

COMMITMENT- to-Success Plan



RIVERSIDE
SCHOOL BOARD



Goal of the Commitment-to-Success Plan

The Commitment-to-Success Plan allows the Riverside community to share a common vision of student success. It outlines the school board's goals and objectives for ensuring students' educational success in the youth and adult sectors. The Commitment-to-Success Plan provides an overview of the Riverside School Board's aims for the educational success of all its students and the efforts required to make this a reality.

To this end, the Riverside community was consulted on the following challenges: effective research-based practices, staff readiness and well-being, its learning environments, educational success, and community stakeholder involvement.

Collaboration, learning, and engagement emerged as key elements for all stakeholders. To achieve the Ministry's objectives and ensure the success of all its

students, the School Board will address these priorities through relevant and timely interventions that support student transitions, engage in pedagogical reflection (particularly on the use of technological tools), and take into account everyone's well-being.

To concretely respond to collaboration, learning, and engagement issues, a core initiative of the Riverside School Board will be to continue supporting the development and evolution of School Success Teams. In our schools and centres, teams of principals, teachers, and other staff members reflect and work together on defining success and achieving the highest possible levels of success for all students. To encourage continuous development, the team members consider learning across all subjects and the conditions in schools and centres that promote success for all.



The context in which the school board operates

The Riverside School Board has one of the province's highest graduation rates, consistently ranking among the school boards with the best graduation rates in Québec.

The wide range of educational programs and services offered by the Riverside School Board to youth and adults in the Montérégie region is a testament to its dedication to educational success. With over 7,500 square kilometres of territory, the Riverside School Board serves nearly 14,300 students enrolled in the youth and adult sectors (equivalent to 10,912 full-time students).

We are proud that the French immersion program, now offered throughout Canada and in many countries, originated in our schools in Saint-Lambert. This model allows our students to develop strong English and French language skills. We take bilingualism to heart as we believe it is an important asset for global success and for entering the job market in this province and our territory.

14,300
STUDENTS

7,500
SQUARE KILOMETRES



The context in which the school board operates

The Riverside School Board

- Is committed to ensuring the inclusion of students with special educational needs.
- Recognizes the importance of offering a range of options and pathways to meet the needs of a diverse clientele in terms of academic performance, engagement, motivation, and relevance.
- Has expertise in developing English and French language competencies for all students.



Our statement on equity, diversity, and inclusion

Riverside School Board recognizes its role as an educational organization with the power and responsibility to impact citizenship through education. We recognize diversity as a fact. We must value and honour all faces, voices, realities, and experiences and ensure that our organization is where children, youth, and adults are acknowledged, respected, welcomed, and empowered. We commit to the ongoing work required to keep equity and inclusion at the forefront of our reflection and decision-making in dedication to social-emotional well-being, educational excellence, and success for all. (Original version)





Riverside School Board's 19 elementary schools and four (4) secondary schools offer a wide range of educational programs, including various learning contexts and language teaching models. In addition, students have access to several options: an International Baccalaureate Program; a Work-Oriented Training Pathway (WOTP); a 15+ program; a semi-skilled preparatory program, the *Centre de formation en récupération* (CFER); various regional programs of different lengths with a particular focus on supporting students; vocational exploration programs, concentration programs centered on the arts, sports, sciences, technology, or computer programming, and other enriched programs.

REACH (*Realistic Educational Alternatives for Children with Handicaps*) has a supra-regional mandate with two campuses in Saint-Lambert, and satellite classes at Saint-Lambert International High School, Centennial Regional High School, and Adam's P.A.C.E. (Post-secondary Alternative Community-based Education program) at Champlain College in Saint-Lambert. The students aged 4 to 21 have moderate to severe developmental delays. REACH also coordinates C.A.S.P. (*Compétences axé sur la participation sociale*), Challenge, and the modified Québec School Training Program.

All our schools also offer an array of extracurricular activities, whether in sports, arts, or technology, which contribute to developing students' sense of belonging, their commitment, and their success.

In addition to delivering a range of pedagogical activities during the school year, the Riverside School Board also offers summer options that provide additional opportunities for secondary school students to succeed. In addition, most secondary schools offer a camp for sixth-grade students to help them prepare for the transition to secondary school.

