

2013-2014 ANNUAL REPORT

Mission Statement

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



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Report from the Chair

Riverside School Board has come a long way since its creation in 1998. Change is never an easy pill to swallow and I won't pretend that the early days were not difficult at times as we worked towards blending communities. Over the years, we have had to face some difficult situations: school closures, declining enrolment and budget cuts. Despite these obstacles, Riverside has never wavered from its goal: student success. In terms of our graduation rate, we continue to place among the top 5 in the province. We also have one of the lowest drop-out rates. The programs offered at Riverside schools reflect the interests of our students – technology in the classroom, focus on the arts, science exhibitions, an International Baccalaureate program at Chambly Academy. Among many other innovations, we've seen the addition of a recycling program to Heritage, a Liberal Arts Focus to Centennial, made the Alternate school program available to more students across the board and have invested wisely into our adult and vocational education programs. In addition, we are proud of the new addition at St. Johns School and look forward to the completion of the full-sized gymnasium in early 2015.

Frank Lloyd Wright said: "I know the price of success: dedication, hard work and an unremitting devotion to the things you want to see happen." He could have been speaking about our teachers and school staff. These are the people who are at the grass roots of keeping students engaged. They make sure our students have hope because without it, there is little chance of achievement or success.

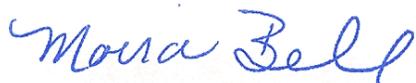
As I look back over the years of my association with Riverside School Board, many memories come to mind: Christmas concerts; science fairs; knowledge fairs; graduations; Remembrance Day celebrations; welcome back corn roasts; Thanksgiving breakfasts; New Employee reception; 25-year and retirees' reception; Executive meetings; Work Sessions; Council meetings and more meetings.

I have always considered my position as Chair of Riverside School Board as one of privilege. It provided me with opportunities I would not have had otherwise: To make Council's voice heard on the provincial level; to bring back knowledge and expertise acquired at conferences on Education; to focus attention on our students and staff in the schools because an engaged teacher + an engaged student = student achievement!

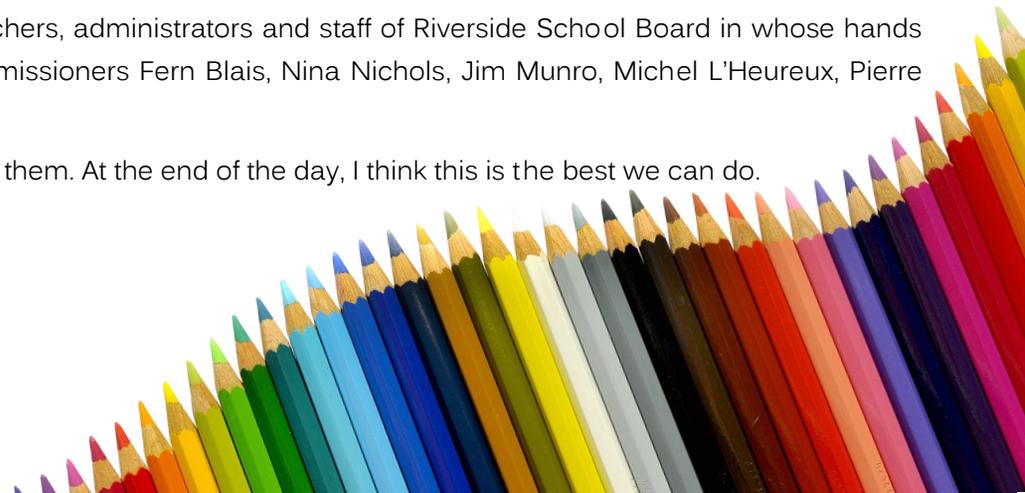
Lately I have been asked what lasting impact I have made as Chair. The most honest answer I can give is that I have supported, wholeheartedly, the Board's position on inclusion; the respect we have for our cultural differences; our openness to embracing diversity. My involvement in the establishment of Adam's PACE and the construction of the new administrative center in St. Hubert would rank very high on the measure of job satisfaction.

As I pass the gavel to Dan Lamoureux, I want to say thank you to all the teachers, administrators and staff of Riverside School Board in whose hands and minds we entrust our future generations. Special thanks to former commissioners Fern Blais, Nina Nichols, Jim Munro, Michel L'Heureux, Pierre D'Avignon, Donna Copeman, Bob Shaver.

Here's what I know for sure as a mother of five: Support them, hear them, love them. At the end of the day, I think this is the best we can do.



Moira Bell



Report from the Director General

I am pleased to present Riverside School Board's Annual Report for 2013-2014. 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, Leisure and Sports (MELS).

In 2013-2014, Riverside School Board was ranked as the school board with the highest graduation rate in the Province of Quebec. In fact, Riverside achieved an 86.3% graduation rate compared to the other 71 French and English public school boards in the province. Our dropout rate is decreasing consistently year after year, while the gap between the success rate of girls and boys continues to shrink. In addition, we offer our students the opportunity to become bilingual. We stand by our results with great pride and we acknowledge the tremendous contributions made by our staff, students and parents. These results are a reflection of Riverside's commitment and devotion to its communities, and the successful collaboration that has developed between them.

Riverside also increased its focus on promoting its schools and programs in the youth sector to international students. This model brings new educational opportunities to our schools while contributing to their vitality.

We received, through ACCESS, our Adult and Vocational Education Centre, the authorization to offer new programs in Vocational Training. One permanent program to be offered in partnership with Commission scolaire des Patriotes, DVS (Diploma in Vocational Studies) Machinery Fix Mechanic which will start up in 2015-2016 in the facility belonging to Commission scolaire des Patriotes and located in Sainte-Julie. We also received the authorization to offer three different programs as an entente with three different school boards: DVS Auto-Mechanics with New Frontiers School Board, DVS Computer Support with Sir Wilfrid Laurier School Board and ASP (Attestation de specialisation professionnelle) Medical Secretary with Lester B. Pearson School Board. The three new programs will be offered in 2014-2015 in our existing facilities as well as a new facility in Longueuil to open in November 2014. A second group of Social Integration was added at Access Royal Oak and the program *Starting a Business* was expanded to the community in partnership with La Maison Internationale de Brossard.

Our Complementary Services Department offered several information sessions for parents on topics such as bullying, achieving success with learning disabilities, Internet safety and drug awareness. These sessions were well attended and much appreciated by parents in the community.

Some sectors of Brossard are growing, resulting in increased student population. Understandably some of the schools serving this population are at full capacity. To address the situation, Riverside School Board, in collaboration with those school communities, undertook a re-zoning process of Good Shepherd, Harold Napper, St. Jude and St. Lambert Elementary schools. We will follow the impact of the changes made in the hopes that these efforts will contribute to a better learning environment for our students.



Riverside is very proud to be ranked the top graduating school board of the 72 school boards in the Province of Quebec.

Report from the Director General (cont'd)

More than 6 million dollars was invested to carry out 15 capital projects in 12 schools. These projects are part of a five-year plan ending in June 2018 to ensure the durability of the 27 Riverside buildings and the quality of the school environment for Riverside students and staff. Energy consumption, at 1.5 million dollars, is a significant portion of Riverside's material resources operating budget. Various modifications and investments were made to reduce energy consumption while improving comfort for students and staff. According to the last MELS statistical report, these improvements have put Riverside in second place of all school boards in terms of cost per square meter and should keep us in the top tier for the coming years with respect to ensuring a high indoor air quality. As a result of the Auditor General's report on air quality in schools, the MELS implemented certain guidelines. A significant number of those guidelines were already common practice at Riverside. Radon testing was completed in all Riverside buildings and results indicated that all rooms of Riverside schools and centers are well below the levels prescribed in the Health Canada guidelines.

Riverside took a strong stand opposing Bill 60 on the Charter affirming the values of State secularism and religious neutrality and of equality between women and men and providing a framework for accommodation requests.

Like most other school boards in the Province, major budget cuts forced Riverside, as well as many other school boards in the Province, to adopt a deficit budget for 2013-2014. The education sector already has the lowest administrative cost of all public organizations with less than 5% used from its operating budget. As in previous years, Riverside managed to absorb most of the budgetary compressions without impacting students. Regrettably, as this austerity period continues, we are beginning to feel the impact such decisions will have made on all of our communities. In addition to these financial restraints, the issue of declining enrolment in the Anglophone sector remains problematic given that student enrolment has a direct impact on our funding.

Riverside is exploring all avenues to limit the effects of this new reality on our population. With the addition of more adult and vocational programs, a growing number of international students choosing Riverside and additional collaboration with our local partners, Riverside expects that our mission will continue to be achieved: Offering its communities the opportunity to achieve academic success by providing quality educational services at the elementary and secondary levels, vocational training and adult education.



