, CFMS, CFPT)	1,2	0,6	0,6	1,6	1,5	1,7	2,5	3,8	1,3	1,4	2,1	3,2
Sexe masculin, total	**73,8**	**73,5**	**75,3**	**81,9**	**60,8**	**61,1**	**63,1**	**65,3**	**65,6**	**66,0**	**67,6**	**69,6**
Diplomation (DES, DEP, ASP)	71,6	72,5	74,6	79,0	58,8	58,9	59,8	60,3	63,9	64,1	64,9	65,5
Qualification (CFER, ISPJ, AFP, CFMS, CFPT)	2,2	1,1	0,7	2,8	2,0	2,2	3,3	5,0	1,7	1,8	2,7	4,1
Sexe féminin, total	**86,1**	**85,5**	**87,2**	**90,2**	**74,7**	**75,2**	**75,9**	**77,1**	**78,3**	**78,8**	**79,5**	**80,5**
Diplomation (DES, DEP, ASP)	85,8	85,3	86,7	89,8	73,7	74,0	74,3	74,5	77,4	77,8	78,1	78,4
Qualification (CFER, ISPJ, AFP, CFMS, CFPT)	0,2	0,2	0,5	0,5	1,1	1,2	1,7	2,6	0,9	1,0	1,4	2,1

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

Nombre annuel de sorties sans diplôme ni qualification (décrocheurs), parmi les élèves inscrits en FGJ
(Source : La convention de partenariat, MÉLS – Commission scolaire : Outil d'un nouveau mode de gouvernance, Portrait des statistiques ministérielles, Commission scolaire Riverside, Octobre 2013)

	CS Riverside				Réseau public (72 CS)				Ensemble du Québec			
année d'inscription :	2007-2008	2008-2009	2009-2010	2010-2011	2007-2008	2008-2009	2009-2010	2010-2011	2007-2008	2008-2009	2009-2010	2010-2011
Sexes réunis, total	**133**	**122**	**110**	**110**	**15 060**	**13 526**	**12 188**	**11 225**	**16 472**	**14 732**	**13 447**	**12 495**
Premier cycle du secondaire	23	26	22	18	3 804	2 654	2 584	2 298	4 370	3 110	3 087	2 806
Secondaire 3	22	24	26	19	3 885	4 406	3 780	3 517	4 138	4 630	4 060	3 775
Secondaire 4	39	34	24	27	3 884	3 200	2 992	2 618	4 165	3 432	3 183	2 823
Secondaire 5	49	38	38	46	3 487	3 266	2 832	2 792	3 799	3 560	3 117	3 091
Sexe masculin, total	**84**	**73**	**69**	**67**	**9 225**	**8 290**	**7 363**	**6 866**	**9 957**	**8 919**	**8 041**	**7 521**
Premier cycle du secondaire	10	16	11	13	2 249	1 582	1 483	1 346	2 544	1 820	1 770	1 631
Secondaire 3	14	10			2 446				2 587	2 926		
			17	12		2 815	2 399	2 281			2 558	2 419
Secondaire 4	30	23	14	16	2 488	2 017	1 849	1 667	2 628	2 138	1 954	1 771
Secondaire 5	30	24	27	26	2 042	1 876	1 632	1 572	2 198	2 035	1 759	1 700
Sexe féminin, total	**49**	**49**	**41**	**43**	**5 835**	**5 236**	**4 825**	**4 359**	**6 515**	**5 813**	**5 406**	**4 974**
Premier cycle du secondaire	13	10	11	5	1 555	1 072	1 101	952	1 826	1 290	1 317	1 175
Secondaire 3	8	14	9	7	1 439	1 591	1 381	1 236	1 551	1 704	1 502	1 356
Secondaire 4	9	11	10	11	1 396	1 183	1 143	951	1 537	1 294	1 229	1 052
Secondaire 5	19	14	11	20	1 445	1 390	1 200	1 220	1 601	1 525	1 358	1 391

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

	CS Riverside				Réseau public (72 CS)				Ensemble du Québec			
année d'inscription :	2007-2008	2008-2009	2009-2010	20010-2011	2007-2008	2008-2009	2009-2010	20010-2011	2007-2008	2008-2009	2009-2010	20010-2011
Sexes réunis	**16,5**	**15,3**	**13,4**	**13,6**	**23,3**	**21,3**	**20,1**	**18,6**	**20,3**	**18,4**	**17,4**	**16,2**
Sexe masculin	21,5	19,5	17,6	15,7	29,0	26,1	24,8	23,1	25,2	22,6	21,5	20,1
Sexe féminin	11,8	11,6	9,6	11,4	17,8	16,5	15,6	14,3	15,6	14,3	13,6	12,6

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

	Cohorte de 2004					Cohorte de 2005					Cohorte de 2006				Cohorte de 2007		
	5 ans	6 ans	7 ans			5 ans	6 ans	7 ans			5 ans	6 ans			5 ans		
	T	T	T	M	T	T	T	T	M	F	T	T	M	F	T	M	F
Ensemble de Québec	61.2	69.9	73.4	67.6	79.5	62.9	71.5	75.0	69.6	80.5	63.8	72.2	66.4	78.2	63.3	56.4	70.5
Réseau public	55.6	65.2	69.3	63.1	75.9	57.5	67.0	71.0	65.3	77.1	58.3	67.7	61.6	74.2	57.3	50.1	65.0
Établissements privés	85.2	89.9	91.3	88.2	94.2	86.0	90.4	91.8	89.0	94.6	86.6	90.9	87.5	94.0	87.0	82.8	91.0
Langue d'enseignement: français	60.3	69.1	72.7	66.7	79.0	62.0	70.7	74.4	68.9	80.0	62.6	71.2	65.2	77.6	61.1	55.1	69.5
Langue d'enseignement: anglais	71.9	79.4	81.9	77.6	86.3	73.8	80.2	82.3	77.8	87.1	76.2	82.3	78.7	86.2	75.8	70.1	81.5
Riverside	69.7	78.5	81.2	75.3	87.2	77.0	83.5	**86.3**	**81.9**	**90.2**	77.4	84.1	83.0	85.4	71.8	67.6	76.1

Table 4: The Percentage of Students Achieving 60% or Higher on Final Mathematics Evaluations
(Source: Riverside School Board)

Objective	Indicator	Riverside Results 2009-2010	Riverside Results 2010 - 2011	Riverside Results 2011 - 2012	Riverside Results 2012 - 2013
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* • *Competency 1 (C1)* • *Competency 2 (C2)*	• *C1 = 68.8%* • *C2 = 88.6%* • *C3 = 89.9%*	*MÉLS Evaluation not delivered*	• *C1 = 84.2%* • *C2 = 68.0%*	• *C1 = 85.0%* • *C2 = 85.6%*
	The rate of students achieving 60% or higher on the Secondary Cycle 1 Mathematics final June evaluation. • *Competency 1 (C1)* • *Competency 2 (C2)*	• *C1 = 56.2%* • *C2 = 46.8%*	• *C1 = 49.3%* • *C2 = 45.3%*	• *C1 = 53.0%* • *C2 = 22.0%*	• *C1 = 62.8%* • *C2 = 47.9%*
	The rate of students achieving 60% or higher on the Secondary III Mathematics final June evaluation. • *Competency 1 (C1)* • *Competency 2 (C2)*			• *C1 = 60.0%* • *C2 = 31.0%*	• *C1 = 51.7%* • *C2 = 31.1%*
MÉLS GOAL 1: OBJECTIVES, INDICATORS AND TARGETS					

OBJECTIVES	*INDICATORS*	*TARGETS*
1a) Increase the graduation and qualification rate of students under the age of 20	• MÉLS graduation and qualification rates	• By 2020, the graduation and qualification rate of students under the age of 20 will be 88%
1b) Decrease the number of students leaving school without a certification or qualification	• MÉLS rates pertaining to students leaving without a certification or graduation diploma	• By 2020, the annual public school dropout rate will be reduced from 30% to 10%

RIVERSIDE SCHOOL BOARD : OBJECTIVES, INDICATORS ,TARGETS AND CURRENT RESULTS

OBJECTIVES	*INDICATORS*	TARGETS		CURRENT RESULTS	
		RSB Baseline **June 2008** *2001-2002 7-year cohort*	**RSB Targets**	**RSB**	**Québec (Public and Private)**
1 a) To 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.	• *The graduation and qualification rate of students under the age of 20 (7-year cohort)*	*80.4%*	• *For June 2015 the target is 84% (assigned by RSB)* • *For June 2020 the target is 88% (assigned by MÉLS)*	*June 2012 (2005-2006, 7-year cohort) =86.3%*	*June 2012 (2005-2006, 7-year cohort) = 75.0%*
1 b) To 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.	• *The graduation and qualification rate of boys*	*73.4%*	• *For June 2015, the target is 79% (assigned by RSB)*	*June 2012 (2005-2006, 7-year cohort) 81.9=%*	*June 2012 (2005-2006, 7-year cohort) =69.6%*

OBJECTIVES	*INDICATORS*	*TARGETS*
1a) Increase the graduation and qualification rate of students under the age of 20	• MÉLS graduation and qualification rates	• By 2020, the graduation and qualification rate of students under the age of 20 at Riverside will be 88.0%
1b) Decrease the number of students leaving school without a certification or qualification	• MÉLS rates pertaining to students leaving without a certification or graduation diploma	• By 2020, the annual public school dropout rate will be reduced from 30% to 10%

