

Annual report
2019-2020



RIVERSIDE
SCHOOL BOARD





Vision

Vision

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

Mission

Mission

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

Values

Values

RESPECT for diversity, individual differences and the environment.

SUCCESS in fostering engagement, collaboration, lifelong learning.

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





Table of contents

Report from the Chair & the Director General.....	5	Our Year in Stories	34
Educational Services.....	6	Student Ombudsman’s Report 2019-2020.....	46
Complementary Services.....	8	Report on Riverside’s Commitment to Maintain a Bullying Free and Violence Free Environment	50
ACCESS: Adult General Education (AGE) & Vocational Training (VT)	9	Ethics Officer’s Report	52
Community Learning Centres (CLCs).....	12	Law 17 - Act Respecting Workforce Management and Control (LGCE).....	53
Riverside’s International Student Education (RISE)	14	Auditor’s Letter	54
Human Resources.....	15	Distribution of Revenues	55
Technology	16	Distribution of Expenditures.....	56
Material Resources.....	17	School Transportation.....	57
Other Important Topics	18	Reporting on the Commitment-To-Success	
Council of Commissioners.....	20	Plan 2019-2020.....	58
Organigram	22		
Our Schools.....	24		

Report from the chair *and director general*

We are pleased to present Riverside School Board's Annual Report for the 2019-2020 school year. It contains important information about our school board's operations¹ ranging from a report on our Commitment-to-Success Plan, our situation with regards to our commitment to maintain a bully-free and violence-free environment, our financial statement, the Student Ombudsman's and the Ethics Officer's reports and many more. But first, here is a brief summary of our services and departments' highlights.

DAN LAMOUREUX

Chairman
Riverside School Board



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

Educational *services*

The Educational Services department offers direct and indirect support to school teams, administrators, teachers, students and parents in a variety of areas. Some of the key dossiers for which the department is responsible include curriculum, teaching and learning, pedagogical integration of technology and library services, school daycare services, certification of studies, registration, student placement and eligibility.

Within the Educational Services department, the Curriculum Team is essential to the ongoing support of schools through the fostering of strong professional collaboration centered on student success. The curriculum consultants provide professional development and help identify and analyze data aligned with the Commitment-to-Success Plan, the Educational Projects and the needs specified by the schools. This includes workshops, presentations, small group and one-on-one support, collective standardization, marking centers, special focus sessions as well as school-based and board-wide initiatives. Ongoing partnerships with the Ministry and universities promote pedagogical practice that is reflective, evidence-based and founded upon current research. A strong collaboration among the RÉCIT, librarian and curriculum consultants, reflects a deep commitment to the integration of a range of literacy, numeracy and technology resources. It centers upon and promotes effective practices in the classroom within a rich cultural context.

The work of Educational Services extends beyond the regular school schedule. Daycare services are offered in 18 of our schools and to all of our elementary clientele. Workshops are offered to the daycare staff throughout the year in order to ensure the most relevant practices are explored and shared. Summer school options are available to serve a wide



variety of student needs such as the opportunity to succeed in courses not passed during the regular school year, timely promotion, optimal program or course placement and the achievement of academic and personal goals.

The onset of the 2019-2020 school year was promising. For instance, in terms of the ongoing work of School Success Teams¹, the focus was on strengthening and expanding collaboration. Educational Projects were at the forefront of collective reflection, with some projects revisited to clarify or fine-tune objectives and data sources. In the same vein, Action Plans were being further developed to better correspond to updated Educational Projects, and gradually implemented.

¹ These teams, one per school, are comprised of administrator(s), teachers and other staff members working together for ongoing, enhanced student success.



Within the Educational Services department, the Curriculum Team is essential to the ongoing support of schools through the fostering of strong professional collaboration centered on student success.

However, this and other work came to a resounding halt in March 2020. Indeed, marked by the emergence of a world-wide pandemic that remains ongoing, the 2019-2020 school year put our educational system to the test, with a significant impact on the work of the Educational Services department. Immediately following school closures, this department was solicited to open, coordinate and oversee emergency daycare services, maintained until the end of the school year. It also quickly launched rsbbrainboost.ca, a website to support students and parents, proposing pedagogical options while teaching and learning through formal channels were temporarily suspended. The curriculum consultants were soon asked to contribute to weekly activity kits offered to parents and students by

the Ministry. Moreover, like many other in-person processes, registration and eligibility applications were rethought to be conducted at a distance.

In addition, together with its schools, the Educational Services department was faced with the challenge of a shift towards distance education. Support was provided to schools to identify needs pertaining to access to technology (for students and teachers). Professional development and guidance were offered to schools towards adapting to the current reality. It was important that school teams continue to be supported in their technology purchases for pedagogical purposes, readying for distance education while moving forward on the established trajectory for the implementation of the Digital Action Plan. By the end of March, professional development sessions were offered weekly, online, to all teachers and administrators, to support them in the required distance education. Between March and June, over 80 such sessions were held, with more than 2,335 participations, all voluntary. It should also be noted that reporting was altered by Ministry directives for the end of the 2019-2020 school year, thereby provoking great demand for support from the Educational Services team to close the year.

Summer school as well was impacted by the health crisis. Ministry directives restricted its access to secondary 4 and 5 students alone. Collaboration was established with LEARN in order to provide online courses to those students needing summer school, which required different systems to be put into place.

Complementary *services*

During the 2019-2020 school year, the Complementary Services Team, in collaboration with school administrators, teachers, and support staff, continued to address the increasing number of students with various exceptionalities in all spheres of school life including academic and social/emotional growth and well-being.

Speech and Language Pathologists piloted a service delivery model accented on prevention, including professional development sessions for teachers paired with in-class modeling, followed-up with coaching, and support to teachers. To prioritize early intervention, the focus was primarily on kindergarten and cycle one.

Guidance counsellors continued to work in collaboration with the ministry to develop the Academic and Career Guidance Content (ACGC) for the elementary and high school levels. ACGC is designed to guide and equip students from grade 5 through Secondary 5 in their reflections on career planning as they prepare for their futures. We piloted the online platform *myBlueprint*, a tool for students to explore their interests, future education pathways, and career options. Teacher training and development of content will continue at the school board level throughout the 2020-2021 school year.

For the second consecutive school year, the Complementary Services professional team ran an evidence based social skills training program called PEERS® for Adolescents. This program equips teens with the skills they need to navigate their social world in the aim of helping them make and keep lasting friendships. The program is intended for students in high school presenting with Developmental or Autism Spectrum Disorders, as well as certain anxiety difficulties. Parental participation is mandatory and highly effective in helping their teens keep the skills they learn.



To support students, families, and teachers throughout the pandemic, the team created a website to offer resources supporting the whole child. Professionals introduced telehealth sessions and support to parents during the pandemic to stay connected and to ensure that our most vulnerable and at-risk students continued to receive services. In May 2020, in preparation to reopen schools, Dr. Deborah MacNamara, Clinical Counsellor and Developmentalist, presented a virtual session entitled: *Leading our Kids Back to School*. The session was very well attended by staff and parents.

The Center of Excellence for Behavior Management in collaboration with Riverside schools continued with the promotion and implementation of Nurturing Support Centers. Attachment-based and trauma informed practices were at the heart of promoted intervention strategies. Our professional team developed many on-line resources to increase accessibility of intervention strategies to all schools.

ACCESS: ADULT GENERAL EDUCATION (AGE) & VOCATIONAL TRAINING (VT)

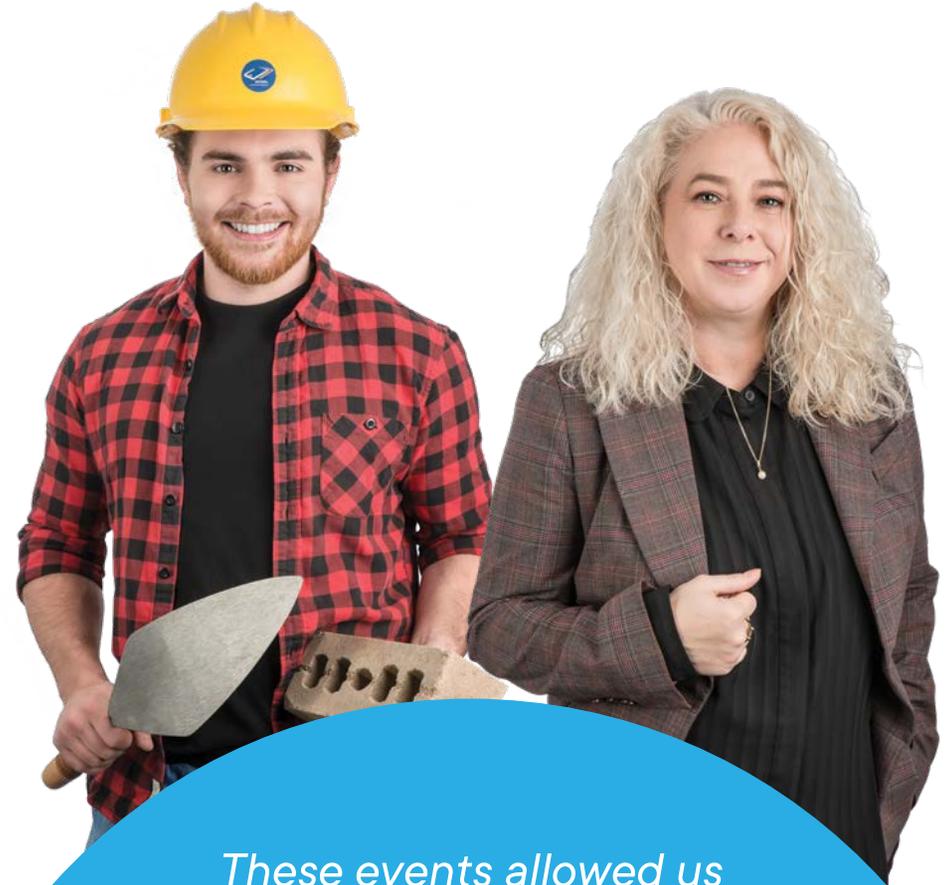
In order to be more responsive to the needs of our students and avoid disrupting their education goals, we have improved upon our delivery methods of communication and interaction with them. We are now taking full advantage of the digital technologies available to us.

When we were faced with the complete closure of our centres in March of 2020 due to the COVID-19 pandemic, students in Adult General Education and Vocational Training were able to continue their studies from a distance. Our teachers worked with our Pedagogical Consultants to make courses available to students using a variety of online platforms including Microsoft Teams and Moodle. Therefore, students were able to complete their exams upon the reopening of the centres in June of 2020.

As in the past years, ACCESS Vocational Training programs were promoted by attending various high school open houses, such as Heritage Regional High School, Centennial Regional High School and the Kahnawake Survival School. ACCESS also attended multiple career events in cities such as Brossard, Longueuil, Chateauguay, Montréal and Ottawa. These events allowed us to promote our French and English language training, Adult General Education programs, Vocational Training, Recognition of Acquired Competencies (RAC) and Business Services (SAE, *Services aux entreprises*).

RESPONSIVENESS TO ACCESS STUDENTS, THE COMMUNITY AND BUSINESSES

We offered services to help our students succeed in all our centres. There were resource teachers in Adult Education and Vocational Training. We also had Social Work Technicians to guide students with their social and emotional needs, as well as support from our Academic and Vocational Information and Guidance Counselors.



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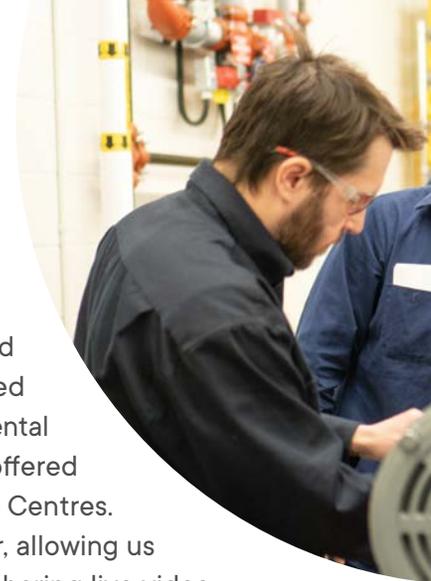
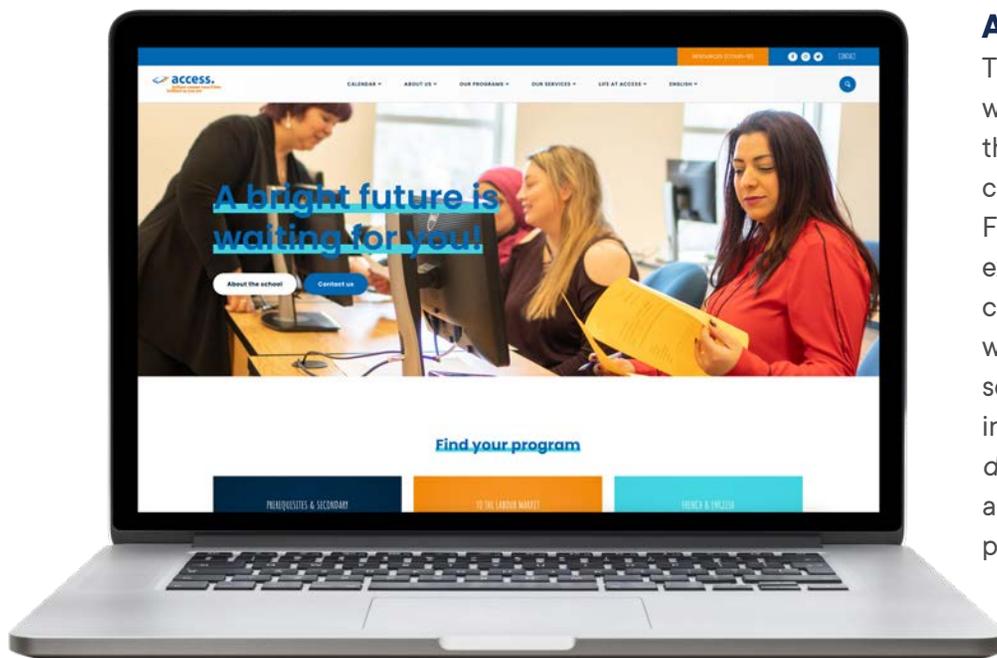
ACCESS: ADULT GENERAL EDUCATION (AGE) & VOCATIONAL TRAINING (VT) *cont.*

At our Cleghorn campus, we worked in partnership with the YMCA to provide a safe place for our youths 16-24 to socialize after school hours. Our *Services d'accueil, de référence, de conseil et d'accompagnement* (SARCA) agent worked in partnership with the *Carrefours jeune-emploi* (CJEs) and our Community Learning Centres (CLCs), as well as other community agencies, to offer workshops, education, and career counselling to our students and their families. As part of the SARCA service, we continued to support our Riverside students by ensuring the continuation of their education. Those students who were unable to complete their diploma in our high school sector were contacted individually and offered one on one support along with a referral service to allow them to make informed decisions regarding their academic goals.

