



2021-2022

ANNUAL RIVERSIDE SCHOOL BOARD REPORT



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.

Vision

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

Values

- 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	4	Our Schools	24
Educational Services.....	6	Our Year in Stories	34
Educational and Technology Services.....	8	Report 2021–2022.....	43
Technology Services	9	Student Ombudsman’s Report 2021–2022.....	45
ACCESS: Adult General Education (AGE) & Vocational Training (VT)	11	Report on Riverside’s Policy to Maintain a Safe, Respectful and Drug-Free Environment in our Schools	47
Community Learning Centres (CLC).....	14	Ethics Officer’s Report	48
Riverside’s International Student Education (RISE)	16	Law 17 – Act Respecting Workforce Management and Control (LGCE).....	49
Material Resources.....	17	Distribution of Revenues	50
School Transportation.....	19	Distribution of Expenditures.....	51
Council of Commissioners	20	Reporting on the Commitment-to-Success Plan 2021–2022.....	52
Organigram	22		



Report from the Chair and Director General

Looking back at the 2021-2022 school year, we want to highlight the immense work done during this second year of the pandemic. Indeed, COVID-19 has forced our system to adapt and this, once again, in a spectacular way. The education system has proven to be quite resilient and innovative, all for the continued success of our students.

We cannot recognize enough, the devotion, the adaptability and the creativity needed and displayed by our students, staff, and community. Between personal challenges and needs tied to the pandemic, new levels of expertise were developed and utilized to best serve our community. We all became lifelong learners and created a unit of mutual support and understanding.

We wish to recognize everyone's commitment toward the speedy reactions that were demonstrated by switching rapidly and efficiently between in-school presence and online learning, while all of us, staff, and parents, working from home. The different directives imposed quickly on the system in 2021-2022 created a sense of exhaustion among us all and a need to care for our mental health.

We are ever so grateful for all the hard work accomplished behind the scenes, from the various teams of central services who supported teaching and learning, telework and health and safety. A shout out goes to our Educational, Complementary and Adult Education and Vocational Training services, as well as Material, Technology, Finances, Communication, Transportation and Human Resources services.

We counted again this year on a specific group of employees from our school board who opened and closed schools and emergency daycare services in support of essential workers, while others ensured sanitary measures remained in place to provide safe and healthy spaces. Educational Services, Complementary Services and Adult Education and Vocational Training sectors used virtual

learning platforms to continue supporting teachers and students throughout the year (TEAMS, MOODLE). Services continued to be offered all year, either virtually, by phone or by email by professionals who made a difference, in a personalized way, for many staff, students and their families.

We continue to recognize the contribution of the Adult Education and Vocational Training sectors via its five ACCESS Centres to the help with the shortage of workers in the province. Teachers and students met this challenge when asked to lend a hand in CHSLDs. The Centres were actively training more attendants and daycare educators via Skill Certificate Training (SCT) in the Health and Education sectors.

Although 2021-2022 was another challenging year, it is even more important to celebrate success. We announced to our community the approved addition of a gymnasium for a second campus at REACH School. Working in collaboration with the City of St. Lambert and the Mayor's office, Pascale Mongrain, we will soon consult the community on the projects to take place on Green Street.

The new Kindergarten for 4-Year-Olds program was offered to our community in the following schools: Courtland Park International, Mount Bruno, St. Johns Elementary, St. Lambert Elementary and Harold Napper, and was added to the list of schools already offering the program in 2020-2021.

Developing the capacity of the decision makers was also a focus this past year with the initiative of developing a solid understanding and statement in equity, diversity, and inclusion.

We welcome the government's significant investments in supporting the development of the well-being of our students. Our current and future expansion and renovation plans for our schools and centres will provide our student population better room capacity, common spaces and specialized services for our most vulnerable students.

In 2021-2022, there were so many people helping, supporting and working endlessly, please know that you are all recognized and greatly appreciated.

We cannot forget the help of our main partners. The Ministry of Education, which, while always keeping the students' and staff's best interest in mind, coordinates its decisions with the Ministry of Public Health and other ministries. Unions and Associations demonstrated flexibility and adaptability while working in collaboration with the School Board. We also want to acknowledge the Council of Commissioners, who exercised its role of vigil, in order to ensure the health and safety of the students and staff and to respect everyone's rights and compliance of policies. The Parents' Committee mobilized itself and represented their schools at all decisional levels during this period filled with uncertainty. We recognize The Québec English School Boards Association (QESBA) for its leadership at the provincial level and Leading English Education and Resource Network (LEARN) Québec who stepped up and opened a virtual campus for students with exemptions to attend schools.

We are grateful to the parents who have shown remarkable flexibility, understanding and cooperation while helping their children live through these major changes meanwhile juggling work and life balance themselves and to our students who have developed new competencies, over the last two years, adjusting to the "new" reality and being able to surpass the unknown. A special recognition also goes to all our students who stepped up and helped with the shortage of workers this summer. Your contribution to the collectivity was not unnoticed.

Here's to another year of collaboration and success. Together, we have overcome enormous challenges, all because at Riverside, we prioritize the needs of our students and are passionate at getting them to their highest potential academically and socially.



DAN LAMOUREUX
Chairman
Riverside School Board



LUCIE ROY
Director General
Riverside School Board



Educational Services

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 declaration, placement and eligibility.

Marked by a world-wide pandemic that began in March 2020, the 2021-2022 school year continued to test our educational system, with a significant impact on the work of the Educational Services team. Recently developed online systems for registration and eligibility application were fine-tuned. There were also numerous and changing directives to contend with from the Ministry and public health authorities. Thanks to the training offered and work conducted in the previous year (2020-2021), our Riverside schools were prepared for all circumstances: strong in-person teaching and learning despite frequent absences of both students and staff, distance education for a class required to move online, distance learning support for individual students. As before, all efforts were made to maintain the continuity of quality educational services to its more than 9,100 youth sector students, and to support the 126 students whose parents chose to homeschool.



Within Educational Services, 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. They offer, organize and lead 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. In 2021-2022, the Curriculum Team members continuously reinvented themselves, adjusting to the reality of teacher shortages and pandemic-induced constraints on their usual processes. A number of non-qualified teachers required sustained support and accompaniment throughout the year. A significant turn-over rate and absenteeism of teachers also led to our consultants being asked to provide continuity in teaching and learning in some of our classrooms, as teachers came and went. In addition, several of our consultants were called to teach in classrooms where there were no teachers.

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 evidence-based, effective practices in the classroom, within a rich cultural context. The pandemic was instrumental in bringing techno-pedagogical practice to the forefront. It also placed a spotlight on library services. The Educational Services librarian consultants were involved in the purchase of 10,165 books, digital, paper and audio. In addition, a total of 18,796 online library loans were tabulated.

New 4-year-old kindergarten classes were opened in 2021-2022, for a total count of 13 groups in 11 schools. Moreover, as the ministère de l'Éducation (MEQ) launched a new Preschool Cycle Program, sustained and intensive support to teachers was required and provided. Despite the challenges involved in bringing large groups of teachers together physically during a pandemic, alternatives for professional development, including online sessions, were put forth to ensure a smooth transition into the use of this new program.



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.

The work of Educational Services also extends beyond the regular school schedule. Daycare services are offered in 18 of our schools and to all of our elementary clientele. In 2021-2022, a total of 2,124 students were registered for regular daycare attendance. In this school year, daycare staff members were once again required to step in to provide emergency or “exceptional” daycare services for parents working in specific fields of employment, as schools were closed or undertook distance education.

Summer school options are also available through Educational Services, 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 health crisis prompted new collaborations towards student success. Once again with LEARN as a partner, summer online courses were provided to over 135 students in secondary 4 and 5. In addition, 39 students re-took a Ministry exam without enrolling in a course through LEARN.

It is also of note that in 2021-2022, the Educational Services Team was called to oversee and interact with families of over 125 children whose parents had chosen to homeschool them. This involved a number of actions, including providing access to various resources, as well as to preparatory sessions in the case of students with Ministerial evaluations, and ensuring that proper steps were taken towards the obtention of credits for secondary 4 and 5 courses. Meetings were held with parents and their children, and necessary evaluations were organized and conducted with all required measures in place.

Educational and *Technology Services*

In 2021-2022, Educational and Technology Services merged within one Department. The Riverside School Board Educational and Technology Services Department offers direct and indirect support to school teams, administrators, teachers, students and parents, as well as to other departments and services, in a variety of areas. These include both administrative and pedagogical components, all ultimately converging for the enhancement of student success.



Technology *Services*

The Technology Services team contributes to student success through the management of the systems and infrastructure that support the pedagogical and administrative use and application of technology. This critical role includes ensuring a strong network infrastructure, setting up and maintaining equipment, installing software applications and offering ongoing technical assistance to the students, staff and parents within our community.

Throughout the 2021-2022 school year, as a result of the pandemic, the Technology Services team continued to be highly solicited by employees, students and parents. Towards adequately equipping all students and staff, including for the possibility of teleworking or distance education, 505 laptops and tablets were acquired and prepared by this team.

In the 2021-2022 school year, the Technology Services team addressed over 19,518 requests for technical assistance (GRDS), providing support to the entire Riverside community. In addition, more than 436 machines were repaired and returned to schools, centres and administrative offices. The team also continued to enable the expanded use of Office 365 tools, improving access to collaborative tools. The process for the creation of student accounts in the adult and vocational sectors was reviewed, to enable students to access Office 365 in a timelier manner. The installation, maintenance and support of pedagogical software continued for increased efficiency and improved teaching and learning.

In 2021-2022, the members of the Technology Services team maintained their involvement in the shift from Mozaik Finance to Dofin and Achat. As well, they contributed to the ongoing implementation of Mozaik Portail.

Towards the further development of a strong infrastructure at Riverside, the team was involved in updating servers, installing 81 new Wi-Fi access points and increasing the connectivity between schools, centres and the board, through an augmented network speed of 10 Gbps.

In collaboration with Material Resources, new intercom systems and surveillance cameras were installed in various schools or centres, as were 53 new Smart TVs. In addition, the team was called upon to install and configure the routers required for the CO₂ detectors that were to be placed in classrooms, in keeping with Ministry directives.

Security of information continued to be a central area of focus in 2021-2022. The Technology Services team worked in partnership with a variety of individuals, departments and outside organizations towards identifying actions that will contribute to greater security of information at Riverside School Board. Among other such actions, the Endpoint Detection and Response (EDR) system was implemented to monitor, detect and respond to security threats to our network and devices.



Complementary Services



During the 2021-2022 school year, the Complementary Services Team, in collaboration with school administrators, teachers and support staff, continued to support Riverside's diverse student population in all spheres of school life including academic and social/emotional growth and well-being. Through a multidisciplinary approach, the Complementary Services team of professionals and support staff were present in schools to provide direct support to students and teachers to address academic, social, and emotional difficulties.

