



RIVERSIDE SCHOOL BOARD

COMMITMENT- TO-SUCCESS PLAN





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GOAL OF THE COMMITMENT-TO-SUCCESS PLAN



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

OUR CHALLENGES

In accordance with the Strategic Plan of the Ministère de l'Éducation et de l'Enseignement supérieur (MEES)¹, Riverside School Board is committed to attaining the objectives laid out by the Quebec Government's 2017-2030 Policy on Educational Success². In this regard, five challenges identified in the Policy on Educational Success were prioritized by the Riverside community through consultation:

- Early rapid and ongoing intervention
- Foundations and paths for lifelong learning
- Adapting to diversity and different needs and educational paths
- Quality educational and pedagogical practices
- An inclusive, healthy, safe, stimulating and creative environment

Collaboration, learning and engagement have emerged as imperative for all stakeholders. Through pertinent and timely intervention with a focus on transitions, through sound reflection on pedagogy (specifically, the pedagogical use of technology), and with attention to wellness of all, Riverside School Board will address the identified challenges to pursue success for its students. Addressing these challenges will allow us to attain MEES objectives.

As a primary initiative towards concretely addressing collaboration, learning and engagement, Riverside School Board will continue to support the development and evolution of School and Center Success Teams. These are collaborative, voluntary groups composed of teachers, principals and other staff members from within each school and center, focused on success for all students. To drive on-going improvement, members of the teams look at learning across the curriculum and conditions in the schools and centers that make learning possible and success attainable for all. This initiative will serve to enrich discussions amongst all stakeholders in schools and centers.

Indeed, recognizing that each school and center community is unique and, as such, is best equipped to identify and address student success, each school and center will determine its direction with regard to these challenges and the larger MEES objectives, with the support of the School Board. The Educational Project of each school and center will identify one or two specific student success challenges, based on evidence and observable elements. It will also outline actions (substantiated through research) taken towards measurable outcomes.

¹ Plan stratégique 2017-2022

² Policy on Educational Success, A love of learning, a chance to succeed

WHAT WE STAND FOR

MISSION STATEMENT

One of Quebec's English school boards, Riverside is committed to providing an engaging, inclusive, adaptive and bilingual environment that empowers learners to achieve their full potential.

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

R **RESPECT**
For diversity, individual differences and the environment.

S **SUCCESS**
In fostering engagement, collaboration, lifelong learning.

B **BELONGING**
With pride to a safe, caring, stimulating and inclusive community.

The following groups of Riverside School Board's employees and elected have collaborated to the development of the Commitment-to-Success Plan:

GROUPS THAT HAVE CONTRIBUTED TO THE DEVELOPMENT OF THE COMMITMENT-TO-SUCCESS PLAN

THE DRAFT COMMITTEE OF THE COMMITMENT-TO-SUCCESS PLAN CONSISTING OF THE FOLLOWING PERSONS:

- Mr. Sylvain Racette, Director General
- Mrs. Lucie Roy, Assistant Director General and Director of Adult Education
- Mrs. Mary Williams, Director of Educational Services
- Mrs. Chantale Scroggins, Director of Complimentary Services
- Mrs. Kim Barnes, Principal, Heritage Regional High School
- Mrs. Sophie Compagna, Principal, St. Mary's Elementary School
- Mrs. Colleen Lauzier, Principal, St. Johns School
- Mrs. Sujata Saha, Principal, Saint-Lambert International High School
- Mrs. Jessica Saada, Assistant Director of Educational Services
- Mrs. Louise Bourque, Pedagogical consultant, Educational Services
- Mr. Barry Dobbs, Pedagogical consultant and teacher, Centennial Regional High School
- Mrs. Sandra Frechette, Coordinator of Professional Services
- Mrs. Stacy Pinho, Pedagogical consultant

THE EDUCATION COMMITTEE CONSISTING OF THE FOLLOWING PERSONS:

- Mr. Dan Lamoureux, Chair of the Council of Commissioners
- Mrs. Lesley Cuffling Llewelyn, Vice-chair and Commissioner
- Mrs. Dawn Smith, Commissioner and Chair of the Education Committee
- Mrs. Theresa Aguiar, Commissioner
- Mrs. Alexandra Audet, Commissioner
- Mr. Christopher Craig, Commissioner
- Mr. Sylvain Racette, Director General
- Mrs. Lucie Roy, Assistant Director General and Director of Adult Education
- Mrs. Mary Williams, Director of Educational Services
- Mrs. Deborah Angelus, Principal, St. Lambert Elementary School
- Marie-Helen Goyetche, Principal REACH school
- Mrs. Colleen Lauzier, Principal, St. Johns School
- Mrs. Jessica Saada, Assistant Director of Educational Services
- Mrs. Sandra Frechette, Coordinator of Professional Services

THE DIRECTORS' COMMITTEE MEETING (DCM) CONSISTING OF RIVERSIDE SCHOOL BOARD'S DIRECTOR TEAM:

- Mr. Sylvain Racette, Director General
- Mrs. Lucie Roy, Assistant Director General and Director of Adult Education
- Mrs. Mary Williams, Director of Educational Services
- Mrs. Chantale Scroggins, Director of Complimentary Services
- Mrs. Helene Coupal, Director of Human Resources Department
- Mr. John McLaren, Assistant-Director of the Human Resources Department and Secretary-General
- Mr. Pierre M. Gagnon, Director of Material Resources Department
- Mr. Michel Bergeron, Director of the Finance Department

CONSULTATIONS CONDUCTED DURING THE DEVELOPMENT OF THE COMMITMENT-TO-SUCCESS PLAN

CONSULTATIONS HELD IN THE DEVELOPMENT OF THE COMMITMENT-TO-SUCCESS PLAN:

- Riverside School Board - Council of Commissioners: September 27, 2016, February 27, and April 30, 2018
- School Success Teams composed of principals, teachers and other staff members from all schools: Elementary November 1, 8 and 20, 2017/High School December 6, 2017
- Management Advisory Committee: December 13, 2017 and February 21, 2018
- Student Advisory Committee (including extra guest students for the occasion) : April 11, 2018
- Focus group composed of commissioners and members of the Parents' Committee, Governing Boards, principals, staff and other selected partners: April 23, 2018
- Advisory Committee for Services to Students with Special Needs: April 26, 2018



Student Advisory Committee

CONTEXT OF OUR SCHOOL BOARD

As a testament to our dedication to student success, Riverside School Board provides a variety of educational programs and services to youth and adult students in the Montérégie region of Québec. With a large territory covering over 7,500 square kilometres, it serves approximately 11,000 students.

RIVERSIDE SCHOOL BOARD:

- is committed to the inclusion of students with special needs, whenever possible;
- recognizes the importance of a variety of options and paths to meet the needs of a very diverse clientele in terms of academic performance but also of engagement, motivation and relevance; and
- has an expertise in supporting the development of proficiency in both English and French for all of its students.

Riverside School Board's 19 elementary schools and 4 high schools offer a rich variety of educational programs, including diverse language development opportunities through different delivery models. As well, it offers accessibility to the International Baccalaureate Program, the Work Oriented Training Pathway (WOTP), 15+ program, semi-skilled program, the Centre de formation en récupération (CFER), regional programs of varied duration focused on particular student support, vocational exploration programs, concentration programs centered on the arts, sports, sciences, technology and computer programming, as well as other programs with enriched academics. One of our schools (REACH) offers services to students aged 4 to 21 who have moderate to severe developmental delays. All of our schools also offer a variety of extracurricular opportunities, among them sports, cultural and technological activities, that contribute to school spirit, engagement and student success.

In addition to its wide range of offerings throughout the regular school year, Riverside School Board offers an extensive summer school program that provides secondary school students with additional opportunities for success. Most secondary schools also offer a readiness camp to support grade 6 students in their transition to secondary school.

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We are proud to be the birthplace of the French Immersion that is now studied and implemented in numerous countries. This model offers our students the opportunity to become proficient in both English and French. We value this proficiency, as we believe it is a major asset to worldwide success, but also to a productive integration in this province and on our territory.

At Riverside School Board, five Adult Educational and Vocational Training Centres (ACCESS) and one service point provide students with an opportunity to improve their literacy skills, or to complete their post-secondary education and pre-requisites for CEGEP or to undertake a vocational training program in the sectors of administration and commerce, health care, buildings and public work (construction), maintenance mechanics, engine mechanics and transportation.

Riverside School Board has one of the highest graduation rates in Quebec, placing consistently among the top graduating school boards of the province.

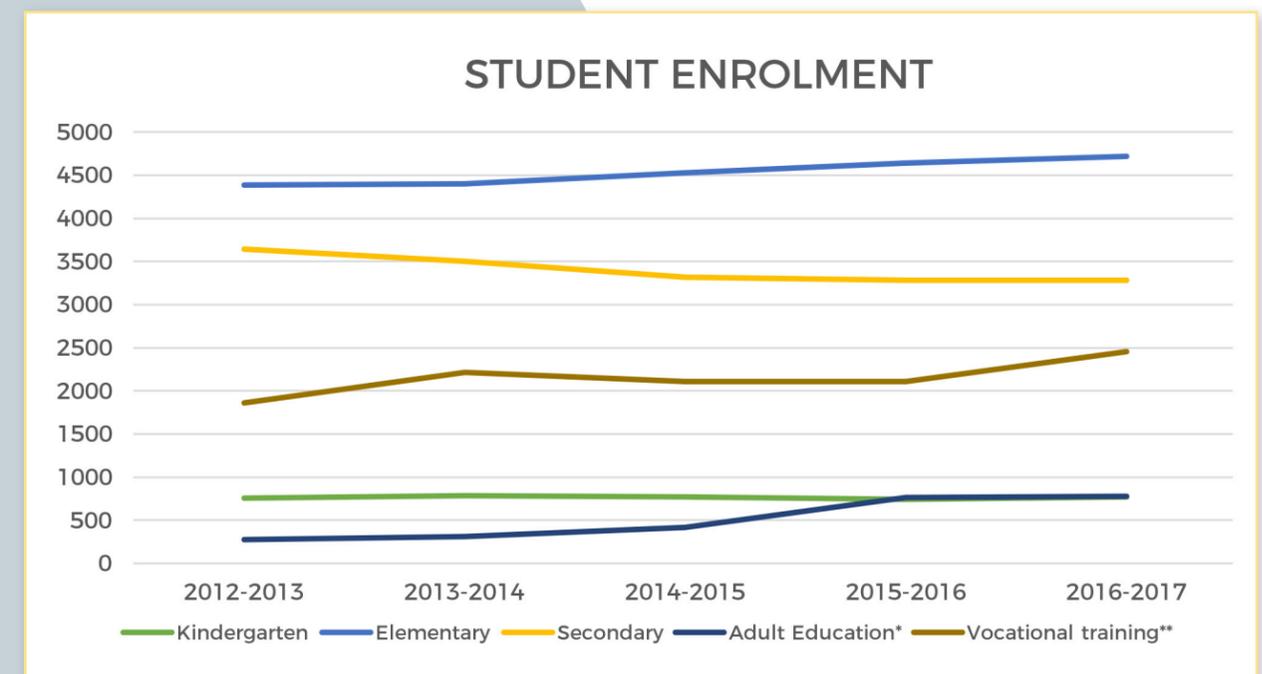
Riverside School Board has 5 Community Learning Centres (CLC). One is located at St. Lawrence Elementary School, another one at St. Johns Elementary and High School and a third one at St. Jude Elementary school. There are also two regional CLCs: The Seaway CLC (St. Lambert Elementary School, St-Lambert International High School, REACH, St-Mary's Elementary School and ACCESS Cleghorn Centre) and the Richelieu Valley CLC (Mountainview Elementary School, Cedar Street Elementary School, Mount-Bruno Elementary School, Courtland Park International Elementary School and William Latter Elementary School). The vocation of CLCs is to support English minority communities in educational and community development. Riverside School Board's CLCs work with other community organizations on the South Shore to increase access to English programs and services, to fulfill its mission of increasing student success, promoting lifelong learning and enhancing the vitality of the English-speaking community in their areas.