We are excited to share that a new and improved ACCESS website (iambrilliant.ca) was launched allowing simple navigation and providing fundamental information regarding programs and services offered in our Adult Education and Vocational Training Centres. Our social media presence was a focus this year, allowing us to transmit important community information, sharing live video questions and answers, sharing photos and surveys. This was especially important during the pandemic. As it was equally important for our students to reach us as well, we made it possible for our students to request Support Services by creating an online form that students could complete at their convenience.

ADULT GENERAL EDUCATION (AGE)

The mission of Riverside's Business Services is to offer customized training, whether it is for our community partners, companies on our territory, or for the different schools and centres within the school board. In 2019-2020 we continued to offer language training (English Second Language (ESL) and French Second Language (FSL)) courses to new clients (Pro-Fecta) and existing clients (Femmesor & Agri-Carières) as well as our Forklift Operator courses through our existing relationship with *Québec en Réseau*. We were also able to add new courses to our training repertoire to support school bus drivers by giving them training on First Aid and how to manage intimidation, via a collaboration with the *Centre de services scolaire des Patriotes*. Even though COVID-19 interrupted some of our training ambitions, we were forced to rethink our services offered. Therefore, we are planning to offer more on-line training options to our clients in 2020-2021.





There were students registered in all ten of the services offered in Adult Education.

There were 2,819 students registered in AGE courses during the 2019-2020 school year in our three Adult Education centres, as well as students registered in Distance Education/Virtual Classroom. There were students registered in all ten of the services offered in Adult Education. ACCESS Brossard and ACCESS Royal Oak offered classes to develop literacy skills at a pre-secondary level. ACCESS Cleghorn focused on classes dedicated in the preparation of post-secondary studies or the acquirement of prerequisites for Vocational Training. We also offered successful Social Integration classes at ACCESS Royal Oak.

VOCATIONAL TRAINING (VT)

During 2019-2020, there were 1,344 students enrolled in Vocational programs at one of ACCESS' four Vocational Centres in partnership with *Transport Robert* (offering the DVS Trucking), with the CSSDRDN (*Centre de services scolaire de la Rivière-du-Nord*). Our orientation courses continue to be a success as an additional support to our students in Vocational Training at ACCESS whereby students are equipped with the necessary tools to best prepare them as they enter a new program in our centres.

The *Alternance-travail-études* model (ATE) in Vocational Training allows students to work in an internship within the industry at the very beginning of their studies. In 2019-2020, we had an increase in the number of students partaking in the ATE. We had students from our Accounting, Automobile Mechanics, Professional Sales, Sales Representations following this model. Compared to 2018-2019 when we had 113 students in ATE, in 2019-2020, we had 263 students enrolled in the ATE model. Several students in our Vocational program followed a Concurrent Studies model, allowing them to acquire their high school prerequisites while completing their Vocational Training program.

The RAC process is a service that continues to grow with the focus on the Health sector and the Power Engineering industry. Over 50 individuals inquired how the service works, resulting in seven candidates going through the process of completing their RAC in the following Vocational programs: Accounting, Automobile Mechanics, Home Care Assistance, Bricklaying, Secretarial and Stationary Engine Mechanics.

ACCESS East / Riverside School Board welcomed three cohorts in June of AEP Support for Assistive Care in Long-Term Care Centres. We were able to graduate 36 students who are now working in the CISSSME (21), CISSSMC (12) and CISSSMO (3). Thanks to the dedication of our experienced staff, we were able to facilitate the integration of new staff in our health system. In October, we started a new cohort to provide additional staff to the CISSME and CISSS-Montréal. Both our staff and students thoroughly enjoyed the experience and appreciated being part of this initiative.

Community Learning Centres (CLCs)

Since their implementation in Riverside School Board's community, employees and students benefited once again this year from the outreach projects offered by our five Community Learning Centres in 13 of our schools this year. This year, with the collaborative effort of the Community Development Agents, who ensure the functionality of the CLCs, we were able to secure a \$25,000 grant from the *Ministère de la Famille (Programme de soutien financier aux initiatives soutenant l'éveil à la lecture, à l'écriture et aux mathématiques)*. The CLCs will be partnering with *Premiers Pas Champlain* to offer their Read and Play with Sajou and Salie program in the schools' 4-Year-Old Kindergarten classes. We are confident that this project will allow the little ones to discover the joys of reading, the power of words through writing, and awaken their minds to the infinite possibilities of numeracy.

The Seaway CLC was involved with *La Tablée des Chefs*. They had their own Kitchen Brigade housed at Saint-Lambert International High School, where students learned how to cook with our personal chef on a weekly basis. It was a fantastic experience for all! At the beginning of the COVID-19 confinement, this project allowed the CLC to assist some families in the community by helping them to meet their alimentary needs.

Among the various projects spearheaded by the Richelieu Valley CLC, the community in the Valley was able to secure a new home for the community library that was located at Mountainview School. The school that has been consistently growing needed the space occupied by the library. After reviewing the various proposals presented by community partners, the books were donated to Montérégie East Partnership for the English-Speaking Community (MEPEQ) who proposed a project that will ensure Riverside's community will continue to have access to books in English.

St. Lawrence School and John Adam Memorial School once again ran a very successful Socktober "sock drive". The goal of Socktober, which is run through the entire month of October, is to collect new pairs of socks for adults, which will be donated to *Dans la rue*, a charity in the Greater Montréal area. *Dans la rue* works with homeless and at-risk youth. Combined with donations from the New Frontiers School Board, Candiac Wednesday Group, Riverside School Board's Complimentary Services, MNA Mr. Christian Dubé, LEARN Québec and others, our schools were able to raise a grand total of 2,352 pairs of new adult sized socks.

St. Jude School started its very own parent and child soccer skills program in 2019-2020. This initiative not only has many health benefits, but it also increases quality time for the families involved. This fantastic activity could not have happened without the first-hand involvement of members of our teaching staff.



The St. Johns CLC located in St-Jean-sur-Richelieu is home to many families who live in the surrounding area. The CLC focuses on many initiatives around literacy, one of the goals outlined in the school's Educational Project. The Ride into Reading Literacy festival, with a WILD WILD WEST theme was launched on January 20, 2020, and was to take place over a span of three months ending April 17, 2020. The festival aimed at encouraging students to read for enjoyment. Planned activities such as a scavenger hunt, visit to the local library, Book Café, Book Tasting, Spirit Day, and a family night at St. Johns School, were just some of the activities that were scheduled. Students and teachers were excited about the festival. To add, there were many donations and sponsors from businesses and community partners, not to mention a \$600 grant from the MNA of St-Jean, Mr. Louis Lemieux. Unfortunately, the confinement during the pandemic clipped the wings of the initiative, but the seed was planted and will grow in the years to come without a doubt.

The William Latter CLC located in Chambly has an amazing community network that fosters growth with citizens and partners in the surrounding area. Last year, the CLC received a \$2,000 Health and Wellbeing grant made available through the Community Health and Social Services Network (CHSSN) in partnership with LEARN. The grant was to focus on Social Emotional Learning (SEL) competencies. Planned events such as parent/child yoga, parent yoga, techniques to incorporate mindfulness in the class, and a short capsule to support students in kindergarten to grade 4, were amongst some of the activities to be offered. However, due to the COVID-19 pandemic, the grant had to be deferred to the 2020-2021 school year.



\$25,000
GRANT FROM THE
MINISTÈRE DE LA FAMILLE

2,352
PAIRS OF SOCKS

\$600
GRANT FROM THE
MNA OF ST-JEAN

\$2,000
HEALTH AND WELLBEING
GRANT MADE AVAILABLE
THROUGH THE CHSSN

Riverside's International Student Education (RISE)

During 2019-2020, Riverside School Board welcomed 10 students in the Adult Education sector for languages and 26 students in Vocational Training programs, specifically Stationary Engine Mechanics, Health Assistance and Nursing, Bricklaying, Pharmacy Technical Assistance, Automobile Mechanics and Accounting. At the elementary and secondary levels, 105 students were welcomed. In January, we hosted 18 students from Spain who spent three weeks at Heritage Regional High School. We were getting ready to welcome 11 students also at Heritage on March 15th, but we had to cancel that project due to the confinement brought forward by COVID-19.

Ninety percent of our students and their parents felt that it was safer for them to remain in Canada during the months following the confinement and until the end of the school year. Our students were extremely well taken care of by our host families, who stepped up to ensure our students and their families felt supported during this unprecedented event. Our adult students and youth were in constant communication with their teachers and school teams as well as with the RISE team.

Our international students came from Rwanda, China, Korea, Vietnam, Mexico, Germany, Spain, Bangladesh, Iran, Brazil, India and Italy. Families from the school board offered them accommodations to promote their cultural experience. We continued our work with schools to develop resources and measures to better support both students and teachers. Riverside School Board is a member of the *Éducation internationale* cooperative and the Canadian Association of Public Schools - International (CAPS-I).

10

STUDENTS IN THE
ADULT EDUCATION
SECTOR

26

STUDENTS IN
VOCATIONAL
TRAINING

105

STUDENTS IN
ELEMENTARY AND
SECONDARY



In 2019-2020, the Human Resources department was informed that Mozaik was no longer being offered to school boards and we reverted back to an in-house software as of November 2019. The constant change of software programs within the pay department has been a challenge and has demonstrated the incredible resilience and strength of our team.

We continued working on the proactive management of both the *Commission des normes, de l'équité, de la santé et de la sécurité du travail* (CNESST) and salary insurance files. A complete review and update of the recruitment process was done in order to better respond to the COVID-19 reality. Productive and solution-oriented employer-union relationships were maintained to respond to the many changing directives during the pandemic. The Human Resources personnel worked tirelessly to support schools and employees with their needs and processed a large number of employee exemption requests based on guidelines provided by the *Ministère de l'Éducation* (MEQ) and *santé publique*.

The Mental Health Initiative being implemented in all the English school boards of Québec continued to be analyzed and a comprehensive plan to address the top three areas of concern was created by the committee. Unfortunately, with the arrival of COVID-19, these plans were placed on hold. The attention to the mental health of our employees, however, remained a critical component and the Human Resources Connection communication was initiated from March to June to provide support to our employees during these difficult times. Our Employee and Family Assistance Program (EFAP) services from Morneau-Shepell were also advertised in each of these communications.

*We thank everyone
in the Human Resources
department for their
commitment to the employees
of Riverside School Board
throughout a very difficult year.*



Technology

Throughout the 2019-2020 academic year, the Technology department increased their efforts by enhancing the teaching and learning experience, by installing 25 new Smart TVs in classrooms. This is only the beginning; more than 200 Smart TVs will be installed in classrooms in the upcoming years.

The Technology department continued to provide daily services to all schools, including the school board administrative centre. We ensured that equipment was configured and ready for use by students, teachers and administrative staff. Due to the pandemic, the Technology department had to double their efforts to offer technical support to students, parents and teachers when distance learning was introduced.

The Technology department also worked with Complementary Services, configuring more than 40 laptops for students with learning difficulties and providing technical support for equipment repairs. In close collaboration with Educational Services, the Technology team also participated in meetings with school teams for the planning and development of the Digital Plan, and installed Power BI, a powerful tool to extract data, namely necessary to report on the status of our students' success.

The Policy on the Security of Information was adopted, and an Awareness Campaign was introduced in some schools and centres. This campaign focused on educating staff and students on the importance of information security pertaining to human, physical, technological and financial resources. The Awareness Campaign on the Security of Information will continue to be a focus in the upcoming years.

The planning and management of information resources (PDRI - *Plan directeur des ressources informationnelles*) for 2020-2025 was also launched last year. As stipulated by the *ministère de l'Éducation*, all public bodies must establish a description of the use of sums, programming of investments and expenditure in information resources.



Material *resources*

27
BUILDINGS

\$10 million
IN MAJOR PROJECTS

Riverside School Board (RSB) owns 27 buildings, totaling 140,376 m², with an average age of 62 years. During 2019-2020, RSB invested more than \$10 million in major projects to maintain real estate assets and carry out ten major renovation projects in as many schools as possible.

These projects include restoration of roofs, masonry walls and fenestration while maintaining a good vantage point to improve the quality of services to users such as the renovation of washrooms and interior finishes. Riverside has also continued to invest in air quality and energy conservation-oriented projects through the recommissioning of the HVAC systems and the replacement of ventilation and lighting equipment.

Our investments and projects are directly related to objective 5 of RSB's Commitment-to-Success Plan, to ensure that all school buildings are in satisfactory condition.

Each year, we file a progress report with the *ministère de l'Éducation* (MEQ) on the implementation work done on our indoor air quality management plan which includes aspects of housekeeping, preventive maintenance of ventilation equipment, Indoor Air Quality (IAQ) management as well as our register for materials that may contain asbestos and radon.

In October 2019, the MEQ asked the school boards to proceed with the evaluation of their fresh water supply in regards to lead content. All elementary schools were to be tested by the end of June 2020, and the other buildings by November 2020. The following actions were taken:

- A census of the water points in all the schools has been carried out and signs put up on each plumbing fixture to inform users of the procedure to follow before drinking water or the interdiction of use for drinking purposes;
- School and centre administrators have been made aware of the problem as well as the sampling process that will be carried out in the coming months;
- In January 2020, the various sampling equipment was received from the MEQ and the training was given in February 2020;
- Sampling was to begin in March and continued through June, but due to COVID-19, all sampling was postponed to a later date.

% Progress on Housekeeping	% Progress on Ventilation	% Progress on Implementation of Electromechanical Maintenance Plan	% Global Progress on Implementation of the IAQ Management Plan	% Progress on Registers of Materials Likely to Contain Asbestos	% Progress on Radon Concentration Readings	% Progress on Installation of Carbon Monoxide Detectors
100.00%	100.00%	91.25%	100.00%	100.00%	100.00%	100.00%

Other important topics

Last year, we saw an increase in our student population. Contrary to what is relayed in the media about the Anglophone student population decreasing, RSB had, last year, over 250 more students than the previous year: approximately 55 more 4-Year-Old Kindergarten students, but most of the increase is at the Elementary and Secondary levels. This represents a 2.8% increase in the last year, and about a 7.7% increase (650 students) over the last 5 years.