Through ACCESS's (*Adult Career Continuous Education, South Shore*) five vocational training and adult education centres and a point of service in Boucherville, the Riverside School Board offers students the opportunity to improve their literacy skills, complete their post-secondary studies, to obtain CEGEP prerequisites or enter one of its vocational training programs in social, educational and legal services, administration, business and information technology, health, transportation, construction and public works, and motor equipment maintenance.

The Riverside School Board has six (6) Community Learning Centre (CLCs) on its territory. Their mission is to support English-speaking minority communities and foster community development. Our centres work with other community organizations in the Montérégie to improve access to English-language programs and services, promote lifelong learning, and ensure the vitality of the English-speaking community in the region.

Challenges, orientations, and objectives

What to consider in achieving our objectives

- Evidence-informed practice
- Staff readiness and well-being
- Learning environments
- Academic success
- Involvement of community stakeholders

After analysis of its context, the school board may identify a unique goal to pursue in its Commitment-to-Success Plan. However, there is nothing to prevent the school board from including in its Commitment-to-Success Plan other objectives from the Ministry's strategic plan relevant to our context and priorities, such as Objective 4. Indeed, it should be noted that the Riverside School Board has a particular mission to help its students attain high proficiency levels in English and French. Thus, our Commitment-to-Success Plan includes performance indicators for both languages.



The issues listed in our Commitment-to-Success Plan are based on the Action Plan 2023-2024 and the Ministry's Strategic Plan (targets 2023-2027). We have also considered our results and trends, planned corrective measures, and the school board's general initiatives to attain provincial objectives.

[Action Plan 2023-2024](#) ➤

[Ministry's Strategic Plan](#) ➤

To increase student success

Our current situation

The Riverside School Board remains fully committed to reducing the gaps in achievement between different groups of students after seven years. As an inclusive school board, we pay close attention to the gaps in students' success rates. Differentiation and pedagogical flexibility are central to discussions about classroom practices and student success. Thanks to the support offered by educational and complementary services to the youth and adult sectors and to research-led thinking, our teachers continue to be mindful of the needs of each student.

Objective 1

Rate of completion of a first diploma or qualification after seven (7) years of entering secondary school

At the Riverside School Board, the graduation or qualification rate after seven years has remained consistently higher than the provincial rate and the highest in the Montérégie administrative region.

At Riverside, we are aware of the importance of offering various options and pathways to meet the needs of a very diverse clientele. Among the numerous opportunities provided are:

- Regional programs (elementary and secondary school) of varied duration focused on meeting specific student needs with tailored support
- The Work-Oriented Training Pathway (WOTP)
- The Centre de formation en récupération (CFER) program
- The International Baccalaureate (Elementary Program; Intermediary Program)
- Concentration programs centered on the arts, sports, sciences, technology, computer programming, mathematics, and liberal arts.
- Vocational exploration programs
- Adult education (SSD, TCSIA)
- Vocational training (DVS, AVS)

Graduation and qualification rate after seven years

	Reference year 2021 (2014 cohort)	Target 2026-2027
RSB	88.5%	90%
Montérégie	77.5%	N/A
Public sector	79%	N/A
Province	81.4%	86.8%

Objective 2

The success rate of boys

While the success rate of boys at the Riverside School Board has been variable over the past cohorts, it has remained consistently higher than the provincial average. The Riverside School Board remains committed to increasing the success rate for all students. As an inclusive board, we are always concerned about gaps in student achievement. Differentiation and pedagogical flexibility have been central to discussions on classroom practice. School teams are supported in their reflection on student success and the use of evidence-informed practices. In addition, our programs and offers of service are reviewed regularly to respond to the needs of all learners.

While we recognize that a gender-based analysis of student success does not necessarily reflect the current understanding of gender identity, we continue to include this objective in keeping with the MEQ strategic plan and guidelines.

