



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

# ANNUAL REPORT 2010-2011

Choose Riverside for a real-world education.



# ANNUAL REPORT 2010-2011

## Table of contents

<b>Report from the Chairman and the Director General .....</b>	<b>3 - 6</b>
<b>List of Schools.....</b>	<b>7 - 8</b>
<b>Commissioners.....</b>	<b>9 - 10</b>
<b>Report on the 2010-2015 Strategic Plan</b>	
Goal 1 Increase the Graduation Rate of Students Under the Age of 20 .....	11 - 15
Goal 2 Improve Mastery of the French and English Languages .....	16 - 17
Goal 3 Improve Educational Success and Perseverance of Students with Special Needs .....	18
Goal 4 Improve Healthy Living and Safety in Schools .....	19
Goal 5 Increase the Number of Students Under the Age of 20 Registered in Vocational Programs .....	20
<b>Student Ombudsman’s Annual Report.....</b>	<b>21 - 23</b>
<b>Code of Ethics and Professional Conduct for Commissioners.....</b>	<b>23</b>
<b>Finance Report.....</b>	<b>24 - 25</b>
<b>Facts.....</b>	<b>26</b>





## REPORT FROM THE CHAIRMAN AND THE DIRECTOR GENERAL

Dear Riverside Community:

We are pleased to present the 2010-2011 Annual Report. This year was one to be proud of, and some important changes took place, namely the appointment of Sylvain Racette as new Director General in May 2011, following the retirement of Stephen Lessard in April 2011. Another important administrative change was the appointment of Michel Bergeron as Director of Financial Services and Transportation in October 2010. 2010-2011 also culminated the first full year that the Student Ombudsman was in position. His report can be read further on in this document.

We are also extremely proud to report that Riverside School Board, with its 5 year cohort, had the highest graduation rate among all of the public school boards in the province.

Our priority has always been to offer the best possible education to our students. This includes the noteworthy efforts of our staff and students which make us proud to be part of Riverside School Board. Some of the highlights include:

- Saint-Lambert Elementary School organized 'The Wave', an event that regrouped all of Riverside's Saint-Lambert schools in a united stand against bullying. This event captured much media attention and has become a yearly event. One thousand students, parents, staff and community members attended.
- A very successful World Vision Day was held at Heritage Regional High School in April 2011. It regrouped student leaders from Riverside's five high schools. This motivational day provided students with new ideas on how to increase community-action within their own schools.
- St-Mary's School student Samuel Dion-Dundas won the *Meaning of Home* writing contest. \$5,000 was donated in his name to *Habitat for Humanity*.
- Mountainview School students won a \$1,000 award presented by the *Fondation québécoise en environnement* to improve the state of their school yard, which they did by planting trees and repairing or replacing playground equipment.
- Teacher Jane Schipper-Mailloux won the MELS' Recognition Award, third prize Secondary, for founding the BBC (Boys Book Club) Project at St. Johns School.
- Centennial Regional High School student Adam Richard won the Montreal Rotary Club's Public Speaking Contest in May 2011. The topic of his speech was "We can help make the world a better place by..."

# Report

FROM THE CHAIRMAN AND  
THE DIRECTOR GENERAL



# Report

FROM THE CHAIRMAN AND  
THE DIRECTOR GENERAL

## REPORT FROM THE CHAIRMAN AND THE DIRECTOR GENERAL

- A series of student consultations entitled 'Hear Our Voices' was organized. It allowed high school students the chance to participate in educational consultation with administrative staff. The findings of the group were presented to Council and were taken into consideration in the planning of programs for future years.
- Centennial Regional High School student Mahidul Syed won the gold medal at the Hydro Quebec Regional Science and Technology Fair in April 2011.
- Mountainview School was presented with a honorary plaque for its work in planting bushes along the Richelieu River in the fight to prevent soil erosion.
- A *Survival Guide for Parents of Teens* addressed to the English community outlining the social services offered in the Montérégie region was launched. The translation of this guide from French could not have been possible without the input from Riverside School Board specialists.
- A collective student-written anthology called *Project Clove* was launched at Centennial Regional High School. This book features poems and reflections from Centennial students from all grade levels on current issues, as well as on challenges facing teens today.
- The *Power of Pink* video was produced by Riverside School Board and included dance numbers from many Riverside schools in support of Breast Cancer Awareness. The video was posted on our website and to date has garnered over 5,200 views.
- The *Go Publique* video was launched in January 2011 by the Quebec English School Boards Association (QESBA), featuring the St. Johns Choir, led by Elizabeth Urbanowicz, music teacher at St. Johns Elementary, who played a pivotal role in the creation of the video.

Many workshops were offered this year including an innovative one addressed to bus drivers who transport Children with Special Needs. The session included providing the drivers with tips on how to deal with the (subtle) differences children with special needs exhibit, and also provided strategies on how to improve relationships with these students.

A full day workshop in January 2011 presented by Riverside professionals was given to teachers and counsellors on the subject of suicide prevention. The workshop identified risk factors of troubled youths and some of the social resources and networks available to youth and professionals.

In March 2011, Riverside's maintenance technicians participated in a one-day workshop on mechanical building systems and safe work habits.



**Major Capital Investments**

Capital building projects in the order of approximately \$4.1 Million were completed in 2010-2011 with 13 major projects in 8 schools. Major projects consisted of masonry replacement and restoration, partial roof replacement and repair, gym floor and lights replacement, interior finish restoration, new elevator, washroom and water piping renovations, restoration of HVAC units and boiler replacement. These improvements continue to enhance the quality of the learning and work environment of all students and staff in Riverside’s schools.

**MAJOR CAPITAL INVESTMENTS**

<b>Description of work</b>	<b>School</b>
Masonry	Heritage; St-Lambert Elementary
Roof	Courtland Park International; St-Lawrence (St-Raymond Pavillion)
Gym floor and lights	Heritage
Heating/Ventilation/Boiler	Good Shepherd; Centennial; Harold Napper
WC renovation	Courtland Park International; Centennial
Elevator	Centennial; St-Johns
Interior finish renovation	St-Johns

**New Programs**

Two new programs were introduced in 2010-2011.

*Connections* was introduced in September 2010, and is a program intended for students who are not achieving success in the mainstream. *Connections* is based at Centennial Regional High School and students in that program benefit from smaller class sizes, separate class scheduling, regular counselling/support and partial reintegration when possible.