For all the reasons mentioned above, Riverside School Board attracts many international students who are interested in integrating our community. This vital contribution to our schools provides our students with a chance to experience a wider perspective on the world while developing a network that can open doors to promising new experiences.

OUR CONTEXT IN GRAPHS

ENROLMENT

GROUP OF STUDENTS	STUDENT ENROLMENT					VARIATION OVER 5 YEARS	
	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	STUDENTS	%
Kindergarten ³	758	788	774	742	772	14	102%
Elementary ⁴	4389	4402	4530	4641	4722	333	108%
Secondary ⁵	3645	3500	3317	3279	3279	-366	90%
TOTAL	8792	8690	8621	8662	8773	-19	100%
Adult Education ⁶	273	309	417	762	775	502	284%
Vocational training ⁷	1858	2216	2110	2107	2454	596	132%



³ Data source: September 30th student declaration

⁴ Ibid

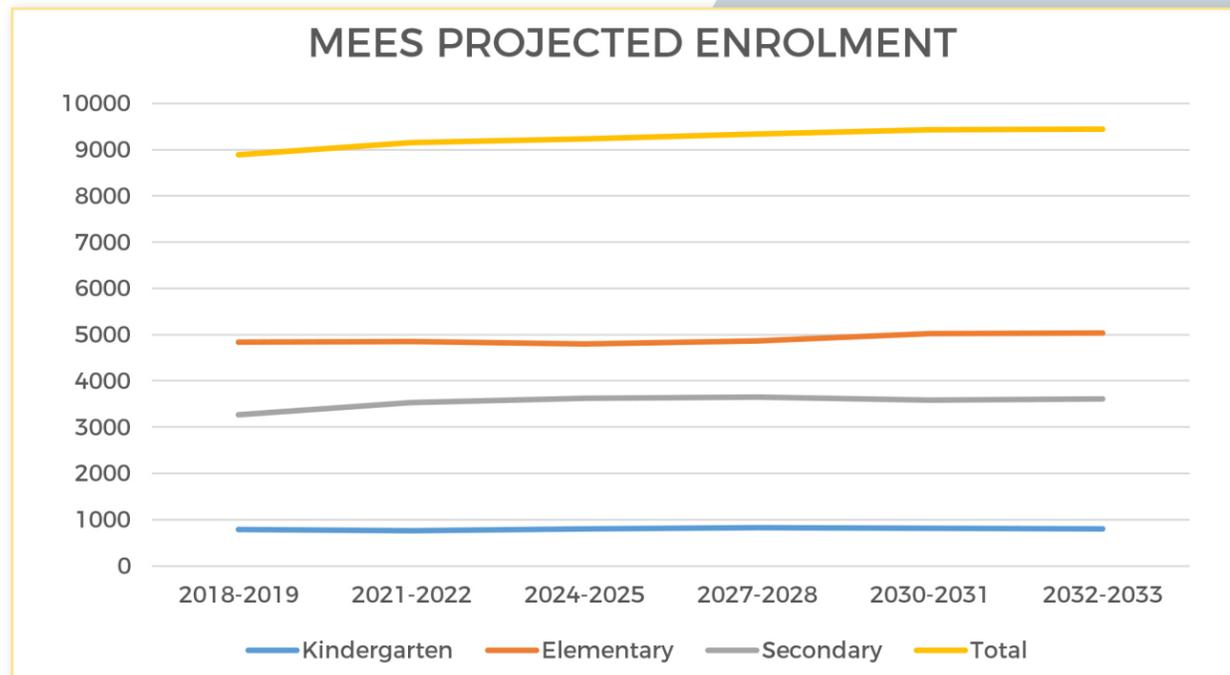
⁵ Ibid

⁶ Data source: Total registration per school year, Agir, 2016-2017 Charlemagne

⁷ Data source: Total registration per school year, Agir, 2015-2017 Charlemagne

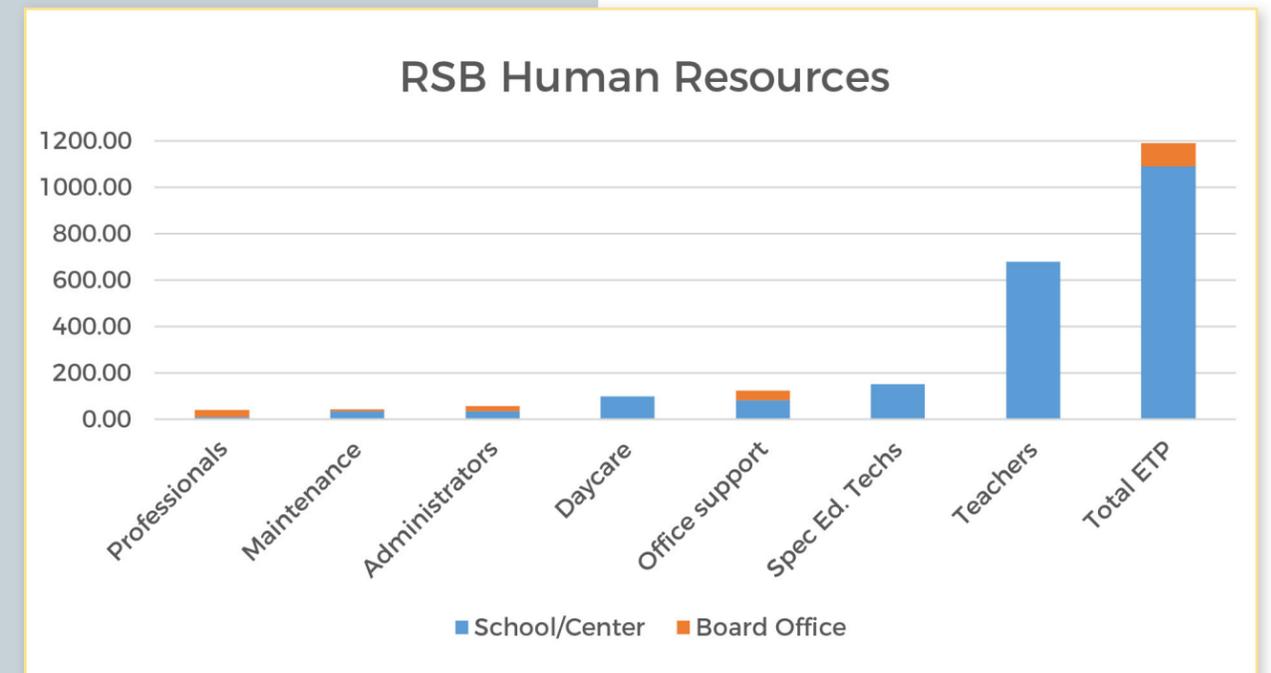
PROJECTED ENROLMENT

GROUP OF STUDENTS	MEES PROJECTED STUDENT ENROLMENT ⁸						VARIATION OVER 15 YEARS	
	2018-2019	2021-2022	2024-2025	2027-2028	2030-2031	2032-2033	STUDENTS	%
Kindergarten	787	762	800	823	815	799	12	102%
Elementary	4833	4852	4802	4865	5024	5033	200	104%
Secondary	3273	3535	3623	3651	3583	3607	334	110%
TOTAL	8893	9149	9225	9339	9423	9439	546	106%



HUMAN RESOURCES⁹

	SCHOOL / CENTER	BOARD OFFICE	TOTAL
Professionals	10.00	30.10	40.10
Maintenance	35.13	8.00	43.13
Administrators	35.00	20.00	55.00
Daycare	98.23	0.00	98.23
Office Support	79.96	42.81	122.77
Special Education Techs	151.54	0.00	151.54
Teachers	678.52	0.00	678.52
TOTAL ETP	1088.39	100.91	1189.29

