



COMMISSION SCOLAIRE SIR-WILFRID-LAURIER
SIR WILFRID LAURIER SCHOOL BOARD

ENGAGE • BUILD • ACHIEVE

Sir Wilfrid Laurier School Board

COMMITMENT-TO-SUCCESS PLAN

2018-2022



AN ENGLISH EDUCATION, A **BILINGUAL** FUTURE



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COMMITMENT-TO-SUCCESS PLAN

Objective

The objective of the Sir Wilfrid Laurier School Board (SWLSB) Commitment-to-Success Plan is to provide a comprehensive portrait of our situation with input from all stakeholders. Ultimately, it will provide a focus of direction and subsequent provision of support in order to assure the continued academic success of our SWLSB students.

Legal Framework

The Education Act mandates all school boards to establish a commitment-to-success plan as per article 209.1:

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 department's strategic plan. The commitment-to-success plan must also meet any expectations communicated under section 459.2. In addition, the period covered by the plan must be harmonized with the period covered by the department's strategic plan in accordance with any terms prescribed under the first paragraph of section 459.3.*

The purpose of a commitment-to-success plan is to establish objectives and orientations aligned with those of the Ministry's to ensure improved student success rates. The school board must send its commitment-to-success plan to the Minister.

The commitment-to-success plan must contain the following elements as per article 209.1 of the Education Act:

1. *the context in which the school board acts, particularly the needs of its schools and centres, the main challenges it faces, and 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. *the indicators, particularly Québec-wide indicators, to be used to measure achievement of those objectives and targets;*
5. *a service statement setting out its objectives with regard to the level and quality of the services it provides;*
6. *any other element determined by the Minister.*

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.
(459.2, Education Act)

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

The Minister may also, after receiving a school board's commitment-to-success plan, require the school board, within the period prescribed by section 209.1, to defer publication of the plan or to amend it to harmonize the period covered by the plan with that covered by the department's strategic plan in accordance with any terms prescribed under 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 department's strategic plan or that it meets the expectations communicated under section 459.2. **(459.3, Education Act)**



Consultative Bodies

Two town halls took place in which 76 people from the SWLSB community attended.

On March 26, 2018, a presentation was held at the SWLSB head office, as well as in three Community Learning Centres via videoconference: Joliette High School, Sainte-Agathe Academy and Laurentian Regional High School. A total of 54 members representing the Laurentides and Lanaudière regions were present in the four locations.

A second presentation was held on April 4, 2018, in Laval and had representation of 22 community members.

Ultimately, students, parents, personnel, head office and school administrators, governing board members, alumni and community stakeholders including elected representatives were consulted on the direction and orientations that the SWLSB should focus on in the next four years.

OUR CONTEXT

School Board Portrait

The Sir Wilfrid Laurier School Board is the third largest English school board in the Province of Québec. We have 26 elementary schools, 9 high schools, 4 adult and vocational training centres, and 1 Service aux entreprises. A complete list of all our schools and centres is in Annex 1.

In 2017-2018, our enrolment was of 12,819 students in the youth sector, more than 650 students in vocational training and over 1010 students in general adult education. Our schools range in size from 82 students in an elementary school in a rural setting of the Laurentides region, to over 1600 students enrolled in our largest secondary school in Laval.

The Sir Wilfrid Laurier School Board's network of schools and centres includes the following:

Table 1: SWLSB Schools and Centres

	Elementary schools	Elementary students	Secondary schools	Secondary students	AEVT centres / Services aux entreprises
Laval	11	4013	3	2668	2
Laurentides	11	2533	5	2187	2
Lanaudière	4	1199	1	219	1
TOTAL	26	7745	9	5074	5

Source: SWLSB Lumix data, retrieved March 5, 2018



Our school board spans a vast geographic area covering three administrative regions: Laval, Laurentides and Lanaudière. It includes 15 regional county municipalities (MRCs). Each of these three regions has its unique characteristics and challenges as an urban, suburban or rural setting.

The school board's territory is shared with seven overlapping French school boards:

- Commission scolaire de Laval
- Commission scolaire des Samares
- Commission scolaire des Affluents
- Commission scolaire de la Seigneurie-des-Mille-Îles
- Commission scolaire de la Rivière-du-Nord
- Commission scolaire des Laurentides
- Commission scolaire Pierre-Neveu



Thirty-one private schools exist in our territory. For a complete list, see Annex 2.

Due to the vast territory of our school board, we took a sample of the CPE (Centre de la petite enfance) services offered in Laval. Two hundred and seven CPEs exist in Laval only. For a complete list see Annex 3.

Some of our students live in areas that are economically disadvantaged, while others are in areas of higher socio-economic status. It would be inappropriate to label particular areas as one or the other because within those areas there are exceptions and generalizations would not be appropriate.

Our school board serves over 34 cultural communities; 68.2% of our students speak English at home, 19.7% speak French and 12.1% speak other languages.

Of our 12,819 students in the youth sector, 7,745 are students in the elementary schools. Of these:

- 519 have a MEES handicap code, which represents 6.7% of this population and 46% of all IEPs (1137 total) at the elementary level.
- 89 follow a specialized pathway, representing 1.15% of the elementary population.

In addition, 98.85% of our special needs students are integrated into a regular academic pathway.

Of the 12,819 students registered in the youth sector, 5,074 are in secondary schools. Of these:

- 453 have a MEES handicap code, which represents 8.9% of this population and 33% of all IEPs (1388 total) at the high school level.
- 75 follow a specialized pathway, representing 1.47% of the secondary population.
- If we include the 48 WOTP (Work-Oriented Training Path) students, 2.42% of the secondary population will not graduate with a high school diploma.

Ultimately, 97.58% of the secondary population are following an academic pathway leading to potential certification.



Characteristics and Expectations of Our Community

In partnership with our school communities, we provide an exemplary system of education where our schools successfully instruct, socialize and qualify our students. The Sir Wilfrid Laurier School Board continues to stand behind and promote its mission and vision while reinforcing the values that guide us in our decisions.

VISION: *The Sir Wilfrid Laurier School Board believes that all our students deserve our complete commitment to their success.*

MISSION: *The Sir Wilfrid Laurier School Board's mission is to provide engaging and innovative learning where everyone achieves success and well-being.*

- *To support student success*
- *To prepare students for the future*
- *To offer equitable and varied educational options*

We value: *

- A positive climate to ensure all members feel safe, respected, nurtured and accepted;
- The uniqueness of all individuals;
- Consistent, transparent and honest interactions with all our stakeholders;
- Recognition of the rights of others, the environment and the community;
- Honesty, integrity and accountability in all undertakings from all our employees and commissioners.

* Excerpt from the 2012-2017 SWLSB Strategic Plan

Town Hall | Community Priorities and Feedback

The SWLSB held town halls in order to inform the community of stakeholders of the five SWLSB objectives that were aligned with the MEES objectives and to discuss and collect feedback on the strategic direction and orientations that the Sir Wilfrid Laurier School Board should follow in the next few years. This was important in order to set relevant policy direction and allocate appropriate available resources towards the realization of our objectives and orientations in order to attain the SWLSB vision and mission.

Since the SWLSB objectives were aligned with the MEES objectives, we merely informed participants of the targets and the indicators that would be used. We focused on presenting the stakeholders with the seven orientations that were developed by the Council of Commissioners. The participants in the town halls were asked to rank the orientations in order of importance. In addition, there was time to add any other orientations that the stakeholders felt were important. No other orientations were added as the stakeholders felt that the list was comprehensive.

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LAURENTIDES - LANAUDIÈRE

PRIORITIES	GROUPS BY PRIORITY						TOTAL SUM	AVERAGE SUM	TOTAL-PRIORITY
	Group A	Group B	Group C	Joliette HS	SAA	LRHS			
Ensuring the hiring of high-quality and effective teachers and administrators	2	1	1	4	1	1	10.0	1.7	1
Programming and curriculum	3	2	2	3	2	3	15.0	2.5	2
Health, wellness, safety	4	4	3	1	3	2	17.0	2.8	3
Digital Citizenship	1	3	4	6	4	4	22.0	3.7	4
Responsible Management and Efficient use of local provincial funding	5	5	5	2	6	5	28.0	4.7	5
Effective and transparent communications	7	6	6	7	5	6	37.0	6.2	6
Community involvement and partners	6	7	7	5	7	7	39.0	6.5	7

PRIORITIES: LAURENTIDES - LANAUDIÈRE

1 - Ensuring the hiring of high-quality and effective teachers and administrators

2 - Programming and curriculum

3 - Health, wellness, safety

4 - Digital Citizenship

5 - Responsible Management and Efficient use of local provincial funding

6 - Effective and transparent communications

7 - Community involvement and partners

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LAVAL

PRIORITIES	GROUPS BY PRIORITY						TOTAL SUM	AVERAGE SUM	TOTAL-PRIORITY
	Group 1	Group 2	Group 3	Group 4	Group 5				
Ensuring the hiring of high-quality and effective teachers and administrators	1	2	1	2	1		7	1.4	1
Programming and curriculum	2	1	2	1	0		6	1.2	2
Health, wellness, safety	3	4	3	3	2		15	3.0	3
Community involvement and partners	5	6	7	4	3		25	5.0	4
Responsible Management and Efficient use of local provincial funding	4	3	5	5	5		22	4.4	5
Effective and transparent communications	6	5	6	7	4		28	5.6	6
Digital Citizenship	7	7	4	6	2		26	5.2	7

PRIORITIES: LAVAL

1 - Ensuring the hiring of high-quality and effective teachers and administrators

2 - Programming and curriculum

3 - Health, wellness, safety

4 - Community involvement and partners

5 - Responsible Management and Efficient use of local provincial funding

6 - Effective and transparent communications

7 - Digital Citizenship

SUMMARY OF TOWN HALL DISCUSSIONS
COMMITMENT TO SUCCESS PLAN 2018-2022
LAVAL - LAURENTIDES - LANAUDIÈRE

PRIORITIES	GROUPS BY PRIORITY											
	Group 1	Group A	Group 2	Group B	Group 3	Group C	Group 4	Joliette HS	Group 5	SAA	LRHS	TOTAL
	LAVAL	LAUR/LAUD	LAVAL	LAUR/LAUD	LAVAL	LAUR/LAUD	LAVAL	LAUR/LAUD	LAVAL	LAUR/LAUD		SUM
Ensuring the hiring of high-quality and effective teachers and administrators	1	2	2	1	1	1	2	4	1	1	1	17
Programming and curriculum	2	3	1	2	2	2	1	3	0	2	3	21
Health, wellness, safety	3	4	4	4	3	3	3	1	0	3	2	30
Digital Citizenship	0	1	0	3	4	4	6	6	2	4	4	34
Responsible Management and Efficient use of local provincial funding	4	5	3	5	5	5	5	2	5	6	5	50
Effective and transparent communications	6	7	5	6	6	6	7	7	4	5	6	65
Community involvement and partners	5	6	6	7	7	7	4	5	3	7	7	64
PRIORITIES: LAVAL - LAURENTIDES - LANAUDIÈRE												
1 - Ensuring the hiring of high-quality and effective teachers and administrators												
2 - Programming and curriculum												
3 - Health, wellness, safety												
4 - Digital Citizenship												
5 - Responsible Management and Efficient use of local provincial funding												
6 - Effective and transparent communications												
7 - Community involvement and partners												

The results for the two town halls were summarized and the three top priorities identified were:

1. To ensure the hiring of high-quality and effective teachers and administrators

Feedback revealed that the stakeholders were concerned with building and supporting high quality and effective school and head office teams. They felt that this could be addressed primarily through effective and timely professional development opportunities that would promote collective efficacy. At the school/centre level, this would be reflected in improved evidence-based teacher practices that would promote a shift towards deeper learning and provide learning situations that would develop 21st century skills.