*S.A.I.L.* (Students from Alternative to Inclusive Learning) was also introduced in September 2010 and is geared to children ages 4-6 with one or more of the following characteristics: developmental delay and/or difficulties; difficulty with cognitive skills and adaptive skills. The program is housed at St. Mary’s Elementary School and provides structured learning, acquisition of social skills; adjustment to school life and routines and basic English Language Arts and Mathematics. With a maximum of 8 students, the small class size is conducive to individualized learning according to each child’s needs.

# Report

FROM THE CHAIRMAN  
AND THE DIRECTOR GENERAL



## Community Learning Centres in Saint-Lambert and Otterburn Park

### Saint-Lambert

In 2010-2011, the Saint-Lambert CLC expanded its already extensive extra-curricular offerings to include parent-child badminton, three Mother Goose programs, and the new Lifelong Learning Series (L3). The L3 series relied on the support of volunteers from our community who have experience moderating peer learning groups. The first topic "Oh My Brain" saw 25 participants registered. The Winter session included two different topics. The Saint-Lambert CLC was also member of a CSSS Table addressing the needs of families with children aged 0-5. The CLC attracts participants from Candiac to Boucherville, thereby assuring its success by having branched out and captured other nearby communities.

### Otterburn Park

The Mountainview CLC had a very busy year starting with its new community garden. The aim of this project, in collaboration with other local partners, was to educate and raise awareness about choosing a healthier lifestyle. This approach was used to build, from the ground up, a project that would enable all to take part in the garden's lifecycle and development. Mountainview students were involved in recycling, composting, food preparation and the creation of a recipe booklet. Other activities offered by the Mountainview CLC included bird house building; scrapbooking; jewellery creation as well as the painting of two large art murals. Finally, a leadership mentor program was created inviting Heritage Regional High School students to help cycle 3 elementary students develop their student leadership skills.

Both Community Learning Centres hosted Meet & Greet events which invited their communities to meet the CLC partners and learn about the programs offered at the schools. Mountainview's Meet and Greet included a craft fair and used book sale; Saint-Lambert's included various student performances and a Chinese dinner.

Going forward, we will continue to offer quality education to all of our students and provide support to our schools in order to fulfill our mission statement, which is to provide a stimulating learning environment that will help students achieve personal success.

Moira Bell  
Chairman

Sylvain Racette  
Director General



## LIST OF SCHOOLS

Riverside School Board is home to over 9,000 students in 19 elementary schools, 5 high schools and 1 adult and career centre, servicing 115 municipalities. Its territory spans more than 7,500 square kilometres and extends from Sorel in the north, Sainte-Catherine in the west, south to the United States border and several kilometres east of the Richelieu River. It is internationally recognized as the birthplace of French immersion, established over 40 years ago, and boasts one of the highest graduation rates of the 72 schools boards in Quebec, consistently placing in the top five.

### ELEMENTARY SCHOOLS

#### Beloeil

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

#### Boucherville

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

#### Brossard

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

#### Candiac

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

#### Chambly

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

#### Delson

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

#### Greenfield Park

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

#### Longueuil

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

#### Otterburn Park

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

#### St-Bruno

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

#### St-Hubert

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

#### Saint-Jean-sur-Richelieu

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

#### St- Lambert

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

#### Sorel/Tracy

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



## HIGH SCHOOLS

### Greenfield Park

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

### Saint-Hubert

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

### Saint-Jean-sur-Richelieu

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

### Saint-Lambert

- **Chambly Academy**, tel.: 450 671-5534.  
International Baccalaureate Middle Years program (IB).
- **The Alternate School**, tel.: 450 466-3122.  
General applied alternative program for at-risk students.
- **REACH**, tel.: 450 671-1649.  
Program for students with handicaps and special needs.

## ADULT EDUCATION AND CAREER TRAINING CENTRE

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

# Commissioners 2010-2011



**Moira Bell**  
Division 9 (Saint-Lambert)  
Chairman  
Ex-Officio on all committees



**Debbie Horrocks**  
Division 16 (Brossard)  
Vice-Chairman  
Member, Finance & Audit Committee  
Member, Human Resources Committee  
Member Communications Committee  
Member, DG Liaison Committee



**Fern Blais**  
Division 1 (Boucherville)  
Member, Human Resources Committee  
Member, Executive Committee



**Anna Capobianco-Skipworth**  
Division 2 (Otterburn Park)  
Vice-Chair, Human Resources  
Committee  
Member, Finance & Audit Committee



**Pamela Booth-Morrison**  
Division 3 (Beloeil)  
Member, Finance & Audit Committee  
Member, Human Resources Committee



**Michel L'Heureux**  
Division 4 (Saint-Bruno)  
Member, Communications Committee



**Michel Cloutier**  
Division 5 (Chambly)  
Member, Communications Committee



**Nina Nichols**  
Division 6 (Saint-Hubert)  
Member, Education Committee  
Member, Material Resources and  
Safe Schools Committee



**Henriette Dumont**  
Division 7 (Saint-Hubert)  
Chair, Human Resources Committee  
Member, Finance & Audit Committee  
Member, Communications Committee  
Member, DG Liaison Committee



**Dawn Smith**  
Division 8 (Longueuil)  
Chair, Education Committee  
Member, Human Resources Committee  
Member, Executive Committee

# Commissioners 2010-2011



**Lesley Llewelyn Cuffling**  
 Division 10 (Saint-Lambert)  
 Chair, Executive Committee  
 Member, Transportation Advisory Committee  
 Member, Education Committee  
 Member, Human Resources Committee  
 Member, Finance & Audit Committee  
 Member, DG Liaison Committee



**Susan Rasmussen**  
 Division 11 (Greenfield Park)  
 Member, Education Committee  
 Member, Human Resources Committee  
 Member, Communications Committee  
 Member, Executive Committee



**Dan Lamoureux**  
 Division 12 (Greenfield Park)  
 Member, Finance & Audit Committee  
 Member, Human Resources Committee



**Gustavo Sastre**  
 Division 13 (Brossard)  
 Member, Executive Committee  
 Member, Finance & Audit Committee  
 Member, Human Resources Committee



**Margaret Gour**  
 Division 14 (Brossard)  
 Member Finance & Audit Committee  
 Member, Human Resources Committee



**Ken Cameron**  
 Division 15 (Brossard)  
 Chair, Material Resources & Safe  
 Schools Committee  
 Member, Human Resources Committee  
 Member, Executive Committee



**Donna Gareau**  
 Division 17 (Candiac)  
 Member, Finance & Audit Committee  
 Member, Human Resources Committee



**Dominic Guerriero**  
 Division 18 (Delson)



**Pierre D'Avignon**  
 Division 19 (Saint-Jean-sur-Richelieu)  
 Member, Finance & Audit Committee  
 Member, Material Resources & Safe  
 Schools Committee

## PARENT COMMISSIONERS



**Pierre Chouinard**  
 Elementary School  
 Commissioner  
 Member, Transportation  
 Committee; Member,  
 Finance Committee;  
 Member, Human Re-  
 sources Committee;  
 Member Material Resources Comm.