RIVERSIDE SCHOOL BOARD : OBJECTIVES, INDICATORS ,TARGETS AND CURRENT RESULTS

OBJECTIVES	*INDICATORS*	*TARGETS*		*CURRENT RESULTS*	
		RSB *Baseline*	*RSB* *2015*	*RSB*	*Québec*
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* • *Competency 1 (C1)* • *Competency 2 (C2)*	*June 2010* • *C1 = 68.8%* • *C2 = 88.6%*	*To increase the success rate by 4% annually* • *C1 = 88.8%* • *C2 = 88.6% (or higher)*	*June 2013* • *C1 = 85.0%* • *C2 = 85.6%*	
	• *The rate of students achieving 60% or higher on the Secondary Cycle 1 Mathematics final June evaluation.* • *Competency 1 (C1)* • *Competency 2 (C2)*	*June 2010* • *C1 = 56.2%* • *C2 = 46.8%*	*To increase the success rate by 4% annually* • *C1 = 76.2%* • *C2 = 66.8%*	*June 2013* • *C1 = 62.8%* • *C2 = 47.9%*	
	• *The rate of students achieving 60% or higher on the Secondary III Mathematics final June evaluation.* • *Competency 1 (C1)* • *Competency 2 (C2)*	*June 2012* • *C1 = 60.0%* • *C2 = 31.0%*	*To increase the success rate by 4% annually* • *C1 = 72.0%* • *C2 = 60.0%*	*June 2013* • *C1 = 51.7%* • *C2 = 31.1%*	
1 d) To reduce the annual dropout rate in the youth sector.	• *The annual dropout rate of students in the RSB youth sector population: students leaving school in the youth sector without a diploma of Secondary Studies or qualification*	*MÉLS revised 2008-2009* • *The dropout rate was 15.3%*	• *The target for 2014-2015 is 12.5%* • *The target for 2019-2020 is 10.0%*	• *MÉLS BIlan 4 data for 2011-2012 NOT AVAILABLE*	• *MÉLS BIlan 4 data for 2011-2012 NOT AVAILABLE*

1a) *Graduation and qualification rates*

As shown in Table 1-1 (*La convention de partenariat, MÉLS – Commission scolaire : Outil d'un nouveau mode de gouvernance, Portrait des statistiques ministérielles, Commission scolaire Riverside, Octobre 2013*), the Riverside graduation and qualification rate for the 7-year cohort was stable for two consecutive years: 2009 (79.6%) and in 2010 (79.5%). However, in 2010-2011, the 7-year cohort graduation rate increased to 81.2% and for the 2011-2012 cohort this rate again increased to 86.3%. At this time, the Riverside graduation rate target of 84.0% set for the end of the Partnership Agreement (June 2015) has now been exceeded by 2.3%. Since the graduation rate for the 2006 6-year cohort is 84.1%, the target graduation rate of 84% set for 2015 will again be exceeded next year. The graduation rate of girls for the 7-year cohort was 90.2%, and for the boys, 83.9%. The trend in increase of the graduation rate of both boys and girls since the initiation of the Partnership Agreement indicates that the strategies put into place to support students and teachers are effective and so will continue.

Whereas the Riverside combined graduation and qualification rates compares favourably with the provincial averages, the assigned MÉLS target for Riverside of an 88.0% combined graduation and qualification rate in 2020 will require continued improvement in strategic areas across the entire system. To this end, a variety of data pertaining to student success and corresponding objectives, targets and strategies are annually reviewed and adjusted at the school board, school and centre level to increase student success and retention in each of our Elementary, Secondary and Adult Education sectors.

.

1b) *Graduation and qualification rate of boys*

As shown in Table 1-1, the graduation and qualification rate of boys at Riverside was stable for two consecutive years: 2009 (73,8%) and 2010 (73.5%). A slight increase was noted in 2011 (75.3%). Most recently for the 2005 7-year cohort, the graduation rate was 81.9%, which is an increase of 6.6%. The graduation and qualification rate of girls has also shown growth, but has not increased as much as boys. The graduation rate for girls showed slight decreases for the years of 2008 (87.2%), 2009 (86.1%) and 2010 (85.5%). An increase in the graduation rate of girls was noted in 2011 (87.2%). Most recently, an additional increase was noted for the 2005 7-year cohort (90.2%), which is an increase of 3.0%. The gender gap in the graduation rate has steadily decreased over the last 5 years; recent statistics for the 2005 7-year cohort show a difference in graduation rates between boys and girls of 8.3%, which is notably lower than the highest previous difference of 12.5% for the 2001-2002 7-year cohort *(Tableau 1, La convention de partenariat, MÉLS – Commission scolaire : Outil d'un nouveau mode de gouvernance, Portrait des statistiques ministérielles, Commission scolaire Riverside, Octobre 2012)*,. Additionally, the recent result for the graduation rate of boys (81.9%) has exceeded the target set in the Partnership Agreement for June 2015 of 79%, by 2.9%. The decreasing graduation and qualification gap between boys and girls, and the increasing graduation rate of boys are very positive trends which may be attributed to many factors: extensive professional development on gender-based instructional strategies in all subject areas, transition to secondary projects, and a wide variety of extracurricular activities to improvement student engagement. As well, a variety of programming models which suit a variety of student interests and needs are in place; these include a Work Oriented Training Pathway path, a 15+ program, an Arts Focus program, Sport Focus program, reviewed and enlarged post-secondary education centres, and new professional trades programs such as Bricklaying.

1c) *Student success in Elementary and Secondary Mathematics*

As shown in Table 4 (Riverside School Board data), the June 2012 success rate on the Elementary Cycle 2 Mathematics Evaluation Situation for Competency 1 (84.2%) improved in comparison to the June 2010 (68.8%). This represented an increase of 15.4%, which exceeded the annual target of a 4% increase. However, the June 2012 success rate on Competency 2 (68%) compared to the June 2010 result (88.6%) was a decrease in success of 20.6%. This decrease was attributed to a new MÉLS evaluation component of the elementary Mathematics evaluations, in particular multiple choice questions used in the Mastery of Concepts component. This past year, the June 2013 Evaluation Situation showed a sustained high success rate on Competency 1 (85.0%) as compared to the June 2012 success rate (84.2%). A significant increase was noted in the June 2013 success rate for Competency 2 (85.6%) as compared to June 2012 success rate (68.0%). This is an increase in the success rate of 20.6%, and exceeds the annual target of a 4% increase. Sustained success rates in Competency 1 and an improved success rate in Competency 2 are both positive outcomes. This success can be attributed to a variety of professional development sessions and resources provided to teachers during the year to support direct instruction, formative assessment, and in particular, strategies aimed to improve student success on the multiple choice question format of the final Evaluation Situation.

As shown in Table 4, the June 2012 success rates on the Secondary Cycle 1 Mathematics Evaluation Situation for Competency 1 and Competency 2 did not meet the 4% annual improvement targets desired. The MÉLS evaluation format of multiple choice questions (Mastery of Concepts) was established as an important factor which contributed to this outcome. This past year, the 2013 Evaluation Situation results showed a marked improvement in student success in each of the targeted competencies. On the June 2013 exam, the success rate on Competency 1 was 62.8%, and for the 2012 exam the success rate was 53.0%, which is an increase of 9.8%. Similarly, on the 2013 June exam, the success rate on Competency 2 was 47.9%, and the success rate on the 2012 exam was 22.0%, which is an increase in success of 25.9%. The desired target of an annual 4% increase was exceeded for both competencies.   The increase in success rates on this exam for Competency 1 and in particular Competency 2 can be attributed to a variety of professional development sessions provided to teachers. These include: a Transition to Secondary project which supported large numbers of Grade 6 and Secondary Cycle 1 teachers, in terms of acquiring essential knowledge, skills and strategies required to improve success in secondary Mathematics. Groups of teachers jointly examined the Progression of Learning and Evaluation Framework documents, analyzed Grade 6 and Secondary II Evaluation Situations, and created electronic banks of multiple choice questions. Whereas increased success rates of both Competency 1 and 2 indicate that strategies were effective, success in Secondary 2 Mathematics remains an area for which continued improvement is desired

In response to low rates of student success in Cycle 1 Mathematics, a new objective for Secondary III mathematics was added to the Partnership Agreement in 2011-2012. The aim was to provide teachers and students with a continuity of intensive support in Mathematics for two consecutive and critical years, prior to the Secondary IV Mathematics credit courses and Uniform exams.   The 2013 June exam had a success rate on Competency 1 of 51.7%, and for the June 2012 the success rate on competency 1 was 60.0%, which is a decrease in success of 8.3%. The 2013 June exam had a success rate on Competency 2 of 31.1%, and for the June 2012 exam the success rate on Competency 2 was 31.1%. The target of a 4% annual increase was not met for either Competency 1 or 2, although a wide variety of professional development strategies were applied to meet these needs. These include a Secondary III Mathematics Toolbox which provided teachers with professional development sessions on key curriculum documents such as the Progression of Learning and Evaluation Frameworks, as well as information on research-based strategies such as formative assessment and differentiation. Additionally, teachers created resources for Competency 2 in the form of an electronic bank of Mastery Questions. The decrease in success on Competency 1 and consistently low rate of success on Competency 2 remain areas of concern, and will be renewed focuses for improvement in 2013-2014.

1d)   Dropout rates

As shown in Table 2A and 2B (*La convention de partenariat, MÉLS – Commission scolaire : Outil d'un nouveau mode de gouvernance, Portrait des statistiques ministérielles, Commission scolaire Riverside, Octobre 2013)*, the Riverside dropout rate in the youth sector decreased slightly from 2007-2008 (16.5%) to 2008-2009 (15.3%). A slight decrease was noted in 2009-2019 (13.4%), and this remained relatively stable for 2010-2011(13.6%). Given that the Riverside dropout rate target of 16% set in the Partnership Agreement for 2014-2015 was exceeded in 2009-2010, the target was adjusted downward in the 2011-2012 Partnership Agreement to 12.5%. The MÉLS final and official dropout rate statistics for 2011-2012 are not available at the time of the preparation of this report, however *Bilan* 2 was published, and can provide an indication of the trend. According to *MÉLS Bilan 2* (*Taux annuel PROVISOIRE de sorties sans diplôme ni qualification (décrocheurs) parmi l'ensemble des sortants du secondaire, en formation générale des jeunes, selon le sexe, par commission scolaire et par région administrative, 2011-2012),* 130 students were identified as dropouts, or 16.0% of the population. It can be predicted that this rate will become lower, given the additional collection of student dropout data which occurs in the production of the final and official document, Bilan 4.