The success rate of boys

	Reference year 2021 (2014 cohort)	Target 2026-2027
RSB	85.7%	87%
Montérégie	72.40%	N/A
Public sector	74.00%	N/A
Province	80.1%	82.5%

Objective 3

The success rate of students with handicaps, social maladjustments or learning difficulties

Although the success rate of Riverside School Board students with handicaps, social maladjustments or learning difficulties has been variable over the past cohorts, it has remained consistently higher than the provincial average. The Riverside School Board remains committed to increasing success for all students. As an inclusive board, gaps in student success remain a concern. Differentiation and pedagogical flexibility have been at the heart of discussions about classroom practice. School teams are supported in their reflection on student success and the use of evidence-informed practices. We also regularly review programs and offers of service so as to meet the needs of all learners.

The success rate of students with disabilities, social maladjustments or learning difficulties

	Reference year 2021 (2014 cohort)	Target 2026-2027
RSB	73.6%	75%
Montérégie	N/A	N/A
Public sector	57.50%	N/A
Province	62.2%	63.8%

Objective 4

Proficiency in the two languages of instruction (French, English)

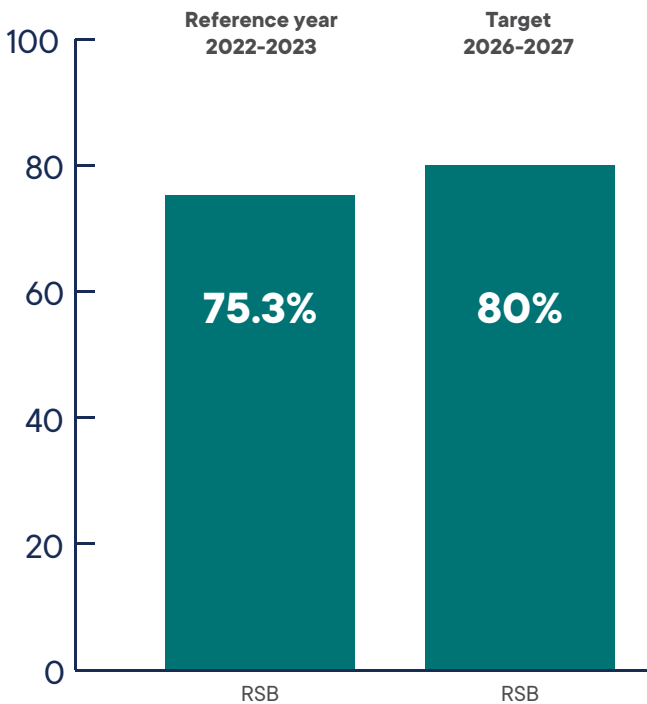
After deliberating on objectives 4 and 6 of the Ministry Strategic Plan, (which does not apply to the English sector), the Riverside School Board has identified its own language-related objective, which is to look at proficiency in the two languages of instruction (French and English).

For the purpose of this plan, the term language proficiency refers to the percentage of grade 6 and secondary 5 students having obtained **70% or higher** in both their English and French courses. In grade 6, this is measured through the final global result on the report card. In secondary 5, this is measured through the final global result on the official achievement record (Ministry transcript).

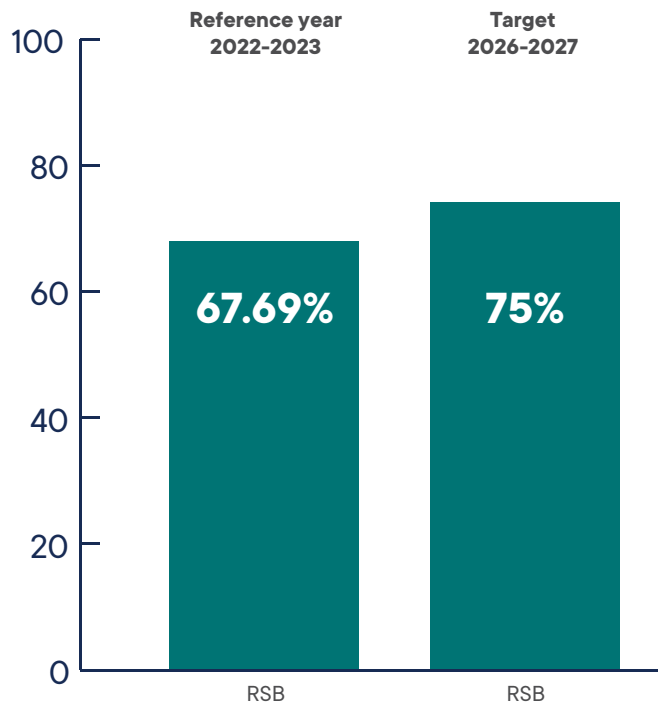
We understand the limitations of these measures, as well as the fact that there are two different French as a Second Language programs at each of the elementary and secondary levels, with different expectations. We are hereby considering the proficiency of students in both English and French in their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