**Donna Copeman**  
 Secondary School  
 Commissioner  
 Member, Executive  
 Committee;  
 Member, Education  
 Committee



## REPORT ON THE 2010-2015 STRATEGIC PLAN

### GOAL 1— INCREASE THE GRADUATION RATE OF STUDENTS UNDER THE AGE OF 20

# Goal 1

MÉLS statistics show that Riverside had a combined graduation and qualification rate of 80.4% overall in 2008, 79.6% in 2009 and 79.5% in 2010 for the 7-year cohort as given in Tables 1A and 1B. The graduation rate for students receiving either a Secondary School Diploma (SSD) or a Diploma of Vocational Studies (DVS) was 79.4% in 2008, 78.4% in 2009 and 78.8% in 2010. It should be noted that the 2009-2010 results were obtained prior to the implementation of the Partnership Agreement, thus impacts of the Agreement may only be seen in the 2010-2011 results. The contribution of the qualification of students in the Work-Oriented Training Pathway, either in the Pre-Work Training or the Semi-Skilled Trade programs was 1.0% in 2008, 1.2% in 2009 and 0.6% in 2010. Whereas Riverside's combined graduation and qualification rates compare favourably with the provincial averages, the assigned MÉLS target for Riverside of 88% will require significant improvement and changes in strategic areas. To this end, objectives, targets and strategies have been designed to increase student success and retention in each of our Elementary, Secondary and Adult Education sectors. Strategies planned for the future are: a Concurrent DSS and DVS program will be implemented at the Adult and Vocational Education Centre (ACCESS); the regional Work-Oriented Training Pathway (WOTP) program will be enlarged and renewed; all professional development will include differentiation practices; and Secondary 3 Mathematics will be additionally targeted.

The significantly lower success rates and higher drop-out rate of boys are a cause for concern, and motivate several themes in the Riverside professional development plans for administrators and teachers. These plans aim to promote higher levels of success for all students, but in particular, an increase in the success and perseverance of boys. To address specifically the needs of adolescents during their transition from Elementary to Secondary school, and in the long term, to reduce the dropout rate of students in Secondary 4 and 5, Elementary and Secondary schools will continue to implement a variety of academic and social support strategies. These are identified as student 'Transition Plans' and school 'Transition Programs'. Additionally this year, academic transition projects will be in place to support teachers of Mathematics, English Language Arts and French Second Language Elementary Cycle 3 and Secondary Cycle 1.



## REPORT ON THE 2010-2015 STRATEGIC PLAN

### GOAL 1— INCREASE THE GRADUATION RATE OF STUDENTS UNDER THE AGE OF 20

# Goal 1

#### 1a) Graduation and qualification rates

Strategies which have been demonstrated to be successful to promote student success and were put in place:

- ACCESS will establish a concurrent study program for 2011-2012, so that students may obtain both a Secondary School Diploma (SSD) and Diploma of Vocational Studies (DVS) in one year.
- Complementary Services, in collaboration with the Secondary schools, will establish an additional Work-Oriented Training Pathway (WOTP) program in another Secondary school.
- Educational Services Consultants will continue providing professional development for teachers in subject-specific teacher cohorts, but will additionally initiate personalized and regular visits to individual school departments.
- Educational Services will continue to collect and analyse student results in targeted subjects and grade levels at strategic points in time: Term 2, end-of-cycle or year, and final June evaluations. Schools will be provided with this data in formal data-team meetings, and opportunities will be made for Educational Services and school teams to discuss collectively and plan strategically using this information in school-based forums such as cycle-team meetings and departmental meetings. The analysis of student work will also be used as an important strategy to establish a common understanding of program requirements, identify student learning needs, and develop appropriate intervention measures.

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

Strategies included:

- The Director of Secondary Schools will continue to support the schools to increase the number of projects which particularly support the success of boys. It is understood that these strategies will impact positively on all students. Strategies include: subject-specific remediation, information sessions for teachers on literacy development and needs particular to reluctant readers, use of various technologies in the classroom, hands-on activities used in pedagogy, etc...



## REPORT ON THE 2010-2015 STRATEGIC PLAN

### GOAL 1— INCREASE THE GRADUATION RATE OF STUDENTS UNDER THE AGE OF 20

# Goal 1

#### 1c) Student success on Mathematics elementary end-of-cycle 2 and secondary end-of-cycle 1 Evaluation Situations

Strategies included:

- The Mathematics Toolbox sessions (professional development sessions provided to a cohort of teachers over a period of time), will continue for Elementary Cycle 2 teachers but will additionally be offered to Elementary Cycle 1 teachers as a means of early intervention. Areas of focus include: technological applications, students with special needs and new MÉLS reference documents.
- At the Secondary level, the Mathematics Toolbox Sessions will continue for Secondary 2 and additionally include Secondary 3 teachers. These will provide teachers with more situational problems (C1), learning activities focused on geometry and algebra, technological applications, students with special needs, new MÉLS reference documents and literacy-based strategies in mathematics.
- End of the year student results will be used in addition to the June Evaluation Situations, to better monitor student achievement and make appropriate adjustments.
- The target of a 4% increase will be retained for next year.

#### 1d) Dropout rates

Strategies included:

- Use of the *Tell Them From Me* survey in all schools; schools are supported by two Educational Services resource persons.
- The Transition Plan for students at risk will continue to be used in the case of Elementary Grade 6 students going to Secondary.
- The *Readiness Camp* for at-risk Grade 6 students will continue to be used to support student transition from elementary to secondary school.
- 'Persévérance scolaire' monies will be used by Secondary schools to offer school activities which keep students at risk in school.
- The Riverside Activity Coordinator will collaborate with the Secondary schools to develop a variety of projects and activities for students at risk of dropping out.