In 2021-2022, The Center of Excellence for the Inclusive Schools Network (ISN) continued to focus on two multi-year inclusive literacy initiatives: Teaching with Purpose (K-11) and Emergent Literacy (K-4/5 and Cycle 1). ISN's Coordinator consulted with the provincial PLAY committee, as well as the Early Years consultants in individual school boards and designed tools to encourage play-based language learning in our very diverse kindergartens and these tools were shared with consultants and their kindergarten teachers. ISN has also continued to collaborate with Speech Language Pathologists (SLPs) and psychologists in several Boards to determine how "teacher-friendly" (curriculum-based) assessment tools may increase the power of psychoeducational assessments. The Teaching with Purpose ELA initiative, designed to a) identify students' strengths and challenges in the three key strands of the QEP, b) identify/share powerful teaching practices in each area, and c) develop/share continuum-based assessment tools, continued in collaboration with our provincial English Language Arts (ELA) colleagues. ISN has also continued to collaborate with SLPs and psychologists to determine how "teacher-friendly" (curriculum-based) assessment tools may increase the power of psychoeducational assessments.

The Centre of Excellence for Behaviour Management in collaboration with Riverside schools continued with the promotion and implementation of Nurturing Support Centers and attachment-based and trauma informed practices. Our professional team continued to develop and implement numerous on-line resources, professional development, and parent sessions to increase accessibility of intervention strategies to all schools and families.

Complementary Services' mission and vision continue to inform initiatives and practices to support students achieve their personal best. We evaluate our regional and inclusion practices programs on a yearly basis, to meet the needs of the whole student. The regional program named Evolution, which is designed for students with language-based learning difficulties at the high school level, continues to expand and will include secondary 3 students for the 2022-2023 school year. The program offers pointed instructional adaptations to support students in reaching higher levels of success. Similarly, the professional team working with Boost and Tech Tools (designed for elementary students with language-based difficulties) continues to implement practices based in research. Teachers, consultants and speech and language therapists work in collaboration to help students gain skill and confidence as readers and writers. Most importantly, helping their students see themselves as important contributors in their classroom, school and their community. The Complementary Services Department prides itself on the diverse initiatives created in direct response to the needs of Riverside staff, students, and families

ACCESS: Adult General Education (AGE) & Vocational Training (VT)

ADULT GENERAL EDUCATION (AGE)

There were 1,774 students registered in AGE courses across three of our Access Centres including our Distance Education course during the 2021-2022 school year. There were students registered in all ten of the services offered in Adult Education. ACCESS Brossard offered classes to develop language proficiency skills in literacy and pre-secondary level in English. Francization was offered for levels one to six. ACCESS Cleghorn focused on classes dedicated to the preparation of post-secondary studies or the acquisition of prerequisite courses for vocational training.

We experienced growth in our Social Integration and Sociovocational Integration programs at ACCESS Royal Oak. There were 12 students registered in the Ventures program and 15 students registered in the Ventures Plus program held at Access Royal Oak. In January 2022, the planning for a pilot project began in collaboration with S. Au S. in hopes to open a new full-time program for students with Level 3 Autism. In April, for Autism Awareness Month, Access Brossard launched a 4-day S. Au. S program. Despite the interest demonstrated during the virtual information evening, there were only two participants in the program. In January, a new consultant was hired at 20% to support Ventures, Ventures Plus and the new S. Au. S program. The focus of their work was the development of evaluations and curriculum design. They were also consulted on the design of the program's new Oasis room (stress management room). The Oasis room was implemented to ensure students had a safe and comfortable room to learn self-regulation strategies. The Development of Specific Skill (DSS) codes was also implemented to allow teachers to focus on specific skills for their clientele and provide more flexibility in the areas of curriculum planning and evaluation.

Registration procedures at ACCESS Cleghorn and ACCESS Brossard were revised and adjusted following the elimination of "back credits" and the creation of "transitional evaluation measure" course codes by the Ministry of Education. These changes impact all new students with no prior educational history in Québec,

as well as students coming from the French sector who still need to complete Language of Instruction and Second Language requirements for their Secondary School Diploma.

At ACCESS Cleghorn, students writing placement tests now have an equivalent code (EQU) entered for the transitional evaluation measure course code of the preceding level of a course they are placed in for English, French, and math. These transitional evaluation measure course codes and current placement tests are to be used until the Ministry of Education creates placement and evaluation tools, which will be used uniformly across the province.



ACCESS: Adult General Education (AGE) & Vocational Training (VT) *cont.*

At ACCESS Brossard, following placement in a level of *Francization*, Literacy, and/or Pre-Secondary English, a student is now required to write the preceding level exam for the teaching service they are registering in. If the student passes the preceding (i.e., prerequisite) level exam, they are registered in the level corresponding to their placement test. If the student is unsuccessful in the preceding (prerequisite) level exam, they are registered in the level corresponding to the unsuccessful exam.

VOCATIONAL TRAINING (VT)

There were 405 students enrolled to onsite vocational programs at ACCESS including those registered with our industry partner, Transport Robert (offering the DVS in Trucking). In our online vocation training programs (Accounting, Professional Sales, School Daycare Educator, Secretarial and Starting a Business), there were 1,786 students registered during the 2021-2022 school year. In both the onsite and online cohorts, our orientation courses continue to be a success as additional support to our students in vocational programs at ACCESS, whereby students are equipped with the necessary tools to prepare them for their respective courses.

The Alternace travail-études (ATE) model in Vocational Training allows students to work in an internship in the industry at the very beginning of their studies. In 2021-2022, we had 80 students enrolled in ATE in both Stationary Engine Mechanics and Automobile Mechanics. Several students in our vocational programs followed a concurrent model, allowing them to acquire their high school pre-requisites while completing their vocational training program.

The Recognition of Acquired Competencies (RAC) is a service that continues to grow, particularly in the Construction and Building and Public Works sector. Of the 11 candidates who embarked on the RAC process, nine obtained an official certification (diploma or attestation).

RESPONSIVENESS TO ACCESS STUDENTS, THE COMMUNITY AND BUSINESSES

In all our centres, we continued to offer services to help our students succeed. Resource Teachers, Social Work Technicians, Academic and Vocational Information and Guidance Counselors (support services staff) as well as our YMCA community liaison who maintained support to our students.

The *Service d'accueil, référence, conseil, accompagnement* (SARCA) agent worked with our partners by providing enrollment and program information to the public visiting these centers and referred them to the appropriate staff and or services offered by Riverside. However, as COVID- 19 reduced the number of candidates who would normally receive in-person counselling with our partners, it resulted in having too little participants referred to us. And such, we could not offer some of our language classes as we have done in the previous years.

The SARCA agent met over 20 students from two schools to offer education counselling directly to students that needed to continue their education past high school. As access was restricted due to the pandemic, in both the high schools and adult education centres, there were no referrals to the Student for a Day program.

As part of the SARCA agent role, program development for alternative learning situations has been provided through government grants. During this school year, our students were able to benefit from individualized online learning in both English and math. Alternatively, our program designed to assist students with multiple challenges in some of their courses and/or need personalized support, could not be integrated into the program due to the inconsistency of courses fluctuating between in person and online.



A new project working with partners from First Nations Regional Adult Education Centre and Kahnawake Economic Development Commission (KEDC) was approved by the *ministère de l'Éducation* (MEQ) for the 2021-2022 school year. The goal of the joint project was to increase the number of First Nations students to attain adult education or vocational training certifications. As such, a Project Development Officer with experience working with Indigenous communities was hired to take on the responsibility of working with all parties to enroll students in Vocational Training (VT) programs offered uniquely to ACCESS in the Montérégie area. There were several initiatives undertaken to promote these VT programs and engage the Indigenous learner, such as attending a career fair at Kahnawake Survival School, an Info-session at Tota Ma's Cafe, several guided meetings, and hosting visits to our Bricklaying program at ACCESS Royal Oak. Also, with the anticipation of growing our Indigenous community at ACCESS, several professional development workshops were facilitated by the Project Development Officer assigned to the dossier, and by external agencies. These workshops provided to administrators, teachers and support staff, help the adult sector to progressively take a more inclusive approach to the expectations, values, and motivations of Indigenous communities.

We continued to use social media as a means to share content with current and potential students to inform them of our programs and services, while also highlighting the life within our centres. Social media campaigns were launched throughout the year to promote program enrollment, particularly for cohorts lacking registration.

The virtual Open House platform (www.discoveraccess.ca) was relaunched in 2021-2022. It highlighted programs, courses, services, and living in the Montérégie which was shared across our schools and community. We worked alongside one of our local web agencies to create a month-long social media campaign, targeting specific programs to specific demographics. The creation of this site has produced a sustainable platform that can be used at any time for the marketing of ACCESS.



We had the pleasure of participating in a virtual career fair at Centennial Regional High School, as well as an on-site career fair at Howard S. Billings School in Chateaugay. In October of 2021, ACCESS was equally represented at the *Salon de l'emploi et de la formation continue*.

In an effort to create meaningful connections with current students/alumni to potential students, we worked on creating an online ACCESS Student Ambassador platform. Students across all our centres were chosen by their teachers to be the voice of their program. Collaborating closely with the Project Development Officer leading the Communications and Marketing dossier, each student/alumni Ambassador received training on how to approach their respective role. One of our local web agencies created a webpage, which will be embedded onto our ACCESS website in October of 2022. A number of our student ambassadors also played an integral role in on-site recruitment events and sharing information about ACCESS throughout their own communities. The Ambassador initiative has allowed us to build and maintain positive word of mouth.

Community Learning Centres (CLC)

MONTÉRÉGIE CENTRE COMMUNITY LEARNING CENTRE

The name Montérégie Centre CLC (MCCLC) was established in 2021 to represent John Adam Memorial School, St. Johns School, St. Lawrence School and St. Jude School.

In the fall of 2021, a weekly virtual coding club was offered for two months in the fall at St. Lawrence School, and during the winter-spring session of 2022, we were able to offer it in person on a weekly basis at both St. Jude and St. Lawrence schools. During the in-person component, the weekly code clubs gave students the opportunity to create, express, share, collaborate, read and have fun doing projects using Scratch, Python and/or HTML. Some students excelled in their coding that they became Code Club Assistants. The students' accomplishments were often shared on the schools' CLC Facebook pages with many views and positive comments supporting the endeavour.

At St. Johns School, there were numerous police led anti-intimidation-anti-bullying workshops offered to the elementary students and workshops offered in collaboration with a women's shelter for high school students on Communication, Relationship, Violence and Prevention.

During the year, several grants served to encourage student engagement that aligned with Riverside School Board's objective on equity, diversity, and inclusion. This included virtual "Stepping" workshops where over 400 St. Johns School and John Adam Memorial School students learned how to use their bodies to make music, and its relation to Black History, and at St. Lawrence School, 180 students participated in a virtual indigenous workshop.

RICHELIEU VALLEY COMMUNITY LEARNING CENTRE

The Richelieu Valley Community Learning Centre (RVCLC) continued its path of establishing and enhancing our school community partnerships. One of our many successes including the establishment of five virtual code clubs, provides students with an interest in computer coding access to professional training taught by our partner McGill Let's Talk Science.

To increase our students' sense of community this past year, our schools adopted the Socktober (October) month long sock collection drive. Through partnerships both within our local and the greater Montréal / South Shore community, we managed to raise over 6,000 pairs of brand-new adult sized socks which were distributed to youth and adults in need through our community partner *Dans la Rue*.

