ANNUAL REPORT 2017-2018

RIVERSIDE SCHOOL BOARD

OUR MISSION

Riverside School Board is committed to providing a stimulating and caring environment, which enables all students to achieve personal success.

VISION

At Riverside School Board, we are passionate about our commitment to graduate and qualify students who are critical thinkers, proficient in English and French, equipped both academically and socially to fulfill their highest potential and prepared to be contributing, engaged citizens.

VALUES

RESPECT for diversity, individual differences and the environment.

SUCCESS in fostering engagement, collaboration, lifelong learning.

BELONGING with pride to a safe, caring, stimulating and inclusive community.

TABLE OF CONTENTS

3 Mission Statement

4 Table of Contents

5 Report from the Chair & the Director General

20 Council of Commissioners

22 Organigram

24 Our Schools

32 Our Year in Stories

40 Student Ombudsman's Annual Report

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

46 Code of Ethics and Professional Conduct for Commissioners, Partnership Agreement & Strategic Plan

47 Law 17 - Act Respecting Workforce Management and Control (LGCE)

48 Financial Statement

52 Report on the MEES Strategic Plan 2009-2013

54 Report on the Partnership Agreement

DAN LAMOUREUX
Chairman
Riverside School Board

REPORT FROM THE CHAIR & THE DIRECTOR GENERAL

We are pleased to present Riverside School Board's Annual Report for 2017-2018. It contains important information about our School Board's operations,[1] ranging from the results achieved regarding the Partnership Agreement signed with the "*Ministère de l'Éducation et de l'Enseignement supérieur*" (MEES), evidence of our commitment to maintaining an environment free of bullying and violence, our financial statements, the Ombudsman's Annual Report and many more.

The following is an overview of the 2017-2018 highlights of our services and departments.

[1] For information related to one of our schools, please refer to the school's Governing Board Activity Report.

EDUCATIONAL SERVICES

Educational Services Department offers direct support to administrators, teachers and students in a variety of ways. Some of the key areas for which the department is responsible include, curriculum, pedagogical applications of technology, daycare programs, Certification of Studies, registration, student placement, eligibility and archives.

The Curriculum team is an integral part of the department's ongoing support to schools. The curriculum consultants, participate in the creation of educational resources and tools, and provide professional development aligned with student success and the needs of the schools. Ongoing partnerships with the MEES and universities promote pedagogical practice that is reflective and based on current research. A strong collaboration among the RECIT, librarian and curriculum consultants reflects a deep commitment to the integration of a range of literacy and technology resources and practices in the classroom within a rich cultural context. This is evident in all professional development offered including workshops, presentations, small group and one-on-one support, collective standardization, marking centres, and leading library teams.

The work of Educational Services extends beyond the regular school schedule. The Math Boost camp offers at-risk students transitioning from elementary to secondary school a two-week program for extra support in the summer following grade 6. A full summer school program is also available to serve a wide variety of student needs such as reinforcement of learning, the opportunity to succeed in courses not passed during the regular school year, increased levels of success in the subject the following year, timely promotion, optimal program or course placement and achievement of academic and personal goals. We also offer a Saturday morning school, which has proven to be successful in supporting students in preparing for the secondary Ministerial exams.

In 2017-2018, the Curriculum team continued to support the School Success Team initiative that was started in 2016-2017. This initiative includes teacher, staff and administrator teams from all our elementary and secondary schools. Teams continue to work collaboratively to identify areas of focus and interventions to improve student success. The emphasis has been on further developing the collaborative process and grounding investigations in professional literature and educational research. Teams have also begun exploring ways to consult and collaborate with other stakeholders in their schools.

Educational Services also works with Riverside School Board's 18 daycare services. Our daycares had 2,541 regular and 418 sporadic students registered for the 2017-2018 school year, with 148 daycare employees who are either technicians or educators. Five workshop sessions on topics such as structures and routines, homework, conflict resolution, games and group management were planned in collaboration with Complementary Services. A refresher first aid course was also provided to daycare personnel.

Teams continue to work collaboratively to identify areas of focus and interventions to improve student success.

ADULT EDUCATION

In 2017-2018, we had just over 2,000 students in our three Adult Education centres. Students were registered in all ten of the services offered in Adult Education.

ACCESS Brossard and ACCESS Royal Oak offer classes to develop literacy skills at a pre-secondary level and ACCESS Cleghorn focuses on classes dedicated to the preparation of post-secondary studies or the acquirement of prerequisites for vocational training. We also offered successful Social Integration classes at ACCESS Royal Oak.

At our Cleghorn campus, we work in partnership with the YMCA to provide a safe place to socialize for our youth 16-24 after school hours. We have Social Work Technicians as well as a guidance counselor, to guide students in their social and emotional needs. Our SARCA agent works in partnership with Carrefour jeunesse emploi (CJE) and our Community Learning Centres (CLCs), as well as other community agencies to offer workshops and education and career counselling to our students and their families. As part of the SARCA service, we continue to support Riverside students by ensuring the continuation of their education plans. Those students who were unable to complete their diploma in the high school sector are contacted individually and offered one-on-one support and referral services to help them make informed decisions about their future educational plans. In all of our centres, we offer services to help our students succeed. We have resource teachers in Adult Education and Vocational training.

VOCATIONAL TRAINING

During 2017-2018, there were 915 students enrolled in vocational programs at one of ACCESS' four Vocational Centres or our industry partner Transport Robert (offering the Diploma of Vocational Studies (DVS) in Trucking).

Recognition of Acquired Competency (RAC) is a service that continues to grow. Over 25 individuals inquired how the service works, resulting in six candidates successfully going through the process of completing their RAC in the following vocational programs: School Daycare Educator, Pharmacy Technical Assistance, Home Care Assistance and Assistance in Health Care Facilities.

Orientation week in Vocational education continues to be a success at ACCESS.

We had 70 students following an *Alternance-travail-études* model (ATE) in Secretarial Studies and Accounting, as well as in the Stationary Engine Mechanics program. This model allows students to work in an internship in the industry at the very beginning of their studies. Several students in our vocational program followed a concurrent model, allowing them to acquire the necessary high school prerequisites while completing their vocational training program.

Students in our Bricklaying and Auto-Mechanics Programs participated in various "*Olympiades des métiers*" in the region, which gave them the opportunity to compete against students from other vocational centres, but also provided students with an opportunity to display skills acquired in their respective vocational programs. Our Business Services Department continued to expand with the hiring of a new full-time Development Officer to support the efforts of businesses in French, while also offering tailor-made training in various sectors, in both French and English.

Orientation week in Vocational education continues to be a success at ACCESS, whereby students are equipped with the necessary tools to best prepare them as they enter a new program in our centres.

COMPLEMENTARY SERVICES

New Resource teachers participated in seven training sessions throughout the school year.

During the 2017-2018 school year, the Complementary Services (CS) Team, in collaboration with school administrators, teachers and support staff, continued to address the increasing number of students with various exceptionalities in all spheres of school life including academic and social/emotional growth and well-being.

Our team of speech and language pathologists (SLP) continued to diversify the service delivery model in order to address the needs of students and teachers efficiently. Supporting teacher proficiency in the area of language development continued to be an area of focus. In response to positive feedback from the milieu, our speech and language pathologists continue to promote Better Speech and Hearing month and share information to all Riverside School Board employees. The Resource and Language classes received continued professional development from the SLPs and special education consultants throughout the school year.

Improvements made to the Individualized Education Plan (IEP) document will further enhance support given to parents and school teams in the development of targeted objectives. Four elementary schools will pilot the revised document throughout the 2018-2019 school year.

New Resource teachers participated in seven training sessions throughout the school year. For the first time, professional development sessions called “SOS meetings”, specifically designed for high school resource teams, were delivered by our Special Education Consultants. Ongoing training on the following topics were offered: Developmental Literacy Continuum, Daily 5 and SoundPrints. Special education Consultants were also available to support teachers in the establishment of flexible learning spaces. The implementation of the acceleration model (an alternative remedial approach) was implemented in one of our high schools. The model will continue to be implemented in the coming school year.

The Complementary Services team also continued to work closely with the Centres of Excellence, which serve the English educational community in Quebec. This close collaboration ensured that Riverside School Board professionals are knowledgeable about current research and best practices related to special needs. This contributed to the sustained delivery of quality support and training to Riverside students and staff. We take pride in our individualized approach to professional development (PD), intended for our Riverside School Board teachers, daycare educators, special education technicians, attendants and bus drivers.

COMMUNITY LEARNING CENTRES (CLCs)

Riverside School Board's community has once again benefited from multiple services and activities offered by our CLCs. Our five Community Development Agents have worked closely with school principals to develop a school-community partnership. These partnerships bring additional programming and resources to students, their families and the English-speaking community at large. The CLCs aim to align their endeavours with school initiatives that target student success.

The St. Johns CLC, in its partnership with the school, focused on initiatives that address the Six Pillars of Character. Students participated in various activities that develop caring, citizenship, responsibility, fairness, trustworthiness and respect. Students celebrated cultural diversity through the Festival of Nations, which connected families and community members to the school.

The St. Jude CLC focused on student success, family support, as well as health and well-being. Thanks to its multiple partnerships, the CLC ensured that students come to school ready to learn. Initiatives to support families included a weekly parent and toddler group and evening activities such as Family Game Night.

The Richelieu Valley CLC has a mission to promote lifelong learning, cultivate good citizenship values, foster student success, and enhance the well-being of all community members. It brought community gardens to life as well as continued its growing offer of STEM initiatives, such as coding and Bird Protection. Its partnership with community organizations allowed for the continuous offer of literacy initiatives for current students as well as parents with preschoolers.

The St. Lawrence CLC coordinated a variety of services to its community in the area of STEM (robotics and coding), engaging students in community service, health and safety, professional development for staff, literacy improvement and educational support to students, not to mention several intergenerational initiatives.

The Seaway CLC believes that successful transitions lead to student success. As such, a variety of activities, in all the schools, aim to prepare students for future challenges. The CLC helps maintain community vitality by offering activities for community members of all ages. It also provides opportunities for parental and community engagement where parents can connect and learn from each other.

These partnerships bring additional programming and resources to students, their families and the English-speaking community at large.

INTERNATIONAL STUDENTS

Last year, Riverside School Board welcomed five international students in Adult Education, 43 students in Vocational Training and 102 students in several of our elementary and secondary schools.

Our International Students came from Austria, Brazil, Cameroon, Chile, China, Colombia, Finland, Korea, Vietnam, Mexico, Germany, India, and Laos. The students stayed with Riverside School Board families to make their cultural experience a real success. We worked in collaboration with the schools to develop resources and identify measures to better support students and teachers. Riverside School Board is a member of Éducation internationale and the Canadian Association of Public Schools – International (CAPS-I.12).

5 INTERNATIONAL STUDENTS IN ADULT EDUCATION

43 STUDENTS IN VOCATIONAL TRAINING

102 STUDENTS IN HIGH SCHOOL AND ELEMENTARY SCHOOL

HUMAN RESOURCES

In 2017-2018, the Human Resources Department embarked upon the implementation of Mozaik RH, a platform that will facilitate the management of Human Resources at the School Board. In 2017-2018, we began the transfer of files from PAIE-GRH to Mozaik RH.

We also continued to work on the effective management of both the CNESST and salary insurance files, while continuing to support schools and employees with their needs related to Human Resources. We worked in collaboration with the different unions and associations in order to negotiate local arrangements. We have finalized four out of the five local arrangements.

The department reviewed its internal procedures in order to streamline and to create an easier flow of information between the schools and the Board office.

We worked in collaboration with the different unions and associations in order to negotiate local arrangements.

TECHNOLOGY

At the beginning of July 2017, the Technology Department put their efforts towards ensuring that every Riverside school would have the new computers they ordered installed before the end of August. Throughout the school year, more than 275 new desktops and over 350 new laptops were installed in schools and centres.

The Technology Department team continued to offer invaluable technical support to teachers and staff throughout our schools on a daily basis. Efforts were notably concentrated on but not limited to, computer support, networking, SmartBoards, wireless solutions, software installation/updates and printing services. Our school board administrative centre also received continued technical support for computers, administrative software, updates and maintenance.

MORE THAN
275
NEW DESKTOPS

OVER
350
NEW LAPTOPS

MATERIAL RESOURCES

Riverside School Board owns 27 buildings, totalling 140,376 m^2, with an average age of 57 years old. During 2017-2018, Riverside School Board invested close to $5.5 million in major projects to maintain real estate assets and carry out eight major renovation projects in as many schools as possible.

These projects include the restoration of roofs, masonry walls and fenestration to maintain a proper building envelope as well as projects to improve the quality of services to users such as the renovation of washrooms and architectural finishes. Riverside School Board has also continued to invest in air quality and energy conservation-oriented projects through recommissioning of HVAC systems and the replacement of ventilation and lighting equipment.

27
BUILDINGS

$5.5 million
IN MAJOR PROJECTS

These projects include the restoration of roofs, masonry walls and fenestration to maintain a proper building envelope as well as projects to improve the quality of services to users such as the renovation of washrooms and architectural finishes.

OTHER IMPORTANT TOPICS

2017-2018 was an important strategic school year for all school boards across the province. During the summer of 2017, the Quebec government issued its 2017-2030 Policy on Educational Success[1]. This policy outlined the government's vision for student success. In April 2018, the MEES adopted their strategic plan[2] to align with the provincial policy. In turn, through consultation and collaboration with our staff and community, Riverside School Board adopted its Commitment-to-Success Plan[3] to reflect our contribution to the MEES Strategic Plan.