# REPORT ON THE 2010-2015 STRATEGIC PLAN

## GOAL 1— INCREASE THE GRADUATION RATE OF STUDENTS UNDER THE AGE OF 20

Tableau 1  
Taux de diplomation et de qualification au secondaire, avant l'âge de 20 ans (obtention d'un premier diplôme)

année de la première inscription en secondaire 1 : dernière année d'obtention diplôme/qualification <sup>1</sup> :	CS Riverside				Réseau public (72 CS)				Ensemble du Québec			
	2000-2001 2007	2001-2002 2008	2002-2003 2009	2003-2004 2010	2000-2001 2007	2001-2002 2008	2002-2003 2009	2003-2004 2010	2000-2001 2007	2001-2002 2008	2002-2003 2009	2003-2004 2010
<b>1A. Diplomation et qualification réunies, selon le secteur</b>												
<b>Sexes réunis, total</b>	<b>80,4</b>	<b>80,4</b>	<b>79,6</b>	<b>79,5</b>	<b>68,4</b>	<b>68,5</b>	<b>67,6</b>	<b>67,9</b>	<b>72,1</b>	<b>72,3</b>	<b>71,9</b>	<b>72,3</b>
Formation générale des jeunes	72,4	72,2	72,5	71,3	60,5	60,5	59,5	60,1	65,1	65,3	64,8	65,5
Formation générale des adultes	7,7	7,3	5,7	7,3	5,3	5,4	6,1	5,8	4,7	4,8	5,4	5,1
Formation professionnelle	0,5	1,1	1,6	1,0	2,6	2,7	2,0	2,0	2,3	2,3	1,8	1,7
<b>Sexe masculin, total</b>	<b>74,0</b>	<b>73,4</b>	<b>73,8</b>	<b>73,5</b>	<b>61,2</b>	<b>61,5</b>	<b>60,8</b>	<b>61,1</b>	<b>65,4</b>	<b>65,9</b>	<b>65,6</b>	<b>66,0</b>
Formation générale des jeunes	66,8	65,2	65,8	64,0	52,7	52,5	52,9	53,2	57,7	58,0	58,5	58,9
Formation générale des adultes	6,8	7,2	5,7	8,1	5,1	5,4	5,3	5,2	4,7	4,8	4,8	4,7
Formation professionnelle	0,5	1,0	2,3	1,5	3,4	3,6	2,7	2,8	3,1	3,2	2,4	2,3
<b>Sexe féminin, total</b>	<b>86,5</b>	<b>87,2</b>	<b>86,1</b>	<b>85,5</b>	<b>76,0</b>	<b>75,7</b>	<b>74,7</b>	<b>75,2</b>	<b>79,1</b>	<b>78,9</b>	<b>78,3</b>	<b>78,8</b>
Formation générale des jeunes	77,8	78,9	79,8	78,8	68,9	68,6	66,4	67,5	72,9	72,8	71,3	72,3
Formation générale des adultes	8,6	7,4	5,8	6,5	5,5	5,5	7,0	6,4	4,8	4,8	6,0	5,5
Formation professionnelle	0,5	1,2	0,8	0,4	1,7	1,6	1,3	1,3	1,4	1,4	1,1	1,1
<b>1B. Diplomation et qualification séparées</b>												
<b>Sexes réunis, total</b>	<b>80,4</b>	<b>80,4</b>	<b>79,6</b>	<b>79,5</b>	<b>68,4</b>	<b>68,5</b>	<b>67,6</b>	<b>67,9</b>	<b>72,1</b>	<b>72,3</b>	<b>71,9</b>	<b>72,3</b>
Diplomation (DES, DEP, ASP)	79,8	79,4	78,4	78,8	66,3	66,6	66,1	66,2	70,4	70,7	70,6	70,8
Qualification (CFER, ISPJ, AFP, CFMS, CFPT)	0,6	1,0	1,2	0,6	2,1	1,9	1,5	1,7	1,7	1,6	1,3	1,4
<b>Sexe masculin, total</b>	<b>74,0</b>	<b>73,4</b>	<b>73,8</b>	<b>73,5</b>	<b>61,2</b>	<b>61,5</b>	<b>60,8</b>	<b>61,1</b>	<b>65,4</b>	<b>65,9</b>	<b>65,6</b>	<b>66,0</b>
Diplomation (DES, DEP, ASP)	72,7	72,4	71,8	72,5	58,6	59,1	58,8	58,9	63,1	63,8	63,9	64,1
Qualification (CFER, ISPJ, AFP, CFMS, CFPT)	1,3	0,9	2,2	1,1	2,6	2,4	2,0	2,2	2,3	2,1	1,7	1,8
<b>Sexe féminin, total</b>	<b>86,5</b>	<b>87,2</b>	<b>86,1</b>	<b>85,5</b>	<b>76,0</b>	<b>75,7</b>	<b>74,7</b>	<b>75,2</b>	<b>79,1</b>	<b>78,9</b>	<b>78,3</b>	<b>78,8</b>
Diplomation (DES, DEP, ASP)	86,5	86,1	85,8	85,3	74,5	74,4	73,7	74,0	77,9	77,8	77,4	77,8
Qualification (CFER, ISPJ, AFP, CFMS, CFPT)	0,0	1,1	0,2	0,2	1,5	1,4	1,1	1,2	1,2	1,1	0,9	1,0

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

This document was produced by MELS. No English version is available.