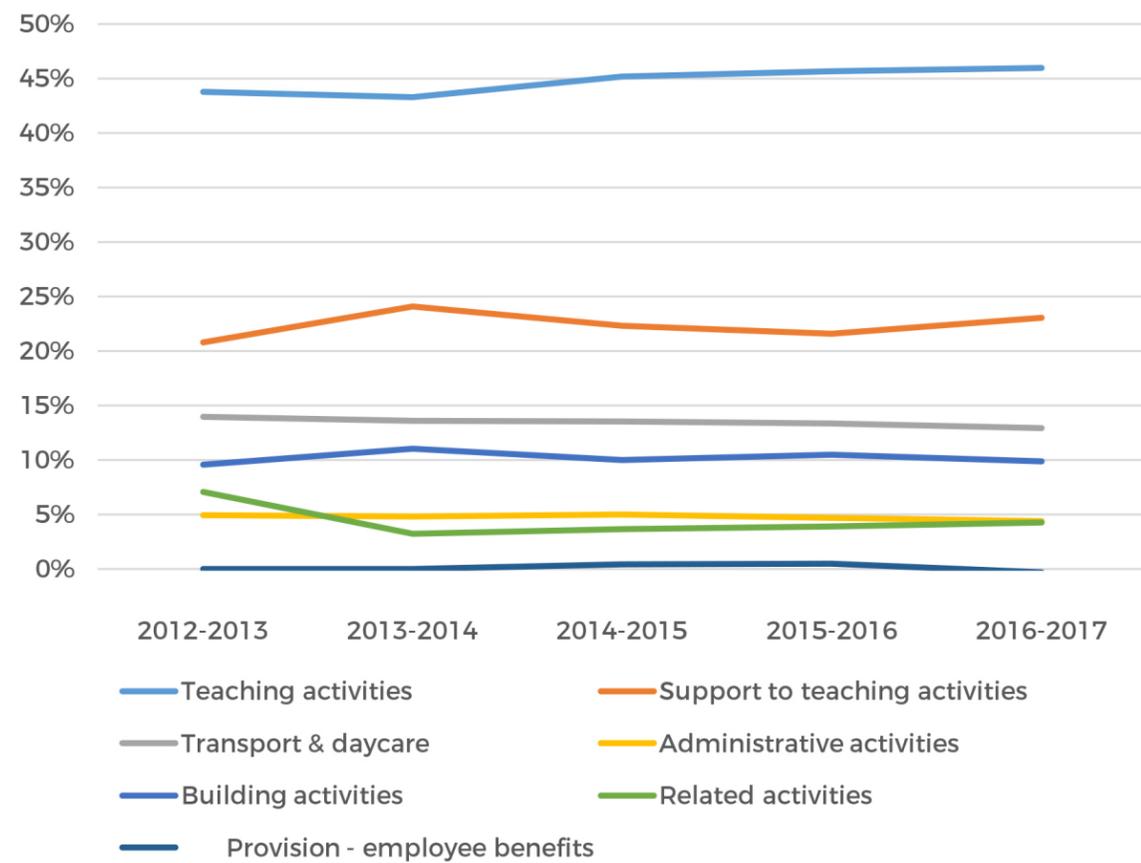


⁸ Data source: MEES, DIS, Portail informationnel, système Charlemagne, données au 2018-01-25 et RAMQ.

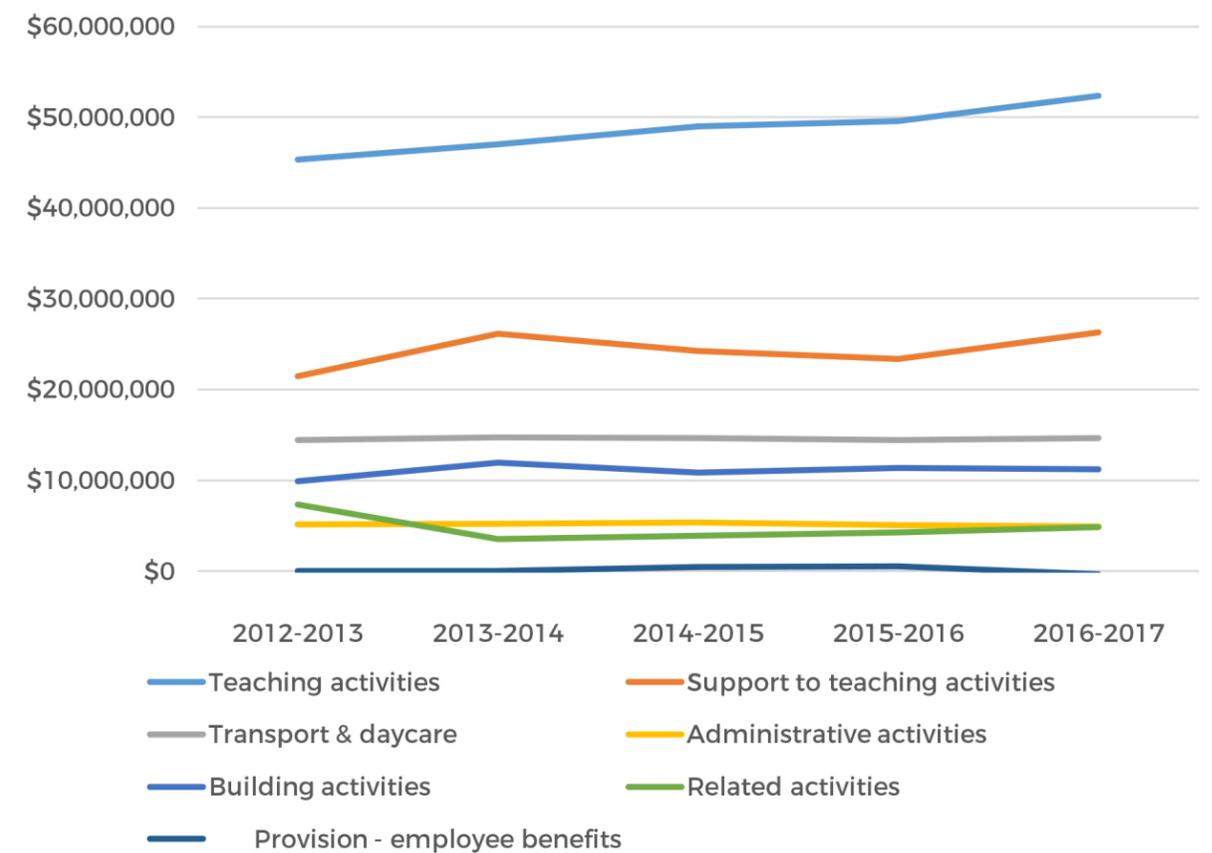
⁹ Data source: MOZAIK, May 11th, 2018. Including positions created through measures.

FINANCE¹⁰

Activity VS Total Expenses (%)



Activity VS Total expenses (\$)



¹⁰ Data source: June 30th États financiers verified for each school year.

ORIENTATIONS, OBJECTIVES AND TARGETS DETERMINED BY THE MINISTER AND THE COMMUNITY

Under article 459.2 of the Education Act, the Minister may determine, for all school boards or based on the situation of one or certain school boards, policy directions, objectives or targets they must take into account in the development of their Commitment-to-Success Plan. For the period covered by the Minister's Strategic Plan, from April 1, 2017, to March 31, 2022, the Minister has determined the following 5 objectives and 2 orientations in which school boards must take into account, in their Commitment-to-Success Plan:

OBJECTIVES

1. Reduce the gap in success rates between various groups of students
2. Reduce the proportion of students starting public secondary school at age 13 or older
3. Raise the 7-year cohort graduation and qualification rate
4. Increase the success rate on the composition component of the Elementary 4 language of instruction ministerial examination in the public system
5. Ensure that all school buildings are in good condition

ORIENTATIONS

1. Increase the proportion of the adult population of Québec who demonstrate high-level literacy skills according to PIAAC 2022
2. Have elementary students physically active at least 60 minutes per day

Intermediate targets for 2022 correspond to the targets set forth by the Minister of Education and Higher Education's 2017-2022 Strategic Plan. The School Board may define a different target in its Commitment-to-Success Plan or not retain a specific objective after an analysis of its context. Furthermore, nothing prevents a school board from including additional objectives in its Commitment-to-Success Plan should it deem it appropriate according to its context and priorities. Indeed, because of its particular commitment to the development of high levels of proficiency for all of its students in English and French, Riverside School Board has included in its Commitment to Success indicators of achievement in both languages that extend well beyond MEES obligations and provincial measures¹¹.

The targets listed in our Commitment-to-Success Plan were established based on the Policy on Educational Success (targets 2030) and the MEES Strategic Plan (targets 2022) as well as our results, trends, projected corrective measures, and general initiatives required to achieve the provincial objectives.

¹¹ See objective 4



OBJECTIVE 1: REDUCE THE GAP IN SUCCESS BETWEEN VARIOUS GROUPS OF STUDENTS¹²

Policy on Educational Success, objective 2
2017-2022 Strategic Plan, objective 1.1.2

Our Current Situation

Riverside School Board remains committed to reducing any achievement gaps in graduation and qualification rate after 7 years amongst various groups of students. As an inclusive board, on-going attention is given to differences in success among students. Differentiation and pedagogical flexibility have been central to discussions on classroom practice and student success. Through support by Educational Services and Complementary Services, both in the youth and adult sectors, through research-based reflection, teachers continue to consider the needs of every student.

1.1 BOYS AND GIRLS¹³

At Riverside, the gap between the success rate of boys and girls for the 2008 cohort (MEES reference year) represents an anomaly when compared to the 2006 (1.5%), 2007 (5.2%) and 2009 (4.2%) cohorts. Therefore, although ambitious, our target for 2030 appears to be realistic and better aligned with the target in the Policy on Educational Success, which is to reduce by half the gap in success between various groups of students by 2030.

PROVINCIAL SITUATION (PUBLIC)					
	2008 cohort (reference year)		2009 (most recent)	Target 2022	Target 2030
	Success	Gap	Gap	Gap	Gap
Boys	69.6%	11.0%	9.5%	6.1%	3%
Girls	80.6%				

RIVERSIDE SCHOOL BOARD					
	2008 cohort (reference year)		2009 (most recent)	Target 2022	Target 2030
	Success	Gap	Gap	Gap	Gap
Boys	75.1%	14.5%	4.2%	6.0%	5%
Girls	89.6%				

1.2 STUDENTS WITH HANDICAPS, SOCIAL MALADJUSTMENTS OR LEARNING DIFFICULTIES WITH AN IEP¹⁴

Students with handicaps, social maladjustments or learning difficulties with an IEP represent a wide range of learning and social emotional student profiles: students with learning disabilities, language and behavioural disorders, autism spectrum disorder, and intellectual deficits. Arguably, the projected gap between students with and without an IEP is a difficult measure to predict. The Riverside School Board is committed to providing on-going professional development to its teachers to ensure the implementation of flexible pedagogy, early intervention and academic adaptations that will support student success and progress for all learners.