On the latest graduation and qualification rates received by the MEQ, Riverside School Board ranked seventh (7th) amongst the 72 English school boards and French Service Centres in the province of Québec with a graduation rate of 86.2%. This is according to the graduation rate issued by the MEQ in 2020 for the 2012-2019 cohort (the 7-year graduation rate). Although we are still the best graduating school board on the Montérégie, we lost a bit of ground on that cohort. However, as you will see in objective 3 of our Commitment-to-Success Plan report, things are looking quite promising for our 5th and 6th year cohorts.

One of the most high profile topics of 2019-2020 was certainly the adoption by the Québec National Assembly, in February 2020, of Bill 40, “an Act to amend mainly the Education Act with regard to school organization and governance”.

That new law brought about several significant changes to the education system of Québec, namely:

- School Boards were to become Service Centres and the Council of Commissioners will be replaced by a Board of Directors;
- 3 distinct groups would compose the new Board of Directors: parents, employees and community representatives;
- School board elections by universal suffrage will no longer take place in the French sector; however, these elections are maintained in the English sector.



Bill 40 was challenged in court by the Québec English School Boards Association (QESBA) and other partners. In August, a stay was imposed by the court suspending the application of Bill 40 in the English network. This important court challenge is to continue in 2021.

In 2019-2020, we continued to widen our offer of 4-Year-Old Kindergarten classes, running at St. Jude, St. Mary's, Harold Sheppard and Cedar Street schools. By the end of the year, for the 2020-2021 school year, we added Terry Fox, Good Shepherd, St. Lawrence and REACH. We are hopeful to be able to offer the service in all of our schools by the 2023-2024 school year.

Finally, the most important topic that really affected Riverside and the world in 2019-2020 was certainly the COVID-19 pandemic. Indeed, COVID-19 has forced our system to adapt and this, in a spectacular way.

Quickly, at the beginning of the pandemic, our employees implemented all directives coming their way to make sure our schools and centres were safe and clean. When the shutdown was finally called, our school and centre teams got to work in order to reach the most vulnerable students and to prepare for an eventual extension of confinement. When this extension was indeed confirmed, the school and centre teams were ready and immediately put into place support for students. We cannot underline enough, the devotion, the adaptability and the creativity required so



that this *tour de force* could be made possible. Between personal circumstances tied to the pandemic and different degrees of aptitudes when it comes to new technologies, not everyone was at the same level to instantly take this necessary turn. We wish, however, to recognize everyone's commitment towards this rapid transition.

Various teams from central services worked behind the scenes, which supported this unprecedented turn towards teaching but also in telework, especially in a context, where, with very tight deadlines, the directives to keep everybody safe were in constant evolution in light of the pandemic.

While we salute the efforts accomplished during the school board shut down, let us not forget to recognize the work done by our school in Sorel, namely Harold Sheppard School, which is not located in a hot zone, which led the way to a return to school, in person. Their efforts were appreciated not only by the school's community itself but also by the Riverside community at large. St. Johns School, who was not in a red zone either, but had to manage a major fire in their backyard during the pandemic. The adaptability and resilience of our colleagues were admirable.

The Council of Commissioners exercised its role as an overseer, and this with thoroughness, in order to ensure the health and safety of the students and staff and to respect everyone's rights. Let's not forget, the priceless

Dan Lamoureux
Chairman

Sylvain Racette
Director General

help of some of our main partners. The *ministre de l'Éducation*, which, while always keeping the students' and staff's best interest in mind, had to coordinate with their colleagues at *santé publique* and in other ministries. The Parents' Committee mobilized itself in order to ask the right questions from all decisional levels during this period filled with challenges. Our Union partners were exceptional in a context requiring flexibility and adaptability. The Québec English School Board Association (QESBA) for its leadership at the provincial level. The parents who have shown flexibility, understanding and cooperation while they were helping their children live through these major changes in their lives. In closing, our students who have learned how to adapt, overnight, to this new reality. We are proud of all of them.



Council of *commissioners*

CHAIRMAN

DAN
LAMOUREUX



VICE CHAIRMAN DIVISION 5

LESLEY
LLEWELYN-
CUFFLING
Saint-Lambert



DIVISION 1

PAMELA
BOOTH -
MORRISON
Belœil, Sorel-Tracy,
Varennnes



DIVISION 2

DAWN
SMITH
Vieux-Longueuil



DIVISION 3

CHARLES
HORRELL
St-Bruno
Boucherville



DIVISION 4

ANNA
CAPOBIANCO
SKIPWORTH
Chambly, Carignan,
Otterburn Park



DIVISION 6

HENRIETTE
DUMONT
St-Hubert



DIVISION 7

ANDREW
MAZUR
Brossard One



DIVISION 8

MARGARET
GOUR
Brossard Two



DIVISION 9

GIOVANNI
GIUMMARRA
Roussillon



DIVISION 10

CHRISTOPHER
CRAIG
Greenfield Park



DIVISION 11

DEENA
BUTLER
St-Jean-sur-Richelieu
La Prairie



SECONDARY PARENT-COMMISSIONER

THERESA
AGUIAR



PARENT-COMMISSIONER AT-LARGE

PAUL
DIONNE



ELEMENTARY PARENT-COMMISSIONER

PATRICK
MICHAUD



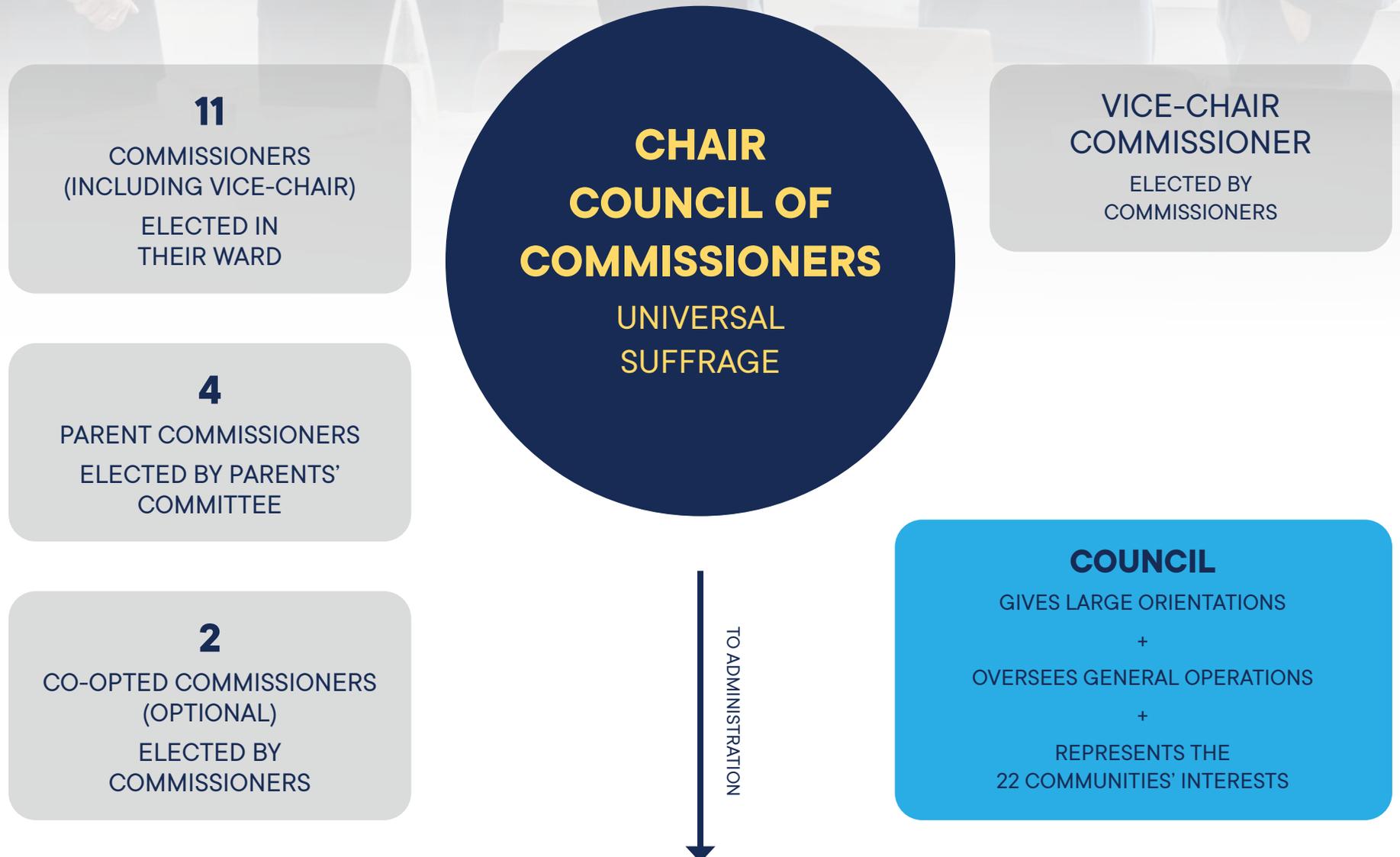
EHDAA PARENT-COMMISSIONER

CHERYL
COURTNEY





Council *organigram*



Administration *organigram*

FROM COUNCIL



SECRETARY
GENERAL

DIRECTOR HUMAN
RESOURCES

DIRECTOR
EDUCATIONAL
SERVICES

DIRECTOR
COMPLEMENTARY
SERVICES

SCHOOL
PRINCIPALS

DIRECTOR
MATERIAL
RESOURCES

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

DIRECTOR
FINANCE
+
TRANSPORTATION

Our schools



Riverside School Board is home to close to 9,000 students in 19 elementary schools, 4 high schools and 5 adult education and vocational training centres, servicing 80 municipalities. Its territory spans more than 7,500 square kilometres and extends from Sorel in the north, Sainte-Catherine in the west, south to the United States border and several kilometres east of the Richelieu River. It is internationally recognized as the birthplace of French Immersion, which began over 50 years ago, in 1965. We are proud that Riverside School Board places consistently among the top highest graduation rates of the 72 schools boards in Québec.

4 year-old *kindergarten class*

An opportunity for your child

- To learn through play;
- To enjoy new experiences;
- To feel happy at school.

ADMISSION REQUIREMENTS FOR 2019-2020:

- My child is 4 years old by September 30, 2019;
- My child is eligible to receive instruction in English.



CEDAR STREET

4 AND 5-YEAR-OLD KINDERGARTEN,
GRADES 1 TO 6

T 450 550-2513
250 Cedar, Belœil (QC) J3G 3M1



HAROLD SHEPPARD

4 AND 5-YEAR-OLD KINDERGARTEN,
GRADES 1 TO 6

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



ST. JUDE

4 AND 5-YEAR-OLD KINDERGARTEN,
GRADES 1 TO 6

T 450 672-2090
781 Miller, Greenfield Park (QC) J4V 1W3



ST. MARY'S

4 AND 5-YEAR-OLD KINDERGARTEN,
GRADES 1 TO 6

T 450 674-0851
1863 Brébeuf, Longueuil (QC) J4J 3P3



Elementary *schools*



BOUCHERVILLE ELEMENTARY

5-YEAR-OLD KINDERGARTEN, GRADES 1 TO 6

T 450 550-2512
800 Père Lejeune, Boucherville (QC) J4B 3K1



GOOD SHEPHERD

5-YEAR-OLD KINDERGARTEN, GRADES 1 TO 6

T 450 676-8166
5770 Aline, Brossard (QC) J4Z 1R3



CEDAR STREET

4 AND 5-YEAR-OLD KINDERGARTEN,
GRADES 1 TO 6

T 450 550-2513
250 Cedar, Belœil (QC) J3G 3M1



GREENFIELD PARK INTERNATIONAL

IB WORLD SCHOOL, GRADES 1 TO 6

T 450 672-0042
776 Campbell, Greenfield Park (QC) J4V 1Y7



COURTLAND PARK INTERNATIONAL

IB WORLD SCHOOL
5-YEAR-OLD KINDERGARTEN, GRADES 1 TO 6

T 450 550-2514
1075 Wolfe, St-Bruno (QC) J3V 3K6



HAROLD NAPPER

5-YEAR-OLD KINDERGARTEN, GRADES 1 TO 6

T 450 676-2651
6375 Baffin, Brossard (QC) J4Z 2H9



HAROLD SHEPPARD

4 AND 5-YEAR-OLD KINDERGARTEN,
GRADES 1 TO 6

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



ROYAL CHARLES

5-YEAR-OLD KINDERGARTEN, GRADES 1 TO 6

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



JOHN ADAM

5-YEAR-OLD KINDERGARTEN, GRADES 1 TO 6

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



ST. JOHNS

5-YEAR-OLD KINDERGARTEN, GRADES 1 TO 6

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



MOUNT BRUNO

5-YEAR-OLD KINDERGARTEN, GRADES 1 TO 6

T 450 550-2511
20 des Peupliers, St-Bruno (QC) J3V 2L8



ST. JUDE

4 AND 5-YEAR-OLD KINDERGARTEN,
GRADES 1 TO 6

T 450 672-2090
781 Miller, Greenfield Park (QC) J4V 1W3



MOUNTAINVIEW

5-YEAR-OLD KINDERGARTEN, GRADES 1 TO 6

T 450 550-2517
444 Mountainview, Otterburn Park (QC) J3H 2K2



ST. LAMBERT ELEMENTARY

5-YEAR-OLD KINDERGARTEN, GRADES 1 TO 6

T 450 671-7301
81 Green, St. Lambert (QC) J4P 1S4



ST. LAWRENCE

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



ST. MARY'S

4-YEAR-OLD KINDERGARTEN,
KINDERGARTEN, GRADE 1 TO 6
T 450 674-0851
1863 Brébeuf, Longueuil (QC) J4J 3P3



TERRY FOX

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



WILLIAM LATTER

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

**Special
education**



REACH QUEEN

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



REACH GREEN

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



REACH SATELLITE CLASS

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



HERITAGE REGIONAL HIGH SCHOOL

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

- International Baccalaureate (IB) Middle Years Programme (MYP)
- Sports Excellence program
- Work Oriented Training Path (prework/CFER, and semiskilled trade program)
- French Mother Tongue Program
- Fine Arts Focus program
- iCan (computer technology program) instruction
- CFER Program



CENTENNIAL REGIONAL HIGH SCHOOL

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

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



ST. JOHNS HIGH SCHOOL

380 St-Michel, Saint-Jean-sur-Richelieu (QC) J3B 1T4
T 1877 550-2501

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



SAINT-LAMBERT INTERNATIONAL HIGH SCHOOL

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

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

ACCESS: ADULT GENERAL EDUCATION (AGE) & VOCATIONAL TRAINING (VT)



Centre d'éducation aux adultes
et de la formation professionnelle
Adult Education and
Career Training Centre

UN AVENIR BRILLANT VOUS ATTEND CHEZ ACCESS
A BRIGHT FUTURE IS WAITING FOR YOU AT ACCESS



DÉCOUVREZ NOS DIPLÔMES D'ÉTUDES
PROFESSIONNELLES À L'INTÉRIEUR!