Page 3

# REPORT ON THE 2010-2015 STRATEGIC PLAN

## GOAL 1— INCREASE THE GRADUATION RATE OF STUDENTS UNDER THE AGE OF 20

Tableau 2A

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

année d'inscription :	CS Riverside				Réseau public (72 CS)				Ensemble du Québec			
	2005-2006	2006-2007	2007-2008	2008-2009	2005-2006	2006-2007	2007-2008	2008-2009	2005-2006	2006-2007	2007-2008	2008-2009
<b>Sexes réunis, total</b>	<b>133</b>	<b>148</b>	<b>133</b>	<b>122</b>	<b>14 014</b>	<b>14 420</b>	<b>15 060</b>	<b>13 526</b>	<b>15 314</b>	<b>15 803</b>	<b>16 472</b>	<b>14 732</b>
Premier cycle du secondaire	32	36	23	26	4 091	4 097	3 804	2 654	4 663	4 683	4 370	3 110
Secondaire 3	26	36	22	24	3 162	3 070	3 885	4 406	3 403	3 349	4 138	4 630
Secondaire 4	34	30	39	34	3 216	3 403	3 884	3 200	3 436	3 631	4 165	3 432
Secondaire 5	41	46	49	38	3 545	3 850	3 487	3 266	3 812	4 140	3 799	3 560
<b>Sexe masculin, total</b>	<b>86</b>	<b>83</b>	<b>84</b>	<b>73</b>	<b>8 636</b>	<b>8 966</b>	<b>9 225</b>	<b>8 290</b>	<b>9 338</b>	<b>9 706</b>	<b>9 957</b>	<b>8 919</b>
Premier cycle du secondaire	19	19	10	16	2 507	2 535	2 249	1 582	2 812	2 853	2 544	1 820
Secondaire 3	17	17	14	10	1 980	1 932	2 446	2 815	2 110	2 082	2 587	2 926
Secondaire 4	18	16	30	23	2 005	2 217	2 488	2 017	2 127	2 347	2 628	2 138
Secondaire 5	32	31	30	24	2 144	2 282	2 042	1 876	2 289	2 424	2 198	2 035
<b>Sexe féminin, total</b>	<b>47</b>	<b>65</b>	<b>49</b>	<b>49</b>	<b>5 378</b>	<b>5 454</b>	<b>5 835</b>	<b>5 236</b>	<b>5 976</b>	<b>6 097</b>	<b>6 515</b>	<b>5 813</b>
Premier cycle du secondaire	13	17	13	10	1 584	1 562	1 555	1 072	1 851	1 830	1 826	1 290
Secondaire 3	9	19	8	14	1 182	1 138	1 439	1 591	1 293	1 267	1 551	1 704
Secondaire 4	16	14	9	11	1 211	1 186	1 396	1 183	1 309	1 284	1 537	1 294
Secondaire 5	9	15	19	14	1 401	1 568	1 445	1 390	1 523	1 716	1 601	1 525

Tableau 2B

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

année d'inscription :	CS Riverside				Réseau public (72 CS)				Ensemble du Québec			
	2005-2006	2006-2007	2007-2008	2008-2009	2005-2006	2006-2007	2007-2008	2008-2009	2005-2006	2006-2007	2007-2008	2008-2009
<b>Sexes réunis</b>	<b>17,4</b>	<b>19,0</b>	<b>16,5</b>	<b>15,3</b>	<b>23,6</b>	<b>23,9</b>	<b>23,3</b>	<b>21,3</b>	<b>20,7</b>	<b>20,7</b>	<b>20,3</b>	<b>18,4</b>
Sexe masculin	23,2	21,8	21,5	19,5	30,1	30,1	29,0	26,1	26,2	26,0	25,2	22,6
Sexe féminin	11,9	16,3	11,8	11,8	17,6	17,9	17,8	16,5	15,6	15,6	15,6	14,3

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

This document was produced by MELs. No English version is available.



# Goal 2

## REPORT ON THE 2010-2015 STRATEGIC PLAN

### GOAL 2 — IMPROVE MASTERY OF THE FRENCH AND ENGLISH LANGUAGES

The overall aim of MÉLS Goal 2 is to improve mastery of the French language. In developing its Partnership Agreement, all English School Boards included mastery of the English language in this goal. The objectives identified by Riverside for this goal focus primarily on reading. Student competency in reading is understood as a foundational skill which is required for student success in other areas of literacy development (writing and oral language). Reading also serves as the means by which students are prepared for success in all subjects of the curriculum. The central focus of this goal is to address the needs of students with respect to reading at the Elementary Cycle 2 and end of Secondary Cycle 1 levels. Objectives, targets and strategies refer specifically to improvement of student success in reading in the following programs: French Second Language (FSL) *de base* and *immersion* in Elementary, French Second Language *de base* and *enrichi* in Secondary, and in English Language Arts Elementary and Secondary. Riverside objectives for this goal aim to increase the success rates of students in reading by 5% annually. To this end, a variety of strategies were implemented. Chief among these was the Literacy Toolbox, a format commonly used at Riverside as a means of providing professional development and encouraging collegial collaboration and sharing. At these regular meetings, teachers acquired resources and training which supported the development of instructional strategies related to reading comprehension. Sessions included topics such as balanced literacy, student learning styles, special needs and the use of Information and Communication Technologies.

In addition to targeting improved student achievement in reading at Elementary Cycle 2 and Secondary Cycle 1, this goal also focuses on increasing the success rate of Secondary V students for the French Second Language (FSL) writing components of the MÉLS *de base* and *enrichi* examinations. This particular objective is required by the MÉLS. Teachers from all secondary schools were provided with instructional and assessment strategies which focused on the writing competency in order to improve student success.



## REPORT ON THE 2010-2015 STRATEGIC PLAN

### GOAL 2 — IMPROVE MASTERY OF THE FRENCH AND ENGLISH LANGUAGES

Common French Second Language evaluations were delivered in May/June 2010 at Elementary Cycle 2 and Secondary Cycle 1. However, the components of the secondary evaluations were variable and delivered in a non-uniform manner that was based on the individual school's needs. Thus, these results cannot be used as a baseline. However, 2011 exam results are derived from uniform exam content and benefited from a uniform delivery model. Thus, these results will serve as accurate baseline data and will be used for analysis at this time, as well as a comparative analysis in 2012. This illustrates the need to have high quality, uniform evaluations administered in a uniform manner and marked in a marking centre. It would also be beneficial to have standardization sessions before teachers administer the exams, in order for teachers to fully understand the criteria associated with the evaluation.

The following strategies were used:

- Data meetings between curriculum consultants and individual schools' administrators and key teachers to help deepen each school's understanding of its students' results. Curriculum consultants helped schools make a direct link between their results and their MESAs (Management and Educational Success Agreements).
- Professional development was provided throughout the year to teachers and administrators to deepen understanding and support implementation of pedagogical differentiation. This enabled teachers to identify and incorporate a wider range of teaching materials and strategies to meet the needs of diverse learners, with a particular focus on the predispositions of boys.
- Literacy Toolbox sessions were offered to teachers of ELA and FSL in Cycle 2 Elementary, Cycle 1 Secondary and Secondary 5.