At head office level, there would be an emphasis on thoughtful and effective use of available resources to provide the means and support for schools/centres while building capacity in the departments through professional development.

2. Programming and curriculum

Feedback clearly pointed to the fact that we must integrate and use techno-pedagogical tools thoughtfully and appropriately. Students would benefit by acquiring the 21st century learning skills and tools that would prepare them to become critical thinkers and lifelong learners. These tools would foster student engagement and, at the same time, allow schools to adapt and individualize learning situations in order to provide the best support for all students. Furthermore, we recognize that curriculum at all levels is already content-heavy and, rather than just adding onto existing content, we will continue to incorporate these competencies meaningfully and in context. In addition, student alumni during the town halls indicated that they felt current students would benefit from more practice in Microsoft Office Suite.

Supporting and accompanying teachers so that they become familiar and competent in the use of ever-changing technology appropriately in the classroom is a challenge. In order to ensure our students are provided with the opportunity to use various technologies in meaningful learning situations, we will need to address this through ongoing professional development.

It was noted that stakeholders felt that it was important to give students more choices through different pathways leading to qualification or certification. Although our community understands that final decision about curriculum rests with the Ministry, they nevertheless felt it was important to note that the curriculum needs to be flexible in order to find a suitable path leading to certification or qualification. For example, Laval expressed the need to establish a Special Project School to meet the needs of the community while the rural areas felt there needed to be an emphasis on diverse paths and options to keep their students in school. Exposure to and availability of Vocational Training programs is a priority for our board but is especially so in the outlying areas. Pathways that allow students to have more time (e.g., an additional year in the Semi-Skilled WOTP) to get the necessary credits to register for Vocational Training is a proposal that we need to move forward to the Ministry.

Participant feedback acknowledged the success of collaborating with SWLSB community partners as a means to get support or services to deliver effective programming. Continuing to nurture successful partnerships within communities in order to provide rich learning experiences for our students was important for our stakeholders. Community support of our schools is essential for student success. It does take a village to raise a child.



3. Health, wellness, safety

Ensuring healthy school and work environments for students and employees is important. The town hall emphasized that students should have opportunities for more physical activity while employees should have the opportunity to engage in movement breaks. Wellness for students and staff should be encouraged by raising awareness about physical and mental well-being. Professional development and training in techniques to promote wellness must be promoted and offered. (Mindfulness was an example.)

Digital citizenship in regards to social media, cyberbullying, safety online and the appropriate use of digital tools must be discussed and explored in order to promote 21st century wellness. Participants in our town hall felt that digital citizenship was important to empower and enlighten our students in order to keep them safe so that they can effectively use the power of social media and use 21st century tools without becoming victims of them. The Ministry, in its policy on Educational Success, recognizes these issues and acknowledges that an important component of social integration in the 21st century is the ethical and responsible use of technologies.

We will expand on the orientations above with objectives, indicators and targets for each following the MEES/SWLSB objectives in this document.

While other orientations were highlighted, they are already being addressed and we will continue to work on these orientations though not reporting on them in our Commitment-to-Success Plan. These include early intervention, continued support for students with special needs and support to meet the needs of students at risk of not obtaining their high school certification.

Our results, which are above the provincial average and are continuing to make gains, confirm that we are having success addressing these issues. We will continue to reflect on our practices in order to improve the services we offer and these will be monitored in Objectives 1, 2 and 3.

The promotion of vocational training as opportunities for students exploring post-secondary options must continue to be a priority as a viable option for certification. SWLSB will continue to lobby the Ministry to allow for more and varied authorizations as well as for increased funding to open more centres so that we can continue to engage students who wish to choose vocational education as a path to success in easily accessible centres. In the meantime, efforts are being made within the board to promote a Vocational Training Certification and to inform students of the opportunities for employment after being certified.

Our stakeholders had the opportunity to highlight a number of best practices and achievements that they felt important to preserve. Specifically, our practice of integration and inclusion of students with special needs, our commitment to bilingualism, and our offerings of flexible pathways such as Crestview and Phoenix for our at-risk learners were noted as strategies to retain and build upon. These strategies are included and reported on in Objectives 1 to 4.

They also appreciate our continued efforts to improve our board. They want us to continue to enhance our students' education and to engage them by offering extracurricular activities and a rich school life. They see the value in the community partnerships and want us to continue to develop more as a means to bring services to the schools to meet their needs and by providing opportunities for our centres. They continue to support the clear vision that "we" are all valued members of the Sir Wilfrid Laurier School Board community.

Finally, our stakeholders had the opportunity to weigh in on services and resources that the SWLSB needs but does not currently offer or have. At the top of the list was access to English services. As you will note, this is a need that is expressed by all English school boards and continues to be a problem though we have made our concerns known to the Ministry at every opportunity. It was felt that schools would be enriched through increasing collaboration between schools and between parents/students and schools. Parents and schools working together translates into student success. We are actively promoting close collaboration and partnership to benefit all schools.

It is important to validate student voice as well. We will investigate credit recovery programs to allow for consolidation of learning in order to close learning gaps and to help students achieve certification and qualification. Again, the Ministry has the final word when it comes to credits assigned to courses and the progression of learning but it is always worthwhile to put forth new pathways to help students. Offering online learning/virtual classrooms may be another strategy to engage students to continue learning or to recuperate credits that are necessary for graduation. Finally, stakeholders felt that there should be a recognition of high-level teaching and school initiatives. Currently, the school board does emphasize the accomplishments of its schools, teachers and administrators at board meetings to thank them for their initiatives and to highlight them.



CHALLENGES FACING OUR SCHOOLS AND CENTRES

Declining Enrolment

Providing an English education and a bilingual future as well as a graduation rate that exceeds the provincial average has afforded our school board a positive reputation, but we are faced with the political realities of Law 101. Therefore, the primary preoccupation of our English language school board remains declining enrolment and student retention. Declining enrolment is even more problematic for our small schools in the northern section of our territory as the school is perhaps the last remaining cultural and linguistic institution of the English-speaking population in that community. Having a local school is the last opportunity to promote and preserve the English-speaking cultural heritage in that community. Financing to keep these small schools open is a challenge.

Territory

Each of our three regions has its unique characteristics and challenges with urban, suburban or rural settings. Schools within each of our regions reflect such characteristics, and although we provide quality educational services to all of our schools, the reality remains that low socio-economic environments have an impact on our students' learning. Equitable support for schools in our different regions continues to be most challenging; this includes funding for and finding qualified personnel and their availability to travel great distances across our vast territory.

In addition, given the extreme size of our territory and the weather conditions, transporting students in a safe and timely manner requires planning and effort in order to coordinate with our partners in the different regions. The challenge of reducing travel time while being economically responsible is always difficult. Transporting students safely in remote areas under extreme conditions is always worrisome. Balancing the number of buses to provide good services within reasonable travel times and effective use of limited funding is an ongoing and evolving challenge.

Support for Students with Special Needs

Operating with a strong philosophy of integration, the Sir Wilfrid Laurier School Board has adhered to the Ministry policy established in 1999, *Adapting Our School to the Needs of All Students*, respecting the rights of our special needs students. As most school boards, we are experiencing a rise in the number of students who have special needs. Schools face complex and challenging situations trying to meet the needs of those students, stretching and juggling limited resources. Providing equitable opportunities for all students in all schools is a challenge for both academic and professional support reasons. Furthermore, our current funding model does not adequately provide for our integrated services model.

With the increase in students that present special needs, a closer reflection will need to take place to re-examine the organization of complementary services to do more with less. Being able to find qualified and skilled professionals remains a challenge, and the needs of today's students are requiring more and more specialized professional services within the school. Simply put, the ratio of professionals to students requiring their support is not sufficient to provide an optimum learning environment for all.

Concerted and frequent professional development and accompaniment for the adults who work to meet the diverse, and complex needs of all students is imperative using available funds. This includes students with handicaps, learning difficulties, social maladjustments or behavioural challenges. Teachers, attendants and special education technicians would benefit from professional development that focuses on general learning profiles and instructional strategies particular to special needs

Table 2: SWLSB Students with Difficulty Codes and IEPs

Year	Difficulty Codes		*IEPs	
	Elementary	Secondary	Elementary	Secondary
2017	519	453	1137	1388
2016	516	433	1298	1509
2015	496	429	1464	1556
2014	580	412	1573	1602

Source: SWLSB Lumix data, retrieved March 5, 2018

**The number of IEPs includes both students with a MEES difficulty code and those without a code.*

English Community Services

Although the Sir Wilfrid Laurier School Board provides an inclusive setting and many of our special needs students experience success, there are those who require the services of external professionals in English. This is especially challenging in our rural settings, yet it is also common for delays of services in our urban and suburban schools. We maintain a strong voice in each territory, but the availability of support, in English, in both health and social services continues to be a challenge. In today's educational settings, schools require professional support for their students and their families beyond the capacity of what a school board can or should provide. The reality is that there is a long wait time for English-speaking services throughout the province.

Sustainable Change

There is a challenge in developing a common understanding so that collective efficacy has a high impact on student success. Offering school teams effective and timely professional development to expose them to evidence-based practices is a work in progress. This approach is important as it supports reflective practices leading to improved collaborative efforts and sharing of best practices. Several years of concerted efforts have been dedicated to establishing and supporting Professional Learning Communities (PLC) beginning at the elementary level with the objective of improving reflective practices and sharing evidence-based best instructional practices. We will now focus on establishing PLCs at the high school level.

Course Success Rates

At the core of improving our graduation rates are the secondary course success rates. Over the past several years, we have monitored the results and provided schools with analysis and pedagogical support where needed. Schools have experienced improvement in the Science, ELA and FSL courses, but History and Mathematics remains a challenge. Support for the establishment and promotion of school-based professional learning communities and offering school-based professional development opportunities that target specific subjects remain a priority of our board. These strategies should lead to sustainable change, which should improve our ELA and FSL courses and have a positive impact on Mathematics and Science and Technology. Despite our challenges, the Sir Wilfrid Laurier School Board graduation rates have continually improved over the past several years, surpassing our 2017 graduation target of 85% with 85.9% in 2016.