1a) Graduation and qualification rates

Strategies which have been demonstrated to be successful to promote student success and will be continued, include the following:

- 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 implement and improve alternative programs. For example, a Riverside Pre-Work Work-Oriented Training Pathway (WOTP) program was established at the Champlain CEGEP site, and a 15+ Program was established at a large secondary school.
- Educational Services Consultants will continue to provide professional development for teachers in subject-specific teacher cohorts, as well as providing regular visits to individual schools and departments. An emphasis was placed on evidence-based practices in the teacher's regular classroom, that is, the collection and analysis of a variety of forms of data on student learning to identify student learning needs, and use of current research to develop appropriate intervention measures. This strategy showed success in the schools where piloted, and will be expanded in 2013-2014.
- Educational Services will continue to collect and analyse student results in targeted subjects and grade levels for purposes of the end-of-cycle final May/June evaluations. Schools will be provided with this data in formal data-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-team and departmental meetings.
- Transition workshops for teachers of the core subject areas in Cycle 3 Elementary and Cycle 1 Secondary will continue, as they understood as key ways in which teachers may jointly examine and discuss the curriculum and share effective instructional and evaluation practices.

1b) Graduation and qualification rate of boys

Educational Services will continue to support the schools to increase the number of projects which particularly support the success of boys, while it is understood that these strategies will also positively impact all students. Strategies include: subject-specific remediation, information sessions for teachers on differentiation to meet the needs of a variety of learning styles, use of various technologies in the classroom, literacy development and in particular strategies to promote the success of reluctant readers. As noted earlier, the graduation and dropout rate gaps between boys and girls has been decreasing in the last few years, and may be attributed to many factors: extensive professional development on gender-based instructional strategies in all subject areas, 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 extensive growth in the adult-education sector at Riverside.

1c) Student success in Elementary and Secondary Mathematics

The success rate on the 2013 Elementary Cycle 2 Evaluation Situation on Competency 1 has remained consistently high for the last two years (84.2% in 2012 and 85.0% in 2013), While the success rate on Competency 2 increased by 17.6%, it should be noted that this exam was a regional production, and may not be well aligned with program expectations. This aspect will be carefully monitored in 2013-2014, since sustained success rates in Competency 1, and further improved success rates in Competency 2 are desired outcomes.

The success rate on the 2013 Secondary Cycle 1 Evaluation Situation on Competency 1 showed an increase in the success rate of 9.8%. The success rate on Competency 2 increased by 29.9%. This can be attributed to a variety of professional development projects which addressed the needs identified in 2012, including a Transition to Secondary project which supported wide numbers of Grade 6 and Secondary Cycle 1 teachers, in terms of acquiring essential knowledge, skills and strategies required to support student success Secondary Mathematics. Groups of teachers jointly examined various prescriptive pedagogical documents and analyzed Grade 6 and Secondary II end-of-cycle Evaluation Situations. As well an electronic bank of multiple choice questions was developed. The considerable improvement in success rates of both Competency 1 and Competency 2 indicates that the strategies in place last year were successful. However continued improvement in Cycle 1 Mathematics is desired and will remain a focus.

The success rate on the 2013 Secondary III Evaluation Situation for Competency 1 showed a decrease in the success rate of 8.3%. The success rate on Competency 2 has remained the same for two years (31.0% success rate in 2012 and 31.1% success rate in 2013). The decrease in success on Competency 1, and consistently low rate of success on Competency 2 remain areas of concern, and will be a focus of improvement. As explained earlier, the theory and practices associated with 'Data Teams' which demonstrated many positive outcomes in the pilot projects will be further applied for teachers of Secondary Cycle 1, Secondary III and Secondary IV Mathematics. In this strategy, teachers will conduct an item analysis of the Evaluation Situation or the MÉLS exam, as well as an analysis of other formal and informal sources of student achievement. Teachers will identify the specific student needs and determine the strategies and resources that are necessary to meet these needs. Teachers will continue to receive training using SMART Math Tools and Gizmos (Explore Learning software), which have been shown to be effective strategies last year. Overall, there will be a continued focus on the consistency of teacher training and long term development of student competency beginning in Kindergarten, throughout elementary and secondary

1d) Dropout rates

Strategies in place include the following:

- School and school board use and analysis of the *Tell Them From Me* survey, which is supported by two Educational Services resource persons.
- Development of transition plans for students at-risk in the case of Elementary Grade 6 students going to Secondary.
- Delivery of the 'Transition to Secondary Camp' for Grade 6 students at-risk.
- Use of the *'Jeunes actifs' Mesure* by Secondary schools to provide a variety of extracurricular activities which encourage students at-risk to remain motivated, in school and successful.

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

CONTEXT

The overall aim of MÉLS 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 which is 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 central 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 will be to maintain or exceed these results by 2015. To this end, a variety of strategies were implemented. Chief among these was the Literacy Toolbox, a format used at Riverside as a means of providing professional development and encouraging collegial collaboration and sharing over an extended period of time. At these regular professional development sessions, both English and French teachers were provided with training and resources which supported the development of instructional strategies for teaching reading comprehension and response. Other themes that were used to support the development of literacy skills included topics such as 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.

In addition to targeting improved student achievement in reading at Elementary Cycle 2 and Secondary Cycle 1, this goal also focuses on increasing the success rate of Secondary V students for the French Second Language (FSL) writing components of the MÉLS *de base* and *enrichi* examinations. This particular objective is required by the MÉLS. In order to improve student success in this area, teachers from all Riverside Secondary schools were provided with instructional and assessment strategies which focused on the writing competency. As well, resources were developed to inform both Elementary Cycle 3 and Secondary Cycle 1 teachers of the French second language program components and to ensure a smooth transition to Secondary and the correct placement of students in FSL. Common French Second Language evaluations were delivered since May/June 2011. The End-of-Cycle evaluation results from 2012 were derived from common evaluations and benefited from a uniform delivery model, standardization sessions and marking centers and thus provide reliable and accurate baseline data objective. These results were used for detailed follow-up analysis in 2012-2013 to establish the professional needs of our teachers and to provide them with instructional strategies.

In 2010, the MÉLS Scales of Competency were no longer compulsory for use by teachers, thus this reference was removed from the Goal 2 indicators for each objective. Indicators refer to the percentage of students obtaining 60% or higher in the identified competency of the End-of-Cycle evaluation. As well, Riverside will continue to collect and analyze student achievement across the possible range of scores. To provide comparability with earlier data, a summary table (Table 1) is provided below which gives the 2009-2010, 2010-2011, 2011-2012 and 2012-2013 results pertaining to the level of achievement at 60% or higher on the targeted competencies.

Table 1: The Percentage of Students Achieving 60% or Higher on the Final Evaluations of 2009-2010, 2010-2011, 2011-2012 and 2012-2013
(Source: Riverside School Board)

Objective	Indicator (Revised for 2011-2012)	Riverside Results 2009 - 2010	Riverside Results 2010 - 2011	Riverside Results 2011 - 2012	Riverside Results 2012 - 2013
1. To increase the success rate of Elementary Cycle 2 students in Reading: French Second Language programs in Competency 2 (Interagir: comprendre et lire).	• *The percentage of students obtaining 60% or greater on the Riverside Evaluation Situation for Elementary Cycle 2 Français langue seconde de base, Competency 2*	93.2%	93.6%	87.3%	74.3%
	• *The percentage of students obtaining 60% or greater on the Riverside Evaluation Situation for Elementary Cycle 2 Français langue seconde immersion, Competency 2*	95.9%	95.1%	94.2%	95.1%
2. To increase the success rate of Elementary Cycle 2 students in Reading: English Language Arts Competency 2 (To read and listen to literary, popular and information-based texts).	• *The percentage of students obtaining 60% or greater on the Riverside Evaluation Situation for Elementary Cycle 2 English Language Arts, Competency 2.*	56.0%	67.0%	70.0%	83.0%
3. To increase the success rate of Secondary Cycle 1 students in Reading: French Second Language Competency 3 (Lire des textes variés en français / lire des textes courants et littéraires en français).	• *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%
	• *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%
4. To increase the success rate of Secondary Cycle 1 students in Reading: English Language Arts Competency 2 (Reads and listens to written, spoken and media texts).	• *The percentage of students obtaining 60% or greater on the Riverside Evaluation Situation for Secondary Cycle 1 English Language Arts, Competency 2*	82.5%	67.0%	71.8%	66.8%
5. To increase the success rate of Secondary V students in the Writing components for: • Français langue seconde de base Uniform June examination. (MÉLS objective) • Français enrichi, June examination	• *The percentage of students obtaining 60% or greater on the MÉLS Uniform June examination for Secondary V Français langue seconde de base, Competency 2*		64.0%	66.9%	69.0%
	• *The percentage of students obtaining 60% or greater on the Riverside Evaluation Situation for Secondary V Français langue seconde programme enrichi, Competency 2*		63.2%	73.6%	82.5%

MÉLS GOAL 2: OBJECTIVES, INDICATORS AND TARGETS		
OBJECTIVES	***INDICATORS***	***TARGETS***
To increase the success rate of students on the Secondary Cycle 2 Year 3 (Secondary) V French Second Language Writing components of the final June examination. (MÉLS)	*The success rate of students on the Secondary Cycle 2 Year 3 (Secondary) V French Second Language writing components of the final June examination.*	*To increase the percentage of students attaining 4 or greater by 5% annually*