# Goal 2



## REPORT ON THE 2010-2015 STRATEGIC PLAN

### GOAL 3 — IMPROVE EDUCATIONAL SUCCESS AND PERSEVERANCE OF STUDENTS WITH SPECIAL NEEDS

Riverside encourages inclusion of students with special needs into regular classes. This is the motivating factor behind the variety of services and programs offered to students with Special Needs. The proportion of the 9,273 students at Riverside having an IEP (Individualized Education Plan) is partitioned as follows: 4% of students in Kindergarten (29 students), 22% of students in Elementary (976 students) and 30 % of students at the Secondary level (1231 students).

Students with 'Handicaps' refers to students who have been recognized through the validation process of the MÉLS. The specific support measures put into place for each of these students are identified in an IEP. The effectiveness of these support strategies has been monitored and adapted as needed to respond to the specific needs of these students.

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

To support students with special needs, Complementary Services will continue to apply these successful strategies:

- Kindergarten screening information sessions for teachers were very well attended and contributed to a better understanding of the Kindergarten screening process. This resulted in a more comprehensive completion of the Kindergarten screening documents by school teams.
- Professional development was ongoing throughout the year for teachers, day care educators, technicians, attendants and bus drivers. Topics included: differentiation, the IEP, behaviour management, assistive technologies, and characteristics of students with Special Needs. The feedback received was very positive.
- The RECIT\* consultant, in collaboration with the Special Education Consultants, provided professional development to resource teachers on the use of Information and Communication Technologies in the classroom. All schools have received a Smart pen and mini-laptop installed with adaptive software.

\* The RÉCIT is a network of resource persons who provide assistance to school personnel to introduce information technology and communication into the curriculum.

# Goal 3



## REPORT ON THE 2010-2015 STRATEGIC PLAN

# GOAL 4 — IMPROVE HEALTHY LIVING AND SAFETY IN SCHOOLS

# Goal 4

### **Safety and Security of Establishments**

The Riverside Code of Conduct was developed to support an understanding and implementation of Safe and Caring Schools. Baseline data was collected to assess the degree to which a violence-free school and work environment was being realized. Data was gathered from two primary sources: recorded suspensions and expulsions from each of Riverside's schools, and responses in the "Tell Them from Me" survey issued to students in Grades 5 and 6 and all secondary grade levels. The objective developed for Riverside concerns the security and safety of all individuals from physical, emotional, and psychological violence, or threats of violence. Targets included a reduction in the incidence of violence to zero, and an increase to 100% of students feeling physically and psychologically safe in their school.

Strategies set to achieve these targets were linked to the Code of Conduct and include the following: ensuring the availability of the Code of Conduct in schools, training of staff on its application, and ensuring that the Code of Conduct is used as a primary tool to reinforce practices leading to violence-free environments.

The Emergency Measures Plan (EMP) was developed to support Riverside School Board's Health and Safety Plan, as a resource which would support the board, schools and centers in implementation of the requirements. Recognizing that safety is everyone's responsibility, effective implementation of this Plan requires collaboration among all partners, to plan activities related to managing health and safety emergency situations. All building personnel must be aware of and understand the emergency measures in place, and their personal responsibility in the event of an emergency. Emergency procedures must be established in advance to ensure that students, staff, visitors, property and the environment are secure.

One target for achievement requires that 100% of employees have a copy of the EMP and understand it. A second target for achievement requires that 100% of all students and employees feel that school is a safe environment.

### **Healthy Eating Habits and Physical Activity**

This objective considers the eating habits and levels of physical activity of our students. The application of the Healthy Living Policy adopted by Riverside School Board in 2008 was the first step in influencing the nutrition of Riverside's student body and, by extension, its staff as well. A number of strategies were planned including the elimination of high fat, high sugar foods from school cafeterias and the prohibition of milk chocolate bar sales as fundraising events. The Office of the Secretary General planned the creation of a web-based campaign related to healthy eating and physical activity habits and sponsored a Move-a-Thon in the elementary schools. Schools were also to be asked to adopt specific, measurable strategies focussed on fitness and health within their individual School Success Plans and Management and Educational Success Agreements.



## REPORT ON THE 2010-2015 STRATEGIC PLAN

### GOAL 5 — INCREASE THE NUMBER OF STUDENTS UNDER THE AGE OF 20 REGISTERED IN VOCATIONAL PROGRAMS

To increase the rate of new registrations, the Adult and Vocational Education Centre focused on informing the Riverside community (youth sector) of potential educational paths, and programs and careers in Vocational Education using a variety of strategies. ACCESS also intends to increase its visibility with a strong internal advertising campaign, and will highlight the programs and services offered by the Vocational Centre. This will include information sessions, student bursaries, visits to elementary and high schools, and a strong internet presence. The development of an Exploratory-Lab (Exploratory-Laboratory) will provide hands on experiences in Vocational Training to students of all ages. In addition, an emphasis was placed on contacting students who left Riverside high schools without graduating, in order to explain the options available to them at ACCESS.

In the coming months, the *Concomitance* program should be implemented in our new location in Saint-Hubert for Bricklaying students who have not completed their prerequisites and who wish to obtain their Secondary School Diploma. Finally, to increase the number of new student registrations, Riverside continues each year to request permission from MELs to offer new Diplomas of Vocational Studies. As a result of the various strategies employed by ACCESS in 2010-2011, the number of student registrations in professional training programs continues to increase.

# Goal 5



# Student Ombudsman's Annual Report 2010-2011

## STUDENT OMBUDSMAN'S ANNUAL REPORT 2010-2011

In 2008, the Quebec government asked school boards to revise their complaints procedures to include a Student Ombudsman. Riverside School Board hired its first Student Ombudsman in May of 2010, just over a year ago. This is the first Annual Report to review a full year of activity.

While quite a mouthful in either official language, the imported Scandinavian word *ombudsman* encapsulates special features not covered by any other single term. As a confidential advocate for fairness, an ombudsman acts as an independent third party in disputes. Favouring neither side, he or she supports informal approaches to solving problems. This may mean supplying the complainant with relevant information, mapping out available options, acting as a sounding board, or helping the concerned individuals parley solutions.

**Complaint Procedure** According to the Riverside School Board complaints procedure, students with a complaint, or their parents, should work through the chain of command within the Board before approaching the Student Ombudsman. Often problems can be settled when those most concerned with the issue take the time to talk it out. If this is not effective, the complainant should bring the problem to the attention of school authorities. If still dissatisfied, individuals may choose to bring their concerns to the attention of the relevant Director of service at the board. Last but not least, the complainant may approach the office of the Director General before considering the services of the Student Ombudsman.