Table 3: SWLSB Overall Course Success Rate

	History 587-404	Science and Technology 555-444	Mathematics: Cultural, Social and Technical 563-414	English Language Arts 612-536	French as a Second Language 634-504
2017	71.4%	82.4%	64.1%	97.7%	93.5%
2016	76.6%	71.9%	60.5%	96.6%	95.3%
2015	69.9%	72.7%	58.8%	98.2%	94.2%

Source: SWLSB Lumix data, retrieved March 5, 2018

At-Risk Students

Support measures for students identified as being at risk of dropping out of school have also been a focus of our school board but remain a challenge even though we are seeing improved results. Research shows that dropping out of school is a process, not a single event, and the SWLSB has put a number of measures into place to address our at-risk population. Alternative high school settings for students in the general pathway, mentoring programs, alternative- to-suspension measures and restorative practices are just some of the strategies that are addressing this problem. In addition, we offer a rich school life with many extra- and intra-school activities to help students feel a sense of belonging and commitment to the school. The sum of all these efforts has provided a safety net for some of our students who are at risk.



ACCOMPLISHMENTS OF OUR SCHOOL BOARD

Despite the numerous challenges that our school board faces, we have managed to improve our graduation rate. Currently, our graduation rate is 85.9%, an increase from 82.8% the year before. SWLSB ranks the 6th highest average in the province. We have developed a common language and have a common understanding of student success through our commitment to the development of the MESA, which aligned with the Board's Partnership Agreement and the MEES's Strategic Plan. As was previously stated, we have maintained a high level of integration of students with special needs, which is important for the well-being of all students and their success.

The bilingual education offered by SWLSB is seen as an accomplishment especially since it is being offered without extra funding from the Ministry. Our students are graduating bilingual and ready to become productive and effective members of Québec society. Students and parents value a bilingual education because it prepares them for workplace realities and allows them to function well in both official languages (English and French). This affords them opportunities that unilingual students do not have and makes them employable in Québec and outside the province. A bilingual education is seen as an asset of the English Educational System and enables us to attract and retain students.

Although we are carrying a 6.4-million-dollar debt, we have still managed to balance the budget to within 1% of the annual budget this year following the years of austere measures that school boards endured. The board managed to decentralize financial resources to provide schools with the resources and services to meet their needs within the financial constraints of existing budgets.

Ongoing and timely professional development has been a priority for our board and the key to sustainable change resulting in stronger and more resilient educational teams providing for the needs of our students. Over the past several years, we have moved from a top-down delivery model of professional development to one in which environments of professional learning drive instruction within each of our schools. A coaching model, in which support comes through professional conversations, has emerged in our school board and as a result, we have seen a remarkable difference in how knowledge of best practices is transferred and shared within the system.

Currently, we are beginning the process of implementing employee performance assessments, a board-wide system in which professional growth is the primary goal. Rather than focus on observation and judgment, tenets of traditional employee performance assessments, we are seeking to develop a strong environment in which people learn to self-reflect and subsequently set professional development goals for improvement for themselves.

Open and transparent communication with our school communities and within the directorates of our board has led to a common understanding of our mission and vision and the strategic direction that the board must follow moving forward into the 21st century.

MEES OBJECTIVES AND ORIENTATIONS

Objective 1

By 2030, reduce the gap in success rates between various groups of students by 50%

The MEES has identified certain groups of students as those who do not meet the criteria of success for graduation, and the minister has mandated a 50% reduction in identified gaps. As all students have Sir Wilfrid Laurier School Board's commitment to their individual success, we will follow suit and ensure the principles of equity and equal opportunity are present for all students.

Table 4: Objective 1	Reduce the gap in success rates ¹ between various groups of students						
	Province of Québec				Sir Wilfrid Laurier School Board		
	Baseline 2015 (2008 cohort)		Target 2022		Baseline 2015 (2008 cohort)	Target 2022	
	Success rate	Gap	Gap		Success rate	Gap	Gap
Boys ¹	73.8%	All sectors	10.1%	6.1%	78.4%	8.7%	6.2%
Girls ¹	83.9%				87.1%		
Students with handicaps, social maladjustments or learning difficulties	48.3%	Public sector	34.1%	25.3%	55.4%	31.4%	25.4%
Students without IEP	82.4%				86.8%		
First-generation immigrants	69.0%	Public sector	4.1%	3.0%	n/a	n/a	n/a
Other students ²	77.9%				n/a		
Start secondary school in a milieu défavorisé ³	69.0%	Public sector	8.9%	6.5%	70.8%	12.6%	10.2%
Other areas ⁴	77.9%				83.4%		

Source: Rapport Diplomation et qualification par commission scolaire au secondaire, Edition 2017 (Tableau 1)

Source: Indicator 2 and 3 - Excel report titled "Obj_Polt_reus_885000" sent by MEES March 5, 2018

¹ 7 years graduation and qualification rate

² SWLSB data is not relevant due to eligibility laws

³ Based on the "indice de milieu socio-economique" (IMSE) of the public secondary school attended (IMSE decile rank 8, 9 or 10).

⁴ Based on the "indice de milieu socio-economique" (IMSE) of the public secondary school attended (IMSE decile rank 1 to 7).

Indicator: Percentage of students who are certified or qualified after 7 years



Boys vs. Girls

SWLSB has identified a gap of 8.7% between the graduation rate of boys and girls, which is below the provincial average of 10.1%. We will strive to narrow the gap further over the next three years. We will analyze our board's situation to see where we should focus our energy. We are already exploring strategies that will enhance current practices of career and entrepreneurial explorations, flexible learning environments (Universal Design for Learning), and opportunities for vocational and trade learning. We will explore and adopt additional support measures to help boys engage and commit to learning and their education.

EHDAA vs. Non-EHDAA

The MEES defines EHDAA students as ALL students who have an Individualized Education Plan (IEP) regardless of whether they have a difficulty code or not.

There is a gap of 34.1% in the MEES provincial graduation rate for those identified as EHDAA and those who do not have this identification. Sir Wilfrid Laurier School Board has identified the gap in our graduation rate at 31.4%.

During the next three years we will be focusing on how to improve support to students with handicap codes integrated into the neuro-typical setting; ensuring appropriate adaptations and supports are in place so that these students receive an equitable opportunity to learn and to earn a diploma or qualification. As well, we will continue to identify, monitor and support our students who are at risk with various measures such as the adult mentoring program. We will also be expanding the restorative practices approach in more of our schools. Our indicator of success will be the number of students identified as EHDAA who receive certification or qualification.

First Generation Immigrants vs. Other Students

Due to eligibility laws, SWLSB data is not relevant. Our schools provide necessary support for all students and their families.

Poverty vs. Non-Poverty

SWLSB is very much aware of poverty and its negative impact on learning. As a school board, 6 elementary and 2 high schools rank with an ISME index of 8 or 9. It is important to note that one of the high schools identified as having an IMSE ranking of 8, 9, or 10 is currently not defined as an economically disadvantaged school but was denoted as a high-poverty index school (for one year) during the span of the 2008 cohort.

The past several years we have supported such schools NANS (New approaches, new solutions) with guidance on providing professional development for their staff. We will continue to work with these schools in order to increase their graduation and success rates, and ensure that students coming from impoverished environments learn in an equitable setting. Research has shown that schools who engage in professional development leading to sustainable change and practices have the biggest impact on student success. We will continue to offer professional development targeted for schools with a low socio-economic profile.



Objective 2

By 2030, reduce to 10% the proportion of students starting public secondary school at age 13 or older

Table 5: Objective 2	Reduce the rate of students starting public secondary school at age 13 or older			
	Province of Québec		Sir Wilfrid Laurier School Board	
	Baseline 2017	Target 2022	Baseline 2017	Target 2022
Proportion of students	12.6%	11.4%	3.4%	<5%

Source: Portrait des statistiques ministérielles, Édition Septembre 2016 (Tableau 6)

Indicator: Rate of students aged 13 years or older starting secondary school

Research has shown that the grade retention of students is a practice that does not yield positive effects. On the contrary, it is more likely to have profound negative effects on student learning and is identified as one of the risk factors for dropping out of school. SWLSB has held a strong position against retaining students to repeat an academic year which is demonstrated in our very low results of this phenomenon. We cannot deny, however, that the practice does happen due to factors including parental recommendations or situations where environmental changes may be harmful to some students who identify as EHDA.

The decision to retain a student is made by the principal at the school level, after consultation with the wteacher(s), the in-school professionals, the parents and the student.

Given that SWLSB demonstrates a 3.4% rate (the MEES established baseline) of students entering secondary school at age 13 or older; this is 6.6% below the 2030 provincial target of 10%. Therefore, we will continue with our school board's strategies and practices to maintain the target below 5%.



Objective 3

By 2030, have 85% of students under the age of 20 obtain a first diploma (SSD or DVS), and 90% obtain a first diploma or qualification.

Table 6: Objective 3	Improve the graduation and qualification rate (7-year cohort)				
	Province of Québec		Sir Wilfrid Laurier School Board		
	Baseline 2015	Target 2022	Baseline 2015	Results 2016	Target 2022
Students under 20 obtain a first diploma (SSD or DVS)	74.7%	Not specified	81.5%	TBD	TBD
Students under 20 obtain a first diploma or qualification	78.8%	84.0%	82.8%	85.9%	88.0%

Source: Portrait des statistiques ministérielles, Edition Septembre 2016 (Tableau 1)

Indicator 1: (Tableau 1.2 Diplomation et qualifications séparés, Diplomation)

Indicator 2: (Tableau 1.1 Diplomation et qualification réunis selon le secteur, sexes réunis, total)

Indicator: Percentage of students who are certified or qualified after 7 years

We have shown an increase in our graduation rate over the past several years, as can be seen in Table 6. We will continue to focus on the implementation of Professional Learning Communities (PLC), especially at the high school level. Teachers' use of formative and summative assessments and the practice of providing feedback to students will also be a focus over the next several years. Through the establishment and/or existence of PLCs, we should see an increase in the course success rates which leads to certification or qualification, as teachers reflect upon their students' results in order to adjust their instructional practices. Finally, we will continue to support our students identified as being at risk with the presence of trained adult mentors in the schools as well as seeking new ways to engage them in active learning.

We cannot establish a 2022 target for indicator 1 since the MEES has not yet determined its 2022 target.



Objective 4

By 2030, increase to 90% the success rate on the composition component of the Elementary 6 (Cycle 3, Year 2) language of instruction ministerial examination in the public system.