Sylvain Racette, Director General

Council of Commissioners



Moira Bell
Chairman
Division 9
St-Lambert



Michel L'Heureux
Division 4
St-Bruno



Lesley Llewelyn-Cuffing
Division 10
St-Lambert



Ken Cameron
Division 15
Brossard



Deborah Horrocks
Vice-Chairman
Division 16
Brossard



Jason Freund
Division 5
Chambly



Susan Rasmussen
Division 11
Greenfield Park



Donna Pinel
Division 17
Candiac



Fern Blais
Division 1
Boucherville



Nina Nichols
Division 6
St-Hubert



Dan Lamoureux
Division 12
Greenfield Park



Douglas Smyth
Division 18
Delson



Anna Capobianco-Skipworth
Division 2
Otterburn Park



Henriette Dumont
Division 7
Saint-Hubert



Gustavo Sastre
Division 13
Brossard



Pierre D'Avignon
Division 19
St-Jean-sur-Richelieu



Pamela Booth-Morrison
Division 3
Beloil



Dawn Smith
Division 8
Longueuil



Margaret Gour
Division 14
Brossard



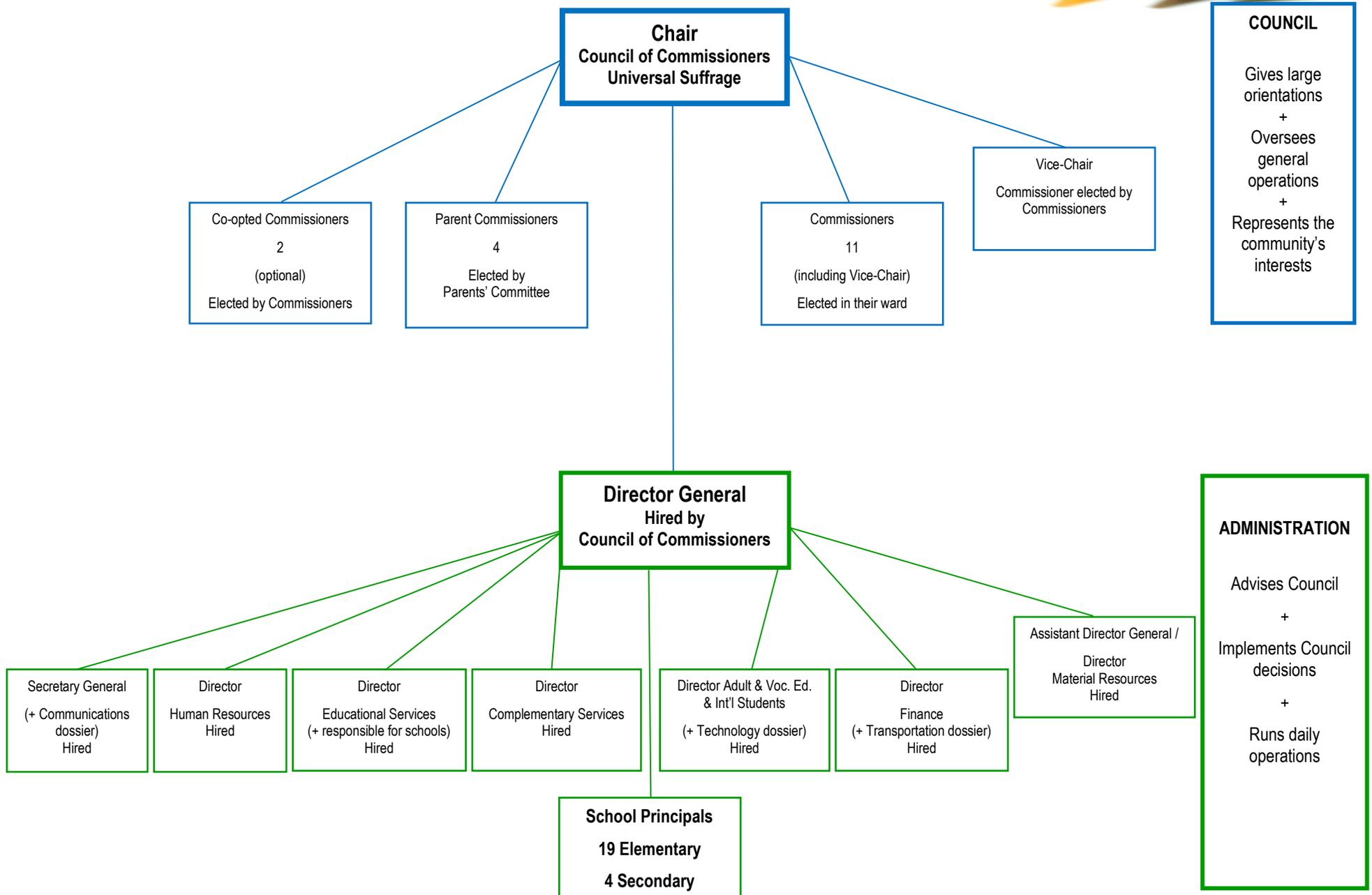
Pierre Chouinard
Parent
Elementary School
Commissioner



Donna Copeman
Parent
Secondary School
Commissioner



Organigram



List of Schools

Riverside School Board is home to close to 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 the highest graduation rate 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, English instruction and Pre-K

Otterburn Park

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

St-Bruno

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

St-Hubert

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

Saint-Jean-sur-Richelieu

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

St- Lambert

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

Sorel/Tracy

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

HIGH SCHOOLS

Greenfield Park

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

Saint-Hubert

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

Saint-Jean-sur-Richelieu

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

Saint-Lambert

- **Chambly Academy**, tel.: 450 671-5534
International Baccalaureate Middle Years program (IB)
- **The Alternate School**, 450 656-6100
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, St-Hubert and Brossard campuses.



Board-wide Initiatives and Activities







The Spirit of Riverside is alive in our schools throughout the year!



Student Ombudsman's Report

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

While I usually communicate with parents, school officials and board personnel by phone or email, sometimes meetings in person prove more productive. I have also had the pleasure and the privilege to be invited to present the Complaints Process to the Governing Boards of eight RSB schools this year.

Sources of Contacts This year, I opened almost a quarter more files than last year. More individuals were observed to cc the Student Ombudsman, even if their concerns were subsequently resolved at the school or Board level without my intervention. Note that a change in Riverside policy now excludes adult students from access to the Student Ombudsman. Of the 28 files followed in detail, half originated from parents of primary level students, and the other half from parents of secondary school students.

Response to the Contacts Tables 1 and 2 summarize key features of my role with complainants over the past school year, with data from previous years for comparison. These data exclude communications from adult students and others dealing with matters judged outside of my mandate.

	Information	Advice	Intervention	Total
2013-2014	7	14	7	28
2012-2013	3	18	2	23
2011-2012	6	9	3	18
2010-2011	6	7	3	16

	Single, extended communication	Several extended communications	Many communications &/or meetings
2013-2014	9	12	7
2012-2013	3	17	3
2011-2012	5	10	3
2010-2011	7	6	3

Nature of the Complaints I have characterized the chief concerns of each contact in Tables 3 & 4. Several complainants approached me with multiple issues. By the very nature of the Complaints Process, those complainants approaching my office have often feel that they have struggled with one or more levels of administrators. In some cases, they may be more troubled by their perceived mistreatment than by the original problem.

Anecdotally, some of the complaints involving special needs students, out-of-province transfers, bullying and expulsion prove the most contentious and demanding.

Table 3: Primary Issues by concern and school level, 2013-2014

Main Concern	Elementary	Secondary
Special needs	3	0
Student-student bullying	1	1
Staff-student bullying	2	1
Administrative process	5	10
Placement	1	0
Recent out-of-province arrival	1	0
Transportation	1	2
Mark complaints	0	1
Curriculum	1	0
Suspension/Expulsion	0	4
Totals*	15	19

*Note that some files involved more than one issue

Table 4: Primary Issues by year

	Administration, Various	Administration, Related to Bullying	Administration, Special Needs
2013-2014	20	5	3
2012-2013	12	5	6
2011-2012	11	3 ½	3 ½
2010-2011	8	7	3



Outcomes From the Ombudsman's perspective, most of these files were resolved satisfactorily. Only 2 interventions led to recommendations to the Council of Commissioners.

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

Respectfully submitted,

Peter Woodruff, Student Ombudsman for the Riverside School Board

September 10, 2014

Financial Statement - Period ending June 30, 2014

Extract from the audited Financial Statement

		<u>2013-2014</u>	<u>2012-2013</u>	<u>VARIATION</u>	
				\$	%
<u>REVENUES</u>					
	Grants - MELS	\$ 75,709,987	\$ 72,994,375	\$ 2,715,612	3.72%
	Other Subsidies	\$ 609,586	\$ 0	\$ 609,586	0.00%
	School taxes	\$ 20,046,198	\$ 17,393,006	\$ 2,653,192	15.25%
	School fees	\$ 406,604	\$ 298,369	\$ 108,235	36.28%
	Revenues - sale of goods & services	\$ 6,910,058	\$ 9,436,419	(\$2,526,361)	-26.77%
	Other revenues	\$ 2,836,871	\$ 1,522,383	\$ 1,314,488	86.34%
	Amortization deferred revenues	\$ 60,163	\$ 42,500	\$ 17,663	41.56%
		\$106,579,467	\$101,687,052	\$ 4,892,415	4.81%
<u>EXPENSES</u>					
	Teaching activities	\$ 47,030,657	\$ 45,340,740	\$ 1,689,917	3.73%
	Support to teaching	\$ 26,159,611	\$ 21,496,560	\$ 4,663,051	21.69%
	Complementary activities	\$ 14,745,658	\$ 14,412,101	\$ 333,557	2.31%
	Administrative activities	\$ 5,160,394	\$ 5,119,044	\$ 41,350	0.81%
	Building activities	\$ 11,976,589	\$ 9,889,847	\$ 2,086,742	21.10%
	Other activities	\$ 3,541,141	\$ 7,321,194	(\$3,780,053)	-51.63%
		\$ 108,614,050	\$103,579,485	\$5,034,564	4.86%
	Surplus (deficit) of the year	\$ (2,034,583)	\$ (1,892,433)	(\$ 142,149)	7.51%
	Limit of appropriation of surplus	\$ (859,153)	\$ (1,894,130)	(\$ 1,034,977)	-54.65
	Adjustment – professional development	\$ 82,802	\$ 0		
	Deficit exceeding limit of appropriation of surplus	(\$ 1,092,628)	\$ 0		



Statement of financial position

June 30 2014

FINANCIAL ASSETS

	2013-2014	2012-2013	Variation \$	Variation %
Cash (bank overdraft)	\$45,199	\$1,021,972	\$ (976,773)	-96%
Operating grant				
Receivable	\$12,396,271	\$8,788,684	\$ 3,607,588	41%
Grant receivable assigned to the acquisition of fixed assets	\$0	\$1,151,538	\$ (1,151,538)	-100%
Grant receivable -				
Financing	\$16,551,746	\$16,994,741	\$ (442,995)	-3%
School tax receivable	\$1,113,660	\$2,325,475	\$ (1,211,815)	-52%
Account receivable	\$1,851,184	\$2,197,382	\$ (346,198)	-16%
TOTAL FINANCIAL ASSETS	\$31,958,060	\$32,479,791	\$ (521,731)	-2%