Over 50 years 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 sound, evidence-informed reflection and action on proficiency in the two languages of instruction for all students.

Proficiency in the two languages of instruction (French, English) - Elementary



Proficiency in the two languages of instruction (French, English) - Secondary



Objective 5

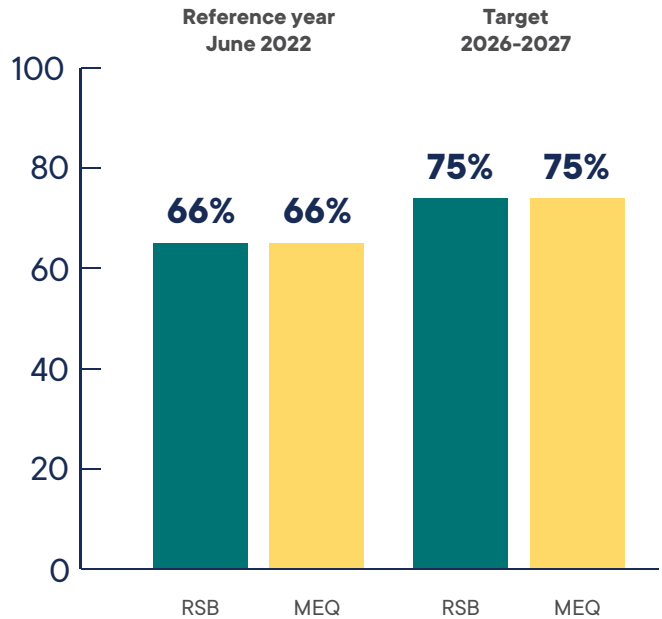
The proficiency rate in the elementary grade 6 compulsory MEQ mathematics examination for competency 1

The proficiency rate refers to the percentage of students who obtained **70% or more** on the elementary grade 6 compulsory (MEQ) mathematics examination for Competency 1: To solve a situational problem related to mathematics.

Situational problems are complex tasks that require students to analyze the context, determine the steps needed to come to a solution, make choices based on mathematical constraints, and apply multiple mathematical concepts and processes to find a solution. To do this, students have access to the manipulatives they have used all year, a calculator, and a memory aid they would have created before the examination.

At the Riverside School Board, a significant portion of professional development involves adopting sound pedagogical and evaluative practices in teaching mathematics, particularly problem-solving. Collective marking centers are held each year for this examination. These centres provide all teachers with the opportunity for professional reflection and dialogue around the collective work of students.

The proportion of grade 6 students who score between 70% and 100% in the compulsory mathematics examination