One major source of pride was being chosen by the Mary Joyce Booth Fund. The grant given by Canadian Parents for French is awarded to organizations who offer opportunities for youth to learn and use French. The RVCLC was chosen and used the \$500 fund to purchase books in French on indigenous culture and people which are being shared with all five RVCLC schools.



SEAWAY COMMUNITY LEARNING CENTRE

During the 2021-2022 school year, Seaway CLC (Saint-Lambert International High School, Saint-Lambert Elementary School, St Mary's School, ACCESS, and REACH School) continued the commitment to offer services and activities through collaborations with multiple partners in its community.

We supported student success and literacy development by involving different schools in the "I Belong" project funded by the Leading Education and Resource Network (LEARN). The goal of this project was to empower students to explore their identity within Québec society, make art and connect with their communities. We also worked with our community partner *Premiers Pas Champlain* to offer a four-week session in a 4-year-old kindergarten (K4) class. The sessions focused on early literacy and included an activity with parents that touched upon the importance of a bedtime routine.

We participated in the *Tablee des Chefs* program. Students learned how to cook with a chef during an after-school activity from October to May. Prévile Fine Arts Center offered painting classes funded by the Assistance and Referral Centre (ARC) for students to encourage mental wellness. Both activities were geared to foster student engagement and motivation.

We were able to provide parent workshops on the transition into adolescence with funding from a table de concertation (Table Conparle Famille). This initiative was attended by 32 parents, and it served to be a great opportunity to strengthen relationships between schools, families, and organizations.

Community involvement in schools was also strong this past year with multiple community members reaching out to donate materials and finances to support our students.

Riverside’s International Student Education (RISE)

A team of four Riverside School Board (RSB) employees is dedicated in promoting RSB programs and schools internationally, for both the youth and adult sectors. The RISE team supports agents, students, and parents with the process of getting the necessary documents for them to study in Québec. RISE is also devoted in finding caring host families for youth students coming to study for a few months or one year at a Riverside school. During the entire stay of our international students, the RISE team was on the “terrain” to accommodate and make their stay a memorable one. Testimonials confirm that students who have had an experience at Riverside return home with new friendships and great memories for the rest of their lives.

The pandemic had a great impact in the recruitment of new students since 2020, hence, the 2021-2022 school year welcomed 60 students in the youth sector. These students came from ten countries and territories, namely, Brazil, Hong Kong, Mexico, Germany, Italy, China, Rwanda, Spain, Switzerland, Taiwan and studied in three of our high schools and one elementary school. The 22 students in our Vocational centres were mainly at Cleghorn (17 students), 10 of them were registered in the Health Assistance and Nursing program. Some students were registered for a High School completion, Bricklaying and Pharmacy Technical Assistance. Adult students were coming from 11 different countries, Peru, Columbia, India, Slovenia, Korea, Brazil, and Germany, to name a few.

The global pandemic also had an impact on the origin of the students. Prior to 2020, most students were coming from China. In 2021-2022, the bulk of our clientele was coming from European countries. A few recruitment missions abroad occurred to increase the number of students for the following year.

Families from the school board continued to offer our students accommodations to promote their cultural experience and took excellent care of them. For 2021-2022, we had 16 active host families and 22 of our students were welcomed in their homes. We also had eight students staying at host families provided by our

partner *La Maison Internationale de Montréal*. Our goal is to expand our pool of host families within our community.

As we are experiencing the end of the global pandemic, we realize a positive impact in the recruitment of international students at Riverside for the 2022-2023 school year.



Material Resources

Riverside School Board owns 27 buildings, totalling 140,134 m², with an average age of 59 years. During 2021-2022, Riverside School Board invested more than \$6.8 million in major projects to maintain real estate assets and carried out 14 major renovation projects in 11 schools. These projects include the restoration of roofs while maintaining a good vantage point to improve the quality of services to users such as replacing central ventilation systems, renovation of washrooms and finishes of classrooms and hallways.

Riverside School Board also continued to invest in the maintenance of its physical facilities, particularly in terms of air quality and energy-saving measures, such as the recommissioning of HVAC systems, optimizing systems operations and the replacement of lighting with more efficient fixtures.

Those investments and projects are directly related to objective 5 of RSB’s Commitment-to-Success Plan, to ensure that all schools and centres are in satisfactory condition.

In October 2019, the Minister of Education (MEQ) required all school boards and service centres to analyze the lead concentration in its drinking water. The analysis of all the faucets used for drinking water in buildings was completed by November 2020, and revealed the following observations:

- Over 825 samples were taken;
- 4,5% of plumbing fixtures showed a lead level above the norm in both samples, at 0 and 30 seconds of flowing water, and have been taken out of service until their replacement;
- 19% showed a lead level above the norm only in the first sample. For these plumbing fixtures, running the water for one minute prior to drinking will continue to be recommended until their short-term replacement.

The replacement of the problematic plumbing fixtures has been completed in March 2022. The replacement process has been longer than anticipated due to the shortage of certain accessories and equipment, such as filters, and longer than unusual delivery times of the equipment, associated with the high demand of the education sector.



In November 2020, the MEQ asked all school boards and service centres to measure the carbon dioxide (CO₂) level in their schools for a representative sampling of the building in order to ensure that the ventilation of the classrooms is adequate. This operation is pursuant with the goal of reducing the transmission of COVID-19 by aerosols.

To this end, the following measures have been taken or continued from last year to ensure proper Indoor Air Quality (IAQ):

- The distribution of portable CO₂ measuring devices to all schools and centres;
- The correction of situations with high levels of CO₂ as they were identified;
- The transmission of information to schools and centres administrators relating to the problems and procedures in the opening of windows for natural ventilation;
- Raising awareness among all staff and stakeholders on the natural ventilation of classrooms;
- Maximizing the supply of outside air in mechanical ventilated classrooms;
- Increasing the hours of operation for ventilation systems;
- Increasing the frequency of the replacement of filters in the ventilation system;
- The installation of 650 IAQ sensors in all schools and centres;
- The deployment of the monitoring platform to all school administrators.

THE WEEKLY AVERAGE OF CO₂ MEASUREMENTS OF ALL THE SENSORS FOR VARIOUS WEEKS IS AS FOLLOW:

CO ₂ Level	2022-03-25	2022-04-29	2022-05-23	2022-06-13
< 1,000	66.0% (339)	81.7% (494)	89.7% (538)	94.8% (565)
1,000<1,500	31.9% (164)	17.2% (104)	9.0% (54)	4.4% (26)
1,500<2,000	2.1% (11)	1.2% (7)	1.2% (7)	0.8% (5)
>2,000	0% (0)	0% (0)	0.2% (1)	0% (0)

	No. of Students	No. of Vehicles	Cost	Daily KM
Exclusive Daily Transportation	7,486	148	\$9,885,315	19,704
Bus & Mini Bus	7,166	90	\$7,465,432	13,275
Adapted Bus	3	1	\$59,866	40
Type of Vehicle: Berlines	305	53	\$2,360,017	6,389
Adapted Berlines	12	4		
Allocation to Users	0	N/A	N/A	N/A
Integrated Daily Transport	1,383	N/A	\$488,034	N/A

PILOT PROJECT mTRANSPORT

- We carried out a pilot project with mTransport, which is a GPS solution for student attendance tracking. This system allows us to optimize the management of school transportation, respond effectively to parents' questions and increase student safety in school transportation.
- The project was carried out on 16 vehicles and involved several elementary and secondary schools.
- 92% of parents who responded to the survey following the pilot project said they would like to have this system implemented in the future on our buses.

Council of Commissioners

DIVISION 1

PAMELA BOOTH - MORRISON

Belœil, Sorel-Tracy, Varennes



DIVISION 2

FADI TAWIL

Vieux-Longueuil



DIVISION 3

CHARLES HORRELL


St. Bruno Boucherville



DIVISION 4

ANNA CAPOBIANCO-SKIPWORTH

Chambly, Carignan, Otterburn Park



DIVISION 5

LESLEY LLEWELYN-CUFFLING

St. Lambert



DIVISION 6

HENRIETTE DUMONT

St. Hubert



DIVISION 7

MATTHEW MAZUR

Brossard One



DIVISION 8

MARGARET GOUR

Brossard Two



DIVISION 9

KEVIN ROSS

Roussillon



DIVISION 11

PATRICK MICHAUD

St-Jean-sur-Richelieu La Prairie



SECONDARY PARENT-COMMISSIONER

THERESA AGUIAR



PARENT-COMMISSIONER AT-LARGE

MICHAEL ANGILETTA



ELEMENTARY PARENT-COMMISSIONER

NEELA PARSNANI



EHDAA PARENT-COMMISSIONER

CARRIE ELLEN RONNING



July-August
September 2021

Council of Commissioners

CHAIRMAN

DAN LAMOUREUX



VICE CHAIRMAN DIVISION 10

CHRISTOPHER CRAIG

Greenfield Park



DIVISION 1

PAMELA BOOTH - MORRISON

Belœil, Sorel-Tracy, Varennes



DIVISION 2

FADI TAWIL

Vieux-Longueuil



DIVISION 3

CHARLES HORRELL


St. Bruno Boucherville



DIVISION 4

ANNA CAPOBIANCO-SKIPWORTH

Chambly, Carignan, Otterburn Park



DIVISION 5

LESLEY LLEWELYN-CUFFLING

St. Lambert



DIVISION 6

HENRIETTE DUMONT

St. Hubert



DIVISION 7

MATTHEW MAZUR

Brossard One



DIVISION 8

MARGARET GOUR

Brossard Two



DIVISION 9

KEVIN ROSS

Roussillon



DIVISION 11

PATRICK MICHAUD

St-Jean-sur-Richelieu La Prairie



SECONDARY PARENT-COMMISSIONER

THERESA AGUIAR



PARENT-COMMISSIONER AT-LARGE

DAVID FOURNIER



ELEMENTARY PARENT-COMMISSIONER

NEELA PARSNANI



EHDAA PARENT-COMMISSIONER

CARRIE ELLEN RONNING



October 2021
to June 2022

Council *Organigram*

11
COMMISSIONERS
(INCLUDING VICE-CHAIR)
ELECTED IN
THEIR WARD

4
PARENT COMMISSIONERS
ELECTED BY PARENTS'
COMMITTEE

2
CO-OPTED COMMISSIONERS
(OPTIONAL)
ELECTED BY
COMMISSIONERS

**CHAIR
COUNCIL OF
COMMISSIONERS**
UNIVERSAL
SUFFRAGE

TO ADMINISTRATION

VICE-CHAIR
COMMISSIONER
ELECTED BY
COMMISSIONERS

COUNCIL
GIVES LARGE ORIENTATIONS
+
OVERSEES GENERAL OPERATIONS
+
REPRESENTS THE
22 COMMUNITIES' INTERESTS

SECRETARY
GENERAL

DIRECTOR HUMAN
RESOURCES

DIRECTOR
EDUCATIONAL
SERVICES
+
TECHNOLOGY

DIRECTOR
COMPLEMENTARY
SERVICES

SCHOOLS
AND CENTRES
ADMINISTRATORS

FROM COUNCIL

**DIRECTOR
GENERAL**
HIRED BY COUNCIL
OF COMMISSIONERS

DIRECTOR
MATERIAL
RESOURCES

Administration *Organigram*

ASSISTANT
DIRECTOR GENERAL
+
DIRECTOR
ADULT & VOC. ED.