		TARGETS		
		2010-2011	**2011-2012**	**2012-2013**
		64.0%	*66.9%*	*69.0%*

RIVERSIDE SCHOOL BOARD : OBJECTIVES, INDICATORS ,TARGETS AND CURRENT RESULTS

OBJECTIVES	***INDICATORS***	***TARGETS***		***CURRENT RESULTS***	
		RSB Baseline	**RSB Targets 2015**	**RSB June 2013**	**Québec June 2011**
1. To increase the success rate of Elementary Cycle 2 students in Reading: French Second Language programs in Competency 2 (Interagir: comprendre et lire).	*The percentage of students obtaining 60% or greater on the Riverside Evaluation Situation for Elementary Cycle 2 Français langue seconde de base, Competency 2*	June 2010 • C2 = 93.2%	To increase the percentage of students attaining 60% or greater by 5% annually. • C2 = 93.2 % or higher	*74.3%*	
	The percentage of students obtaining 60% or greater on the Riverside Evaluation Situation for Elementary Cycle 2 Français langue seconde immersion, Competency 2	June 2010 • C2 = 95.9%	To increase the percentage of students attaining 60% or greater by 5% annually. • C2 = 95.9% or higher	*95.1%*	
2. To increase the success rate of Elementary Cycle 2 students in Reading: English Language Arts Competency 2 (To read and listen to literary, popular and information-based texts).	*The percentage of students obtaining 60% or greater on the Riverside Evaluation Situation for Elementary Cycle 2 English Language Arts, Competency 2*	June 2010 • C2 = 56.0%	To increase the percentage of students attaining 60% or greater by 5% annually. • C2 = 81.0%	*83.0%*	

MÉLS GOAL 2: OBJECTIVES, INDICATORS AND TARGETS, CONT'D		
OBJECTIVES	**INDICATORS**	**TARGETS**
To increase the success rate of students on the Secondary Cycle 2 Year 3 (Secondary) V French Second Language Writing components of the final June examination. (*MÉLS*)	*The success rate of students on the Secondary Cycle 2 Year 3 (Secondary) V French Second Language writing components of the final June examination.*	• To increase the percentage of students attaining 4 or greater by 5% annually

2010-2011	**2011-2012**	**2012-2013**
64.0%	*66.9%*	*69.0%*

RIVERSIDE SCHOOL BOARD : OBJECTIVES, INDICATORS ,TARGETS AND CURRENT RESULTS

OBJECTIVES	INDICATORS	TARGETS		CURRENT RESULTS	
		RSB Baseline	**RSB Targets 2015**	**RSB June 2013**	**Québec June 2011**
3. To increase the success rate of Secondary Cycle 1 students in Reading: French Second Language Competency 3 (Lire des textes variés en français / lire des textes courants et littéraires en français).	• *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 • C3 = 46.3%	*To increase the percentage of students attaining 60% or greater by 5% annually.* • *C3 = 66.3%.*	*47.3%*	
	• *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 • C3 = 81.7%	*To increase the percentage of students attaining 60% or greater by 5% annually.* • *C3 = 81.7% or higher*	*66.5%*	
4. To increase the success rate of Secondary Cycle 1 students in Reading: English Language Arts Competency 2 (Reads and listens to written, spoken and media texts).	• *The percentage of students obtaining 60% or greater on the Riverside Evaluation Situation for Secondary Cycle 1 English Language Arts, Competency 2*	June 2011 • C2 = 67.0%	*To increase the percentage of students attaining 60% or greater by 5% annually.* • *C2 = 87.0%*	*66.8%*	

MÉLS GOAL 2: OBJECTIVES, INDICATORS AND TARGETS, CONT'D

OBJECTIVES	INDICATORS	TARGETS
To increase the success rate of students on the Secondary Cycle 2 Year 3 (Secondary) V French Second Language Writing components of the final June examination. (*MÉLS*)	• *The success rate of students on the Secondary Cycle 2 Year 3 (Secondary) V French Second Language writing components of the final June examination.*	• To increase the percentage of students attaining 4 or greater by 5% annually.

RIVERSIDE SCHOOL BOARD : OBJECTIVES, INDICATORS ,TARGETS AND CURRENT RESULTS

OBJECTIVES	INDICATORS	TARGETS		CURRENT RESULTS	
		RSB Baseline	RSB Targets 2010-2015	RSB June 2013	Québec June 2013
5. To increase the success rate of Secondary V students in the Writing components for: • Français langue seconde de base Uniform June examination. (MÉLS objective) • Français enrichi, June examination	• *The percentage of students obtaining 60% or greater on the MÉLS Uniform June examination for Secondary V Français langue seconde de base, Competency 2*	June 2011 • C2 = 64.0%	*To increase the percentage of students attaining 60% or greater by 5% annually.* • *C2 = 84.0%*	69.0%	*85.5% (after moderation and school mark combined)*
	• *The percentage of students obtaining 60% or greater on the Riverside Evaluation Situation for Secondary V Français langue seconde programme enrichi, Competency 2*	June 2011 • C2 =63.2%	*To increase the percentage of students attaining 60% or greater by 5% annually.* • *C2 = 83.2%.*	82.5%	

1) **Elementary Cycle 2 French Second Language: Competency 2 (Reading)**

The percentage of Elementary Cycle 2 students attaining 60% or greater in the *Français langue seconde programme de base* evaluation for Competency 2 increased from 93.0% in 2010 to 93.6% in 2011, decreased to 87.3% in 2012 and decreased to 74.3% in 2013. This represents a decrease of 19.3% since 2011. This decrease may be attributed to a marked difference between the evaluation content and expectations of the reading component of the evaluations administered in 2011, 2012 and 2013. The 2013 evaluation situation was comparatively more complex, as students were required to read two texts, one of which was a narrative. Additionally, the reading and vocabulary demands were greater in comparison to previous years. These changes resulted in a better alignment with the requirements of the Cycle 3 evaluation situation, in which students are required to read several texts independently. The decrease in student success results will be a continued focus of inquiry in 2013-2014.

The percentage of Elementary Cycle 2 students attaining 60% or greater in the *Français langue seconde programme immersion* evaluation for Competency 2 remained stable and high across the four years monitored through the Partnership Agreement: 95.9% in 2010 to 95.1% in 2011, 94.2% in 2012 and 95.1% in 2013. No actions are required for this objective, as the strategies applied are successful.

2) **Elementary Cycle 2 English Language Arts: Competency 2 (Reading)**

For Competency 2 English Language Arts, the percentage of Elementary Cycle 2 students attaining 60% or greater in the End-of-Cycle evaluation has steadily increased across the four years of measurement for the Partnership Agreement. The success rates are as follows: 56.0% in 2010, 67.0% in 2011, 70% in 2012 and most recently 83% in 2013. This represents a total success rate increase of 27.0%. The recent results surpass the 5% annual target. The difference in success rates between boys and girls in Reading dropped from 39.0% in 2010 to 13.0% in 2012 and this gap was maintained in 2013. The steady increase in the success rate may be attributed to several factors: the ongoing implementation of effective teaching strategies, continuous support for Cycle 2 French and English teachers in four consecutive years of Literacy Toolboxes, increased experience with administration of the End-of-Cycle evaluations, as well as the End-of-year marking centers. The marking centers are an important means by which teachers develop a common understanding of program expectations. It should be noted that the 2013 evaluation was a regionally produced tool, which did not have the copyright which would enable each student to have a personal copy of the text, necessitating that the text was read by the teacher. To increase evaluation and results reliability, the 2014 evaluation will be a MÉLS production and teachers will score student work collaboratively at a marking center.

3) **Secondary Cycle 1 French Second Language: Competency 3 (Reading)**

The percentage of Secondary Cycle 1 students attaining 60% or greater on the *Français langue seconde programme de base* evaluation tasks for Reading decreased from 46.3% in 2011 to 22.3% in 2012, and then increased to 47.3% in 2013. At the beginning of 2012-2013, the 2012 data was shared with the French department of each Secondary school and French teachers subsequently conducted an internal data analysis, to further interpret these results and implement a local action plan to address identified needs. Following this analysis, the evaluation given in 2013 was slightly modified according to teachers' recommendations. The increase in 2013 may be attributed to the modifications made to the evaluation situations, which resulted in a higher quality tool, as well as the local data analysis and action plan strategy. Literacy Toolbox workshops continued to be a very successful strategy to help teachers develop a greater understanding of teaching strategies.

The percentage of Secondary Cycle 1 students attaining 60% or greater on *Français langue seconde programme enrichi*, Competency 3 decreased notably from 81.7% in 2011 to 55.9% in 2012, and then increased to 66.5% in 2013. The decrease in 2012 was in part attributed to the students' lack of experience with multiple choice comprehension questions. The follow-up procedures applied in 2013 with teachers of *programme de base*, in terms of exam review, data analysis, strategic plan implementation and evaluation modifications were also applied with teachers of *programme enrichi*.

4) Secondary Cycle 1 English Language Arts: Competency 2 (Reading)

The percentage of Secondary Cycle 1 students who attained 60% or greater on the English Language Arts Competency 2 tasks increased 4.8% between 2011 and 2012. In 2011, 67.0% of students achieved 60% or greater, while in 2012, 71.8% of students attained 60% or greater. This increase suggests that the variety of professional development strategies in place are having a positive impact, such as gender-based literacy development, improved understanding and application of the Progression of Learning and Evaluation frameworks, and collective development and administration of common Learning and Evaluation Situations.

Comparatively, there was a 5.0% decrease in the success rate of students between the 2012 and 2013 English Language Arts Cycle 1, Secondary 2 End-of-Cycle evaluations. In 2012, 71.8% of students achieved 60% or greater, while in 2013, 66.8% attained 60% or greater. This can in part be attributed to a drop in the success rate of boys of approximately 9% from 2012 (63.8%) to 2013 (54.8%)[i1] Support will be continued to be provided to teachers, in order that gender-based needs are addressed. In order to improve overall performance, there will be additional professional development in the area of response, in order that students may achieve greater levels of success in the Reading Competency.

5) Secondary V French Second Language: Competency 3 (Writing)

A final objective (MÉLS) identified in Goal 2 is to increase the success rate of Secondary V students in the writing components for *Français langue seconde programme de base* Uniform June examination and the *Français langue seconde programme enrichi* June examination.