LIABILITIES

Temporary loans	\$6,500,000	\$0	\$ 6,500,000	100%
Accounts payable and accrued Liabilities	\$10,856,378	\$10,130,523	\$ 725,856	7%
Deferred contributions allocated to the acquisition of fixed assets	\$3,082,775	\$3,085,288	\$ (2,513)	0%
Deferred revenues	\$1,090,917	\$656,773	\$ 434,144	66%
Provision for employee benefits	\$6,045,872	\$5,485,656	\$ 560,216	10%
Long-term debt at the expense of the school board	\$779,071	\$1,181,632	\$ (402,561)	-34%
Long-term debt subject to a promise of grant	\$64,731,707	\$65,164,862	\$ (433,155)	-1%
Environmental liabilities	\$7,971,780	\$8,248,921	\$ (277,142)	-3%
Other liabilities	\$2,117,604	\$2,475,460	\$ (357,856)	-14%
TOTAL LIABILITIES	\$103,176,105	\$96,429,115	\$ 6,746,990	7%
NET FINANCIAL ASSETS (NET DEBT)	(\$71,218,045)	(\$63,949,324)	\$ (7,268,721)	11%

NON-FINANCIAL ASSETS

Fixed assets	\$81,005,402	\$75,715,400	\$ 5,290,001	7%
Prepaid expenses	\$727,378	\$783,241	\$ (55,863)	-7%
TOTAL NON-FINANCIAL ASSETS	\$81,732,780	\$76,498,641	\$ 5,234,138	7%
SURPLUS (DEFICIT) ACCUMULATED	\$10,514,735	\$12,549,317	\$ (2,034,582)	-16%

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

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

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

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

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

While some incidents, dealt with at the school level, were reported to the School Board, for the school year 2013-2014, no complaints under section 96.12 of the Education Act 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, only two of which were 'student to student' incidents (refer to the Student Ombudsman Report). All incidents in the schools, whether or not they are reported to the Director General or the Ombudsman, are dealt with in accordance with the schools' Anti-Bullying and Anti-Violence Policies. These policies exist to ensure that we intervene rapidly and efficiently in all cases of violence or intimidation and that the schools are accountable to their parents and communities about the measures taken.

Nevertheless, during the 2013-2014 school year, certain initiatives were taken at the secondary level to apply the provisions of Riverside's Policy on Maintaining a Safe, Respectful and Drug-Free Environment in Schools. In this context, there were 7 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 2009-2013 to the National Assembly. The goal of the plan, which identified 6 main objectives, was to ensure the development of and exposure to Quebec society during those years.² Below are examples of some of the initiatives taken by Riverside School Board in support of the MELS' Strategic Plan:

PLAN STRATÉGIQUE DU MELS - ENJEUX IDENTIFIÉS -	COMMISSION SCOLAIRE RIVERSIDE - CONTRIBUTION -
Increase the number of diplomas or attestations awarded to students under the age of 20.	<p>In 2013-2014, Riverside School Board was the top school board in the Province in terms of its graduation rate.</p> <p>See goals 1³, 2⁴, 3⁵ and 5⁶ in the Partnership Agreement Report 2013-2014, which also reflects the board's Strategic Plan.</p>
A system of education that meets the needs for teaching a knowledge-based society.	<p>One of the specific objectives of Riverside School Board in 2013-2014 was to assess the delivery of the programs of study in English Language Arts, French Second Language and Mathematics offered at the elementary level with the intention of improving student success. This occurred by conducting an analysis of student success in consideration of the legal requirements. It allowed us to establish the status of the situation of the delivery model of these programs and make appropriate recommendations for changes to practices in individual schools in order to better meet the educational needs of the society.</p> <p>Also refer to Goal 5 which appears in the Partnership Agreement Report 2012-2013, which also reflects the board's Strategic Plan.</p>
An educational environment fitted to the diverse needs of individuals and communities.	<p>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.</p> <p>Riverside's high rate of integration of students with handicaps or learning difficulties is another example of the Board's commitment to preparing its clientele for the future while fully respecting their different needs.</p>
Improving the performance and accountability of the Education system	<p>In 2013-2014, Riverside's administrative costs continued to decline and were being maintained at less than 5%, which is noticeably less than other public and parapublic organizations.</p> <p>Since 2010-2011, school boards went from producing one Financial Annual Report to producing one Financial Annual Report, three trimestral reports and one specific audit.</p>
The communities' commitment to an active lifestyle	<p>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.</p> <p>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.</p>
Delivery of quality services	<p>Riverside School Board is proud of its record of having the highest graduation rate of all school boards in the Province of Quebec.</p> <p>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 2013-2014 results.</p>

¹2009-2013 Strategic Plan of the Ministry of Education, Leisure and Sports and *Plan stratégique 2009-2013 de la Commission consultative de l'enseignement privé, Gouvernement du Québec, ISBN 978-2-550-49309-9 (PDF), Dépôt légal – Bibliothèque et Archives nationales du Québec, 2009*

²Ibid, p. 3

³Increase in the graduation and qualification of students under the age of 20

⁴Increased proficiency in French and English

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

⁶Increase in the number of students younger than 20 in vocational training

Report on the Partnership Agreement 2013 – 2014

Between

Riverside School Board

and

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

December 5, 2014

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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 given 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, Juin 2014*), the Riverside 7-year cohort graduation and qualification rate has shown a steady increase over the last 5 years. The rates are as follows: 79.6% for the 2002 cohort, 79.5% for the 2003 cohort), 81.2% for the 2004 cohort, 86.3% for the 2005 cohort, and most recently, 86.1% for the 2006 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 in 2010-2011. In 2013, the Riverside 7-year graduation and qualification rate of 86.1% was comparably higher than the Québec public sector overall rate of 71.9%. The graduation and qualification rate target of 84.0% set by Riverside for the end of the Partnership Agreement (June 2015) has been exceeded by 2.1%. As shown in Table 3, the graduation rate for the 2007 6-year cohort is 80.1%, thus the target graduation rate of 84% set for 2015 will likely be met or exceeded next year.

As given in Tables 1A and 1B, a comparison of the 2013 graduation and qualification rates of the youth, adult and professional sectors shows that the youth sector had the greatest contribution (79.7%), followed by the adult sector (6.0%), then the professional training sector (0.4%). The graduation rate in the adult sector increased from 6.0% in 2011 to 7.1% in 2012, however decreased in 2013 to 6.0%. The graduation rate in the professional training sector has shown a decrease over the last four years; from 1.0% in 2010, to 0.8% in 2011, to 0.5% in 2012 and to 0.4% in 2013. In 2013 in the professional sector, a greater percentage of boys attained professional qualifications (0.7%) as compared to girls (0.0%), and in the adult sector a greater number of boys (6.4%) obtained graduation requirements as compared to girls (5.5%).

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. Across various years, the combined graduation and qualification rate of girls exceeded that of boys; in 2009 the difference in the rate between boys and girls was 12.3%, in 2010 the difference was 12.0%, and in 2011 the difference was 11.9%. For the 2012 cohort, there was a notable decrease in the gender gap in the combined graduation and qualification rate; the rate was 90.2% for girls and 81.9% for boys, which is a difference of 8.3%. For the current 2013 year, the combined qualification and graduation rate of boys is 85.3% and for girls is 86.8%, which is a difference of 1.5%. The overall increase in the graduation and qualification rate of boys beginning with the 2003 cohort is 11.8%, while this rate has increased by 1.3% for girls. The 2013 graduation rate of boys has exceeded the target set in the Partnership Agreement for June 2015 of 79% by 6.3%. The decreasing achievement gap between boys and girls, and the increasing graduation and qualification rate of boys are very positive trends.

The Riverside qualification rate of students in the CFPT (Pre-work Oriented Pathway) and CRMS (Semi-skilled Pathway) is lower than the Québec public sector rates for comparable years. There is an increase in the Riverside rate of qualification from 2003 to 2005 (0.6% in 2003, 0.6% in 2004 and 1.6% in 2005), but there is a decrease in 2006, to 1.3%.

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, Juin 2014*), the years of 2008-2010 show comparably higher dropout rates for boys than girls, particularly 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. In 2011-2012 the dropout rate was 13.9%, or 110 students. Of the total population in this year, 13.6% of the total percentage of 'leavers' were boys, and 14.0% were girls. Of these 110 students, 40 students left the school board in Secondary Cycle 1 and Secondary 3. In each of Secondary IV and V, 35 students left the school board without obtaining graduation requirements. Of these 'leavers', in Secondary IV 13 were boys and 22 were girls. In Secondary V, 18 boys and 17 girls left school without graduation requirements. In 2011, the Riverside dropout rate of 13.9% (110 students) is comparably lower than the Québec public sector overall rate of 18.4%.

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

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

année de la première inscription en secondaire 1 : dernière année d'obtention diplôme/qualification ¹ :	CS Riverside				Réseau public (72 CS)				Ensemble du Québec			
	2003-2004	2004-2005	2005-2006	2006-2007	2003-2004	2004-2005	2005-2006	2006-2007	2003-2004	2004-2005	2005-2006	2006-2007
	2010	2011	2012	2013	2010	2011	2012	2013	2010	2011	2012	2013
1A. Diplomation et qualification réunies, selon le secteur												
Sexes réunis, total	79,5	81,2	86,3	86,1	67,9	69,3	71,0	71,9	72,3	73,4	75,0	75,8
Formation générale des jeunes	71,3	74,5	78,7	79,7	60,1	61,0	63,2	64,3	65,5	66,1	68,3	69,3
Formation générale des adultes	7,3	6,0	7,1	6,0	5,8	6,4	5,7	5,5	5,1	5,6	5,0	4,7
Formation professionnelle	1,0	0,8	0,5	0,4	2,0	2,0	2,1	2,1	1,7	1,7	1,7	1,8
Sexe masculin, total	73,5	73,8	81,9	85,3	61,1	63,1	65,3	66,4	66,0	67,6	69,6	70,6
Formation générale des jeunes	64,0	66,6	72,5	78,2	53,2	54,7	56,8	58,1	58,9	60,1	62,2	63,3
Formation générale des adultes	8,1	7,6	8,5	6,4	5,2	5,8	5,6	5,4	4,7	5,2	4,9	4,8
Formation professionnelle	1,5	1,1	0,8	0,7	2,6	2,6	2,9	2,9	2,3	2,3	2,5	2,5
Sexe féminin, total	85,5	87,2	90,2	86,8	75,2	75,9	77,1	77,8	78,8	79,5	80,5	81,2
Formation générale des jeunes	78,6	82,6	84,2	81,4	67,5	67,6	70,1	71,0	72,3	72,3	74,6	75,5
Formation générale des adultes	6,5	4,4	5,8	5,5	6,4	7,1	5,9	5,5	5,5	6,1	5,0	4,7
Formation professionnelle	0,4	0,5	0,2	0,0	1,3	1,2	1,2	1,2	1,1	1,0	1,0	1,0
1B. Diplomation et qualification séparées												
Sexes réunis, total	79,5	81,2	86,3	86,1	67,9	69,3	71,0	71,9	72,3	73,4	75,0	75,8
Diplomation (DES, DEP, ASP)	78,8	80,6	84,7	84,7	66,2	66,8	67,2	66,9	70,8	71,4	71,8	71,7
Qualification (CFER, ISPJ, AFP, CFMS, CFPT)	0,6	0,6	1,6	1,3	1,7	2,5	3,8	5,0	1,4	2,1	3,2	4,1
Sexe masculin, total	73,5	75,3	81,9	85,3	61,1	63,1	65,3	66,4	66,0	67,6	69,6	70,6
Diplomation (DES, DEP, ASP)	72,5	74,6	79,0	83,3	58,9	59,8	60,3	59,9	64,1	64,9	65,5	65,2
Qualification (CFER, ISPJ, AFP, CFMS, CFPT)	1,1	0,7	2,8	2,1	2,2	3,3	5,0	6,5	1,8	2,7	4,1	5,4
Sexe féminin, total	85,5	87,2	90,2	86,8	75,2	75,9	77,1	77,8	78,8	79,5	80,5	81,2
Diplomation (DES, DEP, ASP)	85,3	86,7	89,8	86,4	74,0	74,3	74,5	74,4	77,8	78,1	78,4	78,5
Qualification (CFER, ISPJ, AFP, CFMS, CFPT)	0,2	0,5	0,5	0,5	1,2	1,7	2,6	3,4	1,0	1,4	2,1	2,7