DISCOVER OUR DIPLOMAS OF
VOCATIONAL STUDIES INSIDE!

SERVICES AUX ÉTUDIANTS STUDENT SERVICES

- Reconnaissance des acquis et des compétences (RAC)
Recognition of Acquired Competencies (RAC)
- Attestation des préalables CCQ
CCQ Attestation Prerequisites
- Prêts et bourses / *Loans and bursaries*
- Test de développement général (TDG)
General Development Test (GDT)
- Test d'équivalence de niveau secondaire (TENS)
Secondary School Equivalency Test (SSET)
- Conseil en orientation
Guidance and Counseling
- Services SARCA / *SARCA services*
- Techniciens en travail social
Social work technicians
- Enseignants ressource / *Resource Teachers*
- Conseillers académiques / *Academic advisors*
- Conseil étudiant / *Student council*
- Zone 16 à 24 YMCA / *Zone 16 to 24 YMCA*

NOUS OFFRONS AUSSI DE LA
FORMATION AUX ENTREPRISES
WE ALSO OFFER BUSINESS TRAINING SERVICES

SOUTENIR

le développement de votre entreprise,
en formant votre personnel.
Train your staff and reap the rewards!

ENCOURAGER

l'épanouissement professionnel;
favoriser la satisfaction au travail!
*Promote job satisfaction by investing in
professional growth.*

LE SERVICE AUX ENTREPRISES

vous propose des formations sur mesure.
*Our Business Services offers training tailored to
your needs.*

ÉDUCATION AUX ADULTES ADULT EDUCATION

- Diplôme d'études secondaires
High school studies
- Préalables d'une formation collégiale
College prerequisites
- Préalables d'une formation professionnelle
Prerequisites for vocational programs



450 676-1843 #5044
iambrilliant.ca



access. Cleghom
163, rue Cleghom
Saint-Lambert QC J4R 2J4
450 676-1843 #5044

access. Brossard
7900, boul. Taschereau, Édifice C
Brossard QC J4X 1C2
450 443-6576

access. Guimond
638, rue Guimond, bureau 610
Longueuil QC J4G 1P8
450 672-9011

access. Royal-Oak
3555, rue Rocheleau
Saint-Hubert QC J3Y 4T6
450 676-3636

access. Darwin
2121, rue Darwin
Sainte-Julie QC J3E 0C9
450 645-2370 #7163

ACCESS

T 450 676-1843 www.access.rsb.qc.ca

Career training programs, continuing education for students 16 years and older, full and part-time. Saint-Lambert, Saint-Hubert, Sainte-Julie, Brossard and Longueuil campuses.

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

COMMERCE ET ADMINISTRATION ADMINISTRATION AND COMMERCE

EXECUTIVE ASSISTANT (DOUBLE DVS COMPUTERIZED ACCOUNTING + ADMINISTRATIVE SUPPORT)

Prérequis/Prerequisites: Sec. 4
Durée/Length: 19 mois/months

ADMINISTRATIVE SUPPORT

Prérequis/Prerequisites: Sec. 4
Durée/Length: 13 mois/months

COMPUTERIZED ACCOUNTING

Prérequis/Prerequisites: Sec. 4
Durée/Length: 12 mois/months

PROFESSIONAL SALES

Prérequis/Prerequisites: Sec. 4
Durée/Length: 8 mois/months
Online option available

SALES REPRESENTATION

Prérequis/Prerequisites: Vocational Diploma in Professional Sales or relevant experience
Durée/Length: 3 mois/months
Online option available

STARTING A BUSINESS

Prérequis/Prerequisites: Projet d'entreprise/Business idea
Durée/Length: 4 mois/months
Online option available

CONSTRUCTION CONSTRUCTION

MASONRY-BRICKLAYING

Prérequis/Prerequisites: Sec. 3
Durée/Length: 8 mois/months

ENTRETIEN D'ÉQUIPEMENT MOTORISÉ MOTORIZED EQUIPMENT MAINTENANCE

AUTOMOBILE MECHANICS

Prérequis/Prerequisites: Sec. 4
Durée/Length: 18 mois/months

BÂTIMENTS ET TRAVAUX PUBLICS BUILDINGS AND PUBLIC WORKS

POWER ENGINEERING STATIONARY ENGINE MECHANICS

Prérequis/Prerequisites: Sec. 4
Durée/Length: 18 mois/months

SANTÉ / HEALTH

INSTITUTIONAL AND HOMECARE ASSISTANCE

Prérequis/Prerequisites: Sec. 3
Durée/Length: 8 mois/months

HEALTH, ASSISTANCE AND NURSING

Prérequis/Prerequisites: Sec. 4 & 5
Durée/Length: 18 mois/months

PHARMACY TECHNICAL ASSISTANCE

Prérequis/Prerequisites: Sec. 4
Durée/Length: 13 mois/months

ATTESTATION D'ÉTUDES PROFESSIONNELLES SKILLS TRAINING CERTIFICATE

SCHOOL DAYCARE EDUCATOR

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

CARE ASSISTANCE IN A PRIVATE SENIORS' RESIDENCE

Prérequis/Prerequisites: Sec. 3
Durée/Length: 4 mois/months

ELECTRIC VEHICLE MECHANICS

Prérequis/Prerequisites: Vocational Diploma in Automobile Mechanics or relevant experience
Durée/Length: 10 mois/months



ACCESS: ADULT GENERAL EDUCATION (AGE) & VOCATIONAL TRAINING (VT)

SERVICES AUX ÉTUDIANTS / STUDENT SERVICES

- Reconnaissance des acquis et des compétences (RAC)
Recognition of Acquired Competencies (RAC)



- Attestation des préalables CCQ
CCQ Attestation Prerequisites
- Prêts et bourses / Loans and bursaries
- Test de développement général (TDG)
General Development Test (GDT)
- Test d'équivalence de niveau secondaire (TENS)
Secondary School Equivalency Test (SSET)
- Conseil en orientation / Guidance and Counseling
- Services SARCA / SARCA services
- Techniciens en travail social / Social work technicians
- Enseignants ressource / Resource Teachers
- Conseillers académiques / Academic advisors
- Conseil étudiant / Student council
- Zone 16 à 24 YMCA / Zone 16 to 24 YMCA



"The teachers at ACCESS understand you and won't judge you. They want you to succeed and will do everything they can to help."
Lisa Iwanaka, Continuing Education student

"Deciding to return to school after so many years was one of the best decisions I've ever made. I had no idea that the course would have such a positive impact on me and change my life completely."
Caroline Bochet Gagné (Institutional and Home Care Assistance)

Prêts et bourses disponibles
LOANS and BURSARIES available

NOUS OFFRONS AUSSI DE LA FORMATION AUX ENTREPRISES WE ALSO OFFER BUSINESS TRAINING SERVICES

SOUTENIR
le développement de votre entreprise,
en formant votre personnel.
Train your staff and reap the rewards!

ENCOURAGER
l'épanouissement professionnel;
favoriser la satisfaction au travail!
Promote job satisfaction by investing in
professional growth.

LE SERVICE AUX ENTREPRISES
vous propose des formations sur mesure.
Our Business Services offers training tailored
to your needs.



access.
brillant comme vous l'êtes
brilliant as you are

Centre d'éducation aux adultes
et de la formation professionnelle
Adult Education and
Career Training Centre

UN AVENIR BRILLANT VOUS ATTEND !
A BRIGHT FUTURE IS WAITING FOR YOU!

DEVIENS BRILLANT ET
APPRENDS TON MÉTIER



access, Clingham
165, rue Clingham
Saint-Lambert QC J4R 2J4
450 676-1843 #5044

access, Brocard
7900, boul. Taschereau, Édifice C
Brocard QC J4X 1C2
450 443-6576

access, Guimond
658, rue Guimond, bureau 610
Langueville QC J4G 1P8
450 672-9011

access, Royal-Oak
3555, rue Richélieau
Saint-Hubert QC J5Y 4T6
450 676-3636

access, Darwin
2121, rue Darwin
Sainte-Julie QC J5E 0C9
450 645-2370 #7163

DÉCOUVREZ NOS PROGRAMMES
DISCOVER OUR PROGRAMS

iambrilliant.ca 450 676-1843 #5044



LA FORMATION PROFESSIONNELLE / VOCATIONAL TRAINING

ACCESS vous offre une gamme complète de programmes de formation professionnelle. Quel que soit votre choix, le programme ou l'encadrement choisi vous permettra d'acquérir les compétences nécessaires assurant ainsi votre intégration au marché du travail avec succès.

ACCESS offers varied and competitive Vocational Training programs that enable our students to acquire the competencies that will facilitate immediate entry into the workforce.

SANTÉ / HEALTH

- Pharmacy Technical Assistance
- Health, Assistance and Nursing
- Institutional and Home Care Assistance (PAB)

ADMINISTRATIF / ADMINISTRATIVE, COMMERCE AND COMPUTER TECHNOLOGY

- Secretarial Studies
- Computerized Accounting
- Executive Assistant (Double DVS)
- Professional Sales – online option available
- Sales Representation – online option available
- Starting a Business – online option available

ENTRETIEN D'ÉQUIPEMENT MOTORISÉ / MOTORIZED EQUIPMENT MAINTENANCE

- Automobile Mechanics
- Electric Vehicle Mechanics (AVS)

ATTESTATION D'ÉTUDES PROFESSIONNELLES / SKILLS TRAINING CERTIFICATE

- School Daycare Educator
- Care Assistance in a Private Seniors' Residence

CONSTRUCTION / CONSTRUCTION

- Masonry-Bricklaying

BÂTIMENTS ET TRAVAUX PUBLICS / BUILDINGS AND PUBLIC WORKS

- Stationary Engine Mechanics (Power Engineering)

L'ÉDUCATION DES ADULTES / ADULT EDUCATION

Nos services à l'éducation des adultes vous permettent de moduler les horaires en fonction de vos besoins afin que vous puissiez atteindre vos objectifs académiques. Que vous cherchiez à obtenir votre diplôme de la cinquième secondaire ou compléter des prérequis pour un programme collégial ou de formation professionnelle, ACCESS vous aidera à atteindre vos objectifs.

Our services in adult education offer our students the opportunity to achieve academic success by tailoring schedules, services and course selections to meet their academic goals. Whether they're looking to earn a high school diploma or complete college/vocational program prerequisites, ACCESS helps students meet their objectives.

APPRENEZ L'ANGLAIS OU LE FRANÇAIS / LEARN FRENCH OR ENGLISH

Laisance à s'exprimer tant en français qu'en anglais est une compétence professionnelle désirable. Access offre des cours de langues, à temps plein ou à temps partiel, en français ou en anglais, et de tous les niveaux. Que vous cherchiez à apprendre une nouvelle langue ou à augmenter vos compétences, vous trouverez chez Access une offre diversifiée.

Communication is key for personal and professional success. Whether you are looking to learn a new language or gain a better understanding, our students are given the chance to study Basic or Pre-Secondary French and English language courses to help them achieve their academic or professional goals. Our Centre offers full-time and part-time French and English language courses catered around the individual students' abilities and needs.

"I enjoy my English class very much. I learn many language skills from my teacher and I also practice a lot in the classes. Now I have more confidence to communicate with people in English."

Hui Shi, Presecondary 1 English student

MISSION

Nous nous engageons à offrir à chaque étudiant un encadrement personnalisé ainsi que le soutien nécessaire à l'intégration socio-professionnelle et à la réussite.

We are committed to providing each student with opportunities and support on their journey to success and their engagement within the community.

VISION

Notre but est d'habiliter les apprenants adultes en leur offrant un enseignement de qualité dans un environnement bilingue.

We aim to empower adult learners through quality teaching practices in a bilingual environment.

VALEURS / VALUES

L'intégrité, le respect, le travail d'équipe et le souci de nos étudiants motivent notre engagement à l'excellence.

Care, integrity, respect, collaboration and continuous improvement drive our commitment to excellence.

"The teachers and staff helped me excel in my education and career in so many ways. From motivating the students, teaching us our new skills and helping us through any issues we may have...they've done it all."

Dominic Torabi, Automobile Mechanics student

Our year *in stories*

THE RESILIENCE OF OUR COMMUNITY

In 2020, more than ever, our school staff has demonstrated its immense resilience when confronted with many challenges. The health crisis, which shook the whole world, did not spare our organization. Our schools were forced to adapt quickly, frequently and creatively. Our administrators, teachers and employees who work in our schools, came together on many occasions to maintain the connection with students and their parents.

Personalized emails, virtual meetings, videos, handwritten letters left in the students' mailbox, surprise visits down the street, challenges launched, songs performed, virtual award ceremonies, in short the efforts and activities created and organized by our school staff were welcomed with open arms by students. Several teachers and students have also contributed more widely by helping the less fortunate families in our community. Our graduates even had the opportunity to celebrate their successes with their classmates in very original ways.

Our students have been and will remain at the heart of our priorities in the years to come, regardless of the obstacles encountered along the way. The bond which unites our schools and its students is a unique and very real one.