PROVINCIAL SITUATION (PUBLIC)					
	2008 cohort (reference year)		2009 (most recent)	Target 2022	Target 2030
	Success	Gap	Gap	Gap	Gap
Students with handicaps, social maladjustments or learning difficulties with an IEP	48.3%	34.1%	32.0%	25.3%	12.4%
Regular students	82.4%				

RIVERSIDE SCHOOL BOARD					
	2008 cohort (reference year)		2009 (most recent)	Target 2022	Target 2030
	Success	Gap	Gap	Gap	Gap
Students with handicaps, social maladjustments or learning difficulties with an IEP	58.3%	33.0%	24.6%	22.0%	16.5%
Regular students	91.3%				

¹² Data source: Rapport Diplomation et qualification par commission scolaire au secondaire, Edition 2017

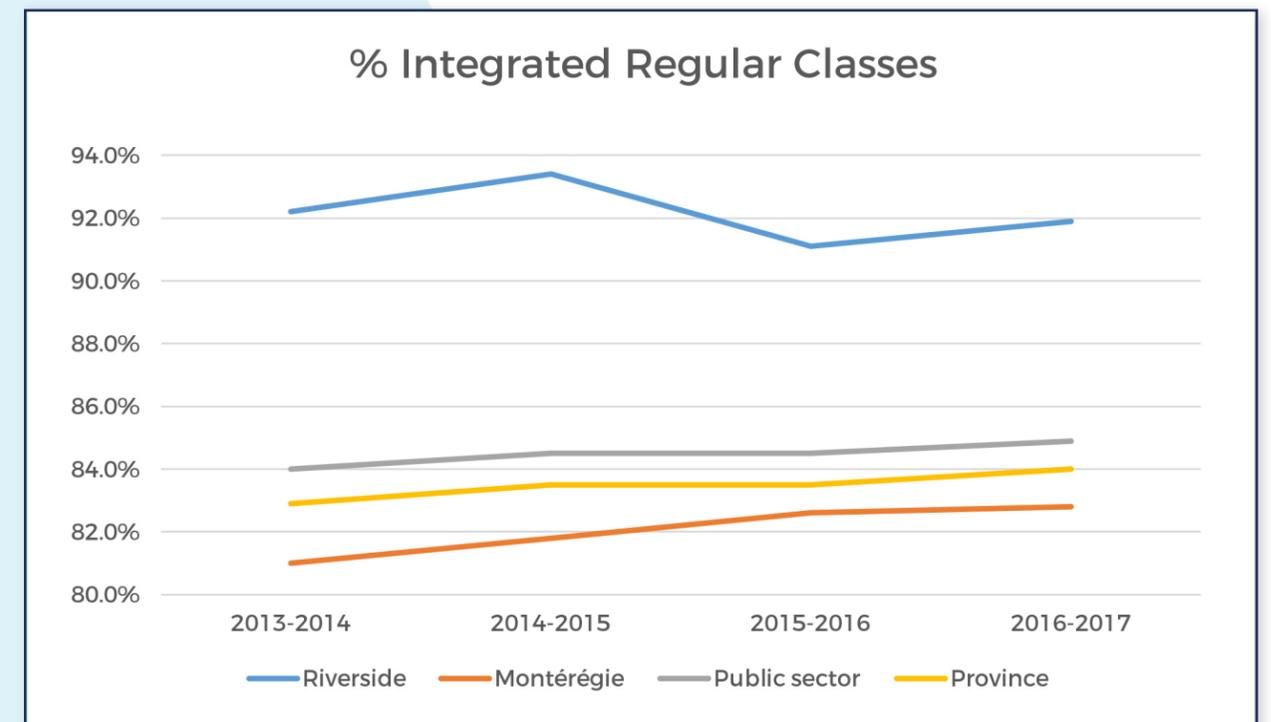
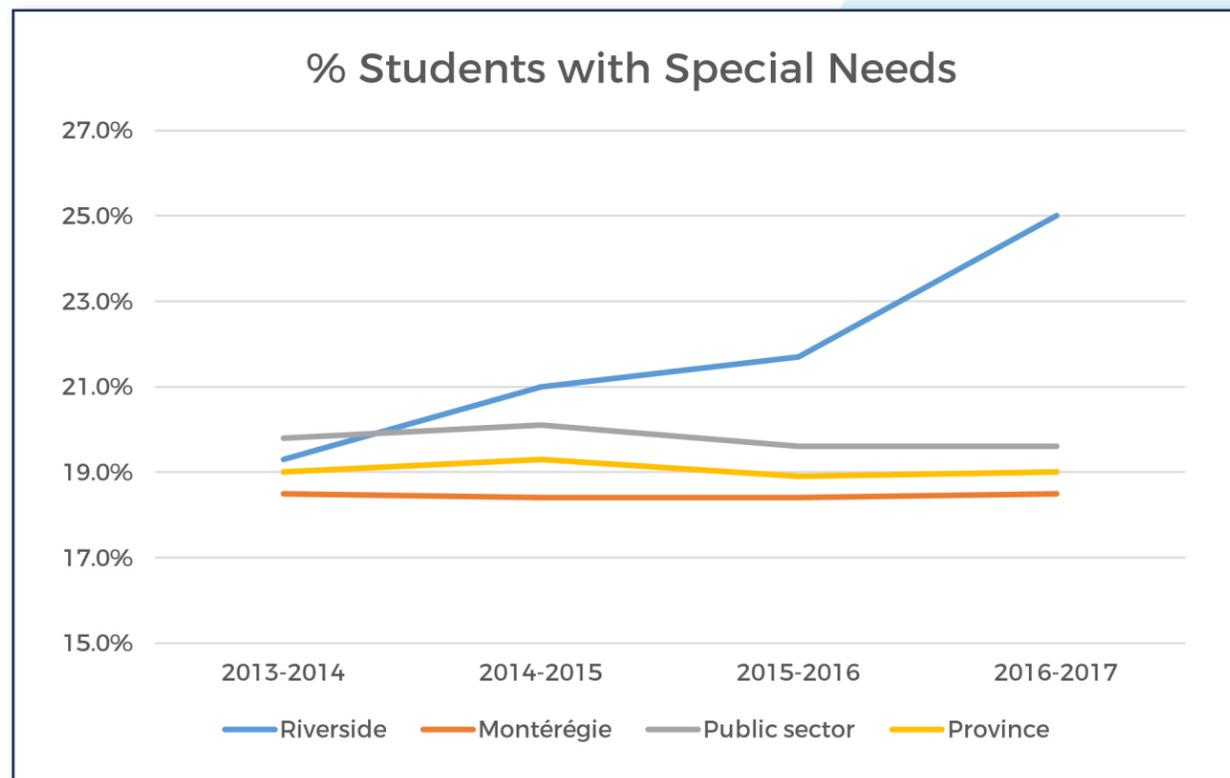
¹³ Data source: MEES, TSE, DGSEC, DIS, système Charlemagne, Diplomation et qualification par commission scolaire, édition 2017

¹⁴ Data source: AGIR system. April 2018

SITUATION AT THE ELEMENTARY LEVEL¹⁵

% Students with Special Needs Identified ELEMENTARY				
	2013-2014	2014-2015	2015-2016	2016-2017
Riverside	19.3%	21.0%	21.7%	25.0%
Montréal	18.5%	18.4%	18.4%	18.5%
Public sector	19.8%	20.1%	19.6%	19.6%
Province	19.0%	19.3%	18.9%	19.0%

% Students with Special Needs Integrated ELEMENTARY				
	2013-2014	2014-2015	2015-2016	2016-2017
Riverside	92.2%	93.4%	91.1%	91.9%
Montréal	81.0%	81.8%	82.6%	82.8%
Public sector	84.0%	84.5%	84.5%	84.9%
Province	82.9%	83.5%	83.5%	84.0%

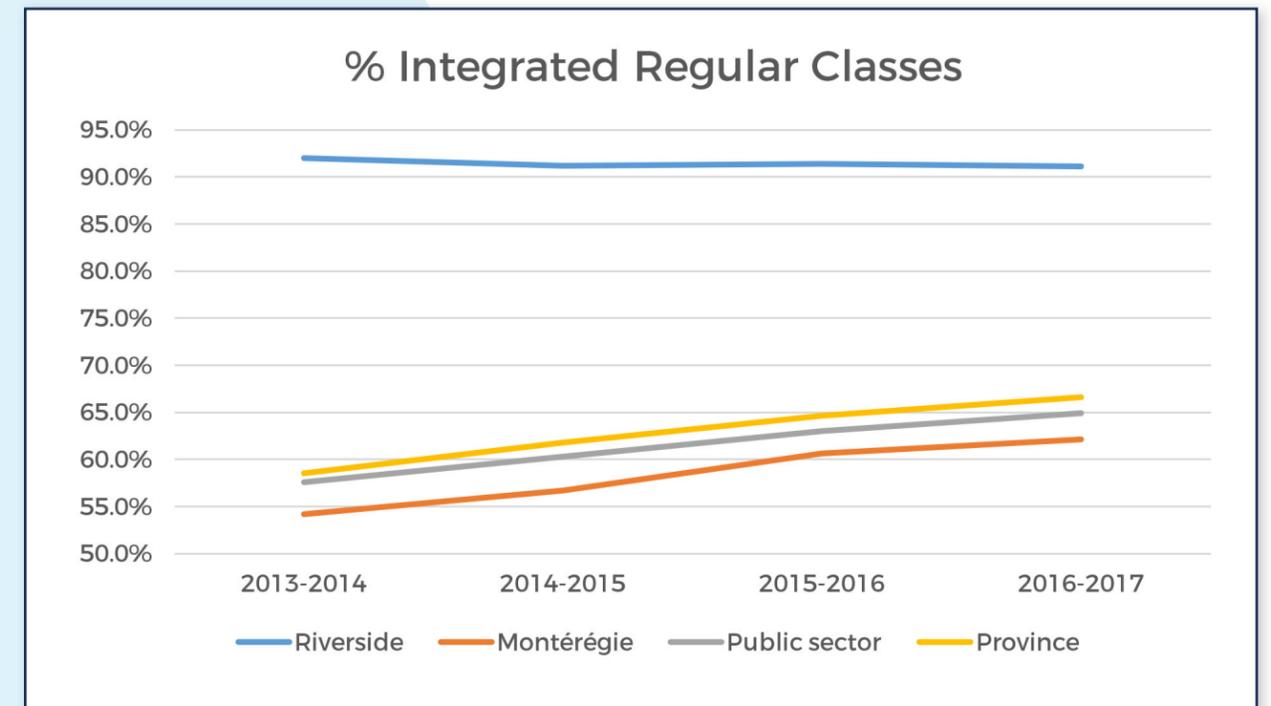
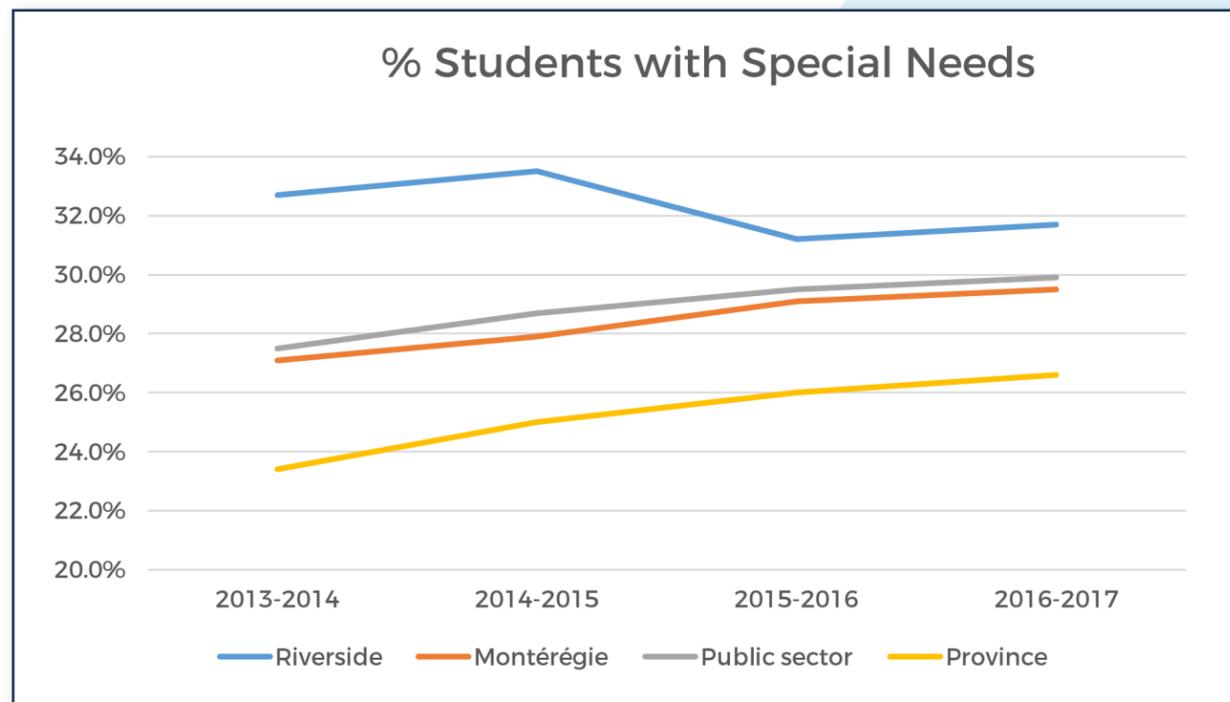