The Commitment-to-Success Plan provides an opportunity for Riverside's community to share a common vision focused on student success. It outlines the school board's goals and objectives in ensuring the educational success of all students in the youth and adult sectors and the efforts needed in achieving this.

During the 2018-2019 school year, each of our schools and centres, in collaboration with their staff and community will adopt their Educational Project. Recognizing that each school and centre community is unique and, as such, is best equipped to identify and address student success, each school and centre will determine its direction with regard to these challenges and the larger MEES objectives, with the support of the school board.

Through extensive consultations and valuable contributions from some of our key partners (including the Parents' Committee, the Resource Allocation Committee, the Management Advisory Committee, governing boards, unions and associations, etc.), Council adopted some needed improvements in some important policies. Our Allocation of Resources policy, our Communication policy, our Rental of Facilities policy, our Safe, Respectful and Drug-Free Environment policy and to the zoning of our elementary schools are now better reflecting the needs of our community.

In May of 2018, an out-of-court settlement was reached in the class action lawsuit regarding fees charged to parents for school supplies, extracurricular activities and special programs. The Superior Court of Quebec ratified this agreement on July 30, 2018. In the aftermath of the settlement, the government agreed to a review of the fees charged to parents in the context of today's public education. In the meantime, a directive was issued by the MEES last June to help clarify the provisions of the Education Act for the 2018-2019 school year. The decisions that will be made in the coming months will undoubtedly have an important impact on public education as we know it.

Finally, last year Riverside School Board was the host of the 2018 Spring Conference. This collaboration with the Association of Administrators of English Schools of Quebec (AAESQ) and Quebec English School Boards Association (QESBA) was a great success. Under the theme "*Leading Energized Education*", this annual event brought together Commissioners and Administrators from the nine English school boards across Quebec in a unique learning and networking opportunity that allows the sharing of best practices, professional development and the alignment of our vision for our educational system.

Overall, 2017-2018 was a full year. Consultations took place which resulted in important discussions that lead to strategic decisions and a plan emerged to shape the future of our school boards.

Dan Lamoureux
Chairman

Sylvain Racette
Director General

[1] Policy on Educational Success, A love of learning, a chance to succeed, Gouvernement du Québec, Ministère de l'Éducation et de l'Enseignement supérieur, Bibliothèque et Archives nationales du Québec, 2017, https://securise.education.gouv.qc.ca/en/policy-on-educational-success/
[2] Plan stratégique 2017-2022, Gouvernement du Québec, Ministère de l'Éducation et de l'Enseignement supérieur, Bibliothèque et Archives nationales du Québec, 2018, www.education.gouv.qc.ca/fileadmin/site_web/documents/PSG/politiques_orientations/Plan_strategique17-22.pdf
[3] Riverside School Board: Commitment-to-Success Plan, www.rsb.qc.ca/public/59e74f4a-c76f-4582-97d9-9136f5687bf1/gouvernance/commitment-to-success_plan/commitment-to-success_plan_final_to_be_posted.pdf

COUNCIL OF COMMISSIONERS

FALL 2017

CHAIRMAN

DAN LAMOUREUX

VICE CHAIRMAN DIVISION 5

LESLEY LLEWELYN-CUFFLING
Saint-Lambert

DIVISION 1

PAMELA BOOTH - MORRISON
Belœil, Sorel-Tracy, Varennes

DIVISION 2

DAWN SMITH
Vieux-Longueuil

DIVISION 3

CHARLES HORRELL
St-Bruno Boucherville

DIVISION 4

ANNA CAPOBIANCO SKIPWORTH
Chambly, Carignan, Otterburn Park

DIVISION 6

HENRIETTE DUMONT
St-Hubert

DIVISION 7

ANDREW MAZUR
Brossard One

DIVISION 8

MARGARET GOUR
Brossard Two

DIVISION 9

GIOVANNI GIUMMARRA
Roussillon

DIVISION 10

CHRISTOPHER CRAIG
Greenfield Park

DIVISION 11

DEENA BUTLER
St-Jean-sur-Richelieu
La Prairie

SECONDARY PARENT-COMMISSIONER

THERESA AGUIAR

PARENT - COMMISSIONER AT-LARGE

ALEXANDRA AUDET

ELEMENTARY PARENT-COMMISSIONER

PATRICK MICHAUD

EHDAA PARENT-COMMISSIONER

LORI RODRIGUES

COUNCIL OF COMMISSIONERS

WINTER 2018

CHAIRMAN

DAN LAMOUREUX

VICE CHAIRMAN DIVISION 5

LESLEY LLEWELYN-CUFFLING
Saint-Lambert

DIVISION 1

PAMELA BOOTH - MORRISON
Belœil, Sorel-Tracy, Varennes

DIVISION 2

DAWN SMITH
Vieux-Longueuil

DIVISION 3

CHARLES HORRELL
St-Bruno Boucherville

DIVISION 4

ANNA CAPOBIANCO SKIPWORTH
Chambly, Carignan, Otterburn Park

DIVISION 6

HENRIETTE DUMONT
St-Hubert

DIVISION 7

ANDREW MAZUR
Brossard One

DIVISION 8

MARGARET GOUR
Brossard Two

DIVISION 9

GIOVANNI GIUMMARRA
Roussillon

DIVISION 10

CHRISTOPHER CRAIG
Greenfield Park

DIVISION 11

DEENA BUTLER
St-Jean-sur-Richelieu
La Prairie

SECONDARY PARENT-COMMISSIONER

THERESA AGUIAR

PARENT-COMMISSIONER AT-LARGE

ALEXANDRA AUDET

ELEMENTARY PARENT-COMMISSIONER

PATRICK MICHAUD

EHDAA PARENT-COMMISSIONER

CHERYL COURTNEY

COUNCIL ORGANIGRAM

11
COMMISSIONERS
(INCLUDING VICE-CHAIR)
ELECTED IN
THEIR WARD

4
PARENT COMMISSIONERS
ELECTED BY PARENTS'
COMMITTEE

2
CO-OPTED
COMMISSIONERS
(OPTIONAL)
ELECTED BY
COMMISSIONERS

CHAIR COUNCIL OF COMMISSIONERS

UNIVERSAL
SUFFRAGE

VICE-CHAIR
COMMISSIONER
ELECTED BY
COMMISSIONERS

TO ADMINISTRATION

COUNCIL
GIVES LARGE ORIENTATIONS
+
OVERSEES GENERAL OPERATIONS
+
REPRESENTS THE
22 COMMUNITY'S INTERESTS

ADMINISTRATION ORGANIGRAM

FROM COUNCIL

DIRECTOR GENERAL
HIRED BY COUNCIL OF COMMISSIONERS

SECRETARY GENERAL

DIRECTOR HUMAN RESOURCES

DIRECTOR EDUCATIONAL SERVICES

DIRECTOR COMPLEMENTARY SERVICES

SCHOOL PRINCIPALS

DIRECTOR MATERIAL RESOURCES

ASSISTANT DIRECTOR GENERAL
+
DIRECTOR ADULT & VOC. ED.
+
TECHNOLOGY

DIRECTOR FINANCE
+
TRANSPORTATION

OUR SCHOOLS

Riverside School Board is home to close to 9,000 students in 19 elementary schools, 4 high schools and 5 adult education and vocational training centres, servicing 80 municipalities. Its territory spans more than 7,500 square kilometres and extends from Sorel in the north, Sainte-Catherine in the west, south to the United States border and several kilometres east of the Richelieu River. It is internationally recognized as the birthplace of French Immersion, established 50 years ago, and places consistently among the top highest graduation rates of the 72 schools boards in Quebec.

19
ELEMENTARY SCHOOLS

4
HIGH SCHOOLS

5
ADULT EDUCATION & CAREER TRAINING CENTRES

80
MUNICIPALITIES

ELEMENTARY SCHOOLS

BOUCHERVILLE ELEMENTARY

KINDERGARTEN, GRADE 1 TO 6
T 450 550-2512
800 Père Lejeune
Boucherville (QC) J4B 3K1

GOOD SHEPHERD ELEMENTARY

KINDERGARTEN, GRADE 1 TO 6
T 450 676-8166
5770 Aline
Brossard (QC) J4Z 1R3

CEDAR STREET ELEMENTARY

KINDERGARTEN, GRADE 1 TO 6
T 450 550-2513
250 Cedar
Beloeil (QC) J3G 3M1

GREENFIELD PARK INTERNATIONAL

IB WORLD SCHOOL
GRADE 1 TO 6
T 450 672-0042
776 Campbell, Greenfield Park (QC) J4V 1Y7

COURTLAND PARK INTERNATIONAL

IB WORLD SCHOOL
KINDERGARTEN, GRADE 1 TO 6
T 450 550-2514
1075 Wolfe, St-Bruno (QC) J3V 3K6

HAROLD NAPPER ELEMENTARY

KINDERGARTEN, GRADE 1 TO 6
T 450 676-2651
6375 Baffin
Brossard (QC) J4Z 2H9

HAROLD SHEPPARD ELEMENTARY

KINDERGARTEN, GRADE 1 TO 6
T 1 877 550-2521
6205 boul. des Étudiants
Tracy (QC) J3R 4K7

ROYAL CHARLES ELEMENTARY

KINDERGARTEN, GRADE 1 TO 6
T 450 676-2011
5525 Maricourt
St-Hubert (QC) J3Y 1S5

JOHN ADAM ELEMENTARY

KINDERGARTEN, GRADE 1 TO 6
T 450 550-2503
120 Montée des Bouleaux
Delson (QC) J0L 1G0

ST. JOHNS ELEMENTARY

KINDERGARTEN, GRADE 1 TO 6
T 1 877 550-2501
380 St-Michel
Saint-Jean-sur-Richelieu (QC) J3B 1T4

MOUNT BRUNO ELEMENTARY

KINDERGARTEN, GRADE 1 TO 6
T 450 550-2511
20 des Peupliers
St-Bruno (QC) J3V 2L8

ST. JUDE ELEMENTARY

PASSE-PARTOUT, KINDERGARTEN, GRADE 1 TO 6
T 450 672-2090
781 Miller, Greenfield Park (QC) J4V 1W3

MOUNTAINVIEW ELEMENTARY

KINDERGARTEN, GRADE 1 TO 6
T 450 550-2517
444 Mountainview
Otterburn Park (QC) J3H 2K2

ST. LAMBERT ELEMENTARY

KINDERGARTEN, GRADE 1 TO 6
T 450 671-7301
81 Green
St-Lambert (QC) J4P 1S4

SPECIAL EDUCATION

ST. LAWRENCE ELEMENTARY

KINDERGARTEN, GRADE 1 TO 6
T 450 550-2500
148 Champlain / 150 St-Raymond
Candiac (QC) J5R 3T2

ST. MARY'S ELEMENTARY

PASSE-PARTOUT, PRE-KINDERGARTEN, KINDERGARTEN, GRADE 1 TO 6
T 450 674-0851
1863 Brébeuf, Longueuil (QC) J4J 3P3

TERRY FOX ELEMENTARY

KINDERGARTEN, GRADE 1 TO 6
T 450 678-2142
1648 Langevin
St-Hubert (QC) J4T 1X7

WILLIAM LATTER ELEMENTARY

KINDERGARTEN, GRADE 1 TO 6
T 450 550-2527
1300 Barré
Chambly (QC) J3L 2V4

REACH QUEEN

T 450 671-1649
276 Queen
St-Lambert (QC) J4R 1H7

REACH GREEN

T 450 671-1649
471 Green
St-Lambert (QC) J4P 1V2

REACH SATELLITE CLASS

ONE SPECIAL EDUCATION SATELLITE CLASS
T 450 656-6100
880 Hudson, Greenfield Park (QC) J4V 1H1

SECONDARY SCHOOLS

CENTENNIAL REGIONAL HIGH SCHOOL

880 Hudson
Greenfield Park (QC) J4V 1H1
T 450 656-6100
www.crhs.rsb.qc.ca

- Middle School program
- Talented and Gifted (TaG)
- Math & Science and Liberal Arts Program
- French Mother Tongue Program
- Concentrations in Creative & Performing Arts
- Business and Career Education
- Personal Development
- Languages; Literature & Literacy Production
- Mathematics and Science & Technology
- Sports, Fitness and Recreation
- PreWork Program

HERITAGE REGIONAL HIGH SCHOOL

7445 chemin de Chambly
St-Hubert (QC) J3Y 3S3
T 450 678-1070
www.hrhs.rsb.qc.ca

- International Baccalaureate (IB) Middle Years Programme (MYP)
- Sports Excellence program
- Work Oriented Training programs (pre-work and semi-skilled)
- French Mother Tongue Program
- Fine Arts Focus program
- iCan (computer technology program) instruction
- CFER Program

ST. JOHNS HIGH SCHOOL

380 St-Michel
Saint-Jean-sur-Richelieu (QC) J3B 1T4
T 1 877 550-2501

- French Mother Tongue Program
- Advanced Mathematics
- Drama program
- Arts program

ST. LAMBERT INTERNATIONAL HIGH SCHOOL

675 Green
St-Lambert (QC) J4P 1V9
T 450 671-5534

- International Baccalaureate (IB) Middle Years Programme (MYP)
- English Secondary Program
- French Mother Tongue Program

ADULT EDUCATION & VOCATIONAL TRAINING

ACCESS

T 450 676-1843 www.access.rsb.qc.ca
Career training programs, continuing education for students 16 years and older, full and part-time. Saint-Lambert, Saint-Hubert, Sainte-Julie, Brossard and Longueuil campuses.

ACCESS Adult Education and Career Training Centre offers everything from basic language courses to advanced math and sciences, art, creative writing and professional programs.