BOUCHERVILLE ELEMENTARY

Our year in stories

Elementary and Secondary schools



GOOD SHEPHERD

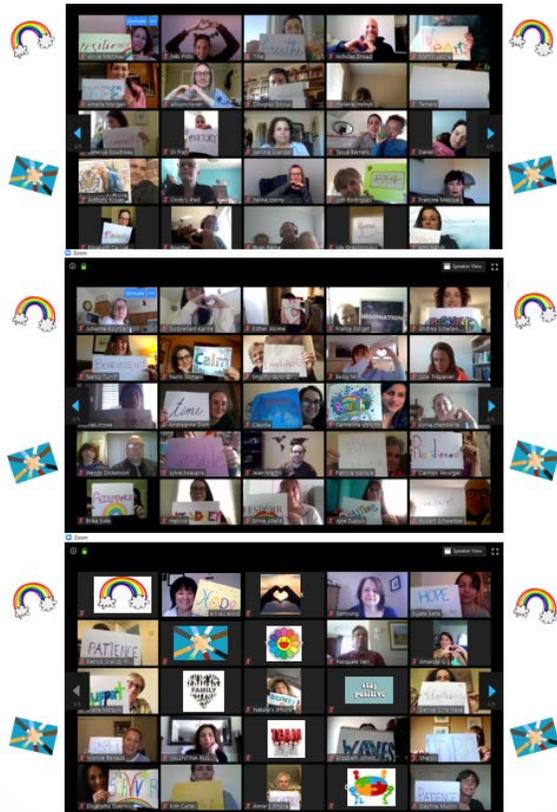


GREENFIELD PARK INTERNATIONAL



HAROLD NAPPER

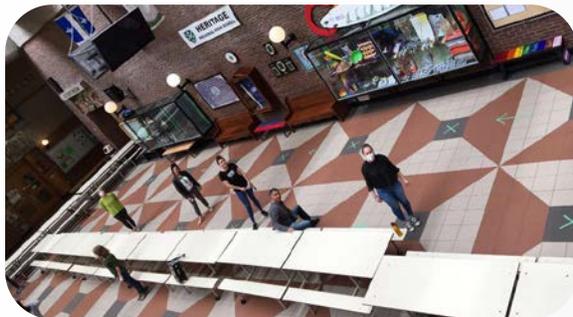
Elementary and Secondary schools



JOHN ADAM



MOUNT BRUNO



HERITAGE REGIONAL HIGH SCHOOL

Our year in stories

Elementary and Secondary schools



MOUNTAINVIEW



REACH



ROYAL CHARLES

Elementary and Secondary schools



ST. JOHNS



ST. JOHNS HIGH SCHOOL



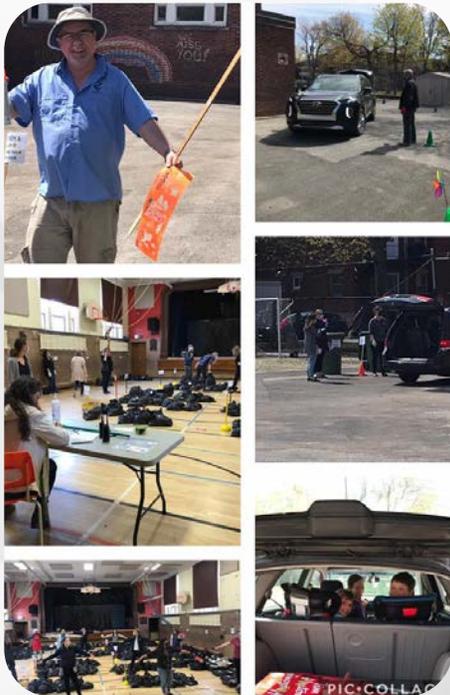
ST. JUDE

Our year in stories

Elementary and Secondary schools



ST. LAWRENCE



ST. LAMBERT ELEMENTARY



SAINT-LAMBERT INTERNATIONAL
HIGH SCHOOL

Elementary and Secondary schools



ST. MARY'S



TERRY FOX



WILLIAM LETTER

Our year in stories

Amazing Volunteers



COMMUNITY LEARNING CENTRES



COURTLAND PARK INTERNATIONAL



SAINT-LAMBERT INTERNATIONAL
HIGH SCHOOL

A few pictures from our schools' pedagogical camps

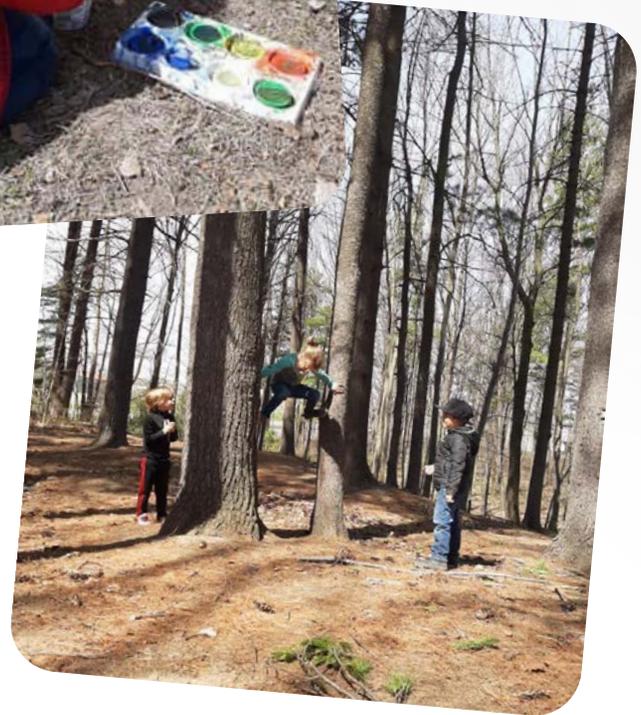


JOHN ADAM



REACH CAMP

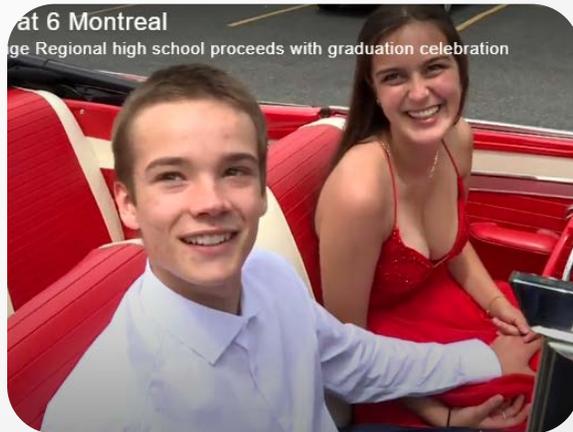
Reopening of Harold Sheppard School



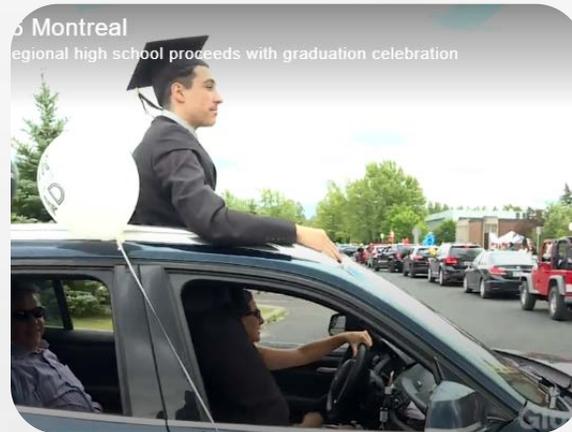
Our Graduates



CENTENNIAL REGIONAL HIGH SCHOOL



at 6 Montreal
ge Regional high school proceeds with graduation celebration



5 Montreal
regional high school proceeds with graduation celebration



HERITAGE REGIONAL HIGH SCHOOL

Our Graduates



SAINT-LAMBERT INTERNATIONAL HIGH SCHOOL



ST. JOHNS HIGH SCHOOL

Student Ombudsman's Report 2019-2020

I respectfully submit the Student Ombudsman Report for the 2019-2020 school year. The cases covered in this report are from August 2019 to July of 2020. The report includes cases handled by Peter Woodruff, Student Ombudsman Alternate (October 2019).

THE ROLE OF THE STUDENT OMBUDSMAN

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

Formal Role:

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

Informal Assistance:

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

UPDATE ON THE IMPLEMENTATION OF 2018-19 RECOMMENDATIONS

Special Needs Students

Several parents of children with special needs had expressed how they felt diminished and exhausted. Parents need easy access to information on resources available to them. Sensitivity is needed when communicating with parents of special needs children.

Measures Addressing These Issues:

- Schools can invite Complementary Service team members to attend meetings with parents when needed, with the aim of facilitating better understanding of student needs, and to assist with strategic planning for students.
- The Advisory Committee for Services to Students with Special Needs will continue to update available community resources for students with special needs and their parents.
- Complementary Services in collaboration with REACH School and Adult Education will organize a yearly spring fair to promote resources available to students with special needs and their families.
- Parent conferences will be offered throughout the year via the Riverside Community Learning Centres network.
- Interactions between families and schools may stray off the core issues due to sustained frustrations and fatigue. Complementary Services will research communication strategies for teachers and principals to help them navigate interactions back to what will help the student.

Communication with Parents

Timely communication with families is important, especially in situations involving accidents or health issues. A couple of parents reported issues with communication during 2019-2020.

Measures Implemented to Encourage Timely Communication with Families:

- Schools were reminded that they must communicate with parents in a timely manner when their child is involved in an accident or health-related issue. The reminder was added to the RSB Administrators SharePoint site.
- A new process, being finalized after a meeting with the Ministry, will remind principals of the general steps to follow when incidents of bullying are reported to them. These steps should include communication with parents.

Violence and Bullying

Human Resources began to explore the development of a protocol for situations involving staff members accused of aggression towards a student. They have looked at what other school boards have in place in terms of best practices. They are also working with the eight other English school boards to address the topic in collaboration with the local principals’ association (Association of Administrators of English Schools of Québec (AAESQ)) and the local teachers’ union (Riverside Teachers Union (RTU)).

DATA FOR 2019-2020

I received 25 requests for assistance this school year. The requests came from students or parents of students in elementary, secondary, and adult programs.

Break Down by Sector: 2019-20				
Sector	Elementary	Secondary	Adult	Total
Cases	12	12	1	25

FORMAL INTERVENTIONS

Formal complaints

I received no formal complaint requiring a report with recommendations to the Executive Council of Commissioners. A formal complaint is one that has exhausted all the levels of complaint resolution described in

RSB’s By-Law 14. Complaints brought to the Student Ombudsman were either resolved or dropped by the complainants. My interactions with students, parents, and staff, this year, led me to believe that complaints were taken seriously and that there was a general willingness to arrive at fair resolutions.

Formal intervention: Student Safety

I received two complaints requiring me to intervene officially due to concerns for student safety (EA-Regulation I 13.3, r.7.1, article 8).

The first case involved an incident where a staff member’s action resulted in minor injury to a student. The incident was investigated in a timely and efficient manner by the school administrator. The teacher, the parent, and the child were interviewed. The child was interviewed by a staff member he trusts and sees every day at school. All versions of the incident were similar. The few discrepancies were not pertinent to the issue of safety. It seemed clear from all accounts that the injury was the result of an accident. Furthermore, I saw no pattern of teacher behavior that could endanger students, thus no risk to student safety.

The second case, which also resulted in a student injury, underscored the need to reconsider how student supervision is organized for indoor recess at many elementary schools. The school board directorate received my concern unequivocally. They began addressing the concern by consulting Riverside school administrators, and by looking at how other school boards organize supervision during indoor recesses. The work was interrupted by the school closures in March. I was assured that the work would continue once operations normalize.

INFORMAL INTERVENTIONS-REQUESTS FOR ASSISTANCE

The data in this report describes requests for assistance in resolving complaints from students or parents who had not exhausted all the levels described in the RSB Complaints Procedure. It includes parents or students who just wanted advice on how to proceed. Some cases involved more than one issue.

Student Ombudsman's Report 2019-2020 *cont.*

2019-20 Requests for Information or Assistance				
Category	Elementary	Secondary	Adult	Total
Sanctions (code of conduct)	0	4	0	4
Assistance with the Appeals Process	0	0	0	0
Educational Services/ Curriculum/Program	1	1	0	2
Services for Students with Special Needs	1	5	0	6
Fees	0	0	0	0
Transportation	1	2	0	3
Staff Behavior	2	0	0	2
Administrative Procedures (registration/eligibility/zoning)	1	1	1	3
Communication	4	0	0	4
Other	1	0	0	1
Violence/Bullying	Elementary	Secondary	Adult	Total
Student to Student	6	0	0	6
Staff to Student	1	0	0	1

Analysis

The types of requests for assistance were similar to past years. School closures, however, significantly reduced the total number cases.

Recommendations

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

Communication with Parents

Three of my cases this year involved parents that were not informed of their child's injury in a timely manner. Parents whose child is injured should be called promptly. They should be given a concise report of the events that led to the injury, and the nature of the injury. I suggest that school staff continue to be reminded of the importance of contacting parents directly when a child gets injured. I also suggest that that each school develop a protocol determining who contacts the parents when a child gets injured, as well as mechanisms that will allow staff members to do so pragmatically.

One of my cases involved a parent who no longer qualified for a service that he had received in the past. He only learned of the change on the day he expected the service to resume. Parents should be made aware of changes in programs or services that affect them directly. This should be done even when such information is available publicly on the web page. I suggest an automated phone message, or a direct e-mail to be sent to inform parents that there will be a change in the services they are used to getting.

Indoor Recess at Elementary Schools

The revision of supervision strategies for indoor recesses started last year needs to be continued once school operations normalize.

REPORT TO RIVERSIDE'S COMMITMENT TO MAINTAIN A BULLYING-FREE AND VIOLENCE-FREE ENVIRONMENT: Violence and Bullying

I must caution that the number of requests for assistance in cases of violence and bullying cited in this report does not reflect the cases of bullying across the school board, but only those cases received by the Student Ombudsman. Given the confidential nature of my work, I do not share information with school board personnel unless the student or parent explicitly asks me to.

Analysis

Five of the six parents I assisted brought their concerns to their school principals. The sixth chose to transfer their child to another school. No complaint escalated to a level requiring my formal intervention. Three of the six instances of violence or bullying involved students with known behavioral issues.

Recommendations

Schools are tasked with ensuring that effective plans are in place to support students with behavioral needs using their available resources. Parents mostly understand the challenge schools face but want assurances that their children are safe while in school. Principals face the difficult challenge of balancing students' confidentiality with the importance of assuring parents that their children are safe while at school.

Parents should be made to feel welcome approaching school staff with their concerns and should have access to information on how the school handles bullying and violence. To that end, I recommend:

- Every school should be encouraged to implement transparent mechanisms for parents to easily share their concerns with school staff.
- Every school be encouraged to publish the steps that will be followed by the school whenever incidents of bullying are reported on the school web page. (Many schools already have this in place).
- Principals should be given an opportunity to discuss their needs in dealing with difficult behavioral situations, share best practices, and perhaps share communication strategies which reassure parents of their children's safety, while respecting student confidentiality.

Personal Note

I would like to express my deep-felt gratitude to the RSB personnel who responded to my requests for assistance with unconditional cooperation. I would also like to thank Peter Woodruff for his wise counsel and for his diligence while replacing me during my absence.