¹⁵Data source: MEES, TSE, DGSEC, DIS, système Charlemagne, données officielles du bilan 5 pour les années 2013-2014 et 2014-2015; données provisoires du bilan 2 pour les années 2015-2016 et 2016-2017.

SITUATION AT THE SECONDARY LEVEL¹⁶

% Students with Special Needs Identified SECONDARY				
	2013-2014	2014-2015	2015-2016	2016-2017
Riverside	32.7%	33.5%	31.2%	31.7%
Montréal	27.1%	27.9%	29.1%	29.5%
Public sector	27.5%	28.7%	29.5%	29.9%
Province	23.4%	25.0%	26.0%	26.6%

% Students with Special Needs Integrated SECONDARY				
	2013-2014	2014-2015	2015-2016	2016-2017
Riverside	92.0%	91.2%	91.4%	91.1%
Montréal	54.2%	56.7%	60.6%	62.1%
Public sector	57.6%	60.3%	63.0%	64.9%
Province	58.5%	61.8%	64.6%	66.6%



¹⁶Ibid

1.3 START SECONDARY SCHOOL IN A DISADVANTAGED AREA¹⁷

Based on the Socio-economic Environment Index (SEI) none of the Riverside School Board secondary schools are located in a disadvantaged area (ranked as an 8, 9, or 10). Although our schools do not meet the criteria of the SEI, our students come from varied socio-economic backgrounds. Since that specific information is not available for our particular students, it is difficult for us to differentiate our students on that measure, but we will address the concerns linked to socio-economic factors through our other objectives.

PROVINCIAL SITUATION (PUBLIC)					
	2008 cohort (reference year)		2009 (most recent)	Target 2022	Target 2030
	Success	Gap	Gap	Gap	Gap
Start secondary school in a disadvantaged area	69.0%	8.9%	9.4%	6.5%	4.5%
Other areas	77.9%				

RIVERSIDE SCHOOL BOARD					
	2008 cohort (reference year)		2009 (most recent)	Target 2022	Target 2030
	Success	Gap	Gap	Gap	Gap
Start secondary school in a disadvantaged area	N/A	N/A	N/A	N/A	N/A
Other areas	82.1%				

1.4 FIRST-GENERATION IMMIGRANTS¹⁸

Due to the very limited access to public English education for first generation immigrants, our school board has an insignificant number of these students registered in its schools. Considering that any student born outside of Canada even from Canadian parents is considered to be a first generation immigrant, the data provided by the Ministry for our school board is not statistically pertinent. At Riverside, over the past five years, our first-generation immigrant students represent around 0.5% of our student population¹⁹. We did not prioritize this objective.

PROVINCIAL SITUATION (ALL SECTORS)					
	2008 cohort (reference year)		2009 (most recent)	Target 2022	Target 2030
	Success	Gap	Gap	Gap	Gap
First-generation immigrants	75.0%	4.1%	4.0%	3%	1.8%
Other students	79.1%				

RIVERSIDE SCHOOL BOARD					
	2008 cohort (reference year)		2009 (most recent)	Target 2022	Target 2030
	Success	Gap	Gap	Gap	Gap
First-generation immigrants	50.0%	33.1%	20.6%	N/A	N/A
Other students	83.1%				

Data r.e. % of students born in Another Country (Elementary and HS) is removed.

¹⁷Data source: MEES, TSE, DGSEC, DIS, système Charlemagne, données officielles du bilan 5 pour les années 2013-2014 et 2014-2015; données provisoires du bilan 2 pour les années 2015-2016 et 2016-2017.

¹⁸Data source: AGIR system. April 2018

¹⁹Data source : MEES, DIS, Portail informationnel, système Charlemagne, données au 2017-08-03.

**OBJECTIVE 2:
REDUCE THE PROPORTION OF STUDENTS STARTING PUBLIC
SECONDARY SCHOOL AT 13 OR OLDER²⁰**

Policy on Educational Success, objective 6
2017-2022 Strategic Plan, objective 1.1.4

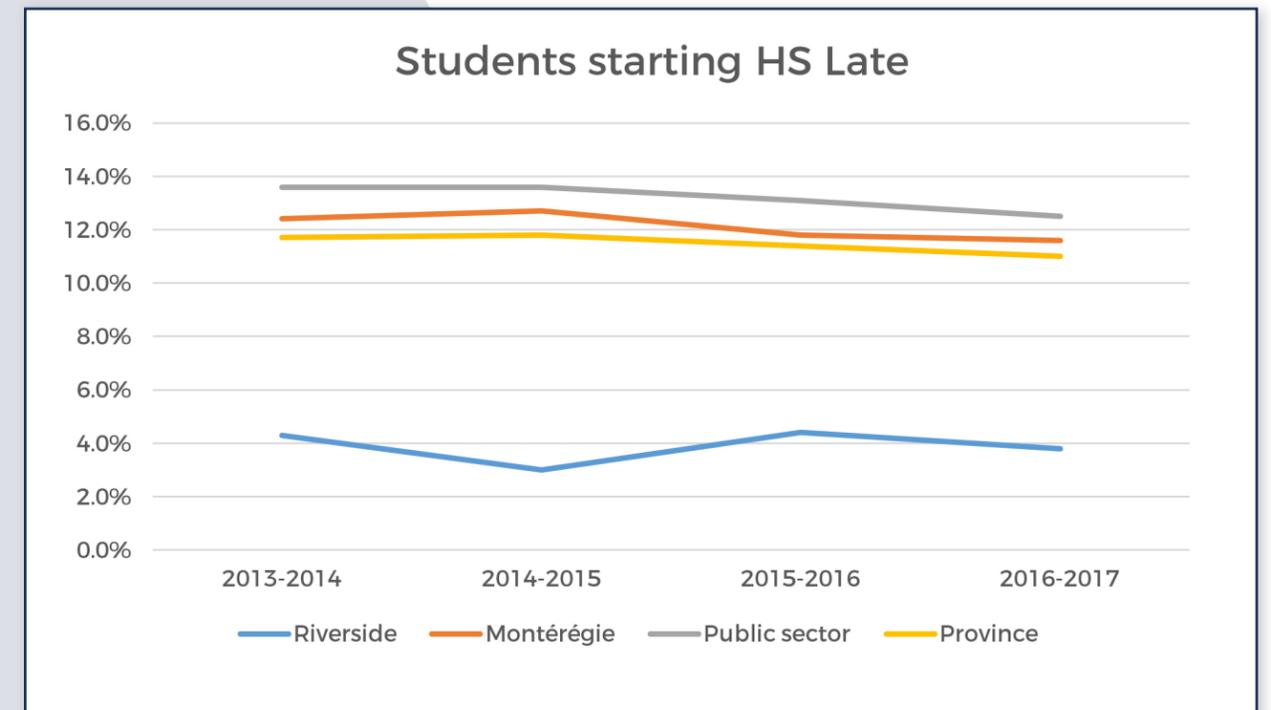
Based on research on the effectiveness of retention, Riverside School Board has for many years, maintained a rigorous practice of keeping students within their age-related cohort. Analysis of drawbacks and benefits to students are done case by case, by a school team in consultation with professionals and parents, with serious consideration for a variety of factors (academic, socio-emotional). As a result, our proportion of students starting secondary school at age 13 or older is already below the target established by the MEES.

PROVINCIAL SITUATION (PUBLIC)			
	2016-2017 (reference year)	Target 2022	Target 2030
Proportion of students	12.5%	11.4%	10%

RIVERSIDE SCHOOL BOARD			
	2016-2017 (reference year)	Target 2022	Target 2030
Proportion of students	3.8%	5% max	5% max

Riverside School Board is not aiming for a reduction of this proportion to zero percent because we understand that for some students, in very particular cases, retention at the elementary level may be a preferable option.