COMMERCE ET ADMINISTRATION
ADMINISTRATION AND COMMERCE

EXECUTIVE ASSISTANT
(DOUBLE DVS COMPUTERIZED ACCOUNTING + ADMINISTRATIVE SUPPORT)

Prérequis/Prerequisites:	Sec. 4
Durée/Length:	19 mois/months
Taux de placement/Placement rate:	Excellent
Salaire potentiel moyen/Potential average income:	34 000 $

PROFESSIONAL SALES

Prérequis/Prerequisites:	Sec. 4
Durée/Length:	8 mois/months
Taux de placement/Placement rate:	Très bon/Very good
Salaire potentiel moyen/Potential average income:	38 000 $

ADMINISTRATIVE SUPPORT

Prérequis/Prerequisites:	Sec. 4
Durée/Length:	13 mois/months
Taux de placement/Placement rate:	Excellent
Salaire potentiel moyen/Potential average income:	33 000 $

SALES REPRESENTATION

Prérequis/Prerequisites:	Professional Sales
Durée/Length:	3 mois/months
Taux de placement/Placement rate:	Excellent
Salaire potentiel moyen/Potential average income:	54 000 $

COMPUTERIZED ACCOUNTING

Prérequis/Prerequisites:	Sec. 4
Durée/Length:	12 mois/months
Taux de placement/Placement rate:	Excellent
Salaire potentiel moyen/Potential average income:	40 000 $

STARTING A BUSINESS

Prérequis/Prerequisites:	Projet d'entreprise/Business idea
Durée/Length:	4 mois/months
Taux de placement/Placement rate:	Excellent
Salaire potentiel moyen/ Potential average income:	Illimité/Limitless

ENTRETIEN D'ÉQUIPEMENT MOTORISÉ
MOTORIZED EQUIPMENT MAINTENANCE

AUTOMOBILE MECHANICS

Prérequis/Prerequisites:	Sec. 4
Durée/Length:	18 mois/months
Taux de placement/Placement rate:	Excellent
Salaire potentiel moyen/Potential average income:	36 000 $

BÂTIMENTS ET TRAVAUX PUBLICS
BUILDINGS AND PUBLIC WORKS

STATIONARY ENGINE MECHANICS

Prérequis/Prerequisites:	Sec. 4
Durée/Length:	18 mois/months
Taux de placement/Placement rate:	Excellent
Salaire potentiel moyen/Potential average income:	48 000 $

Toutes les formations sont en anglais / All courses are in English
Source sur l'information salariale / Source for the income information : Emploi Québec (www.emploiquebec.gouv.qc.ca)

SANTÉ / HEALTH

ASSISTANCE IN HEALTH CARE FACILITIES

Prérequis/Prerequisites:	Sec. 3
Durée/Length:	7 mois/months
Taux de placement/Placement rate:	Excellent
Salaire potentiel moyen/Potential average income:	36 000 $ (secteur public/public sector)

HEALTH, ASSISTANCE AND NURSING

Prérequis/Prerequisites:	Sec. 4 & 5
Durée/Length:	18 mois/months
Taux de placement/Placement rate:	Excellent
Salaire potentiel moyen/Potential average income:	44 000 $ (secteur public/public sector)

HOME CARE ASSISTANCE

Prérequis/Prerequisites:	Sec. 3
Durée/Length:	9 mois/months
Taux de placement/Placement rate:	Excellent
Salaire potentiel moyen/Potential average income:	38 000 $ (secteur public/public sector)

PHARMACY TECHNICAL ASSISTANCE

Prérequis/Prerequisites:	Sec. 4
Durée/Length:	13 mois/months
Taux de placement/Placement rate:	Excellent
Salaire potentiel moyen/Potential average income:	30 000 $ (secteur public/public sector)

CONSTRUCTION
CONSTRUCTION

MASONRY-BRICKLAYING

Prérequis/Prerequisites:	Sec. 3
Durée/Length:	8 mois/months
Taux de placement/Placement rate:	Excellent
Salaire potentiel moyen/Potential average income:	50 000 $*

*Lorsque tu deviens compagnon/When you become a companion

ATTESTATION D'ÉTUDES PROFESSIONNELLES
SKILLS TRAINING CERTIFICATE

SCHOOL DAYCARE EDUCATOR

Prérequis/Prerequisites:	Sec. 5
Durée/Length:	8 mois/months

OUR YEAR IN STORIES

For full details regarding these stories, please visit the Commission scolaire Riverside/Riverside School Board Facebook page.
You can also stay connected to Riverside by following us on Twitter @CSRiversideSB.

WILLIAM LATTER

Kim St-Pierre former Olympic Gold Medalist in hockey came to launch our BOKS program (Build Our Kids Success) at William Latter Daycare. We believe that active children learn better after physical activity as it activates the brain.
Thank you Kim!

ST. MARY'S

An ice rink for students at St. Mary's! The school has taken up a big challenge with their ice rink project! Indeed, despite the many pitfalls encountered, including the temperature, students skated for the first time on their ice rink on January 31st! Thanks to the ongoing work of the school's staff, members of the school council and parent participation organization, the rink finally opened for all to enjoy for the winter months! The principal of the school, Sophie Compagna, is proud of the solidarity of her community and extremely grateful for the parents' trust with this crazy project! With the generosity of many parents and citizens who donated skates and helmets, all students have the opportunity to skate during recess!

ST. MARY'S

School Breakfast Club of Canada
A delegation of more than 40 elected officials and business leaders from more than 60 countries, hailing from the political, humanitarian, community and institutional realms, visited St. Mary's School as part of their five-day event during the Global Child Nutrition Forum - Montreal 2017, where Breakfast Club of Canada served as the host organization. The guests had breakfast with the students and later had the pleasure to hear Grades 5-6 students sing. It was a wonderful and powerful visit.

HERITAGE

Students watching the teachers' Balloon Stromp.

GOOD SHEPHERD

Take Me Outside!
Good Shepherd students happy to be outside for the extended recess!

WILLIAM LATTER

Beautiful Remembrance Day Assembly at William Latter School! Thank you to Ms. Daisy and Ms. Lepine for their lead into the organization. We were proud to teach our students the values of our country and take the time to recognize the work of the veterans and militaries.

HAROLD SHEPPARD

Take Me Outside!
Harold Sheppard students enjoying the additional time they spent outside!

GOOD SHEPHERD

School Remembrance Day Ceremony. Never forget.... Always remember.

ST. MARY'S

School Glee Club
Bravo to St. Mary's Glee Club students for their excellent performance at the Christmas breakfast!

CENTENNIAL

Secondary V Centennial Regional High School's outdoor education class took advantage of the snow and warm weather!

ST. LAMBERT

School Kindness Calendar
Several Grade three classes (Jessica Chagnon, Julie Desrosiers, Carole André and Alice Ghiorghies) and my Grade 2/3 class at St. Lambert Elementary School spent December doing daily acts of kindness. We brought treats and thank you cards to the fire station, washed grade one desks, made cards and treats for the librarians, janitors and crossing guard, went caroling to raise money for food baskets, read to kindergarten, collected food for under the Christmas tree, collected items to make Blessing Bags for the indigenous homeless in Montreal to name a few. Learning to be kind, to think of others and to be grateful for what we have, this is the lesson of the Christmas season.

RIVERSIDE SCHOOL BOARD

Honour Band
Riverside music students from St. Lambert Elementary, Saint-Lambert International High School, Heritage Regional High School, Centennial Regional High School and Greenfield Park Primary International School participated in the Quebec Band Association's 2018 Honour Band. The annual event was held at Vanier College on February 9th and 10th. Congratulations to the talented musicians!

CENTENNIAL

Centennial Regional High School hosted its annual Science Fair that has been going on for the past 30 years! Congratulations to all participants and winners, especially the 5 gold medal projects that were representing Centennial and Riverside at the Montreal Regional Science and Technology Fair at Concordia University in March 2018. Bravo!

ST. LAWRENCE

Congratulations to our grade 4 St. Lawrence students in Mrs. Cindy's class for winning our Canada's 150th Anniversary writing contest subsidized by the South Shore Community Partners Network. Students were asked to write about their favorite place in Canada or one they would like to visit. Our 2 runners up won $25 coin sets and our grand prize winner Samuel Payumo won a $50 coin from the Canadian Mint. Thank you SSCPN and our grade 4 teachers for making this contest possible.

RIVERSIDE SCHOOL BOARD

School Transportation Safety
As part of the School Transportation Safety Campaign "Did you see me?", Riverside School Board's Transportation Department organized a great awareness event. More than 40 students, from nine participating elementary schools, walked the streets of Greenfield Park around St. Jude School with Bubusse, the Bus Carriers Federation's mascot. Participating students were selected following a drawing contest that focused on school bus safety. The winning students also received a gift (books!) and a hot chocolate! A big thank you to the dozens of volunteers and bus carriers for their invaluable help! Police officers from the agglomeration of Longueuil were on site to ensure the safety of students, volunteers, staff and carriers.

HAROLD NAPPER

Pink Shirt Day at Harold Napper School
Students & staff against bullying!

SAINT-LAMBERT INTERNATIONAL

Congratulations to our curling team on their 3rd place win!

CEDAR STREET

School Pink Shirt Day
Pink Shirt Day celebrated at Cedar Street! #BeKind

MOUNTAINVIEW

Mad Science
Mountainview students in grades 3 and 4 got to participate in the workshop held by Mad Science Montreal. Each class had a hands-on learning experience about forces!

ST. LAMBERT

School Inuksuks
The children of Ms. Cleland's grade 2/3 and Mrs. Julie's grade 3 at St. Lambert Elementary took advantage of the nice weather to build Inuksuks out of ice blocks. It took teamwork and patience. Everyone had fun!

ST. JUDE

Mrs. Annick's class visited the Greenfield Park Public Library for a Reading Week Activity, with Mrs. Beatrice!

SAINT-LAMBERT INTERNATIONAL

IB Personal Project Fair
Congratulations to the Secondary 5 students who presented their IB Personal Projects! Original, ambitious and eye-catching. Great work! A great success!

HERITAGE

Montreal Regional Round of the History Bowl & Bee
This past weekend Heritage Regional High School was proud to host the Montreal Regional Round of the History Bowl & Bee. This event, held around the world, sees students compete in a trivia style competition where they are asked a number of questions about history, geography, and general knowledge. We are very proud of the two RSB teams that competed, both from Heritage. Our Varsity team finished in 3rd place and our Junior Varsity team won their division and are now eligible for the National Championships being held in Toronto. Congratulations to all students!

GOOD SHEPHERD

Reading month at Good Shepherd! You can find magic wherever you look, sit back and relax, all you need is a book - Dr. Seuss. Every student received a book from the PPO. Thanks to everyone for supporting reading!

TERRY FOX

Grade 6 students introduced their "Danger Pictograms" to their Kindergarten friends. *CSST Prévention jeunesse* Project.

BOUCHERVILLE

Today we walked so they do not have to anymore. Today we walked to make sure we do not take water for granted. Today we showed our community that BES is not just educating amazing students, we are raising global citizens.

PUBLIC SPEAKING CONTEST

Congratulations to the participating students at the Public Speaking Semi-Finals! Bravo to Jamal from Centennial Regional High School who won First Place and Raven from St. Johns who won Second Place. Both winners participated in the Finals at the Rotary Club of Montreal in May.

ST. JOHNS

St. Johns Annual Festival of Nations began with the students taking a magic carpet ride around the world! Every student received a magic carpet (pillowcase), which they decorated beautifully. The "carpets" were then being used to collect postcards from every country they visited. The students worked very hard for more than three months on their display board, which included information on the country, pictures, accessories, prototype, artifacts, flags, postcards, etc. Furthermore, the school was very lucky this year to have a graduate from St. Johns, Chef Andre (owner of Le Robin Square), who came to teach students all about Sous Vide Calamari. The students also had the opportunity to taste the deliciously prepared squid. The magic continued with tastings, nibbling and sampling, different dishes from each country. The last day was filled with magical games. Thank you to Sabrina Roselli, main organizer and initiator of this wonderful project. The Festival of Nations started three years ago and keeps expanding as different elements are added every year. Thank you also to everyone (teachers, CLC Project Development Officer, volunteers, etc.) who helped make this event a great success!

MOUNTAINVIEW

Outside classroom. What a pleasure to learn outside!

REACH GREEN

Outdoor Classroom Day at REACH Green! A fun day of outdoor activities - the students absolutely loved it!!

ST. JUDE

The Greatest Show was a tremendous success! From dancing and singing to karate and magic, the talent was outstanding. We were even joined by some St. Jude School Alumni and Mrs. Marisol who also performed a few numbers to the awe of the crowd. Thank you to all who joined us to share in the toe-tapping talent moments!

ST-LAMBERT INTERNATIONAL

SLI's 16th annual Fashion show - with funds raised going towards the *Up With Adam Foundation*, was once again a huge success! A BIG thank you to all those who came out to support the cause! Congratulations once again to the staff and students who ran the event.

HAROLD NAPPER

School Special Guest Speaker Thanks to the work of the Harold Napper Anti-Bullying Club, our school was lucky to have a visit from a very inspirational guest speaker on May 16th named Aiesha Robinson. She spoke to students from grades 3 to 6 about self-love & self-acceptance, bullying, kindness & staying positive. It was a very inspiring morning for staff and students!

ST. LAWRENCE

Congratulations to our second graduating group of certified first aid students. A very big thank you to Mrs. Mikhail as well for providing the training to our students.