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

Tableau 2A

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

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

	CS Riverside				Réseau public (72 CS)				Ensemble du Québec			
	année d'inscription : 2008-2009	2009-2010	2010-2011	2011-2012	2008-2009	2009-2010	2010-2011	2011-2012	2008-2009	2009-2010	2010-2011	2011-2012
Sexes réunis, total	122	110	110	110	13 526	12 188	11 225	10 739	14 732	13 447	12 495	12 258
Premier cycle du secondaire	26	22	18	20	2 654	2 584	2 298	2 168	3 110	3 087	2 806	2 785
Secondaire 3	24	26	19	20	4 406	3 780	3 517	3 309	4 630	4 060	3 775	3 316
Secondaire 4	34	24	27	35	3 200	2 992	2 618	2 550	3 432	3 183	2 823	2 853
Secondaire 5	38	38	46	35	3 266	2 832	2 792	2 712	3 560	3 117	3 091	3 005
Sexe masculin, total	73	69	67	52	8 290	7 363	6 866	6 481	8 919	8 041	7 521	7 220
Premier cycle du secondaire	16	11	13	10	1 582	1 483	1 346	1 285	1 820	1 770	1 631	1 571
Secondaire 3	10	17	12	11	2 815	2 399	2 281	2 093	2 926	2 558	2 419	2 246
Secondaire 4	23	14	16	13	2 017	1 849	1 667	1 552	2 138	1 954	1 771	1 701
Secondaire 5	24	27	26	18	1 876	1 632	1 572	1 551	2 035	1 759	1 700	1 702
Sexe féminin, total	49	41	43	58	5 236	4 825	4 359	4 258	5 813	5 406	4 974	5 038
Premier cycle du secondaire	10	11	5	10	1 072	1 101	952	883	1 290	1 317	1 175	1 214
Secondaire 3	14	9	7	9	1 591	1 381	1 236	1 216	1 704	1 502	1 356	1 369
Secondaire 4	11	10	11	22	1 183	1 143	951	998	1 294	1 229	1 052	1 152
Secondaire 5	14	11	20	17	1 390	1 200	1 220	1 161	1 525	1 358	1 391	1 303

Tableau 2B

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 : 2008-2009	2009-2010	2010-2011	2011-2012	2008-2009	2009-2010	2010-2011	2011-2012	2008-2009	2009-2010	2010-2011	2011-2012
Sexes réunis	15,3	13,4	13,6	13,9	21,3	20,1	18,6	18,4	18,4	17,4	16,2	16,2
Sexe masculin	19,5	17,6	15,7	13,6	26,1	24,8	23,1	22,7	22,6	21,5	20,1	19,8
Sexe féminin	11,6	9,6	11,4	14,0	16,5	15,6	14,3	14,3	14,3	13,6	12,6	12,9

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

Table 3: Le Taux de diplomation et de qualification selon la cohorte, la durée des études et le sexe, à l'ensemble du Québec et à la commission scolaire Riverside

(Source : MÉLS, Diplomations et qualification par commission scolaire au secondaire – Édition Avril 2014, Tableau 1)

	Cohorte de 2005					Cohorte de 2006					Cohorte de 2007				Cohorte de 2008		
	5 ans	6 ans	7 ans			5 ans	6ans	7 ans			5 ans	6 ans			5 ans		
	T	T	T	M	F	T	T	T	M	F	T	T	M	F	T	M	F
Ensemble de Québec	62.9	71.5	75.0	69.6	80.5	63.8	72.2	75.8	70.6	81.2	65.2	73.8	67.9	79.9	65.9	59.5	72.4
Réseau public	57.5	67.0	71.0	65.3	77.1	58.3	67.7	71.9	66.4	77.8	59.5	69.3	62.9	76.0	60.0	53.4	67.1
Établissements privés	86.0	90.4	91.8	89.0	94.6	86.6	90.9	92.2	89.5	94.8	87.0	91.2	88.0	94.4	87.4	84.0	90.6
Langue d'enseignement: français	62.0	70.7	74.4	68.9	80.0	62.6	71.3	75.0	69.6	80.7	64.3	73.0	67.0	79.3	65.1	58.5	71.8
Langue d'enseignement: anglais	73.8	80.2	82.3	77.8	87.1	76.2	82.3	84.5	81.4	87.9	75.5	82.4	77.7	87.1	75.5	70.5	80.7
Riverside	77.0	83.5	86.3	81.9	90.2	77.4	84.1	86.1	85.3	86.8	71.8	80.1	76.9	83.3	68.4	60.6	76.9

Table 4: The Percentage of Students Achieving 60% or Higher on Final Mathematics Evaluations across the years of the Partnership Agreement

(Source: Riverside School Board)

Objective	Indicator	Riverside Results June 2010	Riverside Results June 2011	Riverside Results June 2012	Riverside Results June 2013	Riverside Results June 2014
To increase the success rate of Elementary Cycle 2, Secondary Cycle 1 and Secondary III students in Mathematics.	<i>The rate of students achieving 60% or higher on the Elementary Cycle 2 end-of-cycle Mathematics Evaluation Situation for:</i> <ul style="list-style-type: none"> Competency 1 (C1) Competency 2 (C2) 	<ul style="list-style-type: none"> C1 = 68.8% C2 = 88.6% C3 = 89.9% 	<i>MÉLS Evaluation not delivered</i>	<ul style="list-style-type: none"> C1 = 84.2% C2 = 68.0% 	<ul style="list-style-type: none"> C1 = 85.0% C2 = 85.6% 	<ul style="list-style-type: none"> C1=84.7% C2=77.8%
	<i>The rate of students achieving 60% or higher on the Secondary Cycle 1 Mathematics final June evaluation for:</i> <ul style="list-style-type: none"> Competency 1 (C1) Competency 2 (C2) 	<ul style="list-style-type: none"> C1 = 56.2% C2 = 46.8% 	<ul style="list-style-type: none"> C1 = 49.3% C2 = 45.3% 	<ul style="list-style-type: none"> C1 = 53.0% C2 = 22.0% 	<ul style="list-style-type: none"> C1 = 62.8% C2 = 47.9% 	<ul style="list-style-type: none"> C1 = 66.8% C2 = 62.1%
	<i>The rate of students achieving 60% or higher on the Secondary III Mathematics final June evaluation for:</i> <ul style="list-style-type: none"> Competency 1 (C1) Competency 2 (C2) 			<ul style="list-style-type: none"> C1 = 60.0% C2 = 31.0% 	<ul style="list-style-type: none"> C1 = 51.7% C2 = 31.1% 	<ul style="list-style-type: none"> C1 = 70.8% C2 = 53.7%

MÉLS GOAL 1: OBJECTIVES, INDICATORS AND TARGETS					
OBJECTIVES	INDICATORS	TARGETS			
1a) Increase the graduation and qualification rate of students under the age of 20	<ul style="list-style-type: none"> MÉLS graduation and qualification rates 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> MÉLS rates pertaining to students leaving without a certification or graduation diploma 	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> The graduation and qualification rate of students under the age of 20 (7-year cohort) 	80.4%	<ul style="list-style-type: none"> For June 2015 the target is 84% (assigned by RSB) For June 2020 the target is 88% (assigned by MÉLS) 	June 2013 (2006-2007, 7-year cohort) = 86.1%	June 2013 (2006-2007, 7-year cohort) = 75.8%
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.	<ul style="list-style-type: none"> The graduation and qualification rate of boys 	73.4%	<ul style="list-style-type: none"> For June 2015, the target is 79% (assigned by RSB) 	June 2013 (2006-2007, 7-year cohort) = 85.3%	June 2013 (2006-2007, 7-year cohort) =70.6%