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.

Elementary Schools and Kindergarten Class



BOUCHERVILLE ELEMENTARY
5-YEAR-OLD KINDERGARTEN,
 GRADES 1 TO 6
 T 450 550-2512
 800 Père Lejeune, Boucherville (QC) J4B 3K1



GOOD SHEPHERD
4 AND 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
4 AND 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 des Étudiants Boulevard, 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



ST. LAWRENCE

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

T 450 550-2500
148 Champlain / 150 St-Raymond, Candiac (QC) J5R 3T2

Special Education



JOHN ADAM MEMORIAL

5-YEAR-OLD KINDERGARTEN,
GRADES 1 TO 6

T 450 550-2503
120 Montée des Bouleaux, Delson (QC) J5B 1L7



ST. JOHNS

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

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



ST. MARY'S

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

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



REACH QUEEN

T 450 550-2612
276 Queen, St. Lambert (QC) J4R 1H7



MOUNT BRUNO

4 AND 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 1W8



TERRY FOX

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

T 450 678-2142
1648 Langevin, St. Hubert (QC) J4T 1X7



REACH GREEN

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



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



WILLIAM LATTER

5-YEAR-OLD KINDERGARTEN,
GRADE 1 TO 6

T 450 550-2527
1300 Barré, Chambly (QC) J3L 2V4



REACH SATELLITE CLASSES

SPECIAL EDUCATION SATELLITE CLASSES
AT CRHS AND SLI

Secondary Schools



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



ST. JOHNS HIGH SCHOOL

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

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



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*

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

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.



450 676-1843 #5044
iamb brilliant.ca

- access. Cleghorn
163, rue Cleghorn
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 Bochel 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 BILINGUE ET
APPRENDS TON MÉTIER

DÉCOUVREZ NOS PROGRAMMES
DISCOVER OUR PROGRAMS

iambrilliant.ca    450 676-1843 #5044



Services aux entreprises
Business Services
COMMUNISER / COMMUNICATE - FORMER / FORM

FORMATION
Québec
EN RÉSEAU
School Network - Business Services Consortium

access, Cléghom
165, rue Cléghom
Sainte-Lambert QC J4R 2J4
450 676-1843 #5044

access, Brossard
7000, boulevard Taschereau, Édifice C
Brossard 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 Richer, bureau 310
Saint-Hubert QC J3Y 4T6
450 676-3636

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

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

L'aisance 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 Toratti, Automobile Mechanics student

Our Year in Stories

*Success in
both languages!*

Sharing a few stories from our schools...

BOUCHERVILLE ELEMENTARY

For several years now, the non-profit organization “Lis avec moi” has been offering Elementary Cycle 2 students across Québec the opportunity to participate in a reading aloud challenge. The primary mission of the organization is to promote literature and the pleasure of reading among young people.

Alexander, a student at Boucherville Elementary School, was voted “Great Reader of his Class”, then won the Riverside School Board final, which led him to compete with nearly 12,000 participants across the province! Alexander found himself among the 20 finalists for THE GRAND NATIONAL FINAL.

He made us very proud! He not only gave a magnificent performance, but he also received an honorable mention from the members of the “Lis avec moi” jury!

BRAVO Alexander!



CEDAR STREET

Athletics Academic hosts Fun Day at Cedar Street School

Teambuilding, collaboration, and cooperation with the support of Athletics Academy! Students were paired in multileveled groups (k4-Grade 6) and had a wonderful time.



Our Year in Stories

CENTENNIAL REGIONAL HIGH SCHOOL

Génies en herbe

Congratulations to all participants and teachers for helping to make this tournament a success!



COURTLAND PARK INTERNATIONAL

Courtland Park International has a new KINDER GARDEN

Students started gardening at CPI and the veggies grew so fast that our students made Kale chips and delicious salad to enjoy!

Thank you to the town of Saint-Bruno to have made this project possible.



SAINT-LAMBERT INTERNATIONAL HIGH SCHOOL

On March 24, 2022, SLI held its 15th Annual Spelling Bee for Secondary 1 and 2 students.

All of the participants did a great job as the Bee. It was a tough competition! However, one very special contestant was able to rise above the rest. Charles McLean is the 2021-2022 Spelling Bee winner. Navya Bamanian finished in second place and Anastazja Rutt Katracame in third. Congratulations to all!



GOOD SHEPHERD

Dress like a Book Character Day @ GSS

Our students are passionate readers!



GREENFIELD PARK INTERNATIONAL

Some projects carried out by daycare students during a September pedagogical day. Our students always have lots of fun at daycare. Thank you to all our educators

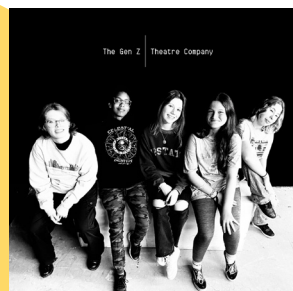


Our Year in Stories

HERITAGE REGIONAL HIGH SCHOOL

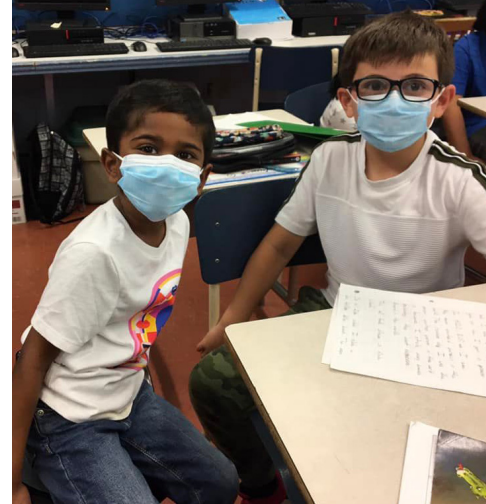
Congratulations to Fine Arts Focus Drama for their outstanding student productions! The recordings are now available to view. Please use the links below and enjoy the show!

- ▶ [The Imperfect Theater Company](#)
- ▶ [Behind the Screens Theater Company](#)
- ▶ [Unsolved Theater Company](#)
- ▶ [GenZ Theater Company](#)
- ▶ [Dark Heart Theater Company](#)



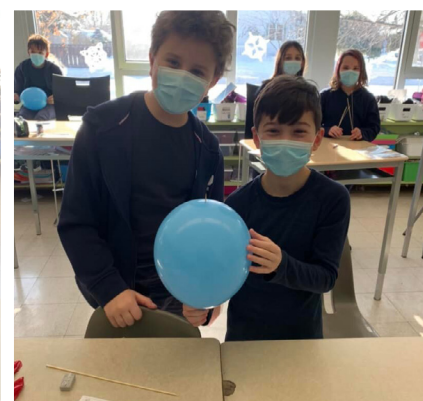
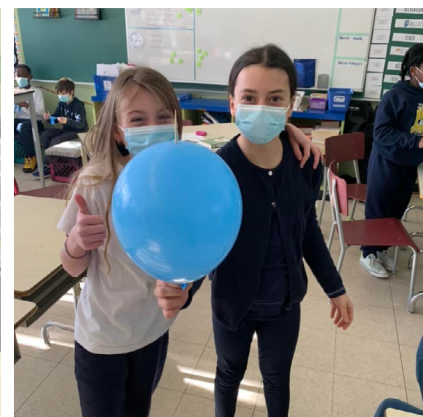
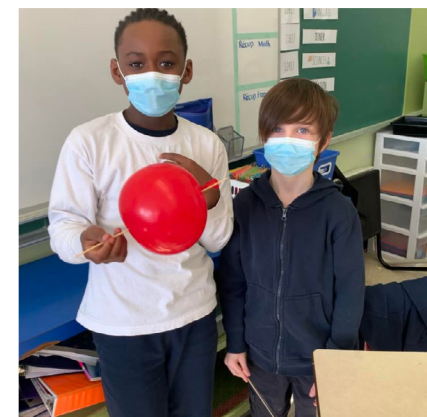
JOHN ADAM

Grade 4 students in Mrs. Cassandra's class deepened their knowledge of the scientific method with the Unbreakable Balloon Experiment! Nice job folks!



HAROLD NAPPER

What is really, really, sweet? Grade 4 students reading to their kindergarten friends! The grade 4 students were great readers, and the kindergarten students were great listeners!



MOUNT BRUNO

Information Pollution

Thank you to Paul Karwatsky for his great presentation on Information Pollution. Our grade six students are now more knowledgeable about fake news and checking information before they share it!

A very successful 2m-distantiatiion Science Fair! It was fantastic to see all the experiments! Good job cycle 3!

MOUNTAINVIEW

Grade 3 sent Holiday cards to members of the Canadian Armed Forces as part of their kindness theme. Kindness matters!



REACH SCHOOL

Mon arbre à moi

REACH Queen school received a nice visit from the mayor of Saint-Lambert, Pascale Mongrain, who visited the school as part of the "Mon arbre à moi" project of the city of Saint-Lambert.

A tree (about two years old) was given to each student. Students and their parents were able to plant the tree at their home and thus, they will have the pleasure of seeing it grow with them.

Planting a tree is a concrete action for the environment. This gesture has many benefits, including beautifying its living environment, improving the ambient air, softening the climate, and contributing to the maintenance of ecological balance.



Our Year in Stories

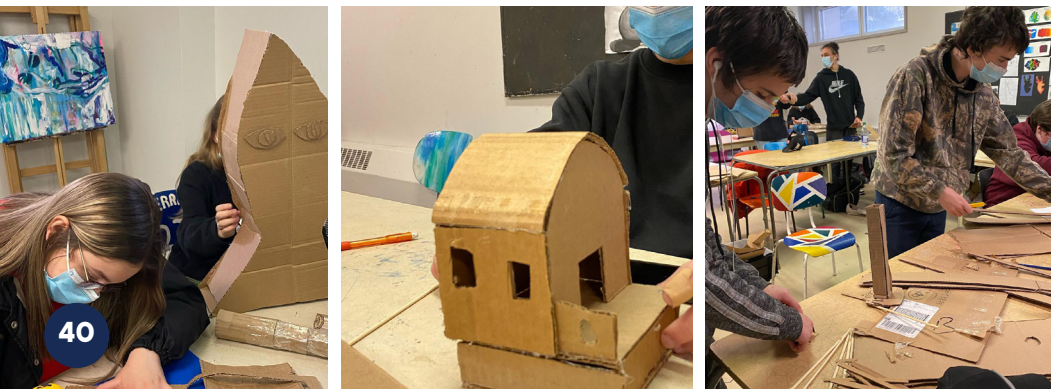


ST. JOHNS (ELEMENTARY) Celebrating the Ultimate Twosday!

February 22, 2022, was not just any old boring palindrome since the date happened on a Tuesday. A rare occasion to celebrate!

ST. JOHNS (HIGH SCHOOL)

Some pretty amazing things happening in this secondary 4 art class! Our students are creative, inventive, and talented!