JOHN ADAM

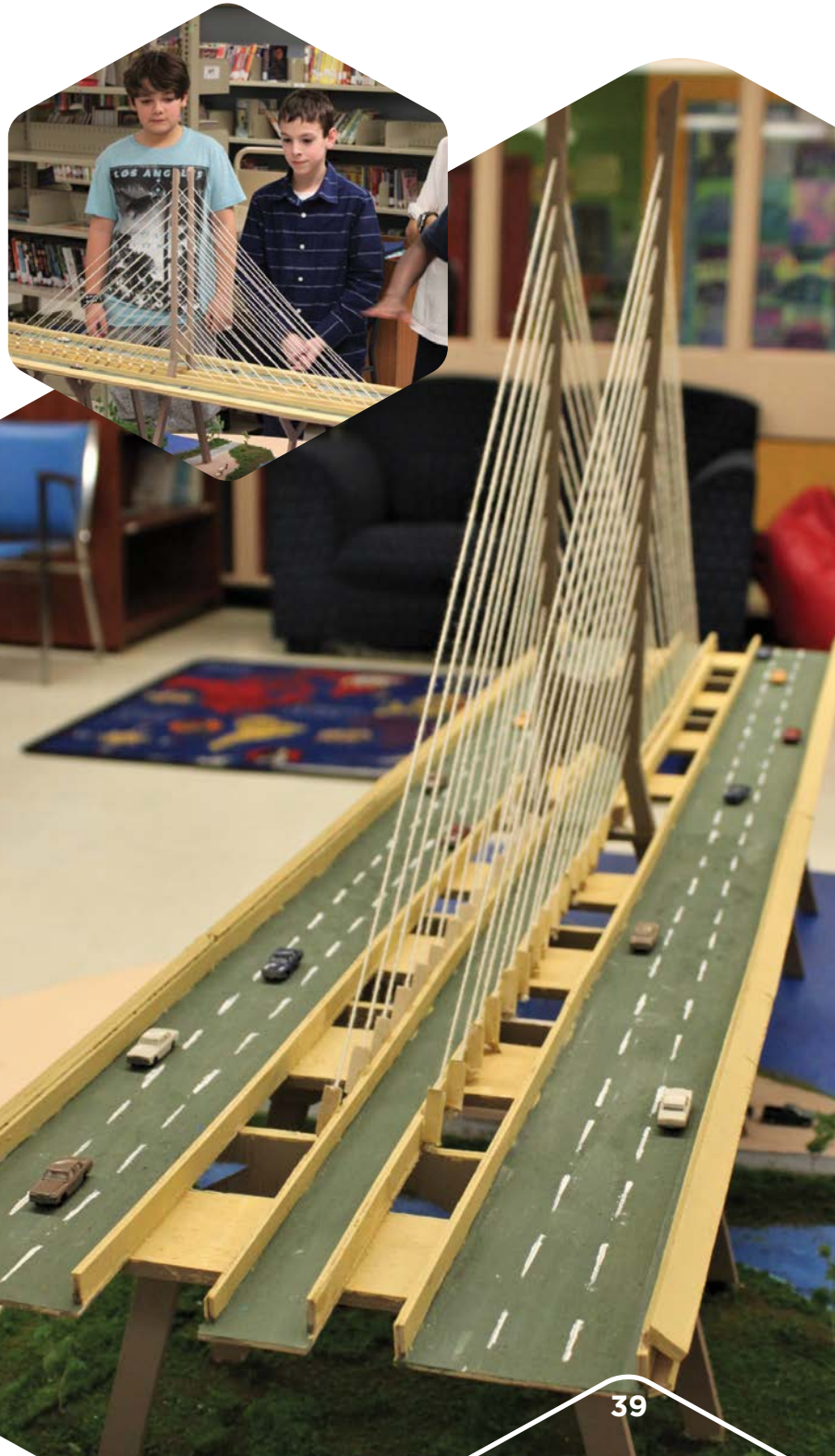
Jump Rope for Heart
Congratulations to the students and staff of John Adam Memorial School who raised donations for the Heart and Stroke Foundation with Let's Jump Rope for Heart. Thank you to the John Adam Memorial community for their generosity!

REACH QUEEN

Fun day at REACH Queen: inflatable games and water games!

GOOD SHEPHERD

Students create a scale model of the New Champlain Bridge
A beautiful long-term project for students from Good Shepherd School in Brossard! Initiated by a Good Shepherd School Special Education Specialist, Donette Cole, and sponsored by two parent volunteers, Mr. Tam and Mr. Madigan, the scale model of the New Champlain Bridge, built by Grade 5 students (now Grade 6), has created a great interest in the community! Indeed, several distinguished guests, including engineer Georges Chami who is currently working on the New Champlain Bridge project, were present at the inauguration of the model on Monday, January 22, 2018. The students, Chalom Gakindi, Mathis Lafond, Daniel Madigan and Shawn Nabizada, worked nearly a full year to make their model that impressed with its accuracy, precision and attention to detail! A real masterpiece!



STUDENT OMBUDSMAN'S
REPORT 2017-2018

I respectfully submit the Student Ombudsman Report for the 2017-2018 school year. The cases referred to in this report are from August 2017 to July of 2018.

THE ROLE OF THE STUDENT OMBUDSMAN

The Student Ombudsman falls under the responsibility of the Council of Commissioners but is neither a member of the Council of Commissioners nor a member of the personnel of the School Board. He acts independently, as a neutral and confidential resource for students and parents.

Formal Role

After having exhausted all the levels of complaint described in Riverside School Board's By-Law 14 – Examination of Complaints, a student or the parents of the student who are dissatisfied with the way the complaint was handled, or with the outcome, may be referred to the Student Ombudsman by the Secretary General of the School Board. The Student Ombudsman examines the merits of the complaint and then produces a report with recommendations to the Council of Commissioners.

Informal Assistance

Contact information for the Student Ombudsman appears prominently on the Riverside School Board web site. Consequently, most of the requests for assistance that I received came before all the levels of complaint had been exhausted. This put me in the privileged position of being able to assist parents and students during the complaint process. I provided information, gave advice on what steps to take next, and directed students or parents towards the Riverside School Board personnel who could best help them. In several cases I intervened, using shuttle diplomacy, to help find a resolution to the complaint.

THE DATA

I received 37 requests for assistance this school year. The requests came from students or parents of students in elementary, secondary, and adult programs.

Formal Complaints

I received one formal written complaint requiring a report with recommendations to the Executive Committee of the Council of Commissioners. The complaint concerned a bussing issue. My investigation revealed that missteps were made by all parties involved, most significantly by the outside organization involved in the case. Regardless of the missteps, I found that all parties acted in good faith and with the best interests of the student involved. I found no evidence of neglect or malintent on the part of any of the parties involved. Though the Executive Committee did not accept my recommendations, the case was reviewed by the full Council of Commissioners and was resolved to the satisfaction of the complainant.

Informal-Requests for Assistance

The data in this report describes requests for assistance in resolving complaints from students or parents who had not exhausted all the levels described in the Riverside School Board Complaints Procedure. It includes parents or students who just wanted advice on how to proceed. It also includes parents who wanted help with their appeal using EA Sections 9-12.

ANALYSIS- REQUESTS FOR ASSISTANCE

The data in this report is a very small and skewed sampling of the total number of complaints that have occurred this year. Not every complaint is forwarded to the Student Ombudsman, nor is he made aware of resolutions found. My interactions with students, parents and staff this year led me to the impression that most complaints brought to schools are taken seriously and that there is a general willingness to find resolutions. I found the same to be true of complaints that escalated to the directorate. Resolutions were found for 36 out of the 37 cases that came to my attention.

2017-2018 Requests for Information or Assistance

Category	Elementary	Secondary	Adult	Total
Administrative sanctions (code of conduct)	2	1	0	3
Appeals process	0	2	0	2
Curriculum/Mark review	0	0	1	1
Fees	1	1	0	2
Services for students with special needs	6	1	0	7
Teacher/Staff behavior	3	1	1	5
Transportation	4	1	0	5
Administrative procedures (exams)	0	0	1	1
Other	2	1	0	3

Violence and Bullying	Elementary	Secondary	Adult	Total
Student to student	7	1	0	8
Staff to student	0	0	0	0

RECOMMENDATIONS

These recommendations specifically target the issues and people that I worked with as Student Ombudsman this year. I must caution that it would be unwise to draw conclusions about system wide issues from these recommendations, given that they are based on a small number of cases and are biased by the people and issues I dealt with. At most, they should lead to deeper probing questions.

1 Special Needs Students

Parents of children with special needs, especially parents of children with autism, often feel diminished and exhausted. Many of the complaints that I received from parents of children with special needs highlighted how difficult communication was for them. Understanding these parents' context and talking to them in a manner that develops collaboration takes skill and training.

Recommendations

- Provide training and support to teachers working with children with special needs on how to talk to and work collaboratively with parents.
- Provide training to principals on communicating with parents when situations escalate into possible conflicts.
- Encourage the development of a support network for parents of children with autism, possibly via the CLCs to provide:
  - Information
  - Links to community resources
  - Support groups

2 Transparency in Applying Sanctions Related to the "Policy to Maintain a Safe, Respectful and Drug-Free Environment in Schools"

Two parents asked for help with their EA 9-12 appeals to sanctions under the Policy to Maintain a Safe, Respectful and Drug-Free Environment in Schools. Both felt that the written notice they received, as well as discussions they had with staff, led them to expect that they could contribute contextual information in their meeting with the Director General, to determine the sanction that would be imposed. They went in feeling that their contribution could make a difference to the sanction decision. Both felt they were misled and that what they had to say could make no difference to the sanctions applied because sanctions were pre-determined by policy and procedure. They felt that the policy was applied too rigidly, without consideration of the specific context of their child's case.

Recommendations

- For the sake of transparency, I suggest parents be provided with a written copy of Procedures to follow if a student is found in possession of drugs and/or weapons. In cases where there is "just and sufficient cause." This may give them a better understanding of what to expect in their meeting with the Director General. I would also encourage staff members to be cautious in their interactions in such circumstances to avoid misinterpretations.
- The perception that policies are being applied without consideration of specific contexts needs to be addressed. I encourage continued reflection on how policies are being applied to specific cases, and the consequent public perception. Considering context to determine how a policy is applied can be a daunting endeavor. It calls on moving away from what is written to what is procedurally fair. Even more daunting is justifying the decision which may seem unfair to people who do not know the context. The public must be made aware that there is always a space between the rules. They need to know that for a decision to be procedurally fair that space needs to be filled with common sense and humanity.

3 My Role and the Complaint Process

The revised Riverside School Board By-Law on the Examination of Complaints has clarified my role. Information on the complaint process and my role is distributed in all schools and centres at the beginning of the year. Even so, my interactions with the people who called me as well as with Riverside School Board staff this year makes me believe that my role and the complaints procedure is still not well understood.

Recommendations

- Allow me to meet with principals to explain my role in context of the complaint process.
- Allow me to introduce myself at the yearly Governing Board Orientation meeting, and to make known my availability to visit school Governing Board meetings.
- Publish information on the complaint examination procedure in student handbooks and school web pages.

ANALYSIS-VIOLENCE AND BULLYING

I must caution that the number of requests for assistance in cases of violence and bullying cited in this report does not reflect the cases of bullying across the School Board, but only those cases received by the Student Ombudsman. (Given the confidential nature of my work, I do not share information shared with school board personnel unless the student/parents explicitly ask me to share it.) Solutions, for the cases I worked on, were found at the school level or at the level of the directorate.

RECOMMENDATIONS

Mechanisms have been put in place in every school to enable students to report instances of violence or bullying. It is important to actively and systematically promote these mechanisms to ensure that students use them. This is especially important for mechanisms that allow students to report incidents anonymously. I suggests that school level administrators be guided in a review of the steps needed to ensure that all investigations are done effectively and with discretion; that confidentiality is respected; and that the identities of whistle blowers be protected.

Personal note

I wish to thank Complementary Services for following up a recommendation made in last year's report. A link was added on the Riverside School Board webpage providing parents with information on the Individual Education Plan (IEP). I referred parents to the link several times.

I would like to express my deep-felt gratitude to the Riverside School Board personnel who responded to my requests for assistance with unconditional cooperation. In several cases, some went beyond the call of duty to help find solutions for students and parents.

I especially want to express my gratitude to the parents and students who put their trust in me as Student Ombudsman. Serving them has been a privilege.

Respectfully submitted,
October 12, 2018

Enzo Di Ioia
Student Ombudsman
for the Riverside School Board

REPORT ON RIVERSIDE'S COMMITMENT TO MAINTAIN A BULLYING FREE AND VIOLENCE FREE ENVIRONMENT

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

Riverside School Board administrators continue to work closely with the schools in order to respect the requirements of the law. A plan is adopted yearly by each Governing Board and communicated to the school community.

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 2017-2018, no complaint under section 96.12 of the Education Act was brought to the attention of the Director General.

The Student Ombudsman dealt with 8 requests for information or assistance with regards to bullying/violence, but no complaints were made.

It is important to note that 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 of the measures taken.

Nevertheless, during the 2017-2018 school year, many of RSB's schools participated in various activities that aimed to promote a healthy school climate. To optimize the services rendered to our students we continue to work with outside organizations and partners to deliver presentations related to anti-bullying. The promotion of structured recess programs and sheltered lunches, to name a few continue to be prominent in our schools. Professional Development with school teams to learn and adopt common language on understanding frustration and aggression, alpha children and healthy emotional development in children is available to school teams. Crisis Prevention Intervention (CPI) is also offered to school teams as a strategy to deescalate situations and to promote dialogue and prevention in school.

Despite all these efforts made, there was one forced transfer related to violence. The student was subject to a compulsory transfer from the school, but is still receiving services in another Riverside school to help address the events that led to the expulsion. Another hearing related to inappropriate behavior resulted in measures imposed at the school, without a forced transfer.

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.