MÉLS GOAL 1: OBJECTIVES, INDICATORS AND TARGETS, CONT'D

OBJECTIVES	INDICATORS	TARGETS
1a) Increase the graduation and qualification rate of students under the age of 20	<ul style="list-style-type: none"> MÉLS graduation and qualification rates 	<ul style="list-style-type: none"> By 2020, the graduation and qualification rate of students under the age of 20 at Riverside will be 88%
1b) Decrease the number of students leaving school without a certification or qualification	<ul style="list-style-type: none"> MÉLS rates pertaining to students leaving without a certification or graduation diploma 	<ul style="list-style-type: none"> 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 June 2015	RSB	Québec
1 c) To increase the success rate of Elementary Cycle 2, Secondary Cycle 1 and Secondary III students in Mathematics.	<ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> C1 = 68.8% C2 = 88.6% 	To increase the success rate by 4% annually <ul style="list-style-type: none"> C1 = 88.8% C2 = 88.6% (or higher) 	June 2014 <ul style="list-style-type: none"> C1 = 84.7% C2 = 77.8% 	
	<ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> C1 = 56.2% C2 = 46.8% 	To increase the success rate by 4% annually <ul style="list-style-type: none"> C1 = 76.2% C2 = 66.8% 	June 2014 <ul style="list-style-type: none"> C1 = 65.8% C2 = 62.1% 	
	<ul style="list-style-type: none"> The rate of students achieving 60% or higher on the Secondary III Mathematics final June evaluation. Competency 1 (C1) Competency 2 (C2) 	June 2012 <ul style="list-style-type: none"> C1 = 60.0% C2 = 31.0% 	To increase the success rate by 4% annually <ul style="list-style-type: none"> C1 = 72.0% C2 = 60.0% 	June 2014 <ul style="list-style-type: none"> C1 = 70.8% C2 = 53.67% 	
1 d) To reduce the annual dropout rate in the youth sector.	<ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> The dropout rate was 15.3% (122 students) 	<ul style="list-style-type: none"> The target for 2014-2015 is 12.5% The target for 2019-2020 is 10.0% 	<ul style="list-style-type: none"> MÉLS data for 2011-2012 = 13.9% (110 students) 	<ul style="list-style-type: none"> MÉLS data for 2011-2012 = 16.2% (12,258 students)

MÉLS GOAL 1: ANALYSIS

1 a) *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, Juin 2014*), 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 2011, the 7-year cohort graduation rate increased to 81.2% and in 2012 the cohort rate increased to 86.3%. For the current 2013 7-year cohort the rate is 86.1%. At this time, the Riverside graduation rate target of 84.0% set for the end of the Partnership Agreement (June 2015) has been exceeded by 2.1%. Since the graduation rate for the 2006 6-year cohort is 80.1%, the target graduation rate of 84% set for 2015 will most likely be met or exceeded next year. The graduation rate of girls for the 7-year cohort was 86.8%, and for the boys, the rate was 85.3%. The relative two year stability in a high 7-year graduation and qualification rate overall, and the increased graduation rate of boys and girls indicates that the strategies put into place to support students and teachers are effective and so will continue.

The Riverside combined graduation and qualification rate of 86.1% exceeds the Québec public sector rate of 71.9%. However, 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 youth, adult and professional education systems. 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 and Professional education sectors.

1 b) *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 7-year cohorts: 73.8% (2002 cohort) and 73.5% (2003 cohort). A slight increase was noted for the 2004 cohort (75.3%), with the greatest increase noted in the 2005 cohort (81.9%). The current graduation rate of boys for the 2006 7-year cohort is 85.3%, which is an increase of 3.4% compared to the previous year. The graduation and qualification rate of girls has also shown improvement, but to a lesser degree. The graduation rate for girls showed slight increases for the cohort years of 2002 (86.1%), 2003 (85.5%), 2004 (87.2%) and 2005 (90.2%). Currently the graduation and qualification rate of girls for the 2006 7-year cohort is 86.8%, which is a decrease of 3.4% as compared to the previous year. Whereas the gender gap in the graduation rate has generally been reduced over the last six years, the slight decrease in the graduation rate of girls in the 2006 cohort will be examined in the coming year. Notably, the most current result for the graduation rate of boys (85.3%) has again exceeded the target set in the Partnership Agreement for June 2015 of 79%, by 6.3%. 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 differentiation of learning and evaluation strategies in all subject areas, transition-to-secondary projects, and a wide variety of extracurricular activities which aim to improve student engagement. As well, diverse programming models which suit a variety of student interests and needs are in place; these include a Work Oriented Training Pathway path, a *Projet particulier - 15 ans* program, an Arts Focus program, a Sport Focus program, reviewed and enlarged post-secondary education centres, and new professional trades programs such as Bricklaying. In September 2015, a CFER will be implemented to replace the current regional CFPT (Pre-work Training pathway). This project is expected to improve student engagement and success in this qualification pathway, and will be monitored and supported accordingly.

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

Elementary 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 result (68.8%). This represented an increase of 15.4%, which has 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. 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 17.6%, and exceeds the annual target of a 4% increase.

This past year, the June 2014 Evaluation situation continued to show a high success rate on Competency 1 (84.7%). The success rate for Competency 2 decreased to 77.8%, which is 7.8% lower than in 2013. The sustained success rates in Competency 1 are very positive outcomes and may be attributed to a variety of professional development sessions and resources provided to teachers during the year to support them in the teaching and evaluation of situational problems. The variability of the success rate of Competency 2 can in part, be attributed to the varying difficulty level of questions from BIM-produced evaluations as compared to MÉLS-produced evaluations. In 2014-2015, continued support will be given to teachers with regards to the program expectations for Competency 2.

Secondary Mathematics

As shown in Table 4, the success rates on the Secondary Cycle 1 Mathematics Evaluation Situation for Competency 1 and Competency 2 continue to meet the 4% annual improvement target desired. The June 2013 result for Competency 1 (62.8%) was improved by 4% in June 2014 (66.8%). The June 2013 result for Competency 2 (47.9%) was improved by 14% in June 2014 (62.1%), which is a significant improvement. This improvement can be attributed to a professional development strategy which focused on the transition of students in mathematics from elementary to secondary. Grade 6 elementary teachers and secondary Cycle 1 teachers developed strategies and resources to improve success, and a bank of multiple choice questions was created to meet the needs of the new final evaluation format. Additionally, during the 2013-2014, schools were invited to participate in school-based Data Teams, which is a model of inquiry related to improving student success. This process allowed teachers to meet as a team, identify student learning problems based on data gathered from multiple sources and develop strategic goals to remediate the identified needs. This form of professional development continues to be offered to schools, given demonstration of improved student results.

As shown in Table 4, the success rates on the Secondary III Mathematics Evaluation Situation for Competency 1 and Competency 2 continue to meet the 4% annual improvement target desired. The June 2013 result for Competency 1 (51.7%) was improved by 19% in June 2014 (70.8%). The June 2013 result for Competency 2 (31.1%) was improved by 23% in June 2014 (53.7%). The June 2014 Competency 2 success rate of 53.7% is also a significant improvement. The improvement can be attributed to previous mathematics toolbox sessions which provided teachers with professional development on key curriculum elements, as well as research-based instructional strategies. Additionally, a bank of electronic learning and evaluation resources was created and continues to be an area of development. During the 2013-2014 school year, teachers were invited to participate in the Data Team team inquiry process, which has been described above.

1 d) 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, Juin 2014*), the Riverside dropout rate in the youth sector decreased slightly from 2007-2008 (16.5% - 133 students) to 2008-2009 (15.3% - 122 students). A slight decrease was noted in 2009-2010 (13.4% - 110 students), and this remained relatively stable for 2010-2011 (13.6% - 110 students) and 2011-2012 (13.9% - 110 students). It is noteworthy that the Riverside dropout rate target of 16% set in the Partnership Agreement for 2014-2015 was exceeded in 2009-2010, and so the target was adjusted downward in the 2011-2012 Partnership Agreement to 12.5%. Despite this adjustment, the target set for 2014-2015 will again be exceeded, since the dropout rate of 2011-2012 was 13.9%, or 110 students.

Of the total population of students in the 2011-2012 year, 110 students left school without obtaining qualifications: 13.6% were boys and 14.0% were girls. Of these 110 students, 40 students left the school board in Secondary Cycle 1 and Secondary 3 combined. In Secondary IV and V, 35 students in each grade level left the school board without obtaining graduation requirements. Of these 'leavers' in Secondary IV, there were 13 boys and 22 girls. In Secondary V, 18 boys and 17 girls left school without graduation requirements. A higher number of girls left school without graduation requirements in Secondary IV than the previous year (11 additional girl dropouts in 2011-2012), while fewer boys left without graduation requirements in secondary IV (3 fewer boy dropouts in 2011-2012) than the previous year. In secondary V a slightly lower number of girls left school without graduation requirements (3 fewer girls in 2011-2012), and fewer boys left without graduation requirements (8 fewer dropouts in 2011-2012). In 2011 – 2012, the Riverside dropout rate of 13.9% (110 students) was comparably lower than the Québec public sector overall rate of 18.4%.

MÉLS GOAL 1: WHAT WORKED, WHAT DID NOT, AND WHAT WILL BE RETAINED

1 a) 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, the WOTP pathway now exists as an option in each high school, a regional CFER will be implemented to replace a Pre-work Training Program in one high school and a *Project Particulier - 15 ans* was established at a 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 2014-2015.
- 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.
- To address the needs of adolescents during their transition from Elementary to Secondary school, and in the long term increase the graduation rate and reduce the dropout rate in Secondary IV and V, a variety of academic and social support strategies were in place. Examples include Summer 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 French Second Language. Additionally, a MÉLS *Chantier 7* project is now in the second year of implementation, which focuses on supporting teachers of Mathematics, Cycle 3 elementary and Cycle 1 secondary, to improve student success and transition.
- An additional objective for Secondary III Mathematics was added to the Partnership Agreement in 2011-2012, given the low success rate of Secondary II students in Mathematics in the previous year. This strategy has permitted for sustained supports to students over several years in Mathematics, to better prepare them for the Secondary IV and V Math programs, and to increase their potential to meet graduation requirements in mathematics.
- School and school board use and analysis of the *Tell Them From Me* survey, to identify student needs, and to develop intervention plans.

1 b) 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.

1 c) Student success in Elementary and Secondary Mathematics

Elementary Mathematics

The success rate on the 2013 Elementary Cycle 2 Evaluation Situation on Competency 1 has remained consistently high for the last three years (84.2% in 2012, 85.0% in 2013, and 84.6% in 2014), 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 have been well aligned with program expectations. The exam in 2014 was also a regional production, however was more closely aligned with the program expectations. This aspect of fidelity to program expectations will be continue to be carefully monitored in coming years, since sustained success rates in Competency 1, and further improved success rates in Competency 2 are desired outcomes.

Secondary Mathematics

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

1 d) Dropout rates

Strategies which have been demonstrated to be effective have been described in the earlier sections of this document; 1a) and 1b).