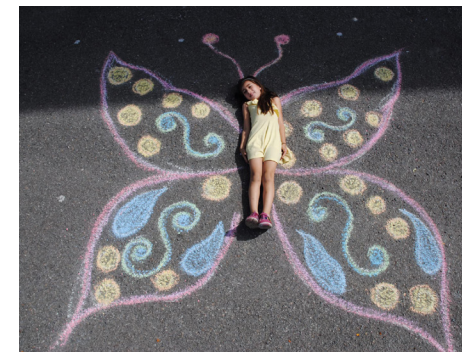


ST. JUDE SCHOOL St. Jude CLC Code Club in Greenfield Park. Learning together and helping one another is fun.



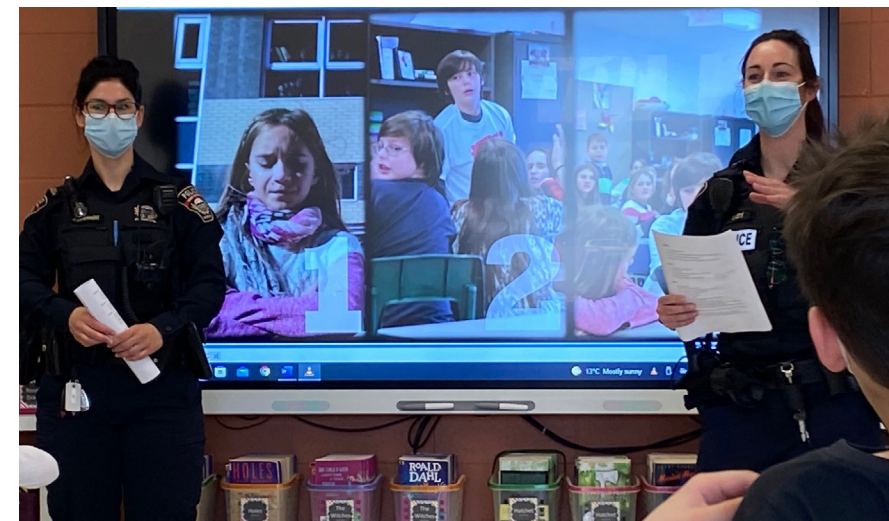
ROYAL CHARLES SCHOOL

Mme Natacha's grade 1 class in the outdoor classroom. "Les déterminants" never sounded so cool!



SAINT-LAMBERT ELEMENTARY

Ephemeral arts project for Marie-Josée's kindergarten class, made with the help of Lessa and Donna from the daycare. Stunning!



ST. LAWRENCE SCHOOL

In an effort to sensitize students to anti-bullying and anti-violence actions, two police officers from Roussillon visited cycle 3 classrooms at St. Lawrence School.

They animated a workshop for students called "La force de s'exprimer". Students and parents were encouraged to continue the discussions at home.



ST. MARY'S National Day for Truth and Reconciliation and Orange Shirt Day at St Mary's

Our school honors the Indigenous children who were sent away to residential schools in Canada. It's also a day we learn more about the history of those schools.



Our Year in Stories

WILLIAM LATTER

Fun in the snow at WLS! The best winter recesses always include making a snowman!



TERRY FOX

Congrats to Terry Fox girls who finished in first place in the flag football tournament!

Each athlete played an important part in the comeback victory the school had in the final that was won in overtime! Great job!

I respectfully submit the Student Ombudsman Report for the 2021-2022 school year. The cases covered in this report are from August 15, 2021 to August 15, 2022.

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 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 2021-2022 RECOMMENDATIONS

COMMUNICATION WITH PARENTS

I recommended that when parents are asked to meet with the school, they should be told who will be at the meeting and why they will be there.

Measures addressing this issue

Principals and centre directors were reminded of the need to be transparent with parents at their November 3, 2021 meeting.

Student Ombudsman's Report 2021-2022

INDIVIDUALIZED EDUCATION PROGRAMS (IEPS) AT THE HIGH SCHOOL LEVEL

As a result of a concern expressed by a high school student's parent that IEPs did not accurately reflect what was being done in school, I recommended that an informal audit be done to determine if this situation is exceptional or widespread. I suggested that all stakeholders, including parents, be asked for input during such an audit.

Measures addressing the issue:

- The Complementary Services administrative team and the special education consultants planned to provide recommendations to school principals and to recommend that informal audits take place.
- The topic was planned to be discussed at an Advisory Committee for Students with Special Needs meeting, where parent feedback would be solicited.

EVALUATION MODALITIES FOR PURPOSES OF CERTIFICATION OF HOMESCHOOLED STUDENTS

The very complex task of fairly evaluating students without being involved in their teaching and ongoing learning is an issue that affects all English school boards. I recommended that Riverside bring up the issue during their discussions with other school boards.

Measure addressing the issue:

The concern was raised specifically at the provincial Directors General table in a meeting with the Minister of Education, and at a MEQ-Partenaires committee meeting.

INDOOR RECESS AT ELEMENTARY SCHOOLS

The revision of supervision strategies for indoor recess in elementary schools continues to be a challenge due to staffing requirements. Discussions are ongoing.

VIOLENCE AND BULLYING

I recommended that parents should have access to information on how each school handles bullying and violence, including information on the mechanisms in place for parents to share their concerns with school staff.

Measure addressing the issue:

A reminder was given at a Principals’ and Centre Directors’ meeting in November.

DATA FOR 2021-2022

I received 22 requests for assistance this school year. The requests came from students or parents of students in elementary, and secondary schools.

Break Down by Sector: 2021-2022						
Sector	Elementary	Secondary	Adult	Homeschooled	Non-disclosed	Total
Cases	10	12	0	0	0	22

FORMAL COMPLAINTS

A formal complaint is one that has exhausted all the levels of complaint resolution described in RSB’s By-Law 14. I received no formal complaints requiring a report with recommendations to the Council of Commissioners Executive Committee. All complaints/requests for assistance brought to the Student Ombudsman were either resolved or dropped by the complainants.

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.

2021-2022 Requests for Information or Assistance				
Category	Elementary	Secondary	Adult	Total
Sanctions (Code of Conduct)	0	0	0	0
Assistance with the Appeals Process	0	2	0	2
Educational Services/ Curriculum/Program	0	0	0	0
Services for Students with Special Needs	3	2	0	5
Fees	0	1	0	1
Transportation	1	0	0	1
Staff Behavior	0	2	0	2
Administrative Procedures (registration/eligibility/zoning)	0	0	0	0
Communication	1	2	0	3
Procedures and Decisions Related to COVID-19	3	1	0	4
2021-2022 Requests for Information or Assistance: Bullying/Harassment				
Violence/Bullying	Elementary	Secondary	Adult	Total
Student to Student	2	2	0	4
Staff to Student	0	0	0	0

Analysis

My interactions with students, parents, and staff, this year, make me believe that complaints were taken seriously and that there was a general willingness to arrive at fair resolutions.

RECOMMENDATIONS

These recommendations stem from the requests for assistance that I received this year. They are based on a very small number of cases and in no way should be used to draw conclusions about system-wide issues. At the very most, they should lead to deeper probing questions.

Communication with Parents

Communication with the school continues to be an issue for some parents. Though only three cases had communication as a primary concern, I estimate that communication issues came up in about half of my interactions with parents requesting assistance. I am aware that efforts have been made to address this issue, however I must reiterate how important it is for communication with parents to be clear, transparent, and timely. System wide reminders of the importance of effective communication should continue to be given on a regular basis. It may be useful to set up a task force to study the impediments to effective communication and possible solutions.

Support for Parents of Young Students
with Significant Behavioral Issues

Young students with significant behavioral issues who have not yet been diagnosed or who are in the process of being evaluated pose a significant challenge to all involved. Schools have an obligation to ensure the safety of all students. When faced with a situation where the needs of the student go beyond the resources of the school, and safety becomes an issue, the student may be given a reduced school schedule or home schooling. This obligatory, though temporary measure significantly impacts working parents, and especially single working parents. Very often parents cannot be given a specific timeline for when they can receive additional support. Parents in such situations need support at home. This is a need that clearly goes beyond the mandate of a school board, and

Student Ombudsman’s
Report 2021-2022 cont.

I must confess that I have very little in terms of concrete recommendations. I can only highlight that the problem exists and suggest that perhaps Riverside uses its partnerships with social services to examine the issue and possibly collaborate on possible support strategies.

Indoor Recess at Elementary Schools

The revision of supervision strategies for indoor recess in elementary schools has been a challenge due to staffing requirements. I encourage RSB to continue its revision efforts.

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

I received four cases involving complaints about bullying or violence. I directed the parents to their school principals or to a school board director. To my knowledge these complaints were resolved.

Recommendations

I encourage that Riverside continues its efforts at providing parents with transparent and easily accessible information in regard to bullying and harassment concerns. In situations where violence or bullying result in student injury, incident reports should be filled out accurately and with as much detail as is known. This is especially important if the injury is serious enough to require medical attention. Parents should be contacted in a timely manner.

Personal Note

I would like to express my gratitude to the RSB personnel who responded to my requests for assistance with unconditional cooperation. I would also like to thank Peter Woodruff, Student Ombudsman Alternate, for his continued wise counsel during the year.

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, 2022



ENZO DI IOIA

Student Ombudsman
Riverside School Board



Report on Riverside's Policy to Maintain a Safe, Respectful and Drug-Free *Environment in our Schools*

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 2021-2022, 17 reports under section 96.12 of the Education Act were formally brought to the attention of the Director General. Eight of these complaints resulted in measures taken at the school to help address the events that led to the complaints. Five other complaints resulted in compulsory school transfers with services provided in another Riverside school. Four were expelled from Riverside School Board schools and centres. Furthermore, the number of these students for whom the decision was to provide homebound tutoring as a result of their disciplinary hearing is three of which one student was then transferred to another school and two resulted in being expelled from Riverside School Board schools and centres for the 2022-2023 school year.

The Student Ombudsman dealt with 22 requests for information or assistance with regards to bullying/violence and did not receive any formal complaints. 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 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.

Nevertheless, during the 2021-2022 school year, many of RSB's schools participated in various school-based activities that aimed to promote a healthy school climate. To optimize the services rendered to our students, we continue to work with outside organizations and partners to deliver presentations related to anti-bullying and anti-violence. The Centre of Excellence for Behaviour Management's virtual resources namely, the concept of structured recesses and resources that can be easily accessed by all school teams to help students direct their energy in positive ways. We continue to offer professional development to school teams to learn and adopt common language on understanding frustration, anxiety, and healthy emotional development. Crisis Prevention Intervention as a strategy to deescalate situations and to promote dialogue and prevention in school continues to be at the centre of our philosophy.

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

Ethics Officer's Report

October 30, 2022

MR. DAN LAMOUREUX
Chair
Riverside School Board
7525 chemin de Chambly
St Hubert, Qc
J3Y 0N7

Mr. Chair,
Following my obligation in regards to Section 11.2 of the *Code of Ethics and Professional Conduct for Commissioners* please be advised that my Annual Report of activity for the school year 2021-2022 ending on June 30, 2021 is without incident or complaint.

Respectfully,



BERNARD HUOT
Ethics Officer
Riverside School Board



Law 17

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

Law 17: An Act Respecting Workforce Management and Control (LGCE), was adopted on December 5, 2014 and its first period of application is from January 1, 2015 to March 31, 2015.