Table 7: Objective 4	Improve and/or maintain the first and second language competencies of our students			
	Province of Québec		Sir Wilfrid Laurier School Board	
	Baseline 2016	Target 2022	Baseline 2016	Target 2022
Grade 6 English Language Arts (ELA) Reading Competency - MEES exam	n/a	n/a	90.1%	92.5%
Grade 6 English Language Arts (ELA) Writing Competency - MEES exam	n/a	n/a	94.0%	94.0%
Grade 6 Français Langue Seconde, programme de base (FLS) Reading Competency - SWLSB exam	n/a	n/a	94.0%	95.0%
Grade 6 Français Langue Seconde, programme de base (FLS) Interaction Competency - SWLSB exam	n/a	n/a	94.0%	95.0%

Source: SWLSB Lumix data retrieved March 5, 2018

Indicator: Success rate on the ministerial exams for reading and writing in English and French in cycle 3 year 2 (grade 6) exams

Sir Wilfrid Laurier School Board prioritizes and focuses on graduating students who are bilingual citizens. We have been successful in realizing this goal, as is demonstrated by our Secondary 5 ELA (97.7%) and FSL (93.5%) course success rates. To further improve our results, we want to focus on early language acquisition in both English and French. While the Ministry has requested that we monitor Cycle Two, Year Two (Grade 4), there is not, at present, a Ministry examination in English Language Arts at that level in the English sector. Therefore, the Ministry \ End-of-Cycle 3 (Grade 6) language assessments in English and French will serve as the indicators in this objective. Currently, our course success rate is in the 90% range for reading and writing in ELA, as well as in reading and oral competencies in the FLS programme de base. Our support of the teaching and learning of English and French and providing early interventions will help us maintain the current course success rates. However, we will continue to work to improve our results. Bilingualism is a proven asset of an English education and helps us to attract and maintain our students. An early indicator of our success with bilingualism will be the results in this objective.



Objective 5

By 2030, ensure that all school buildings are in good condition

Table 8: Objective 5	Ensure that all school buildings are in satisfactory condition			
	Province of Québec		Sir Wilfrid Laurier School Board	
	Baseline 2018	Target 2022	Baseline 2018	Target 2022
% of schools, centres and buildings in satisfactory condition according to the Facility Condition Index (FCI)	68.0%	85.0%	26%* (13 buildings)	50% (23 buildings)
SIMACS 2017				

* Our baseline percentage is lower than the provincial level because of the buildings part of our Arundel Nature and Science Centre.

Indicator: Index for the state of the buildings

The age and condition of many of our buildings represent a challenge. Providing a 21st century learning environment where 20th century building design impedes the needs of an infrastructure that allows for universal design principles. We are constantly working to upgrade our schools based on available funding to provide learning environments that will promote the health, wellness and safety of our students and staff.

Material Resources has worked diligently over the last two years to initiate and carry-out many projects like roofing and windows replacement, brick pointing, foundation work and washroom renovation for example, in order to bring our schools up to the satisfactory level of the Facility Condition Index. Given sufficient Ministry funding, we are confident that we will be able to meet our goals.



MEES Orientation 1:

Increase the level of literacy competencies among the adult population on the school board territory

The adult population of the Sir Wilfrid Laurier School Board varies greatly over the three regions that comprise our territory. In the Laurentians and the Lanaudière regions, literacy levels are low among our adults primarily in English. We work closely with our local and regional Laurentian Literacy Councils to offer services in our centres and in our community facilities to improve the literacy competencies of our clientele. These services include on-site and specific tutoring to support the learning objectives of our programs and workshops on targeted strategies such as decoding, reading for comprehension and critical thinking. Our community partners also offer services in satellite locations for adult learners wishing to improve their skills to return to the labour market or to enter training programs that require specific prerequisites at the secondary levels.

In the Laval region, our adult learners require literacy support in English and French as many are recent arrivals to our community. The supports that are offered include on-site tutoring services by The Learning Exchange. This service is offered free of charge to all students who require this support in order to improve their skills. Additionally courses in Basic English and Francisation are available from the beginning to the advanced levels. Many students move from these services into secondary level programs as a result of the training and support they have received.

These partnerships are of great value in our communities in that they provide access to services that might otherwise be unavailable or at great cost.

MEES Orientation 2:

Elementary school students will engage in physical activity (60 minutes a day for elementary school students)

The Sir Wilfrid Laurier School Board recognizes the pivotal role that physical activity can play not only in promotion of general health but also in increasing cognitive performance and in the reduction of stress.

Accordingly, the Sir Wilfrid Laurier School Board has promoted many initiatives that increase levels of physical activity in our elementary schools.

One such initiative is the involvement of a significant number (8) of our elementary schools in the *À l'école, on bouge au cube!* project (Mesure 15023). As an organization, we have encouraged all schools to adopt some of the good practices developed in these *On bouge* schools. An example of these good practices include:

- Establishing movement breaks within lessons
- Creating 'Active Hallways'
- Developing 'Movement Stations' around the school premises

In addition, many of our elementary schools in the Laval region have participated in the *Attention ! Enfants en mouvement* initiative. This project has helped develop and shape whole-school cultures in order to promote and increase the amount of 'free play' that takes place in school. This involves auditing school procedures and consequently adjusting them, in order to make free play more possible/attractive for our students. Having enjoyed success with this approach in Laval, the Sir Wilfrid Laurier School Board is now taking steps towards implementing the same approach in both the Laurentides and Lanaudiere regions.

SWLSB schools have also adopted the Playground Leadership program *Ma cour: un monde de plaisir!*, integral to which, is the creation of opportunities for our students to be active and enjoy movement through play in the school yard.

Finally, the school board is also beginning to adopt initiatives such as 'Screen Smart', which aims to discourage prolonged use of handheld, mobile, and gaming devices in order to promote more movement during recess time.

Sir Wilfrid Laurier School Board is committed to supporting initiatives currently taking place as well as exploring other strategies to ensure our elementary students engage in at least 60 minutes of physical activity per day.

SWLSB Orientations

The Council of Commissioners brought forth seven orientations for discussion at the Town Hall. The top three priorities in order of importance became the three orientations of our school board.

SWLSB Orientation 1

Retaining and supporting high-quality and effective school and board teams to improve the learning experience and success of learners

Objective

To administer Teacher Performance Assessment

Indicators

Number of Teacher Performance Assessments

Targets by 2022

Yearly, 100% implementation for all part-time and tenured track teachers

20% implementation for all tenured teachers each year beginning 2019-20

Number of in-school and head office Administrator Performance Assessments

Develop and administer performance assessment tool to 75% of our in-school and head office administrators

To develop and administer performance assessments for in-school and head office administrators

Number of professional development opportunities for each employee category

To offer at least one professional development activity per employee group per year

To provide professional development opportunities for all staff

Number of Professional Learning Communities established at the high school level

100% of high school subject departments will operate as a Professional Learning Community

To establish Professional Learning Communities at the high school level

SWLSB Orientation 2

Developing and implementing curriculum, programs and educational initiatives that provide authentic learning experiences and promote student engagement

Objective

To integrate and promote 21st century learning

Indicators

Number of schools using Digital Strategy Guide (DSG)

Targets by 2022

By 2019, develop Digital Strategy Guide

By 2020, pilot in 5 elementary schools and 2 high schools

50% of schools are trained for DSG

Number of schools who demonstrate the integrated use of techno-pedagogical tools (robotics, raspberry pi, etc.)

50% of schools

To investigate and apply for official Sport-Études Program

Official designation of Sport-Études Program

By 2018, complete investigation and apply for Sport-Études Program in at least two schools

By 2019, fulfill all requirements to have official designation in two schools

To investigate and apply for a Special Project School from the MEES

Number of Special Project School within SWLSB

By 2018, consult with stakeholders on Special Project School

By 2018, mandate the school board to apply for a Special Project School

By 2022, open a Special Project School with the vocation and location as indicated through consultation and as approved by Council



SWLSB Orientation 3

Promoting learning and working environments that promote health, safety and well-being

Objective	Indicators	Targets by 2022
To provide healthy, safe, positive and caring learning environments.	% of schools with Crisis Prevention Intervention (CPI) training	50% of school teams will have CPI training
To provide Restorative Practices training	% of schools with Restorative Practices (RP) training	50% of schools will have RP training
To provide Mindfulness training	% of schools with Mindfulness training	25% of schools will have Mindfulness training
To have students' perceptions of a positive sense of belonging, positive relationships, their level of anxiety, bullying and exclusion meet the Canadian National Average	% of students matching the Canadian national average of <i>OurSCHOOL</i> Survey results*	60% of schools will match or fall under the Canadian national averages for "Positive Sense of Belonging", "Students with Positive Relationships", "Students with Moderate to Severe Levels of Anxiety", and students subjected to "Bullying and Exclusion".
To promote Digital Citizenship	Digital Citizenship Orientation Plan (DCOP)	By June 2019, develop DCOP By June 2020, pilot in 5 elementary and 2 high schools By 2022, 50% of schools implement DCOP

*The *OurSCHOOL* Survey previously known as the *Tell Them from Me Survey* has been used to find out what students are feeling about a variety of areas that touch their lives including: bullying, school safety, students' sense of belonging, etc. The data collected is anonymous.



SIR WILFRID LAURIER SCHOOL BOARD SERVICES

As stated previously, in collaboration with our school communities, we provide a thoughtful and caring system of education where our schools supported by services from head office successfully instruct, socialize and qualify our students. Sir Wilfrid Laurier School Board promotes its mission and vision while reinforcing the values that guide us in our decisions and in the services that we offer.

VISION: *The Sir Wilfrid Laurier School Board believes that all our students deserve our complete commitment to their success.*

MISSION: *The Sir Wilfrid Laurier School Board's mission is to provide engaging and innovative learning where everyone achieves success and well-being.*

- To support student success
- To prepare students for the future
- To offer equitable and varied educational options

We value: *

- A positive climate to ensure all members feel safe, respected, nurtured and accepted;
- The uniqueness of all individuals;
- Consistent, transparent and honest interactions with all our stakeholders;
- Recognition of the rights of others, the environment and the community;
- Honesty, integrity and accountability in all undertakings from all our employees and commissioners.

** Excerpt from the 2012-2017 SWLSB Strategic Plan*

In addition, our stakeholders felt that it was important that these ideals be kept in mind when we offer services in the pursuit of our mission:

- Inclusivity
- Innovation
- Student engagement
- Community engagement
- Lifelong learning
- Leadership
- Excellence
- Critical thinking
- Transparency
- Sense of belonging
- Loyalty
- Diversity
- Equity

Services Offered by the SWLSB

Complementary and educational services have become an integral part of the school's mission to help students seek knowledge and become lifelong learners, foster their social development and help them achieve qualification. The services can provide valuable assistance in developing attitudes, behaviours and competency in the five broad areas of learning: health and well-being, personal and career planning, environmental awareness and consumer rights and responsibilities, media literacy, and citizenship and community life. In addition, the SWLSB feels that it is imperative to equip our students with the knowledge and appropriate use of 21st century digital tools and to guide our students to become critical thinkers so that they can address and solve problems that do not yet exist.