	Students getting in HS @ 13 or +			
	2013-2014	2014-2015	2015-2016	2016-2017
Riverside	4.3%	3.0%	4.4%	3.8%
Montréal	12.4%	12.7%	11.8%	11.6%
Public sector	13.6%	13.6%	13.1%	12.5%
Province	11.7%	11.8%	11.4%	11.0%



²⁰ Data source: AGIR system. April 2018 and MEES, TSE, DGSEC, DIS, système Charlemagne, données officielles au bilan 5 pour les années 2013-2014 à 2015-2016; données provisoires du bilan 2 pour 2016-2017.

OBJECTIVE 3: RAISE THE 7 YEAR COHORT GRADUATION AND QUALIFICATION RATE²¹

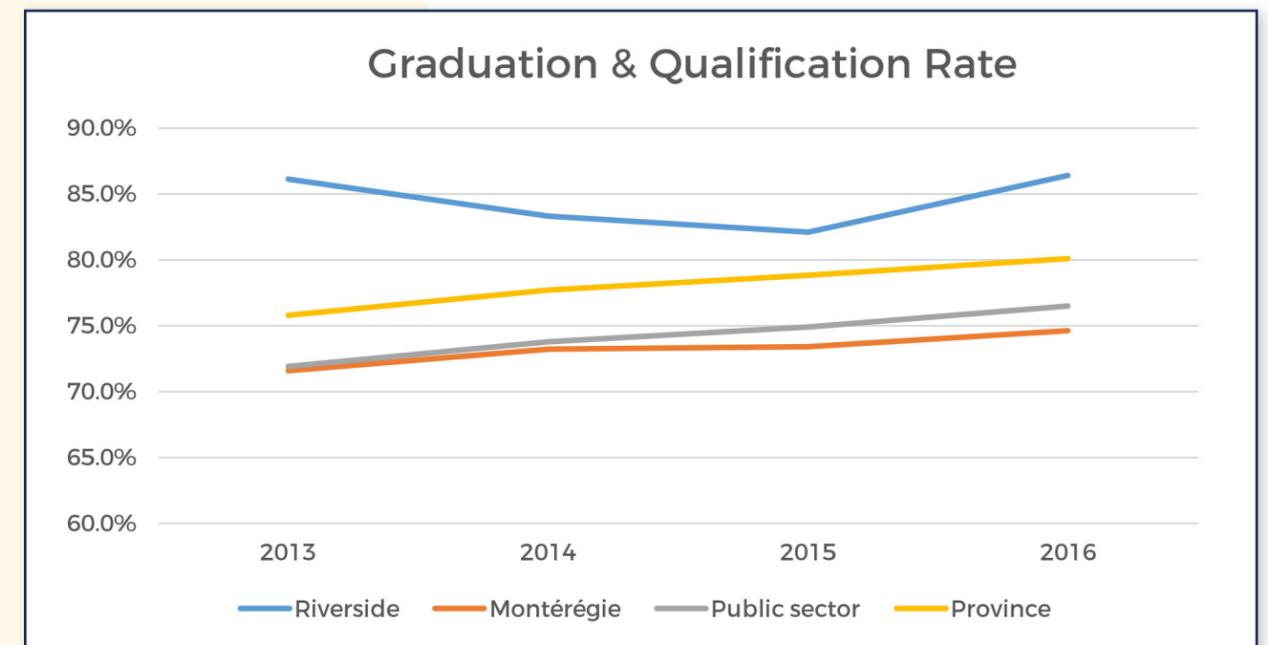
Policy on Educational Success, objective 1
2017-2022 Strategic Plan, objective 2.1.2

The graduation rate represents only those students who began in secondary 1 at Riverside School Board with the identified cohort and obtained a qualification or diploma within the seven years. It does not consider students who joined Riverside after secondary 1 and obtained a qualification or diploma within the seven years. It also does not include students who may have obtained a diploma or qualification within the prescribed time but had moved outside the province before doing so. Moreover, some of our students who choose the vocational route may obtain a qualification after the 7 years and these students are not considered in the official graduation rate.

PROVINCIAL SITUATION (PUBLIC)				
	2008 cohort (reference year)	2009 (most recent)	Target 2022	Target 2030
Students under 20 obtaining a first diploma (SSD or DVS)	Data not provided			85%
Students under 20 obtaining a first diploma or qualification	74.9%	76.5%	85.0%	90.0%

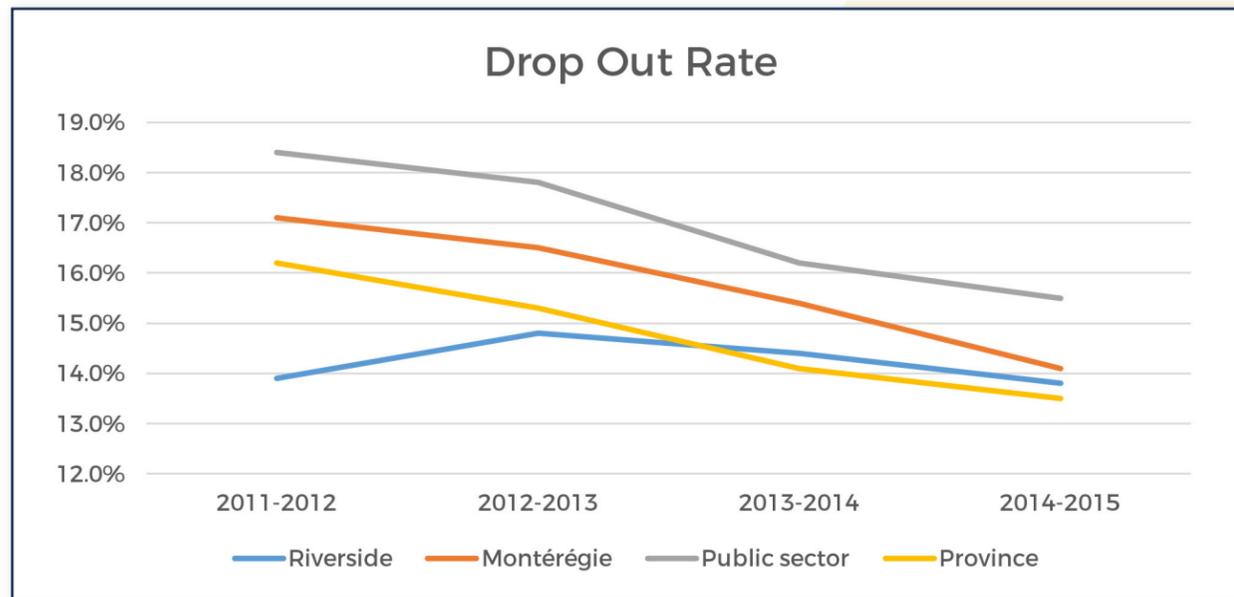
RIVERSIDE SCHOOL BOARD				
	2008 cohort (reference year)	2009 (most recent)	Target 2022	Target 2030
Students under 20 obtaining a first diploma (SSD or DVS)	Data not provided			85%
Students under 20 obtaining a first diploma or qualification	82.1%	86.4%	88.0%	90.0%

	Graduation & Qualification Year			
	2013	2014	2015	2016
Riverside	86.1%	83.3%	82.1%	86.4%
Montréal	71.6%	73.2%	73.4%	74.6%
Public sector	71.9%	73.8%	74.9%	76.5%
Province	75.8%	77.7%	78.8%	80.1%



²¹ Data source: Rapport Diplomation et qualification par commission scolaire au secondaire, Edition 2017 and MEEES, TSE, DGSEC, DIS, système Charlemagne, Indicateurs nationaux, novembre 2016.

Drop Out Rate				
	2011-2012	2012-2013	2013-2014	2014-2015
Riverside	13.9%	14.8%	14.4%	13.8%
Montérégie	17.1%	16.5%	15.4%	14.1%
Public sector	18.4%	17.8%	16.2%	15.5%
Province	16.2%	15.3%	14.1%	13.5%



At Riverside School Board, inclusion is embedded in its philosophy and is common practice. There is also awareness of the importance of a variety of options and paths to meet the needs of a very diverse clientele. Various opportunities are available to students across the board such as:

- Elementary to high school regional programs of varied duration focused on particular student support
- Work Oriented Training Pathway (WOTP)
- Centre de formation en récupération (CFER)
- The International Baccalaureate (Primary Years Programme; Middle Years Programme)
- Specialized programs centered on the arts, sports, sciences, technology and computer programming
- Talented and gifted programs in mathematics and sciences as well as in liberal arts.
- Vocational exploration programs
- Adult education (SSD, SVI)
- Vocational training (DVS, ASP)

Riverside School Board recognizes the target set within the Policy on Educational Success to increase to 85% by 2030 the proportion of students under 20 years old obtaining a first diploma (SSD or DVS). We have chosen not to report on this objective in this Commitment-to-Success Plan as it was not retained by the MEES for their 2018-2022 strategic plan.