I especially want to express my gratitude to the parents and students who put their trust in me as Student Ombudsman. Serving them continues to be an exceptional privilege.

Respectfully submitted,
October 1, 2020

A handwritten signature in blue ink that reads "Enzo Di Ioia". The signature is written in a cursive, slightly slanted style.

ENZO DI IOIA
Student Ombudsman
for the Riverside School Board

Report on Riverside's commitment to maintain a bullying-free and violence-free environment

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

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

Section 96.12 of the Education Act states that *“for each complaint received, the Principal shall send the Director General of the school board a summary report on the nature of the incident and the follow-up measures taken”*.

Section 220 of the Education Act also states that *“by December 31 of each year, in its annual report, the school board shall state separately for each school the nature of the complaints reported to the Director General of the school board by the Principal under section 96.12, the measures taken and the proportion of those measures for which a complaint was filed with the Student Ombudsman”*.

While some incidents, dealt with at the school level were reported to the School Board, for the school year 2019-2020, nine complaints under section 96.12 of the Education Act were formally brought to the attention of the Director General. Five of these complaints resulted in measures taken at the school to help address the events that led to the complaints. Four other complaints resulted in compulsory school transfers with services provided in another of Riverside's school.

The Student Ombudsman dealt with seven requests for information or assistance with regards to bullying/violence but did not receive any formal complaints¹. Please refer to the Student Ombudsman report for more details and his recommendations.

It is important to note that all incidents in the schools, whether or not they are reported to the Director General or the Student Ombudsman, are dealt with in accordance with the schools' Anti-Bullying and Anti-Violence Policies. These policies exist to ensure that we intervene rapidly and efficiently in all cases of violence or intimidation and that the schools are accountable to their parents and communities about the measures that are taken.

¹ Refer to the Student Ombudsman Report for more information.



These policies exist to ensure that we intervene rapidly and efficiently in all cases of violence or intimidation and that the schools are accountable to their parents and communities about the measures that are taken.

During these unprecedented times, the creation of on-line resources for parents and school teams to help them make sense of the emotional world we are navigating through was a focus for the Complementary Service's team. Nevertheless, during the 2019-2020 school year, many of RSB's schools participated in various activities that aimed to promote a healthy school climate. We continue to support school teams with the development and implementation of their AVAB plans (Anti-Violence Anti-Bullying). We introduced a new format to schools in the spring of 2020 with its implementation scheduled throughout the 2020-2021 school year. As a continued means of prevention and intervention, in collaboration with the Centre of Excellence for Behaviour Management (CEBM), we promoted the implementation of prevention and support rooms like the nurturing support centres found in many of our schools. Professionals offered development sessions to school teams to learn and adopt common language on understanding frustration, aggression and trauma informed practices for students of all ages. As a strategy to deescalate situations and to promote dialogue and prevention in schools we adopted the Crisis Prevention Intervention (CPI) method. School teams continue to complete and renew their certification.

Riverside School Board strives to promote a culture of acceptance whereby students and staff members feel supported, accepted and safe.



ETHICS OFFICER'S *report*

Pursuant to my obligations in regard to Section 11.2 of the Code of Ethics and Professional Conduct for Commissioners, as approved and revised by Council on 2011-12-13, please be advised that my Annual Report of activity for the 2019-2020 academic year ending on June 30th, is without incident or complaint.

Respectfully submitted,



BERNARD HUOT

Ethics Officer
Riverside School Board

*without incident
or complaint*



ACT RESPECTING WORKFORCE MANAGEMENT AND CONTROL (LGCE) LAW 17:

The Act Respecting Workforce Management and Control Within Government Departments Public Sector Bodies and Networks and State-Owned Enterprises (RLRQ, chapter G-1.011) aims to strengthen workforce management and control mechanisms within public bodies so as, in particular, to monitor and provide a framework for changes in the workforce.

Under section 20 of this Act, each school board must report on the application in terms of the head count of its staffing level in its annual report. The report must set out the public body's staffing level and the distribution of its staff by job class.

In 2019-2020, the *ministère de l'Éducation* reassessed the growth in remunerated hours in the school system based on funding for the 2016-2017

to 2019-2020 fiscal years. In this context, for the period from April 1, 2019 to March 31, 2020, Riverside School Board's enrolment level was set at 2,271,324.76 in remunerated hours. This level of staffing corresponds to our actual remunerated hours for the period that ended on March 31, 2018, where hours were adjusted to reflect, among other things, investments made for the reporting period.

We attribute the fact that we are exceeding the new baseline to our growth in student enrolment. This growth generated more direct services to students through the hiring of teachers, professionals and technicians. Enrollment growth is an acceptable factor in exceeding the established base line.

APRIL 2019 TO MARCH 2020				
	Hours Worked	Overtime Hours	Total Hours Paid	Number of Employees for the Reporting Period
1 Administrators	115,606.42	0	115,606.42	74
2 Professionals	114,950.08	0	114,950.08	82
3 Nurses	0	0	0	0
4 Teachers	1,153,690.86	2,905.65	1,156,596.51	1,280
5 Office Staff, Technicians & Related Jobs	775,957.81	1,678.73	777,636.54	878
6 Peace Officers	0	0	0	0
7 Tradesmen and Maintenance and Service Personnel	104,712.85	2,584.73	107,297.57	65
8 Students and Stagiaires	0	0	0	0
TOTAL	2,264,918.01	7,169.10	2,272,087.12	2,379

Furthermore, "A public body may not enter into a service contract if the contract eludes (i.e. circumvents) the workforce-related control measures taken under this Act." (Article 15 of the LGCE). A service contract that does not respect this new rule will be illegal. No contracts over the amount of

\$25,000 were awarded to companies by the school board, in accordance with Article 16 of the Act. Two contracts over the amount of \$10,000 were awarded to individuals by the school board, in accordance with Article 16 of the Act.

	Service contracts over \$10,000 awarded to individuals by the School Board	Service contract over \$25,000 awarded to individuals by the School Board	TOTAL
Number of Contracts	2	0	2
Amount of Contracts	\$28,886.00	\$0	\$28,886.00

REPORT OF THE INDEPENDENT AUDITOR ON THE SUMMARY FINANCIAL STATEMENTS

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

Opinion

The summary financial statements, which comprise the summary statements of distribution of revenues and expenditures for the year ended June 30, 2020, and the related note, are derived from the audited financial statements of Riverside School Board for the year ended June 30, 2020.

In our opinion, the accompanying summary financial statements are a fair summary of the audited financial statements, on the basis described in Note 1.

Summary financial statements

The summary financial statements do not contain all the disclosures required by the Canadian public sector accounting standards. Reading the summary financial statements and the auditor's report thereon, therefore, is not a substitute for reading the audited financial statements and the auditor's report thereon.

The audited financial statements and our report thereon

We expressed an unmodified audit opinion on those financial statements in our report dated October 20, 2020. Those financial statements, and the summary financial statements, do not reflect the effects of events that occurred subsequent to the date of our report on those financial statements.

Management's responsibility for the summary financial statements

Management is responsible for the preparation of the summary financial statements on the basis described in Note 1.

Auditor's Responsibility

Our responsibility is to express an opinion on whether the summary financial statements are a fair summary of the audited financial statements based on our procedures, which were conducted in accordance with Canadian Auditing Standard (CAS) 810, *Engagements to Report on Summary Financial Statements*.



Boucherville, December 15, 2020

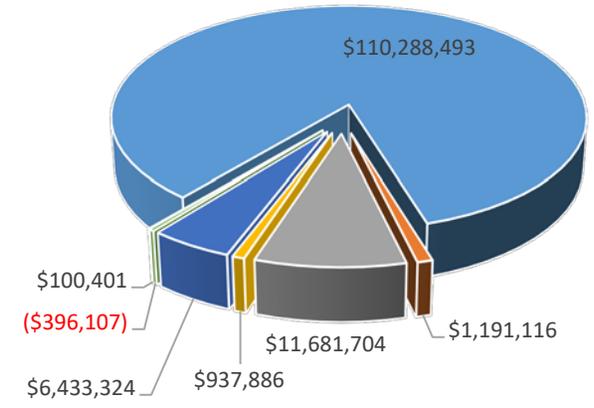
¹ By Yves Labranche, CPA auditor, CA

Note 1 Summary financial statements comprise historical financial information derived from the complete audited financial statements. They do not include the statements of financial position, accumulated surplus, change in net debt and cash flows. They include the major totals and subtotals and the principal comparative figures from the audited financial statements.

Montréal 217, rue Saint-Jacques Montréal H2Y 1M6 t. 514 360-2467	Boucherville 1190, Place Nobel Bureau 100 Boucherville J4B 5L2 t. 450 449-3930	Trois-Rivières 3450, boul. Gene-H.-Kruger Bureau 230 Trois-Rivières G9A 4M3 t. 819 378-4656	Laval 2745, rue Michelin Laval H7L 5X6 t. 450 688-2211
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Distribution of revenues

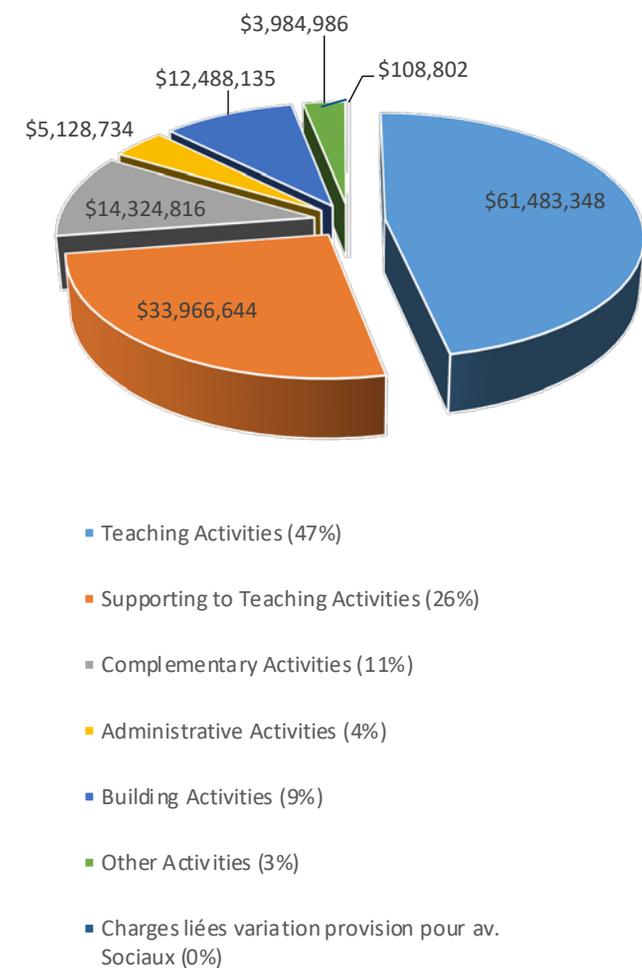
	<u>Actual 2019-2020</u>	<u>Actual 2018-2019</u>
Operating Subsidy MEES	\$110,288,493	\$101,815,888
Other Subsidy / Contribution	\$ 1,191,116	\$ 1,547,097
School Tax	\$ 11,681,704	\$ 13,038,585
School Fees	\$ 937,886	\$ 1,382,537
Sales of Goods & Services	\$ 6,433,324	\$ 8,860,720
Misc. Revenues	(\$ 396,107)	\$ 2,189,835
Depreciation deferred revenues acquisition fixed assets	\$ 100,401	\$ 71,830
Total Revenues	<u>\$130,236,817</u>	<u>\$128,906,492</u>



- Operating Subsidy MEES (84%)
- Other Subsidy / Contribution (1%)
- School Tax (9%)
- School Fees (1%)
- Sales of Goods & Services (5%)
- Misc. Revenues (0%)
- Depreciation deferred revenues acquisition fixed assets (0%)

Distribution of expenditures

	<u>Actual 2019-2020</u>	<u>Actual 2018-2019</u>
Teaching Activities	\$ 61,483,348	\$ 58,485,686
Support to Teaching Activities	\$ 33,966,644	\$ 32,057,504
Complementary Activities	\$ 14,324,816	\$ 16,307,417
Administrative Activities	\$ 5,128,734	\$ 5,174,935
Building Activities	\$ 12,488,135	\$ 12,549,333
Other Activities	\$ 3,984,986	\$ 4,735,461
Expense related - change in provision	\$ 108,802	\$ 377,439
Total Expenses	<u>\$131,485,465</u>	<u>\$129,687,775</u>
Surplus (deficit) of the year	<u>(\$ 1,248,648)</u>	<u>(\$ 781,283)</u>



	No. of Students	No. of Vehicles	Cost	Daily KM
Exclusive Daily Transportation	7,051	144	\$8,499,355	19,451
Bus & Mini Bus	6,727	91	\$6,045,180	13,161
Adapted bus	3	1	\$58,065	40
Type of Vehicle: Berlines	309	49	\$1,891,662	6,350
Adapted berlines	10	3		
Allocation to Users	2	N/A	252	N/A
Integrated Daily Transport	1,349	N/A	\$347,648	N/A



ALL VEHICLES ARE EQUIPPED WITH GPS TRACKER SYSTEMS

- Fewer students to transport this year due to loss of a private college contract.
- School transport ceased on March 13, 2020 because of the Covid19. We have organized transport for the educational camps of some schools. Transporters had to adapt to the new health rules in force.



Riverside School Board

REPORTING ON THE COMMITMENT-TO-SUCCESS PLAN 2019-2020

The year 2019-2020 marks the second year of implementation of the Riverside School Board Commitment-to-Success Plan. This plan emerged from the collective reflection of and consultation with our Riverside community. It stems from our specific context, reality and needs, this in the best interest of our students and their on-going success. It outlines the challenges, orientations and objectives that we, as a school board, have prioritized for the next years, in alignment with the Ministry Policy on Educational Success and the Strategic Plan. It also provides the indicators that allow us to concretely observe our progress towards the attainment of our targets within the set objectives.

In 2019-2020, our schools and centers fine-tuned their Educational Project and Action Plan towards enhanced student success and the attainment of the objectives identified in our Commitment-to-Success Plan. In some cases, adjustments were deemed necessary by the school team, for instance of data sources, to allow for better tracking of progress towards set objectives. While the world-wide pandemic that reached us in March 2020 halted much of our work in terms of Educational Projects and prevented many schools from collecting the required data, this report underscores the noteworthy information to which we do have access. Beyond the health crisis, we continue to target ongoing improvement in fostering student success.