The baseline established in 2011 for Secondary V students attaining 60% or greater on the MÉLS Uniform June examination, Competency 2 *programme de base* was 64.0%. In 2012, this number increased slightly to 66.9% and to 69.0% in 2013. This increase did not meet the annual target for increase of 5%. A committee of Cycle 2 teachers will be created to analyze student performance in each school, to determine instructional strategies which will address the needs identified in program elements such as Linguistic Conventions and Progression of Ideas. Additional training will be provided to teachers to improve instructional strategies as relates to Reading and Writing such as explicit reading strategies and grammatical reasoning.

The baseline established in 2011 for Secondary V students attaining 60% or greater on the MÉLS Uniform June examination, Competency 2 *programme enrichi* was 63.2%. In 2012, this number increased slightly to 73.6% and to 82.5% in 2013. This latter increase was 8.9%, which exceeded the annual target for increase of 5%. This significant increase in success indicates that the strategies put into place were successful and will be maintained.

---

[1] Source: Riverside School Board internal examination data

MÉLS GOAL 2: WHAT WORKED, WHAT DID NOT, AND WHAT WILL BE RETAINED

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

- Data team meetings between curriculum consultants and individual schools administrators and key teachers deepened 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.

- Professional development was provided throughout the year to teachers and administrators to deepen understanding and support implementation of pedagogical differentiation. This enabled teachers to identify and incorporate a wider range of teaching materials and strategies to meet the needs of diverse learners.

- Workshops were provided in a bilingual format by the English and the French consultant to Elementary teachers.

- Literacy Toolbox sessions were offered to teachers of English Language Arts and French Second Language in Elementary Cycle 2, Secondary Cycle 1 and Secondary V.

- New evaluation tools will be created in 2013-2014 for Secondary 2 *Français langue seconde programme de base* and *programme enrichi* with the goal of creating tools which will remain stable for the next three years and which will have questions which thoroughly evaluate the reading components (literal, inferential, critical and creative)..

- In 2013-2014, teachers at all Secondary levels will receive training in relation to instructional and evaluation strategies that support student success in the Reading competency. Teachers will also receive training on how to best choose reading material that meets the needs of struggling readers.

- In 2013-2014, Writing Toolbox sessions will be offered to Elementary Cycle 2 teachers of French Second Language, to further improve the student success rate on the Secondary 5 Writing competency.

In addition to these common strategies, the following strategies were used for individual objectives:

- French Second Language (Elementary and Secondary): A transition project involving French Second Language teachers from Elementary Cycle 3 and Secondary Cycle 1 has been extended for another year. This project resulted in the creation of a checklist of expectations for each French Second Language program and in 2013-2014 will continue to support teachers in terms of understanding of program expectations, and development of effective teaching practices.

- French Second Language (Secondary): Teachers created a Wiki space for teachers of French Second Language in which they presented all the tools and resources that were developed in the toolboxes. A community was also created on the Portal where teachers can look at, use and share material, tools, resources.

Teacher feedback on the various workshops and resources provided to support student success in Reading and Writing was very positive. As a result of these workshops, teachers and administrators were able to make meaningful connections between the school Management and Educational Success Agreements (MESAs) and student results, school teams were able to make necessary adjustments to their MESAs which would have an impact on teaching and student learning. Professional development on the topic of differentiation has provided teachers with a greater appreciation of different students learning styles as well as a variety of relevant teaching practices and resources. The Literacy Toolbox sessions conducted in a bilingual format for teachers of English Language Arts and French Second Language have been well received by teachers.

The percentage of Elementary Cycle 2 students attaining 60% or greater in the *Français langue seconde programme de base* evaluation for Competency 2 has shown a significant decrease over the past 3 years of the Partnership Agreement. This is in part due to the increased complexity and greater expectations in terms of reading and vocabulary however, these demands represent program requirements, and so strategies used in the classroom will be adjusted accordingly.

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, therefore the strategies in place are effective and will be maintained.

The increased success rate in English Language Arts Elementary Cycle 2 were attributed to the involvement of Cycle 2 teachers in four consecutive years of Literacy Toolboxes, more experience with administration of the End-of-Cycle evaluation, and the annual marking centres which deepen understanding of the program expectations.

Overall, there was an increased success rate for the indicators set for French Second Language Cycle 1 (Reading) and Secondary V (Writing) for both the *programme de base* and *programme enrichi*. It was noted that in the Secondary V Writing competency for *programme de base*, students had difficulty with the expression and progression of ideas; thus this will be a topic of focus for 2013-2014.

The common marking centres and standardization sessions used for all mandatory Riverside evaluations will continue, as they are an important means by which teachers develop a uniform understanding of program expectations and corresponding levels of student achievement.

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

CONTEXT

Riverside's mandate is to offer a stimulating and caring environment which will enable all students to achieve personal success. Riverside encourages inclusion of students with special needs into regular classes. This vision motivates the variety of services and programs provided to students of special needs, as described in Goal 3 of the Partnership Agreement.   The proportion of students at Riverside having an IEP (Individualized Education Plan) in 2012-2013 is 25.9%, partitioned as follows: 1.0% of students in Kindergarten, 22.4% of students in Elementary and 34.3% of students at the Secondary level.

The 2010-2015 Partnership Agreement identified students 'At-Risk' as those students who present with traits of learning difficulties or behaviour difficulties. These students are identified internally by one of the following designations: IEP; code 02, 12 or 21. Most of these students do not have modifications to their educational program. Additionally, these students have been included in the statistics for the academic results of objectives in Goals 1 and 2. To be consistent with the MÉLS classification system for students with special needs, the following categories will be used in the 2011-2015 Partnership Agreement:
- Students At-Risk
- Students with Handicaps, Social Maladjustments or Learning Difficulties

Students At-Risk refers to students at the preschool, Elementary and Secondary levels who present certain vulnerability factors that may affect their learning or behaviour and who may therefore be At-Risk, especially of falling behind either academically or socially unless there is timely intervention. Particular attention should be given to At-Risk students to determine the appropriate corrective or preventive measures to be taken.

Students with 'Handicaps' refers to students who have been recognized through the validation process of the MÉLS. These students are identified by the MÉLS with one of the following designations: code 14, 24, 33, 34, 42, 44, 50 or 53. The specific support measures put into place for each of these students are identified in an IEP. The effectiveness of these support strategies has been monitored and adapted as needed to respond to the specific needs of these students. Students with Social Maladjustments or Learning Difficulties, comprises the remainder of students in this grouped category and are generally identified by school psychologist.

There are two pathways in the Work-Oriented Training Pathway (WOTP) program: Semi-skilled and Pre-work. In each path, there is an academic and work-stage component. Despite the fact that the MÉLS determines successful completion of this program on the basis of the student success in the work-stage component, Riverside had ensured that students are supported in order to also meet with success in the academic requirements.

MÉLS GOAL 3: OBJECTIVES, INDICATORS AND TARGETS

		TARGETS		CURRENT RESULTS	
RIVERSIDE SCHOOL BOARD : OBJECTIVES, INDICATORS ,TARGETS AND CURRENT RESULTS					
OBJECTIVES	**INDICATORS**	**RSB Baseline** **June 2010**	**RSB Target** **June 2015**	**RSB** **June 2013**	**Québec** **June 2013**
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*	*37.3%*	*65.0%*	*58.2%*	
	• *The graduation rate of students with Handicaps obtaining a SSD or DVS before the age of 21*	*No students registered*	*50.0%*	*58.8%*	
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%*	*36.4%*	
	• *The percentage of students At-Risk in the WOTP obtaining a qualification in the Pre-Work program before the age of 20*	*100%*	*100%*	*No students registered*	
	• *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%*	*100%* *(1 student registered)*	
	• *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%*	*No students registered*	

Table 1: Graduation rate of students At-Risk, or with Handicaps, Social Maladjustments or Learning Difficulties obtaining a Secondary School Diploma (SSD)
or Diploma of Vocational Studies (DVS)

(Source: Riverside School Board)

Category of Special Needs	Total Number of Students	Graduation Rate (SSD) 2011-2012	Total Number of Students	Graduation Rate (SSD) 2012-2013
Category 1:				
• **At-Risk**	98	63.2%	177	58.2%
Category 2:				
• **Handicaps**	26	42.3%	17	58.8%
• **Social Maladjustments**	20	35.0%	23	39.1%
• **Learning Difficulties**	61	63.9%	44	40.9%

As shown in Table 1, the 2012-2013 graduation rate of students in the At-Risk category was 58.2%, which is a slight decrease in comparison to the graduation rate of 63.2% in 2011-2012. This decrease is minor, given the significant increase in registered students (79 additional students). In 2012-2013, the graduation rate of students with Handicaps was 58.8%, which is an increase compared to the graduation rate of 42.3% in 2011-2012 and given, a population decrease of 9 students. Please note that in Table 1 students with learning difficulties were included in the At-Risk category. Specifically these students were designated by Riverside School Board's internal code 02.

In 2012-2013 the success rate of students having Social Maladjustments was 39.1%, which is a slight increase compared to the success rate of 35.0% in 2011-2012.

In 2012-2013 the success rate of students having Learning Difficulties was 40.9%, which was a decrease in comparison to the 2011-2012 success rate of 63.9%, despite a population decrease of 17 students.

It is important to note that the type of handicap will impact success rates. Given that students with moderate to severe intellectual impairments often do not experience academic success as defined by MÉLS, these results reduce the Riverside overall graduation rate. Thus, it is important to examine each student code separately to gain a more accurate portrait of success rates for students with varying handicaps.

Whereas it is desirable to obtain and track the graduation rate of special needs students who are following a Vocational Studies program, this is not practically feasible. This is due to the fact that students in the Adult Sector often enter with an extremely varied academic background, which includes the work force, different school boards, and institutions. Students do not typically declare themselves as having special needs, and it is not possible to regularly obtain accurate or current IEPs.