Updating and improving vocational training

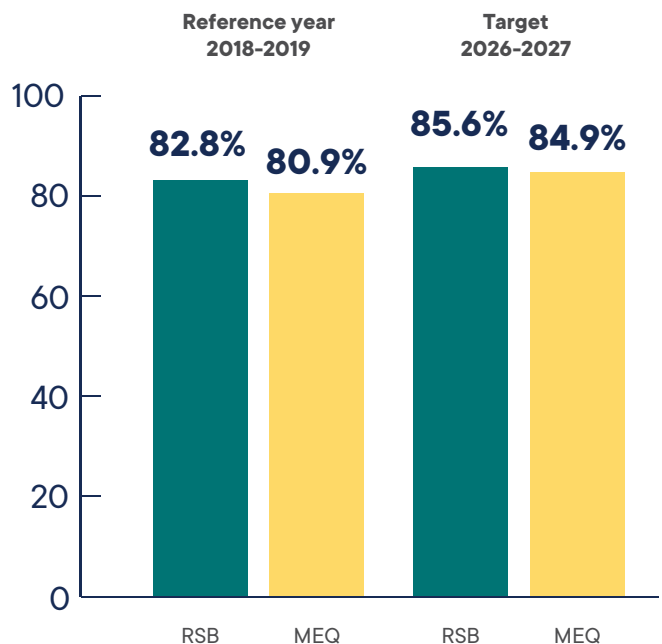
Objective 6

Graduation rate from vocational training after three (3) years

The graduation rate for students in vocational training programs only represents those who have completed the requirements of their respective programs within three (3) years. The data collected only includes students enrolled and following a vocational program leading to a DVS, and not those students enrolled in an Attestation of Vocational Specialty (AVS) or an Skill Training Certificate (STC).

To support our students in their studies, we accompany them in their learning process, ensuring they are not only present but involved in their training. In addition, we offer a wide range of teaching options such as work-study, virtual learning, recognition of prior learning and acquired competencies, and individual academic and socio-emotional support.

Graduation rate from vocational training after three (3) years

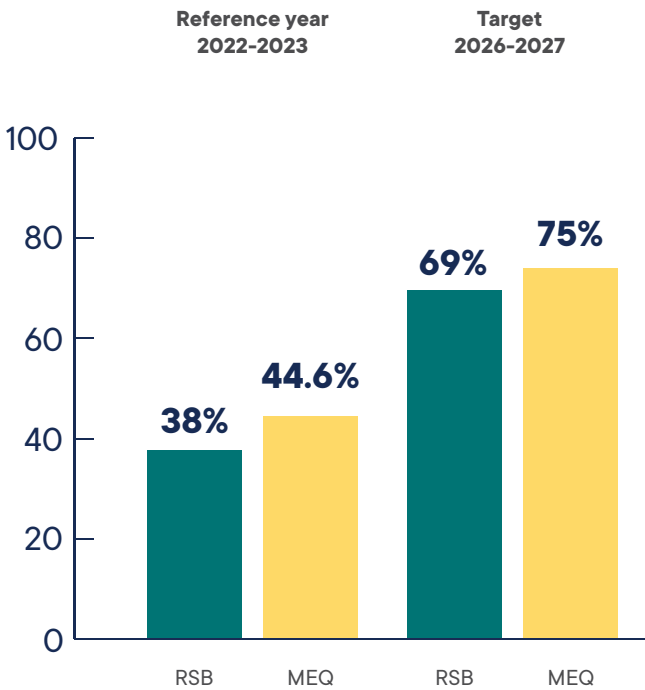


Objective 7

Proportion of secondary students enrolled in concentration programs

The proportion of secondary students enrolled in special programs refers to the percentage of students who have been officially declared as registered in programs that offer a specific focus beyond the scope of the Québec Educational Program, whether in sports, the arts, math, science and technology, languages or the International Baccalaureate program.