It should be noted that, in November 2019, a new, 2019-2023 Strategic Plan was published by the *ministère de l'Éducation*. This plan replaced the 2017-2022 Strategic Plan that served as the foundation for our Riverside School Board Commitment-to-Success Plan. The present Annual Report reflects the Commitment-to-Success Plan as originally designed, based on the 2017-2022 Strategic Plan and through extensive consultation with the Riverside community at large. However, in 2020-2021, careful consideration will be given to adjusting our Commitment-Success-Plan to align with the 2019-2023 Ministry Strategic Plan.

Also important to highlight with regard to 2019-2020 is the creation of a data team. This team, composed of members of the Educational Services Department supports the identification and analysis of a variety of data to shed light on student success, provoke meaningful reflection and ensure the ongoing improvement of teaching and learning. In conjunction with the creation of the data team and with the support of the technology department, Riverside School Board began the implementation of Power BI. This is a tool that allows for the retrieval of data from a variety of sources to answer a great array of questions around student success. The more closely we are able to follow student progress in real time, through specific, relevant data, the more we can select and adjust our practices, actions and interventions in a timely manner.

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

The information presented below in relation to success gaps refers to the most recent data provided by the Ministry, which is from the 2018–2019 school year. It refers to cohorts of students. A cohort is comprised of all new students registered in secondary 1 for a given board on September 30th of a given year. The success rate of these students refers to them obtaining a first qualification or their diploma of secondary studies within a particular time frame (5, 6 or 7 years). In the tables below, the success rate refers to the percentage of students within a particular cohort who obtained a first qualification or their diploma of secondary studies within 7 years of beginning in secondary 1. As a point of reference, the 7-year success rate provided for the 2012 cohort was obtained in June 2019.

1.1 BOYS AND GIRLS

Provincial Results (réseau public):

	June 2015 Results 2008 Cohort		June 2016 Results 2009 Cohort		June 2017 Results 2010 Cohort		June 2018 Results 2011 Cohort		June 2019 Results 2012 Cohort		June 2022 Target 2015 Cohort
	Success	Gap	Success	Gap	Success	Gap	Success	Gap	Success	Gap	Gap
Boys	69.6%	11.0%	71.9%	9.5%	72.8%	10.2%	74.0%	9.5%	73.4%	10.2%	6.1%
Girls	80.6%		81.4%		83.0%		83.5%		83.6%		

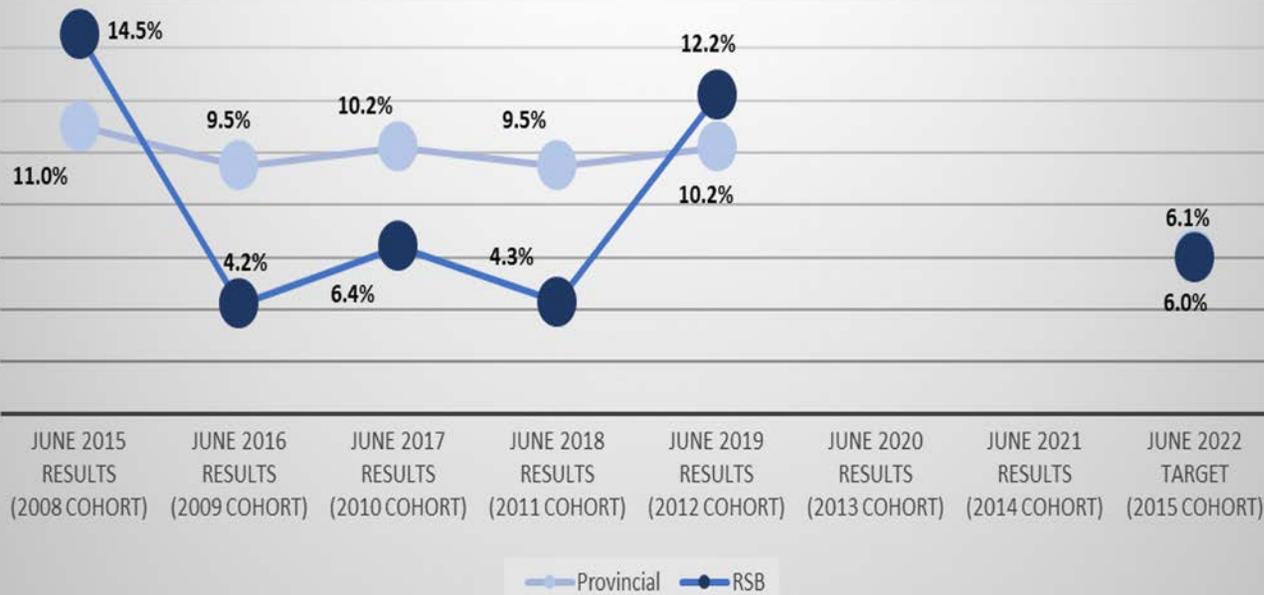
Source: Diplomation 2020 (p. 16)

Riverside School Board:

	June 2015 Results 2008 Cohort		June 2016 Results 2009 Cohort		June 2017 Results 2010 Cohort		June 2018 Results 2011 Cohort		June 2019 Results 2012 Cohort		June 2022 Target 2015 Cohort
	Success	Gap	Success	Gap	Success	Gap	Success	Gap	Success	Gap	Gap
Boys	75.1%	14.5%	84.4%	4.2%	85.3%	6.4%	82.8%	4.3%	79.9%	12.2%	6.0%
Girls	89.6%		88.6%		91.7%		87.1%		92.1%		

Source: Diplomation 2020 (p. 19)

Success rate gap between boys and girls



The larger gap in success rate between boys and girls within the 2008 cohort (14.5%) was originally perceived as an anomaly. The next three years seemed to confirm this hypothesis. However, the increase in gap for the 2012 cohort (12.2%) demands further investigation.

Results from a cohort that has left high school is rearview data, allowing statements of observation but not direct intervention. Noting gaps in success rates between boys and girls for various cohorts over time, may highlight trends but does not necessarily provide insight. Comparing final results from different cohorts does not highlight the underlying factors contributing to their success. To better analyze the end result, following a cohort over time would be required.

With this in mind, work has begun to identify the gap in success rates between boys and girls at the elementary level (cycle 3), by program and by subject (mathematics, ELA, FSL), in order to start developing a portrait of the system when we can still have impact on it. This work will be facilitated through the use of Power BI. It should be noted that, at the elementary level, success rate has been defined as a passing grade in all three subjects.

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

Provincial Results (réseau public):

	June 2015 Results 2008 Cohort		June 2016 Results 2009 Cohort		June 2017 Results 2010 Cohort		June 2018 Results 2011 Cohort		June 2019 Results 2012 Cohort		June 2022 Target 2015 Cohort
	Success	Gap	Gap								
Students with handicaps, social maladjustments or learning difficulties with an IEP	48.3%		51.8%		53.7%		56.2%		56.1%		
		34.1%		32.0%		31.9%		30.2%		30.1%	25.3%
Students without an IEP	82.4%		83.8%		85.6%		86.4%		86.2%		

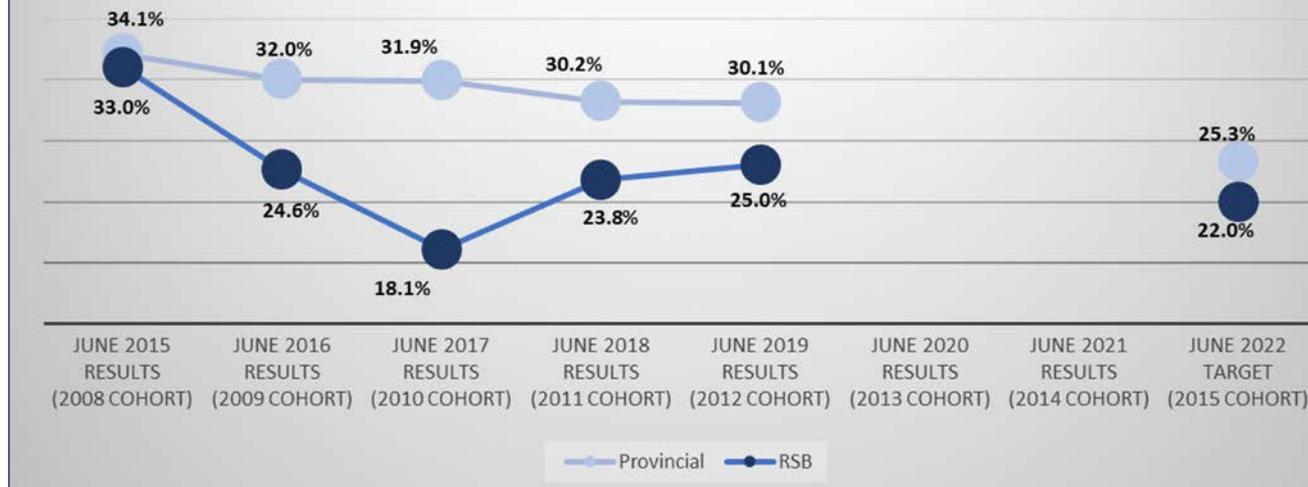
Source: Diplomation 2020 (p. 23); also available in Charlemagne Report titled "884000_Taux_diplomation_qualification_ed2020_DIS" (first tab)

Riverside School Board:

	June 2015 Results 2008 Cohort		June 2016 Results 2009 Cohort		June 2017 Results 2010 Cohort		June 2018 Results 2011 Cohort		June 2019 Results 2012 Cohort		June 2022 Target 2015 Cohort
	Success	Gap	Gap								
Students with handicaps, social maladjustments or learning difficulties with an IEP	58.3%		68.6%		75.7%		68.1%		69.0%		
		33.0%		24.6%		18.1%		23.8%		25.0%	22.0%
Students without an IEP	91.3%		93.2%		93.8%		91.9%		94.0%		

Source: Charlemagne Report titled "884000_Taux_diplomation_qualification_ed2020_DIS" (first tab); accessed September 2020

Success rate gap between students with or without a difficulty code and an IEP



Represented above is the gap between students with and without handicaps, social maladjustments or learning difficulties with an IEP for each cohort based on their 7-year graduation rate.

While the gap between these groups of students is not presented here using their 5-year graduation rate, it should be noted that the gap for the 2011 cohort after 5 years of tracking was 31.7% and therefore was reduced by 7.9% in the following two years (final gap 23.8%). The gap for the 2012 cohort after 5 years of tracking was 35.9% and therefore was reduced by 10.9% in the following two years (final gap 25.0%). It would seem that the two additional years allow for more students with handicaps, social maladjustments or learning difficulties with an IEP to achieve success.

The gap in success rate between students with and without handicaps, social maladjustments or learning difficulties with an IEP for Riverside School Board remains under the provincial target set for 2022. However, it is consistently significant and therefore requires further investigation. One avenue currently explored is the possible correlation in the gap between boys and girls, and the gap between students with or without handicaps, social maladjustments or learning difficulties with an IEP. Indeed, as per the table below, in looking at all students with identified handicaps, social maladjustments or learning difficulties with an IEP over the past 5 years at Riverside School Board, there are systematically and significantly more boys than girls. The question we are exploring is whether addressing one gap might also help reduce the other.

Total number of students with or without handicaps, social maladjustments or learning difficulties with an IEP, by gender, by school year

SCHOOL YEAR	Total	BOYS		GIRLS	
2019-2020	714	525	74%	189	26%
2018-2019	659	482	73%	177	27%
2017-2018	603	445	74%	158	26%
2016-2017	558	408	73%	150	27%
2015-2016	484	357	74%	127	26%

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

The information presented below in relation to students starting public secondary School at 13 years of age or older refers to the most recent data provided by the Ministry, which is from the 2018-2019 school year.

Provincial Results (réseau public):

	2016-2017	2017-2018	2018-2019	Target 2021-2022
Proportion of Students	12.5%	12.3%	10.9%	11.4%

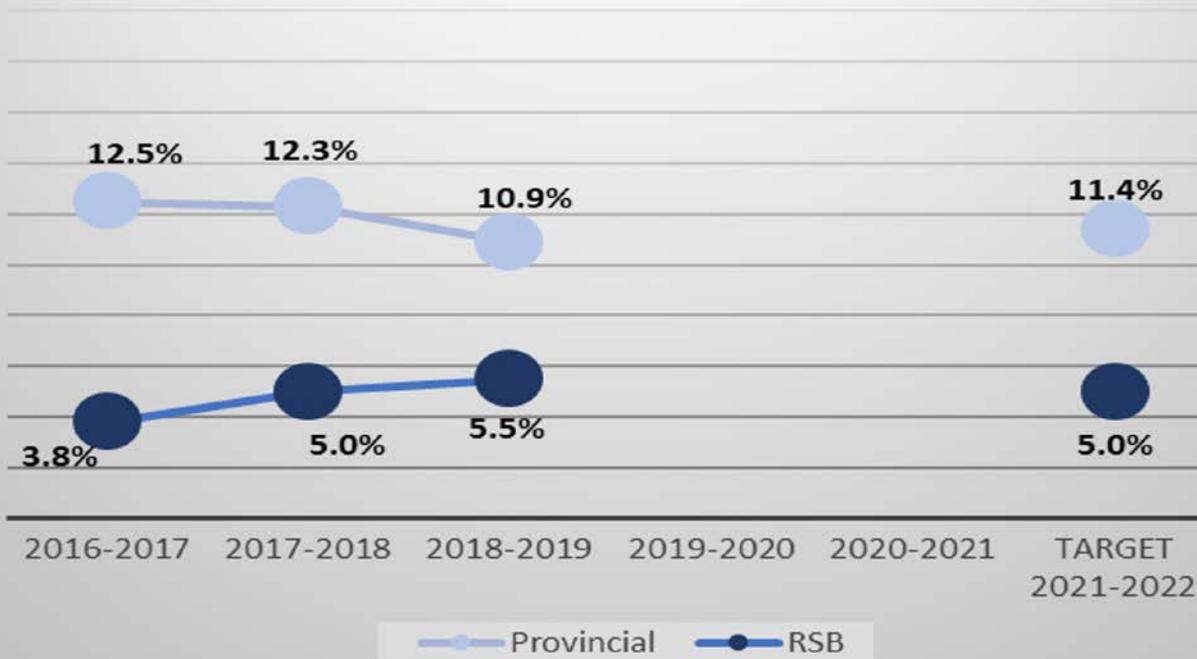
Source: Charlemagne Report titled "884000_Taux_diplomation_qualification_ed2020_DIS" (second tab); accessed September 2020

Riverside School Board:

	2016-2017	2017-2018	2018-2019	Target 2021-2022
Proportion of Students	3.8%	5.0%	5.5%	5% max

Source: Charlemagne Report titled "884000_Taux_diplomation_qualification_ed2020_DIS" (second tab); accessed September 2020

Proportion of students starting public secondary school at 13 or older



The percentage of students starting secondary school at age 13 or more for Riverside school board may not immediately provoke attention. Moreover, despite a small increase for the 2018-2019 school year (0.5%), this percentage remains significantly below the provincial average and this has been the case for several years. However, it must be noted that this rate has risen every year since 2016-2017 and currently sits slightly above the 2021-2022 target for Riverside. Investigation is being conducted to understand the profile of students starting secondary school at age 13 or more (see graph below), and the conditions leading to the delayed entry in high school of these students.