Its primary purpose is to monitor and provide a framework for changes in the workforce. Based on the calculations that the Treasury Board made of our 2014 workforce, we were not supposed to have more employees at our employment for the same period in 2015.

APRIL 2021 TO MARCH 2022				
	Hours Worked	Overtime Hours	Total Hours Paid	Number of Employees for the Reporting Period
1 Administrators	126,731.83	0	126,731.83	81
2 Professionals	138,793.24	0	138,793.24	99
3 Nurses	0	0	0	0
4 Teachers	1,252,382.71	2,998.92	1,255,381.63	1,437
5 Office Staff, Technicians & Related Jobs	811,859.37	1,716.07	813,575.44	932
6 Peace Officers	0	0	0	0
7 Tradesmen and Maintenance and Service Personnel	110,352.04	1,364.19	111,716.23	66
8 Students and Stagiaires	0	0	0	0
TOTAL	2,440,119.19	6,079.18	2,446,198.37	2,615

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.

During the 2021-2022 school year, Riverside School Board awarded, in accordance with Article 16 of the Act, no service contracts over the amount of \$25,000 to companies and no contracts over the amount of \$10,000 were awarded to individuals.

	Contracts concluded with a legal person/company	Contracts concluded with a legal person/company	TOTAL
Number of Contracts	0	0	0
Amount of Contracts	\$0	\$0	\$0

Distribution
of Revenues

Revenues	Actual 2021-2022	Actual 2020-2021	Var. \$
Operating Subsidy MEES (83%)	\$137,202,669	\$121,960,488	\$15,242,181
Investment Subsidy (0,5%)	\$423,080	\$45,882	\$377,198
Other Subsidy/Contribution (1%)	\$1,427,416	\$1,327,481	\$99,935
School Tax (5%)	\$8,426,033	\$8,182,042	\$243,991
School Fees (.5%)	\$716,692	\$566,290	\$150,402
Sales of Goods & Services (5%)	\$7,639,432	\$5,889,143	\$1,750,289
Misc. Revenues (2%)	\$3,310,111	\$2,458,642	\$851,469
Depreciation deferred revenues acquisition fixed assets (3%)	\$5,608,621	\$5,280,461	\$328,160
TOTAL	\$164,754,054	\$145,710,429	\$19,043,625

- Operating Subsidy MEES (83%)

Investment Subsidy (0%)

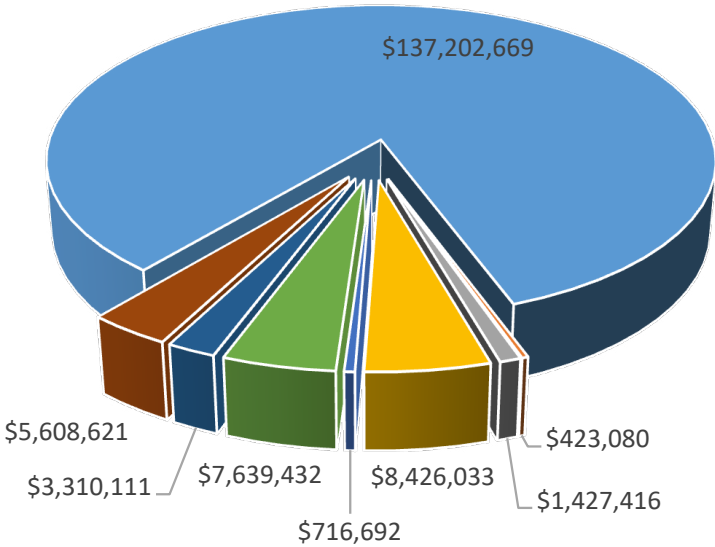
Other Subsidy/Contribution (1%)

School Tax (5%)

School Fees (0.4%)
- Sales of Goods & Services (5%)

Misc. Revenues (3%)

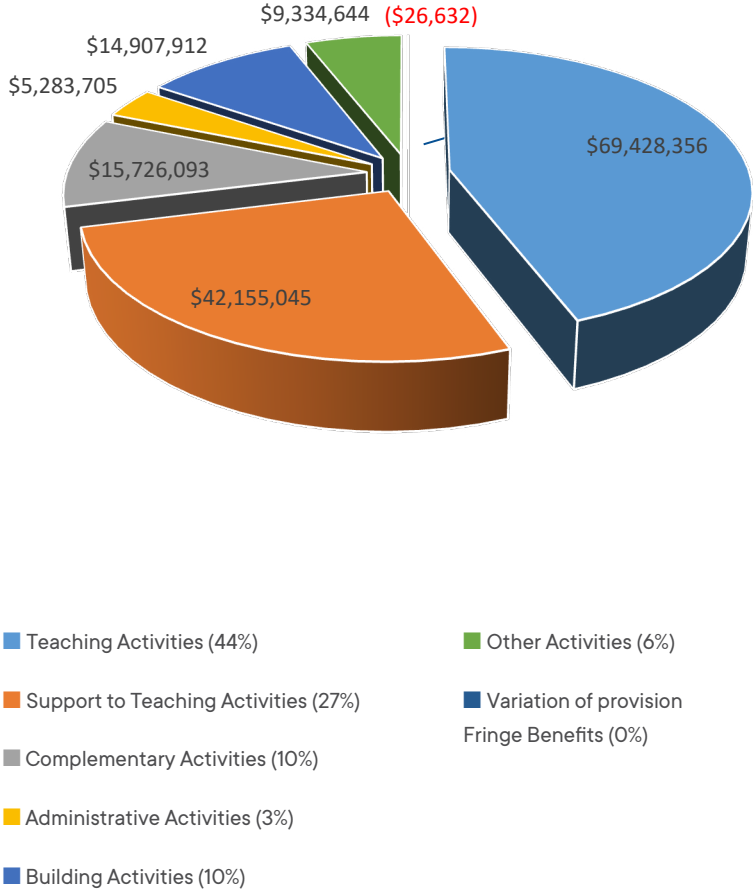
Depreciation deferred revenues
acquisition fixed assets (3%)



Extract from the audited TRAFICS June 30, 2022

Distribution
of Expenditures

Expenditures	Actual 2021-2022	Actual 2020-2021	Var. \$
Teaching Activities (44%)	\$69,428,356	\$66,716,495	\$2,711,861
Support to Teaching Activities (27%)	\$42,155,045	\$38,413,024	\$3,742,021
Complementary Activities (10%)	\$15,726,093	\$15,170,207	\$555,886
Administrative Activities (3%)	\$5,283,705	\$5,494,291	(\$210,586)
Building Activities (10%)	\$14,907,912	\$14,463,242	\$444,670
Other Activities (6%)	\$9,334,644	\$13,316,261	(\$3,981,617)
Variation of provision Fringe Benefits (0%)	(\$26,632)	\$173,718	(\$200,350)
TOTAL CHARGES	\$156,809,123	\$153,747,238	\$3,061,885
Surplus (Deficit) for the year	\$7,944,931	(\$8,036,811)	\$15,981,740



Extract from the audited TRAFICS June 30, 2022



Riverside School Board

REPORTING ON THE COMMITMENT-TO-SUCCESS PLAN 2021-2022

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 2020-2021 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 2014 cohort was obtained in June 2021.

Provincial Situation (réseau public):

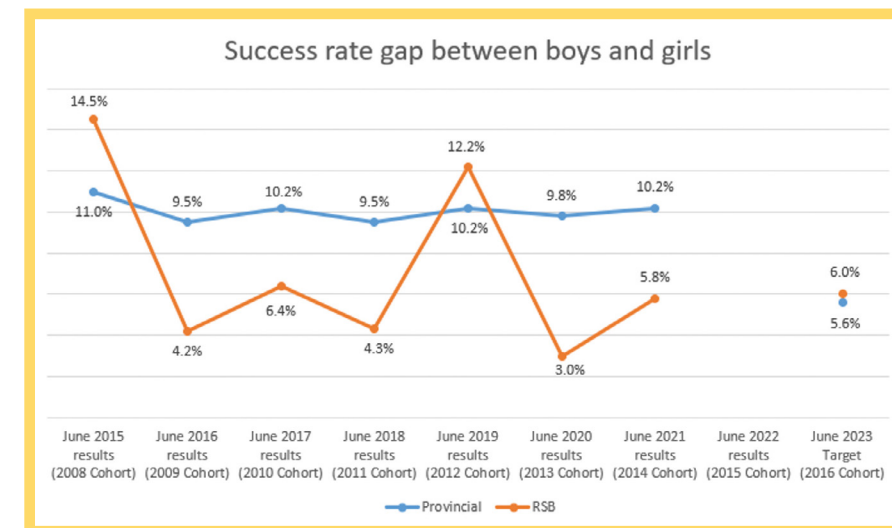
Boys	2008 Cohort		2009 Cohort		2010 Cohort		2011 Cohort		2012 Cohort		June 2020 2013 Cohort		June 2021 2014 Cohort*		Target 2023
	Success	Gap	Success	Gap	Success	Gap	Success	Gap	Success	Gap	Success	Gap	Success	Gap	Gap
	69.6%	11.0%	71.9%	9.5%	72.8%	10.2%	74.0%	9.5%	73.4%	10.2%	73.9%	9.8%	74%	10.2%	5.6%
	80.6%		81.4%		83.0%		83.5%		83.6%		83.7%		84.2%		

*Source: Diplomation 2022 (p. 17)

Riverside School Board:

	2008 Cohort		2009 Cohort		2010 Cohort		2011 Cohort		2012 Cohort		June 2020 2013 Cohort		June 2021 2014 Cohort*		Target 2023	
	Success	Gap	Success	Gap	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%	88.3%	3%	85.7%	5.8%	6.0%
	Girls	89.6%		88.6%		91.7%		87.1%		92.1%		91.3%		91.5%		

*Source: Diplomation 2022 (p. 20)



While we recognize that a gender-based analysis of student success does not necessarily reflect current understanding of identity, we continue to report upon this objective in keeping with the MEQ strategic plan. The graduation and qualification rate for boys in the 2014 cohort was slightly lower than those in the 2013 cohort. This has contributed to a slight increase (2.8%) in the gap between boys and girls for the 2014 cohort. That said, the gap for the 2014 cohort is still below the Riverside target for 2023. There does not appear to be a trend in terms of the gap in graduation and qualification rate between boys and girls.