The SWLSB offers

- Support services for the use of the documentary resources of the school library (youth sector)
- Support services for the use of laboratory resources (youth sector secondary)
- Academic, career and personal counselling services (Guidance and SARCA adult education)
- Psychological services (youth sector)
- Special education services (individual education plans, transitioning, assistive technology, skills building, social emotional learning, etc.)
- Remedial education services
- Speech therapy services (youth sector - elementary)
- Occupational therapy services (youth sector – elementary)
- Spiritual animation services (youth sector)
- Promotion and Prevention services

The services offered by the school board are in line with the Ministry's publications listed below:

- http://www.education.gouv.qc.ca/fileadmin/site_web/documents/dpse/adaptation_serv_compl/Complementary-educational-services.pdf
- http://www.education.gouv.qc.ca/fileadmin/site_web/documents/dpse/educ_adulte_action_comm/ComplementaryEducationalServices.pdf
- http://www.education.gouv.qc.ca/fileadmin/site_web/documents/dpse/adaptation_serv_compl/19-7065-A.pdf

Committed to Offering Quality Services

The SWLSB is committed to offer the best services to our students within the Ministry's budgetary limitations. At a time when more and more students are presenting themselves with higher levels of needs, specifically, more severe physical and mental handicaps, it is becoming more and more challenging to make those dollars stretch. We are constantly reflecting upon the services we offer and how we can do more with less. With the nine English boards collaborating together and sharing expertise we are striving to accomplish more especially where English services are diminishing. The Centres of Excellence have played a pivotal role for English boards to be able to offer more services for our students and to be able to acquire timely and effective professional development to build capacity in our board and school teams.



Complaints Procedure

The Sir Wilfrid Laurier School Board is committed to support students and their parents requesting help in resolving issues regarding the services provided by this school board.

The Sir Wilfrid Laurier School Board By-Law (By-LawB2010-CA-19) Establishing Procedures for the Examination of Complaints from Students or Their Parents outlines the procedure to be followed by the school board, students and parents for examination of complaints from students or their parents in order to protect students' rights.

We invite you to read the complete policy at:

- <http://www.swlauriersb.qc.ca/docs/policies/By-LawB2010-CA-19vFinal.pdf>

Guiding Principles

In dealing with the complaint, the SWLSB will ensure:

- a timely response;
- fair treatment;
- courtesy;
- respect for confidentiality;
- reasons for our decision.

In making a complaint, we would expect that the complainant:

- raise issues in a timely manner;
- treat the SWLSB personnel with respect and courtesy;
- provide accurate and concise information in relation to the issues you raise;
- respect the complaint management process;
- engage in the spirit of collaboration.

Steps in the Process for the Examination of a Complaint

1. Discuss with the teacher or the person concerned by the complaint;

Unsatisfied with the outcome?

2. Discuss with the school principal and/or the centre director when the complaint concerns a decision made by the staff of a school or a centre, or to the director of the services from which the decision initially originated.

Still unsatisfied with the outcome of steps 1 and 2?

3. Discuss with the general directorate.

4. If a complainant is dissatisfied with the manner in which his complaint was handled or with its outcome, he must address a written complaint to the secretary general by completing the online form. All complaints must be submitted using the new online complaint form available on SWLSB website. It can be completed in English or French. By clicking the "submit" button at the end of the form, the complaint will automatically be forwarded to the School Board and a confirmation e-mail will be sent.

Upon reception of a written complaint, the secretary general will ensure that:

- a) due process has been followed;
- b) the parties concerned are informed that a complaint has been received;

Notwithstanding the above, the student ombudsman may take up a complaint at any stage if he considers that intervention is necessary to prevent harm from being caused to the complainant.

School Board Information

Sir Wilfrid Laurier School Board

Head office

235, montée Lesage

Rosemère (Québec) J7A 4Y6

Telephone: 450 621-5600 | 1 866 621-5600

Fax: 450 621-7929

Opening hours of head office 8:30 a.m. to 4:30 p.m.



ANNEX 1 | List of SWLSB Schools and Centres

Elementary Schools	
School #	School
151	Arundel 5 School, Arundel (Québec) J0T 1A0
152	Crestview 750 Devonshire, Laval (Québec) H7W 4C7
179	Franklin Hill 1111 Basile-Routhier, Repentigny (Québec) J5Y 4C8
170	Genesis 2450, Rosemère, Laval (Québec) H7E 2J8
153	Grenville 184 Principale, Grenville (Québec) J0V 1J0
154	Hillcrest Academy 265 Bladen, Laval (Québec) H7W 4J8
156	John F. Kennedy 500 Cardinal, Laval (Québec) H7V 1T5
157	Joliette 345, boul. l'Assomption ouest, Saint-Charles-Borromée (Québec) J6E 0R3
178	Jules Verne 1701 De l'École, Laval (Québec) H7G 1V5
158	Laurentia 457, rue Filion, St-Jérôme (Québec) J7Z 1H7
159	Laurentian 455 Court, Lachute (Québec) J8H 1T2
161	McCaig 501 Northcote, Rosemère (Québec) J7A 1Y1
162	Morin Heights 647 Du Village, Morin-Heights (Québec) J0R 1H0
163	Mountainview 2001 Guy, Deux-Montagnes (Québec) J7R 1W6
164	Our Lady of Peace 3900 Nicole, Laval (Québec) H7P 1L5
177	Pierre Elliott Trudeau 1455, rue Jean-Paul-Riopelle, Blainville (Québec) J7C 5V4
155	Pinewood – Annex A 412 Des Anglais, Mascouche (Québec) J7L 3R1 Pinewood – Annex B 1728 Thacker Rd., Mascouche (Québec) J7L 2G8
165	Rawdon 4121 Queen, Rawdon (Québec) J0K 1S0
166	Souvenir 4885 Souvenir O., Laval (Québec) H7W 1E1
168	Saint Jude 122 St-Jude, Deux-Montagnes (Québec) J7R 3L6
169	Saint Paul 2425 Honfleur, Duvernay, Laval (Québec) H7E 1Y3 Saint Paul Annex 1305 De l'Assomption, Laval (Québec) H7E 4C5
175	Saint Vincent-Concorde Centre 3000 boul. de la Concorde, Laval (Québec) H7E 2B6 Saint Vincent – Saint Jacques Centre 4881, rue St-Jacques, Laval (Québec) H7C 1G6
171	Sainte Adèle 60 Henri-Dunant, Ste-Adèle (Québec) J8B 2X5
172	Sainte Agathe Academy 26 Napoléon, Ste-Agathe-des-Monts (Québec) J8C 1Z3
173	Terry Fox 900 Des Lacasse, Laval (Québec) H7K 3V9
174	Twin Oaks 700 Lisane, Laval (Québec) H7P 3T2



High Schools | AEVT

School #	School
181	Joliette 107 De Lorimier, Joliette (Québec) J6E 6E8
183	Lake of Two Mountains 2105 Guy, Deux-Montagnes (Québec) J7R 1W6
184	Laurentian Regional 448 Argenteuil, Lachute (Québec) J8H 1W9
188	Laval Junior Academy 2323 Daniel-Johnson, Laval (Québec) H7T 1H8
190	Laval Senior Academy 3200 Souvenir O., Laval (Québec) H7V 1W9
186	Phoenix Alternative 1105 Victor-Morin, Laval (Québec) H7G 4B8
187	Rosemere 530 Northcote, Rosemère (Québec) J7A 1Y2
189	Sainte Agathe Academy 26 Napoleon, Ste-Agathe-des-Monts (Québec) J8C 1Z3
191	Mountainview, Prevost, Cartier, Lac Echo 3065, boul. Labelle, Prévost (Québec) J0R 1T0
401	CDC Pont-Viau 60, rue Lahaie, Laval (Québec) H7G 3A8
402	Construc Plus Vocational Training 246, Allée du golf, Saint Eustache (Québec) J7R 0L5
301	CDC Vimont 2100, boul. des Laurentides, Laval (Québec) H7M 2Y6
303	CDC Lachute 57 Harriet Street, Lachute (Québec) J8H 4H6
211	Arundel Nature and Science Centre 90 Crystal Falls, Arundel (Québec) J0T 1A0



ANNEX 2

Private Schools on SWLSB Territory (Laval, Laurentides and Lanaudière)

- Académie Antoine-Manseau
- Académie Chrétienne Rive Nord
- Académie Culturelle de Laval
- Académie François-Labelle
- Académie Lafontaine
- Académie Lavalloise
- Académie St-Margaret
- Académie Sainte-Thérèse (Campus Jacques-About)
- Académie Sainte-Thérèse (Campus Rose-De Angelis)
- Campus Démosthène - École Socrates-Démosthène
- Campus V - École Socrates-Démosthène
- Centre académique de Lanaudière
- Collège Boisbriand
- Collège Champagneur
- Collège Citoyen
- Collège de l'Assomption
- Collège Esther-Blondin
- Collège Laurentien
- Collège Laval
- Collège Letendre
- Collège Saint-Sacrement
- Collège St-Jean-Vianney
- École Charles-Perrault (Laval)
- École l'Accord
- École Les Mélèzes
- École Marie-Anne
- École Montessori de Laval
- École Vision Terrebonne
- Externat Sacré-Cœur
- L'Académie de la Vallée du Roy
- Séminaire du Sacré-Cœur



ANNEX 3 | CPEs on SWLSB Territory (Laval Only)

Name of the CPE	Administrative Region	Address	Municipality	Postal Code
"FORCE VIVE" CENTRE DE LA PETITE ENFANCE	13 - Laval	3395, boulevard de la Concorde Est	Laval	H7E 2C3
ACADÉMIE DE FABREVILLE	13 - Laval	505, rue Guillemette	Laval	H7P 2N6
ACADÉMIE LE PAS PRINCIPAL, INC.	13 - Laval	681, rue Principale	Laval	H7X 1E2
ARC-EN-CIEL	13 - Laval	1212, boulevard Curé-Labelle	Laval	H7V 2V5
AU COIN DES POUPONS INC.	13 - Laval	1775, boulevard des Laurentides	Laval	H7M 2P5
AU JARDIN DES PETITS MOZARTS INC.	13 - Laval	3354, boulevard Dagenais Ouest	Laval	H7P 1V6
BOUCLE ET BOTTINE	13 - Laval	1260, boulevard Jolibourg	Laval	H7Y 1Z6
C.P.E. LES MOUCHES À FEU	13 - Laval	4850, boulevard Dagenais Ouest	Laval	H7R 1L5
CARREFOUR DES POUPONS INC.	13 - Laval	3340, 100e Avenue	Laval	H7T 0J7
CENTRE DE LA PETITE ENFANCE (CPE) L'ENFANTERELLE	13 - Laval	8040, rue Mylène	Laval	H7A 1G3
CENTRE DE LA PETITE ENFANCE BRINS D'ÉVEIL INC.	13 - Laval	234, rue des Alpes	Laval	H7G 3V8
CENTRE DE LA PETITE ENFANCE CAROLINE	13 - Laval	2375, boulevard Lévesque Est	Laval	H7E 2N3
CENTRE DE LA PETITE ENFANCE CHEZ NOUS C'EST CHEZ VOUS	13 - Laval	1605, rue de l'Harmonie	Laval	H7A 4C5
CENTRE DE LA PETITE ENFANCE CLAIRE-JOÏE	13 - Laval	310, boulevard Cartier Ouest	Laval	H7N 2J2
CENTRE DE LA PETITE ENFANCE DES CÂLINS	13 - Laval	6115, boulevard Lévesque Est	Laval	H7C 1N9