Table 2: Percentage qualification rate of students with Special Needs obtaining a first qualification in the Work-oriented Training Pathway programs
(Source: Riverside School Board)

Category of Special Needs	Total Number of Students	Qualification Rate 2011-2012	Total Number of Students	Qualification Rate 2012-2013
Category 1:				
At-RIsk				
• Semi-Skilled	1	0%	11	36.4%
• Pre-Work	2	100%	0	0%
Category 2:				
Handicaps				
• Semi-Skilled	0	NA	1	100%
• Pre-Work	1	100%	0	NA
Social Maladjustments				
• Semi-Skilled	1	0%	2	0%
• Pre-Work	0	NA	2	0%
Learning Difficulties				
• Semi-Skilled	5	75%	2	0%
• Pre-Work	2	100%	2	0%

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

Given the uniqueness and small size of the student population, the student success rate will necessarily vary on an annual basis. As well, analysis of the success rate of students with special needs in the WOTP Semi-skilled and Pre-work programs is challenging since the registration numbers vary considerably throughout the year. The number of students officially registered as of September 30th and the number of students registered in June varies according to the number of drop-outs, as well as new registrations. Given variable student population profiles, registration and dropout factors, and the small number of students, success rates for students in the WOTP will fluctuate annually.

Table 3: **Success Rate of Students with Special Needs in Grade 6 Mathematics, English Language Arts and French Second Language**
(Source: Riverside School Board)

Subject (Elementary Grade 6)		Success Rate 2011 – 2012 (% of students Achieving 60% or Higher)		Success Rate 2012 – 2013 (% of students Achieving 60% or Higher)	
		Students Without IEPs	Students With IEPs	Students Without IEPs	Students With IEPs
English Language Arts	Competency 1	95.5%	77.0%	92.7%	57.9%
	Competency 2	85.2%	48.5%	76.2%	34.8%
Mathematics	Competency 1	85.9%	40.9%	87.3%	44.1%
	Competency 2	73.4%	21.8%	80.2%	33.6%
	Overall	78.4%	28.9%	83.4%	35.5%
French Second Language *programme de base*	Competency 1	96.7%	65.0%	88.8%	63.0%
	Competency 2	83.5%	45.0%	78.0%	51.9%
	Competency 3	94.1%	55.0%	89.6%	63.0%
	Overall	90.4%	52.5%	85.7%	59.3%
French Second Language *programme immersion*	Competency 1	96.3%	72.3%	97.8%	72.6%
	Competency 2	97.2%	83.0%	94.5%	76.5%
	Competency 3	91.6%	74.5%	96.7%	70.6%
	Overall	98.4%	87.2%	97.5%	84.3%

The data provided in Table 3, and the analysis below is provided in follow-up to the recommendation made in the 2011-2012 Partnership Agreement report to evaluate the status of success of students with special needs in the core subjects.   Table 3 displays the success rate of students in Grade 6 achieving 60% or more in following subject areas: English Language Arts, Mathematics and French Second Language (*program de base and immersion*). These results have been derived from the end of cycle evaluations administered in 2013. The results show the success rate of students both with and without IEPs. These results include all students with IEPs; At Risk, Learning Disabilities (LD), Behavioural Difficulties (BD), and students with handicaps. It should be noted that the above set of results do not include students with modified programs.

MÉLS GOAL 3: *WHAT WORKED, WHAT DID NOT, AND WHAT WILL BE RETAINED*

To support students with special needs, Complementary Services will continue to apply the successful strategies identified in the Partnership Agreement:

- Professional development with regards to kindergarten and early intervention was well attended by teachers. This topic is directly related to the professional development. The kindergarten screening process has resulted in a more comprehensive completion of the Kindergarten screening documents by school teams.
- Professional development has been ongoing throughout the year for teachers, day care educators, technicians, attendants and bus drivers. Topics included: differentiation, the IEP, behaviour management, assistive technologies, best practices, implementation of the IEP, adaptation and modifications, and characteristics of students with special needs. The feedback received has been very positive.
- The RECIT consultant, in collaboration with the Special Education Consultants, has provided professional development to resource teacher and teachers on the use of Information and Communication Technologies in the classroom. All schools have received assistive technology software for pre-identified students.

A strategy included for 2012-2013 was to monitor the level of achievement of students with special needs in Grade 6 English Language Arts, Mathematics and French Second Language. Teachers received information sessions and resource materials in relation to the continuum of literacy development. Professional Development was delivered to teachers in the area of learning profiles, specifically; language based disabilities. This facilitates schools in their development of objectives in the Management and Success Agreements which support students with special needs. Despite this support, Table 3 data suggests a significant variance in success rates between the students with and without IEPs. Areas of concern include student success in Mathematics (Competency 1 and 2), English Language Arts (Competency 2 - Reading) and French Second Language (Competency 2 – Reading). Based on these results, measures (adaptations) put in place may not adequately be supporting these students. In follow-up, these student IEPs and the associated support measures will be further analyzed.

Riverside will continue to explore the addition of Work-Oriented Training Pathway program sites, in order that this alternative program is more accessible to students with special needs. While the number of special needs students in the WOTP was very small in the past two years, one additional site (8 students) was initiated for the WOTP Pre-Work and Semi-skilled program, delivered at Champlain CEGEP. Thus, over the next two years, qualification data will be available for students in this group. Given MÉLS new programming and certification for students with moderate to severe intellectual impairments, further reflection is needed as to which programs should be offered by Riverside to best meet the needs of these students.

MÉLS GOAL 4: IMPROVE HEALTHY LIVING AND SAFETY IN SCHOOLS

CONTEXT

This goal addresses the topics of school safety and provision of a violence and bully-free environment. The objectives and strategies describe the role of Riverside School Board and other partners in terms of implementation of the Policy to Maintain a Safe, Respectful and Drug Free Environment in Schools. Riverside School Board is committed to providing a stimulating and caring environment which enables all students to achieve personal success. As such, Riverside promotes responsibility, respect, civility and academic excellence in a safe environment.

Safety and Security of Establishments

Objective 1
Baseline data was collected to assess the degree to which a violence-free school was being realized. Indicators relate to data gathered from two primary sources: 1) recorded suspensions and expulsions from each of Riverside schools, and 2) responses of the "Tell Them from Me" survey given to students in elementary Grades 4, 5 and 6, and all secondary grade levels. The objective developed for Riverside is concerned with the security and safety of all individuals in an environment which is free of physical, emotional, and psychological violence, and threats of violence. Targets include a reduction in the occurrences of physical or psychological violence by 7% annually, and an increase in the percentage of students who feel physically and psychologically safe in their school I by 4% annually.

In 2012-2013, given the scope of and immediacy to comply with the conditions set by Bill 56/Law 19 and the subsequent amendments to the Quebec Education Act, Riverside focused on supporting schools and their administrators in the development and implementation of the legal requirements. This included the creation of school Anti-Bullying and Anti-Violence (AB/AV) Plans and review of existing Codes of Conduct, as well as identification and mobilisation of community partners. Below is a chronological listing of various initiatives which were taken in response to Bill 56/Law 19.

In November 2012, Educational and Complimentary Services provided a series of training sessions for all Principals and representatives of their AB/AV School Committee to address the requirements of Bill 56/Law19 and related changes to the Quebec Education Act. School teams were provided with an overview of the legal frameworks, as well as guidelines and strategies for the development of an AB/AV School Action Plan. As well, school teams received a presentation which focused on the prescribed definitions of Bullying and Violence, and different forms and manifestations of conflict and bullying.

Each school AB/AV Committee addressed nine major components to complete the AB/AV Plan:

1. Analysis of the school and community context
2. Preventative measures
3. Diffusion of information to Parents
4. Managing complaints
5. Protocols and procedures
6. Ensuring confidentiality
7. Support measures for all parties
8. Disciplinary measures
9. Follow-up

In January 2013, all Riverside schools presented their AB/AV plans to their Governing Boards for approval, and provided the required documentation to Riverside School Board. Each school's Code of Conduct was reviewed by the school and, where necessary, was revised to conform to Bill 56 and the Quebec Education Act. Pertinent information was disseminated to all stakeholders: students, teachers, parents, community and Ministry partners, such as the CSSS under the Ministry of Health and Social Services, Police Corps under the Ministry of Public Safety, and Bus Transportation Service Providers. It is important to note that, due to Riverside's extensive geographical territory, there are a total of 6 CSSS Ententes, 5 Police Corps Ententes and 12 different Bus Transporters identified as outside stakeholders.

In January, 2013, Riverside reported to MÉLS that all Riverside schools had successfully completed their AB/AV plans for the 2012-2013 school year.

In late April 2013, a conference was provided for Riverside Principals to review the requirements of Bill 56 (Law 19) and subsequent changes to the Education Act, with particular reference to schools' Codes of Conduct. Also in April 2013, all Riverside Directors and Principals received training on 'Lock Down Protocol and Procedures' by a police training specialist in 'Active Shooter Response' procedures.

In early June 2013, all of the conditions and requirements of Bill 56 (Law 19) and revisions to the Education Act were reviewed by school Principals, with particular focus given to the responsibilities of each school to evaluate their current AB/AV Plan and to present a summary evaluation of results to their respective Governing Boards.

Effective June 18th, 2013 Riverside's Code of Conduct (2007) was replaced by Riverside School Board - Policy to Maintain a Safe, Respectful and Drug Free Environment in Schools.

Objective 2

In the initiation of the Partnership Agreement (2010), the objective related to the Emergency Measures Plan was developed to support the school board's Health and Safety Policy. The target of the objective was that 100% of employees would have a copy of, and understand the Emergency Measures Plan. Given that this target has been met and sustained, this objective was withdrawn and thus will not be part of this year's reporting. The school board will continue to monitor this objective, and support schools as needed to ensure that the Emergency Measures Plan is well understood, and that required practices are in place.

Healthy Eating Habits and Physical Activity

Objectives 3 & 4

In 2011-2012, given sustained achievement of the targets given for Objective 3 - Healthy Eating Habits, and Objective 4 - Physical Activity, these objectives were withdrawn from the Partnership Agreement for subsequent years. The school board will continue to monitor this objective, and support schools as needed to ensure that schools are furthering good practices related to healthy eating and physical activity.