ETHICS OFFICER'S REPORT

Following my obligation in regards to Section 11.2 of the Code of Ethics and Professional Conduct for Commissioners as approved by Council on 2011-12-13, please be advised that my Annual Report of activity for the school year 2017-2018 ending on June 30th of this year is without incident or complaint.

Respectfully,

Bernard Huot
Ethics Officer
Riverside School Board

ACT RESPECTING WORKFORCE MANAGEMENT AND CONTROL (LGCE)

Law 17: An Act Respecting Workforce Management and Control (LGCE), was adopted on December 5, 2014 and its first period of application is from January 1, 2015 to March 31, 2015.

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

MEES established a baseline for Riverside School Board in 2014 as 1,991 employees. Since then, there has been a slight growth in the number of employees primarily because of growth in students, especially in the teaching and support staff mainly in service to students; but we have a decrease in administrators and in tradesmen and maintenance and service personnel. Enrollment growth is an acceptable factor in exceeding the established base line.

	NUMBER OF EMPLOYEES				
	MEES BASELINE	MARCH 2015	MARCH 2016	MARCH 2017	MARCH 2018
1 Administrators	67	64	66	65	71
2 Professionals	60	55	57	60	70
3 Nurses	0	0	0	0	0
4 Teachers	1,077	896	1,071	1,100	1,153
5 Office Staff, technicians & related jobs	722	617	704	741	777
6 Peace Officers	0	0	0	0	0
7 Tradesmen and maintenance and service personnel	65	54	60	56	67
8 Students and stagiaires	0	0	0	0	0
TOTAL	1,991	1,686	1,958	2,022	2,138

Furthermore, “A public body may not enter into a service contract if the contract eludes (i.e. circumvents) the workforce-related control measures taken under this Act.” (Article 15 of the LGCE). A service contract that does not respect this new rule will be illegal.

No contracts over the amount of $25,000 were awarded to companies by the school board, in accordance with Article 16 of the Act.

No contracts over the amount of $10,000 were awarded to individuals by the school board, in accordance with Article 16 of the Act.

	Contracts concluded with a legal person / company	Contracts concluded with a physical person (in business or not)	TOTAL
Number of Contracts	0	4	4
Amount of Contracts	$0	$65,835	$65,835

LABRANCHE
THERRIEN
DAOUST
LEFRANCOIS

REPORT OF THE INDEPENDENT AUDITOR ON THE SUMMARY FINANCIAL STATEMENTS

To the members of the board of commissioners of the
Riverside School Board

The accompanying summary financial statements, which comprise the summary statements of distribution of revenue and expenditures for the year ended June 30, 2018, and the related note, are derived from the audited financial statements of Riverside School Board for the year ended June 30, 2018. We expressed an unmodified audit opinion on those financial statements in our report dated October 12, 2018. Those financial statements, and the summary financial statements, do not reflect the effects of events that occurred subsequent to the date of our report on those financial statements.

The summary financial statements do not contain all the disclosures required by the Canadian public sector accounting standards. Reading the summary financial statements, therefore, is not a substitute for reading the audited financial statements of Riverside School Board.

Management's responsibility for the summary financial statements
Management is responsible for the preparation of a summary of the audited financial statements on the basis described in Note 1.

Auditor's Responsibility
Our responsibility is to express an opinion on the summary financial statements based on our procedures, which were conducted in accordance with Canadian Auditing Standard (CAS) 810, *Engagements to Report on Summary Financial Statements*.

Opinion
In our opinion, the summary financial statements derived from the audited financial statements of Riverside School Board for the year ended June 30, 2018 are a fair summary of those financial statements, on the basis described in Note 1.

Boucherville, December 12, 2018

[1] By Yves Labranche, CPA auditor, CA

Note 1 Summary financial statements comprise historical financial information derived from the complete audited financial statements. They do not include the statements of financial position, accumulated surplus, change in net debt and cash flows. They include the major totals and subtotals and the principal comparative figures from the complete audited financial statements. The summary financial statements contain information, derived from the complete audited financial statements, addressing issues bearing a general or an important impact on summary financial statements.

Montréal
217, rue Saint-Jacques
Montréal
H2Y 1M6
t. 514 360-2467

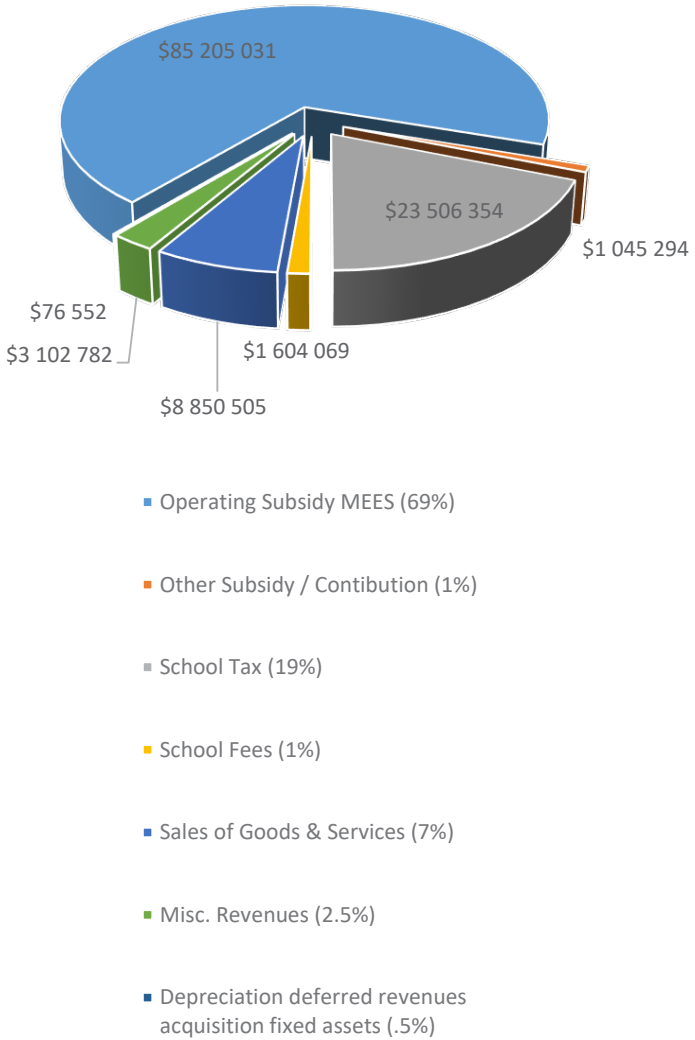
Boucherville
1190, Place Nobel
Bureau 100
Boucherville J4B 5L2
t. 450 449-3930

Trois-Rivières
3450, boul. Gene-H.-Kruger
Bureau 230
Trois-Rivières G9A 4M3
t. 819 378-4656

Laval
2745, rue Michelin
Laval
H7L 5X6
t. 450 688-2211

DISTRIBUTION OF REVENUES

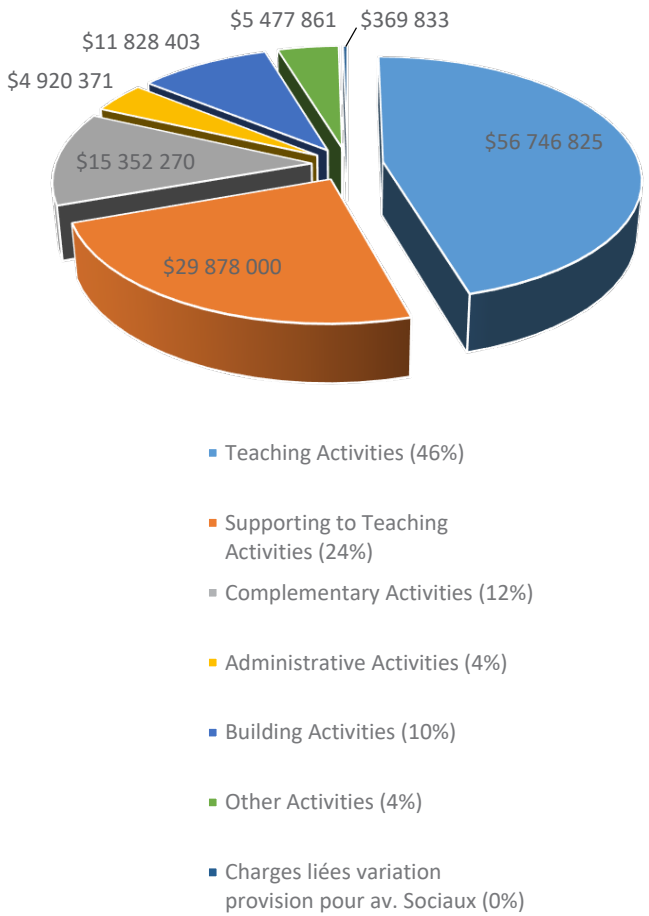
	Actual 2017-2018	Actual 2016-2017
Operating Subsidy MEES	$ 85,205,031	$ 80,074,717
Other Subsidy / Contribution	$ 1,045,294	$ 988,979
School Tax	$ 23,506,354	$ 22,994,544
School Fees	$ 1,604,069	$ 1,040,637
Sales of Goods & Services	$ 8,850,505	$ 8,406,457
Misc. Revenues	$ 3,102,782	$ 2,877,439
Depreciation deferred revenues acquisition fixed assets	$ 76,552	$ 76,552
Total Revenues	**$123,390,587**	**$116,459,325**



Note: Extract from the TRAFICS 2017-2018

DISTRIBUTION OF EXPENDITURES

	Actual 2017-2018	Actual 2016-2017
Teaching Activities	$ 56,746,825	$ 52,387,021
Support to Teaching Activities	$ 29,878,000	$ 26,277,048
Complementary Activities	$ 15,352,270	$ 14,683,477
Administrative Activities	$ 4,920,371	$ 4,951,435
Building Activities	$ 11,828,403	$ 11,229,230
Other Activities	$ 5,477,861	$ 4,833,410
Expense related – change in provision	$ 369,833	$ (386,591)
Total Expenses	**$124,573,564**	**$113,975,030**
Surplus (deficit) of the year	**($ 1,182,976)**	**$ 2,484,295**



Note: Extract from the TRAFICS 2017-2018

SCHOOL TRANSPORTATION

	No. of Students	No. of Vehicles	Cost	Daily KM
Exclusive Daily Transportation	7,408	142	$ 8,950,596	21,581
Bus & Mini Bus	7,134	96	$ 7,129,949	16,045
Adapted bus	5	1	$ 55,876	40
Type of Vehicle: Berlines	261	43	$ 1,763,966	5,496
Adapted berlines	6	2		
Allocation to Users	2	N/A	$ 805	N/A
Integrated Daily Transport	1,243	N/A	$ 490,865	N/A

ALL VEHICLES ARE EQUIPPED WITH GPS TRACKER SYSTEMS

This great tool helps us answer rapidly and with great efficiency to the requests and concerns of parents regarding the bus routes. It also facilitates the analysis of the Transportation Logistics in many levels.

MEES STRATEGICAL PLAN

To achieve its mission of teaching, socializing, motivating and qualifying as a life-long process, the MELS (now the MEES) brought its Strategic Plan for 2009-2013 to the National Assembly[1]. The goal of the plan, which identified 6 main objectives, was to ensure the development of and exposure to Quebec society during those years. Although this outdated strategic plan was updated by the MEES in April of 2018, below are examples of some of the initiatives taken by Riverside School Board in support of the MEES's Strategic Plan applicable for most of the 2017-2018 school year. This section will be revamped in our next Annual Report to better reflect the MEES 2017-2022 strategic plan.

MEES **STRATEGICAL PLAN - IDENTIFIED STAKES -**	**RIVERSIDE SCHOOL BOARD - CONTRIBUTION -**
Increase the number of diplomas or attestations awarded to students under the age of 20.	Unfortunately, the data pertaining to this section is not yet made available to use by the MEES at this time. In 2017-2018, we aligned our MESAs with our revamped partnership agreement. The partnership agreement was updated in 2015-2016 while waiting for the new MEES strategic plan. See goals 1[2], 2[3], 3[4]and 5[5] in the Partnership Agreement Report 2016-2017, which also reflects the board's Strategic Plan.
A system of education that meets the needs for teaching a knowledge-based society.	Refer to goal 5[6] which appears in the Partnership Agreement Report 2017-2018, which also reflects the board's Strategic Plan.
An educational environment fitted to the diverse needs of individuals and communities.	Various models of instruction are offered at Riverside School Board in order to adapt the offer of service to individuals and communities. Riverside's French Immersion programs, International schools, partnerships with other school boards are some examples. Riverside's high rate of integration of students with handicaps or learning difficulties, is another example of the Board's commitment to preparing its clientele for the future while fully respecting their different needs.

Improving the performance and accountability of the Education system	In 2017-2018, Riverside's administrative costs continued to decrease and were being maintained at less than 5%, which is noticeably less than other public and para-public organizations. Since 2010-2011, school boards went from producing one Financial Annual Report to producing one Financial Annual Report, three trimestral reports and two specific audits.
The communities' commitment to an active lifestyle	Riverside is proud to host many activities promoting an active lifestyle. South Shore Interscholastic Athletic Association (SSIAA) numerous tournaments organized to bring our students together as a community in our Elementary and Secondary Schools, Jungle Sport, St-Johns Secondary School Race, The Terry Fox Run in Elementary and Secondary Schools, Fun Run at Courtland Park and Mount Bruno Schools, Boks Activities at St. Jude and in many of our Elementary Schools before, during and after school, ACCESS's Mental Health Awareness Walk, Secondary Outdoor Trips that include hiking, snowshoeing, skiing, etc. are a few examples to our dedication to engage our students and our community in an active lifestyle.
Delivery of quality services	Riverside School Board is proud to remain amongst the top school boards in graduation rate of all school boards in the Province of Quebec. Riverside students benefit from the opportunity to study in schools where the dropout rate is one of the lowest in the province and where students can become bilingual. Although the data on our students' success was not made available yet, we are confident that these trends will be confirmed by our 2017-2018 results.