Name of the CPE	Administrative Region	Address	Municipality	Postal Code
CENTRE DE LA PETITE ENFANCE DU BOISÉ VIMONT	13 - Laval	1740, rue de Neuville, bureau A	Laval	H7M 2E2
CENTRE DE LA PETITE ENFANCE DU MANOIR	13 - Laval	145, avenue Verdi	Laval	H7N 3C9
CENTRE DE LA PETITE ENFANCE DU PIC	13 - Laval	2435, boulevard le Corbusier	Laval	H7S 1Z4
CENTRE DE LA PETITE ENFANCE DU PIC BOIS	13 - Laval	270, boulevard Armand-Frappier	Laval	H7V 4B4
CENTRE DE LA PETITE ENFANCE ENTRE CIEL ET TERRE	13 - Laval	3855, boulevard Sainte-Rose	Laval	H7P 1C8
CENTRE DE LA PETITE ENFANCE FLEURS DE LUNE	13 - Laval	4200, 18e rue	Laval	H7R 2P6
CENTRE DE LA PETITE ENFANCE FLEURS DU QUARTIER INC.	13 - Laval	2000, rue Champfleury	Laval	H7G 1V1
CENTRE DE LA PETITE ENFANCE GAMINVILLE	13 - Laval	2287A, rue Aladin	Laval	H7K 2T6
CENTRE DE LA PETITE ENFANCE GÉNIES EN HERBE G.L.	13 - Laval	1, place Laval, bureau 210	Laval	H7N 1A1
CENTRE DE LA PETITE ENFANCE HARMONIE SOLEIL	13 - Laval	6065, rue des Cardinaux	Laval	H7L 6B7
CENTRE DE LA PETITE ENFANCE HARMONIE SOLEIL	13 - Laval	2400, avenue de la Volière	Laval	H7L 4B6
CENTRE DE LA PETITE ENFANCE HELLÉNIQUE BAMBINS LAVALLOIS	13 - Laval	1005, boulevard Pie-X	Laval	H7V 3A9
CENTRE DE LA PETITE ENFANCE JEANNOT	13 - Laval	835, avenue de Bois-de-Boulogne bureau A	Laval	H7N 4G1
CENTRE DE LA PETITE ENFANCE JEANNOT	13 - Laval	835, avenue de Bois-de-Boulogne bureau B	Laval	H7N 4G1
CENTRE DE LA PETITE ENFANCE JULIE ODETTE	13 - Laval	32, rue Lahaie	Laval	H7G 3A8
CENTRE DE LA PETITE ENFANCE LA BONNE IDÉE	13 - Laval	1713, rue de Lucerne	Laval	H7M 2E9





Name of the CPE	Administrative Region	Address	Municipality	Postal Code
CENTRE DE LA PETITE ENFANCE LA CACHETTE	13 - Laval	1650, montée Monette	Laval	H7M 5Y1
CENTRE DE LA PETITE ENFANCE LA CLÉ DES CHAMPS	13 - Laval	1740, rue de Neuville, bureau B	Laval	H7M 2E2
CENTRE DE LA PETITE ENFANCE LA GIBOULÉE II	13 - Laval	525, rue Huberdeau	Laval	H7X 1P6
CENTRE DE LA PETITE ENFANCE LA MARMAILLE	13 - Laval	4125, boulevard de la Concorde Est	Laval	H7E 5A5
CENTRE DE LA PETITE ENFANCE LA MARMAILLE	13 - Laval	4121, boulevard de la Concorde Est	Laval	H7E 5A5
CENTRE DE LA PETITE ENFANCE LA MARMAILLE	13 - Laval	1455, rue du Plateau-Ouimet	Laval	H7L 2X4
CENTRE DE LA PETITE ENFANCE LA MARMAILLE	13 - Laval	3900, boulevard de la Concorde Est	Laval	H7E 2E3
CENTRE DE LA PETITE ENFANCE LA MONTGOLFIÈRE INC.	13 - Laval	203, boulevard Sainte-Rose	Laval	H7L 1L5
CENTRE DE LA PETITE ENFANCE LA RELÈVE	13 - Laval	3, place du Souvenir	Laval	H7V 1W7
CENTRE DE LA PETITE ENFANCE LE CHEZ-MOI DES PETITS	13 - Laval	4410, boulevard Saint-Martin Ouest	Laval	H7T 1C3
CENTRE DE LA PETITE ENFANCE LE HÊTRE INC.	13 - Laval	382 A, rue Laurier	Laval	H7N 2P2
CENTRE DE LA PETITE ENFANCE LE LABO DES PETITS INC.	13 - Laval	2170, boulevard Saint-Elzéar Ouest	Laval	H7L 4A8
CENTRE DE LA PETITE ENFANCE LE MARMOT QUI RIT	13 - Laval	4335, boulevard Saint-Martin Ouest	Laval	H7T 1C4
CENTRE DE LA PETITE ENFANCE LE MARMOT QUI RIT Installation 2	13 - Laval	4114, boulevard St-Martin Ouest	Laval	H7T 1C1
CENTRE DE LA PETITE ENFANCE LE VENT DANS LES VOILES	13 - Laval	2305, chemin de la Petite-Côte	Laval	H7L 5Z4
CENTRE DE LA PETITE ENFANCE LES P'TITS SOLEILS DE STE-DOROTHÉE	13 - Laval	1270, boulevard Jolibourg	Laval	H7Y 1Z6





Name of the CPE	Administrative Region	Address	Municipality	Postal Code
CENTRE DE LA PETITE ENFANCE LES TRÉSORS DE DÉMOSTHÈNE	13 - Laval	1565, boulevard Saint-Martin Ouest	Laval	H7S 1N1
CENTRE DE LA PETITE ENFANCE LES TRÉSORS DE DÉMOSTHÈNE #2	13 - Laval	627, rue Principale	Laval	H7X 1C7
CENTRE DE LA PETITE ENFANCE LOGIS-CIEL	13 - Laval	212, rue P.-É.-Borduas	Laval	H7L 5H3
CENTRE DE LA PETITE ENFANCE PIROUETTE DE FABREVILLE INC.	13 - Laval	707, montée Montrougeau	Laval	H7P 3M1
CENTRE DE LA PETITE ENFANCE PIROUETTE DE FABREVILLE INC.	13 - Laval	655, avenue Marc-Aurèle Fortin	Laval	H7L 5M6
CENTRE DE LA PETITE ENFANCE ROSAMIE	13 - Laval	6250, boulevard Arthur-Sauvé	Laval	H7R 3X7
CENTRE DE LA PETITE ENFANCE ROSAMIE	13 - Laval	6500, boulevard Arthur-Sauvé bureau 400	Laval	H7R 3X7
CENTRE DE LA PETITE ENFANCE STE-ROSE	13 - Laval	265, boulevard Marc-Aurèle-Fortin	Laval	H7L 2A2
CENTRE DE LA PETITE ENFANCE YUUPI	13 - Laval	475, boulevard de l'Avenir	Laval	H7N 5H9
CENTRE PRÉSCOLAIRE LA RENAISSANCE INC.	13 - Laval	2150, boulevard de la Renaissance	Laval	H7L 4T1
CENTRE À LA PETITE ENFANCE L'ARCHE DE NOÉ	13 - Laval	330, rue Jacques	Laval	H7P 5Y8
CENTRE ÉDUCATIF BABIBULLE	13 - Laval	2271, boulevard Le Corbusier	Laval	H7S 1Z4
CENTRE ÉDUCATIF BABIBULLE	13 - Laval	955, avenue de Bois-de-Boulogne suite 110	Laval	H7N 4G1
CENTRE ÉDUCATIF LA RELÈVE INC.	13 - Laval	4669, boulevard Lévesque Est	Laval	H7C 1M8
CENTRE ÉDUCATIF LES FÉES ENCHANTÉES	13 - Laval	976, montée Gravel	Laval	H7X 2B8
CENTRE ÉDUCATIF MARIE-LI	13 - Laval	3660, boulevard de la Concorde Est	Laval	H7E 2C9





Name of the CPE	Administrative Region	Address	Municipality	Postal Code
CENTRE ÉDUCATIF PLAISIR D'ENFANTS	13 - Laval	735, boulevard des Laurentides	Laval	H7G 2V8
CENTRE ÉDUCATIFS PLAISIR D'ENFANTS	13 - Laval	715, boulevard des Laurentides	Laval	H7G 2V8
CHAPEAUX RONDS ET BOTILLONS, CENTRE DE LA PETITE ENFANCE	13 - Laval	660, rue Saint-André	Laval	H7G 3A5
CPE PIROUETTE 2È INSTALLATION	13 - Laval	3985, boulevard Dagenais Ouest	Laval	H7R 1L1
ENFANTS RAZMATAZ INC.	13 - Laval	855, Desserte Autoroute 13 bureau 100	Laval	H7W 5N4
GARDERIE 1-2-3 ON Y VA II INC.	13 - Laval	8048, avenue Marcel-Villeneuve	Laval	H7A 4H5
GARDERIE 1-2-3 ON Y VA INC.	13 - Laval	3955, boulevard Notre-Dame	Laval	H7W 1S8
GARDERIE ACADÉMIE MELINA INC.	13 - Laval	2874, boulevard Daniel Johnson	Laval	H7P 5Z7
GARDERIE AGAPE INC.	13 - Laval	3952, boulevard Notre-Dame	Laval	H7W 1S7
GARDERIE APPRENDRE ET APPRÉCIER	13 - Laval	633, boul. Saint-Martin Ouest	Laval	H7M 1Y9
GARDERIE APPRENDRE ET APPRÉCIER (2)	13 - Laval	627, boulevard Saint-Martin Ouest	Laval	H7M 1Y9
GARDERIE AREVIG LE PETIT SOLEIL INC.	13 - Laval	4140, chemin du Souvenir	Laval	H7W 1B2
GARDERIE AU CHAMP FLEURI	13 - Laval	6205, rue du Rouge-Gorge	Laval	H7L 4X5
GARDERIE BILINGUE LES AMIS DE CAMELIA INC.	13 - Laval	2309, boul. Curé-Labelle	Laval	H7T 1R3
GARDERIE CIEL BLEU INC.	13 - Laval	1779, boulevard des Laurentides	Laval	H7M 2P7
GARDERIE COEUR POUR TOUS	13 - Laval	116, boulevard Curé-Labelle	Laval	H7L 2Z4