MÉLS GOAL 4: OBJECTIVES, INDICATORS AND TARGETS

RIVERSIDE SCHOOL BOARD : OBJECTIVES, INDICATORS ,TARGETS AND CURRENT RESULTS					
		TARGETS		**CURRENT RESULTS**	
OBJECTIVES	*INDICATORS*	**RSB Baseline** (Females-Males)	**RSB Target** 2014-2015	**RSB** 2012- 2013 (Females-Males)	*Québec* **June 2013**
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*	*436*	
	• *The percentage of students who feel physically and psychologically safe in their school* **Sense of Belonging**	***2009-2010 Baseline*** *Elementary 85.0%(F)- 82.0%(M) Secondary 72.0%(F)- 73.0%(M)*	*Increase the percentage of students who feel a sense of belonging by 7% annually*	*Elementary 82.0%(F)- 80.0%(M) Secondary 61.0%(F)- 68.0%(M)*	
	Victim of Bullying	***2009-2010 Baseline*** *Elementary 21.0%(F)- 25.0%(M) Secondary 22.0%(F)- 16.0%(M)*	*Reduce the number of occurrences of bullying by 7% annually*	*Elementary 20.0%(F)- 22.0%(M) Secondary 17.0%(F)- 20.0%(M)*	
	Feeling Safe at School **Refer to the explanation provided as to the reporting and comparison of data of this indicator in Table 2*	***2011-2012 Baseline*** **Elementary 87.0%(F)- 85.0%(M) Secondary 86.0%(F)- 81.0%(M)*	*Increase the percentage of students who feel safe at school by 7% annually*	*Elementary 83.0%(F)- 83.0%(M) Secondary 85.0%(F)- 82.0%(M)*	

Safety and Security of Establishments

Table 1: **Suspensions And Expulsions For Reasons Of Physical Or Psychological Violence At Riverside School Board**
(Source: Riverside School Board)

Criteria	Sector	2009-2010 (No. of Students)	2010-2011 (No. of Students)	% Comparative Difference 2009-2010 and 2010-2011	2011-2012 (No. of Students)	% Comparative Difference 2010-2011 and 2011-2012	2012-2013 (No. of Students)	% Comparative Difference 2011-2012 and 2012-2013
Suspensions	Elementary	166	214	+28.9%	80	-56.0%	130	+62.5%
	Secondary	286	129	- 54.8%	344	+167.0%	297	-13.7%
Expulsions	Elementary	0	0	-	0	0	0	0
	Secondary	4	4	0%	5	+25.0%	9	+80.0%
Total of Suspensions and Expulsions (Elementary and Secondary)		456	347	-23.9%	429	+23.6%	436	+1.6%

As shown in Table 1, the total number of occurrences of suspensions and expulsions reported in 2012-2013 is slightly lower in comparison to the base line reported in 2009-2010, however is slightly higher than in 2011-2012 (increase of 1.6%). There was a reduction of 20 incidents (436 incidents in 2012-2013 and 456 incidents in 2009-20110). In 2012-2013, the number of suspensions at the elementary level increased by 50 suspensions as compared to the previous year (130 suspensions in 2012-2013, and 80 suspensions in 2011-2012). In 2012-2013, there was a reduction in the number of suspensions at the secondary level by 47 suspensions compared to the previous year (297 suspensions in 2012-2013 and 344 suspensions in 2011-2012). However, there was an increase in the number of expulsions at the secondary level by 4 expulsions (9 expulsions in 2012-2013 and 5 expulsions in 2011-2012). No expulsions occurred at the elementary level in the reported years.

In 2012-2013, the target of a 7% decrease for number of suspensions in elementary was not met (an increase of 62.5% was recorded). However the target of a 7% decrease in number of suspensions was met for secondary (a decrease of 13.7% was recorded). In 2012-2013, the suspension levels at the elementary level remained comparatively high (130 students) as did the number of expulsions (9 students) at the secondary level.

Table 2: Student Responses On the Tell Them From Me Survey for Indicators Related To A Safe School Environment
(Source: Riverside School Board)

Indicator	Sector	2009-2010 % Result and *Rating Scale		2010-2011 % Result and *Rating Scale		% Points Comparative Difference 2009-2010 and 2010-2011		2011-2012 % Result (Baseline)		% Points Comparative Difference 2010-2011 and 2011-2012		2012-2013 % Result		% Points Comparative Difference 2011-2012 and 2012-2013	
		Females	Males	Females	Males	Females	Males	Females	Males	Females	Males	Females	Males	Females	Males
Sense of Belonging	Elementary	85.0%	82.0%	85.0%	86.0%	0	+4	84.0%	85.0%	-1	-1	82.0%	80.0%	-2	-5
	Secondary	72.0%	73.0%	67.0%	71.0%	-5	-2	65.0%	72.0%	-2	+1	61.0%	68.0%	-4	-4
Victim of Bullying	Elementary	21.0%	25.0%	22.0%	23.0%	+1	-2	22.0%	24.0%	0	+1	20.0%	22.0%	-2	-2
	Secondary	22.0%	16.0%	17.0%	22.0%	-5	+6	16.0%	21.0%	-1	-1	17.0%	20.0%	+1	-1
Feeling Safe at School	Elementary	*8.2/10	*7.9/10	*8.5/10	*8.1/10	*Unable to provide a comparison, due to the form of measurement used		87.0%	85.0%	*Direct comparison not possible due to two different measurement scales used in previous years.		83.0%	83.0%	-4	-2
	Secondary	*8.1/10	*7.5/10	*8.3/10	*7.8/10			86.0%	81.0%			85.0%	82.0%	-1	+1

The *Tell Them From Me* survey was completed by students in Grades 4, 5 and 6, as well as by students at all grade levels in secondary. Table 2 provides the results of this survey expressed as the survey score and comparative difference for the three indicators related to a safe school environment, for each year of the Partnership Agreement. The key indicators which are related to a safe school environment are: sense of belonging, perception of bullying, and feeling safe at school.

Results on the indicator *Sense of Belonging* show that for 2009-2010, 2010-2011 and 2012-2013, male and female students in elementary expressed a strong positive response, however in each of these years, positive responses for male and female students in secondary are notably lower. In comparison of elementary responses between 2012-2013 and 2011-2012, a decrease was noted in positive responses for elementary females (-2 percentage points) and particularly males (-5 percentage points). In comparison of secondary responses between 2012-2013 and 2011-2012 a decrease in positive responses was also noted for both females (-4 percentage points) and males (-4 percentage points). Riverside has not attained the target set of an annual 7% increase for this indicator, and this will be monitored closely in 2013-2014.

Results on the indicator *Victims of Bullying* (perception of bullying), has shown slight decreases across the first three years in elementary and secondary for both females and males. However, in 2012-2013, a small increase (+1 percentage point) in secondary female responses was noted, with a smaller decrease in male responses (-1% percentage points). Males in secondary have reported slightly higher occurrences of bullying than females, for the last three years of the survey, ranging from a comparative difference of 2% (2012-2013) to 5% in 2011-2012. Overall, secondary student results show lower levels on this indicator across both females and males. Within the elementary or secondary sector, females and males have similar responses on this indicator. Riverside has not attained the target set for a 7% decrease for this indicator, and this will be monitored closely in 2013-2014.

Results on the indicator *Feeling Safe at School* must be evaluated differently for the first two years of the Partnership Agreement as compared to the last two years, due to the different measurement forms used to represent student responses. In 2009-2010 and 2010-2011, the survey applied a rating scale of 1-10 (refer to * in Table 2). However, in 2011-2012, a percentage score was used, which represented an average of student responses.   Thus, survey data of September 2009 – June 2011 cannot be compared with data obtained in subsequent years. To facilitate reporting for the Partnership Agreement, results in 2011-2012 are used as baseline data. Results on this indicator show a decrease in positive response for both female and male students in elementary (-4 percentage points for females, and -2 percentage points for males). A comparatively smaller decrease in positive response for female students is seen in secondary (-1 percentage points), but small increase in positive response for males in secondary (+1 percentage points). Riverside has not attained the target set of an annual 7% increase this indicator and this will be monitored closely in 2013-2014.

Safety and Security of Establishments

As shown by the results from a variety of sources (*Tell Them From Me* survey, school suspensions and expulsion documentation related to violence), improvements were noted in certain areas, however the targets of an annual 7% reduction in the indicator for '*Victims of Bullying*' and an annual 7% increase in the indicators for '*Sense of Belonging'* and '*Feeling Safe at School'* were not attained. The improved clarity of definitions of bullying and violence, and increased awareness of these phenomena among all community members may have produced an increase in student reporting of incidents, and the increase of suspensions observed at the elementary level. Similarly, the slight increase in expulsions at the secondary level may reflect the increased awareness provided by Bill 56/Law 19.

As Riverside has not yet obtained a violence-free environment, we will continue to monitor and analyse the situation regularly. Strategies related to this objective were carried out as planned:
- Riverside's Code of Conduct was revised and replaced by the Riverside School Board – Policy to maintain a Safe, Respectful and Drug Free Environment in Schools (June 2013) Schools and centers were provided with copies and administrators ensured that this document was integral to school culture and student life.
- School Board personnel supported teachers and administrators using various programs which educated and sensitized schools and centers to various forms of violence.
- School Board Directors supported schools with the follow-up necessary for the zero tolerance policy on violence (suspensions, expulsions).

School Board strategies related to safety, security and violence for the 2012-2013 school year focused on four major areas.
- Continued and improved education of students, parents, and personnel in the areas of physical, emotional and psychological violence.
- Improvement of existing intervention plans which address all forms of violence.
- Regular and standardized reporting and documentation of Incidents of Bullying and Violence
- Compliance to Bill 56 (Law 19) and the amendments made to the Quebec Education Act

School teams will continue to be supported by Riverside School Board so that they may evaluate, revise and improve their anti-bullying/ anti-violence action plans. Riverside will continue to improve the monitoring, response and intervention systems put into place to prevent and respond to incidences of violence and bullying. Continued efforts will be placed on improving success on these three indicators in the upcoming year. Long term and sustained initiatives which are developed by schools in their Anti-Bullying and Anti Violence Plans are expected to positively impact these targets in the future.