[1] 2009-2013 Strategic Plan of the Ministry of Education, Leisure and Sports and *Plan stratégique 2009-2013 de la Commission consultative de l'enseignement privé, Gouvernement du Québec, ISBN 978-2-550-49309-9 (PDF), Dépôt légal – Bibliothèque et Archives nationales du Québec, 2009*
[2] Increase in the graduation and qualification of students under the age of 20
[3] Increased proficiency in French and English
[4] Improved student retention and academic success in targeted groups, particularly handicapped students and student with learning difficulties
[5] Increase in the number of students younger than 20 in vocational training
[6] Ibid

RIVERSIDE SCHOOL BOARD

REPORT ON THE PARTNERSHIP AGREEMENT 2017 – 2018

Submitted to the Ministère de l'Éducation
et de l'Enseignement supérieur
December, 2018

TABLE OF CONTENTS

Goal 1	Graduation and Qualification of Students under the Age of 20	**3**
Goal 2	Student Success in French and in English Language Arts	**7**
Goal 3	Improve Educational Success and Perseverance of Students with Handicaps, Social Maladjustments or Learning Difficulties	**10**
Goal 4	Health, Safety and Security	**14**
Goal 5	Increase the Number of Registrations and the Graduation Rate of Students in Secondary School Studies and Vocational Training Programs	**17**

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

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

MINISTÈRE DE L'ÉDUCATION, DE L'ENSEIGNEMENT SUPÉRIEUR ET DE LA RECHERCHE: OBJECTIVES, INDICATORS, TARGETS		
OBJECTIVES	**INDICATORS**	**TARGETS**
1a) Increase the graduation and qualification rate of students under the age of 20	• MÉES graduation and qualification rates of students under the age of 20	• By 2020, the graduation and qualification rate of students undr the age of 20 will be 88%.
1b) Decrease the number of students leaving school without a certification or qualification	• MÉES rates for students leaving without a certification or graduation diploma	• By 2020, the annual public school dropout rate will be reduced from 30% to 10%.

RIVERSIDE SCHOOL BOARD : OBJECTIVES, INDICATORS, TARGETS AND OUTCOMES					
OBJECTIVES	**INDICATORS**	**RIVERSIDE BASELINE**	**RIVERSIDE TARGETS JUNE 2020**	**MOST RECENT RESULTS**	
				RIVERSIDE SCHOOL BOARD	**QUÉBEC OVERALL**
1. To increase the number of students obtaining a Secondary School Diploma (SSD), Diploma of Vocational Studies (DVS, AVS) or qualification in a Work-Oriented Training Pathway (SSTP, PWTP, SVI or CFER) before the age of 20.	1.1 The graduation rate (DSS and DVS) and qualification rate (SSTP, PWTP, SVI and CFER) of students registered in the youth sector.	June 2008 (2001-2002) 7-Year Cohort 80.4%	88% by June 2020 (assigned by MEES)	June 2016 (2009-2010) 7-Year Cohort 86.4%	June 2016 (2009-2010) 7-Year Cohort 80.1%
2. To reduce the annual dropout rate in the youth sector.	2.1 The dropout rate of students registered in the youth sector.	MÉES revised 2008-2009 15.3% (122 students)	10.0% by June 2020 (assigned by MEES)	13.8% by June 2015 (assigned by MEES)	13.5% by June 2015 (assigned by MEES)
3. To increase the student success rate in Elementary Cycle 1 Mathematics.	3.1 Student Success Rate on the competency 1 task of the Elementary Cycle 1.2 Mathematics Assessment.	JUNE 2014 (sample of 3 schools) C1 = 65.8%	75%	*Not evaluated	*Not evaluated
	3.2 Student Success Rate on competency 2 task of the Elementary Cycle 1.2 Mathematics Assessment.	JUNE 2014 (sample of 3 schools) C2 = 81.2%	80%	*Not evaluated	*Not evaluated

* Refer to page 4 & 5 for further details.

RIVERSIDE SCHOOL BOARD : OBJECTIVES, INDICATORS, TARGETS AND *GLOBAL* OUTCOMES					
OBJECTIVES	**INDICATORS**	**RIVERSIDE BASELINE**	**RIVERSIDE TARGETS FOR JUNE 2020**	**CURRENT RESULTS**	
				RIVERSIDE RESULTS JUNE 2018	**Quebec English Public Sector JUNE 2018**
4. To increase the student success rate in Elementary Cycle 2 Mathematics.	4.1 Student success rate on the competency 1 task of the Elementary Cycle 2.2 Mathematics common assessment.	JUNE 2015 76.8%	85% or higher	N/A 2018	n/a
	4.2 Student success rate on the competency 2 task of the Elementary Cycle 2.2 Mathematics common assessment.	JUNE 2015 74.0%	80%	N/A 2018	n/a
5. To increase the student success rate in Secondary Cycle 1 Mathematics.	5.1 Student success rate on the competency 1 task of the Secondary Cycle 1.2 Mathematics common assessment.	JUNE 2015 68.5%	70%	Not evaluated	n/a
	5.2 Student success rate on the competency 2 task of the Secondary Cycle 1.2 Mathematics common assessment.	JUNE 2015 55.6%	70%	Not evaluated	n/a
6. To increase the student success rate in Secondary Cycle 2.2 Cultural, Social & Technical Mathematics.	6.2 Student success rate (Converted Score) on the MEES Uniform Exam (563420 - competency 2) for Secondary Cycle 2.2 Cultural, Social & Technical Mathematics.	JUNE 2015 35.6%	75%	80%	64.3%
7. To increase the student success rate in Secondary Cycle 2.2 History & Citizenship Education.	7.1 Student success rate on the MEES Uniform Exam (Converted Score) for Secondary Cycle 2.2 History & Citizenship Education (587-404).	JUNE 2015 57.9%	78%	n/a	n/a
	7.2 Student success rate on the MEES Uniform Exam (Converted Score) for Secondary Cycle 2.2 Histoire et education à la citoyenneté (087-404).	JUNE 2015 78.8%	90%	n/a	n/a

Table 2: THE PERCENTAGE OF STUDENTS ACHIEVING 60% OR HIGHER ON *FINAL* EVALUATIONS 2015-2018
(Source: Riverside School Board)

OBJECTIVES	INDICATOR	RIVERSIDE SCHOOL BOARD SUCCESS RATES ON COMMON EVALUATIONS			
		JUNE 2015	JUNE 2016	JUNE 2017	JUNE 2018
To increase the success rate of Elementary Cycle 1 and Cycle 2 Mathematics.	The rate of students achieving 60% or higher on the Elementary Cycle 1 Mathematics common evaluation tasks for: • competency 1 (C1) • competency 2 (C2)	Data not available.	C1 = 79.5% C2 = 64.4%	Not Evaluated	Not Evaluated
	The rate of students achieving 60% or higher on the Elementary Cycle 2 Mathematics common evaluation tasks for: • competency 1 (C1) • competency 2 (C2)	C1 = 76.8% C2 = 74.0%	C1 = 76.8% C2 = 74.0%	C1 = 78.6% C2 = 78.4%	Not Evaluated
To increase the success rate of Secondary Cycle 1 students in Mathematics.	The rate of students achieving 60% or higher on the Secondary Cycle 1 Mathematics common evaluation tasks for: • competency 1 (C1) • competency 2 (C2)	C1 = 68.5% C2 = 55.6%	C1 = 76.8% C2 = 74.0%	Not Evaluated	Not Evaluated
To increase the student success rate in Secondary Cycle 2.2 Cultural, Social & Technical Mathematics.	The rate of students achieving 60% or higher on the MEES Uniform Exam (563420 - competency 2) for the Secondary Cycle 2.2 Cultural, Social & Technical Mathematics.	35.6%	56.7%	65.0%	77.9%
To increase the student success rate in Secondary Cycle 2.2 History & Citizenship Education.	Student Success Rate on the MEES Uniform Exam (Converted Score) for: • Secondary Cycle 2.2 History & Citizenship Education (587-404) (E) • Secondary Cycle 2.2 Histoire et éducation à la citoyenneté (087-404) (F)	E = 57.9% F = 78.8%	E = 72.8% F = 94.5%	E = 64.6% F = 80.4%	Not Evaluated

Objectives tied to graduation and qualification

According to the latest MEES statistics, published in February 2018, for the 2008-2009, 7-year cohort (having graduated by 2016), the graduation rate at Riverside School Board was 86.4%. The most recent graduation rate has not been published by MEES. The dropout rate has remained stable. The last available data is 13.8% in 2015. The most current data for the dropout rate is not available from MEES.

Riverside School Board's Youth, Adult and Vocational sectors continued to provide students with varied pathways towards graduation and qualification. The Work Oriented Training Pathway exists in two Riverside secondary schools; one focused on Pre-Work and the other a CFER. A MEES 'projet particulier - 15 ans ' is in place at one secondary school, to support students in obtaining academic qualifications and work experience with a view to entering a vocational education path in the future.
The Adult and Vocational sectors continue to enhance their offer of service for post-secondary learning and qualifications.

General information on the goal

Objectives tied to disciplinary results on board-wide or MEES evaluations

The Educational Services curriculum team continued to support teachers and administrators by engaging them in a wide variety of professional development opportunities.

In 2017-2018, the Educational Services curriculum team continued to be present in:

- the one-on-one support of teachers and students
- the support of collaborative opportunities for professional learning
- the creation and accessibility of resources and tools
- partnerships with both the MEES and universities
- opportunities for student learning and student support beyond the regular school year, through Saturday morning tutorials for students preparing for Ministerial examinations, and a full summer school program that serves a wide variety of student needs.

The curriculum team continued to support the School Success Teams initiative that started in 2016-2017. These collaborative, voluntary groups composed of teachers, school administrators and other staff members from within each school and center, focused on success for all students. School Success Teams continued to work collaboratively to identify areas of focus and interventions to improve student success. The focus was on further developing the collaborative process and grounding investigations in professional literature and educational research. Teams have also begun exploring ways to consult and collaborate with other stakeholders in their schools. School Success Teams looked at establishing a school vision aligned with the school board and MEES vision, prioritizing issues that were identified through sound analysis, and creating and implementing action plans for long-lasting enhancement of student success, including qualification or certification for all.

Some of the data is unavailable (see table) as we no longer administer evaluations at all levels initially identified in the 2015 Partnership Agreement. The practice of imposing non-ministerial board-wide evaluations for students in the elementary and secondary sectors has been suspended. This encouraged schools to reflect on the role of summative evaluation in student learning. Schools wanting to develop their own evaluations could do so and use the support of curriculum consultants.

Increase the student success rate in mathematics

- In 2017-2018, only ministerial math examinations were administered to students in our system.
- At the secondary level, school teams continued to create common assessments as a strategy to examine effective teaching practices and improve student success. There has been an ongoing focus on increasing student success in Secondary 4 CST through consultant-led professional development and through the work of teacher teams in school. This hard work appears to be having an impact as seen in the June 2018 CST exam results, which show a significant increase in student success and that RSB achieved notably above the provincial student success rate.
- With the addition of secondary math consultants in 2018-2019, there will be more support to math teacher teams and more professional development that brings together teachers from all of our high schools. This will facilitate teachers to collaborate on creating assessment tools and to continue to develop essential formative assessment practices to support student learning in key areas of the math programs.

Increase the student success rate in History & Citizenship Education.

- Riverside School Board continues to support teachers to identify how students struggle with history and to adapt teaching practices to increase student success. There has been an increase in student success rates in Secondary 4 History & Citizenship Education, however, it is important to note that the June 2018 exam was a prototype and that, while this provided teachers with important understanding of course expectations, it also allowed for more latitude in preparation, administration and marking.
- To build on the momentum and continue to provide needed support to teachers, a curriculum consultant will focus exclusively on the history dossier for the 2018-2019 school year. Teachers, the history consultant and a team from McGill continue to work to support collaborative practice to ensure the effective ongoing transition to the new history program.
- To address the concern that low levels of reading competency impacts success in history for many students, a grant application was made and accepted for 2018-2019. This will allow for the partnership between teachers, consultants, and researchers from Bishops University and MEES, to collaboratively work to better understand literacy connections and effective teaching strategies to support student learning.