For example, the more detailed data indicates that the rate of boys starting at age 13 or older (8.4%) is noticeably higher than the rate for girls in the same category (2.7%). Questions around this gender gap may be addressed through our work in connection to objectives 1.1 and 1.2.

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

The information presented below in relation to the graduation and qualification rate refers to the most recent data provided by the Ministry, which is from the 2018-2019 school year. It refers to cohorts of students. A cohort is comprised of all new students registered in secondary 1 for a given board on September 30th of a given year.

Provincial Results (réseau public):

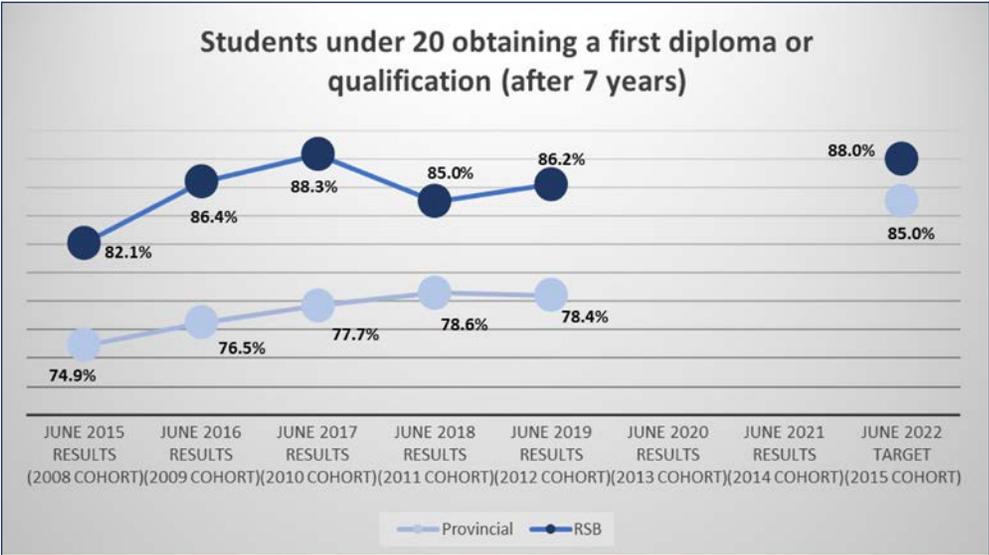
	June 2015 Results 2008 Cohort	June 2016 Results 2009 Cohort	June 2017 Results 2010 Cohort	June 2018 Results 2011 Cohort	June 2019 Results 2012 Cohort	June 2022 Target 2015 Cohort
Students under 20 obtaining a first diploma (SSD or DVS)	N/A	N/A	N/A	N/A	N/A	N/A
Students under 20 obtaining a first diploma or qualification (after 7 years)	74.9%	76.5%	77.7%	78.6%	78.4%	85.0%

Source: Diplomation 2020 (p. 16)

Riverside School Board:

	June 2015 Results 2008 Cohort	June 2016 Results 2009 Cohort	June 2017 Results 2010 Cohort	June 2018 Results 2011 Cohort	June 2019 Results 2012 Cohort	June 2022 Target 2015 Cohort
Students under 20 obtaining a first diploma (SSD or DVS)	N/A	N/A	N/A	N/A	N/A	N/A
Students under 20 obtaining a first diploma or qualification (after 7 years)	82.1%	86.4%	88.3%	85.0%	86.2%	88.0%

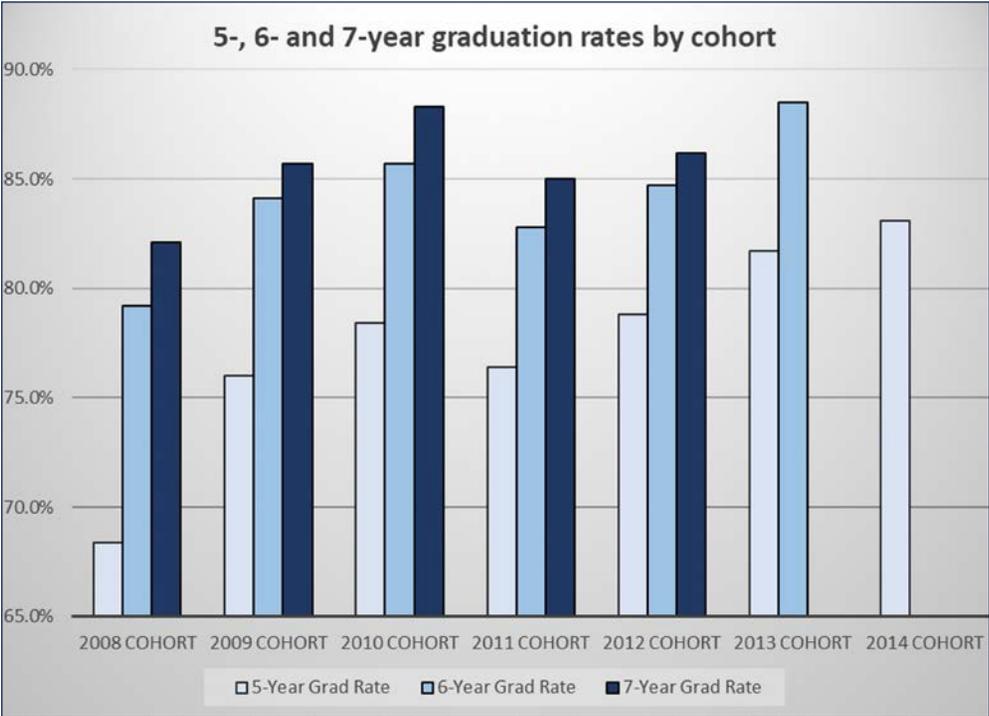
Source: Diplomation 2020 (p. 19)



The most recent 7-year graduation and qualification rate of students at Riverside School Board (86.2%) continues to stand above the equivalent provincial rate for public schools (78.4%) and the provincial target set for 2022 (85%).

It should be noted that the 7-year graduation or qualification rate for Riverside school board for the 2012 cohort is the highest in the Montérégie administrative region.

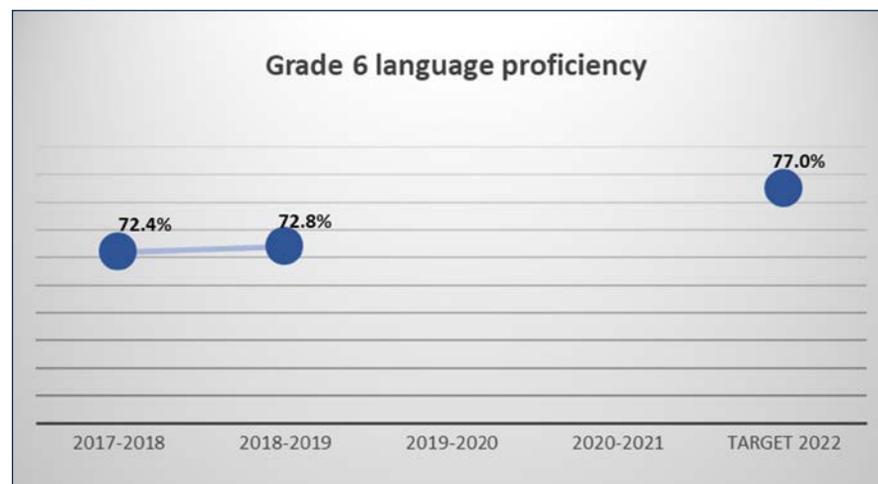
In the graph below, the 5, 6 and 7-year graduation and qualification rates per cohort are illustrated. They show the systematic increase for Riverside School Board from one cohort to the next since the 2011 cohort. In addition, given that the graduation and qualification rate historically increases from the fifth to the seventh year for a given cohort, these numbers are promising with regard to Riverside reaching its set target for 2022.



OBJECTIVE 4: ENSURE A HIGH LEVEL OF LANGUAGE PROFICIENCY

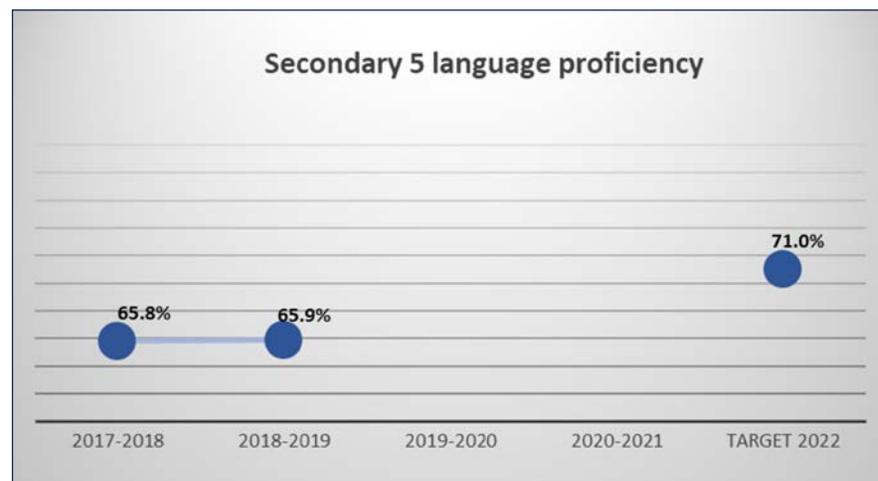
Provincial Results (réseau public):

	2017-2018	2018-2019	2019-2020	Target 2022
Grade 6: Percentage of students achieving at least 70% in both ELA and FSL final global results	N/A	N/A	N/A	N/A
Secondary 5: Percentage of students of achieving at least 70% in both ELA and FSL final global results	N/A	N/A	N/A	N/A



Riverside School Board:

	2017-2018	2018-2019	2019-2020	Target 2022
Grade 6: Percentage of students achieving at least 70% in both ELA and FSL final global results	72.4%	72.8%	N/A	77%
Secondary 5: Percentage of students of achieving at least 70% in both ELA and FSL final global results	65.8%	65.9%	N/A	71%



As a consequence of the ongoing health crisis that began in March 2020 and the resulting Ministry modifications to reporting, it is not possible to report on this objective dealing with the language proficiency rates for the 2019-2020 school year. Language proficiency rates refer to the percentage of students obtaining 70% or more in both English and French. It is to be calculated using final report card marks for Grade 6 and Ministry final results extracted from Charlemagne for the Secondary 5. In both cases, representation of competency for the end of the 2019-2020 school year was exceptionally provided as pass or fail, without percentage results.

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

In 2019-2020, Riverside invested more than \$10 million in major projects to maintain real estate assets and carry out ten major renovation projects. These investments and projects all contribute to attaining objective 5, which is to ensure that all school buildings are in satisfactory condition.

% of School Buildings in Satisfactory Condition (C) According to the FCI (IVP)					
	2016-2017 (reference year)	2017-2018	2018-2019	2019-2020	Target 2022
Provincial	68.6%	N/D	N/D	N/D	85%
RSB	92.5%	18.5%	33.3%	76.9%	85%
Investments	4.18 M\$	4.11 M\$	7.3 M\$	10.0M\$	

It is very important to note that, in 2017-2018, the MEQ modified the criteria considered for the assessment of the state of a building, thereby dramatically impacting the declaration of the buildings throughout the province. For instance, the age of a building or a specific element of the building is now provided consideration regardless of the actual state of the building or the element. Discussions are ongoing to address this situation and important changes are therefore expected. Training in building inspection and deployment of a new asset management platform will continue in 2020-2021.

OTHER MINISTERIAL ORIENTATIONS

ORIENTATION 1: INCREASE THE PROPORTION OF THE ADULT POPULATION OF QUÉBEC WHO DEMONSTRATE HIGH-LEVEL LITERACY ACCORDING TO PIAAC 2022

The number of registrations in Alphabétisation, Francisation, French and English classes steadily increase yearly. In 2019-2020 there were 980 students enrolled in these courses compared to 884 in 2018-2019 (a 12% increase). This increase in registrations required ACCESS to open 13 more classes to accommodate students in both the Fall and Winter semesters.

The SARCA agent continued to develop two programs to increase literacy in the adult sector: the Bridge program allowing students to finish their High School studies in a diversified approach and Learning on the go where the mobile unit presents the adult with a safe learning environment within one of our community partner establishments. A family literacy project aimed at equipping parents with the tools necessary to promote literacy at home with their children was also developed.

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

Two allocations in the government's annual budgetary rules involve increasing physical activities for students. Measure 15023, *À l'école, on bouge!* is aimed at elementary schools committing to a minimum of 60 minutes of daily organized physical activity for their entire student population. Measure 15028, *Activités parascolaires au secondaire*, is aimed at high schools committing to offering diversified extra-curricular programming to its student population, for a minimum of one hour a day, for at least 28 weeks. This programming includes but is not exclusive to physical activity.

In 2019-2020, the percentage of Riverside elementary schools supported through measure 15023 (37%) more than tripled since its launch in 2016-2017 (11%). Moreover, through organized, shared discussions between those schools participating and those with an interest to do so, foundations were laid to increase this number again for 2020-2021.

All Riverside high schools were supported through measure 15028, increasing the general offering of extra-curricular activities proposed every school day. This allowed for over 25 additional activities comprising sustained physical activity to be available to students outside the regular athletics programming.

ACT TO FACILITATE THE DISCLOSURE OF WRONGDOINGS RELATING TO PUBLIC BODIES

Riverside School Board has adopted a procedure to facilitate the Disclosure of Wrongdoing by employees and has appointed a person responsible for dealing with such disclosures.

For the year 2019-2020, no disclosure made by an employee of the School Board was received by the person responsible for the follow-up of disclosure of wrongdoing and no communication was made pursuant to the first paragraph of section 23 of the Act.