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

Provincial Results (réseau public):

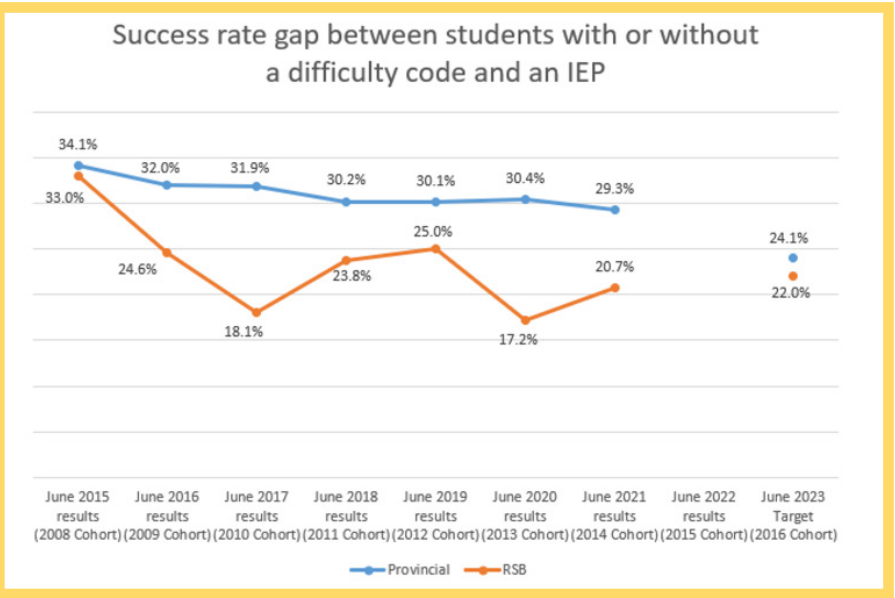
Students with handicaps, social maladjustments or learning difficulties with an IEP	2008 Cohort		2009 Cohort		2010 Cohort		2011 Cohort		2012 Cohort		2013 Cohort		2014 Cohort*		Target 2023
	Results	Gap	Success	Gap	Success	Gap	Success	Gap	Success	Gap	Success	Gap	Success	Gap	Gap
	48.3%	34.1%	51.8%	32.0%	53.7%	31.9%	56.2%	30.2%	56.1%	30.1%	56.2%	30.4%	57.5%	29.3%	24.1%
Regular Students	82.4%		83.8%		85.6%		86.4%		86.2%		86.6%		86.8%		

*Source: Diplomation 2022 (p. 24);

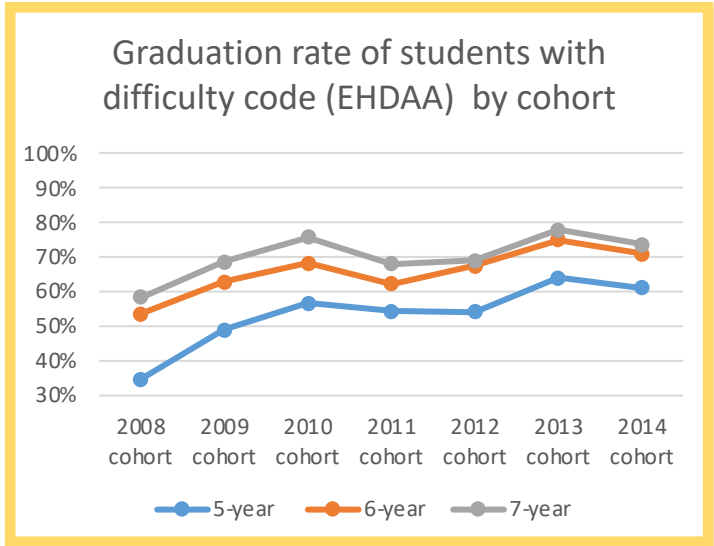
Riverside School Board:

Students with handicaps, social maladjustments or learning difficulties with an IEP	2008 Cohort		2009 Cohort		2010 Cohort		2011 Cohort		2012 Cohort		2013 Cohort		2014 Cohort*		Target 2023
	Results	Gap	Success	Gap	Success	Gap	Success	Gap	Success	Gap	Success	Gap	Success	Gap	Gap
	58.3%	33.0%	68.6%	24.6%	75.7%	18.1%	68.1%	23.8%	69.0%	25.0%	77.8%	17.2%	73.6%	20.7%	22.0%
Regular students	91.3%		93.2%		93.8%		91.9%		94.0%		95.0%		94.3%		

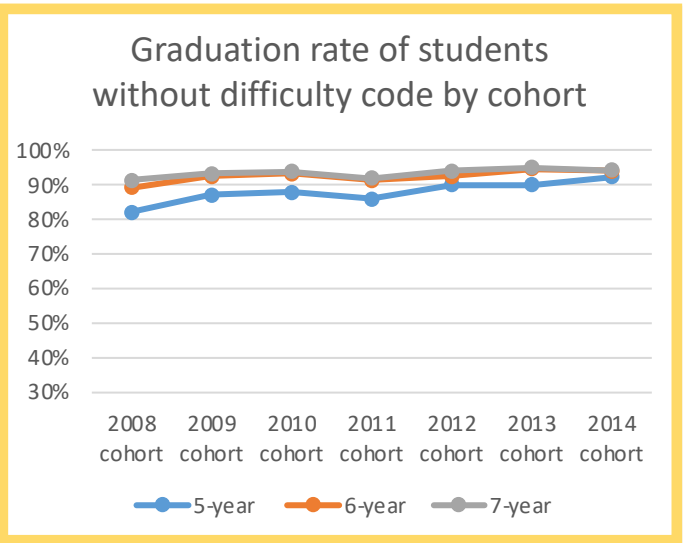
*Source: Charlemagne Report titled "884000_Taux_diplomation_qualification_ed2022_DIS" (first tab); provided December 2022



This information is not currently available from the Ministry. As a result, the information and graphs have not been updated.



Source: Ministry diplomation documents in addition to Charlemagne reports received annually.



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.

Provincial Results (réseau public):

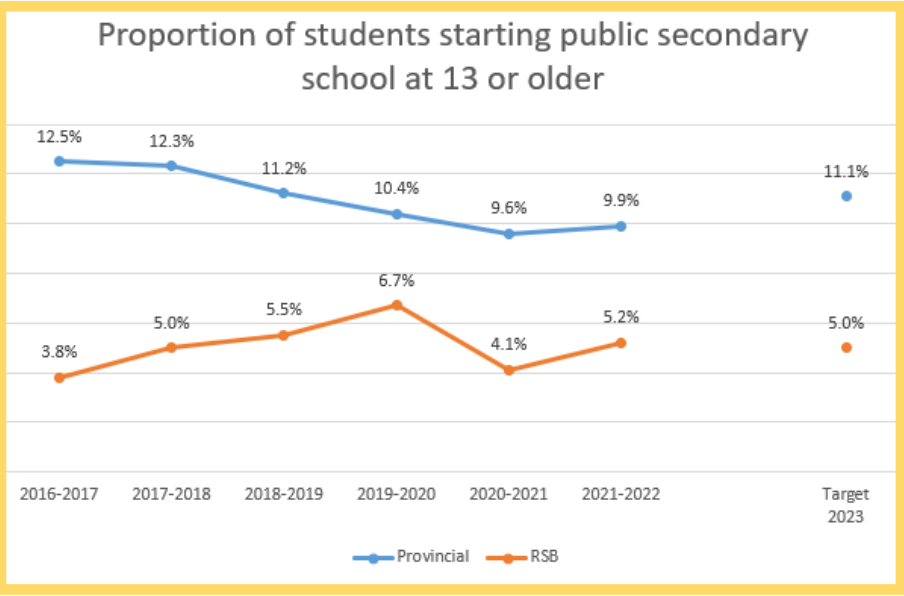
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022*	Target 2023
Proportion of Students	12.5%	12.3%	11.2%	10.4%	9.6%	9.9%	11.1%

*Source: Charlemagne Report titled "884000_Taux_diplomation_qualification_ed2022_DIS" (first tab); provided December 2022

Riverside School Board:

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021*	2021-2022*	Target 2023
Proportion of Students	3.8%	5.0%	5.5%	6.7%	4.1%	5.2%	5.0% max

*Source: Charlemagne Report titled "884000_Taux_diplomation_qualification_ed2022_DIS" (first tab); provided December 2022



The information pertaining to the 2021-2022 school year is not currently available from the Ministry. As a result, the information and tables have not been updated.

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 2020-2021 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):

	2008 Cohort	2009 Cohort	2010 Cohort	2011 Cohort	2012 Cohort	2013 Cohort	2014 Cohort	Target 2023
Students under 20 obtaining a first diploma (SSD or DVS)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students under 20 obtaining a first diploma or qualification	74.9%	76.5%	77.7%	78.6%	78.4%	78.6%	79.0%	84.5%

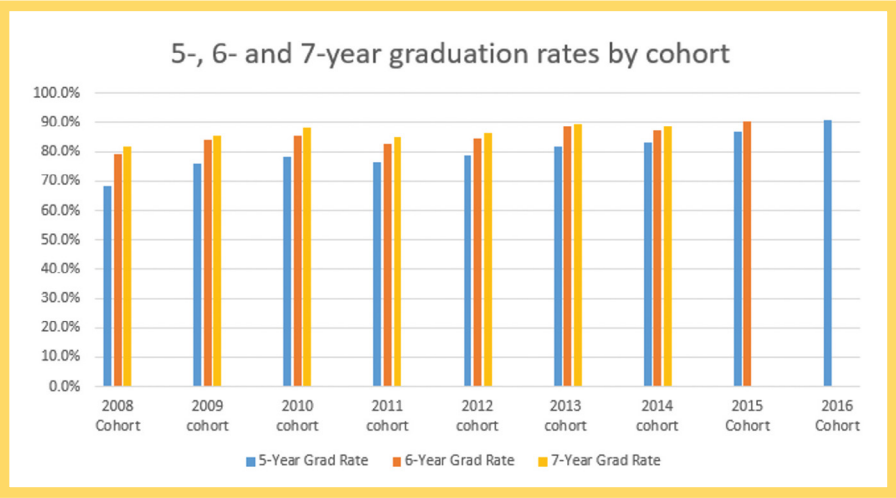
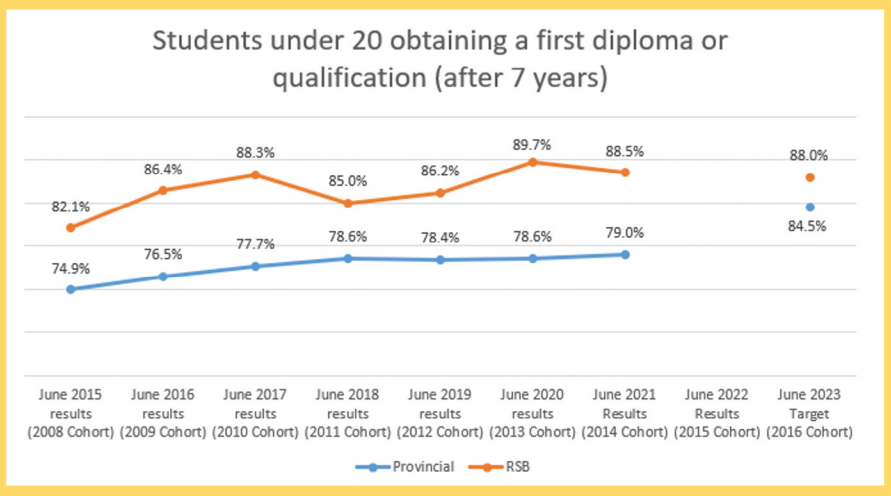
Source: Diplomation 2022 (p. 17)

Riverside School Board:

	2008 Cohort	2009 Cohort	2010 Cohort	2011 Cohort	2012 Cohort	2013 Cohort	2014 Cohort	Target 2023
Students under 20 obtaining a first diploma (SSD or DVS)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students under 20 obtaining a first diploma or qualification	82.1%	86.4%	88.3%	85.0%	86.2%	89.7%	88.5%	88.0%

Source: Diplomation 2022 (p. 20)

The most recent 7-year graduation and qualification rate of students at Riverside School Board (88.5%) continues to stand above the equivalent provincial rate for public schools (79%) and above both the Riverside and provincial targets set for 2023. It should be noted that the 7-year graduation or qualification rate for Riverside school board for the 2014 cohort is the highest in the Montérégie administrative region. There is a slight decrease in the graduation and qualification rate for Riverside from the 2013 to the 2014 cohorts. However, what can be observed in the graph below is that the 5-year graduation and qualification rate at Riverside has been increasing with every cohort since that of 2011. That is, more students are obtaining their first qualification and diploma of secondary studies within five years of starting secondary school. In the graph below, the 5, 6 and 7-year graduation and qualification rates per cohort are illustrated.