GOAL 2: STUDENT SUCCESS IN FRENCH AND IN ENGLISH LANGUAGE ARTS

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

RIVERSIDE SCHOOL BOARD : OBJECTIVES, INDICATORS ,TARGETS AND CURRENT RESULTS				
OBJECTIVES	**INDICATORS**	**RIVERSIDE BASELINE**	**RIVERSIDE TARGETS FOR JUNE 2020**	**RIVERSIDE RESULTS JUNE 2018**
1. To increase student success in Elementary Cycle 1 French (*français langue seconde, programme de base*).	The student success rate on the reading task of the Elementary Cycle 1.2 assessment for French (*français, langue seconde, programme de base*).	June 2016 86.5% (6 schools)	85%	Not evaluated
2. To increase student success in Elementary Cycle 3 French *(français langue seconde, programme de base).*	The student success rate on the reading task of the Elementary Cycle 3.2 assessment for French (*français, langue seconde, programme de base*).	June 2015 74.5%	83%	83.3%
3. To increase student success in Elementary Cycle 1 English Language Arts.	The student success rate on the reading task of the Elementary Cycle 1.2 assessment for English Language Arts assessment.	June 2016 72.1% (4 schools)	75%	Not evaluated
4. To maintain student success in Elementary Cycle 3 English Language Arts.	The student success rate on the reading task of the Elementary Cycle 3.2 assessment for English Language Arts.	June 2015 84.5%	75%	87.8%
5. To increase student success in Secondary Cycle 1 French (*français langue seconde, programme de base* and *français langue seconde, programme enrichi).*	The student success rate on the reading task of the Secondary Cycle 1.2 evaluation situation for *français, langue seconde, programme de base*.	June 2015 51.8%	60%	Not evaluated
	The student success rate on the reading task of the Secondary Cycle 1.2 evaluation situation for *français, langue seconde, programme enrichi*.	June 2015 79.9%	85%	Not evaluated
6. To increase student success in Secondary Cycle 1 English Language Arts.	The student success rate on the reading task of the Secondary Cycle 1.2 evaluation situation for English Language Arts.	June 2015 74.8%	85%	Not evaluated
	The student success rate on the writing task of the Secondary Cycle 1.2 evaluation situation for English Language Arts.	June 2015 93%	85%	Not evaluated
7. To increase student success in Secondary Cycle 2 French (*français langue seconde, programme de base* and *français langue seconde, programme enrichi).*	The student success rate on the writing task of the Secondary Cycle 2.3 uniform examination for French (*français, langue seconde, programme de base*).	June 2015 80.7%	80%	70.4%
	The student success rate on the writing task of the Secondary Cycle 2.3 uniform examination for French (*français, langue seconde, programme enrichi*).	June 2015 74.7%	85%	81.6%

Table 2: THE PERCENTAGE OF STUDENTS ACHIEVING 60% OR HIGHER ON RIVERSIDE SCHOOL BOARD *FINAL* EVALUATIONS JUNE 2016 - 2018

(Source: Riverside School Board)

OBJECTIVES	INDICATORS	June 2016	June 2017	June 2018
1. To increase student success in Elementary Cycle 1 French (*français langue seconde, programme de base*).	The student success rate on the reading task of the Elementary Cycle 1.2 assessment for French (*français, langue seconde, programme de base*).	86.5% (6 schools)	Not Evaluated	Not Evaluated
2. To increase student success in Elementary Cycle 3 French *(français langue seconde, programme de base).*	The student success rate on the reading task of the Elementary Cycle 3.2 assessment for French (*français, langue seconde, programme de base*).	90.3%	84.3%	83.3%
3. To increase student success in Elementary Cycle 1 English Language Arts.	The student success rate on the reading task of the Elementary Cycle 1.2 assessment for English Language Arts assessment.	72.1% (4 schools)	Not Evaluated	Not Evaluated
4. To maintain student success in Elementary Cycle 3 English Language Arts.	The student success rate on the reading task of the Elementary Cycle 3.2 assessment for English Language Arts.	84.2%	80.7%	87.8%
5. To increase student success in Secondary Cycle 1 French (*français langue seconde, programme de base* and *français langue seconde, programme enrichi).*	The student success rate on the reading task of the Secondary Cycle 1.2 evaluation situation for *français, langue seconde, programme de base*.	43.6%	Not Evaluated	Not Evaluated
	The student success rate on the reading task of the Secondary Cycle 1.2 evaluation situation for *français, langue seconde, programme enrichi*.	81.9%	Not Evaluated	Not Evaluated
6. To increase student success in Secondary Cycle 1 English Language Arts.	The student success rate on the reading task of the Secondary Cycle 1.2 evaluation situation for English Language Arts.	Data not available	84.7%	Not Evaluated
	The student success rate on the writing task of the Secondary Cycle 1.2 evaluation situation for English Language Arts.	Not Evaluated	Not Evaluated	Not Evaluated
7. To increase student success in Secondary Cycle 2 French (*français langue seconde, programme de base* and *français langue seconde, programme enrichi).*	The student success rate on the writing task of the Secondary Cycle 2.3 uniform examination for French (*français, langue seconde, programme de base*).	73.3%	64.9%	70.4%
	The student success rate on the writing task of the Secondary Cycle 2.3 uniform examination for French (*français, langue seconde, programme enrichi*).	77.1%	85.8%	81.6%

General information on the goal

The overall aim of Goal 2, as originally stated by the Ministry, was to improve mastery of the French language. To fully represent the particular reality and vision of the English School Boards with regard to language development, all Quebec English school boards also included 'mastery of the English language' in this goal.

The objectives identified by Riverside center primarily on literacy through reading and writing. Student development in literacy-related competencies is understood as foundational for success across the curriculum. Objectives, targets and strategies refer specifically to improvement of student success within the following programs:

- French as a Second Language (*français, langue seconde, programme de base*) at the elementary level;
- French as a Second Language *(français, langue seconde, programme de base* and *français, langue seconde programme enrichi)* at the secondary level;
- English Language Arts at elementary and secondary levels.

In light of this, the focus was to address:

- Reading, in French, (programs indicated above) at Elementary Cycles 1 and 3, and at Secondary Cycle 1.2 (Secondary 2);
- Reading, in English, at Elementary Cycles 1 and 3, and at Secondary Cycle 1.2 (Secondary 2);
- Writing, in French (programs indicated above) at the Secondary Cycle 2.3 (Secondary 5);
- Writing, in English at the Secondary Cycle 1.2 (Secondary 2).

The Educational Services curriculum team continued to support teachers and administrators by engaging them in a wide variety of professional development opportunities.

Objectives tied to disciplinary results on board-wide or MEES evaluations

In 2017-2018, the Educational Services team continued to be present in:

- the one-on-one support of teachers and students and in renewed professional development opportunities
- the support of collaborative opportunities for professional learning
- the creation and accessibility of resources and tools
- partnerships with both the MEES and universities
- opportunities for student learning and student support beyond the regular school year, through a full summer school program to serve a wide variety of student needs.

Increase the student success rate in French (all targeted programs and levels) and English Language Arts (all targeted levels)

Riverside School Board prides itself on its mission to support the development of high levels of proficiency in both English and French for all of its students. As such, much reflection has taken place over the years to provide enhanced opportunities for language development.

The following actions are noteworthy:

- In 2017-2018, board-wide, common assessments (MEES & RSB Compulsory) were administered to students in both English Language Arts and French as a Second Language only (at end of cycle 3 and at secondary 5).
- Marking centers and standardization sessions for all mandatory Riverside and MEES evaluations were held as they are an important means by which teachers develop a uniform understanding of program expectations and corresponding levels of student achievement.
- In 2017-2018, Riverside School Board put forth a draft Policy on Language Development and Delivery Models. Following a consultation period, we decided to use the goals of the policy to create a distinct objective in our Commitment-to-Success plan.

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

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

RIVERSIDE SCHOOL BOARD : OBJECTIVES, INDICATORS ,TARGETS AND CURRENT RESULTS				
OBJECTIVES	**INDICATORS**	**RIVERSIDE BASELINE JUNE 2017**	**RIVERSIDE TARGETS FOR JUNE 2020**	**RIVERSIDE RESULTS JUNE 2018**
1. To increase the graduation and qualification rates for students with special needs.	1.1 Rate of students with special needs obtaining a Secondary school diploma (SSD).	76.3%	75.0%	81%
	1.2 Rate of students with special needs obtaining a qualification in the WOTP pathway (Pre Work and Semi-skilled) or a Centre de formation en entrepirse et recuperation (CFER).	92.9%	80.0%	100%
2. To increase the success rate of students following an Individualized Education Plan (IEP).	2.1 The success rate of students following an IEP on the Reading competency task of the Elementary Cycle 1.2 English Language Arts common assessment.	Not Evaluated	60.0%	Not Evaluated
	2.2 The success rate of students following an IEP on the Reading competency task of the Elementary Cycle 1.2 French (*français, langue seconde, programme de base)* common assessment.	Not Evaluated	Increase by 20%	Not Evaluated

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

Category of Special Needs	Total Number of Students 2016-2017	Graduation Rate (SSD) 2016-2017	Total Number of Students 2017-2018	Graduation Rate (SSD) 2017-2018
Category 1:				
At-Risk (Students designated by codes: IEP, 02, 12, or 21)	146	77.4%	144	79.9%
Category 2:				
Handicaps (Students designated by codes: 33, 36, 42, 44, 50)	10	60.0%	18	94.4%
Social Maladjustments (Students designated by codes: 14, 53)	10	80.0%	11	72.7%
Learning Disorders (Students designated by codes: 34)	3	66.7%	6	85.7%

Table 3: Qualification Rate of Students with Special Needs obtaining a First Qualification in the Work-oriented Training Pathway Programs

Category of Special Needs	Total Number of Students 2016-2017	Qualification Rate 2016-2017	Total Number of Students 2017-2018	Qualification Rate 2017-2018
Category 1:				
At-RIsk				
Semi-Skilled trade	n/a	n/a	n/a	n/a
Pre-Work	14	92.9%	11	100%
Category 2:				
Handicaps (Students designated by codes: 33, 36, 42, 44, 50)				
Semi-Skilled trade	n/a	n/a	n/a	n/a
Pre-Work	12	100%	4	100%
Social Maladjustments (Students designated by codes: 14, 53)				
Semi-Skilled trade	n/a	n/a	n/a	n/a
Pre-Work	1	0%	1	0%
Learning Difficulties (Students designated by codes: 34)				
Semi-Skilled trade	n/a	n/a	n/a	n/a
Pre-Work	1	100%	1	100%

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

Subject (Elementary Grade 6)		Success Rate 2015 – 2016 (% of students Achieving 60% or Higher)		Success Rate 2016 – 2017 (% of students Achieving 60% or Higher)		Success Rate 2017 – 2018 (% 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	91.2%	60.5%	88.6%	64.9%	94.5%	72.7%
	C2 Narrative Writing	97.7%	71.7%	98.2%	82.9%	97.5%	78.6%
Mathematics	C1 Situational Problem	86.0%	35.1%	89.3%	57.4%	91.6%	65.3%
	C2 Mathematical Reasoning	83.7%	32.8%	86.3%	50.0%	85.9%	52%
French *(français, langue seconde, programme de base)*	C1 Oral	94.0%	91.4%	91.1%	76.6%	93.2%	81.2%
	C2 Reading	93.4%	81.0%	93.5%	73.0%	91.1%	70.5%
	C3 Production (Writing)	94.4%	74.1%	95.2%	77.4%	94.4%	78.7%
French Second Language *programme immersion*	C1 Oral	98.8%	89.4%	98.8%	95.2%	98.7%	97.1%
	C2 Reading	99.2%	66.0%	98.2%	94.3%	98.7%	94.2%
	C3 Production (Writing)	99.2%	89.4%	98.5%	89.5%	97%	90.1%

General information on the goal

The Overall aim of MEES Goal 3 is to improve graduation and qualification rates of students with special needs.

Table 1 provides an overview of the objectives, indicators, targets and baseline data. Indicators refer to the percentage of students obtaining a secondary school diploma or a qualification in the Work- Oriented Training Pathway WOTP program in either the Semi-skilled or Pre-Work programs (including CFER). Please note that the target for all of the objectives is based on a five-year period, to be achieved by June 2020.

It is important to note that the sub group of students with special needs refers to three distinct categories including students identified as having:

1. An IEP (which may or may not include an at-risk code)
2. An at-risk code
3. A MEES handicap code

Table 2 provides a breakdown of results pertaining to the graduation rate of students identified as at-risk, handicapped, having a social maladjustment or severe learning difficulty.

The overall objective of collecting data is to ensure that appropriate interventions are implemented and professional development as well as resources are provided to teachers, attendants and special education technicians to enhance the success of students with exceptionalities. The collection of data is a means to support professional discussion and improvement. As the pool of students with special needs fluctuates yearly, it is difficult to determine the reasons behind the successful completion of secondary school requirements.

Table 3 provides the qualification rate of students with special needs (at-risk, handicapped, with a social maladjustment or severe learning difficulty) in the WOTP Programs (including CFER). Due to the small number of student registrations, it is difficult to draw conclusions from the data. However, it remains important to take note of the success rate of students within the WOTP programs that have been identified with special needs. Since June 2012, results in this category have fluctuated, likely as a reflection of the varied learning profiles of each particular cohort. While we do not here provide a detailed account of the results, we do prioritize sharing the data with the school teams for the continued support of those students who have been identified in one of the three special needs categories.

We had no students in semi-skilled in the years 2016, 2017 and 2018, therefore results are not applicable.

Table 4 provides the success rate of students with special needs in Cycle 3.2 common evaluation tasks (MEES or board-wide) in English Language Arts, Mathematics, and French (*français, langue seconde, programme de base* and *français, langue seconde, programme d'immersion)*. This particular table does not emerge from a specific goal. However it was deemed important to record and analyze the results of tasks within the End-of-Cycle 3 evaluation situations as they provided academic insight for both Educational Services and Complementary Services. In analyzing results, it should be noted that the evaluation situations used in French at Cycle 3.2 are not Ministry-produced. They emerge from various sources, making comparisons and trends more difficult to establish with any measure of certainty. Mathematics and English Language Arts evaluations are compulsory Ministry evaluations.