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. 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 June 2010, 2011, 2012, 2013 and 2014 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 June 2010, 2011, 2012, 2013 and 2014
(Source: Riverside School Board)

Objective	Indicator	Riverside Results June 2010	Riverside Results June 2011	Riverside Results June 2012	Riverside Results June 2013	Riverside Results June 2014
1. To increase the success rate of Elementary Cycle 2 students in Reading: French Second Language programs in the competency <i>Interagir: comprendre et lire</i> .	• The percentage of students obtaining 60% or greater on the Riverside Evaluation Situation for Elementary Cycle 2 Français langue seconde de base in the competency <i>Interagir: comprendre et lire</i>	93.2%	93.6%	87.3%	74.3%	87.7%
	• The percentage of students obtaining 60% or greater on the Riverside Evaluation Situation for Elementary Cycle 2 Français langue seconde immersion in the competency– <i>Interagir: comprendre et lire</i>	95.9%	95.1%	94.2%	95.1%	92.4%
2. To increase the success rate of Elementary Cycle 2 students in Reading: English Language Arts in the competency <i>To read and listen to literary, popular and information-based texts.</i>	• The percentage of students obtaining 60% or greater on the Riverside Evaluation Situation for Elementary Cycle 2 English Language Arts, Reading competency	56.0%	67.0%	70.0%	83.0%	81.4%
3. To increase the success rate of Secondary Cycle 1 students in Reading: French Second Language in Competency 3 <i>Lire des textes variés en français / lire des textes courants et littéraires en français.</i>	• The percentage of students obtaining 60% or greater on the Riverside Evaluation Situation for Secondary Cycle 1 Français langue seconde programme de base, Competency 3.		46.3%	22.5%	47.3%	33.8%
	• The percentage of students obtaining 60% or greater on the Riverside Evaluation Situation for Secondary Cycle 1 Français langue seconde programme enrichi, Competency 3		81.7%	55.9%	66.5%	76.5%
4. To increase the success rate of Secondary Cycle 1 students in Reading: English Language Arts in the competency <i>Reads and listens to written, spoken and media texts.</i>	• The percentage of students obtaining 60% or greater on the Riverside Evaluation Situation for Secondary Cycle 1 English Language Arts, Reading competency	82.5%	67.0%	71.8%	66.8%	80.1%
5. To increase the success rate of Secondary V students in the Writing competency 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, Writing competency		64.0%	66.9%	69.0%	74.2%
	• The percentage of students obtaining 60% or greater on the Riverside Evaluation Situation for Secondary V Français langue seconde programme enrichi, Writing competency		63.2%	73.6%	82.5%	76.7%

MELS 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			
		June 2011	June 2012	June 2013	June 2104 (MÉLS exam score)
		64.0%	66.9%	69.0%	74.2%

RIVERSIDE SCHOOL BOARD : OBJECTIVES, INDICATORS ,TARGETS AND CURRENT RESULTS					
OBJECTIVES	INDICATORS	TARGETS		CURRENT RESULTS	
		RSB Baseline	RSB Targets 2015	RSB June 2014	Québec June 2014
1. To increase the success rate of Elementary Cycle 2 students in Reading: French Second Language programs in the competency <i>Interagir: comprendre et lire</i> .	• The percentage of students obtaining 60% or greater on the Riverside Evaluation Situation for Elementary Cycle 2 Français langue seconde de base in the competency <i>Interagir: comprendre et lire</i>	June 2010 • C2 = 93.2%	To increase the percentage of students attaining 60% or greater by 5% annually. • C2 = 93.2 %	87.7%	
	• The percentage of students obtaining 60% or greater on the Riverside Evaluation Situation for Elementary Cycle 2 Français langue seconde immersion in the competency– <i>Interagir: comprendre et lire</i>	June 2010 • C2 = 95.9%	To increase the percentage of students attaining 60% or greater by 5% annually. • C2 = 95.9%	92.4%	
2. To increase the success rate of Elementary Cycle 2 students in Reading: English Language Arts in the competency <i>To read and listen to literary, popular and information-based texts</i> .	• The percentage of students obtaining 60% or greater on the Riverside Evaluation Situation for Elementary Cycle 2 English Language Arts, Reading competency	June 2010 • C2 = 56.0%	To increase the percentage of students attaining 60% or greater by 5% annually. • C2 = 81.0%	81.4%	

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)	<ul style="list-style-type: none"> The success rate of students on the Secondary Cycle 2 Year 3 (Secondary) V French Second Language writing components of the final June examination. 	<ul style="list-style-type: none"> To increase the percentage of students attaining 60% or greater by 5% annually 			
		June 2011	June 2012	June 2013	June 2014 (MÉLS exam score)
		64.0%	66.9%	69.0%	74.2%

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

OBJECTIVES	INDICATORS	BASELINE AND TARGETS		CURRENT RESULTS	
		RSB Baseline	RSB Target June 2015	RSB June 2014	Québec June 2014
3. To increase the success rate of Secondary Cycle 1 students in Reading: French Second Language in Competency 3 Lire des textes variés en français / lire des textes courants et littéraires en français.	<ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> C3 = 46.3% 	To increase the percentage of students attaining 60% or greater by 5% annually. <ul style="list-style-type: none"> C3 = 66.3%. 	33.8%	
	<ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> C3 = 81.7% 	To increase the percentage of students attaining 60% or greater by 5% annually. <ul style="list-style-type: none"> C3 = 81.7% 	76.5%	
4. To increase the success rate of Secondary Cycle 1 students in Reading: English Language Arts in the competency Reads and listens to written, spoken and media texts.	<ul style="list-style-type: none"> The percentage of students obtaining 60% or greater on the Riverside Evaluation Situation for Secondary Cycle 1 English Language Arts, Reading competency 	June 2011 <ul style="list-style-type: none"> C2 = 67.0% 	To increase the percentage of students attaining 60% or greater by 5% annually. <ul style="list-style-type: none"> C2 = 87.0% 	80.1%	

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)	<ul style="list-style-type: none"> The success rate of students on the Secondary Cycle 2 Year 3 (Secondary) V French Second Language writing components of the final June examination. 	<ul style="list-style-type: none"> To increase the percentage of students attaining 60% or greater by 5% annually.

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

OBJECTIVES	INDICATORS	BASELINE AND TARGETS		CURRENT RESULTS	
		RSB Baseline	RSB Target June 2015	RSB June 2014	Québec June 2014
5. To increase the success rate of Secondary V students in the Writing components for: <ul style="list-style-type: none"> Français langue seconde de base Uniform June examination. (MÉLS objective) Français enrichi, June examination 	<ul style="list-style-type: none"> The percentage of students obtaining 60% or greater on the MÉLS Uniform June examination for Secondary V Français langue seconde de base, Writing competency 	June 2011 <ul style="list-style-type: none"> C2 = 64.0% 	To increase the percentage of students attaining 60% or greater by 5% annually. <ul style="list-style-type: none"> C2 = 84.0% 	74.2%	80.3%
	<ul style="list-style-type: none"> The percentage of students obtaining 60% or greater on the Riverside Evaluation Situation for Secondary V Français langue seconde programme enrichi, Writing competency 	June 2011 <ul style="list-style-type: none"> C2 =63.2% 	To increase the percentage of students attaining 60% or greater by 5% annually. <ul style="list-style-type: none"> C2 = 83.2%. 	76.7%	

MÉLS GOAL 2: ANALYSIS

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

The percentage of Elementary Cycle 2 students attaining 60% or greater in the *Français langue seconde programme de base* evaluation for the competency '*Comprendre et lire*' increased from 93.0% in June 2010 to 93.6% in 2011, decreased to 87.3% in 2012, decreased to 74.3% in 2013 but increased to 87.7% in 2014. This result is the same as attained when the same evaluation was delivered in 2012 and represents an increase of 13.4% compared to the result of 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. Although there was an increase in student success results in 2014, this will be a continued focus of monitoring and inquiry in 2014-2015 to ensure the stability of high success rates.

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, 95.1% in 2013 and 92.4% in 2014. No actions are required for this objective, as the strategies applied are successful.

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

For the Reading Competency in English Language Arts, the percentage of Elementary Cycle 2 students attaining 60% or greater in the End-of-Cycle evaluation steadily increased from 2010 through to 2013, and showed a small decrease in 2014. The success rates are as follows: 56.0% in 2010, 67.0% in 2011, 70.0% in 2012, 83.0% in 2013 and 81.4% in 2014. This represents a total success rate increase of 25.4% over 5 years. It should be noted that whereas the text was read aloud to students in the 2013 evaluation, the 2014 evaluation obliged the students to read independently the text to which they responded. This may account for the 2% decrease. It should also be noted that the 2014 results were an 11% increase from the results achieved with the same evaluation in 2012, in which students also read the text independently. The difference in success rates between boys and girls decreased from 39.0% in 2010 to 13.0% in 2012 and in 2013 and to 8% in 2014.

Several factors may be contributing to improved success rates: the ongoing implementation of effective teaching strategies; continuous professional development and classroom support for Cycle 2 teachers; increased experience with administration of the end-of-cycle evaluations; and the end-of-year marking centers. Teacher feedback collected at marking centres, supports the marking centers as an important means by which teachers develop a common understanding of program expectations. To maintain evaluation and results reliability, the 2015 evaluation will again be a MÉLS production and teachers will score student work collaboratively at a marking center.

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

The percentage of Secondary Cycle 1 students attaining 60% or greater on the *Français langue seconde programme de base* evaluation tasks for Reading decreased from 46.3% in June 2011 to 22.3% in 2012, 47.3% in 2013 and 33.8% in 2014. 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, as well as the efforts applied in local data analysis and development of local action plans. In 2014, the decrease in success may be attributed to very low results in the three areas of comprehension, particularly in terms of the methodology used by students in responding to open-ended questions.

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 June 2011, to 55.9% in 2012, to 66.5% in 2013 and to 76.5% in 2014. The decrease in 2012 was in part attributed to the students' lack of experience with multiple choice comprehension questions. In 2013, the support procedures applied with teachers of *programme de base* and *programme enrichi*, included exam analysis and professional development on formative assessment.

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

The percentage of Secondary Cycle 1 students who attained 60% or greater on the English Language Arts 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%)¹. 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.

In 2013 the success rate decreased to 66.8% from 71.8%, which is a difference of 5%. There was particularly a significant decrease in the success rate of boys from 2012 to 2013, and students having IEPs demonstrated low rates of success.