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GARDERIE CROQUE NUAGE INC.	13 - Laval	3580, 24e Rue	Laval	H7R 2L5
GARDERIE D'ENFANTS LE NID	13 - Laval	376, boulevard Curé-Labelle	Laval	H7V 2S3
GARDERIE D'ENFANTS DU PAYS DES MERVEILLES DE LAVAL LIMITÉE	13 - Laval	650, boulevard Curé-Labelle	Laval	H7V 2T9
GARDERIE DE LA FUTURE ÉTOILE II INC.	13 - Laval	989, rue Maurice	Laval	H7X 2H1
GARDERIE DE LA FUTURE ÉTOILE INC.	13 - Laval	610, rue Principale	Laval	H7X 1C9
GARDERIE DE LA GARE INC.	13 - Laval	152, boulevard Ste-Rose Est	Laval	H7H 1P1
GARDERIE DE LA SEIGNEURIE INC.	13 - Laval	4640, rue Cyrille-Delage	Laval	H7K 2S4
GARDERIE DES MARRONNIERS INC.	13 - Laval	1500, montée Monette	Laval	H7M 5C9
GARDERIE DES PETITS MINIONS	13 - Laval	1305, boul. de la Concorde	Laval	H7N 5Y4
GARDERIE DES PETITS PAS	13 - Laval	647, boulevard Curé-Labelle	Laval	H7V 2T8
GARDERIE DES TRÉSORS PRÉCIEUX INC.	13 - Laval	440, boulevard Ivan-Pavlov appartement 10-11-12	Laval	H7M 4J5
GARDERIE DU COUVENT 2	13 - Laval	1582A, rue du Couvent	Laval	H7W 3A6
GARDERIE DU COUVENT INC.	13 - Laval	1582, rue du Couvent	Laval	H7W 3A6
GARDERIE EBEN-EZER	13 - Laval	8470, boul Levesque Est	Laval	H7A 1W5
GARDERIE EDEN VERT INC.	13 - Laval	531, boulevard Sainte-Rose	Laval	H7R 1R6
GARDERIE EDUCATIVE POUPA INC.	13 - Laval	7255, boulevard des Laurentides local 104	Laval	H7H 2G1





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GARDERIE ET CENTRE ÉDUCATIF LA BAMBINERIE	13 - Laval	323, boulevard Curé-Labelle	Laval	H7L 2Z9
GARDERIE HÉLLÉNIQUE LAVAL	13 - Laval	931, rue Emerson	Laval	H7W 3Y5
GARDERIE K.I.D.S. LAVAL	13 - Laval	1141, boulevard Lesage	Laval	H7E 4V4
GARDERIE L'OASIS BOUT'CHOU	13 - Laval	3825, rue Lépine	Laval	H7V 1V5
GARDERIE L'UNIVERS DES PETITS COEURS INC.	13 - Laval	85-89, 8e Rue	Laval	H7N 2C5
GARDERIE LA BELLE ACADÉMIE INC.	13 - Laval	2064, Curé-Labelle	Laval	H7T 1V6
GARDERIE LA PETITE CÔTE INC.	13 - Laval	2064, chemin de la Petite-Côte	Laval	H7L 5N1
GARDERIE LA PLANÈTE DES PETITS ÉCOLOS INC.	13 - Laval	68, boulevard Cartier Ouest local 202	Laval	H7N 2H5
GARDERIE LABELLE INC.	13 - Laval	1480, boulevard Curé-Labelle	Laval	H7V 2W1
GARDERIE LE BONHEUR DE L'ENFANT ENR.	13 - Laval	720, rue Montgolfier, bureau 101	Laval	H7W 4Z2
GARDERIE LE CARREFOUR ÉDUCATIF INC.	13 - Laval	4488, autoroute Laval Ouest	Laval	H7T 2P7
GARDERIE LE JUMELLO INC.	13 - Laval	2000, rue Bienville	Laval	H7H 3E4
GARDERIE LE PETIT MONDE D'AUTEUIL	13 - Laval	5619, boulevard des Laurentides	Laval	H7K 2K4
GARDERIE LE PETIT NID INC.	13 - Laval	4709, boulevard Sainte-Rose	Laval	H7R 1Z8
GARDERIE LE PETIT PARADIS DE STE-ROSE	13 - Laval	41, boulevard Curé-Labelle	Laval	H7L 2Y8
GARDERIE LE PETIT ROYAUME DE CHARLIE	13 - Laval	3625, boulevard Curé-Labelle bureau 102	Laval	H7P 0A5





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GARDERIE LE ROYAUME DE CANDY INC.	13 - Laval	3950, montée Masson	Laval	H7B 1C4
GARDERIE LE ROYAUME DE VIMONT	13 - Laval	2091, boulevard des Laurentides	Laval	H7M 4M2
GARDERIE LE ROYAUME DES PETITS COEURS	13 - Laval	97-99, 101, 8e rue	Laval	H7N 2C5
GARDERIE LE ROYAUME INC.	13 - Laval	4755, boulevard Dagenais Ouest	Laval	H7R 1L7
GARDERIE LES ADORABLES	13 - Laval	104, boulevard Sainte-Rose	Laval	H7L 1K4
GARDERIE LES AIMABLES	13 - Laval	384 A, boulevard Curé-Labelle	Laval	H7V 2S3
GARDERIE LES AMIS DE JOUJOU INC.	13 - Laval	3638, boul. de la Concorde Est	Laval	H7E 2C9
GARDERIE LES AMIS DE LA JUNGLE INC.	13 - Laval	4668, Saint-Martin Ouest	Laval	H7T 2Y2
GARDERIE LES AMIS DE MONTEUIL	13 - Laval	4676, boulevard des Laurentides	Laval	H7K 2J4
GARDERIE LES ANGES MIA ET TIA INC.	13 - Laval	4303, boulevard Samson	Laval	H7W 2G8
GARDERIE LES CALINOIRS	13 - Laval	3675, boulevard Dagenais Ouest	Laval	H7P 5C9
GARDERIE LES FRIMOUSES DE SAINTE-DOROTHÉE INC.	13 - Laval	351, boulevard Samson	Laval	H7X 2Z7
GARDERIE LES LURONS DE CHOMEDEY INC.	13 - Laval	3800, boulevard Lévesque Ouest	Laval	H7V 1E8
GARDERIE LES ORCHIDÉES DE ST-DO INC.	13 - Laval	925, montée Gravel	Laval	H7X 2B7
GARDERIE LES PETITES MARIONNETTES	13 - Laval	4825, boulevard des Laurentides	Laval	H7K 2J6
GARDERIE LES PETITS APPRENTIS INC.	13 - Laval	270, boulevard Samson bureau 203	Laval	H7X 2Y9





Name of the CPE	Administrative Region	Address	Municipality	Postal Code
GARDERIE LES PETITS EXPLORATEURS	13 - Laval	4930, boulevard des Laurentides	Laval	H7K 2J5
GARDERIE LES TOUT PETITS ANGES INC	13 - Laval	1855, boulevard des Laurentides	Laval	H7M 2P8
GARDERIE MA PETITE ACADÉMIE	13 - Laval	3965, boulevard Saint-Martin Ouest	Laval	H7T 1B7
GARDERIE MAGIQUE	13 - Laval	3977, boulevard Saint-Martin Ouest	Laval	H7T 1B7
GARDERIE MINIMI INC.	13 - Laval	1051, chemin du Bord de l'Eau	Laval	H7Y 1A7
GARDERIE NAREG	13 - Laval	500, 67e Avenue	Laval	H7V 2N2
GARDERIE PAPILLON BLEU DE LAVAL	13 - Laval	4975, boulevard Cléroux	Laval	H7T 2E5
GARDERIE PARADIS DES LAURENTIDES INC.	13 - Laval	6253, boulevard des Laurentides	Laval	H7H 2V3
GARDERIE PEEK-A-BOO	13 - Laval	4415, Boulevard Samson	Laval	H7W 2G8
GARDERIE PETITS GÉNIES DE DUVERNAY INC.	13 - Laval	2860, boulevard de la Concorde local 205	Laval	H7E 2B4
GARDERIE PRÉPARATOIRE LE BOULIER INC.	13 - Laval	3600, boulevard Lévesque Ouest	Laval	H7V 1E8
GARDERIE ROND-ROND MACARON INC.	13 - Laval	1903, boulevard René-Laennec	Laval	H7M 5E2
GARDERIE TIC TAC TOC CARTIER INC.	13 - Laval	34 C, boulevard Cartier Ouest	Laval	H7N 2H3
GARDERIE VAL FLEURI INC.	13 - Laval	81, 8e Rue	Laval	H7N 2C5
GARDERIE WILI-WILO INC.	13 - Laval	970, boulevard Cure-Labelle	Laval	H7V 2V5
GARDERIE ÉCUREUIL ROSE INC.	13 - Laval	3171, boulevard Saint-Elzéar	Laval	H7P 4J9





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GARDERIE ÉDUCATIVE AZUL	13 - Laval	3129, boulevard Lévesque Ouest	Laval	H7V 1C6
GARDERIE ÉDUCATIVE BILINGUE FACE À FACE	13 - Laval	535, boulevard Saint-Martin Ouest	Laval	H7M 1Y9
GARDERIE ÉDUCATIVE CHOMEDEY INC.	13 - Laval	4440, boulevard Samson, bureau B	Laval	H7W 2G9
GARDERIE ÉDUCATIVE CINQ ÉTOILES INC.	13 - Laval	1536, boulevard Curé-Labelle suite 15	Laval	H7V 2W3
GARDERIE ÉDUCATIVE CONCORDE "LAVAL DES RAPIDES"	13 - Laval	260, boulevard de la Concorde Ouest	Laval	H7N 1J1
GARDERIE ÉDUCATIVE CONCORDE "LES PETITS COEURS"	13 - Laval	266, boulevard de la Concorde Ouest	Laval	H7N 1J1
GARDERIE ÉDUCATIVE DU QUARTIER	13 - Laval	76, boulevard Cartier Ouest	Laval	H7N 2H5
GARDERIE ÉDUCATIVE FABREVILLE INC.	13 - Laval	4206, boulevard Sainte-Rose	Laval	H7R 1X3
GARDERIE ÉDUCATIVE JENNA INC.	13 - Laval	335, boulevard Saint-Martin Ouest	Laval	H7M 1Y7
GARDERIE ÉDUCATIVE JSK	13 - Laval	3050, boulevard Cartier Ouest	Laval	H7V 3T2
GARDERIE ÉDUCATIVE L'ÎLE DES CHARDONNETS	13 - Laval	205-207, boul. Concorde Est	Laval	H7G 2C9
GARDERIE ÉDUCATIVE L'ÎLE ENCHANTÉE 2	13 - Laval	3285, boulevard St-Martin Est bureau 103	Laval	H7E 4T6
GARDERIE ÉDUCATIVE L'ÎLE ENCHANTÉE	13 - Laval	3285, boulevard St-Martin Est bureau 105	Laval	H7E 4T6
GARDERIE ÉDUCATIVE LA FORÊT ENCHANTÉE	13 - Laval	100, croissant des Callières	Laval	H7E 3N1
GARDERIE ÉDUCATIVE LA TENDRESSE	13 - Laval	1055, rue Saint-Louis	Laval	H7V 2Z1
GARDERIE ÉDUCATIVE LE PETIT MONDE INC.	13 - Laval	1190, boulevard Curé-Labelle	Laval	H7V 2V5