OBJECTIVE 4: ENSURE A HIGH LEVEL OF LANGUAGE PROFICIENCY

Language proficiency rates refer to the percentage of students obtaining 70% or more in both English Language Arts and French as a Second Language. This is calculated using the final report card marks for Grade 6 and the Ministry final results extracted from Charlemagne for secondary 5.

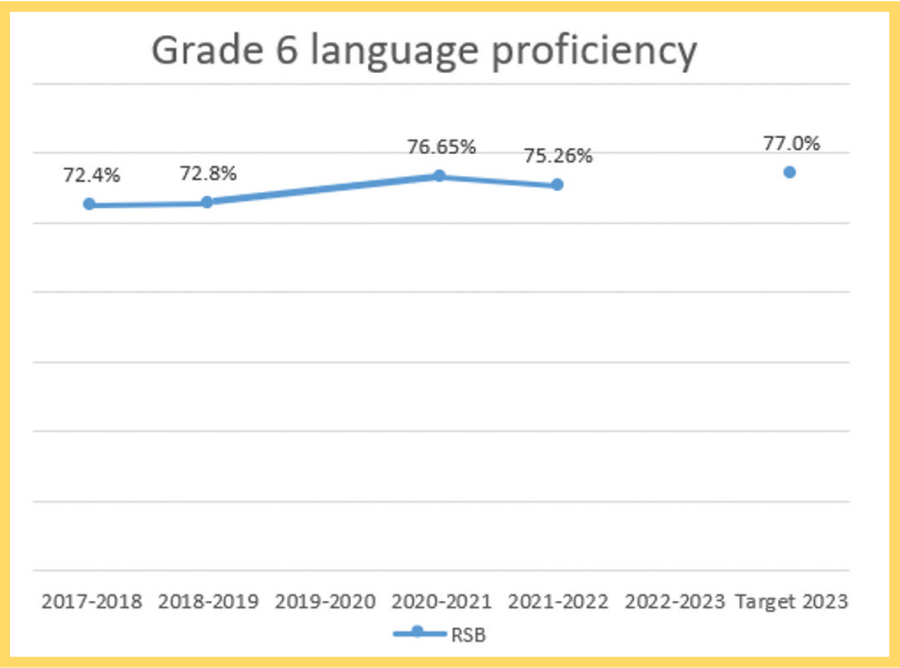
Provincial Results (réseau public):

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	Target 2023
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	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	N/A	N/A

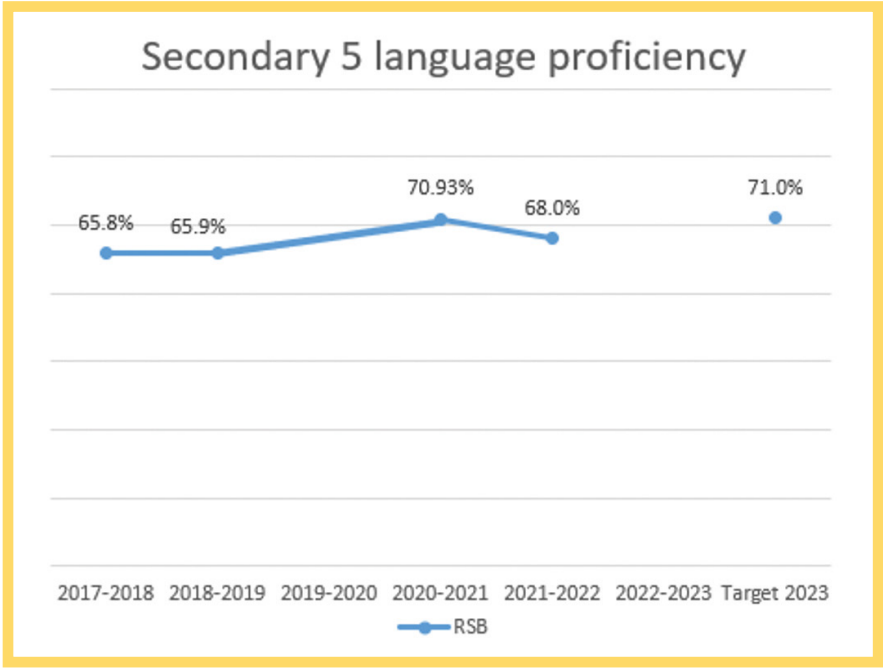
Riverside School Board:

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	Target 2023
Grade 6: Percentage of students achieving at least 70% in both ELA and FSL final global results	72.4%	72.8%	N/A	76.65%	75.26%	77.0%
Secondary 5: Percentage of students of achieving at least 70% in both ELA and FSL final global results	65.8%	65.9%	N/A	70.93%	68.0%	71.0%

Source: Charlemagne for Sec. 5, Power BI Language proficiency dashboard for Grade 6



Working towards the set target has opened conversations within and among schools about developing bilingualism in the two languages of instruction for all of our Riverside students. Deeper analysis points to the importance of delving into the data school by school. The global view does not provide sufficient insight into conditions that can support enhanced language proficiency in both languages of instruction, or explain the current state of this bilingualism. Work is therefore ongoing to further analyze the situation school by school, in order to support each school in attaining high levels of language proficiency for all students, regardless of the context and model of delivery (English, French Immersion, etc.).



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

In 2021-2022, Riverside invested more than \$6.8 million in major projects to maintain real estate assets through 14 major renovation projects. These investments and projects were aimed at achieving objective 5, which is to ensure that all school buildings are in satisfactory condition.

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

In parallel to this process, the MEQ as also revisited the asset management system, and we are currently implementing a new system. The *Gestion des infrastructures de l'Éducation et de l'Enseignement Supérieur* (GIEES) platform is based on an optimized process and standardized evaluation that will provide an informed decision-making process and foster good governance.

In order to minimize the disparity in the assessment of the physical condition of buildings that might append, the MEQ has been training all school boards and service centres to standardize data collection during building inspections.

The training and new evaluations process through decision trees will have an effect on the facility conditions index of most buildings.

It is important to note that, although Riverside School Board shares and is committed to achieve the goal of the ministère de l'Éducation et de l'Enseignement supérieur (MEES) to offer the best buildings possible to its community, we have no control on the allocation of funds by the MEQ to achieve that ambitious target.

% of School Buildings in Satisfactory Condition (C) According to the FCI (IVP)								
	2016-2017 (reference years)	2017-2018 ¹	2018-2019	2019-2020	2020-2021 ²	2021-2022 ⁴	2022-2023	Target 2023-2024 ³
Provincial	68.6%	N/D	N/D	N/D	N/D	N/D		50.0%
RSB	92.5%	18.5%	33.3%	76.9%	65.4%	21.6%		50.0%
Investments (M\$)	4.18	4.11	7.3	10.0	9.0	6.8		

¹ It is very important to note that, in 2017-2018, the MEES 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 2021-2022.

² It should be noted that for the January 2021 reading of the property Inventory Obsolescence Index (IVP), the MEQ applied, to all buildings, a theoretical deterioration of 2% of their replacement value, which had the effect of tipping back certain buildings from the condition rating of C to the condition rating of D. However, the overall Riverside property Inventory IVP has improved by 3.4% compared to the previous year, to 12.6%, which is an overall condition rating of C. This operation was carried out due to the discontinuity of the asset management platform.

³ The MEQ revised the target for objective 5 in the 2019-2023 strategic plan from 85% to 50% by 2023-2024.

⁴ First data extraction from the newly integrated GIEES platform done in January 2022. It should be noted that external hard surface assets, such as courtyards, parking lots and access paths were added to the data base, contributing to more than a \$30 M increase of the overall property inventory obsolescence.

OBJECTIVE 6: INCREASE THE AMOUNT OF TIME DEDICATED TO PHYSICAL ACTIVITY FOR ALL STUDENTS

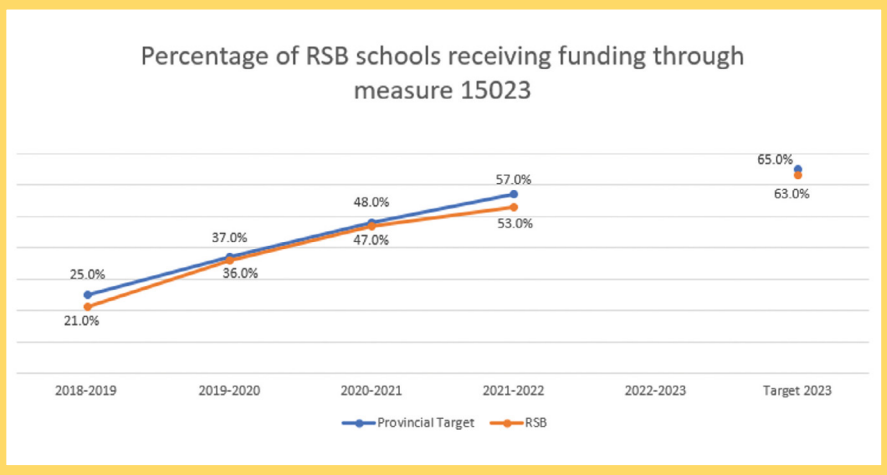
2019-2023 Strategic Plan, objective 2.1
(previously Orientation 2 – have elementary students physically active at least 60 minutes per day)

PROVINCIAL TARGETS BY YEAR (PUBLIC)

	2018-2019 (reference year)	2019-2020	2020-2021	2021-2022	2022-2023
Proportion of public schools adhering to the mesure “À l’école on bouge!”	25%	37%	48%	57%	65%

Riverside School Board:

	2018-2019 (reference year)	2019-2020	2020-2021	2021-2022	Target 2023
Proportion of public schools adhering to the mesure “À l’école on bouge!”	21%	36%	47%	53%	63%



The indicator for this objective is the number of our schools adhering to measure 15023, À l’école, on bouge!

This allocation, included in the Ministry’s budgetary rules, provides support to elementary schools committing to a minimum of 60 minutes of daily organized physical activity for their entire student population. In 2021-2022, only one additional school participated in measure 15023, as implementation of a school-wide initiative was more challenging during the pandemic. 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 2022-2023.





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 2021-2022, 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.



Commission scolaire **Riverside**
Riverside School Board