The 2014 results for the Reading competency for all students showed a significant increase of 13%, from 66.8% to 80.0%. The success rate of boys increased from 54.9% to 70.9%, which is an increase of 16%. There was also a substantial increase in the success rate of students having an IEP, from 42.2% to 63.8%. Much of the increase can be attributed to the change in the evaluation tool used in June 2014. In the past, there were four criteria that evaluated Reading Response, and each criterion generated a unique score. Students often had great difficulty succeeding in one criterion or two criteria. With the removal of the four criteria in the 2014 evaluation tool, students were evaluated more holistically and earned one score. Support will continue to be provided in all areas of the response process including codes and conventions.

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%, to 69.0% in 2013 and to 74.2% in 2014. This 5.2% increase met the desired target for increase in success of 5%. It was noted that students demonstrated a very high level of competency in the criteria of: Coherency, Textual Structure and Adaptation to the Situation. This suggests that the training provided to teachers to improve instructional strategies in relation to explicit reading strategies and grammatical reasoning was effective.

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%. However, in 2014, this result decreased by 5.8% to 76.7%. It was noted that students demonstrated difficulty in the area of linguistic conventions, thus professional development plans for 2014-2015 will address this need.

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.
- 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.
- 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 receive support to develop collaborative talk strategies during discussions; as discussion is essential to the development of ideas in the Reading competency. Teachers will also receive training on how to best choose reading material that meets the needs of struggling readers.
- Writing Toolbox sessions were offered to Elementary Cycle 2 teachers of French Second Language, to further improve the student success rate.

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 percentage of Elementary Cycle 2 students attaining 60% or greater in the *Français langue seconde programme de base* evaluation for Competency 2 has shown variation in success rates over the past 4 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 professional development supports to teachers 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 to support teachers 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 several consecutive years of targeted training on key aspects of literacy development, more experience with administration of the end-of-cycle evaluations, and the annual marking centres which deepen understanding of the program expectations.

Overall, there was a decreased success rate for the indicator set for French Second Language Cycle 1 (Reading) for the *programme de base* of 13.5%, however there was an increase in the student success rate for the same indicator in the *programme enrichi* of 10.0%. In the Secondary V Writing competency for the *programme de base*, there was an increase in success rate of this indicator of 5.2%, for which there was a marked improvement in the coherence of student texts. However, in the *programme enrichi*, there was a decreased success rate of 5.8%. It was noted that students had difficulty with linguistic conventions; thus this will be a topic of focus for 2014-2015.

The common marking centres and standardization sessions used for all mandatory Riverside evaluations will be reinforced, 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 2013-2014 is 27.03% partitioned as follows: 1.0% of students in Kindergarten, 11.9% of students in Elementary and 14.7% 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 including students with behavioural difficulties and learning difficulties
- Students with Handicaps

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, 36, 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

RIVERSIDE SCHOOL BOARD : OBJECTIVES, INDICATORS ,TARGETS AND CURRENT RESULTS					
OBJECTIVES	INDICATORS	TARGETS		CURRENT RESULTS	
		RSB Baseline June 2010	RSB Target June 2015	RSB June 2013	RSB June 2014
1. To increase the success rate of students with special needs obtaining a Secondary Schools Diploma (SSD) or a Diploma of Vocational Studies (DVS).	• <i>The graduation rate of students At-Risk obtaining a SSD or DVS before the age of 20</i>	37.3%	65.0%	40.3%	65.8% 79 students identified
	• <i>The graduation rate of students with Handicaps obtaining a SSD or DVS before the age of 21</i>	No students registered	50.0%	58.8%	53.3% 15 students identified
2. To increase the qualification rate of students with Special Needs obtaining a first qualification in the Work-Oriented Pathway (WOTP). <ul style="list-style-type: none"> • 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: 	• <i>The percentage of students At-Risk in the WOTP obtaining a qualification in the Semi-Skilled program before the age of 20</i>	78.6%	98.6%	36.4%	53.8% 13 students registered
	• <i>The percentage of students At-Risk in the WOTP obtaining a qualification in the Pre-Work program before the age of 20</i>	100%	100%	No students registered	83.3% 6 students registered
	• <i>The percentage of students with Handicaps in the WOTP obtaining a qualification in the Semi-Skilled program before the age of 21</i>	No students registered	100%	100% 1 student registered	100% 1 student registered
	• <i>The percentage of students with Handicaps in the WOTP obtaining a qualification in the Pre-Work program before the age of 21</i>	No students registered	100%	No students registered	80% 5 students registered

MÉLS GOAL 3: ANALYSIS

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)

<i>Category of Special Needs</i>	<i>Total Number of Students 2011-2012</i>	<i>Graduation Rate (SSD) 2011-2012</i>	<i>Total Number of Students 2012-2013</i>	<i>Graduation Rate (SSD) 2012-2013</i>	<i>Total Number of Students 2013-2014</i>	<i>Graduation Rate (SSD) 2013-2014</i>
Category 1:						
• At-Risk	98	63.2%	177	40.3%	79	65.8%
Category 2:						
• Handicaps	26	42.3%	17	58.8%	15	53.3%
• Social Maladjustments	20	35.0%	23	39.1%	28	75.0%
• Learning Difficulties	61	63.9%	44	40.9%	51	60.8%

As shown in Table 1, the 2013-2014 graduation rate of students in the At-Risk category was 65.8% (of 79 students registered), which is a significant increase in comparison to the graduation rate of 40.3% (of 67 students registered) in 2012-2013. In 2013-2014, the graduation rate of students with handicaps was 53.3% (of 15 students registered), which is a slight decrease compared to the graduation rate of 58.8% (of 17 students registered) in 2012-2013. 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 special needs identifying code 02.

In 2013-2014 the success rate of students having behavioral difficulties was 75.0% (28 students identified), which is a significant increase compared to the success rate of 39.1% (23 students identified) in 2012-2013.

In 2013-2014 the success rate of students having Learning Difficulties was 60.8% (51 students identified), which is an increase in comparison to the 2012-2013 success rate of 40.9% (44 students identified).

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)

<i>Category of Special Needs</i>	<i>Total Number of Students 2011-2012</i>	<i>Qualification Rate 2011-2012</i>	<i>Total Number of Students 2012-2013</i>	<i>Qualification Rate 2012-2013</i>	<i>Total Number of Students 2013-2014</i>	<i>Qualification Rate 2013-2014</i>
Category 1:						
At-Risk						
• Semi-Skilled	1	0%	11	36.4%	13	53.8%
• Pre-Work	2	100%	0	0%	6	83.3%
Category 2:						
Handicaps						
• Semi-Skilled	0	NA	1	100%	1	100.0%
• Pre-Work	1	100%	0	NA	5	80.0%%
Social Maladjustments						
• Semi-Skilled	1	0%	2	0%	2	50.0%
• Pre-Work	0	NA	2	0%	0	NA
Learning Difficulties						
• Semi-Skilled	5	75%	2	0%	2	50.0%
• Pre-Work	2	100%	2	0%	0	NA

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 the following 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)		Success Rate 2013 – 2014 (% of students Achieving 60% or Higher)	
		Students Without IEPs	Students With IEPs	Students Without IEPs	Students With IEPs	Students Without IEPs	Students With IEPs
English Language Arts	C1 Written Response	95.5%	77.0%	92.7%	57.9%	78.4%	38.8%
	C2 Narrative Writing	85.2%	48.5%	76.2%	34.8%	90.1%	64.2%
Mathematics	C1 Situational Problem	85.9%	40.9%	87.3%	44.1%	80.9%	37.4%
	C2 Reasoning	73.4%	21.8%	80.2%	33.6%	68.7%	22.9%
	Overall	78.4%	28.9%	83.4%	35.5%	74.4%	18.1%
French Second Language <i>programme de base</i>	C1 Oral	96.7%	65.0%	88.8%	63.0%	92.4%	70.6%
	C2 Reading	83.5%	45.0%	78.0%	51.9%	83.0%	41.2%
	C3 Production (Writing)	94.1%	55.0%	89.6%	63.0%	92.9%	50.0%
	Overall	90.4%	52.5%	85.7%	59.3%	91.0%	55.9%
French Second Language <i>programme immersion</i>	C1 Oral	96.3%	72.3%	97.8%	72.6%	99.2%	98.3%
	C2 Reading	97.2%	83.0%	94.5%	76.5%	99.4%	91.2%
	C3 Production (Writing)	91.6%	74.5%	96.7%	70.6%	90.1%	59.7%
	Overall	98.4%	87.2%	97.5%	84.3%	99.4%	86.0%

The data provided in Table 3, 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 (*programme de base* and *programme d'immersion*). These results have been derived from the end of cycle evaluations administered in 2014. 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 having 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 2013-2014 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 in the Reading competency, and French Second Language, in the competency *Interagir: comprendre et lire*. 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 explored the possibility of implementing the CEFER program at one of their WOTP sites for the 2014-2015 school year. The CEFER program will add to the diversity of services offered by our Riverside WOTP sites. Our most recent site at Centennial Regional High School completed its first year, 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 provisions for a violence and bully-free environment. The objectives and strategies describe the role of Riverside School Board and other partners in terms of the 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

Objective1

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 from 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 by 7 % annually.

2012-2013

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 a review of existing Codes of Conduct, as well as the 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 Complementary Services provided a series of training sessions for all Principals and representatives of their respective AB/AV School Committees 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 framework, as well as guidelines and strategies for the development of an AB/AV School Action Plan. In addition, school teams received a presentation which focused on the prescribed definitions of Bullying and Violence and different types and manifestations of conflict and bullying. Each school's AB/AV Committee addressed nine major components to complete their AB/AV Plan.

In 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.

2013-2014

In 2013-2014, numerous Anti Violence and Anti Bullying (AB/AB) initiatives were offered to provide support to Riverside school administrators, as well as the Riverside parents and community. A session for administrators entitled 'Bill 56 – One Year Later', allowed time for principals and their AB/AV committee members to reflect and evaluate on what worked and what did not in the previous year. Other training opportunities and topics which were offered include: 'Transforming School Climate', 'Drug Addiction & Adolescents' and 'The Criminal Code and Young Offenders'. As additional resources, Principals were provided with an AB/AV Administrator's Checklist, a suggested timeline document on Bill 56 reporting responsibilities, a standardized Riverside Bullying and Violence Incident Reporting Form and a Governing Board template to facilitate the year-end school AB/AV Evaluation reporting requirement.