**OBJECTIVE 4:
ENSURE A HIGH LEVEL
OF LANGUAGE PROFICIENCY**

Policy on Educational Success, objective 4
2017-2022 Strategic Plan, objective 2.2.1

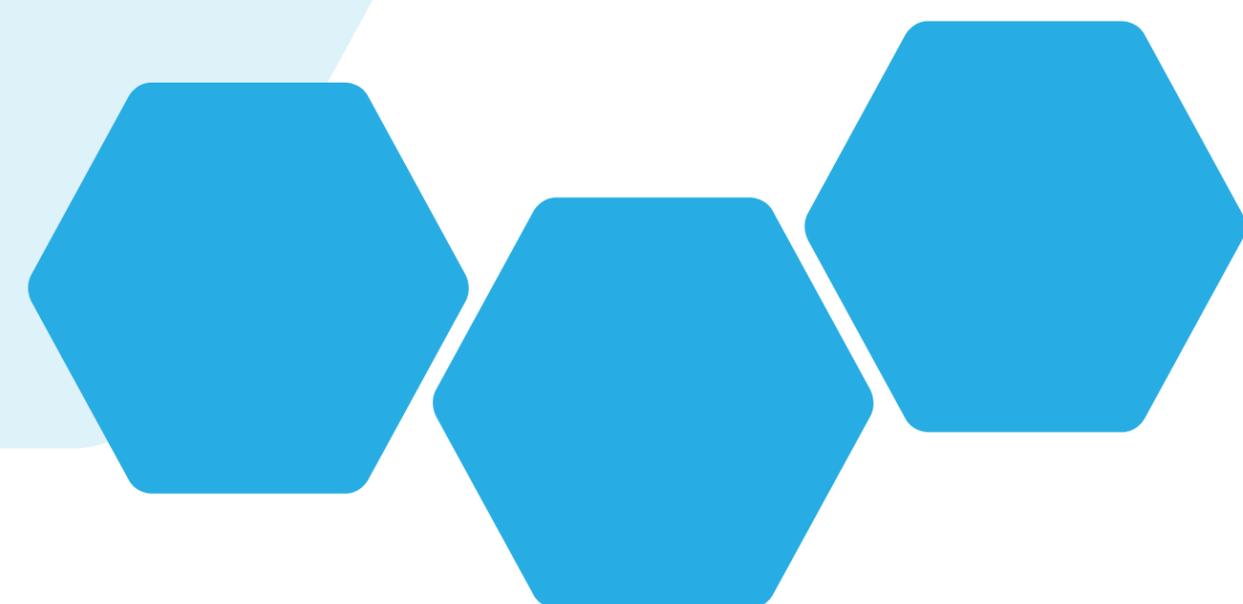
PROVINCIAL SITUATION (PUBLIC)			
	2017-2018 (reference year)	Target 2022	Target 2030
Grade 4: Composition component of the grade 4 language of instruction ministerial examination in the public system	N/A	In its Strategic plan, the MEES indicates that specific targets will have to be determined in 2018.	
Grade 6 : Percentage of students achieving at least 70% in both English Language Arts (ELA) and French as a Second Language (FSL) final global results	N/A	N/A	N/A
Secondary 5: Percentage of students achieving at least 70% in both English Language Arts (ELA) and French as a Second Language (FSL) final global results	N/A	N/A	N/A

RIVERSIDE SCHOOL BOARD			
	2017-2018 (reference year)	Target 2022	Target 2030
Grade 4: Composition component of the grade 4 language of instruction ministerial examination in the public system	This examination only exists for the French school boards. It does not exist in the English sector. In its 2017-2022 Strategic Plan, the Ministry of Education indicates that the assessment modalities for this objective will be identified at a later time for the English school boards. ²²		
Grade 6 : Percentage of students achieving at least 70% in both English Language Arts (ELA) and French as a Second Language (FSL) final global results ²³	72.4%	77%	82%
Secondary 5: Percentage of students achieving at least 70% in both English Language Arts (ELA) and French as a Second Language (FSL) final global results ²⁴	65.8%	71%	76%

In reflection on the objective as originally stated by the Ministry, Riverside School Board considers it important to include an objective on language development. As such, measures have been selected as indicators of language proficiency in both English and French.

We understand the limitations of these measures, as well as the fact that there are two different French as a Second Language programs at each of the elementary and secondary levels, with different expectations in terms of language proficiency. We are considering the language proficiency of students in both English and French in their respective program of study.

Over 40 years worth of research into the acquisition of additional languages demonstrates that the vast majority of students are not only capable of learning more than one language, but can also benefit from evolving in bilingual educational contexts. This objective is therefore also a commitment to furthering, within our schools and the Riverside community at large, sound, evidence-based reflection on language proficiency for all of our students.



²² 2017-2022 Strategic Plan, Ministry of Education, p. 24, footnote 2.

²³ Data source : GPI. Final report card

²⁴ Ibid

**OBJECTIVE 5:
ENSURE THAT ALL SCHOOL BUILDINGS
ARE IN SATISFACTORY CONDITION**

Policy on Educational Success, objective 7
2017-2022 Strategic Plan, objective 3.2.1

The Context

The MEES and the education network recognize the importance of buildings in academic success, and in 2015, community stakeholders adopted a public infrastructure management framework. The framework defines the basis of management in order to maintain the physical state of an asset allowing:

- to ensure the health and the safety of the people;
- to continue its use for the purposes for which it is intended;
- to reduce the probability of failure;
- to counteract its physical obsolescence.

The management framework categorizes buildings according to a Facility Condition Index (FCI) in order to prioritize maintenance work. The buildings are grouped in five categories according to their condition, from A to E. The obsolescence threshold for the satisfactory physical state of a building is fixed at the level C category, or a Facility condition index corresponding to 15% of the total building value.

It is to be noted, that a building that has a higher FCI does not mean that it is unsafe or not fit to be used. Depending on their construction year, it might only reflect that the building has some vintage architectural features.

The goal set for 2022 is that 85% of the buildings would have a Facility condition index of 15% or less, to be at least in the "C" category. The remaining or 100% of the buildings would have to be at the same level by 2030.

PROVINCIAL SITUATION (PUBLIC)			
	2016-2017 (reference year)	Target 2022	Target 2030
% of schools, centers and buildings in satisfactory condition (C) according to the Facility Condition Index (FCI)	68.6%	85%	100%

RIVERSIDE SCHOOL BOARD			
	2016-2017 (reference year)	Target 2022	Target 2030
% of schools, centers and buildings in satisfactory condition (C) according to the Facility Condition Index (FCI)	92.6%	85%	100%

Orientations of Intervention to meet the Ministerial Objective

Riverside has a property portfolio of 27 buildings totaling more than 140,000 m². Riverside has inspected more than 90% of its buildings and stored the information in the school board's computerized asset maintenance system: "Système informatisé de maintien d'actifs des commissions scolaires" (SIMACS).

According to the MEES SIMACS extract of January 2017, 92.6% of our buildings were in the "C" (satisfactory) category and above.

Any inspection of a building will generate some difference in appreciation from one professional to another. To create its database, Riverside School Board mandated in 2016, an external firm to proceed with the inspection of all of its buildings.

In order to minimize the disparity in the assessment of the physical condition of buildings that might append, the MEES will, over the next three years, be training all the school boards to standardize data collection during building inspections.

It is important to note that, although Riverside School Board shares and is committed to achieve the MEES goal to offer the best buildings possible to its community, we have no control on the allocation of funds by the MEES to achieve that ambitious target.

OTHER MINISTERIAL ORIENTATIONS

In its 2018-2022 strategic plan, the MEES also identified two orientations. They were not retained as objectives with specific targets, but they need to be taken into consideration in our Commitment-to-Success Plan.

The first orientation pertains to the literacy of our adult population. This part of our population is not subject to compulsory school attendance, but the MEES recognizes our role in contributing to the development of their literacy skills.

The second MEES orientation supports orientation 4 of the *Politique de l'activité physique, du sport et du loisir*. The purpose of this orientation is to promote, at an early age, an active lifestyle. Although the realities and organization of each school board could present a challenge in setting a provincial target for this orientation, the MEES recognizes the importance of promoting and creating opportunities for our elementary students to be active at school.

ORIENTATION 1: INCREASE THE PROPORTION OF THE ADULT POPULATION OF QUÉBEC WHO DEMONSTRATE HIGH-LEVEL LITERACY SKILLS ACCORDING TO PIAAC 2022²⁵

**Policy on Educational Success, objective 5
2017-2022 Strategic Plan, objective 2.2.1**

Riverside School Board is committed to educational success for all stakeholders of its community, from early childhood to adulthood. We strongly believe that a better skilled adult population will contribute to cultural, social and economic development as well as increased educational success for students.

According to a study conducted by the International Adult Literacy and Skills Survey in 2003, 54.6% of Quebecers, ages 16 to 65, have not reached a literacy level 3. To address this, Riverside School Board commits to improve literacy and numeracy skills in the adult population by providing basic education for adults, maintaining and continually upgrading adults' competencies, acknowledging prior learning and competencies through official recognition and removing obstacles to access and retention. This will be done through our various offers in Adult General Education, Vocational Training, Business Services, Recognition of Acquired Competencies and through partnerships with community organizations and offers in our Community Learning Centers.

In the provincial Policy on Educational Success, there is no specific timeline identified to raise the proportion of the adult population of Québec who demonstrate high-level literacy skills according to PIAAC 2022. However, the policy aims to raising it by 5%. It is currently at 47% in the province.

²⁵ PIAAC is the Programme for the International Assessment of Adult Competencies, an international assessment of the foundational information-processing skills required to participate in the social and economic life of advanced economies in the 21st century.

²⁶ **Building on our competencies: Canadian results of the international adult literacy and skills survey** (Catalogue No. 89-615-XIE). Human Resources and Skills Development Canada (2005). Ottawa, Ont.: Minister of Industry

ORIENTATION 2: HAVE ELEMENTARY STUDENTS PHYSICALLY ACTIVE AT LEAST 60 MINUTES PER DAY

***Politique de l'activité physique, du sport et du loisir*²⁷, orientation 4
2017-2022 Strategic Plan, objective 1.1.3**

Riverside School Board aims to develop sustainability when it comes to physical activity. The commitment to improving health and fitness, in the long term, goes beyond the aim of 60 minutes of physical activity per day at school. It entails that the school staff as a whole value physical activity for all students throughout the school day as well as outside school hours in collaboration with the school community at large. Current challenges, such as subject-time allocation and school transportation, make it difficult to add blocks of physical activity during the regular day schedule, which is why we need to be more creative, explicit and structured about this orientation. Therefore, we will continue discussions with the schools to maximize daily opportunities (i.e. daycare, activities integrated in the classroom, etc.) and continue working with community partners and sports associations (e.g. South Shore Interscholastic Athletic Association) to find viable solutions.

Where possible, we will also leverage the measure called "À l'école, on bouge au cube!". This provincial initiative aims at supporting a school team in their effort to have their students physically active at least 60 minutes a day namely by providing them with sports equipment and outdoor opportunities. As of the 2017-2018 school year, two of our schools, Cedar Street and Boucherville Elementary are already taking advantage of this initiative.

²⁷ *Politique de l'activité physique, du sport et du loisir*, Au Québec, on bouge!

STATEMENT CONTAINING SCHOOL BOARD OBJECTIVES AS TO THE LEVEL OF QUALITY AND SERVICES IT PROVIDES

COMPLAINTS PROCESS

SERVICE STATEMENT

Riverside School Board is committed to offer the highest quality of services and professionalism to its students, employees and the community. The best interest of our students is at the core of all of our decisions and actions.