Percentage of secondary students enrolled in special programs

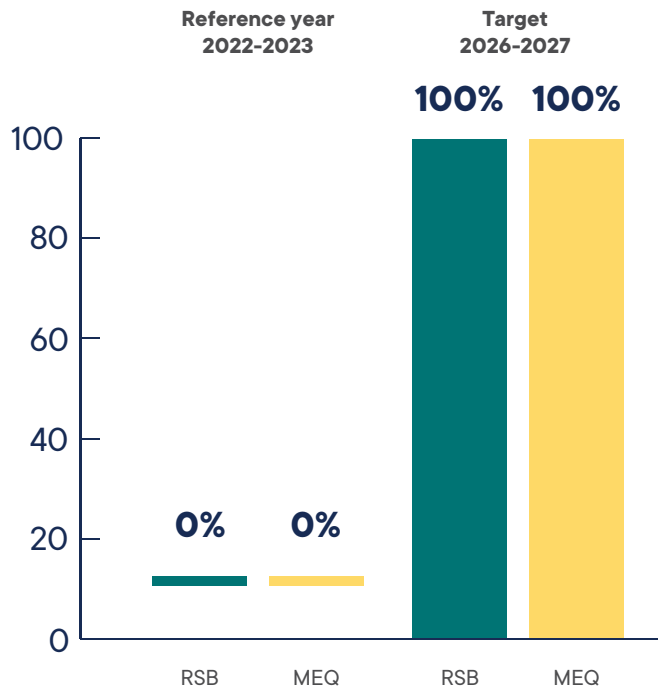


Objective 8

Improve the climate of caring, well-being, and student safety

For over 15 years, Riverside School Board schools have administered the Learning Bar's "Our School Survey" annually to third-cycle elementary and second-cycle secondary school students. Schools use the data collected to improve the school climate by focusing on the well-being and safety of students. As of 2023-2024, students in Adult Education and Vocational Training Centres will also be able to take a survey. In addition, a reference framework on student well-being to be issued by MEQ will also be used as a reference tool.

The proportion of schools and centres using the student well-being framework developed based on research data to analyze their environment



Implementation strategy



- Provide opportunities for reflection
- Provide consultation tools
- Alignment of schools and centres' educational projects
- Regular monitoring and adjustment meetings
- Progress and results reports

Groups involved in the development of the Commitment-to-Success Plan

Consultation meetings between the Director General and the Directors Committee Meeting (DCM) made up of Riverside School Board's team of department directors

The Pedagogical Directors' Committee Meeting (PED DCM), made up of directors, assistant directors and coordinator of pedagogical services

The Council of Commissioners made up of the Chair, Vice-Chair, Commissioners and Parent-Commissioners

Consultations conducted during the development of the Commitment-to-Success Plan

Parents' Committee

Advisory Committee on Services for Handicapped Students and Students with Social Maladjustments or Learning Disabilities

Student Advisory Committee

Daycare Technicians Committee

Commitment-to-Student-Success Committee

Educational and Technology Services

Complementary Services Committee

Open call to the staff of schools and centres

Open call to the community at large



Statement of the school board's objectives regarding the level and quality of services offered

Declaration of service

The Riverside School Board is committed to professionalism and providing the highest quality of service to our students, employees, and community. However, our students' interests come first in all our decisions and actions.

Our services

The following services are offered in support of the schools, centres, and community:

- Office of the Director General, Secretary General
- Educational Services, Information and Technology
- Adult Education and Vocational Training, Business Services (SAE)
- Complementary Educational Services¹
- Human Resources
- Services Finance, Transportation and School Tax Services
- Material Resources

¹ All services to students outside of regular pedagogical and curriculum services: Support to special needs students, social-emotional and behavioral issues, social skills, prevention, conflict resolution, etc.





Signatories of the Commitment- to-Success Plan

Mrs. Lucie Roy, Director General

Mrs. Chantale Scroggins, Assistant Director General

Mr. Daniel Lamoureux, Chair

Mr. Christopher Craig, Vice-Chair Division 10
(Greenfield Park)

Mrs. Pamela Booth Morrison, Commissioner
Division 1 (Beloeil – Sorel-Tracy – Varennes)

Mrs. Margaret Gour, Commissioner Division 8
(Brossard Two)

Mr. Fadi Tawil, Commissioner Division 2
(Vieux-Longueuil)

M. Kevin Ross, Commissioner Division 9
(Roussillon)

Mr Charles Horrell, Commissioner Division 3
(Saint-Bruno – Boucherville)

Mr. Patrick Michaud, Commissioner Division 11
(Saint-Jean-sur-Richelieu – La Prairie)

Mrs. Anna Capobianco Skipworth, Commissioner
Division 4 (Chambly – Carignan – Otterburn Park)

Mrs. Neela Parsnani, Parent-Commissioner
– Elementary

Mrs. Lesley Llewelyn Cuffling, Commissioner
Division 5 (St. Lambert)

Mr. David Fournier, Parent-Commissioner – At large

Mrs. Henriette Dumont, Commissioner Division 6
(Saint-Hubert)

Mrs. Theresa Aguiar, Parent-Commissioner
– Secondary

M. Matthew Mazur, Commissioner Division 7
(Brossard One)

Mrs. Carrie Ellen Ronning, Parent-Commissioner –
Students with Special Needs





Commission scolaire **Riverside**
Riverside School Board



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