A total of 24 Riverside professionals, technicians and administrators attended a two-day suicide assessment and intervention session. All participants received official certification from Suicide Action Montreal. As well, presentations on 'Protecting our children from bullies', 'Bullying vs Conflict' and 'Digital Citizenship' were delivered by subject matter specialists during evening information sessions at the Board offices, as well as at different school sites. As was reflected in the attendance and the feedback forms, these sessions were very much appreciated and well received by parents.

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 the 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 these objectives and support schools, as needed, to ensure that schools are furthering their 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					
OBJECTIVES	INDICATORS	TARGETS		CURRENT RESULTS	
		RSB Baseline 2009-2010 (Females-Males)	RSB Target 2014-2015	RSB 2013- 2014 (Females-Males)	Québec June 2014
1. All individuals in schools of Riverside School Board will be safe from physical, emotional and psychological violence or threats of violence.	<ul style="list-style-type: none"> The number of occurrences of physical or psychological violence 	456	Reduce the number of occurrences of violence by 7% annually to 296 occurrences	440	
	<ul style="list-style-type: none"> The percentage of students who feel physically and psychologically safe in their school <p style="text-align: center;">Sense of Belonging</p>	<p>Elementary 85%(F)-82%(M) Secondary 72%(F)-73%(M)</p>	<p>Increase the percentage of students who feel a sense of belonging by 7% annually</p>	<p>Elementary 82%(F)-80%(M) Secondary 61%(F)-68%(M)</p>	
	<p style="text-align: center;">Victim of Bullying</p>	<p>Elementary 21%(F)-25%(M) Secondary 22%(F)-16%(M)</p>	<p>Reduce the number of occurrences of bullying by 7% annually</p>	<p>Elementary 22%(F)-30%(M) Secondary 17%(F)-20%(M)</p>	
	<p style="text-align: center;">Feeling Safe at School</p> <p><i>*Refer to the explanation provided as to the reporting and comparison of data of this indicator in Table 2</i></p>	<p>2011-2012 Baseline *Elementary 87%(F)-85%(M) Secondary 86%(F)-81% (M)</p>	<p>Increase the percentage of students who feel safe at school by 7% annually</p>	<p>Elementary 87%(F)-86%(M) Secondary 84%(F)-82%(M)</p>	

MÉLS GOAL 4: ANALYSIS

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	2013-2014 (No. of Students)	% Comparative Difference 2012-2013 and 2013-2014
Suspensions	Elementary	166	214	+28.9%	80	-56.0%	130	+62.5%	107	-17.7%
	Secondary	286	129	- 54.8%	344	+167.0%	297	-13.7%	326	+9.8%
Expulsions	Elementary	0	0	0	0	0	0	0	0	0
	Secondary	4	4	0%	5	+25.0%	9	+80.0%	7	-22.2%
Total of Suspensions and Expulsions (Elementary and Secondary)		456	347	-23.9%	429	+23.6%	436	+1.6%	440	+1%

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, it 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 2009-2010). 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.

In 2013-2014, there was a significant reduction in elementary level suspensions to 17% from the previous year; however, an increase of nearly 10% was noted in secondary school suspensions. That being said, there was a favourable decline of 22% in secondary school expulsion rates. The total number of expulsions at RSB still remains relatively low in terms of the total number of students registered. The target of a 7% reduction from 2012 -2013 was attained in the categories of elementary suspensions and secondary expulsion rates.

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		2013-2014 % Result		% Points Comparative Difference 2012-2013 and 2013-2014	
		Females	Males	Females	Males	Females	Males	Females	Males	Females	Males	Females	Males	Females	Males	Females	Males	Females	Males
<i>Sense of Belonging</i>	Elementary	85%	82%	85%	86%	0	+4	84%	85%	-1	-1	82%	80%	-2	-5	83%	84%	+1	+4
	Secondary	72%	73%	67%	71%	-5	-2	65%	72%	-2	+1	61%	68%	-4	-4	64%	69%	+3	+1
<i>Victim of Bullying</i>	Elementary	21%	25%	22%	23%	+1	-2	22%	24%	0	+1	20%	22%	-2	-2	22%	30%	+2	+8
	Secondary	22%	16%	17%	22%	-5	+6	16%	21%	-1	-1	17%	20%	+1	-1	17%	20%	0	0
<i>Feeling Safe at School</i>	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%	85%	*Direct comparison not possible due to two different measurement scales used in previous years.		83%	83%	-4	-2	87%	86%	+4	+3
	Secondary	*8.1/10	*7.5/10	*8.3/10	*7.8/10			86%	81%			85%	82%	-1	+1	84%	82%	-1	0

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 was 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 did not attain the target set for a 7% decrease for this indicator, and so this situation was monitored closely in 2013-2014. Currently, the percentage of elementary students having experienced at least one incident of bullying has increased at the elementary level but has remained stable at the secondary level as compared to previous years. The percentage of girls having been bullied is below the Canadian norm for both the elementary and secondary levels. The percentage for boys is slightly above the Canadian norms at both the elementary and secondary level. The Riverside target of a 7% annual decrease for this indicator has not been attained.

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 following three 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 a small increase in positive response for males in secondary (+1 percentage points). Whereas Riverside did not attain the target set of an annual 7% increase with this indicator, the situation was monitored closely in 2013-2014. The current data shows that Riverside has increased the percentage of students who feel safe at school, especially at the elementary school level. These results are in line with the Canadian norms for this indicator. The students' sense of belonging has continued to increase at both the elementary and secondary levels. Riverside has not attained the targeted 7% annual increase but has made significant progress with this indicator compared to previous years.

MÉLS GOAL 4: WHAT WORKED, WHAT DID NOT, AND WHAT WILL BE RETAINED

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. Despite positive improvements and trends in 2013-2014, continued efforts targeting prevention and early intervention are important actions in the reduction of violence and maintenance of a safe and respectful environment in Riverside schools.

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 the various forms of violence.
- School Board Directors supported schools with the follow-up necessary for the zero tolerance policy on violence (suspensions and expulsions).

School Board strategies related to safety, security and violence for the 2013-2014 school year focused on four major areas.

- Continued and improved education of students, parents, and personnel in the areas of physical, emotional, psychological and cyber violence.
- Improvement of existing intervention plans which address all forms of violence.
- Regular and standardized reporting and documentation of Incidents of Bullying and Violence
- Continued collaboration with stakeholders to develop comprehensive Ententes of services and responsibilities in Compliance with Bill 56 (Law 19).

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 of 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 are observed.

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 in 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 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	<ul style="list-style-type: none"> The number of new students registered in Vocational Education 	<ul style="list-style-type: none"> 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 2011-2012	² RSB 2012-2013
1. To increase the number of students under the age of 20 registered in Vocational Education.	<ul style="list-style-type: none"> The number of new students registered in Vocational Education 	15	8% increase in registrations	16	28	12

² La convention de partenariat, MÉLS – Commission scolaire : Outil d'un nouveau mode de gouvernance, Portrait des statistiques ministérielles, Commission scolaire Riverside, juin 2014

Table 1: ³ Number of Student Registrations in Vocational Training Program (DVS or DÉP) 2008-2012

Riverside School Board		2009-2010	2010-2011	2011-2012	2012-2013
Registration in Vocational Training Programs <i>(As of September 30th)</i> <ul style="list-style-type: none"> • 19 years of age and younger • 20 years of age and older 		277	421	552	624
		22	27	49	56
		255	394	503	568
Registration in Vocational Training Programs <i>(Total during the year)</i> <ul style="list-style-type: none"> • 19 years of age and younger • 20 years of age and older 		292	460	598	722
		23	29	53	65
		269	431	545	657

Table 2: ⁴Number of New Full-time Registrations in Professional Training, for Students Under the Age of 20

CS Riverside	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Sexes réunis	15	4	16	28	12
Sexe masculin	8	1	5	9	3
Sexe féminin	7	3	11	19	9

³ Source : MELS, SPRS, DSID, système Charlemagne, données au janvier 2014 P : Les données de l'année scolaire 2012-2013 sont provisoires

⁴ Source : La convention de partenariat, MELS – commission scolaire : outil d'un nouveau mode de gouvernance, Portrait des statistiques ministérielles, Commission scolaire Riverside, juin 2014

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 2012-2013, 12 students under the age of 20 were newly registered in a professional training program at Riverside. It should be noted that the total enrollment in all age groups is 722.

This data is 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, juin 2014*).

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. Despite a variety of efforts to implement the *Concomitance* program for Bricklaying students who have not completed their prerequisites and who wish to obtain their Secondary Schools Diploma, this has not been possible. 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 2, despite the various strategies employed by ACCESS in 2012-2013, there has been a decline in the number of new registrations of students under the age of 20 in vocational training; 28 new registrations were recorded in 2011-2012, while 12 new registrations were recorded in 2012-2013. This is a decrease of 16 new registrations. However, it is also noted that there is a marked increase in total enrollment; from 598 students in 2011-2012 to 722 students in 2012-2013. This is an increase of 124 students.

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 working 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 measurable 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

A retrospective, annual review of the school Management and Educational Success Agreements occurs in June with each school's administration, the Educational Services Director and Assistant Director. In September, 'School Success Team' meetings are held, with the school administration and Education Consultants responsible for the targeted subject areas (Mathematics, English Language Arts and French Second Language). The school receives 'Data Reports', which provide details on student success indicators of the common May and June Evaluations. An interactive analysis generates observations on successes and difficulties, as well as recommendations for improvement strategies. Subsequently, 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, and transmitted to the school board and school community. In light of the data analysis conducted on the end-of-cycle evaluations, as well as school-specific indicators, professional development plans and strategies are designed to address the priorities identified to support the Partnership Agreement and school MESA. 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. 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. And, 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 a secondary school, and have since been implemented in increasing scope in all secondary schools and several elementary schools, in a variety of subjects. The Data Team approach is considered to be a very effective model of teacher learning and collaboration which positively impacts professional practice and increases student success.

Measureable increases in student success have been consistently recorded in the last four 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, 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 Complementary 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 the Partnership Agreement Report.