**Services Provided** At the time of initial contact with the Student Ombudsman, the complainant typically outlines the situation in detail. The Student Ombudsman encourages this to help determine the best action to take next, including whether or not to reject the file out of hand. Active listening itself can straighten things out.

A third of the complainants primarily received information on policies, procedures, or appropriate contacts. About the same number went further and discussed options available to them. Sometimes this meant consulting with board officials before a definitive response could be given. Three intense situations required extensive additional intervention, including wide consultation with board and school representatives and one or more meetings. In a couple of instances, individuals simply copied the ombudsman when they sent emails to one or more board representatives.

Action				
Type	Information	Advice	Intervention	Copied from CC.
#	6	7	3	2

Interaction				
Type	Single, extended communication	Several extended communications	Multiple communications, Meetings	Copied from CC
#	7	6	3	2



# Student Ombudsman's Annual Report 2010-2011

**Nature of the Complaint** The multilevel complaints procedure means that complainants will likely see their complaint addressed by several levels of the board hierarchy before it reaches the Student Ombudsman. For this reason, fairly narrow complaints about the action of a staff member may broaden to include upset over the way their complaint was received by administrators. For instance, a couple of files involved claims of harassment of students by teachers, but complainants also took exception to the respective administrations' treatment of the situation. Two primary issues stand out: bullying (7/18) and provision of Special Services (3/18). In the 'bullying' segment, several of the files are inter-related, inflating their numerical contribution.

Primary Issue		
Administration, Various	Administration, Related to Bullying	Administration, Special Services
8	7	3

Parents of children with special needs face special challenges. Society in general and the school board in particular do not always help those parents meet those challenges to their satisfaction. So it is no surprise that three of the ombudsman files this year involved provision of special services.

**Outcomes** Most of the files seem to have been resolved satisfactorily. Eleven were referred back to the appropriate authorities for further examination. Special reports with recommendations were submitted by the Student Ombudsman to the Council of Commissioners and the complainant for each of the files requiring extended intervention. In one instance, the complainant chose to take the complaint to the Council of Commissioners. Recommendations in a second report urged that an anti-bullying policy be developed. This influenced the Director General's 2010 call to develop such a policy. Already, focus groups have been held on the topic and it was the theme of the fall 2011 welcome back ceremonies at Heritage High School.

**Awareness** Efforts by the Student Ombudsman to make the Riverside community more aware of his services have included meetings, presentations and document development. The Ombudsman met with the Council of Commissioners and made presentations to the Parents' Committee and the Management Advisory Committee (MAC). The home page of the Riverside School Board's website now prominently features a 'Student Ombudsman' icon. It links to a step-by-step listing of the Complaints Procedure which avoids legalese. An accessible, bilingual flier will be released in the fall of 2011.



# Student Ombudsman's Report, Code of Ethics and Professional Conduct for Commissioners, Partnership Agreement

**Professional Development** The Student Ombudsman, an active member of the International Ombudsman Association, attended two of their intensive introductory courses last October in Toronto, thanks to the support of the Council of Commissioners. He has also made extensive use of the special conflict management library he helped initiate at the board office.