Emergency Measures Plan

In June 2012, following an analysis of the situation pertaining to Objective 2 (EMP), it was determined that the targets of this objective had been consistently achieved and would be removed from the Partnership Agreement. Material Resources will continue to monitor the needs of schools, and ensure that the Emergency Measures Plan documentation and required practices required are in place.

Healthy Eating and Physical Activity

Survey results showed that nutrition education continues to be ongoing in all schools. Additionally, students at Riverside show high levels of involvement in sports teams, intra-mural and extra-curricular physical activities. The strategies implemented by schools have been very effective at reaching the targets desired for these objectives. Given the achievement of these targets, these two objectives were withdrawn from the Partnership Agreement in June 2011. Schools have been encouraged to maintain the current satisfactory level with a variety of strategies that support them in adopting healthy eating habits and taking part in regular physical activities. Educational Services will continue to support schools in these efforts.

MÉLS GOAL 5: INCREASING THE NUMBER OF STUDENTS UNDER THE AGE OF 20 REGISTERED IN VOCATIONAL PROGRAMS

CONTEXT

Riverside is required to increase the number of new registrations in Vocational Education programs, as part of the MÉLS strategy to increase provincial graduation and qualification rates.

MÉLS GOAL 5: OBJECTIVES, INDICATORS AND TARGETS

OBJECTIVES	INDICATORS	TARGETS
To increase the number of students under the age of 20 registered in Vocational Education	• *The number of new students registered in Vocational Education*	• Success rate target determined by Riverside School Board

RIVERSIDE SCHOOL BOARD : OBJECTIVES, INDICATORS ,TARGETS AND CURRENT RESULTS

OBJECTIVES	INDICATORS	TARGETS		CURRENT RESULTS	
		RSB Baseline 2008-2009	RSB Target 2010-2011	RSB 2010-2011	RSB[2] 2011-2012
1. To increase the number of students under the age of 20 registered in Vocational Education.	• *The number of new students registered in Vocational Education*	15	8% increase in registrations	16	28

---

[2] (*La convention de partenariat, MÉLS – Commission scolaire : Outil d'un nouveau mode de gouvernance, Portrait des statistiques ministérielles, Commission scolaire Riverside, Octobre 2013*)

Table 1: Number of new student registrations in a vocational training program (DVS or DÉP) per school board[3] 2008-2012[4]

SCHOOL BOARD and DVS or DÉP Programs offered	2008-2009	2009-2010	2010-2011	2011-2012
Riverside School Board • Secretarial Studies DVS • Accounting DVS • Profesionnal Sales DVS • Sales Representation AVS • Starting a business AVS • Health, Assistant & Nursing DVS • Assistant in health care facilities DVS • Homecare AssistanceDVS • Bricklaying DVS	15	4	13	23
Commission Scolaire Marie-Victorin • *Entente DÉP maçonnerie*			5	5
Commission Scolaire Du Littoral • *Entente DÉP infirmière auxiliaire* • *Entente DÉP comptabilité*			1 2	0 0
New Frontiers School Board • *Entente DÉP infirmière auxiliaire* • *Entente DEP comptabilité*			0 0	3 0
TOTAL NEW REGISTRATIONS ATTRIBUTED TO RIVERSIDE			**21**	**31**

[3] Including those school boards which have an entente with Riverside for a DÉP.
[4] Source: Charlemagne

MÉLS GOAL 5: ANALYSIS

The MÉLS indicator for this Goal 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 MÉLS data for Riverside, in 2011-2012, 28 students under the age of 20 were newly registered in a professional training program at Riverside. In Quebec, 13 304 students were identified as new registrations in this year.

It is important to note that the data identified in Table 1 is from Charlemagne, which is used to identify the students registered at Riverside under an Entente for the identified programs. However, this is not the same as data as provided by the MÉLS (*La convention de partenariat, MÉLS – Commission scolaire : Outil d'un nouveau mode de gouvernance, Portrait des statistiques ministérielles, Commission scolaire Riverside, Octobre 2013*).

MÉLS GOAL 5: WHAT WORKED, WHAT DID NOT, AND WHAT WILL BE RETAINED

To increase the rate of new registrations, the Adult and Vocational Education Centre focused on informing the Riverside community (youth sector) of potential educational paths, and 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 Secondary 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 Secondary schools without graduating, in order to explain the options available to them at ACCESS. In the coming years, the *Concomitance* program will be implemented in our new location in Saint Hubert for Bricklaying students who have not completed their prerequisites and who wish to obtain their Secondary Schools Diploma. Finally, to increase the number of new student registrations, Riverside continues each year to request permission from MÉLS to offer new Diploma of Vocational Studies. Riverside has the authorization to offer only 10 Vocational Training programs, which is the lowest offer from a School Board in the Montérégie territory. It must be noted that the offers are lower compared with other, smaller, School Boards in the same territory.

As shown in Table 1, as a result of the various strategies employed by ACCESS in 2011-2012, the number of student registrations in professional training programs significantly increased by 10 new registrations (21 registrations in 2010-2011 and 31 new registrations in 2011-2012).

Organization, Development and Implementation of the Partnership Agreement, and the Management and Educational Success Agreements

ORGANIZATION, DEVELOPMENT AND IMPLEMENTATION OF THE PARTNERSHIP AGREEMENT, AND THE MANAGEMENT AND EDUCATIONAL SUCCESS AGREEMENTS

Organization and Development

The Partnership Agreement was accomplished by a number of Goal development teams which included teachers, school and school board administrators, school board coordinators, Educational Services professionals, and Commissioners. To initiate the process of discussion and development, several information sessions were held to explain the legal requirements, purposes and design of the Agreement to all contributors. Following this, development teams began the process of creating information bases in order that priorities and needs could be accurately established for each goal. A variety of data bases pertinent to each goal established the measureable objectives and targets. Academic objectives of Goals 1 and 2 were established using student results on standardized end-of-year MÉLS, regional, or local evaluations. These were administered by Educational Services, using a uniform process which included a marking centre or standardization session, collection of results on indicators, verification of results and analysis. Graduation, qualification and dropout rates were obtained using MÉLS results on these indicators. Objectives defined for Goal 3 were determined using data bases established by Complimentary Services. Goal 4 objectives pertaining to bullying, violence, safety and security of individuals were determined using data based on school reports and Tell them From Me survey results. Goal 5 objectives were determined using MÉLS results on the defined indicator. Intervention strategies and monitoring mechanisms were motivated by these data bases, and informed by current educational research and literature. During this development process and final verification, guidance and resources were provided on a regular basis by the SAACC Partnership Agreement Support Team.

Concurrent with the development of the Partnership Agreement, schools developed the Management and Educational Success Agreement (MESA). The Directors of Elementary and Secondary Schools and the Assistant Director of Educational Services provided Principals with resources, and organized information, development and verification sessions to support the work of school teams. To assist with the development of objectives, targets and strategies, Curriculum Consultants provided Principals with 'Data Reports" which gave detailed information and recommendations which pertained to student results on the academic indicators.

Implementation and Reporting

An annual review of the school Management and Educational Success Agreements occurs in September, following the dissemination of data on various objectives, namely student success data on common school board evaluations, Tell Them From Me survey data, and any school-specific measures. Subsequently, in consultation with the teachers, the school administration prepares the Annual Report of the previous year, as well as the MESA of the current year. These two documents are approved by the Governing Boards no later than December 1st of each year. The school and school board professional development plans are designed to address the needs and priorities identified in the Partnership Agreement and Management Agreements. Regular monitoring mechanisms are in place at both the school and school board levels to ensure that strategies are positively impacting student success.

In sum, Riverside has established several important practices which are necessary in a results-based management system. For example, there are formal processes related to data collection and processing which allow for the transmission of accurate and reliable data bases to all partners in the system. Additionally, Riverside has prioritized the development of professional learning communities at both the school and school board levels, which collaboratively examine data, monitor progress toward targets, and engage in strategic planning related to these results. A focus on the application of research-based practices has also been an important aspect of the development and implementation of the Partnership Agreement and the Management and Educational Success Agreements. The theory and strategies associated with the 'Data Team' model were piloted in 2012-2013 in an elementary and secondary school. Each of these were considered to be very effective models of teacher learning and collaboration which can positively impact professional practice, and so increase levels of student success. This model will be continued and extended to subject areas which particularly require improvement. Measureable positive impacts have been consistently recorded in the last three years of implementation of the Partnership Agreement and Management Agreements, namely the increase in the graduation rate, reduced gender gap in the graduation rate, reduced dropout rate, reduced gender gap in the dropout rate, increased student success in the indicators set for elementary Cycle 2 English Language Arts, Elementary Cycle 2 and Secondary Cycle 1 Mathematics, Secondary Cycle 1 French Second Language *programme de base* and *programme enrichi*, and Secondary V French Second Language *programme de base* and *programme enrichi*. In terms of targets set for indicators of student safety and security, Riverside demonstrates stable and high results. The Riverside community will continue to focus its efforts toward several commitments: improved rates of graduation and qualification, improved rate of student retention, and increased academic success in literacy and numeracy.

The Partnership Agreement Report was developed as a collaborative team, each Goal falling under the responsibility of one or more board-level administrators: Goal 1 – Assistant Director of Educational Services; Goal 2 - Director of Educational Services; Goals 3 and 4 - Director and Assistant Director of Complimentary Services, and Goal 5 - Director of ACCESS and Adult and Vocational Education. The Assistant Director of Educational Services was responsible for consolidation of all documentation. The Director General was responsible for overseeing all aspects of the Partnership Agreement Report.