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GARDERIE ÉDUCATIVE LE PINCEAU	13 - Laval	57, Saint-Elzéar Ouest	Laval	H7M 1E7
GARDERIE ÉDUCATIVE LE RÊVE DES CHAMPIONS	13 - Laval	6900, boulevard Arthur-Sauvé, bureau 102	Laval	H7R 3X9
GARDERIE ÉDUCATIVE LES AMIS BOUTCHOUX	13 - Laval	1314 A, boulevard Curé Labelle	Laval	H7V 2W1
GARDERIE ÉDUCATIVE LES AMIS DE LINA INC.	13 - Laval	370, boulevard Curé-Labelle bureau 104	Laval	H7P 2P1
GARDERIE ÉDUCATIVE LES AMIS DE ZIZOU INC.	13 - Laval	141, avenue du Pacifique	Laval	H7N 3X9
GARDERIE ÉDUCATIVE LES AMIS DU QUARTIER	13 - Laval	5010, boulevard Samson	Laval	H7W 2J1
GARDERIE ÉDUCATIVE LES BEAUX SOUVENIRS	13 - Laval	7200, boulevard Arthur-Sauvé	Laval	H7R 3X9
GARDERIE ÉDUCATIVE LES BOURGEONS DE L'AVENIR	13 - Laval	3123, boulevard Dagenais ouest	Laval	H7P 1T8
GARDERIE ÉDUCATIVE LES GALOPINS INC.	13 - Laval	3520, boulevard Sainte-Rose	Laval	H7P 4K7
GARDERIE ÉDUCATIVE LES PETITS PETITS DE LA CONCORDE	13 - Laval	262, boulevard de la Concorde Ouest	Laval	H7N 1J1
GARDERIE ÉDUCATIVE LES ÉTOILES DES LAURENTIDES	13 - Laval	420, boulevard des Laurentides	Laval	H7G 2T8
GARDERIE ÉDUCATIVE MARC-ANTOINE INC.	13 - Laval	7, boulevard Samson, bureau 200	Laval	H7X 3S5
GARDERIE ÉDUCATIVE MARIKO	13 - Laval	7788, boulevard Lévesque Est	Laval	H7A 1T5
GARDERIE ÉDUCATIVE MELA INC.	13 - Laval	328, rue Renaud Ouest	Laval	H7M 3M1
GARDERIE ÉDUCATIVE MIJANOU INC.	13 - Laval	3790, boul. Dagenais Ouest	Laval	H7P 1W1
GARDERIE ÉDUCATIVE MINI MINOUS	13 - Laval	135, 7e Avenue	Laval	H7N 4J4

Name of the CPE	Administrative Region	Address	Municipality	Postal Code
GARDERIE ÉDUCATIVE MINI PANDAS INC.	13 - Laval	3735, boulevard Saint-Martin Ouest	Laval	H7T 1A7
GARDERIE ÉDUCATIVE MON BEAU SAPIN INC.	13 - Laval	1215, avenue Olier-Payette	Laval	H7L 5L5
GARDERIE ÉDUCATIVE MONTEUIL INC.	13 - Laval	4700, boulevard des Laurentides	Laval	H7K 2J4
GARDERIE ÉDUCATIVE MULTICOLORE DE LAVAL	13 - Laval	4640, boulevard Samson	Laval	H7W 2H3
GARDERIE ÉDUCATIVE NINA	13 - Laval	3576, chemin du Souvenir	Laval	H7V 1X2
GARDERIE ÉDUCATIVE NOS PETITS ESPOIRS INC.	13 - Laval	8115, boulevard Lévesque Est	Laval	H7A 1V1
GARDERIE ÉDUCATIVE PLAÇOJEU INC.	13 - Laval	12, boulevard Bellerose Est	Laval	H7K 1S3
GARDERIE ÉDUCATIVE STE-DOROTHÉE INC.	13 - Laval	7, boulevard Samson, bureau 100	Laval	H7X 3S5
GARDERIE ÉDUCATIVE STE-ROSE INC.	13 - Laval	2, terrasse Dufferin	Laval	H7L 2H6
JARDIN AU BOIS FLEURI	13 - Laval	945, montée du Moulin	Laval	H7A 2A1
JARDIN D'ENFANTS MONTESSORI DE LAVAL	13 - Laval	3315, boulevard de la Concorde Est suite 201	Laval	H7E 2C3
JARDINS D'ENFANTS MONTEUIL	13 - Laval	4692, boul. des Laurentides	Laval	H7K 2J4
L'ACADÉMIE DES PETITS BONHEURS INC.	13 - Laval	1666, boulevard des Laurentides	Laval	H7M 2P4
LA BELLE AVENTURE (1993) ENR.	13 - Laval	3852, boulevard Notre-Dame	Laval	H7V 1R9
LA RUCHE DORÉE INC.	13 - Laval	1600, boul. St-Martin Est bureau 120	Laval	H7G 4R8
LE BONHEUR DES POUPONS	13 - Laval	720, Montgolfier suite 102	Laval	H7W 4Z2



Name of the CPE	Administrative Region	Address	Municipality	Postal Code
LE CENTRE DE LA PETITE ENFANCE LA GIBOULÉE	13 - Laval	531, rue Huberdeau	Laval	H7X 1P6
LE PETIT MONDE DE LAVAL-OUEST	13 - Laval	4900, boulevard Arthur-Sauvé	Laval	H7R 3X1
LE ROYAUME DES PETITS SAVANTS	13 - Laval	5099, rue Bertin	Laval	H7W 0E9
LES ABEILLES DE GLORIA INC.	13 - Laval	45, boulevard Saint-Elzéar Est	Laval	H7M 1C3
LES AMIS D'ALEXIA INC	13 - Laval	1457, boulevard des Laurentides	Laval	H7M 2Y3
LES ANGES DE L'AVENIR GARDERIE EDUCATIVE	13 - Laval	5555, boul. des Laurentides, locaux 26 et 27	Laval	H7K 2K4
LES P'TITS DE ST-VINCENT INC.	13 - Laval	4653, place Chénier	Laval	H7C 1A9
LES PETITS EXPLORATEURS STE-DO	13 - Laval	584, rue Principale	Laval	H7X 1C9
LOMBRIC-À-BRAC	13 - Laval	4830, boulevard Dagenais Ouest	Laval	H7R 1L5
MINI TRÉSORS CENTRE ÉDUCATIF	13 - Laval	115, avenue Laval	Laval	H7N 3V5
PROJET PRÉ-MATERNELLE LES OISELETS	13 - Laval	2795, boul des Oiseaux	Laval	H7L 4S9
PRÉMATERNELLE CROQUE-MAGIE	13 - Laval	302, rue Renaud Ouest	Laval	H7M 3M1
ROND ROND MACARON II	13 - Laval	2004, boulevard René-Laennec	Laval	H7M 4J8
SERVICE DE GARDE CARREFOUR DES PAPILLONS INC.	13 - Laval	3733, boulevard Lévesque Ouest	Laval	H7V 1G4
TROIS PETITS PAS	13 - Laval	5305, boulevard Notre-Dame bureau 100	Laval	H7W 4T8
LES FLEURS DE L'AVENIR	13 - Laval	1943, boulevard des Laurentides	Laval	H7M 2R2

ANNEX 4

Glossary of Terms Used

Context: Context description is based on an analysis of the internal and external environment in which the organization operates. It includes a short presentation of the important factors, the major needs, expectations and concerns of citizens as well as the social, economic, demographic and technological trends that will influence the strategies implemented by the organization for the period covered. Analyzing the context helps the organization identify the different challenges it will be faced with and on which it shall base itself to set its orientations and define its objectives.

Challenge: Challenges stem from context. A challenge represents what is at stake for the organization, its clients and its partners, according to the strategies in place. It is used for structuring the orientation. Wording a challenge requires a short statement of a few words, without verbs.

Orientation: An orientation makes it possible for the organization to state the intentions that will play a decisive role in achieving its mission. It reflects the organization's priorities and is linked to a challenge. An orientation must present the following characteristics:

- It is introduced by one single action verb.
- It conveys a central idea.
- It is clear and concise.

Objective: An objective represents the organization's priority commitment for the period covered by the strategic tool. It states the precise and measurable changes that should be brought on by the organization's activity. It aims for noticeable and significant results for clients and represents the basis of accountability reporting. An objective must present the following characteristics:

- It is introduced by one single action verb.
- It conveys one idea only.
- It clearly defines the target population.
- It makes the intended result clear.

Indicator: An indicator is a quantitative or qualitative piece of information or measure that is used to monitor the progress made in achieving an objective. There are several types of indicators, including performance indicators, directly linked to the targeted result through an objective, and implementation indicators, related to the means and resources used to achieve an objective. An indicator must present the following characteristics:

- It is clear and precise in relation to the targeted result.
- It measures one single aspect at a time.
- It is based on reliable and recurring data.

Indicators represent an essential component of results-based management.

Target: Linked to an indicator, the target refers to the objective's intended result. A target must be precise and generally measurable, but a qualitative target can be set when the measure turns out to be impractical or inappropriate.

This text is a translation of the French text taken from the document *Gestion axée sur les résultats : pilotage du système d'éducation, plan d'engagement vers la réussite*, guide 3 of 5, Ministère de l'Éducation et de l'Enseignement supérieur, 2018, p. 17

SIGNATORIES OF THE COMMITMENT-TO-SUCCESS PLAN

Signed in Rosemère (Québec) on this 12th day of December 2018.

Paolo Galati, Chairperson

Gaëlle Absolonne, Director General



Adopted by the Council of Commissioners on June 27, 2018
Resolution no. CC-180627-CA-0147

Modified on October 24, 2018
Resolution no. CC-181024-ED-0053



COMMISSION SCOLAIRE SIR-WILFRID-LAURIER
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