Respectfully submitted,

Peter Woodruff  
Student Ombudsman  
Riverside School Board

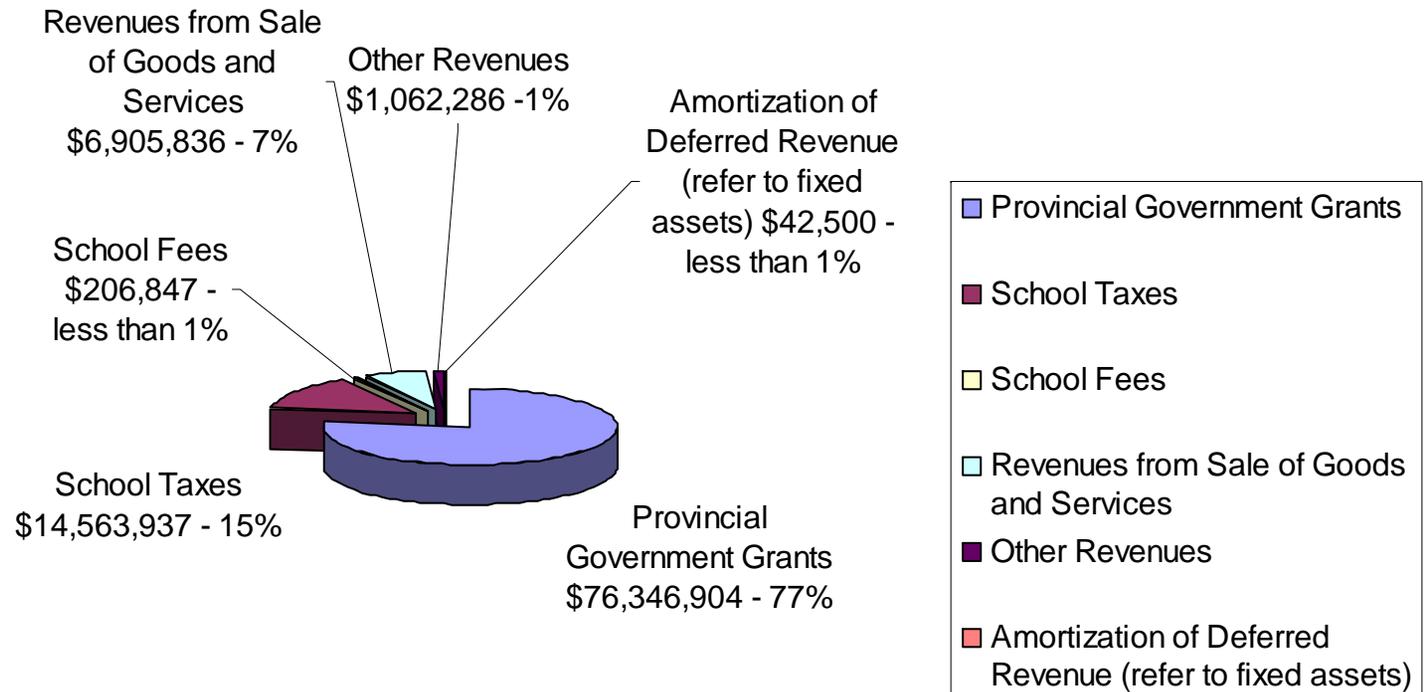
## CODE OF ETHICS AND PROFESSIONAL CONDUCT FOR COMMISSIONERS

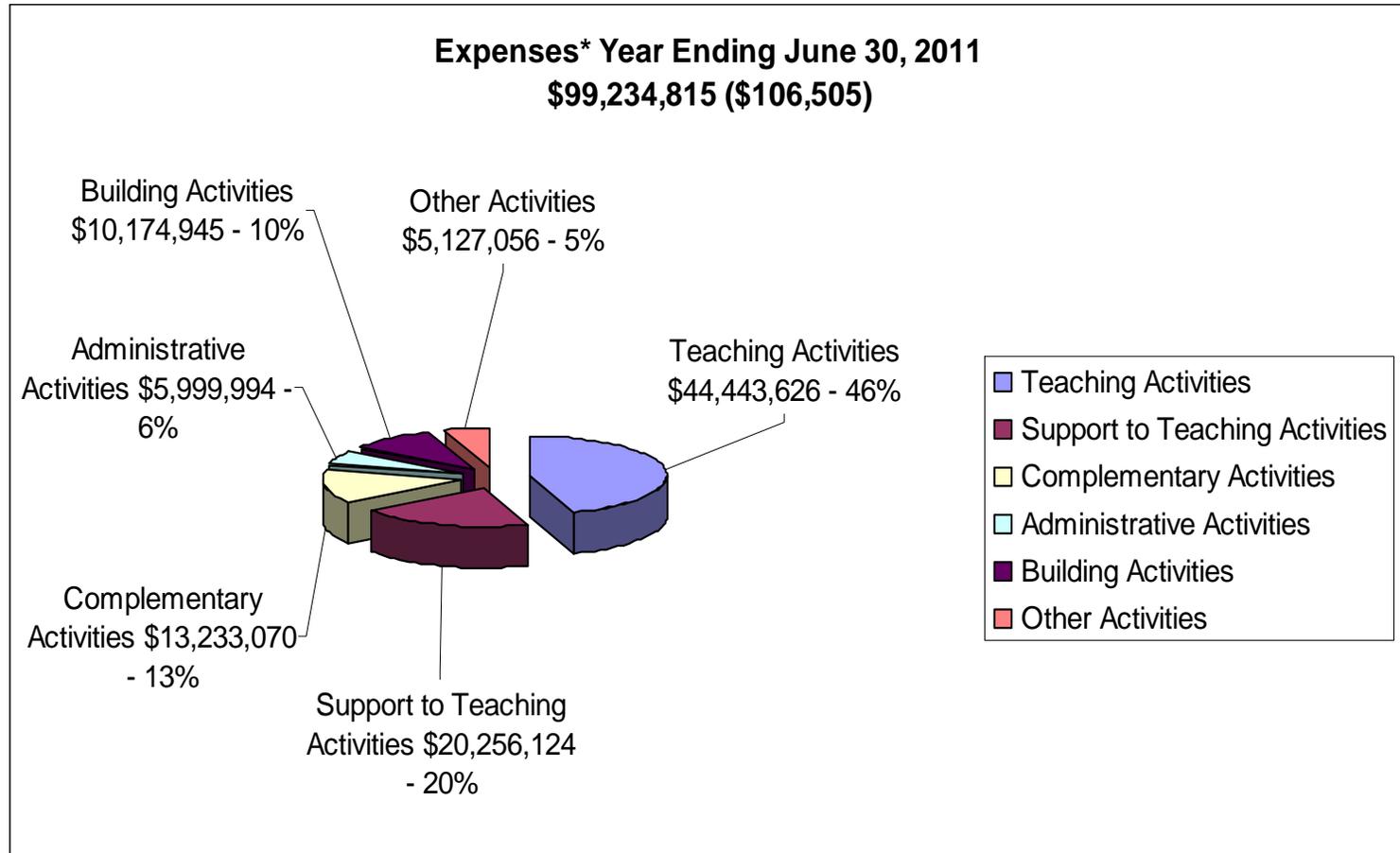
No complaints were received in 2010-2011.

## PARTNERSHIP AGREEMENT

[Click here](#) to consult the report on the Partnership Agreement 2010-2011.

## Revenues Year Ending June 30, 2011 \$99,128,310





**\*Expenses details:**

**Teaching Activities:** salaries.

**Support to Teaching Activities:** management of schools & centres; teaching tools; student services; pedagogical services; curriculum animation and development.

**Complementary Activities:** cafeterias; school transportation; daycare services.

**Administrative Services:** Council of Commissioners; general administration ; corporate fees; professional development.

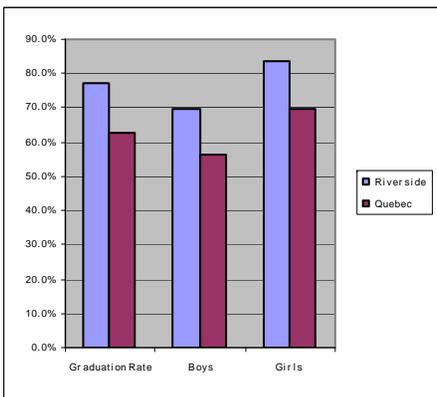
**Building Activities:** maintenance of furniture; building maintenance; annual depreciation; building cleaning; computer development; energy consumption; building rental; building security.

**Other Activities:** financing; special projects; retroactivity; school fees; security of employment; loan of service; extracurricular activities.



## GRADUATION RATE

As of June 30, 2010, Riverside School Board was ranked number one in the province among all public school boards, with an overall graduation rate of 77.0% in the 5-year cohort.



## TRANSPORTATION

Did you know...

That our Transportation Department bussed over 9,500 students, including students from 6 private colleges?

That there were 75 big, yellow buses, 25 mini buses and 32 RTL vehicles in circulation each day for Riverside?

That these buses travel more than 16,850 km each day, with most vehicles having 3 runs starting at 6:00 a.m. to after 5:00 p.m.?

That there were more than 250 different bus routes?



## PERSONNEL

Teaching personnel : 550  
 Support and maintenance personnel : 435  
 Professionals : 35  
 Management/Directors : 64

## DAYCARE

There were 2,292 regular and 279 part-time students registered in our daycares in 2010-2011, for a total of 2,571 students served.

There were 120 educators and 18 technicians employed for a total of 138 daycare employees.