OUR SERVICES

The following services are offered in support to the schools, centers and community:

- Office of the Director General (including the office of the Secretary General)
- Educational Services
- Adult Education and vocational training department
- Complementary Services²⁸
- Human Resources department
- Finance department
- Material Resources department
- Information and Technology (IT)
- Transportation department

²⁸ All services to students outside of regular pedagogical and curriculum services: Support to special need students, social-emotional and behavioral issues, social skills, prevention, conflict resolution, etc.

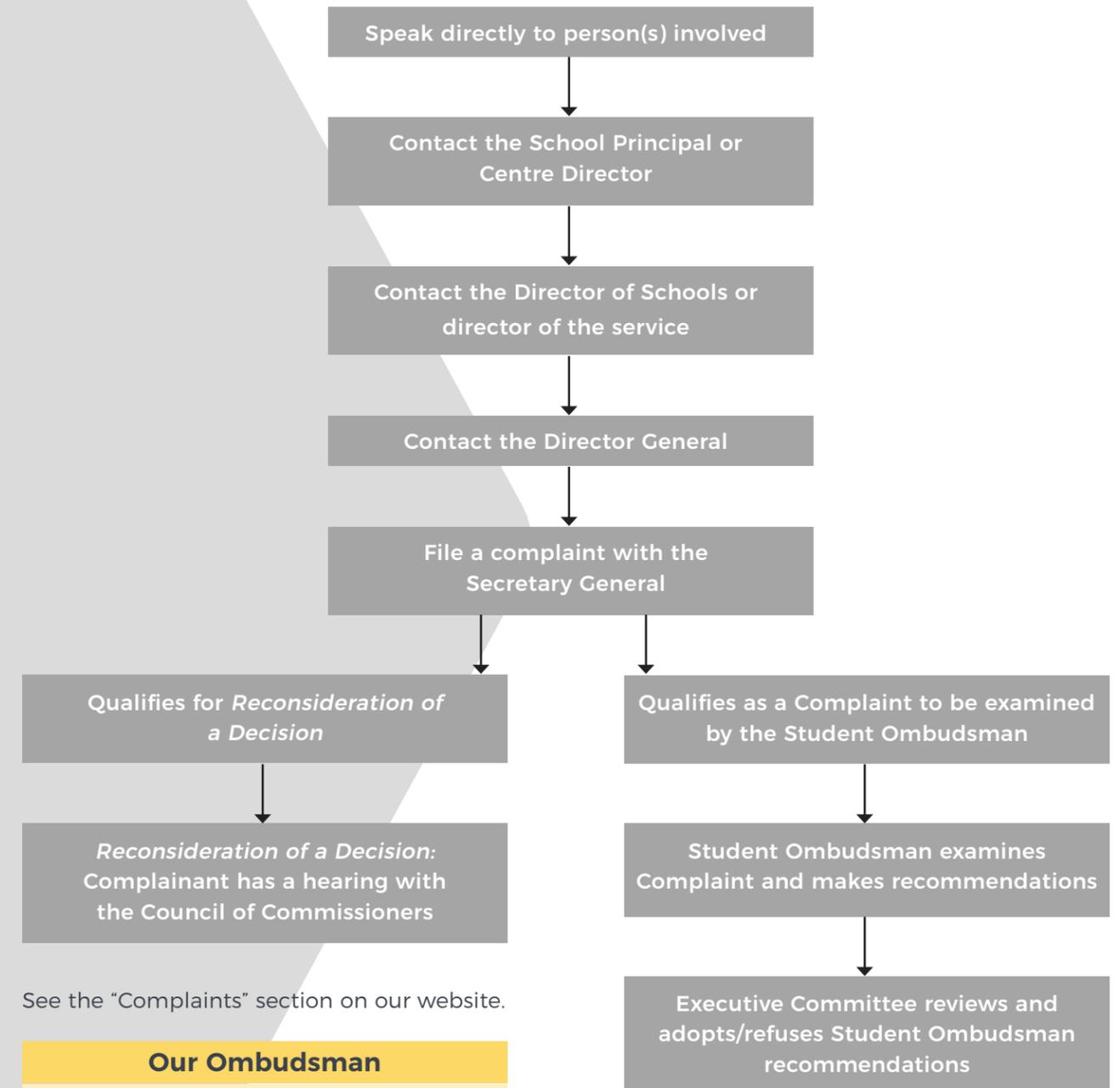
SCHOOL BOARD CONTACT INFORMATION AND OPENING HOURS

7525 Chemin de Chambly
 Saint-Hubert (Québec) J3Y 0N7
 Telephone: 450-672-4010
 Fax: 450 465-8809

Opening hours: Monday – Friday, 8:30 a.m. to noon – 1:00 to 4:30 p.m.

EXAMINATION OF COMPLAINTS FLOWCHART

Please note that the following may be subject to change



See the "Complaints" section on our website.

Our Ombudsman

Mr. Enzo Di Iorio
 450 672-4010 ext. 6500
 enzo.diioria@rsb.qc.ca

Version: February 11, 2018

The Commitment-to-Success Plan must comply with the legislative provisions of the Act to amend the Education Act.

209.1 For the exercise of its functions and powers, every school board shall establish a Commitment-to-Success Plan that is consistent with the strategic directions and objectives of the Minister's Strategic Plan. The Commitment-to-Success Plan must also, where applicable, meet any expectations under section 459.2. In addition, the period of the plan must be consistent with that of the Ministry's Strategic Plan in accordance with any terms prescribed, where applicable, under the first paragraph of section 459.3.

This plan, which the School Board may update if necessary, must contain:

1. the context in which the School Board acts, particularly the needs of its schools and centres, the main challenges it faces as well as the characteristics and expectations of the community it serves;
2. the directions and objectives selected;
3. the targets for the period covered by the plan;
4. indicators, particularly nation-wide, to be used to measure achievement of the objectives and targets;
5. a statement setting out its objectives as to the level of the quality and services it provides;
6. any other elements determined by the Minister.

In preparing its Commitment-to-Success Plan, the School Board shall consult, in particular, the Parents' Committee, the Advisory Committee on Services for Handicapped Students and Students with Social Maladjustments or Learning Disabilities, the Management Advisory Committee, Governing Boards, teachers and other staff members, as well as students. The Parents' Committee and the Management Advisory Committee may make recommendations on what should be included in the School Board's Commitment-to-Success Plan.

The School Board shall send its Commitment-to-Success Plan to the Minister and make it public upon an expiration period of 60 to 90 days after sending it or by another delay upon an agreement between the School Board and the Minister. The Commitment-to-Success Plan comes into force on the date of its publication. The School Board shall present the content of the plan, at a public information session following the coming into effect of the plan. A public notice specifying the date, time and place of the meeting must be given at least 10 days before the meeting.

459.2 The Minister may determine, for all school boards or based on the situation of one or certain school boards, policy directions, objectives or targets they must take into account in preparing their Commitment-to-Success Plan.

459.3 The Minister may, for any school board, prescribe terms governing the coordination of the entire strategic planning process between educational institutions, the School Board and the Ministry.

Furthermore, the Minister may, after receiving a school board's Commitment-to-Success Plan, require the school board to defer publication of the plan within the period prescribed by section 209.1 or to amend it in order that the period covered by the plan be aligned with the Minister's Strategic Plan in accordance with the prescribed procedures, where applicable, pursuant to the first paragraph. The Minister may also impose such a requirement to ensure that the plan is consistent with the strategic directions and objectives of the Minister's Strategic Plan or that it meets expectations entrusted by section 459.2

SIGNATORIES OF THE COMMITMENT-TO-SUCCESS PLAN

Dan Lamoureux
Chair
Riverside School Board

Lesley Llewelyn Cuffling
Vice-chair
Riverside School Board
Commissioner Division 5 (St. Lambert)

Pamela Booth Morrison
Commissioner of Division 1
(Beloeil - Sorel-Tracy - Varennes)

Charles Horrell
Commissioner of Division 3
(St. Bruno - Boucherville - St-Basile-le-Grand)

Henriette Dumont
Commissioner of Division 6
(St. Hubert)

Margaret Gour
Commissioner of Division 8
(Brossard Two)

Christopher Craig
Commissioner of Division 10
(Greenfield Park)

Patrick Michaud
Parent Commissioner - Elementary

Theresa Aguiar
Parent Commissioner - Secondary

Sylvain Racette
Director General
Riverside School Board

Lucie Roy
Assistant Director General
Riverside School Board

Dawn Smith
Commissioner of Division 2
(Vieux-Longueuil)

Anna Capobianco Skipworth
Commissioner of Division 4
Division 4 (Chambly - Carignan - Otterburn Park)

Andrew Mazur
Commissioner of Division 7
(Brossard One)

Giovanni Giummarra
Commissioner of Division 9
(Roussillon)

Deena Butler
Commissioner of Division 11
(Saint-Jean-sur-Richelieu - La Prairie)

Alexandra Audet
Parent Commissioner - At large

Cheryl Courtney
Parent Commissioner - Students with Special Needs

ANNEX 1: THE CHALLENGES PRIORITIZED FOR OUR 2018-2022 COMMITMENT-TO-SUCCESS PLAN²⁸

Broad area of intervention	Challenges	Orientations
Everyone achieving their full potential	1 Early, rapid and on-going intervention	1.1 Act early and rapidly 1.2 Act continuously and in a concerted manner
	2 Foundations and paths for lifelong learning	2.1 Develop literacy and numeracy skills starting in early childhood and continuing throughout life 2.2 Integrate 21st-century competencies and digital technologies more effectively 2.3 Develop diversified paths for vocational training based on Québec's development priorities and students' interests
	3 Adapting to diversity and different needs and educational paths	3.1 Recognize diversity and value everyone's contribution 3.2 Provide accessible, quality educational services adapted to diverse needs 3.3 Take action at all levels of governance to ensure equal opportunity
An inclusive environment for development, learning and success	4 Quality educational and pedagogical practices	4.1 Improve the initial and continuing training of school and educational childcare services staff 4.2 Ensure the development and adoption of best educational and pedagogical practices 4.3 Update methods for the evaluation of learning and ensure their integrity
	5 An inclusive, healthy, safe, stimulating and creative environment	5.1 Offer a welcoming, safe and caring living environment that fosters discussion, communication and enriching personal and social relationships 5.2 Offer a living environment that incorporates cultural, physical, sports, scientific and entrepreneurial activities

²⁸ Extract from: http://www.education.gouv.qc.ca/fileadmin/site_web/documents/PSG/politiques_orientations/tableau_synoptique_politique_reussite__ANG_WEB.pdf

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