Objectives tied to graduation rates and disciplinary results on board-wide or MEES evaluations

It is important to take note of the following initiatives that took place in the 2017-2018 school year in support of the attainment of Goal 3 and its related objectives:

- The Complementary Services team proceeded with the evaluation of students potentially at risk of failing;
- Early intervention was conducted through the following measures:
    - Kindergarten orientation
    - Kindergarten screening
    - SLP prevention services in Kindergarten to promote language development (early screening) ;
- Professional development was offered by the Complementary Services team on various exceptionalities based on student and staff needs. Workshops based on needs identified in the previous school year were organized for various employee groups; daycare educators, attendants and special education technicians as well as teachers.
- The focus was mainly on supporting the following resources and approaches: the developmental literacy continuum, as well as the behavior management continuum, Daily 5 and SoundPrints; the establishment of flexible learning spaces.
- Professionals promoted team discussions to help work through challenging situations but also to focus on building the capacity of the school teams.
- Support was provided by the Complementary Services team to the Regional Programs aimed at students with particular needs requiring specific intervention over time periods varying in length
- Complementary Services worked in ongoing collaboration with the teachers in the Language Class and the Resource Class.
- Implementation of the developmental learning continuum was continued in collaboration with LEARN Quebec, to foster common practice between the three Regional Programs and develop exit packages for students reintegrating the main stream.
- Much emphasis was placed on evaluation of students registered in Regional Programs, to allow a maximum of students with special needs to be evaluated according to grade level expectations and no longer automatically considered for modification.
- Implementation of Autism Spectrum Social skills groups was continued.

GOAL 4: HEALTH, SAFETY AND SECURITY IN SCHOOLS

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

RIVERSIDE SCHOOL BOARD : OBJECTIVES, INDICATORS ,TARGETS AND CURRENT RESULTS				
OBJECTIVES	**INDICATORS**	**RIVERSIDE BASELINE**	**RIVERSIDE TARGETS FOR JUNE 2020**	**RIVERSIDE RESULTS JUNE 2018**
1. To reduce the number of students who experience any form of intimidation and/or violence.	1.1 The number of suspensions and expulsions in each school, each year, which are due to bullying or violence.	2009-2010: 456	Decrease by 5%	246
	1.2 Student responses obtained from the *OurSCHOOL*™ Survey of each school, each year, which are related to bullying, exclusion or harassment.	2011-2012: Elementary: 22% (F) 24% (M) Secondary: 16% (F) 21% (M)	Decrease by 5%	Elementary: 22% (F) 30% (M) Secondary: 17% (F) 18% (M)
2. To increase the number of students who feel safe attending school.	2.1 Elementary and Secondary student responses obtained from the *OurSCHOOL*™ Survey using the "Feeling Safe at School" measure.	2011-2012: Elementary: 87% (F) 85% (M) Secondary: 86% (F) 81% (M)	Increase by 5%	Elementary: 53% (F) 51% (M) Secondary: 51% (F) 56% (M)
3. To increase students' sense of mental well-being and health.	3.1 Elementary and Secondary student responses obtained from the *OurSCHOOL*™ Survey using the "Sense of Belonging" measure.	2011-2012: Elementary: 84% (F) 85% (M) Secondary: 65% (F) 72% (M)	Increase by 5%	Elementary: 77% (F) 78% (M) Secondary: 59% (F) 65% (M)
	3.2 Elementary and Secondary student responses obtained from the *OurSCHOOL*™ Survey using the "Advocacy" measure (Rating scale out of 10).	2011-2012: Elementary: 5.3 (F) 5.3 (M) Secondary: 2.5 (F) 3.0 (M)	Increase by 2 points on the rating scale	Elementary: 5.9 (F) 5.8 (M) Secondary: 2.1 (F) 2.7 (M)
	3.3 Elementary and Secondary student responses obtained from the *OurSCHOOL*™ Survey using the "Self-Esteem" measure.	2011-2012: Secondary: 65% (F) 82% (M)	Increase by 5%	Secondary: 64% (F) 72%M)

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

Criteria	Sector	2009-2010 (No. of Students)	2010-2011 (No. of Students)	2011-2012 (No. of Students)	2012-2013 (No. of Students)	2013-2014 (No. of Students)	2014-2015 (No. of Students)	2015-2016 (No. of Students)	2016-2017 (No. of Students)	2017-2018 (No. of Students)
Suspensions	Elementary	166	214	80	130	107	174	274	244	109
	Secondary	286	129	344	297	326	171	107	212	312
Expulsions	Elementary	0	0	0	0	0	0	0	0	0
	Secondary	4	4	5	9	7	5	8	6	1
Total of Suspensions and Expulsions (Elementary and Secondary)		456	347	429	436	440	350	389	462	422

Table 3: Student Responses on the *OurSCHOOL*™ Survey for Indicators Related to a Safe School Environment

Indicator	Sector	2012-2013 % Result		2013-2014 % Result		2014-2015 % Result		2015-2016 % Result		2016-2017 % Result		2017-2018 % Result	
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Victim of Bullying	Elementary	20%	22%	22%	30%	23%	27%	19%	28%	21%	29%	22%	30%
	Secondary	17%	20%	17%	20%	20%	21%	11%	12%	18%	19%	17%	18%
Feeling Safe at School	Elementary	83%	83%	87%	86%	87%	84%	57%	57%	58%	56%	53%	51%
	Secondary	85%	82%	84%	82%	84%	80%	68%	66%	54%	59%	51%	56%
Sense of Belonging	Elementary	82%	80%	83%	84%	80%	83%	87%	80%	78%	80%	77%	78%
	Secondary	61%	68%	64%	69%	56%	68%	66%	74%	61%	69%	59%	65%
Advocacy (Scale /10)	Elementary	5.7/10	5.8/10	5.4/10	5.6/10	6.2/10	6.2/10	5.8/10	5.8/10	5.5/10	5.8/10	5.9/10	5.8/10
	Secondary	2.5/10	2.8/10	2.8/10	3.5/10	2.5/10	2.8/10	2.3/10	2.5/10	2.0/10	2.6/10	2.1/10	2.7/10
Positive Self-Esteem	Secondary	62%	80%	66%	80%	62%	79%	73%	81%	69%	81%	64%	72%

Prior to the 2014-2015 school year, there was a modification to the calculation procedure for questions pertaining to perceptions of safety attending school. The cutoff point for when a student is considered to feel safe was changed. Previously, the calculation included students who selected one of the following:

- Neither Agree nor Disagree
- Agree
- Strongly Agree

Responding Neither Agree nor Disagree does not indicate that a student feels safe at school. Therefore, as of 2014-2015, only those students who selected Agree or Strongly Agree were included in the calculation. This factor may have also impacted the overall results.

Objectives tied to Health, Safety and Security

Table 1 provides an overview of the objectives, indicators, targets and baseline data. Indicators refer to the number of occurrences of physical or psychological violence and the percentage of students who indicate feeling physically and psychologically safe in their school. The Riverside target for the 2015-2020 Partnership Agreement is to decrease occurrences of violence and bullying by 5% by 2020, and to increase student sense of belonging and feeling safe at school by 5% by 2020.

Table 2 indicates suspensions and expulsions for reasons of physical or psychological violence over a six-year period. It should be noted that, at this time, the term expulsion is used for both the mandatory transfer of a student from one school to another within Riverside and the dismissal of a student from the board.

Table 3 represents student perception related to a safe school environment as per the data collected through the ***OurSCHOOL*™**.

It is important to take note of the following intiatives that took place in the 2017-2018 school year, in support of the attainment of goal 4 and its related objectives:

- As in each year, schools developed anti-violence, anti-bullying (AVAB) plans. These were adopted by each school's governing board and communicated to parents and students.
- Drug awareness was a point of focus in cycle 3 elementary and in high school.
- Sexuality education sessions were held in cycle 3 elementary, in collaboration with the school nurse, as well as in high school, where the focus was on consent and risks.
- Professional development was provided to technicians, attendants and daycare educators to further develop the importance of:
    - nurturing positive relationships
    - understanding the cycle of emotions and student responses
    - Crisis Prevention Intervention (CPI) model

The Complementary Services team will continue to support schools in their efforts to provide professional development to staff in areas related to Goal 4, and to develop preventive strategies for students in the area of bullying and violence prevention. It will also continue to support schools in their efforts to provide an environment promoting a sense of belonging for students.

As a school board, Riverside will continue to raise awareness on issues related to student safety at school (and perceptions thereof), and to develop measures by which to support students who are struggling in the above-mentioned areas.

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

- All schools were required to develop and implement an anti-violence, anti-bullying (AVAB) plan to be submitted to their respective governing boards.
- All schools were required to formulate an AVAB school level committee
- All schools were required to conduct the *OurSCHOOL*™ Survey.
- All Schools were required to include their school results from the *OurSCHOOL*™ Survey in the Management and Educational Success Agreement (MESA) plans.
- All Schools were required to report incidences of violence and bullying (Bill 56 implemented in 2012)
- All Schools were required to systematically record occurrences of bullying and violence in schools.

GOAL 5: INCREASE THE NUMBER OF REGISTRATION AND THE GRADUATION RATE OF STUDENTS IN SECONDARY SCHOOL STUDIES AND VOCATIONAL TRAINING PROGRAMS

Table 1: Objectives, Indicators, Targets, Baseline and Outcomes Attained for Goal 5

RIVERSIDE SCHOOL BOARD : OBJECTIVES, INDICATORS ,TARGETS AND CURRENT RESULTS				
OBJECTIVES	**INDICATORS**	**RIVERSIDE BASELINE**	**RIVERSIDE TARGETS FOR JUNE 2019**	***RIVERSIDE RESULTS JUNE 2018**
1. To increase the total number of registrations in Vocational Training by 10% by the end of June 2018.	1.1 The total number of registrations in Vocational Training.	2012-2013 722	Increase by 2% per year	916 distincts 1010 déclarés
2. To increase the number of new registrations in Vocational Training by 10% by the end of June 2018.	2.1 The number of new registrations in Vocational Training.	2012-2013 374	Increase by 2% per year	436
3. To increase the number of new registrations in Vocational Training for students under the age of 20 by 10% by the end of June 2018.	3.1 The number of new registrations in Vocational Training for students under the age of 20.	2012-2013 12	Increase by 2% per year	38
4. To increase the number of new registrations in Vocational Training in a Work-Study Program (Alternance Travail-Études) by 10% by the end of June 2018.	4.1 The number of new registrations in Vocational Training in a Work-Study Program (Alternance Travail-Études).	2012-2013 0	Increase by 2% per year	99
5. To increase the number of graduates in Vocational Training by 10% by the end of June 2018.	5.1 The number of graduates in Vocational Training in the same program each year.	2012-2013 22	Increase by 2% per year	136
	5.2 The number of total graduates in Vocational Training each year.	2012-2013 76	Increase by 2% per year	349
6. To increase the total number of registrations in Adult Education in one or more services by 25% at the end of June 2018.	6.1 The total number of registrations in Adult Education in one or more services each year.	2012-2013 1 911	Increase by 5% per year	2028 distincts 2577 déclarés

Objectives tied to registration and graduation in the Adult and Vocational Sectors (LUMIX_2018-10-22)

1. A total of 1010 registrations were declared (and 916 distinct students) in 2017-2018 in Adult Education, which represents an increase of 288 registrations from our baseline of 722 in 2012-2013.

2. The number of new registrations in Vocational Training was 436 in 2017-2018. This represents an increase of 62 new registrations from our baseline of 374 in 2012-2013. While overall registration in Vocational Training has increased, this growth is due to an influx of registrations in the AVS Starting a Business. This trade course attracts a more mature population that may have been registered in a prior program in the past. The official numbers do not reflect the entire portrait of registrations. For instance, Riverside School Board borrows the DVS Auto Mechanic from New Frontiers School Board and declares one cohort a year. We also have a delocalisation agreement with the Commission scolaire de la Rivière du Nord, and declare two cohorts per year. These declarations do not appear in the Bilan 4 Charlemagne.

3. The number of new registrations in Vocational Training for students under the age of 20 was 38 in 2017-2018, which represents an increase of 26 students from our baseline of 12 in 2012-2013. Of the total of students not obtaining a diploma or a qualification, only the students over 16 years old are eligible to continue in Adult Education or Vocational Training.

4. In 2017-18, there were 99 new registrations in a Work-Study Program through Vocational Education. This represents a significant increase from our baseline of 0 in 2012-2013.
It should be noted that:
- In 2017-2018, the DVS Secretarial Studies and Accounting was offered through the Work-Study Program delivery model as well as the DVS Stationary Engine Mechanic. These programs are offered every year. There is also a cohort of Double DVS, offering both programs, secretarial studies and accounting, at the same time.
- Most of the students in Secretarial Studies and Accounting were placed in the schools, centres and Riverside administrative offices to increase office support overall. Some experiences were more successful than others and the model of delivery was reviewed during the year.

5. 5.1 The number of graduates in Vocational Training in the same program each year was 136 in 2017-2018; which represents an increase of 114 students from our baseline of 22 in 2012-2013.

5.2 The total number of graduates in Vocational Training was 349 in 2017-2018; which represents an increase of 273 students from our baseline of 76 in 2012-2013.
It should be noted that:
- Positions aiming at supporting the students, such as Resource Teachers and Academic and Vocational Advisors, were maintained or increased.
- A mandatory Orientation Week for all the new students attending one of our programs was also retained.
- Professionals and administrators worked with the MEES in 2017-2018 in order to better identify the risk factors of course withdrawal and put measures in place to support the students. There is a need to better identify the students at risk while they are attending class and before they quit, in order to apply timely strategies for success.

6. The total number of registrations in Adult Education in one or more services each year is 2577 declared (and 2028 distinct students), representing an increase of 666 students (35%) from our baseline of 1911 in 2012-2013.
It should be noted that:
- The registration and attendance in AGE are very successful.
- The biggest challenge is to find more space to teach courses during the day.
- There will be on-going work on the retention of the students in the next years to increase the Adult Education graduation rate by offering more options in the Socio-Vocational Integration Program and Distance Education.

Commission scolaire **Riverside**
Riverside School Board